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GLOBAL MINDSET IN GLOBAL LEADERS

How to Develop It and Which Individual Factors Affect the Process?

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ABSTRACT

The modern globalised business world requires new kinds of leaders and employees. As organisations' successfulness is rather dependent on effective leadership, it is of the utmost importance to be able to find and develop leaders who can thrive in today's complex and multicultural business environment. The key factor that is suggested to separate local and global managers is global mindset and in this thesis it is defined as having two distinct parts; *cultural intelligence* and *global business orientation*.

Because there is no widely concurred definition for global mindset, this thesis will aim at studying how well the utilised definition matches with a definition offered by global leaders themselves. In addition, as companies are very motivated to find ways to detect and develop global mindset in their managers and overall employees, this thesis will concentrate on finding concrete ways to develop global mindset. Yet, it is not enough to know how to increase employees' global mindset; companies do not have the resources to offer similar development initiatives to their whole personnel. Therefore, organisations would gain from knowing who would benefit the most from a certain development method. Additionally, this thesis aims at finding individual factors that can affect a person's ability and likelihood to develop global mindset.

In order to reach these three research aims, this thesis will conduct a literature review concerning the development methods and individual factors and compare its results to an empirical data offered by ten qualitative semi-structured interviews with global leaders. As earlier research about these issues is rather limited, this thesis will utilise research conducted about global leadership and expatriate development.

KEYWORDS: Global Mindset, Global Leadership Development, Individual Factors

1. INTRODUCTION

Due to the ever growing and expanding phenomenon of globalisation, the way leaders and employees operate and the qualities and skills they need in the global business environment are changing. For instance, leadership in general is about influencing other people (Javidan & Bowen 2013: 146; Prewitt, Weil & McClure 2011: 14; Smith & Victorson 2012: 43). Yet, ever growing globalisation has affected leadership by increasing complexity (Youssef & Luthans 2012: 539) and the presence of cultural differences in multinational company's (MNC) business environment (Caligiuri & Tarique 2012: 620). Consequently, the capabilities and characteristics today's leaders need have drastically changed.

In order to effectively influence and lead people from different cultural backgrounds (Prewitt et al. 2011: 16) and conduct global business leaders should develop a global view of the world (Kedia & Mukherji 1999: 230, 249). Moreover, globalisation has had a major impact on the competencies that modern managers critically need (Caligiuri 2006: 219) but do not usually possess an adequate amount of (Gregersen, Morrison & Black 1998: 22; Javidan & Walker 2012: 37). Locally and globally operative effective leaders need many common competencies, but the one quality that has been proposed as a separating factor is global mindset (Story & Barbuto 2011: 377). On the other hand, because of the increasing globalisation that seems to reach every part of the world, it has been suggested that global mindset is also crucially important in the domestic environment (Lovvorn & Chen 2011: 280; Rhinesmith 1992). Large amount of research on global mindset has mainly focused on the organisational view of bigger multinational companies (MNCs). However, according to few new studies (Felićio, Caldeirinha & Rodrigues 2012: 467; Felićio, Caldeirinha, Rodrigues & Kyvik 2013), small and medium sized organisations (SMEs) can largely benefit from global mindset, whether viewed as an organisational or an individual capability. Therefore, developing global mindset seems to be important and valuable for all types of establishments; whether big or small or whether global or local. Furthermore, developing global leadership competencies is in need of further research in order to be able to efficiently develop global executives and select people for different training methods (Jokinen 2005: 212; Steers, Sanchez-Runde & Nardon 2012: 480; Suutari 2002: 230). Additionally, there has been quite scarce amount of empirical studies about global mindset's (Levy, Beechler, Taylor & Boyacigiller 2007: 248) and global leadership competencies' (Rockstuhl, Seiler, Ang, Van Dyne & Annen 2011: 834) connection to

people's individual characteristics and their potential to adopt a global mindset in addition to how global mindset overall can be developed.

As the focal subject of this thesis will revolve around global mindset and global leaders, definitions for both terms are provided. *Global mindset* has been defined in many diverse ways in the earlier research but no clear framework that is generally accepted has arisen. It has even been defined both as an organisational quality (Harvey & Novicevic 2001) and as an individual ability (Rhinesmith 1992). This thesis will define global mindset using Story's & Barbuto's (2011: 378–380) framework that views global mindset as an individual quality. Figure 1 on the next page depicts their global mindset model. As stated by them global mindset has two dimensions; *cultural intelligence* and *global business orientation*. The first dimension includes sensitivity to and awareness of cultural differences. The second dimension is about seeing “the bigger picture” in the global environment and being able to handle contradicting and complex phenomena in a balanced manner. Likewise, the definition for a *global leader* is unclear (Suutari 2002: 229; Jokinen 2005: 212) but in order to give a specific meaning to a “global leader” this thesis will utilise the definition given by Speitzer, McCall & Mahoney (1997). Hence, globally operative leaders are executives that have a position that has an international scope. Additionally, it could be more specified that global leaders work in positions that require them to deal with geographical and cultural boundaries (Conger & O'Neill 2012: 53). All in all, both definitions give the impression that global mindset's two dimensions could be utilised in a global leadership role as they both require and handle the same dimensions; cultural and geographic distance.

Moreover, because this thesis will also focus on global mindset development methods and individual factors that can affect people's likelihood and ability to adopt a global mindset, these two different concepts will be defined according to the way they are used in this thesis. First of all, a development method for increasing global mindset can be any possible action or experience that an organisation can take or create in order to provide its leaders and employees the opportunity to increase their individual global mindset or the possibility to enhance the overall global mindset of the organisation. In other words, these development methods can be either directed at the level of individual learning experience or increasing the whole organisation's global mindset level at the same time. Secondly, this thesis defines the individual factors that can affect people's likelihood and ability to adopt a global mindset in the following way. The individual factors affecting people's likelihood to develop a global mindset can consist of any possible individual capability, characteristic or personal factor that can affect how well

and likely a person is to succeed in the process of developing global mindset. Therefore, these individual factors can include factors that cannot be controlled or affected by the person him or herself and these factors can be originate from whatever temporal distance linked to the person in question.

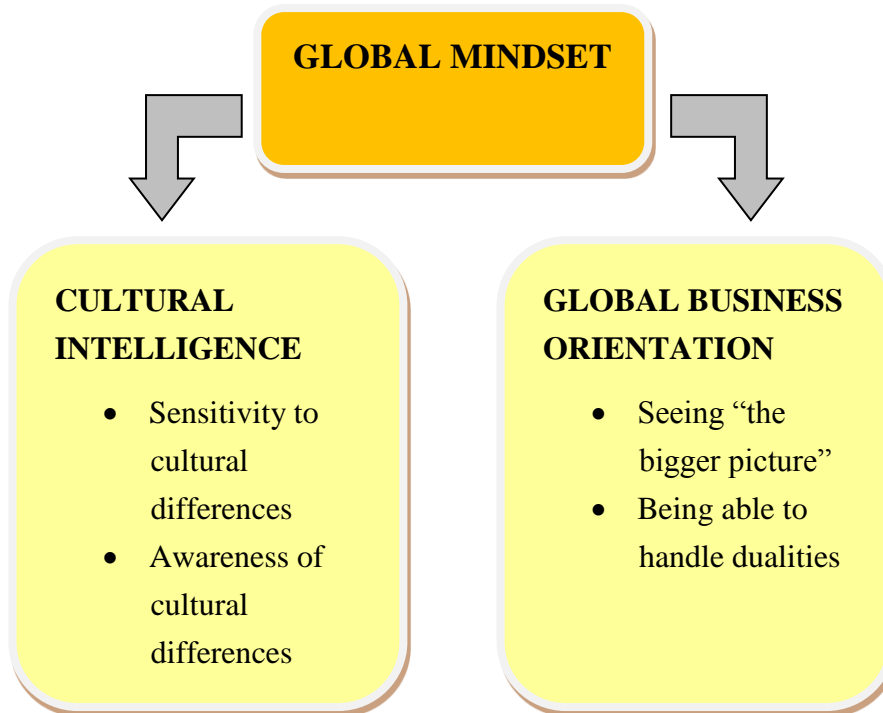


Figure 1. Global Mindset's Two Dimensions (Story & Barbuto 2011).

Due to the current situation described earlier, this thesis will concentrate on three different research questions that are given after this paragraph. To begin with, the first research question aims at finding out how internationally working leaders define global mindset in their own words in order to find out how well the definition chosen by this thesis represents the practical perspectives on the global business field about the definition for global mindset. Secondly, the second question focuses on how global mindset can be developed. Lastly, the third research question concentrates on finding out which individual factors can affect the process of developing global mindset. In other words, the third research question is interested in why some people are able to adopt global mindset more efficiently than other people.

- How internationally working leaders define global mindset in their own words?
- How to develop global mindset in global leaders?
- Which individual factors can affect this development process in question?

In order to answer these research questions this thesis will firstly conduct a literature review concerning the current related scientific publications researching either the development methods or possible individual factors. As earlier research about these issues is rather limited, this thesis will utilise research conducted about global leadership and expatriate development. More particularly, because these employee groups critically need global mindset in their international work, one can quite safely assume that the interventions that developed these people can be used for developing global mindset. Furthermore, after the literature review, this thesis will construct a suggestive framework on the process of developing global mindset. In addition, based on the theoretical research results and current scarce amount of empirical studies specifically related to global mindset, this thesis will choose an appropriate research approach and method and conduct an empirical study in order to gather more information related to this thesis' research questions.

The rest of this thesis will be structured in the following way. First, theory concerning the second research question will be reviewed in chapter two *Developing Global Mindset*. Second, theoretical findings for the third research question will be observed in chapter three *Individual Factors Affecting the Development Process*. Thirdly, the suggestive theoretical framework will be introduced in chapter four *Theoretical Framework*. Fourthly, the research design including the descriptions of research approach, data collection method, sample and the method for analysing the data will be presented in chapter five *Methodology*. Fifthly, the findings from the empirical data and its connection to the theoretical part's offerings will be discussed in chapter six *Findings & Discussion*. Lastly, *Conclusion* will summarise this thesis' overall input for the scientific development concerning the three research questions and present managerial and future research implications.

2. DEVELOPING GLOBAL MINDSET

2.1 Introduction

In the second chapter the following development methods for global mindset will be introduced; *Recruitment, Talent Management & Diversity; International Assignments; International Travelling; Training and Work Experience*. The main literature base for these techniques is presented in Table 1 on the next page. The literature is categorised into three different classes, *Global Leadership Development, Expatriate Development and Global Mindset Development*, based on the main research field that they belong to. It is quite easy to detect from the table that global leadership development literature is the most utilised category. Yet, as mentioned in the introduction chapter, global leaders often depend on skills and attitudes alike to global mindset, so it is rather safe to presume that global mindset can be developed using the methods that will be presented in the second chapter.

The development methods can be viewed from the perspective of the company and from the viewpoint of the individual. On the one hand, some development techniques can solely be conducted by the organisation, such as *Recruitment, Talent Management & Diversity*. On the other hand, others can be affected by both the individual and the MNC. For instance, *International Assignments* and *Training* methods can be initiated by both parties; individuals can seek such development opportunities and MNCs can invest on offering them. Moreover, development ways can be divided into didactic learning programs, experiential opportunities and intensive cultural experiences (Caligiuri 2006: 223–224). Didactic learning methods represent traditional teaching techniques, such as cross-cultural, diversity and language training. From this thesis's second section most of the methods introduced under *Training* belong to this category. Experiential opportunities are used to develop softer skills that are not easily learned through a traditional classroom setting and such alternatives will be given under *International Assignments, International Travelling and Work Experience*. Intensive cultural experiences are used to combine the development of knowledge about a foreign culture and the advancement of the softer skills. Furthermore, concrete examples of this development method will be given under *International Assignments*. As a closing paragraph, *Conclusion* will contemplate on the usefulness of current and fresh ways to develop global mindset.

Table 1. Main Literature Base for the Global Mindset Development Methods.

HOW TO DEVELOP GLOBAL MINDSET	Global Leadership Development	Expatriate Development	Global Mindset Development
Recruitment, Talent Management & Diversity	Conger & O'Neill (2012)		Harvey, Novicevic & Kiessling (2002) Javidan & Walker (2012) Smith & Victorson (2012)
International Assignments	Caligiuri (2006) Conger & O'Neill (2012) Evans, Pucik & Björkman (2011) Suutari (2002)	Evans, Pucik & Björkman (2011) Mendenhall & Stahl (2000)	
International Travelling	Conger & O'Neill (2012) Oddou, Mendenhall & Ritchie (2000) Suutari (2002)		
Training	Montgomery & Arensdorf (2012) Suutari (2002)	Mendenhall & Stahl (2000) Waxin & Panaccio (2005)	
Work Experience	Conger & O'Neill (2012) Evans, Pucik & Björkman (2011) Gallo (2012) Gregersen, Morrison & Black (1998) Suutari (2002)		Cseh, Davis & Khilji (2013)

2.2 Recruitment, Talent Management & Diversity

First of all, MNCs can enhance its employees' global mindset by selecting and promoting people who have the desired mindset to begin with or have the qualities that make it more effortless for the individual to develop it. Such individual factors and characteristics will be examined in more detail in the third chapter. According to Javidan & Walker (2012: 41) firms have two alternatives when it comes to building a reserve for global mindset. MNCs can either buy the capabilities or develop them by nurturing internal talent. As Javidan & Walker (2012: 38–40) has defined global mindset as having three dimensions, *intellectual*, *psychological* and *social capital*, they argue that companies should focus on hiring people with at least the suitable *psychological capital*, which is the most challenging one to develop. It is a lot easier to train managers, so that they have the required knowledge of global business and cultures (*intellectual capital*) and the ability to cooperate with individuals from diverse backgrounds (*social capital*), than to change their original disinterest to diversity into a burning passion.

Furthermore, Javidan & Walker (2012: 41) stress the importance of integrating global mindset into talent and performance management that are also hot topics in global leadership development (Conger & O'Neill 2012: 53). In other words, the firm should not only select the globally oriented people, but invest in developing them in long-term and reward such an attitude and behaviour. Though, when it comes to rewarding for development efforts, enterprises should firstly define proper metrics for measuring development and learning success (Morrison 2012: 20) as without well-defined measurements rewarding people justly and in a manner that increases motivation is quite difficult. MNCs should take into consideration the potential of social media when harnessing talent management into global mindset development; talent networks in sites like Facebook or Twitter can be utilised when seeking suitable current and future employees (Smith & Victorson 2012: 50). However, this approach might be more suited for attracting younger and more western talent as not all individuals have the access to Internet. Yet, the probability of being globally oriented will be more likely higher in case one has the possibility to use modern technology because the access to global information networks eases the development of knowledge about global business. For instance, people in countries that have poor Internet connections do not often widely acknowledge global phenomena.

Moreover, Smith & Victorson (2012: 43–44) highlight the importance of diversity strategies in addition to talent management in developing global mindset. If the company has a diverse workforce and clear policies on the significance of *Diversity*, it is naturally more effortless for the employees to learn and develop their overall mindset about different dimensions of *Diversity* (such as gender, religion, ethnicity and personality). On the other hand, just by forcing employees to work with dissimilar colleagues does not ensure that people's attitudes and behaviour towards *Diversity* changes. Though, it is easier to begin to understand and accept *Diversity* in case one has to face it every day at work. Smith & Victorson (2012: 50) stress the fact that in order to implement a cultural diversity strategy a company would benefit from doing the following. First, they should share information about the policy and dissimilar cultures. Second, the company should leverage diverse workforce in developing leaders by introducing people from diverse cultures to one another. Third, they should define the cultural competencies preferred in recruiting and promoting and, fourth; form a knowledge base that inspires people by spreading success stories and advantages of the policy. On the whole, organisations contemplating on creating a diversity (or any other) strategy should consider basic change management principles (Ulrich 1996: 30–31, 252–253) while planning and implementing their new strategy. Furthermore, Harvey, Novicevic & Kiessling (2002: 499–500) suggest that inpatriate managers can be used to cultivate global mindset of the whole organisation. These foreign executives are one possibility for growing the *Diversity* in the headquarters (HQ) and in the subsidiaries, thus giving the local employees a chance to train their global mindset.

2.3 International Assignments

Secondly, both short and long *International Assignments* have the possibility to develop global mindset. It has been widely agreed that the most efficient way to develop global leaders is through expatriation, in other words, *Long-term International Assignment* (Caligiuri & Tarique 2012; Gallo 2012; Kohonen 2005; Li, Mobley & Kelly 2013; Lovvorn & Chen 2011; Ng, Van Dyne & Ang 2009). In a *Long-term International Assignment*, a leader would work and live in a foreign country for at least one year (Caligiuri 2006: 224; Gregersen et al. 1998). Talent management and well-chosen development assignments go hand in hand (Conger & O'Neill 2012: 53); *International Assignments* can be utilised as stepping stones for the members of the talent pool from local roles to gradually more and more global responsibilities. Expatriate assignment offers deeply demanding learning experiences to managers and according to Evans,

Pucik & Björkman (2011: 311–312) challenge is the key ingredient in development and learning. Deeply developing experiences are the ones that force people to work outside their comfort zone. That can happen by moving people to different departments (functional mobility) or by moving them to different countries (geographical mobility). (Evans et al. 2011: 314.) Such an experience takes a person's expertise about a particular job or a culture away; hence, forces them to survive by learning new skills and knowledge. Expatriate assignments are particularly beneficial in global mindset development because the experience gives leaders the possibility to improve both dimensions of the mindset. It creates a great opportunity for dealing with dualities, such as whether to work as back home or in the local way, and for experiencing a culture shock, which is an extremely educational and challenging experience. Nevertheless, there are few down sides to *Long-term International Assignments*. Firstly, it is very costly for the company to orchestrate the whole expatriation. There is a lot organising and planning to do before the actually assignment can begin; selecting the expatriate, organising language and cross-cultural training for him or her and sometimes even for the whole family, defining the rewards, benefits and local housing arrangements and planning the repatriation phase (Evans et al. 2011: 141–152). Secondly, high failure rates have been reported. Yet, defining a failure is a bit trickier; is the assignment a failure in case of a premature termination or if the expatriate does not learn what he or she was sent to learn. Defining a failure or a success is also dependent on the overall goal of the assignment; whether the expatriate is meant to solve a problem or develop personal leadership competence. (Evans et al. 2011: 139–142.)

When it comes to *Short-term International Assignments* that last less than one year, the MNC can reduce costs related to long-term assignments, though they are still a relatively costly way to develop global mindset and global leaders (Caligiuri 2006: 224; Suutari 2002: 227). In addition, this type of assignments are more family-friendly because of their shortness; dual-career and family related issues (such as children's education) (Oddou, Mendenhall & Ritchie 2000: 160) can be avoided because the family can stay in the home country while the leader faces the needed challenges abroad. Moreover, Mendenhall & Stahl (2000: 258) propose that there is a way to simulate a learning assignment abroad by introducing a week-long field experience into a subculture in the home country. In Finland, such a subculture can be found from the Lapland among the Sami people or from the west coast's Finland-Swedes. Getting to know a subculture can develop the cultural aspect of global mindset. Another innovative way to improve global mindset of managers is to send them on a short assignment that focuses on a voluntary project that can broaden managers' view on ethical issues and

global responsibility of employees and firms (Mendenhall & Stahl 2000: 258; Pless, Maak & Stahl 2011: 251–252). On the other hand, the shortness of the assignment can decrease the likelihood of reaching the targeted benefits; for some lessons and stretch assignments to be learnt few months can be too short. Additionally, the use of short problem-solving assignments does not facilitate the need to learn how to manage change and people in the long-term. Hence, extensive use of such assignments could lead to a bench of managers that are great at initiating changes but rather inexperienced in following them through.

2.4 International Travelling

Thirdly, companies and individuals can increase global mindset by *International Travelling* (Gregersen et al. 1998: 29; Oddou et al. 2000: 159; Suutari 2002: 229). According to Oddou et al. (2000: 159) *International Business Travelling* is not widely utilised as a development mean for global leadership development. Yet, international travelling does offer the same learning possibilities as the more often utilised expatriation, though not to the same extent (Conger & O’Neill 2012: 54). Business travellers and expatriates both go abroad and spend time in a foreign culture, only the length of the stay and the work assignments themselves differ. Oddou et al. (2000: 161) note that business travel does not magically change leader’s local mindset into a global one. As said by them business travelling is quite often executed in a very efficient manner where travellers travel as quickly as possible to the foreign destination, perform their job and go back home. In addition, the travelling experience is in many cases implemented in a way that is the least challenging for the travellers. They are kept away from the local culture by booking comfortable and familiar westernised hotels and restaurants, so that they never really get the chance to experience the foreign culture and way of life.

Oddou et al. (2000: 162–170) suggest that business travellers can learn a multitude of skills and ideas in case the trip is planned as a learning experience as opposed to a business trip. First, international travelling can enhance travellers’ willingness to stretch their mental maps by learning that there are more ways to do the same task that are all affected by the cultural background. Second, travelling can develop global leadership competence by increasing inquisitiveness and curiosity. Third, international travelling can teach leaders how to manage uncertainty. Fourth, leaders can learn sensitivity to cultural differences and, fifth, their understanding of different viewpoints can be

developed during the trip. Furthermore, Oddou et al. (2000: 170–171) have some concrete tips on how to ensure that the international business trip will be transformed into a learning experience that develops global mindset. First of all, MNCs should introduce a cross-cultural training session before the business trip that communicates also the importance and goals of the learning experience. Second, firms should facilitate learning during the trip by reserving time for exploring the national culture, booking local hotels, urging travellers to use foreign language during the trip and to keep a journal that gives the leader the possibility to reflect the trip's teachings.

All in all, business travelling can be a very cost-efficient way to enhance global mindset since the trips are required because of the business itself; they are not initiated solely in order to develop global leaders. Firms and individuals can relatively effortlessly broaden their mindset in case both parties are committed to changing the way business travelling is carried out at the present. In addition, travelling is one of the best ways for the individual to develop his or hers global mindset as most people enjoy travelling and are prone to fly to a foreign location at least once a year. The tips introduced earlier can be applied to *Holiday Travelling* as well.

2.5 Training

Fourthly, global mindset can be generated through *Training*. The following development ways will be covered in this section; *Cross-Cultural*, in-country and *Self-Training* methods and *Innovative Study Abroad Exchange*.

Training leaders can happen through training courses in-house and externally or through formal educational programs (Suutari 2002: 228; Caligiuri 2006: 223). *Cross-Cultural Training* methods vary from techniques that focus on increasing information about the broad foundations of a foreign culture and / or the social behaviour, values and attitudes of the people to techniques that help the course attendants to understand their own cultures' basic rules in order for them to adapt to a foreign environment more smoothly (Harvey, McIntyre, Moeller & Sloan 2012: 122). In their quantitative empirical research, Waxin & Panaccio (2005: 61) came to the conclusion that pre-trip cross-cultural training eases expatriates' adjustment to a foreign country. Additionally, their results further confirm the link between *Cross-Cultural Training* and improved relationship between expatriates and people from the foreign culture. Waxin & Panaccio (2005: 63) discovered that on a global scale the most effective training type is the

experiential training that is focused on the culture of the host-country. In such training, the focus is on participative method of simulating real life situations instead of the traditional way of teaching people through lecturing. Moreover, Waxin's & Panaccio's (2005: 63) research shows that cross-cultural training is even more beneficial to leaders that have little or no previous international experience. According to them (Waxin & Panaccio 2005: 64), it is not enough that the cross-cultural training exists, it has to be in tune with the particular target country and the cultural distance between the home and the host country. However, Mendenhall & Stahl (2000: 251–252) argue that expatriates need continuous in-country cross-cultural training in the early stages of their assignment. In other words, the training that takes place before the actual assignment is not sufficient, though Waxin & Panaccio (2005: 65) note that because culture shocks take place in the first months of the expatriation, pre-trip training is irreplaceable. In-country training can take place in the traditional format of a classroom setting where further information about the host country culture is lectured to a group of expatriates or in the real-time format that resembles personal coaching where expatriates get personal advice and support from an expert (Mendenhall & Stahl 2000: 252–254).

Furthermore, *Self-Training* using software and Internet embody modern training methods. For instance, Park Li Group's "Bridging Cultures" interactive multimedia CD-ROM-based training program can be used by a variety of international travellers; by expatriates, their family members, business travellers, mentors of expatriates and by repatriates. The program in question does not merely rely on texts but also on video clips and it lets the learner take interactively part in creating the content of the program in addition to showing further sources. Internet, on the other hand, give expatriates and all the other people interested about foreign cultures the chance to introduce themselves to useful information. (Mendenhall & Stahl 2000: 260–262.) But then again, when it comes to Internet, it is challenging to know how reliable each source is. Yet, through Internet expatriates have the possibility to contact other expats or people with experience about their target country, hence making it possible for them to seek *Cross-Cultural Training* actively and independently. Additionally, these technology-based training methods can be used whenever suitable for the individual learner; therefore, it is a lot more flexible than traditional forms of training.

Global mindset can be built up by using *Innovative Study Abroad Exchange* (Montgomery & Arensdorf 2012). Global leadership competencies and global mindset can be developed already while studying leadership or any other major at a university level. Study abroad experience that centres on leadership provides the students with the

possibility to get to know different cultures, languages and leadership styles and develop intercultural competencies that are traditionally rather difficult to teach in a classroom setting. Developing global mindset in students can ease their transition to the global workplace because by having international exchange experience they can be more prepared for the demands of the modern work life. (Montgomery & Arensdorf 2012: 64–66.) Montgomery & Arensdorf (2012: 67) emphasise the fact that innovative leadership focused exchange experiences have to include an academic course and concrete aims to study leadership in order for it to be truly educational; without such an approach an exchange period can easily turn into vacation. Moreover, they divide the course objectives of a successful study abroad experience into three dissimilar categories. First, cognitive objectives centre on increasing knowledge about different cultures, diversity and global competencies. Second, attitudinal objectives concentrate on building relationships and inspiring tolerance for diversity. Third, behavioural objectives centre on connecting real life leadership to theory and sharing experiences with peers. Furthermore, exchange period should be divided into three different stages where various learning methods are used. Pre-trip phase is connected to cognitive objectives by introducing course objectives, expert for a day assignment on a precise topic about travel preparation, cohesion development for the course participants that stimulate later knowledge sharing and overall international travel preparation. On-site phase emphasises attitudinal objectives by utilising cultural immersion in the foreign location, expert for a day discussion online and journaling that enables reflective thinking. Post-trip phase concentrates on behavioural objectives by requiring students to write a final reflection paper and giving a campus presentation about their exchange. (Montgomery & Arensdorf 2012: 67–69.) Although, Montgomery & Arensdorf (2012: 70) argue that immersion to a foreign culture will inevitably increase global leadership competencies, one can counter argue that not all study exchanges have this desirable effect. Sometimes students focus more on the vacation side of the exchange and to some people exchange is not possible due to family reasons or other factors. How can their global mindset be developed and which factors affect the process? Individual factors will be covered in the third chapter and other work related development methods will be introduced under the next subheading.

2.6 Work Experience

Fifthly, global mindset can be developed through *Work Experience*. The following development methods will be looked at; *Working and Leading in Split Egg Ways* and in

International Teams and Utilising Global Employees' Experience. Additionally, the role of *Reflection* will be stressed.

Working and Leading in Split Egg Ways can enhance global mindset's second dimension; dealing with contradictory dualities. Job experience on working in and leading *International Teams* can also contribute to the first dimension of global mindset; appreciating cultural differences (Gregersen et al. 1998: 30). Evans et al. (2011: 315) state that managers can be developed by using cross-boundary project assignments in addition to the leaders' "usual" job. This split egg way of working combines the challenges of being an effective manager in the operational role for 70 % of the work time and being an effectual leader in the project role for 30 % of the work time. Split egg assignments develop the following leadership skills; leading people without formal authority, people and team management skills, working in virtual teams and dualistic thinking in addition to global mindset. (Evans et al. 2011: 210, 315–316.) Moreover, working in and with *International Teams* has been proposed as a way to develop global leadership competencies and global mindset (Conger & O'Neill 2012: 53–54; Gallo 2012: 28; Suutari 2002: 226). Such working methods can improve managers' intercultural interaction skills and give them international experience for instance in form of travelling to face-to-face meetings. From the enterprises' perspective, international teams can produce richer solutions and better internal network, though this type of team work is not challenge-free; language and communication can be problematic and costs can increase because of the meeting arrangements and possible travelling. (Suutari 2002: 226–228.)

Reverse expatriates, namely inpatriates (employees hired from abroad) and repatriates (employees returning to the home country after working abroad), are quite underutilised in developing global mindset of the home country workforce (Mendenhall & Stahl 2000: 258; Caligiuri 2006: 224). They have a lot of valuable knowledge to be shared. The sharing process could be constructed in the form of an international meeting or a *Forum* where people develop cross-cultural interaction and share relevant knowledge while building internal relationship network (Suutari 2002: 229). Another possible way to utilise repatriate and inpatriate knowledge is through *Mentoring* and *Coaching* (Evans et al. 2011: 318–319). In *Mentoring*, a high-potential future global leader can get an experienced repatriate mentor that advises and guides the younger manager from the perspective of his or hers individual experience. In *Coaching*, the company could tap into the knowledge and experience of the inpatriate managers that can help an expatriate on their foreign assignment by sharing local knowledge and ways of working with

them. Moreover, the coach and coachee can support one another because of the similarity of their situations. For instance, in case of global leadership talent pool members from countries, such as China, that traditionally have limited international experience possibilities, firms could utilise mentoring and coaching in order to secure the learning opportunity for the talented leader that could otherwise quite easily abandon the international assignment and return to China for family (and culture) related reasons (Gallo 2012: 28). On the positive side, in *Mentoring and Coaching* the repatriate and inpatriate can get the feeling of being appreciated and acknowledged and the developing global leaders can learn through personally educating relationship. But then, the challenges arise from the process of pairing compatible personalities and people. It can be difficult to find people that fit well together and such a fit is crucial because of the intimate nature of the relationship. Nevertheless, both mentoring and coaching can enhance reflection on what one has learned (Javidan & Bowen 2013: 153) that can help deepen the acquired information into valuable knowledge.

According to the only available qualitative study on global mindset development (Cseh, Davis & Khilji 2013: 493–494) *Self-Reflection* and *Reflection* with others are the key ways to develop global mindset; global leaders were able to relate and understand the meaning of differences between people by reflecting on their (and others') past experiences. Therefore, *Work Experiences* alone will not necessarily increase global mindset; one should also have the ability to acquire the “learning” behind the experience.

2.7 Conclusion

As a final point, the development methods for increasing global mindset are gathered together in Figure 2 on the next page. In addition, possible complications that should be taken into consideration while planning the development methods will be shortly discussed. After reviewing different development methods for global mindset development, it is possible to notice that it can be problematic to create a method that is suitable for all situations and cultures. Possible challenges will be presented after the figure 2 on the next page.



Figure 2. Development Methods for Increasing Global Mindset.

First of all, it can be easier said than done to recruit and manage the talent of globally oriented people; one has to first acknowledge which factors contribute to global mindset development. Besides, diverse workforce is a great way to achieve cross-cultural development, but just by having the possibility to learn does not mean that people will actually change their attitudes and behavior. Building a diverse employee base can also take a lot of time, depending on how diverse the company is at the moment of launching such a policy. In addition, keeping the first members of a diverse employee base can be

challenging, because the local minded current workers can find it difficult to collaborate with the new recruits and make the orientation phase uncomfortable for the new arrivals.

Secondly, *International Assignments*, whether short or long, seems to be very effective in developing global leaders and global mindset. Yet, in order to ensure the successfulness of the assignments MNCs should have the means to identify the people who will most benefit from such a costly way of development.

Thirdly, as *International Travelling* can be changed into a cross-cultural learning opportunity, such a transformation requires a total change in how the trips are planned and executed that can be difficult and more expensive to implement. Furthermore, *International Travelling* and *Assignments* usually develop only the people that are participating to them and possibly the people in the foreign location. Such problems can be avoided by using both expatriates and impatriates that can facilitate global mindset development in all of the business units. On the other hand, *Training* is a relatively inexpensive way to enhance the whole workforce's global mindset. Though, for most individuals didactic learning methods are not as efficient as "learning by doing"; in other words, experiencing the culture (Cohen 2010: 8).

Fourthly, there can also be cultural differences when it comes to developing global mindset. As some cultures are high-context cultures while others are low-context (Mooij 2005: 56), it means that most likely for high-context cultures concrete experiences, peer's storytelling, mentoring and coaching are more effective than low-context training methods such as the traditional classroom setup.

Fifthly, another quite relevant matter is the nature of leadership. Depending on the way, leadership is defined and seen as its development potential varies. On the one hand, if leadership is seen as a trait it is rather challenging to develop leaders; on the contrary, they should be selected as ready-made global leaders (Northouse 2010: 27). On the other hand, in case leadership is defined as a skill, it can be developed (Northouse 2010: 49–50) and, therefore, investing into global leadership development makes more sense.

Additionally, some development methods are not widely covered by the current literature. Individuals can surely educate themselves through their own initiative by reading about and studying different cultures and according to Rhinesmith (1992) knowledge about global business environment can be obtained through subscribing

some related international business journals. Moreover, participating in a study program or a hobby that has international peers and members can be seen as a potentially effective way to develop global mindset on one's own initiative.

Most of the development methods presented earlier have both strong and weak points. The optimal way to develop global mindset will most probably consist of a mix of diverse development methods. More importantly, organisations, and to some extent individuals, should focus on investing in thorough planning and devoted implementation phase of global mindset development initiatives and commit themselves seriously to development motions because a strategy is rather useless in case it is not followed and its progress is not measured. Furthermore, because of the turbulent global environment, learning and development are never truly finished and, therefore, enterprises and individuals would benefit from committing to lifelong learning (Rhinesmith 1995: 42). Overall, in order to design continuous efficient global mindset development methods organisations should get to know which individual factors affect the probability of learning. For that reason, in the third chapter such personal characteristics will be looked at.

3. INDIVIDUAL FACTORS AFFECTING THE DEVELOPMENT PROCESS

3.1 Introduction

Current studies (Zhang 2013: 190; Rockstuhl et al. 2011: 834) have found that too little research is focusing on expatriates' and global leaders' competencies and to the factors that help them survive and flourish in the globalised world. Knowledge in this particular field can contribute to explaining the fact that not all domestically efficient leaders are automatically effective as global leaders (Rockstuhl et al. 2011: 835). Hence, individual capabilities, such as global mindset, deserve stronger focus in the future academic studies. According to Rhinesmith (1992) personal qualities are connected to global mindset; people with certain characteristics are more likely to possess and develop it. And, because companies' resources are limited, organisations would benefit from knowing who to develop and how. Otherwise, they risk in investing their scarce resources on people who do not necessarily benefit the most from the development methods in question. Consequently, the third chapter will focus on analysing the different individual factors that can hinder or enhance the process of developing global mindset. The main literature base for individual factors is gathered together in Table 2 on the next page and it is organised in the same fashion as Table 1 on page 16. Though, contrary to table 1's literature base, the table 2 has substantially higher amount of literature that belongs to category *Global Mindset Development*. Yet, most of the empirical research articles and the highest quantity of literature still belong to the first category *Global Leadership Development*.

The third chapter is structured in the following way. First, global managers' *Background & Former Experience* will be looked at. Such topics as *Third-Culture Kids* (TCKs) and work and non-work related international experiences will be on focus. Second, *Individual Abilities* will be concentrated around themes that include the leaders' learning skills, *Emotional* and *Cultural Intelligence*, *Self-Confidence* and *Language Skills*. Third, *Personality's & Age's* contribution to global mindset will be observed through personality characteristics, such as *Openness to New Experiences* and *Extroversion*, in addition to different age groups' effect to global mindset development. Fourth, *Motivation's* role in learning and development will be contemplated. Fifth, as a final paragraph, *Conclusion* will concentrate on the implications that individual factors have on how to increase global mindset optimally.

Table 2. Main Literature Base for Individual Factors Affecting Global Mindset Development.

INDIVIDUAL FACTORS AFFECTING THE PROCESS	Global Leadership Development	Expatriate Development	Global Mindset Development
Background & Former Experience	Caligiuri & Tarique (2009) Caligiuri & Tarique (2012)	Selmer & Lam (2004) Waxin & Panaccio (2005)	Javidan & Bowen (2013) Javidan & Walker (2012)
Individual Abilities	Caligiuri (2006) Ghemawat (2012) Harvey, McIntyre, Moeller & Sloan (2012) Jenkins (2012) Li, Mobley & Kelly (2013) Ng, Van Dyne & Ang (2009)		Javidan & Walker (2012) Javidan & Bowen (2013) Lovvorn & Chen (2011) Smith & Victorson (2012)
Personality & Age	Caligiuri (2006) Caligiuri & Tarique (2009) Caligiuri & Tarique (2012)		Javidan & Walker (2012) Javidan & Bowen (2013)
Motivation	Conger & O'Neill (2012) Harris & Cole (2007) Naquin & Holton (2002) Robotham (2003)		

3.2 Background & Former Experience

Firstly, this thesis will review the effect of the leader's *Background* and *Former Experience* on how effective they are in adopting global mindset. First, the attention will be on *Third-Culture Kids (TCKs)* and, second, on former international experience from the perspective of *Living, Working and Studying Abroad*.

According to Selmer & Lam (2004: 430) *Third-Culture Kids (TCKs)* embody an intriguing opportunity for companies in their search for skilled candidates for foreign assignments. These individuals have lived in a foreign country for a certain period of time in their teenage years. In their empirical quantitative research, Selmer & Lam (2004: 438–439) came to the conclusion that this group of people is distinctively different from their home and host country peers. The British expatriate youth of their sample had higher perception of international experience, were more open-minded towards other cultures, had more respect and tolerance of dissimilarity, higher flexibility and own cultural identity. In addition, these adolescent people preferred international career more often than their peers, were more oriented towards the future, travel and foreign languages but had seldom the preference for settling down. In spite of the limitations of the study (one group of young expatriates from one host country, measuring perceptions of being international and used self-reports), Selmer & Lam (2004: 439–441) suggest few practical implications for MNCs when it comes to recruiting, locating and developing future internationally mobile workforce. First, these teenagers have learned cross-cultural skills and knowledge at an age where they are particularly receptive to such matters. Because of their earlier knowledge in cross-cultural issues, they could be more easily trained for expatriate assignments compared to their immobile peers. Second, *TCKs* could be utilised in improving the global mindset of the national workforce. In the domestic environment, they could be beneficial in in-house cross-cultural training programs, mentoring and business negotiations by sharing their knowledge with the less travelling co-workers. Therefore, *TCKs* have a connection to a multitude of the development methods introduced in chapter two. For instance, in recruiting MNCs should take into consideration the international experience of the candidates and their possible contribution to cross-cultural training. Yet, companies should not overweight the importance of living abroad because that does not necessarily mean that *TCKs* will be more efficient as managers.

When it comes to global mindset and global leadership development, many studies have noticed that former international experience from *Living, Working or Studying Abroad*

is a key factor in the development process of global leadership competencies (Caligiuri & Tarique 2012: 619–620; Cohen 2010: 8; Javidan & Walker 2012: 40–41; Waxin & Panaccio 2005: 63). High global mindset in individuals is connected to their previous international experiences. For example, the higher the quantity of countries one has lived in or been studying in between six months to two years, the higher the global mindset of a person is. Additionally, having *Foreign Friends* from different countries and possessing an *International Graduate Degree* grows the degree of global mindset in people. (Javidan & Bowen 2013: 151; Javidan & Walker 2012: 40–41.) Moreover, non-work related international experiences enhance global capabilities (Caligiuri & Tarique 2012: 619) and self-measured performance as a global leader (Caligiuri & Tarique 2009: 344). Examples of such non-work experiences include studying and having *Holidays Abroad*, *International Voluntary Work* and being part of a *Multicultural Family*. Also, being a *Third-Culture Kid (TCK)* is a good example of such experiences. Supporting the former findings, Waxin & Panaccio (2005: 63) found that leaders with little or no previous international experience benefit more from cross-cultural training that increases their global mindset. In other words, people with less cross-cultural experience need more training in order to gain same amount of global mindset as people who have previous international experience. Therefore, it could be worthwhile for the MNCs to focus on selecting individuals that already have some form of international experience to company's foreign assignments. In addition, this phenomenon might explain why some people reach a higher level of global mindset as a result of a developmental assignment or training when compared to their less experienced peers. Yet, as noted before, being globally oriented does not necessarily make a person better manager or employee. Hence, enterprises' selection and recruitment processes should take into consideration both forms of individual potential; global mindset and actual work related capabilities.

3.3 Individual Abilities

Secondly, employees' and managers' *Individual Abilities* that are connected to developing global mindset will be examined. Qualities such as *Critical Thinking* and *Conceptual Learning Skills*, *Emotional and Cultural Intelligence*, *KSAOs* (knowledge, skills, abilities and other personality characteristics) and *Language Skills* are related to successful developmental outcomes (Jenkins 2012: 95; Ghemawat 2012; Smith & Victorson 2012: 43; Ng, Van Dyne & Ang 2009: 521; Lovvorn & Chen 2011: 277, 280; Caligiuri 2006: 224; Javidan & Walker 2012: 40).

First of all, as global mindset's other half consists of *global business orientation*, which requires the ability to handle dualities (Story & Barbuto 2011: 378–380) *Critical Thinking Skills* could be able to enhance global mindset development. As stated by Jenkins (2012: 95, 100) *Critical Thinking Skills* affect the effectiveness of global leaders' decision making process. That is to say, critical thinking can produce decisions that are grounded on more credible sources and versatile information that offer differing viewpoints. Similarly, same skills can be used in dealing with complex global business situations where opposite perspectives and possibly unreliable information sources can induce increased challenges for global leaders. Furthermore, *Conceptual Learning Skills* are crucially important for global leaders as they are connected to understanding and making most of the differences between countries and how they can affect global business and everyday work (Ghemawat 2012). In other words, according to Ghemawat (2012) international experience alone is not sufficient for a global leader; in addition, they need the conceptual learning capability that gives them the opportunity to see and learn from the factors that shape the global world.

Second, *Emotional Intelligence (EQ)* is important for global leaders in order to develop global mindset because EQ makes it easier for them to relate to people from different cultures and backgrounds (Smith & Victorson 2012: 43, 50). Moreover, *Cultural Intelligence (CQ)* is linked to global leadership development. As said by Ng, Van Dyne & Ang (2009: 521) there is enough reliable empirical evidence to expect that individuals that have higher CQ are more likely to go through all stages of experiential learning process. Thus, they are more probable to develop the desired global leadership competencies and benefit from foreign assignments as learning opportunities. However, Li, Mobley & Kelly (2013: 42) found out as a result of their quantitative study that one specific experiential learning style is positively connected to international assignments and increased CQ. Hence, all four types of experiential learning styles (divergent, assimilative, convergent and accommodative) are not clearly positively or negatively correlated to increased CQ; only divergent learning style has a positive relationship with developing CQ during international assignments. To be precise, people with divergent experiential learning style are highly motivated to learn about different cultures and people because they are broadly interested in these topics and they are more likely to learn effectively as their learning style is reflective and feeling-based. Other learning styles that are either coldly logical and task-oriented or only mimicking others' social behaviour without deeply understanding the foreign habits are not enhancing CQ's development as highly as the divergent learning style. (Li et al. 2013: 42–45.) Lovvorn & Chen (2011: 277, 280) have also come to the conclusion that higher CQ help

individuals generate global mindset more efficiently. From their point of view, CQ and international assignments are in a complicated interrelationship, which means that CQ affects how individuals learn from such assignments and CQ can be grown during the assignments. In addition, they note that individuals' motivation and perseverance to develop CQ has a grounding effect on the development process. Motivation's overall weight in the learning process will be highlighted under subheading 3.5.

Third, global leader's *KSAOs* (knowledge, skills, abilities and other personality characteristics) influence the effectiveness of the training or development experience about leadership competencies (Caligiuri 2006: 224). For instance, people with good memory will be more likely to remember more information from a training course when they come across a real-life leadership problem. Moreover, *Self-Confidence* can be seen as a crucially important quality for a global leader (Harvey et al. 2012: 115–117; Rhinesmith 1992). Confidence is needed in order to succeed even in the simplest assignments; people who do not believe in themselves and in their capabilities to accomplish the task at hand have a bigger probability to fail. As stated by Harvey et al. (2012: 120) it is essential to determine whether potential expatriates' self-concept is inner- or other-directed because people with inner-directed self-concept can better handle the stress caused by the foreign environment and its possible negative reference and feedback to the expatriate himself. In other words, inner-directed self-concept helps the expatriate to keep positive and self-confident self-image even though the foreign people and environment might be sending messages that the global leader is focusing on to the wrong goals in an unsuitable manner.

Fourth, *Language Skills* of the individuals can have a predicting effect on how high their global mindset is and how well they are able to develop it. Two recent articles (Javidan & Bowen 2013: 151; Javidan & Walker 2012: 40) state that the capability to speak more than one language is related to global mindset level. Yet, proficiency level is important. For example, low proficiency in more than three languages lowers the score on global mindset while moderate to high proficiency in languages seems to raise global mindset endlessly. Furthermore, Caligiuri (2006: 224) gives an excellent example on the importance of foreign language skills for global leaders. According to her, proficiency in the local language makes it easier and more effortless for him or her to adapt to the foreign culture. Language skills can be vitally important in managing people (Kedia & Mukherji 1999: 239) because without a common language it can be close to impossible to influence, and ultimately lead, employees.

3.4 Personality & Age

Thirdly, individual's *Personality* and *Age* will be looked at in connection to global mindset development. First, *Personality* characteristic can have a major impact on individuals' capability to develop global mindset. *Openness to New Experiences* and *Curiosity* are personality characteristics that have been connected to successful developmental experiences (Caligiuri & Tarique 2012: 619; Kohonen 2005: 32; Lovvorn & Chen 2011: 278). Though, there is a study where openness failed to be significantly related to leadership performance (Caligiuri & Tarique 2009: 343). Another personality trait that has been empirically tested and found significantly effective in leadership development is *Extroversion* (the level of being open to people and enjoying other people's company) (Caligiuri & Tarique 2009: 344; Caligiuri & Tarique 2012: 619). However, it seems logical that extrovert people are more likely to be selected for foreign assignments and other development programs because of their "people skills" or because of the fact that it is easier to get to know them and overall notice them. Nonetheless, their social orientation does not guarantee that they learn more efficiently than their introvert colleagues. In addition, extrovert people might not be the key players in all cultures. For instance, in Japan, where silence and polite manners are appreciated, a loud extrovert from the USA is probably not the best possible expatriate. What is extremely important about *Personality* is that it is relatively stable and it is quite difficult to alter (Caligiuri 2006: 225–226). For this reason it is recommended to recruit and select such individuals to foreign assignments that already have the characteristics that facilitate global mindset development. On the other hand, it is not very effortless or inexpensive to test personality from all of one's assignment candidates (as there are not many globally applicable personality tests).

To conclude, Javidan & Bowen (2013: 151–152) and Javidan & Walker (2012: 41) note that *Age* has an effect to the degree of global mindset in people. In their study, they found that people that are between their low-40s and mid-50s have the lowest degree of global mindset compared to people in different age groups. Such a discovery is worrying as most of the current global leaders are from this particular age group. Because of this, it can be extremely difficult for MNCs to promote global mindset development as their leading managers are most likely the least prone employee group to appreciate such initiatives.

3.5 Motivation

Fourthly, *Motivation*, that is one of the most significant factors that affect people's learning and development initiatives, will be reviewed. Quite many academic articles stress the importance of motivation in employee's learning process (Harris & Cole 2007: 774–775; Naquin & Holton 2002: 371; Robotham 2003: 476). In order to develop global mindset employees should not only learn and develop it; they should also be willing to use their new abilities and apply them in their global work. Moreover, the likelihood of learning and applying the acquired knowledge is higher in case the learner is plain and simple motivated to do so (Harris & Cole 2007: 775). Harris & Cole (2007: 788) found as a result of their empirical quantitative research that the successfulness of employees' learning experience was connected to the stage of their motivation. Harris & Cole (2007: 788) recommend that enterprises would benefit from attempts to “sell” and “market” development initiatives to the employees who are supposed to develop before the start of a development program. By doing so, companies could raise the probability of employees' effective learning and development, because acknowledging the need to learn can inspire otherwise unwilling people to learn and develop themselves. Intriguingly, certain kinds of people seem to be more prone to be motivated to improve one's work through learning than others. Naquin & Holton (2002: 371) noticed in their empirical quantitative study that employees' motivation is influenced by dispositional factors such as conscientiousness, extraversion, agreeableness and positive affectivity. In other words, employees who are extrovert are likely to be more optimistic about the development initiative and their ability to complete the training successfully. As a consequence, they may be more motivated to learn, and, as a result, are more likely to do so. Furthermore, a leader's motivation to lead in a cross-cultural environment has been connected to effective leadership performance (Conger & O'Neill 2012: 56). Personal international experience can be seen as a sign of such motivation and willingness. Though, this should be taken with caution as international experiences are not available to all people that could have a strong motivation for working and leading in a cross-cultural context. For instance, foreign degrees and travelling is rather expensive and often out of reach of people living in developing countries or in poor economic situations. All in all, *Motivation* seems to be a key ingredient in global mindset development, although, it is far from the only important factor in the process in question. Yet, people without motivation are definitely less likely to develop the desired quality. *Motivation* is a double-edged sword in the sense that it can be awakened rather quickly, but it can also vanish just as rapidly.

3.6 Conclusion

In order to complete the third chapter, all of the individual factors presented in it are illustrated in Figure 3 and few important notions of their importance will be made in the following part of the conclusion.

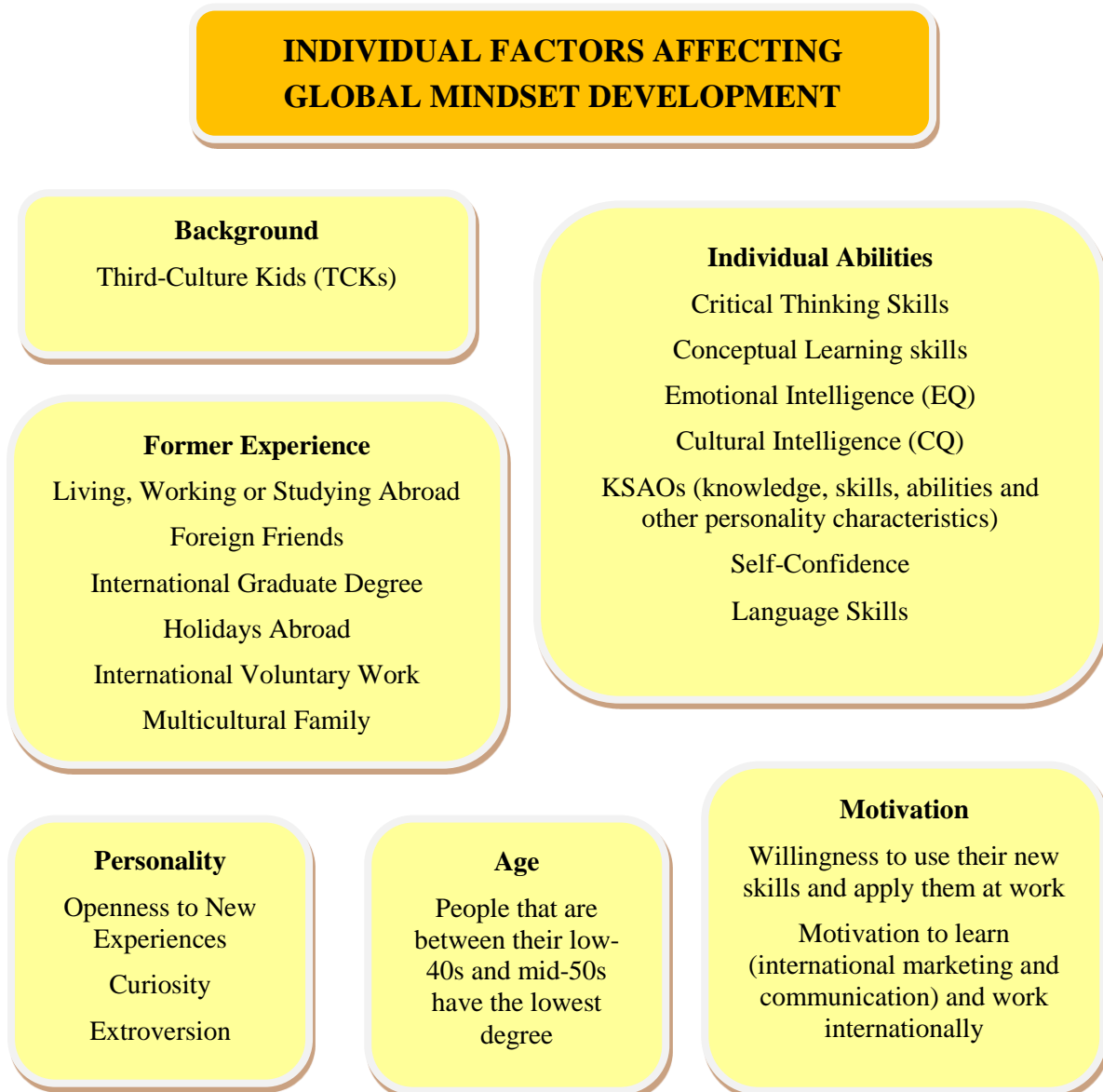


Figure 3. Individual Factors Affecting Global Mindset Development.

Overall, there are many individual factors that can have a considerable effect on global mindset development. Consequently, MNCs have a lot of opportunities and challenges in locating and selecting the right people for best fitting development methods. Some of the potentially improving factors are easy to notice; sometimes even straight from the CV or from the HR (human resources) file of the employee. For instance, international experience, whether study or work related, is often openly brought up by people. Family background is also usually a very open issue and easy to ask about. On the one hand, some of the *Individual Abilities* are challenging to identify, as emotional and cultural intelligence is not something that can be easily seen from a person's CV or appearance. On the other hand, *Language Skills* can be easily tested in the daily work or at the interview in case the interviewer speaks the language in question. The most contradicting individual factor, that is at the same time quite easy to notice and very difficult to test for sure, is the *Personality*. Personality testing could be utilised in selecting people for development assignments in order to locate people who benefit the most from such assignments. Intriguingly, age's contribution to global mindset development is rather surprising and ought to be taken seriously; as the current managers of most organisations represent the age group that is the least probable to have global mindset, enterprises would most likely gain from selecting managers from different age groups. This way the needed business and organisational knowledge among the current middle-aged managers would be combined to younger generations' fresh global mindset and orientation. But then again, choosing people solely based on their personality or age can result in homogeneous managerial groups (that are most often formed of repatriates) that are all extroverts and open to new experiences, but at the same, produce unilateral solutions because of the inner similarity. In addition, the aim of choosing the people that can best benefit from global mindset development will quite easily lead to unilateral managerial groups, no matter which factors are used to group the employees. Such an aim is contradictory to the need to form more diverse workforce in order to develop the whole personnel's global mindset. Therefore, when selecting leaders and employees for development programs, companies would gain from combining strategically diverse individual factors in order to avoid unilateral managerial ranks. Moreover, motivation's role in the selection process should be highlighted, as that is the only factor that is relevant no matter where the candidate is from or what their personal history otherwise looks like. Unfortunately, *Motivation's* downside is that is not as stable as some other individual factors such as *Personality* or *Background*. The fourth and the following chapter of this thesis will combine the earlier discussed development methods and individual factors into a theoretical framework for the process of developing global mindset.

4. THEORETICAL FRAMEWORK

In order to clarify how the process of developing global mindset proceeds, the fourth chapter will describe such an example process based on the theoretical findings of the second (development methods) and the third (individual factors) chapter of this thesis. As already noted, companies have limited amount of resources reserved for developing employees and, thus, organisations need to carefully invest their resources into the development methods and the participants that will increase the likelihood of achieving the desired effect of developing the aimed quality or feature. Due to this situation, both the utilised development initiative and the participants (and their individual learning and absorbing potential) have to be analysed before starting the actual development process. This is the point where the global mindset development process can be utilised and the rough process flow chart for such an example process is given in figure 4 on the next page.

The process in question starts from pondering and acknowledging which of the participants' individual factors are the ones that would affect the development processes' successfulness and people's learning potential the most. Simultaneously, the designers of the development initiative should consider which development method would best fit the company's current development budget and overall situation. Thereafter, the individual factors are taken into consideration during the process of selecting people for the development method in question. After selection of suitable candidates, the process continues to starting the development method and after finishing the developing period its successfulness is analysed. The successfulness of the learning experience will then offer more input and base for the occasion when the next global mindset development process is being designed as the earlier development method's success factors and data can be utilised in the phase of considering the development method and individual factors for the following development initiative.

Because the theoretical material on different development methods' and individual factors' effectiveness in increasing and succeeding in developing global mindset is rather scarce and quantitative, it would be beneficial to learn more about what the individuals themselves see and experience as the most effective development method and the most relevant individual factor affecting the participant's development potential. Therefore, the fifth chapter will introduce this thesis' research setting more closely and the sixth chapter will introduce the findings from the empirical data.

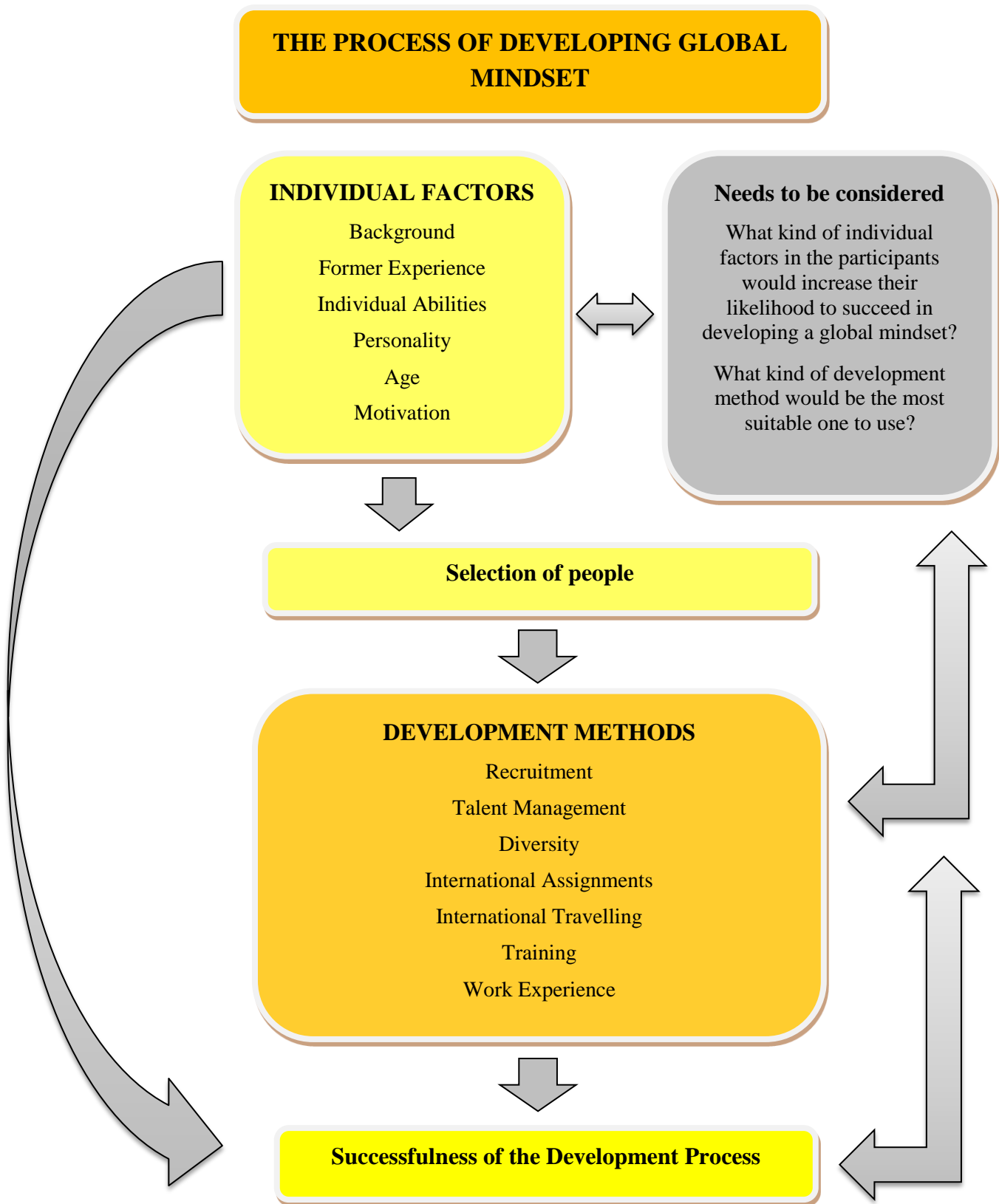


Figure 4. Theoretical Framework for Global Mindset Development Process.

5. METHODOLOGY

5.1 Introduction

The fifth chapter of this thesis will describe the methodological approach of this thesis. Firstly, the qualitative and abductive research approach will be introduced in detail. Secondly, the data collection method of semi-structured interviews and the sample of ten international leaders will be presented. Thirdly, the utilised data analysis method will be portrayed and, lastly, the validity and reliability of a qualitative research will be pondered.

5.2 Research Approach

Due to the scarce amount of qualitative studies in global mindset specific research this thesis has chosen to adopt the qualitative research approach. Such a research approach is more interested in discovering meaning in one specific case as opposed to the quantitative aim to uncover general patterns or laws based on the studied material. Hence, the qualitative approach focuses more on depth as opposed to generalisation, as is the case with the quantitative approach. The depth focused approach is applicable to research questions that ask why or how; therefore, it is well compatible with the depth-seeking research questions of this thesis (how and which). (Maylor & Blackmon 2005: 140–153.)

Moreover, in addition to describing the broader research approach, which is qualitative, it is worthwhile to present how the connection between the theoretical part and empirical data is seen as from this thesis' perspective. In order to be able to combine the current knowledge from the theoretical side and novel ideas brought up by qualitative research data, this thesis will utilise abductive approach instead of using purely deduction (testing a theory) or induction (creating theory based on the empirical data) based approaches (Maylor & Blackmon 2005: 150–152). According to Dubois & Gadde (2002: 559) the abductive approach is a mix of inductive and deductive approaches. This particular approach is suitable for research that aims at uncovering novel things and that is more focused at creating new concepts and developing the currently available data as opposed to aiming solely at confirming an existing theory. In abductive approach the role of a theoretical framework is different from deductive and

inductive approaches. More particularly, in an abductive approach the original theory based framework will be refined based on the empirical data's innovative and surprising findings. (Dubois & Gadde 2002: 559.) Explicitly, the utilisation of this approach offers the researcher the opportunity to compare the currently available theoretical results to the empirical material's new perspectives and ideas in order to refine and develop the theoretical knowledge without quantitatively testing the theory through hypothesis. As the theoretical results and empirical research focusing on global mindset is scant and mostly quantitative, this thesis will aim at developing currently available theory through an abductive approach that can offer novel ideas and perspectives from a qualitative research approach, that is to say, give depth to the currently available theory. The next subheading will describe in detail how the qualitative data was collected and what kind of sample was utilised as this thesis' empirical focus group.

5.3 Data Collection Method & the Sample

In order to contribute to the process of developing currently available theory through abductive research approach, this thesis chose to utilise one-to-one, non-standardised, interviews as opposed to surveys as the data collection mean. As stated by Saunders, Lewis & Thornhill (2009: 323–324) qualitative in-depth interviews are especially suitable for data collection occasions where the researcher can benefit from the opportunity of “probing” answers, in other words, having the possibility of asking additional questions in order to truly understand what the respondent means by his or her answer. In addition, in case the nature of the interview questions is complex or open-ended, the research would benefit most from a semi-structured or in-depth interview method. According to Saunders, Lewis & Thornhill (2009: 601) in semi-structured interviews the researcher prepares a set of interview themes to be discussed in the interviews but is also prepared to alter the order of the questions and ask totally new questions if the interview situation so requires. Hence, such an interviewing technique is somewhere between the structured (predetermined order of the questions and no room for additional questions) and open interviews (no predetermined questions or structure of the interview).

This thesis chose to use the semi-structured interview approach in order to combine the best sides of the structured and open interviews. Due to the nature of the three research questions, a semi-structured theme-based interview would give the interviewer a better possibility to ask clarifying questions and be ready to flexibly change the course of the

discussion-like interview if and when some intriguing new concepts and ideas would be presented by the interviewees. This sort of interview approach would also offer the interviewer a better possibility to ensure that the interviewees would understand the questions and concepts as similarly as possible.

In order to collect relevant in-depth material from internationally operative leaders this thesis aimed at collecting the data from leaders who have a considerable amount of international working experience and that have preferably personal experience from the global mindset development methods brought up by the theory. The sample used in this thesis consists of ten internationally working leaders from a multinational corporation based in Ostrobothnia. The interviews were conducted as private interviews where only the interviewee and the interviewer were present. Seven of the interviews were carried out as face-to-face interviews and three of the interviews were conducted using Internet-based connection technique that resembles phone interviewing. In addition, seven of the interviews were performed in English while three of the interviews were done in Finnish. All of the ten interviews were conducted during the time period of between January and February 2014 and they were all recorded.

Moreover, as the first research question of the thesis aims at finding out what leaders think about global mindset as a concept, it was necessary to give the interviewees only the broad topic of thesis beforehand (working in an international environment and leadership), because in case the specific topic of the thesis (global mindset) would have been known to the interviewees before the actual interview, their initial ideas and thoughts concerning the novel concepts could have been altered due to the possibility of advance preparations. Therefore, the interviewees did not know beforehand the exact topic of the thesis and interview. Furthermore, the initial structure and the three main themes of the interviews are described in more detail in *Appendix 1. Interview Structure*. In short, the interviews had four main phases; the beginning part where the interviewees were asked to define global mindset in their own words, the second part concerning the development methods for global mindset, the third part concentrating on the individual factors that can affect a person's learning potential in global mindset development and, lastly, the fourth part of concluding the interview by enquiring personal information for the interviewee identification codes. The duration of the interviews ranged from approximately 50 minutes to almost three hours. All of the interviews were recorded and later transcribed by the interviewer, the author of this thesis, in order to make it easier to analyse the data. The transcribed interviews

including the three research question related data is all in all 172 pages of interview material in written form.

The aim of this thesis was to gather data from a heterogeneous sample of internationally operative leaders. Therefore, the interviewee sample consists of a diverse set of people. Firstly, the sample had both Finnish and foreign (other than Finnish nationality) interviewees. Secondly, the interviewees had also had the opportunity to gather international experience from living in different countries as the interviewees had lived between one to six different countries with the average amount of 3,5 different countries. Thirdly, the sample had three female and seven male respondents. Fourthly, the age range of the interviewees is between 35 and 66 with the average age of 47 years. Fifthly, some of the interviewees had had international family background while growing up as four of the ten interviews had had relatives or family abroad. Sixthly, the interviewees represent a skilled group of people when it comes to knowing different languages as they in average spoke 3,8 different languages. Seventhly, the interviewees had a considerable amount of international working experience as it ranged between eight to 43 years with the average of 20 years. Lastly, all of the interviewees had been working or were currently working as international leaders in differing organisational levels and all of them have a university degree.

This kind of personal data from the interviewees was used to create individual identification codes for each of the interviewees in order to separate them from each other anonymously. The identification codes and the data they are based on are portrayed in Table 3 on the next page. The grey boxes (International Career Duration and Duration of the Interview) have the information that was not utilised in the process of creating the identification codes. In order to demonstrate how the identification codes were created one of the codes will be dismantled into its original pieces. For instance, in case of the last interviewee, Fi5Fe46N4, in the Table 3 on the next page the logic behind the code is the following. Firstly, Fi comes from the nationality; Finnish (Fo means foreign). Secondly, 5 comes from the amount of countries that the interviewee has been living in. Thirdly, Fe stands for Female (Ma for male). Fourthly, 46 communicates the age. Fifthly, N stands for no international family background (Y means yes the interviewee has this sort of background). Lastly, 4 comes from the interviewee's language skills that means that the respondent can speak four different languages. These identification codes are marked to each of the interviewees' individual quotes in the following chapter of 6. *Findings & Discussion* that will present the findings from the interviews and utilise the abductive approach to compare them to the

theoretical literature review's results. After familiarising oneself with the data collection method and the sample of this thesis, it is logical to move on to the part that describes how the empirical interview material was analysed.

Table 3. Interviewees' Personal Data and Identification Codes.

Identification Code	Nationality	The Amount of Countries One Has Lived In	Gender	Age
Fi4Ma66Y3	Finnish	4	Male	66
Fi4Ma43Y3	Finnish	4	Male	43
Fi2Ma54N3	Finnish	2	Male	54
Fo6Ma53N3	Foreign	6	Male	53
Fi3Ma45N4	Finnish	3	Male	45
Fi2Fe43N5	Finnish	2	Female	43
Fo1Ma45Y1	Foreign	1	Male	45
Fi5Fe38N5	Finnish	5	Female	38
Fo3Ma35Y7	Foreign	3	Male	35
Fi5Fe46N4	Finnish	5	Female	46
Average/Sum		3,5		46,8

Identification Code	International Family Background	Language Skills	International Career Duration	Duration of the Interview
Fi4Ma66Y3	Yes	3	43	02:45:54
Fi4Ma43Y3	Yes	3	23	00:59:05
Fi2Ma54N3	No	3	18	00:49:18
Fo6Ma53N3	No	3	33	01:09:42
Fi3Ma45N4	No	4	19	00:54:38
Fi2Fe43N5	No	5	10	00:46:40
Fo1Ma45Y1	Yes	1	15	00:49:11
Fi5Fe38N5	No	5	14	00:49:20
Fo3Ma35Y7	Yes	7	8	00:51:54
Fi5Fe46N4	No	4	20	00:55:15
Average/Sum		3,8	20,3	10:50:57

5.4 Data Analysis

As the research approach of abduction is a mixed method that combines the best sides of deduction and induction, the data analysis utilised also a mixed way of analysing the qualitative interview data. According to Maylor & Blackmon (2005: 351–353) the qualitative data can be analysed by using an unstructured or structured approach. In the unstructured way of analysing the data, the researcher will identify and classify concepts in order to try how they fit with the framework that results in modified propositions that are then tested against the original data. In other words, this sort of data analysis is a process that proceeds in form of a cycle; data, concepts and the framework are modified and mirrored against each other. On the other hand, the structured approach is closely related to how a quantitative data is usually analysed; in this approach the data is being fitted to the existing framework and patterns and laws would be looked for based on the data's and the framework's fit. (Maylor & Blackmon 2005: 351–353.)

In order to give equal weight to both the empirical data's new and surprising concepts and possible rules and patterns between the theoretical and empirical material, this thesis utilised a mix of the unstructured and structured approach to analyse the interview data. Concretely, the data analysis process started from organising the data into an analysable form by transcribing the interview recordings. All of the spoken material related to the three research questions was transcribed to written form. After that each of the research question's interview material was organised in a table form including all the mentioned ideas and concepts from each of the individual interviewee. There after these ideas and concepts were categorised into two main groups; firstly, the concepts that are common for both the theoretical part and the interviews and, secondly, concepts that are novel and different from the ideas that the theoretical part has brought up. This sort of organisation and categorisation of the empirical data enabled the author of this thesis to acknowledge the differences and similarities between the theoretical and the empirical part's findings. That is to say, although the data analysis was conducted in an organised manner, there was plenty of room for registering the innovative and new concepts offered by a relatively open and qualitative data collection method. After reviewing the data analysis method, it is worthwhile to ponder the validity and reliability of this thesis' research setting and results.

5.5 Validity & Reliability of the Research

Validity and reliability of a research originate from the quantitative and scientific research approaches side. Validity in a research aims to describe how well the data collection method(s) measures what they were meant to measure (Saunders, Lewis & Thornhill 2009: 603). In other words, that they are actually measuring the quality they intended to measure and not some other feature that is related to phenomenon but is not considered by the data collection method. Reliability, on the other hand, is connected to the consistency in producing similar research results in case the same research setting or the same data was studied by another researcher (Saunders, Lewis & Thornhill 2009: 600). After acknowledging the nature of these two research qualities, it becomes evident that their fit with a qualitative research approach is rather poor. Because the qualitative research approach aims at studying the phenomenon in question in-depth and from a subjective perspective in order to bring up surprising ideas and thoughts, it can be rather challenging to connect this aim with the requirement of data collection method and analysis measuring exactly the intended qualities; as in case the research would be measuring only the intended qualities, no surprising factors can emerge from the data. Furthermore, the reliability of a qualitative research is a difficult quality, because due to the unique nature of the sample, the same results (even from the exact same sample) can be impossible to gather. For example, in the case of this thesis, it is impossible for any other researcher to interview the same people and come to the exact same conclusion as the interviewees' responses are already affected by the interviews conducted for this thesis; hence, their replies on defining global mindset in their own words would most likely differ from the description they gave on the first time. On the whole, the only concrete ways to enhance the credibility of this qualitative research is to describe the research process in detail and be as consistent, organised and careful in the process of handling and analysing the data as possible.

5.6 Conclusion

After getting to know the methodology of this thesis it is convenient to move on to observing what kind of connections there are between the theoretical and the empirical data. The following chapter will present the findings from the interviews that were done during the process of analysing the empirical data. Likewise, it will concentrate on highlighting the similarities and differences between the theoretical part and empirical data.

6. FINDINGS & DISCUSSION

6.1 Introduction

The sixth chapter of this thesis will present findings from the empirical material. Each of the three research questions will be displayed and discussed in separate subheadings starting from *6.2 Definition for Global Mindset* that will be followed by subheadings devoted to *6.3 Development Methods for Global Mindset* and lastly to *6.4 Individual Factors Affecting the Development Process*. Each of the subheadings discussing the findings will shortly present the main interview questions and process related to each of the research questions. Before the actual discussion part and main themes in addition to its concepts each of the research question subheading will have a figure that depicts the main themes that were found during the process analysing the transcriptions of the interviews. These figures' main aim is to present the found themes and concepts in a compact form. After all the research question subheadings, the conclusion part (6.5) will update chapter four's theoretical framework with the ideas given by the interviewees.

6.2 Definition for Global Mindset

As described before, one of the aims and research questions of this thesis focuses on finding out what leaders who work in an international environment think about when they hear the concept "global mindset". Such an aim arises from the current situation of having many different definitions for the concept in question; in other words, further information from the field could shed light on whether, for instance, the definition utilised by the thesis is truly close to what people think about the concept. In order to ensure that the interviewees would answer in line with their initial thoughts and impressions, they did not know beforehand the specific topic of the interview and thesis and were only informed of the broad topic of the thesis; "working in an international environment and leadership". As the first actual question of the interview, after describing the interview type and asking some basic information about the interviewee's job, the interviewees were kindly asked to define a leader's global mindset in their own words and also share any concrete ideas about where in the business world it is needed or becomes evident. Even though the initial interview setting and the actual topic of the interview were surprising, sudden and unknown to the interviewees, they were able to quickly come up with relevant and intriguing thoughts, descriptions and concrete

examples on where a leader's global mindset can be seen in and what it is related to. Interestingly, most of the answers had references to either one or both of the dimensions of the definition utilised in this thesis. According to Story's & Barbuto's (2011: 378–380) framework these two dimensions are *cultural intelligence* (sensitivity to and awareness of cultural differences) and *global business orientation* (seeing the bigger picture and being able to handle dualities). In the following part of this subheading some relevant and well-described examples and impressions about the ideas that came up in the interviews are given and, in addition, these main themes are categorised and presented in three different groups; *Cultural Intelligence*, *Global Business Orientation* and *Global Leadership Characteristics*. These main themes (or groups) and concepts related to each of them are presented in Figure 5.

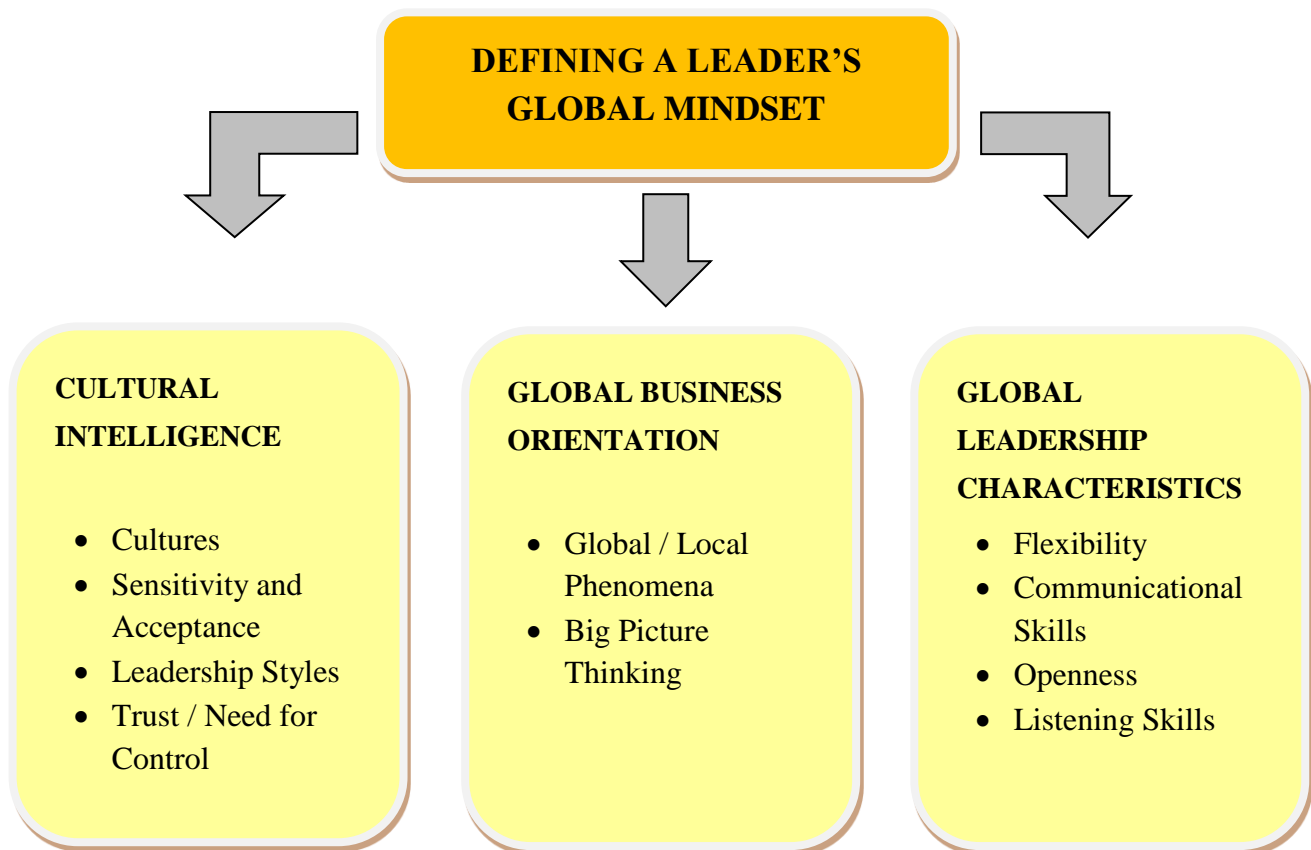


Figure 5. Main Themes and Their Concepts in Defining a Leader's Global Mindset.

6.2.1 Cultural Intelligence

All of the interviewees mentioned ideas and thoughts that can be linked to global mindset's first dimension *cultural intelligence*. The concepts that can be seen to have a connection to sensitivity to and awareness of different cultures are the following; *Cultures, Sensitivity and Acceptance, Leadership Styles and Trust / Need for Control*. Next each of these sub themes will be described in more detail and examples in form of quotes from the interviews will shed light on how the interviewees narrated them in their individual interviews.

Cultures

"...when I started to work in Asia...to understand the culture. Why the Japanese do like they do and why then the Koreans are doing like they do and so on."

Fi4Ma66Y3

This interviewee has worked abroad abundantly and has been living in four different countries. Because of the extent of his experience on working in different cultures and countries and due to his personal strong interest for different cultures, he shared a lot of different concrete examples concerning how to do business especially in different parts of Asia and why cultures and cultural sensitivity overall matter. This short quote expresses in a compact form in what way *Cultures* would be concretely encountered by a leader with a global mindset.

"...at some point those people transition to positions where they have more responsibility across wider territories geographically and they start to experience different people and different cultures, different approaches, ways of working..."

Fo1Ma45Y1

This quote embodies the width of cultural differences that a leader with a global mindset would have to face in the global arena. That is to say, cultural differences include differences in people, approaches and also in ways of working. Furthermore, geographical distance seems to be referring to different national cultures, although the leader would correspondingly have to meet different organisational cultures in different "ways of working" that all together can be interpreted as global mindset containing a wider definition of cultures that does not limit to only national cultures. In addition, it can give the impression that people with a global mindset will and have been *experiencing* cultural differences. In other words, it gives hints towards experiential

learning while developing global mindset and these development methods will be discussed more thoroughly under subheading *6.3 Development Methods for Global Mindset*.

Sensitivity and Acceptance

"...but I think that global is also about that it is a huge amount of local mindsets...and perhaps that the global then combines them...or knows how to take them into consideration...and that as a project leader or a people's leader you have to understand those local mindsets, ways of working, requirements and that you are able to function in that global environment..."

Fi2Fe43N5

Sensitivity to and acceptance of cultural differences was mentioned by all of the interviewees. This sensitivity was referred to in many different ways; as sensitivity, diplomacy skill, respect, acceptance and having no prejudices. In the above given quote sensitivity of different cultures is expressed as *"understand those local mindsets"*.

"I think for a leader with a global view...respects first of all whatever nationality, gender, you are meeting...you are never looking down on a person...a global leader is also looking at the cultural differences within different regions and countries..."

Fi2Ma54N3

As noted before, *Sensitivity and Acceptance* was seen as critically important and relevant for a leader with a global mindset. In this quote presented above, the interviewee highlighted this importance as the first idea that arises to his mind; a global leader *"respects first of all"* all kinds of people, no matter which nationality or gender they happen to represent.

"...when you come to a global mindset...then you have to break away from just having that mindset which was, which you grew up with or which you have been, which makes you act or do things the way you do and then you have to accept, start to...there are two major things, one is to accept other mindsets and second is to be sensitive to that mindset."

Fo6Ma53N3

In addition to referring to accepting and being sensitive to other mindsets, this foreign male interviewee's quote is noting what was before a leader's global mindset and what has to be done in order to reach a global mindset. According to this interviewee

sensitivity to other cultures and accepting them can be developed after you “*break away from just having that mindset which was, which you grew up with*”. In other words, it is referring to the nature of culture; we are all born with a certain local mindset and culture and in order to have a global mindset we need to accept that our local mindset is not the only correct one.

”...and then it somehow reminds me of openness...that kind of openness that you accept both things and people as they are and don’t think that the world revolves around you or your company, or around Vaasa, around Turku or around Helsinki...so that you accept things genuinely openly and with interest, without any massive load of prejudices.”

Fi5Fe46N4

The last quote concerning *Sensitivity and Acceptance* in global mindset underlines accepting people and matters as they are without the burden of prejudices. This openness is also related to the later discussed main theme *Global Leadership Characteristics* that includes global leader’s features that are needed in the international environment but are not necessarily included to global mindset as a concept because global mindset is a global leader’s feature in itself and is more likely to coexist with these later introduced characteristics.

Leadership Styles

”That leadership that...to summarise that this...what have worked for me, because there are so many different ways to lead people and...---...it was, still are countries where you have this military type of commanding people...You have leaders...Leadership by threat...You’re threatening people; that if you don’t fix this, I make sure that you will continue somewhere...”

Fi4Ma66Y3

For some interviewees a leader’s global mindset included the acknowledgement that there are many different ways to lead people. According to the quote above these different leadership types can even be connected to different countries and, therefore, to different cultures.

”...I have been living abroad couple of times, in India and Japan...so I have seen that the way they do business and how to lead projects and be as a leader is very different, that in some countries you have hierarchical systems, very much like in Italy and Japan and so on, are very much hierarchical leaders, leadership style...here in Finland we don’t have that, everybody’s deciding about

everything...more or less and there are no right and wrong way...but I think being a global leader you have to be aware of these differences coming from the different cultures...---... Knowing how they think and how they work, how they make decisions, how they recruit people, how they lead people and so on”

Fi4Ma43Y3

This interviewee described the global mindset’s practical consequences for global leaders as they need to be aware of the different *Leadership Styles* and hierarchical nature of the societies. Most importantly he noted that these differences and styles should not be judged by these people with a global mindset; different *Leadership Styles* and cultural backgrounds are not wrong or right or better or worse as they are. In addition, such an attitude is connected to earlier group’s (*Sensitivity and Acceptance*) pieces; acceptance of cultural differences and not being prejudice against them.

”...I would say that maybe this global mindset of a leader is perhaps such that...let’s say that for example the case company has Finnish roots and its headquarters are in Finland, but, however, most of its personnel are located elsewhere and a leader using a purely Finnish approach everywhere would not necessarily get anywhere with that, meaning that a leader’s working method should maybe be more like an international average...”

Fi3Ma45N4

Last quote concerning the different *Leadership Styles* and approaches not only notes the realisation that there are different ways to lead but also that using one’s own natural way of working as a leader might not get these global leaders very far. According to the interviewee, a leader with a global mindset would be able to use different leading styles or modify his or hers own approach closer to an international average style of leading people.

Trust / Need for Control

”I think it is very much in these few words (respect, trust, clear mindset about where we want to go) because I have been out to an area in Asia, Middle-East, leading there so...at least I didn’t get any other feedback, they say if you have these, I would say elements, it’s quite good because then you show that trust to the local people by giving them the way to go, and then giving them feedback, but giving the feedback in the right context...”

Fi2Ma54N3

Some interviewees associated a leader's global mindset with trust. For instance, in this Finnish interviewee's opinion and in line with his experience respecting and trusting the local people will enable successful target oriented results. A leader, who trusts in other people, whether they are similar or very different from the leader himself, has less need for controlling other people and activities. The two next quotes link trust to an individual's need for control.

"...and then maybe this, that it (a leader's global mindset) can be seen in this situation...that if it is possible that things could be done together as a group, whatever group that may be, that different alternative solutions are considered in group...and not in a way, where some individual declares his or her decision but that that decision will be pondered in group...also this sort of brainstorming method comes into my mind...where it could be best seen in"

Fi5Fe46N4

A leader with a global mindset would seem to have less need for control and be more open to trust all kinds of people, as according to this female respondent this type of leader would use group decision making and brainstorming method wherever possible. Additionally, this sort of association is linked to the first main theme's (*Cultural Intelligence*) sub theme, *Leadership Styles*, which was discussed just before the current sub theme of *Cultural Intelligence*. Facilitating group decision making and trusting in subordinates and employees could implicate that some of the interviewees thought that a softer leadership style that is quite opposite to an authoritarian style of leading would more likely be connected to a leader who has a global mindset. However, the awareness and being sensitive to cultural differences might probably in some situations require a more authoritarian approach, because in some cultures such a leadership approach can be the most efficient one. Furthermore, as noted by the female interviewee who underlined group decision making, this group-oriented approach should only be used "*if it is possible*", meaning that the subordinates, their culture, all of the surrounding environment and situation should guide the process of choosing the appropriate approach. In other words, because of the trusting nature of the individual and their lesser need for control, the leader can adapt his or hers leadership style and decision making approach to the surrounding situation.

"...global...mind...yes to break a little bit the old types of structure of control of having like policeman on top...here is more in trust...I could say...but for that you need the people to be, you have to know how the people to get involved, you know curious about the job or excited about the job...---...It (having a global mindset) takes people who are flexible to be that and people who needs more control or

more borders would be very lost, in that kind of bigger space...because in cubicles you define you do a-b,c-d,e-f, here is all mixed together but everybody knows what to do”

Fo3Ma35Y7

The last quote concerning *Trust / Need for Control* in the main theme of *Cultural Intelligence* is given by a foreign male interviewee who brought up the three most recently discussed topics; different *Leadership Styles* (policeman), trust and the need for control (flexibility versus cubicles). After these three quotes, it seems that *Cultural Intelligence* in global mindset can easily be connected to both to the requirement of trusting in different people and the ability to function flexibly with dissimilar amounts of control.

On the whole, ideas and thoughts related to this main theme, *Cultural Intelligence*, were mentioned in the ten interviews 24 times, which means that all of the interviewees brought such ideas up at least twice in their individual interviews. This frequency and amount is higher than in the other two remaining themes, which can give the impression that global mindset seems to be very strongly related to *cultural intelligence*, the ability to sense and notice differences and being able to work with and understand diversity in the international business environment. That is to say, it seems that global mindset can be seen as a somewhat similar or overlapping concept with *Cultural Intelligence* itself.

6.2.2 Global Business Orientation

Similarly as the case was with *Cultural Intelligence* theme, all of the interviewees brought up ideas and thoughts that can be connected to global mindset's second dimension of *global business orientation*. The concepts that can be seen to have a connection to seeing the bigger picture and being able to handle dualities are the following; *Global / Local Phenomena* and *Big Picture Thinking*. Such concepts were named by the interviewees 11 times that means that all of the interviews mentioned such ideas at least once in their individual discussions. This frequency is about half of the amount of mentions of concepts connected to *Cultural Intelligence*; hence, it may give the impression that this part of global mindset is not as firmly attached to the definition as cultural concepts were. However, the fact that every interview brought up concepts that are linked to *Global Business Orientation* is supporting the overall definition of global mindset with its two dimensions. Therefore, the interview material concerning the first research question is, all in all, supporting the global mindset

definition that this thesis chose to utilise. Next both of these sub themes will be portrayed in more detail and examples in form of quotes from the interviews will shed light on how the interviewees described them in their individual interviews.

Global / Local Phenomena

”...So when you’re doing business in different parts, if you have a global mindset you would adapt yourself easily to such changes and be a link between the two...how to convert this straight line or harsh sounding which is very much a way of doing business in one part of the world, but totally different in the other part...so how to lesson that in fact without compromising on your outcome”

Fo6Ma53N3

Six interviewees out of ten associated global mindset to phenomena that can affect leaders’ work at the same time on a local and on a global level. The quote given above expresses how these sorts of dualistic demands in the business world require the leader to try to balance (“*be a link between the two*”) between equally important but opposite stipulations. Furthermore, the ability to adapt was also rather strongly associated with a leader’s global mindset, but this concept will be further discussed under the third main theme *Global Leadership Characteristics*.

”...so that in my opinion we don’t actually have any other mindset than a global mindset...because you cannot think locally in a way that the local would be local here (in Finland), but that the local mindset would then be there in the project’s target country...however in practise people come globally from all over the world; customers come from all around the world, business partners...---...but I think that global mindset alone can be dangerous concept if it is taken as far that everything would be viewed globally, because the opponents and partners can be thinking in very local terms in the target country...”

Fi2Fe43N5

This female respondent’s ponderings about the nature of global versus local mindset in their business further supports the notion that a leader with a global mindset would be required to balance target country’s local views and demands with global business pressures coming from the home country’s side. In addition, the rootles and global nature of this woman’s daily business comes across very strongly from her description, as if the business itself was so global that the initial presumption for the people working in this field would be to forget or blur country and culture lines. Nevertheless, as the interviewee noted, even though they (probably both as leaders and employees) have

only a global mindset that does not mean that it would not include consideration for the opponents' and partners' local way of thinking.

"...I give you another example...in Brazil there is an office for company X and that company's headquarter is in Norway, so we have connections in Norway and in Brazil...the guys in Brazil feel very alone, they don't feel like they have the support, so they are kind of crying out for a bit of help, for a bit of assistance, they're quite vocal about it and they say "now you know our Norwegian headquarters they never give us any support, they never give us any help, they never let us..." and so and so, they told us that what they really needed was a maintenance contract because the place was in a really difficult part of Brazil and they couldn't look after it correctly, so we said "yeah that's no problem in Brazil" and...---...we were told that we had to negotiate with the Norwegian entity, now the customer's organisation in Norway, they said "I don't see the point, we don't know why we need to have that, when you want parts, just buy parts, when you need maintenance, just buy it", you know, no interest. So if we are trying to promote our product offerings, of which this is one and only one, it is very difficult to know how to present one marketing face to the customer on an impersonal level that will fit all the parts of that organisation."

Fo1Ma45Y1

Dualities that a leader with a global mindset would have to face do not only exist between the customer and the company that the leader is working for. This foreign interviewee's practical business case example brings forth the complex environment where the leader has to work in and try to balance the contradicting dualities. In his example the contrary inputs and challenges are not only arising from different cultural backgrounds but from differing viewpoints inside the customer company's entity; the leader with a global mindset would have to be able to understand both the Brazilian office's needs and wants while also keeping in mind the Norwegian headquarters' perspective.

Big Picture Thinking

"...I think so that, global mindset also means that you have to understand little bit the world economy and how things goes between China, USA and how the, all these economic crisis and...so you know how to lead a business globally, so it's also that aspect, is not only cultural."

Fi4Ma43Y3

Although all of the interviewees mentioned aspects that are related to *global business orientation*, only five out of the ten interviewees brought up concepts that can be

connected to *Big Picture Thinking*. This male respondent's note about a globally oriented leader's requirement to understand global phenomena like the economic crisis and the need to be able lead business (not just people) globally is much related to global business orientation's requirement to see the bigger picture.

"...so, you know, we may be in China, we have to work with our Chinese guys and work with their Chinese customers, understanding their culture is really important...and how they do business, but also try to marry up our global objectives that we have with what the corporation's, the directives, drives and directions are. It is what you need to be able to do and my experience is that it's much more about understanding people and understanding the psychology of those people and what motivates them and keeping our strategy in mind."

Fo1Ma45Y1

Big Picture Thinking is basically all about the leader's capability to focus on the whole picture instead of just taking into consideration the local and practical matters of business. As according to this respondent's thoughts, a leader that has a global mindset would have to be able to respect and keep in mind the Chinese culture and way of doing business while simultaneously uniting the global objectives and strategy to that very local situation. Interestingly, he associated the need to be able to utilise and act in line with the overall strategy to a global mindset, so even though strategic aspects are not explicitly mentioned in the definition that this thesis is using, this strategic "big picture thinking" skill is most likely a logical part of a leader's global mindset.

"...also with a global mindset I would then maybe go a bit, into like process and how you like view things that there the same thing that you have a broader mind and you think more like, the bigger picture impact of things...if you are making one decision that how is it then impacting possibly like other places or functions or locations."

Fi5Fe38N5

Another intriguing example about global mindset's connection to *Big Picture Thinking* comes from a Finnish female interviewee. She brought up the leader's capability to consider consequences of different decisions in a broader perspective that takes into account other parts of the company and other physical places.

"...that there are no borders in the way of thinking and in the way the process works, you are flexible..."

Fo3Ma35Y7

Last quote relating to *Big Picture Thinking* and overall the main theme of *Global Business orientation* is going as far as noting that a leader with global mindset would have no borders or limits in his or her thinking and way of working. The last notion of global mindset's connection to flexibility will work as a bridge to the last main theme discovered from the interview material, *Global Leadership Characteristics*, because *Flexibility* will be further discussed in its examples and quotes.

6.2.3 Global Leadership Characteristics

The third main theme's concepts brought up in the process of defining a leader's global mindset in one's own words includes ideas and thoughts that are not directly associated with global mindset or either of its dimensions, *cultural intelligence* or *global business orientation*. They are as follows; *Flexibility*, *Communicational Skills*, *Openness* and *Listening Skills*. These concepts were mentioned by eight of the interviewees in 12 different occasions. Hence, they were pointed out even more often than concepts of the second main theme, *Global Business Orientation*, but not by everyone, so it can give the impression that these concepts are also quite firmly associated with a leader's global mindset but maybe not as commonly as was the case with the second main theme's concepts.

Nonetheless, concepts that belong to this last main theme, *Global Leadership Characteristics*, are more related to a global leader's overall leadership capabilities than features that belong to global mindset. That is to say, all of these concepts and global mindset are qualities of a global leader and, therefore, these concepts are discussed as a separate group. However, global mindset and these characteristics are connected in the way that the concepts belonging to the third main theme seem to be supporting and facilitating the existence and development of global mindset. In other words, these characteristics are needed by a global leader in order to have a global mindset. Nevertheless, some of these concepts could additionally be seen as an integral part of global mindset itself. For instance, *Flexibility* is required by the leader both in case of using *cultural intelligence* and *global business orientation* related skills, because if he or she would try to be sensitive to cultural differences or aim at handling dualities without being able to flexibly adapt to different situations and viewpoints, the process of reaching these targets would most probably take a lot of time and effort or be impossible to complete. Thus, flexible nature and way of thinking and working seems to be a built-in quality of global mindset, or alternatively the very basis that is needed in order to develop global mindset. Next all of these sub themes will be described in more

detail and examples in form of quotes from the interviews will shed light on how the interviewees described them in their individual discussions with the interviewer.

Flexibility

"...I think that global mindset is like that you acknowledge the fact that depending on where you are working in the global business environment work is done differently in different matters, and that you are prepared not to override with your own standard way of working but that you are kind of able to transform your approach according to a particular customer group, environment and the people you are working with."

Fi3Ma45N4

This Finnish interviewee saw a leader with a global mindset as a person who is able to change his or her way of working and approach in line with the environment and other people. This sort of characteristic is well in tune with global mindset's requirement to handle contradicting global phenomena and cultural customs; thus, as noted before, *Flexibility* is at the same time a global leader's basic tool and feature and a quality that is somehow built into global mindset as a leader's capability. What comes to how *Flexibility* was described, it was referred to as flexibility, capability to transform and being able to adapt to different situations.

"...that there are no borders in the way of thinking and in the way the process works, you are flexible...---... It (having a global mindset) takes people who are flexible to be that and people who need more control or more borders would be very lost, in that kind of bigger space...because in cubicles you define you do a-b,c-d,e-f, here is all mixed together but everybody knows what to do""

Fo3Ma35Y7

As already noted before in both of the preceding main themes, this foreign interviewee brought *Flexibility* explicitly up in his interview. His ideas unite the *Trust / Need for Control* (from the first main theme, *Cultural Intelligence*) and *Flexibility*; hence, the *Need for Control* can be seen both as a cultural feature as well as a personal preference of a person. Whether the need for control is seen as a cultural or a personal preference, both situations require a leader to be flexible in order to cope with a situation where the control of the situation is differing from one's own natural approach.

"...that in a way everything is global, that in my opinion we in the project management have the impression that there are no boundaries...but that there is

only one Earth and that we are functioning on it...and about the global, it means that we kind of feel at home no matter where we are..."

Fi2Fe43N5

The example concerning *Flexibility's* form as being able to adapt to different situations and places comes from a Finnish female respondent who is referring to a leader's capability to feel at home no matter where he or she might physically be. This sort of adaptability is connected to both of global mindset's dimensions and it is needed in order to even begin to function as a global leader.

"...and then you have people like myself that then end up in a role that's truly global, and one way you can express it is...the next week it's Denmark, a week after it could be Shanghai and interacting with those different people in different parts of the organisation becomes even more complex...so it becomes actually less about the things you're doing and more about how you meet people in those teams."

Fo1Ma45Y1

According to this interviewee, a leader with a global mindset would have to be flexible about where they physically work and be prepared to travel to different locations, possibly even on short notice. *Flexibility* of the leader is implicitly brought up by this interviewee, both in his notion about the readiness to travel and also in the way he described the ever more complex working environment including dissimilar people in different parts of the firm. Overall, *Flexibility* can be seen as an important part of a global leader's capability set and as an integral or enabling part of global mindset. Moreover, *Flexibility* was the most often mentioned concept of the third main theme, because it was mentioned by half of the interviewees (as other concepts were brought up by three people or less). Therefore, there seems to be a stronger linkage between *Flexibility* and global mindset (or global leader) compared to the remaining concepts of *Global Leadership Characteristics*.

Communicational Skills

"...Now we have different opinions in the company...some people think that if you know how to speak and write Chinese you can go to China and do business in Chinese...I disagree to that. I say that spent more time to learn more about the Chinese culture, how they are thinking, what is their...I still do the business in Chinese with the help of local Chinese, who are the translators. Because how I survived seven years in China, I always had my Hong Kong Chinese with me speaking exactly same as the mainlanders. In addition to do the daily translation,

they also gave me hints night time, morning time when the customers didn't listen to us, who is who, and this what I call the kitchen door."

Fi4Ma66Y3

Communicational Skills were brought up by three of the ten interviewees, but not in the way one would perhaps expect these respondents to bring them forth. None of the interviewees thought that a leader with a global mindset ought to be a linguistic genius who speaks ten different languages and picks up a new language in three weeks. As became clear from the quote given above, a global leader would benefit more from learning and understanding the cultural background and mentality of Chinese people, because that part is the key issue in business and interacting with people. According to the respondent's experience a local translator can even provide other services in addition to the translation; the translator can offer tips and advices on how to get the business deals and how people work in that certain (business) culture.

"...so this, why I say that of course it's good to know languages and, but...when I was in China we were thirteen expats; Dutch, Swedish, Norwegians, mostly Finns starting up the company in China...---...That more or less all of us started a training course in Chinese...and none of us fulfilled it. And of all the people I know, colleagues in the company, only one guy who is confident to do business in Chinese. And this started to...he started to study Chinese 1983 and it's his hobby; he reads, speaks and he writes, even writes...That what I'm saying is that it takes too long, if it takes three decades or even more, to be that fluent in Chinese...---...So...this I disagree then, that people think that...let's say, phrases yes, thanks and hello and goodbye and good morning and...the more we speak the local language the better but we don't have time to learn all the languages where we are in the world..."

Fi4Ma66Y3

Moreover, the same interviewee as in the first quote underlined that knowing some basic phrases in the local language is appreciated and needed, but it takes too long, even decades, to become a professional user of a foreign language. Furthermore, leaders in a global company do not have the time to learn all the languages in the world. Although, as hinted by the interviewee, being polite and showing appreciation for the local language by utilising phrases and greetings would most likely be a vital part of the leader's global mindset toolkit.

"...but giving the feedback in the right context, you cannot talk to a Muslim and a Japanese and a lady or a man in a totally same like you do in Finland, the message can be the same, but how you, deliver the message that differs..."

Fi2Ma54N3

“...small things, small communicational issues can start a snowball effect of misunderstandings...that using the same kind of communication style as you use in Finland with Finnish people or in the Nordic Countries...you will probably run into trouble in somewhere else, in some other culture. In my opinion global mindset is about...---...that you have to be ready and willing to function differently and communicate differently...”

Fi3Ma45N4

A leader with a global mindset would most likely survive and flourish without exceptional linguistic capabilities, but not without acknowledging the communicational differences that arise from the cultural background. First of the quotes highlighting communicational differences, is bringing up the notion that message of the communication should be the same but how the leader delivers it ought to be considered while keeping in mind the contextual factors. In addition, the second quote from another Finnish interviewee underlines the need to adapt one’s communication style in accordance with the situational factors. Both quotes are referring to the same need; a leader with a global mindset should be able to notice and understand communicational differences arising from the cultural background and be able to adapt one’s own communication style to match the recipient’s way of communicating. Furthermore, this particular concept from *Global Leadership Characteristics* is connected to *Cultural Intelligence* as it is not about the ability to speak many different languages but more about knowing what kind of communication style is used in a given culture.

Openness

”...and I think also maybe one more thing...when you are a global leader in whatever country, the culture you are going, you ask in beforehand what is okay and what is not okay...because if you don’t think about that you might really destroy a good opportunity by doing things which are maybe forbidden in that religion or culture or whatever. So to be also open and have a learning attitude, what do I need to do in these countries specifically, what do I need to take in account when I meet these people.”

Fi2Ma54N3

Openness came to three interviewees’ mind when they defined a leader’s global mindset in their own words. This concept was referred to as openness, learning attitude and being positive towards change and novel things. In the quote given above by a Finnish respondent, openness and the learning attitude are connected to the need to be able to learn new and different things. In his view the lack of *Openness* could actually ruin a

prosperous business deal, because a close minded and unprepared business negotiator could unintentionally say or do something that can offend the foreign partner and, hence, complicate the business relationship or make it impossible to even form the deal in question.

"...and then it somehow reminds me of openness...that kind of openness that you accept both things and people as they are and don't think that the world revolves around you or your company...---...where it could be seen in...well for instance in our company it (openness) should be visible in that we should not be allowed to think anymore that because we have always done something like this that we shall now do the same thing the same way...that we should, I think it can be seen in that people start to think about the matter from scratch and consider all the possible alternatives with an open mind, so that they don't lock themselves into their own cupboard or box and try to hide from anything new that might come along the way..."

Fi5Fe46N4

This Finnish female interviewee associated *Openness* with accepting different kind of people and things with an open mind; therefore, it has some connections or similarities with the first main theme's (*Cultural Intelligence*) concept, *Sensitivity and Acceptance*. Thus, *Openness* seems to be a similar concept with *Flexibility*; both can be seen as global leadership features that can enable the leader to develop global mindset or as qualities that are implicitly included to global mindset's definition. In other words, global mindset cannot be constructed without the person's open attitude towards diversity, as a person with a closed mindset would probably not like to or aim at learning about different cultures or different ways of doing business that are crucial parts in building a global mindset. In addition, *Flexibility* has a similar role; less flexible people would most likely not enjoy working in an environment that requires constant change and reorganisation of one's own attitude. Furthermore, this same respondent associated *Openness* and what should a leader with a global mindset be open to with the ability to listen to different kind of people and diverse viewpoints. These *Listening Skills* will be described as the last concept belonging to the third main theme, *Global Leadership Characteristics*.

Listening Skills

"...that you should know how to listen to everybody else and not just to the ones who are the loudest or to the ones who say what you want to hear, but like...what the openness should be like...in my opinion it is that you somehow try to dig out all sort of bits of information and ideas that are moving around you in huge

quantities and that you courageously take up issues that you may not like yourself, that seem justified and reasonable.”

Fi5Fe46N4

One of the interviews brought up a leader's *Listening Skills* while describing where the preceding concept, *Openness*, can be seen in concretely. This female respondent underlined the need to be able to listen to different people and diverse viewpoints and the ability to take up matters that may not always appeal to the leader personally. Hence, there is a clear connection between *Openness* and *Listening Skills*, similarly as there is a connection between *Flexibility* and *Communicational Skills*. Open attitude is needed in order to be able to utilise these broad minded listening skills like, flexibility is needed in order to be able to switch from one communicational style to another. Nevertheless, these four concepts are distinctively different as *Openness* and *Flexibility* are broad and attitudinal qualities of a person that can have an effect to many other qualities and skills and *Communicational* and *Listening Skills* are just skills that a person can use and they can affect other skills by facilitating one another but they do not enable the attitudinal qualities. That is to say, no matter how good you are as a listener, this skill will not make you any more open-minded or tolerant. *Listening Skills* can, however, enhance your *Communicational Skills* as interaction between two people will most likely be much smoother if they actually pay attention to what the other person is saying.

All in all, these four concepts (*Flexibility*, *Communicational Skills*, *Openness* and *Listening Skills*) of the third main theme, *Global Leadership Characteristics*, appear to have connections to global leader's overall features and also to background enablers of global mindset development and, nonetheless, they seem to be distinctively different from the concepts presented in the two other main themes, *Cultural Intelligence* (*Cultures, Sensitivity and Acceptance, Leadership Styles* and *Trust / Need for Control*) and *Global Business Orientation* (*Global / Local Phenomena* and *Big Picture Thinking*). Therefore, they seem to be linked to the third research question concerning the individual factors that can affect global mindset development and, thus, they will be revisited in this chapter's subheading (6.4) that will discuss the individual factors brought up by the interviewees and their connection to the theoretical part.

To conclude the subheading presenting and discussing the empirical findings concerning the first research question and the global mindset definition used in this thesis, it is worthwhile to note the overall connection between the empirical findings

from the interviews and the definition used in this thesis. As already mentioned, during presenting the interviewees' ideas and thoughts related to defining global mindset in their own words, the definition used in the thesis and the way the interviewees understand a leader's global mindset are very close to each other. As both *cultural intelligence* and *global business orientation* related ideas, characteristics and skills were brought up by all of the interviewees; it is possible to note the careful support given by this empirical data to the utilised theoretical definition for global mindset. Hence, it seems that according to a small sample of internationally operative leaders, Story's & Barbuto's (2011) definition for global mindset has also connections and similarities to the way global mindset is seen in the global business field. Moreover, as the interviewees brought up many qualities related to *Global Leadership Characteristics*, it is relatively safe to assume that global mindset is seen as an integral part of the toolkit that a global leader needs. However, it would be intriguing to review how well these characteristics fit with the individual factors brought up by the interviewees and the theoretical side. Next subheading will review the findings related to global mindset development methods.

6.3 Development Methods for Global Mindset

The second theme of the interviews focused on the second research question of this thesis, *How to develop global mindset in global leaders?* In order to ensure that the interviewee and the interviewer would be talking about the same kind of global mindset, the interviewer shortly presented the global mindset definition (Story & Barbuto 2011) utilised in this thesis. After presenting the definition, the interviewer introduced to the interviewee the two other research questions of the thesis (development methods and individual factors) in order to offer the interviewee the opportunity to be even slightly prepared for the topics that were to come during the remaining part of the discussion. Furthermore, the interviewer utilised mainly three different question types in order to stir diverse memories and thoughts concerning the global mindset development methods. These different question types are given in *Appendix 1. Interview Structure* and they mainly concern concrete development methods from the organisation's viewpoint, ways to develop global mindset on a leader's free time and interviewee's personal experience that has been especially developmental for their own global mindset. As expected, due to the open and conversational nature of the interviews some other questions were used but these above mentioned questions were the ones that produced generally the most intriguing answers.

As already described in the methodology part of the thesis in chapter 5, this thesis aims at studying both at what the theory advises about global mindset development ways as well as what globally working people themselves think about the possible methods. The theoretical part concerning the development ways (second chapter of this thesis) introduces these different methods that the scientific commune has been researching and found meaningful. Furthermore, the following part of this subheading will present what kind of development methods the interviewees detected during their individual interviews. Interestingly, almost all of the same development methods that are brought up by the theory were also mentioned by the interviewees, however, some development ways were more often brought up than some other ones. Moreover, the interviewees noticed possibilities that are not mentioned by the theory in addition to extensions to the ways that the theory brings up. The remaining part of this subheading will be organised in the following way; each of the development methods given by both the theory and the interviews will be reviewed by giving example quotes that brought them up and, after these methods, the additional and new ways that the interviewees gave will be described. The main themes that are common for both the theoretical part and the interviews are the following; *Recruitment, Talent Management, Diversity, International Assignments, International Travelling, Training and Work Experience*. The additional themes are the following; *Organisational Development Methods* and *Free Time Activities*. As a concluding note to these development methods, comments and thoughts concerning the effectiveness of experiential learning methods and classroom methods will be presented in *Nature of the Learning Experience*.

Figure 6 on the next page has both the methods that the theoretical part has highlighted and development methods and ideas that interviewees brought up in their individual interviews. The yellow boxes have the development methods that originate from the theoretical side and the paler orange boxes have the interviewees' additional themes. Development methods that were mentioned by the interviewees are marked with underlining; hence, some of the yellow boxes have development ways that are not underlined (like *Working and Leading in Split Egg Ways* in *Work Experience*) and development methods that are underlined (for example *International Teams*). This way of marking aims at separating the development methods that were agreed by both the theory and the empirical material and the development ways that came specifically from either one of these sources.

HOW TO DEVELOP GLOBAL MINDSET?

Recruitment

Selecting people with the suitable psychological capital

Talent Management

Developing and rewarding such people in the long-term

Clear Career Paths

Experts and Leaders

Diversity

Making sure that work places are diverse enough

International Assignments

Long-term Assignments (living and immersion) for more than a year (functional/geographical mobility)

Short-term Assignments for less than a year (subcultures & problem-solving)

International Travelling

International Business Travelling (planning as a learning experience instead of traditional efficiency)

Holiday Travelling

Training

Cross-Cultural Training (pre-trip/in-country and experiential methods)

Self-Training (software & Internet)

Innovative Study Abroad Exchange

Language and Leadership Skills

Traineeship

Mixed Groups and Outside Trainer

Work Experience

Working and Leading in Split Egg Ways (70 % leader, 30 % project work)

International Teams

Utilising Global Employees' Experience (forums, Mentoring & Coaching)

Reflection (Self-Reflection and Reflection with others)

Organisational Development Methods

Sharing Experiences (information bank, discussion possibility and map of people)

Circulating Internally (local, functional and permanent mobility)

Foreign Manager

Supervisor's Role (facilitation / restriction, role modelling and development discussions)

Social Events (formal and informal)

Free Time Activities

Gathering Information (studying and reading books, news etc. and watching TV etc.)

International Hobbies (for example martial arts and multicultural environment)

Networking and Interacting with People (personal and professional network, meeting and talking to different kind of people in cafés and associations and in social media)

Figure 6. Theoretical and Empirical Development Methods for Increasing Global Mindset.

6.3.1 Recruitment

“...So if you, the selection process is also important, how, what kind of people should be there in an international organization...in a global organization, depending on the job profile, if you are in a job where you only have to be, say for example, a local project support person...he has to deal with day in and day out with his internal customers which are in that particular country...his exposure to global way of working is different compared to a sales person who has to interact with customers of different country...consultant, a designer from one country, a consultant from another country, your product is being made in another country, your sales support is sitting in another country...so it's quite challenging then the...so there the selection of that person has to be such that he is extrovert and not an introvert.”

Fo6Ma53N3

Selecting and recruiting people who have the needed qualities and are also otherwise suitable were brought up by four of the interviewees. For instance, this foreign respondent above highlighted the need to take into consideration the nature of the work and position in question. More particularly, global positions require an extrovert personality in his view and such a note is well in tune with the theory, as it suggested that the recruited people should have at least the suitable psychological capital (for instance personality). Hence, the interviewees and the theory found similar ideas about recruitment's and selection's nature and importance in global mindset development.

6.3.2 Talent Management

“...that we should come back to this career path in where we are and where we are aiming together with the people we do this, that we have noticed that the clearer we are with this career path the more committed, the more exited, the more, how to say, enthusiastic are our colleagues, that they have a, we have a common clear goal...that, now I go to specific our field service guys, these field engineers, average time they stay in the field is about four, I think four years plus, depending which one you look...---...that they love their job, it's very demanding and the stumbling stone is of course the family life...if you are travelling 200 days a year, you don't see your kids very much, signature own experience...That wife, kids say that “Daddy, now you have to choose your lovely field service job or us, the family”...But if we then with that guy when we start to train him, training a service engineer today we talk about 40 000 / 50 000 euro each...it's quite an investment...and it takes around two years to get him really self-going because we have so big portfolio...that it's a lot of training, that the two first years it's maybe breakeven...then we start to bring in good money to the company and then we have just two years to harvest, then he moves to (other parts of the company). So I used to say that field service is a kind of a company greenhouse, to get these self-

going guys, they get good training and English and so on, and then they can work more or less wherever in the company depending what type of people they are. That if we had a clear career path, that we could say that “okay now I am here and now I am there and then I get another job than field service” that maybe we could prolong this field service time to six years or eight years whatever that stick to that plan. And that goes of course for whatever position...”

Fi4Ma66Y3

Talent Management was brought up by three interviewees and most of them referred to this theme as career path. This field service engineer example given above describes why *Talent Management* and creating *Clear Career Paths* would be important for any given company. In other words, as training people for demanding international positions take a lot of time and resources from the company it could be a good idea to try to prolong the time period that the employees stay in such positions and demonstrating these people with clear career paths the possible options ahead might just have that desired effect. In addition, as noted by the interviewee, this same logic works on other positions outside field service jobs and it is ideally fit for global mindset and global leadership development methods.

”...We need to respect the history where the only way to promote the person was to assign him or her to a manager position...And we still can see the effects of that within part of our leaders that they are much more better in the expert area they are leading than in the leadership...---...Second, what could help to, how we say, to create and grow the global leaders are that, we also have equal opportunity for good experts to grow both in the career responsibility and rewarding on the expert part as we have the manager part. So there you should feel and see, because when you see it, then you believe in it. Then we might have a situation where an expert really want and can enjoy and grow in the expert part and they don’t want to be leaders. And then the, those who are really interested to develop business and lead people are in the, that part...And this is maybe a cliché but I, for me it’s one of the main important things to grow new or existing global leaders is that, those who are heading the positions today be further developed and support those who are already good and those who are not acting as it should, it should be seen in the DD discussion or feedback discussion with them and try to guide them to a career path where they are more useful for themselves and for the company...”

Fi2Ma54N3

Possible pitfall of *Talent Management* and *Clear Career Paths* for *Leaders and Experts* was brought up by a Finnish interviewee in the quote given above. In order to develop leaders with a global mindset, organisations should take into consideration the career path and rewarding possibilities that concern both experts and leaders; as both of these

employee groups should have developmental and promotional opportunities that support the nature of their work. Therefore, in order to grow leaders with a global mindset, organisations would most likely benefit from a rewarding and promoting system that introduces opportunities for local experts as well as for globally oriented leaders.

6.3.3 Diversity

"...when I came on board in the Finnish team, there were only Finnish people and then I said that "okay, we were doing the summer recruitments, that now I want something different here, I want to recruit some foreigners, some Swedish-speaking people and so on to start mixing up this team a bit as well" ...so now we have an Indian and some other Asians and it's already giving a bit more flavour and people kind of notice already by that it's a bit different way of thinking in different cultures...Of course you should choose the best but then, I mean not think about the, only try to have certain stereotype in a team which I kind of sensed was the situation when I got this team that everyone was very much alike..."

Fi5Fe38N5

"...that you would invest in that the team would become like, that it would have enough of diversity...diversity in all of its dimensions so that not only different nationalities but also different kinds of people...diversity in a broad sense..."

Fi2Fe43N5

These two female respondents highlighted the importance and impact of diversity in their individual interviews. Thus, increasing diversity in the workplace seems to be a valid method for developing people's global mindset, as it was brought up by both the theory and interviews. In addition, both interviewees are considering diversity in its broad form; in order to increase employees' global mindset the workplace should have variance in many different aspects; nationalities, personalities, sexes et cetera in their workforce.

6.3.4 International Assignments

"...so, but really to give the possibilities for people to go abroad and visit different countries and so, because that is the way, you cannot do it by a desk, at a desk...So it's really to enable people to go and work in different global environments, different countries, different, Asia, USA and so on, to see."

Fi4Ma43Y3

All of the interviewees thought that *Long-term International Assignments* are very developmental for a leader's global mindset. As noted by this Finnish interviewee, "you cannot do it by a desk", you have to go out there and see. He is also referring to both long and short-term assignments as well as to travelling in his notion, but travelling will be discussed later on. Overall, international assignments were brought up as international job rotation, immersion to a foreign culture and as short-term assignments.

"...Okay, see the first thing is seeing is believing...so we, one should start with that, if you want to develop a leader...---...so the first and the most important thing is, you have to see that how it is happening, so if you want a person to remain remotely in India and you want to develop that person it is not possible, or if it's, even if it's possible it will take a much longer time rather than if you have moved the person to, or expose the person to, say, the rest of the global organization that you have. So first thing is like job rotation, this is what I'm talking about...so that is, that plays a very important role in developing the quality or opening the mindset, first thing is opening the mind of a person and that you can do by exposing the person to the rest of the organization...or I'll put it in other words, making local to global, the journey from local to global has to come, not just by, I mean it will come faster and easier if the person sees it from his eyes and walks in that atmosphere under guidance...so say...take that person out from the local role, give them, place him in other places where he interacts with the people..."

Fo6Ma53N3

According to this male interviewee, global job rotation or an international assignment is the most efficient way to develop a person's global mindset. Remotely conducted international work from one's own home country is not as fast or as easy as a development method as placing an employee in some other geographical location of the company. Though this male respondent above did not explicitly specify the length of the assignment (or placement), some of the other interviewees spoke particularly about either long-term assignments or short-term assignments. Next we will see examples of both of these situations.

"...but thinking about myself, although often those living abroad experiences, they have had their tough moments and ingredients but those are the times you also afterwards remember the best because you learned the most during that..."

Fi5Fe38N5

On the one hand, this female interviewee emphasised the experiential nature of long-term assignments by noting that for her the most educational experiences were the ones when she lived abroad (not just travelled or stayed).

“...And I had...the sales manager for Russia came over to UK and spent two weeks with me here...he went back, and not only did he, I mean what he came for was to learn and understand the processes and ways or working here, he went away having a better understanding of the British working environment, the culture, the people and how they thought and this kind of thing...”

Fo1Ma45Y1

On the other hand, also shorter periods of time can be surprisingly developmental for people’s global mindset as described by this male respondent above. *Short-term International Assignments* were explicitly mentioned by six of the ten interviewees. However, as noted before some respondents did not speak specifically about long or short assignments but were more referring to them as “going or working” abroad, it can be assumed that both *Short* and *Long-term International Assignments* are seen as tremendously developmental by the interviewees.

“...but the genuine business know-how and the global business know-how, well those come with that you have to dip into the water and see how well the swimming starts to go and how well, so that yes...maybe the slowest and the best way is to do it yourself and yes you can read all sorts of instructions and others but then the Aha moments come later on when you experience them yourself.”

Fi3Ma45N4

The last quote concerning international assignments describes this sort of assignments as immersion to a foreign culture; the interviewee spoke of them in a metaphoric form as dipping into the water and trying to swim in it. Additionally, this Finnish respondent is noting that experiential learning is more effective than reading “*all sorts of instructions*”, but the different training methods will be discussed further a bit later on. To conclude, both the theory and the interviewees saw both *Long-term* and *Short-term International Assignments* as important tools in global mindset development.

6.3.5 International Travelling

“...Of course there are always the first business trips to exotic countries, so they have kind of stuck in my mind, but after that the business trips become like a routine...”

Fi3Ma45N4

International Travelling is a little bit different theme compared to the other development methods that were brought up by both the theoretical part and the interviewees. More particularly, most of the interviewees (nine out of ten) discussed

travelling as a possible development method for increasing leaders' global mindset, but the travelling that they mentioned seemed to be more connected with free time activities and leaders' personal ways to develop global mindset than business travelling. In the theory part, travelling is described more as utilising business travelling in a new modified business trip form to enhance global mindset. Therefore, this Finnish interviewee's quote above is well in tune with the theoretical part's thoughts; business travelling in its current form is not really reaching up to its potential as a global mindset development method. Business travelling should be modified to the direction described in the theory; it should become a learning experience. The following two quotes from passionate travellers capture the spirit behind this transformation idea.

"...one thing travelling is important at least to me personally, and then always when I travel I never take these package deals I have a, this independent travelling alternative instead...and I really blend in with the locals and get the local feeling and not go to the Canary Islands and eat then the Finnish mashed potatoes kind of..."

Fi5Fe38N5

"...if I take my example, most of my learnings have come from travelling and, so this is my personal passion in life, to travel and to interact with people...---...when I travel to another country I like to look, eat their food, local food, the local drink...yeah, this kind of a makes a bond, a bonding with the people you're dealing with...---...one thing you know makes you appreciate their food, their habits, the greetings, how you greet people in those countries, picking up small words of their language, you don't have to understand the whole language, but just you know picking up a few words and using them here and there in your discussions or conversations...makes people appreciate that you are...appreciate their language, you make a try, nobody expects you to speak the language, but just that you use it, even just for a greeting, or saying you know "hello" and "bye" and you know "how are you" just a few words..."

Fo6Ma53N3

Both of these interviewees emphasised experiencing the local culture through eating their food and being amongst the locals. Such an attitude fits well with how the learning experience trip is described in the second chapter concerning the theoretical base for global mindset development methods. As stated by Oddou et al. (2000: 170–171) companies should facilitate learning during the trip by reserving time for exploring the national culture, booking local hotels, urging travellers to use foreign language during the trip and to keep a journal that gives the leader the possibility to reflect the trip's teachings. The only part of the practical tips that was not brought up by the interviewees

is the one about reflection. *Reflection's* role in the development process will be discussed a little bit later on.

"...of course travelling is another also...---...but when you're travelling it is maybe general culture and it doesn't maybe include this business side, that a holiday trip to Turkey is totally different to a business trip to Turkey...so that in the holiday trip you probably see the environment but it doesn't tell you how they function there, a holiday trip to Japan is totally different to what business is in Japan..."

Fi3Ma45N4

Moreover, one of the interviewees mentioned a key downfall of *Holiday Travelling*. According to this Finnish respondent above, *Holiday Travelling* is probably a good idea for improving cultural knowledge but it is not connected to the business world and to the second dimension of global mindset, global business orientation. Therefore, companies would do wisely to aim at utilising business travelling more in developing their employees' global mindset, as it has the potential to increase both cultural knowledge as well as local business know-how. On the other hand, employees would most likely benefit a lot from *Holiday Travelling* that is conducted as a "learning experience", because it was pointed out as one of the most influential ways to develop one's own global mindset during an individual's free time.

6.3.6 Training

"Training of course, we are lucky to work in a company where we have loads and loads of good training courses and people should be more eager. When we did this cross-culture training, people attending then at the, or we asked them kindly to fill in a form on what type of problems they have seen, if you then had about China for example, to specific just doing business in China "What has been your stumbling stones, what have been the problems" and many of these who then came to learn more about China said that "I went to China and I came home and reported to my Finnish boss that sorry I didn't make a contract this time" and...then I said "I know exactly what you and your boss are into" that your boss thinks that you go, like you go to Germany or you go to Denmark, you come home after two days and you have a contract...In China you start to build relations and you..."

Fi4Ma66Y3

Training was highlighted by both the theoretical part and the interviewees. In nine of the ten interviews *Training* was referred to as training or courses focusing on cultural issues, *Language Skills* or leadership skills. For instance, this male respondent above

who has been very active in teaching and sharing experiences in cross-cultural training courses gave a concrete example on what kind of issues can be tackled with *Training*. In addition, the way he described *Training* is also connected to *Reflection's* part in learning as these participants wanted to learn more about their experiences after the actual “developmental opportunity” had already been experienced. *Reflection's* role will be described further under the global mindset development method of *Work experience*.

”...Of course we can have some language trainings and...and that is by the way a very good thing to invest in if you want to be a global leader, because if you can just say something in Japanese or so on, you have already plus points if you try to adapt to the local culture and...So really, even language training I think could be more emphasised...”

Fi4Ma43Y3

”...In my opinion we have very good leadership courses and trainings, they are definitely one thing that can help people to get the basic information in order...”

Fi2Fe43N5

These two interviewees brought up different themes connected to global mindset that could be developed through training courses. As already mentioned earlier, the main themes from the interviews that could be further enhanced through training were cultural knowledge, language skills and leadership theory. However, the theoretical part highlighted solely *Cross-Cultural Training* as a global mindset development method; hence, it could be beneficial to view other sorts of training courses in how they could benefit to global mindset development. Another difference between the interviews and the theoretical part is that, even though the theory brought up *Self-Training* methods through software utilisation and the Internet, the interviewees were actually a lot more innovative in coming up with ways how a self-trainer could collect further information about different cultures and global business. Nevertheless, one could argue that no matter which channel is used for additional information, it is still the question of *Self-Training* and, thus, it is not a “new” way to develop global mindset. All in all, no matter how the additional information channels are seen as, they bring forth new ideas on how individuals can develop global mindset on their own initiative and, therefore, they will be described in more detail under *Free Time Activities* in this same subheading.

”...I'm thinking about quite many universities nowadays, it's a must that you have to go abroad for you know half the period or something like this semester...---...I know Hanken has it nowadays, they didn't have when I was but I anyhow went

also two times, but nowadays everyone at Hanken needs to go abroad, for example for one semester or something.”

Fi5Fe38N5

”Yes, but that global way of working well...it is actually that you have to be sunk into the international business environment, even few months will help...I myself had during my studentship, I had a summer job in Germany for three months and...well that was quite enough time to then, that you learn the language, but then addition to that you suddenly learn that “it isn’t like, they don’t work like I had imagined in Finland”, but it was actually kind of nerve-wracking because you had imagined that they (ways of working) are the same, but they weren’t the same...”

Fi3Ma45N4

What then comes to the theoretical side’s *Innovative Study Abroad Exchange* and the interviewees ideas; there were some few similar notes. For instance, the female respondent above brought up study exchange experiences when thinking whether there should be different global mindset development methods for different people and as an example group she considered younger people and their possibly broader mindset to begin with. *Age’s* contribution to global mindset development will be further analysed in the third subheading of this current chapter. Furthermore, the Finnish respondent above described his summer job experience abroad as a way to dive into the global way of doing business. Due to these two examples, one could assume that global mindset could be developed already while studying and gathering the earliest working experience. Hence, companies could consider checking their applicants past for such developmental experiences as they seemed to be connected to higher global mindset or at least the possibility to further develop global mindset.

”Well training is definitely one...---...let’s say that the kind that makes you think...that at least the training should not be given by your supervisor or supervisor’s supervisor but more like an outside trainer or organisation, and then with training it works better if the participants are mixed, so that it doesn’t really help in this theme (global mindset development) if your own supervisor is training their own subordinates...so that it will be better to have kind of like an outside trainer and a mixed group.”

Fi5Fe46N4

One of the interviewees noted that it is also important who is giving the training. In this female respondent’s view point, *Training* should be given by an outside organisation or an educator who should not be the employee’s own supervisor. In addition, these global mindset related training courses would benefit from mixed groups, meaning that the

individual course would have participants from different teams, divisions, locations and preferably even countries. On the whole, *Training* was emphasised by both the theory and the empirical material; thus, companies would most likely benefit from investing into these sorts of development methods and from taking into account the improvement ideas that the interviews brought up. However, later on the interviewees will shed light on whether the experiential or classroom methods are more appreciated by the interviewees.

6.3.7 Work Experience

"...I had one very enlightening experience, it was about making one project to Africa with the French and I was the only Finn...I don't know if my experiences are only positive when it comes to how well the cooperation went, it was sometimes rather dysfunctional, especially because I don't speak French...--- ...but for me that was probably a pretty eye opening experience that things don't go according to my way of working even though it would be the best one (laughter)...because that's how a Finnish, Finnish engineers, we are a bit like that, that "this is the correct way and this is how it's done and tumtumtum" but it was then when I truly like concretely had the opportunity to experience that "um, although you think that this way of working is the best one that in this project it won't be used but that in this moment some other way of working will be used" (laughter)...and after that, I would say that I haven't had any kind of problem in going to work with any given nationality group."

Fi2Fe43N5

Themes that are connected to *Work Experience* related global mindset development methods were not mentioned by all of the interviewees and not as often as travelling and international assignments. Nonetheless, most of the *Work Experience* related methods that are introduced by the theory (*Working and Leading in Split Egg Ways, International Teams, Utilising Global Employees' Experience and Reflection*) were also brought up by the interviewees. For instance, one Finnish respondent described this international team related experience above when the interviewer asked which experience has been especially developmental for her global mindset. Intriguingly, the Finnish interviewee chose this particular experience over the experience of living abroad that was more commonly described as the most influential experience, therefore it can be noted that working in *International Teams* can actually be a very effective way to increase a person's global mindset. All in all, working experience related development methods were discussed by the interviewees as working in international teams, coaching / mentoring and reflecting on one's learning experience. Hence, *Working and Leading in Split Egg Ways* (70 % of working time as a leader, 30 % in a

project work) was not explicitly brought up. Possible the only note that could be seen as having a connection to this particular theoretical development method is the international team experience described above, because the respondent had most likely other projects or even subordinates or teams that she was working in simultaneously. Next quote describes another aspect of international team work.

”...I think that’s part of it, that not only travelling but also being able to work in global teams...for example we have very strict budgets nowadays, but what I did with my function last year, which few are still a bit you know shaken up about...that they were working, they had worked for like ten years that Finnish work with the Finnish team and we have a Dutch team and so on and then I mixed them up that we have area teams and in one area team you have people from different locations, but still they need to work together...and that was very difficult for some in the beginning that my team “my manager may not be sitting in the same site as me or my colleague is there in the other side” and you know these cultural things, some clashes in the beginning...but I so much believe in it myself, so I know that with time they will become then more independent and they need to you know, understand how to deal with different kind of people, the customer service, everything I believe will become better...so doing, giving these kinds of opportunities, not only travelling but to work with in truly international teams already I would say.”

Fi5Fe38N5

This interviewee brought up the angle that modifying organisational structures, divisions and teams in a way that would require people to work in an international team could potentially teach employees a lot about cultural differences. Additionally, such a method could save the company some money in form of reduced travelling budget, although costs are of course not as simple as that, because change resistance and learning how to work in this kind of new setup will most likely affect people’s effectiveness in the beginning, even though the overall costs would probably decrease in the long run. Furthermore, this sort of organisational change could, in addition to widening employees’ mindset, make the job more interesting and varying that could increase the team members’ working motivation and welfare, and make them more likely to stay in the team and have even less sick days. The following three quotes will focus on how the interviewees thought the company could utilise the global employees’ experience in developing global mindset.

”...before those people that we wanna lead teams are more global or their control moves into a more global across the cultures, we should find some kind of way of helping them understand those (cultural differences)...not necessarily saying you know all Finns behave like this or British people behave like this, it’s not like that

but maybe to have some discussions with people that have worked in those environments before and what I've learned, what are their experiences...whether we do that through coaching and mentoring schemes, whether we do it through kind of, almost a kind of a, not necessarily job share but kind of pairing two team leaders up...you could say "well this guy worked in China and Asia, you know, why don't you spend half a day with this guy and, or a couple of hours with this guy and find out what that really means in real times, what it means in day to day basis, when you're doing similar kind of tasks" and then you start to see what it's like to do your job in that environment."

Fo1Ma45Y1

This foreign interviewee brought up both *Mentoring* and *Coaching* in order to share and utilise further employees' international experience. Pairing up people would most likely be an effective way to increase a person's cultural knowledge about a certain culture and ultimately their overall global mindset. In addition, as already noted in the theoretical part, also the employees who have international experience would feel more valued and, therefore, be more motivated to work for the company.

"...and coach people about his learnings, which can go in developing these global traits...---...When you, when these things come out as a business like "Okay you go and then you come back and coach people" it's...I would like to see these people or these leaders, you know, take it on their own to pass on this global...or the learnings, share it with others."

Fo6Ma53N3

Sharing Experiences through *Mentoring* or *Coaching* was explicitly mentioned by three of the ten interviewees. For instance, this male respondent above highlighted global mindset development's need to receive international learnings from the more experienced employees through *Coaching*. Furthermore, this notion of sharing experiences is connected to the additional and new ways for the organisation to develop global mindset (information bank / discussion possibility / map of people) and concrete ideas for these actions will be reviewed later on under this same subheading in *Organisational Development Methods*.

"Then maybe another way to become global is that, in my opinion it would be a good idea to use this kind of mentoring...This company has already mentoring courses that are run by outside consultants and that is totally right...mentoring in that sense is done like with using mentoring contracts and in a matter of fact, if we for example had some enthusiastic guy from Finland who would be interested in doing business in China, then I would take this sort of senior guy from the Chinese organisation that would make a one year's mentoring contract with this young Finnish guy and then they would go through and put as a target that in 12

months' time this younger guy would have to have better skills on how to survive in that Chinese business environment...that it is, I've seen it, I've been working as a mentor myself about a totally different topic but I know that it is a very effective way to do it, if the target is to train somebody about a certain specific topic...and in fact well, to make a change in somebody's way of thinking...so this sort of mentoring, because it leads to pretty deep discussions and soul-searching both on the mentee's and the mentor's side...so that is certainly a very effective way, if it could be for instance connected to the normal daily business in some way."

Fi3Ma45N4

Furthermore, the third interviewee that brought up *Mentoring* or *Coaching* highlighted this method due to his own positive experiences as being part of a mentoring relationship in the role of a mentor. What is especially noteworthy in his notion is the connection between *Mentoring* and *Reflection*; the note about "*deep discussions and soul-searching*" gives the impression that both the mentee and the mentor will get a chance to reflect on challenging and though-provoking issues and learnings. The last quote concerning *Work Experience* as a global mindset development will give another example of *Reflection*'s role as a development method.

"Then I've been with Swiss people and Dutch people and...so I know Dutch guys, if they don't believe in what you say, nothing will happen...you cannot come like the Finnish bulldozer "now we do like this and blaa blaa blaa" it will never work, and in Switzerland it is so that if they are not part of the work that you do, it will never work, it will, you will not resolve in anything...and it took me two three years working with the Swiss people to figure out the code, how to work there...---...it just clicked in my head that after some years that, okay I have tried the hard way that when we implemented SAP and so on...that this is how we should do and they didn't buy it very much and so on so...it just came and then I discussed with some colleagues that can it be so that it's very important that they are actively involved and so, that's how they work here and...then it's a, I learned it."

Fi4Ma43Y3

"...you are in hurry because you will do much more mistakes, you are in less hurry, you will absorb more things that will, make the things, maybe do the same mistakes but you will take them in a different way...because you walk so fast and make the mistake, hit more harder to a person...let's say, it takes time"

Fo3Ma35Y7

The Finnish interviewee above is describing how he learned a valuable lesson on how to work with Swiss people. Those learnings arose from the fact that he processed his way of working, the situation and all the cultural factors and tried to see the logic behind these events. In addition, he discussed his experiences and observations with some of

his colleagues. When put together, these active ponderings and discussions with the colleagues, there seems to be a clear link between the theoretical parts' *Reflection* as a *Work Experience* related global mindset development method and the example this Finnish interviewee gave about working with the Swiss people. Moreover, the foreign respondent's comments on the length of the learning period and its connection to the quality of learning is related to *Reflection*; people who spend more time absorbing the learnings and processing them could very well do the same mistakes, but their learning experience will most likely be deeper than with the people who will march through the development methods as quickly as possible. In other words, deep learnings seem to be connected to *Reflection* and as a result the learning process will probably take more time but the end result is at the same time better. So even though *Reflection* was not brought up explicitly, it can be seen in three of the ten interviewees' examples. On the whole, these implicit references about *Reflection*'s connection to global mindset development can be seen as giving some support to the only qualitative source about global mindset development; that *Reflection* most likely plays a role in how well people enhance their individual global mindset.

6.3.8 Organisational Development Methods

This main theme, *Organisational Development Methods*, includes ideas and thoughts from the interviews that could improve the currently available or known global mindset development methods. Some of these ideas are broadening or enhancing the earlier mentioned development methods and some of them underline important issues that should be taken into consideration while planning these global mindset development methods. In addition, some of the ideas represent totally new ways of developing global mindset. Most of these ideas were pointed out by only few of the interviewees; hence, they embody novel ideas also in that sense, as they are not explicitly familiar or self-evident to all of the interviewees. The concepts and thoughts that will be reviewed in this main theme are the following; *Sharing Experiences*, *Circulating Internally*, *Foreign Manager*, *Supervisor's Role* and *Social Events*.

Sharing Experiences

"Yes, I think that listening to others is...I'm also kind of like a listener, that I like, I am interested in other people's stories...and of course in a big organisation there are loads of stories...but in my opinion it is a pretty good way to, that you don't have to be everywhere in person but that you can learn from somebody else's experiences...so that I would say that even more of this exchanging

experiences and giving feedback, like we are pretty good in giving feedback about technical stuff...---...but that we should also give feedback on how it was to work with this particular customer in the target country and with these specific stakeholders, I think it should be further utilised...---...when the next group goes to work there into the same location or for the same customer, that they could learn beforehand so that everything wouldn't have to be learned through the hard way...yes, so that there would be the possibility to go and discuss with a colleague that "hey you worked there two years ago, how was it?" if the people still work in the company...there's always that risk, so that the information should probably be available in a database and then the discussion possibility..."

Fi2Fe43N5

Four of the interviewees noted that an organisation would benefit from having effective ways to share employees' experiences. Concrete ideas on how to do that more efficiently were given in form of the following concepts; sharing experience, listening to others, information bank, feedback, discussion possibility and map of people. This female respondent above described *Sharing Experiences* as saving feedback and experiences concerning different environments, locations and customers into a common database (as an information bank) where people who need the information could easily access it (or in other words; share it). Furthermore, she highlighted the usefulness of being able to contact people and discuss with them about these experiences. Additionally, she noted the listening skill's importance in the process of learning from other people's experiences. Intriguingly, this listening skill has already been brought up by another interviewee in the subheading (6.2 *Definition for Global Mindset*) discussing the first research question and its main theme concerning the *Global Leadership Characteristics*. Hence, these *Listening Skills* seem to play an important role in global mindset development as well as in global leadership development. The other quote concerning the process of *Sharing Experiences* will shed light on how these people who have the sharable experience could be located.

"So, we could do almost, with kind of having a map of people and where they've worked and then be able to share that around so that we can say "Okay I'm gonna do some business in China, tell me about the pitfalls, the kind of things that I could struggle with there". Could you all...I kind of wonder whether you could have a library or...you are gonna go work in UK that this is the kind of things that you are gonna experience...could you do it almost an online, just read a couple of pages, something like this..."

Fo1Ma45Y1

This foreign respondent brought up the idea of constructing a map of people that would help other employees in locating the colleagues who would most likely have interesting

experiences to share about a certain country, culture, customer or business environment. In addition, he noted the beneficial effects of having an online library including short, couple of pages long, documents about different countries and cultures. Both of these ideas could make reaching information and other people's experiences a lot more effortless and independent. Nevertheless, the process of sharing experiences is also noted by the theoretical part. First of all, in *Mentoring* and *Coaching* people are sharing experiences, although maybe more one-on-one mode but still the same sharing is taking place. Moreover, the theory's suggestion to utilise international meetings or forums to share knowledge and offer people the opportunity to increase cross-cultural skills is rather close to what the first female respondent described as the opportunity to discuss with people and listen to different kind of stories, though the main difference between these two development ways is the amount of people taking part in the process at one time. All in all, the idea of utilising a map of people is actually very novel and ought to be considered by companies. It can be rather difficult to share information if one is not able to locate where that particular information is stored in (whether in a database or in somebody's personal experiences). Furthermore, social interaction could benefit the employees in another way as well; it could enhance global mindset development all on its own in case the interaction is happening between two people from different cultural backgrounds.

Circulating Internally

"...that the mindset stays somehow fresh and a little more global and I don't necessarily mean even anything as broad as sending people from India to Finland and from Finland to Brazil and from Brazil to India but basically just in the same location the company has possibilities, I think it helps even in a smaller scope"

Fi5Fe46N4

Two of the interviewees pondered job rotation and working internationally in a novel way. For instance, this female respondent above noted that having only local job rotation could assist in aiming the target of broadening employees' mindset. This sort of job rotation could be good for both increasing *cultural intelligence* and raising the awareness of *global business orientation* in case the new position required the employee to use skills and gather knowledge that is connected to both or either one of these global mindset dimensions.

"...and then I always promoted, start in the company to say, the different parts of the company, not only one division...or like one division 20 years, why don't you

go to some of the other divisions, to understand that this company is much bigger than this particular office...because I know many people that think this company is the same as this particular office. Especially when I was working 10 years on another division that was actually the company...so, so and now we have (this and this sort of divisions) and so and so... That is also part of developing the global mindset, to really circulate internally”

Fi4Ma43Y3

This Finnish interviewee underlined the developmental opportunities that functional mobility is offering. Hence, the theoretical part and his quote are agreeing that not only geographical mobility is the way to go. This sort of internal circulation would most likely be effective in increasing the second dimension of global mindset, *global business orientation*, given that the different functions in question are focusing on dissimilar fields of international business.

”Yes that (job rotation) is at least, it is one temporary alternative and definitely a healthy option to see something else, but that because job rotation is temporary I would say it is not enough...that I am more thinking of permanent ventilation of people and organisations that is happening on certain pace, so that although the organisations, divisions, whatever the units may be, would stay the same but people in them would be changing a little bit...that job rotation is definitely good so that the person gets at least to see something new, but then I thought that maybe from the organisation’s perspective that may not be enough...I would probably see it like that.”

Fi5Fe46N4

Last note concerning the job rotation comes from a female respondent, who acknowledged that temporary job rotation is definitely a good way to freshen up people’s mindset. However, in order to truly increase the global mindset, people should move around in the organisation from time to time from a permanent position to another. This way the employees would be more motivated to learn and to develop themselves in the long run, as they are not required to go back to the position that they might have already outgrown from. Overall, these quotes give the impression that short and long international assignments may not be the only possible organisational development possibilities; organisations would most likely benefit from a more long-term and permanent redesigning and ventilation of the organisational structure.

Foreign Manager

”Actually I think, one of the most powerful things for me was when I joined this company, I’ve worked internationally before that anyway, but I reported to a UK

boss at that point...when I joined this company, I actually then reported to a Finnish guy based in Vaasa and...so my boss was Finnish and the things he's asking me to do came from a Finnish state, so when we started to talk about plans, strategies and actions, they were kind of set against that background...so working along sides someone else with that mindset for me allowed me to see a real window into how Finnish culture and how Finnish attitude, the whole kind of philosophy of Finland you know that...---...working with a boss that was from another country was really really powerful for me, he taught me about Finns, Finnish culture, Finnish... made me realise that it wasn't just about Finland and a British guy working for a Finn, it was about the fact that I was a British guy and no matter who I worked for and where I went to there was a different point of view, different perspectives on the same issues..."

Fo1Ma45Y1

One of the interviewees described this above given experience about working with a *Foreign Manager* as the one of the most personally developmental experiences when it comes to his own global mindset. Such an idea, working for a foreign boss, is actually very close to theoretical side's and interviewees' theme working in an international team under *Work Experience* in this same subheading. On the other hand, this idea can also be seen as an additional incentive for international organisations to move towards more global and international organisational structures away from the country specific local units where people work mostly with their local colleagues who represent the same nationality. However, orchestrating this sort of organisational structure (along with international teams and foreign supervisors) will not necessarily be easy or even efficient at the very beginning. Still, in order to come back to this foreign interviewee's initial note about the utilisation of foreign managers, companies should take this idea into consideration while planning organisational global mindset development methods.

Supervisor's Role

Supervisor's importance in global mindset development was referred to by four interviewees in three different ways; supervisor's role, role modelling and development discussions.

"...So, these things (personal developmental desires) we often talk in the development discussion, how he or she sees it, what needs to be done, are they interested to move abroad, see some other parts of the company and then as a superior you need to be quite supportive...---...you have to be quite supportive and say...I believe so as a supervisor, that my subordinates if they have clear targets and they continuously feel that they develop their competence and skills, then they are happy...---...as a superior you have to take care of the people...But

it's of course, it's not always good for my group that, but it's good for the company...---...So if it's best for the company that you go to USA and you develop, so then as a superior I need to be supportive on that...because in this company sometimes we are thinking very much divisions and we are even thinking functions in the divisions...---...supervisors need to open the doors for the people...So if you have a supervisor who doesn't support you, so it is very difficult to develop any global mindset then... ”

Fi4Ma43Y3

This Finnish male respondent above reflected on the *Supervisor's Role* in global mindset development. The quote in question describes well how much influence the supervisors can have on a person's developmental hopes and desires, both as a facilitative and as a restraining force. As the interviewee noted, in case the supervisor is not interested in opening the doors for a person, it might be rather challenging to utilise organisational ways to develop one's own global mindset. Furthermore, the interviewee brought up the development discussions as one of the pieces of the puzzle of developing employees' global mindset and the supervisor's part in the process, as that is one of the most important occasions when the employee should (at least in theory) be able to openly express his or hers career aspirations.

“...role modelling is one of the key issues...---...I can tell to you that people respect the people who come in time to the meetings, and blaa blaa blaa, and then, myself, I am not doing any of it...So I just tell everything what I was expecting and then I behave totally different myself. Like if we take a very simple issue, with, what we need to do every year, is development discussion...and if I from the top say it's not necessary to do, what does it give to the next level, next level and next level...so it's small things but what we write down on the paper we also need to fulfil or what we commit to... ”

Fi2Ma54N3

Global mindset development and the *Supervisor's Role* were seen to unite in the phenomenon of role modelling in this Finnish respondent's notion above. In other words, it is close to impossible to increase employees' global mindset if the top management is merely preaching about its importance while they themselves behave according to a very local mindset or prohibit people from participating to global mindset development methods. All in all, the supervisor's importance was a novel additional idea produced by the interviews and organisations would, due to the reasons described above, most likely gain from taking the supervisory issues into consideration before ending up wondering why nobody seems to be developing their global mindset, even though it is explicitly named as a developmental target for the whole organisation.

Social Events

"So say...take that person out from the local role, give them, place him in other places...where he interacts with the people, interaction is a gain, you know, I mean that's the next phase. First, displacement itself does not make the person global...now his mind, you have to work on his mindset...so invite him in to the, these conferences or the things that, you know, wherein he gets exposed to the other dimensions of your business, of what is happening in different countries and elsewhere...and then, the social events, wherein he understands and starts to appreciate the cultures of other places...---...You have sales conferences, you have, well there are other people, people from other organizations, other networks or other countries at present. You know it could be even like when I was in Finland, I would say, we used to have many training programs and after those training programs you used to go, you know, either to the Kallio or the Vikings night parties and something like that...where everyone gets exposed to the local culture of that country, to learn to appreciate it...so social events are not restricted to company events or, even say that Christmas party that you have...so to break the taboo that the person is living, has lived most of his years...sauna, you know you have these sauna parties...I am just giving small examples but these are something to expose the person to the rest of the organization to understand and appreciate the culture."

Fo6Ma53N3

Last one of the novel global mindset development methods or ideas that could be utilised by organisations is highlighted in this foreign respondent's notion about *Social Events* that can increase people's appreciation for the local culture. In his example, these *Social Events* reach from the official business side, in form of sales conferences, to the informal recreational events, such as the Christmas party. Therefore, companies would probably be well advised to consider all the possible effects of recreational events, such as increasing personnel's welfare and motivation to even developing global mindset, before cutting these event budgets in economically difficult times. In addition, from the individuals' (and from the organisation's) viewpoint these events are great opportunities for networking activities and meeting new different kind of people. Such activities were also brought up by the interviewees as an employee's opportunity to enhance their individual global mindset on their own initiative and examples of these methods and few others will be discussed next in *Free Time Activities*.

6.3.9 Free Time Activities

Similarly to *Organisational Development Methods* this main theme in global mindset development methods includes ideas and thoughts that could improve the currently known methods that were brought up during the individual interviews. These development methods are focusing on how the individual can enhance his or her own global mindset during their free time, although some of these ideas and thoughts can naturally be utilised by the organisation and be conducted during working hours as well. Most of these ideas were mentioned by a majority of the interviewees; thus, the interviewees seemed to concur more often about these *Free Time Activities* than compared to *Organisational Development Methods*. The concepts and thoughts that will be reviewed in this main theme are the following; *Gathering Information*, *International Hobbies* and *Networking and Interacting with People*.

Gathering Information

“Also, for example just educating yourself via watching TV-programs, reading, whatever suits for a person...”

Fi5Fe38N5

Gathering Information, or educating yourself as the female interviewee above put it, concerning global mindset’s two dimensions, cultural differences and global business phenomena, is a very good example of the activities that individuals can perform themselves on their free time in order to enhance their global mindset. Six of the ten interviewees came up with the following ways to gather information; studying and reading from sources such as books, intranet, Internet forums, news, movies, YouTube and TV. The next three quotes will offer examples on how the interviewees portrayed these information gathering means and sources.

“Study. As I said and I’m not bragging but my books took two, and these are station wagons (laughter) two car loads of books that...---...And of course today with intranet and all this, it’s a bottomless well to find information...---...That’s at least how I feel that I have learnt more about, about this world and of course, there are also TV news...---...to read, read on Internet or read books and looking on soap opera...”

Fi4Ma66Y3

First quote concerning *Gathering Information* came from a respondent who is passionate about studying and reading about cross-cultural and international topics.

Moreover, his example brought up most of the information sources; books, intranet, news and TV.

"I think you should be a little bit curious, what's happening in the different parts of the company world...and learn to understand that what are we doing in Australia or what are we doing...and it's quite easy to do, either you can contact your colleague and as little bit you can go in to the intranet or you dig somewhere else for the information...And just to be interested in the country as such, where is that country heading as a nation and what are they investing in...so you can look quite easily, follow the news, just to be interested in what is happening around the world because we are not selling our products to Finland (laughter)..."

Fi2Ma54N3

The second quote describing the information gathering means and sources was more focused on the organisational viewpoint. In this Finnish respondent's view leaders have a multitude of sources for international information in the business world; colleagues, intranet, news et cetera. His notion concerning the international information's connection to the global nature of the business that MNCs are active in can further motivate companies to invest in ways to connect people, offer additional information sources and require employees to use them, so that people would be more likely to end up increasing their individual global mindset. Additionally, the idea to connect people is connected to the preceding main theme, *Organisational Development Methods*, and the idea to share experiences by creating a map of people. Next and the last quote about *Gathering Information* can be linked to both *Sharing Experiences* and *Gathering Information*.

"...okay nowadays with the new technologies and so on, you can connect to all kinds of forums and so, but it's not the same as meeting people and so on...--- ...via these different forums and so on but, you can all kinds of...you can take a certain topic, take global mindset now, there are certainly hundreds of forums discussing about that..."

Fi4Ma43Y3

The third quote came from a Finnish interviewee who noted that leaders who are looking for additional information about global mindset could choose to utilise Internet and its multitude of different forums. Such forums can also be used as an organisational mean to increase experience sharing in case the company would be willing to create an internal forum for this sort of information sharing. In addition, forums have a connection to another *Free Time Activity* method mentioned by the interviewees,

namely *Networking and Interacting with People* that will be presented a little bit later on.

Only one of the theoretical side's global mindset development methods can be seen as having similarities with this concept of Gathering Information, and that is *Training's Self-Training* section where individuals can utilise interactive software or the Internet in order to receive additional information about global business or cultural issues. However, the information sources the interviewees mentioned are much broader than just the Internet or some computer software. Naturally, some of these information sources are connected to the Internet (intranet, forums, news and YouTube) but Internet is so wide that it can actually be very helpful to get some concrete ideas on where such information could be lurking in. Furthermore, these active means of studying international business or cross-cultural phenomena and reading about them have not been mentioned by the theory very often, although, they most likely have the possibility to broaden people's mindset.

International Hobbies

"Of course there are certain hobbies that are connected to certain cultures...for instance budo sport and taekwondo et cetera are related to Asian or Japanese culture...from there you get that, if you're truly interested it helps in accepting things..."

Fi3Ma45N4

Hobbies with an international angle were mentioned by two of the ten interviewees, therefore this idea was not highlighted that often in the interviewees. On the other hand, also studying, reading and movies could be considered as hobbies; consequently, one could argue that hobbies and people's individual interests were actually referred to quite many times. The example from a Finnish respondent brought forward culture specific or culture born hobbies such as the martial arts that are related to Asian cultures that are likely to increase its devotees' knowledge and understanding of the national culture and overall cultural differences. Hence, these international or culture specific hobbies can be seen as a way to develop global mindset in addition to an individual factor that can affect people's likelihood and ability to develop global mindset. All of the other individual factors that were brought up by the interviewees will be shortly examined in the subheading 6.4 Individual Factors Affecting the Development Process.

"...that even though I haven't had any single major event, but I have always thought that if you're thinking about issues like this, that...that multinational and multicultural environment keeps a person efficiently fresh and innovative and helps to bring down all those dividers, when you are working with such a group and the opportunity is good for everybody."

Fi5Fe46N4

This Finnish interviewee above was reflecting on what kind of event has been especially developmental for her own global mindset and she came to the conclusion that being in a multicultural environment has affected her the most. This sort of multicultural and diverse environment can be found from the business life as well, but there are also many different hobbies that can embody and facilitate such a surrounding. For instance, travelling to different countries or studying international matters can be seen as a hobby that could create a developmental environment like this. In addition, creating this kind of environment in an organisation is related to the before discussed *International Teams* and to *Circulating Internally*. Moreover, last ideas and thoughts about *Free Time Activities, Networking and Interacting with People*, will offer individuals concrete ideas on where and how this sort of multicultural environment can be accessed or reached.

Networking and Interacting with People

"I would say that kind of like your own networking, like with others outside your inner circle, that like networking with people from different nationalities, from different backgrounds, firms and businesses...to understand that business thinking...---...and you learn from other people's experiences, other people that come from different firms, and it can of course be networking during office hours as well, but it is more about your own personal network and the discussions with these people, so that you have actually limitless possibilities in how much you can learn through that."

Fi2Fe43N5

Networking and Interacting with People was highlighted by eight of the ten interviewees. Networking, having discussions with dissimilar people and learning from other people's experiences is at the heart of this female respondent's idea and in her opinion it can be used for increasing information about both of global mindset's dimensions; the cultural knowledge and the insights into global business. In her view networking can happen in the business life as well as during a person's free time, although she noted that ultimately people's personal networks are the ones that have the most potential for global mindset development. *Networking and Interacting with People* has also a close connection to the previously discussed *Sharing Experiences* because

this sort of “learning from other people’s experiences” happens mainly when being in contact with other people. On the whole, ideas and thoughts related to this *Free Time Activity* were brought up using the following expressions; networking, meeting and observing people, discussing with and listening to people / foreigners / strangers and interacting with them through different associations or, for instance, in a café. Next quotes will capture the notions the interviewees made about these different ways and places to network.

”Travelling a lot, being curious about new places, new cultures, languages we already talked about...making networks with different, now we have all these Facebooks and LinkedIn and all these, social medias...and to really, really built up network outside Vaasa.”

Fi4Ma43Y3

According to this Finnish respondent above networking does not have to be limited to face-to-face meetings and communication because places for interaction and networking can be found from the Internet and social media as well. Platforms in social media were also mentioned by some of the other interviewees and they were mostly connected to how the younger generation could be enhancing their social networks.

”No of course, there is, you can be active yourself, you can go in to whatever associations you have in your own location...where you have, how we say, more global approach, it can be, either you go for some certain, culture or you can go to some organization where you have a lot of different people or...there’s a lot of ways that you can, be more aware of the global situation and open your mind for the global situation...”

Fi2Ma54N3

On the other hand, this male interviewee noted that in order to increase one’s own global mindset people could seek their way into different kinds of associations that are somehow related to international or cross-cultural phenomena. This sort of way to meet new people and network could feel more natural for people who prefer face-to-face meetings and interaction over these before mentioned social media platforms.

”...and then just that you talk with different kind of people, even though you would be talking to your own friends, they too have always something new on their mind and then that you just get going...for example go to whatever café to sit down and watch people, so that can also a be good thing every once and a

while...so that those things that you can do yourself on your free time consists in the end of pretty small and simple things, but they may still be very important.”

Fi5Fe46N4

This female respondent above noted that something as simple as talking to your friends or sitting in café observing people and meeting new people there could easily have potential to increase a person’s global mindset. Nevertheless, the potential is dependent on the environment and what kind of friends the person has, therefore mixing this idea to, for instance, being active in an international association could enhance the likelihood of developing global mindset.

”...and of course there as well thinking about your kind of friends and who is around you that you are open-minded to get to know new people and, I mean you can also do that even in smaller villages most likely, so there are always some foreigners, that you are open-minded and so forth.”

Fi5Fe38N5

In addition, another female interviewee associated free time development methods with interacting with people and friends. She also noted that meeting different kind of people or foreigners is always possible, even in a small village.

”...when I started, I was more in meetings with customer setup...I was listening, I was one, two, three years in here, I had to shut up and learn...then you want to learn, you learn (laughter) and then, what I have learned so far, maybe, there are many more things I have to learn on the way of communicating with different type of people...”

Fo3Ma35Y7

One of the interviewees brought up the possibility to increase global mindset’s *cultural intelligence* dimension during office hours in the field of meeting new people and having diverse discussions with them. As stated by him the key to learning cultural knowledge is in listening to others; *“I had to shut up and learn”*. This notion is very important for people who aim at learning more about cultural and global phenomena; one has to actively listen and observe, just by actively participating and talking you will more likely get the conversation going but at some point one has to start to be active in the listening side, otherwise the precious learnings will go by unnoticed and unregistered.

”...you meet people and you have opportunities whoever, customers or when you are flying you have for sure somebody sitting beside you, that start a discussion

and you always learn, you always learn, all the time, to have an open mind and...let's call it with one word, study, improve, be curious...but I have had a lot of, learnt a lot from just seniors sitting beside me, and you can get amazing discussions and, I mean the canteen, just the canteen, half an hour / forty minutes, we have amazing discussions..."

Fi4Ma66Y3

Last idea about where to network and meet new people comes from a male respondent who noted that such opportunities are all the time around you. A person can start an educating and intriguing conversation in a multitude of places, for instance on an airplane or in the work place's canteen. In addition, he mentioned the potential of customers' role in increasing one's global mindset, as did the foreign male respondent in his interview quote before him. All in all, the possibilities for networking and meeting new people seem to be endless and exist in many, even in quite surprising places. People who aim at increasing their global awareness should just keep their eyes and ears open and companies would do wisely to encourage this kind of interaction.

6.3.10 Nature of the Learning Experience

"Now there are certain practical things when you meet people. So when I was in Japan, so I remember we were walking in the factory there looking on the products and they are making these (certain types of products) so it's quite big steel, pile of steel...and then I was walking with a Japanese guy there and then we were going to write something, some notes and so on, so I put my foot on that steel, then I wrote some and there was one guy then, one foreman in the factory, who saw that and then he tended up that I had to go and apologize to all the managers in the factory because I had been humiliating their product by putting the foot...so those things you learn when you expose yourself, it was not a nice thing but I will never do it again...---...So that's, if you would, it would never happen here then, if you know, you will never learn those in a cultural training and..."

Fi4Ma43Y3

Five of the ten interviewees pondered the effectiveness and nature of different development methods. The main theme in their thoughts seemed to whether experiential learning or classroom methods are more effective and appropriate when compared as learning methods. For example, this Finnish interviewee above described how some cultural learnings cannot be taught in the classroom; a culture includes so many implicit rules and ways of behaving that it is not possible to include all of them in cultural training sessions.

"Well becoming global can only be done abroad, so that I would say that on a correspondence course it is difficult to learn that...---...so that its difficult, if you haven't seen it yourself it is difficult to...you can read books about it and wonder if it actually is like that but you should see it for yourself and conclude and believe that it actually is like that..."

Fi3Ma45N4

Moreover, another Finnish respondent noted that a person cannot really become global without spending time abroad and in different cultures. In other words, no matter how much you read about a certain culture, the actual understanding is born out of seeing and experiencing it yourself.

"...so I mean on a personal level just going to different countries and spending some time there and working in those environments, it's hugely powerful, absolutely massively powerful. You know, I remember the first time I worked outside the country that I was based in, now I was based in UK at the time and I got send to Germany to work there and only for a week, and it was this massive adventure for me, challenging, difficult, I didn't speak the language, I didn't know how to be there, going there for a week was enough for me then start to comprehend people and how they think and you know, just so...I'm still not good at German but, then every time subsequently that I've gone back to Germany, it's almost that your mind kind of clicks back to at "ouh yeah, I remember how this works"...you know, so that kind of steering work in those environments, is what really makes it come alive, I mean you can kind of read books and bullet points and things like that but being there and seeing it and living in that world is quite powerful."

Fo1Ma45Y1

Another important note comes from a foreign interviewee who described his personal experience of learning how the German working life functions. In his example another cultural way of working became more understandable and clearer in one week's time. Therefore, experiential learning does not necessarily mean that the leader has to spend a long period of time abroad in order to enhance their global mindset. That is to say, both long and short experiential learning experiences can be very developmental for a person's global mindset.

"Then you know, I said to guys, when they come into my team "we are going to the jungle, we are going to meet monkeys and zebras" "what do you mean?" "You have never seen people like that before, shut up and listen, after three months we talk"...---...three months later, "yeah yeah (laughter) my idea was not correct, good that you said"...I didn't have to tell him that he is wrong the day one "this is new, it's waste of time what you're doing" I won't tell that because people trust in what they are doing that where we are going on the agenda and

count the number of things, we will know what we sell (laughter) we speak in three lines, you cannot tell to people you are totally wrong, it's waste of time what you're doing...it's better to give a hint like "okay fine, let's talk later"...it takes time, that's the only thing in learning by experience, it takes time, step by a step."

Fo3Ma35Y7

According to this foreign respondent above, training people can sometimes be a total waste of time. In his view, some learnings can only be captured through experiencing the phenomena personally. In his example, he deliberately offers his subordinates the opportunity to experience and test their own way of working in a foreign setting because these people would most likely not believe him until they see it for themselves and telling someone "you are totally wrong" will probably not have the desired effect as people tend to trust and appreciate their own logical thinking skills and opinions.

"Learning by doing, learning by doing, learning on the job, not training, trainings are some steps because they help you to refresh concepts, I can go to a training of leadership...it is good to read the main topics, the main manual, how do they define them but you should be able also to break those and mix them."

Fo3Ma35Y7

However, classroom methods and training are not totally without their own benefits and strong points. As this foreign respondent put it above, trainings can offer people the basic concepts and refresh their knowledge about the basic tools of leadership or cross-cultural communication et cetera. Nonetheless, in his view learning is most effective when one is "learning by doing".

"...it could be have been good for me, if I would have had some basic training in advance, maybe some of these mistakes could have been avoided, not all but some...when before I went to Japan, I just got some book like getting along with the Japanese..."

Fi4Ma43Y3

To conclude, this Finnish interviewee above reflected on his own experiences that basic training can help prepare people for experiential learning experiences. In his view, he would have personally benefitted from a thorough pre-training before his international long-term assignment in Japan. All in all, it seems that an organisation and an individual have a multitude of global mindset development methods to choose from. It is close to impossible to determine which type of method is the best or the most effective one, as individuals learn differently and there are also cultural differences in how human beings

learn. Nevertheless, after reviewing both the theoretical basis and the interviewees' experiences, it appears that experiential learning is considered to be more effective than the classroom methods. However, the classroom methods have a considerable amount of strengths as well, so they ought to be utilised in order to build and support the ground that a person's global mindset can be built upon.

To finish the subheading presenting and discussing the empirical findings concerning the second research question of global mindset development methods, it is meaningful to note the overall connection between the empirical findings from the interviews and the theoretical side's offerings. As already mentioned, during presenting the interviewees' ideas and thoughts related to the development methods, almost all of the development methods were brought up by the interviewees. Hence, it seems that the theoretical side has a rather good understanding as what comes to the practical field's notions on effective development methods. Nonetheless, the way interviewees expressed and innovatively brainstormed on novel extensions to the conventional methods or completely new development ways, it seems that further research into the area is required. Generally, both organisations and individuals were offered tips on how to enlarge the portfolio of development methods for global mindset (for instance in the additional methods given by the interviewees). Interviewees' ideas and the theoretical side's results will be linked together in the conclusion part (6.5) where an updated example model for developing global mindset will be presented. Next subheading will review the findings related to individual factors affecting the development process.

6.4 Individual Factors Affecting the Development Process

The third theme of the interviews focused on the third research question of this thesis, *Which individual factors can affect this development process in question?* The four different question types that were utilised by the interviewer in order to stimulate diverse memories and thoughts concerning the individual factors are given in *Appendix 1. Interview Structure*. These questions are mainly focused at interviewees' personal aspiration to work in an international environment, individual factors affecting people's ability and likelihood to develop global mindset, consistent similarities in people that most likely have global mindset and which individual factor is the most important one.

As already described in the methodology part of the thesis in chapter 5, this thesis aims at studying both at what the theory highlights as the individual factors as well as what

globally working people themselves think about these factors. The theoretical part concerning the individual factors (third chapter of this thesis) introduces these different factors that the scientific commune has been researching and found meaningful. Intriguingly, there is a clear difference between how unanimously the interviewees described the global mindset development methods and how various and dissimilar individual factors they brought up. Furthermore, compared to the development methods, there are certain individual factors that were not mentioned by any of the interviewees and some factors that were only brought up by one or two of the interviewees. However, similarly to the development methods, the interviewees had additional and novel ideas about what kind of individual factors could affect people's likelihood and ability to develop global mindset. The remaining part of this subheading will be organised in the following way; the individual factors will be discussed in the same order as in the theoretical part and the discussion will include similar and differing notions the interviewees made about each factor. The additional and new factors and ideas that the interviewees gave will be described included to the main theme that they most logically belong to or separately in the later part of this subheading. The main themes from the theoretical part are the following; *Background, Former Experience, Individual Abilities, Personality, Age and Motivation*. The additional ideas and thoughts will be presented in *Attitude & Orientation*.

Figure 7 on the next page has both the individual factors that the theoretical part has highlighted and individual factors that the interviewees brought up in their individual interviews. Figure 7 is built around the same principle as Figure 6 in the development methods. The yellow boxes have the individual factors that originate from the theoretical side and the paler orange boxes have interviewees' additional theme and ideas. Individual factors that were mentioned by the interviewees are marked with underlining; hence, some of the yellow boxes have individual factors that are not underlined (like *Third-Culture Kids* in *Background*) and individual factors that are underlined (for example *Difficulties*). This way of marking aims at separating the individual factors that were agreed by both the theory and the empirical material and the individual factors that came specifically from either one of these sources.

INDIVIDUAL FACTORS AFFECTING GLOBAL MINDSET DEVELOPMENT

Background

Third-Culture Kids (TCKs)
Family and Work Life
Cultural and Religious Factors
Difficulties
Narrow-minded People

Individual Abilities

Critical Thinking Skills and Conceptual Learning Skills
(Big Picture Thinking)
Emotional Intelligence (EQ)
Cultural Intelligence (CQ)
 KSAOs and Self-Confidence
Language Skills
Ability to Learn New Skills
Listening and Interpretation Skills
Ability to Control Your Body Language

Former Experience

Living, Working or Studying Abroad
Foreign Friends
 International Graduate Degree
 Holidays Abroad
 International Voluntary Work
Multicultural Family

Age

People that are
 between their low-
 40s and mid-50s
 have the lowest
 degree

Young people more
 receptive

Older people have
 more challenges

Motivation

Willingness to use their new
 skills and apply them at work

Motivation to learn
 (international marketing and
 communication) and work
internationally

Personality

Openness to New Experiences
Curiosity
Extroversion
Humbleness
Flexibility & Adaptability
Need for a Predictable
Environment
Stubbornness

Attitude & Orientation

Attitude (open, positive,
racist, biased)

Ability to See Solutions
Instead of Problems

Future Orientation

Figure 7. Theoretical and Empirical Individual Factors Affecting Global Mindset Development.

6.4.1 Background

"Of course, if you have a background, a family or working experience, a team which is all very open-minded too and, how we say, positive against, to global approach, it helps you a lot...If you have then very local minded starting point, it will be a challenge. So, it depends very much on your background..."

Fi2Ma54N3

Two of the interviewees brought up ideas and thoughts related to a person's *Background* factors. However, compared to the theoretical side's notions about *Third-Culture Kids (TCKs)* who have international experience from their teenage or childhood years, these interviewees thought about a person's background in a broader way. For instance, this Finnish respondent above highlighted the fact that a globally oriented and positive *Background* has an uplifting effect on a person's global mindset development potential. In his view, these *Background* factors can become either from the family side, working experience or from a team experience, which can be interpreted as a work or hobby related experience. Furthermore, he noted that the background factors can affect a person's likelihood and ability to develop global mindset both positively and negatively. The following quote examples will present both facilitating and restrictive background factors.

"...This has nothing do with your ability or something but then of course in some countries and regions you are very close to the family and family members and the relatives, if you have a culture like it's of course much more bigger challenge and can be away that to develop yourself..."

Fi2Ma54N3

Sometimes cultural background can affect a person's global mindset development potential and likelihood rather radically. This same Finnish respondent continued that some cultural and religious backgrounds where being close to the family and possible having the responsibility of taking care of the elder generations under your own roof could tie up a person in a way that makes it quite difficult for him or her to develop global mindset. In other words, this person would not be able to travel or take up international assignments due to these family responsibilities.

"Then, maybe when you, if you encounter different difficulties in life, it's okay how do you deal with them and if you notice that you just need to you know get over it and continue with it, so maybe that also impacts a bit that you get a bit broader mindset that if something bad happens that it's not the end of the world"

and you kind of freeze for months...so maybe that also a bit, that you have to have a bit of fighting spirit in you as a person as well..."

Fi5Fe38N5

This female respondent above noted how difficult experiences and challenging background factors can push a person forward and give them "a bit of fighting spirit" if the person successfully survives through these difficult experiences. Hence, these kinds of experiences can make a person more relaxed and flexible when it comes to stress assignments and challenging ways to develop oneself. That is to say, that person would be more likely to handle stress and learn from unpleasant experiences than a person who has never really been in a "tough spot".

"...I was thinking about this, how, where it's coming from, but then maybe in my background, from the childhood, the growing up was kind of very narrow-minded and maybe that has been a bit of a trigger that "okay, I don't wanna be narrow-minded like that, that I want to understand more, see more and so on"...so maybe that background factor also plays a role but not that it would have been the support, but it was more like the opposite that I want to do something differently."

Fi5Fe38N5

Last quote concerning the *Background* factors brings forth the possible negative effects of background factors. In this female respondent's reflective notion she describes how a childhood's narrow-minded attitudinal environment can make a person more motivated to aim at being something totally opposite; "to understand more, see more and so on". All in all, both the theory and the interviewees gave support to the idea that a person's *Background* can influence the potential a person has for developing and adopting global mindset. Nevertheless, these kinds of experiences and factors can be relatively difficult to find out, for example, in a job interview setting, unless they are positive and proudly brought forward, therefore, utilising these factors in recruiting or when choosing people for development methods could prove to be rather challenging.

6.4.2 Former Experience

"...I would say that a person's experiential background and the environment where she or he comes from affects how they react to these sort of international activities, overall how they view people that come from somewhere else, that think differently, that have another religion...actually all of these in the sense that your own attitude is either positive or negative towards this sort of thing, if it's negative you won't apply for that kind of company, so that you sort of need to

have a positive background, some positive experiences about the internationality.”

Fi2Fe43N5

Former Experiences related concepts were mentioned by seven of the ten interviewees. They mentioned almost all of the topics that the theory had highlighted in the third chapter; the only factor that was not brought up by the interviewees is *International Voluntary Work*. Although, as becomes evident from this female respondent’s notion, such an experience could be connected to having positive international experiences because the interviewee is speaking broadly of different kinds of experiences. More importantly, the interviewee highlighted the connection between having positive experiences and aiming or choosing to work in an international environment. Hence, her comment is also related to *Motivation*, the theme that will be discussed further later on. Overall, *Former Experience* was discussed in relation to having international working experience, foreign and international-minded friends, a suitable study background and having a multicultural or international family background. The next five quotes will present how the interviewees brought these ideas and thoughts up.

”Of course, if you have a background, a family or working experience, a team which is all very open-minded too and, how we say, positive against, to global approach, it helps you a lot...If you have then very local minded starting point, it will be a challenge. So, it depends very much on your background...”

Fi2Ma54N3

This Finnish respondent whose quote was already given under *Background* was the only interviewee who explicitly mentioned that having this sort of international working experience will probably make a person more likely to develop global mindset. Additionally, there was another interviewee who noted that people who seem to have global mindset are usually very experienced, so this implicit notion is leaning towards the impression that some of the interviewees associated international experience with a higher likelihood to develop global mindset.

”Well it is so that, you become alike the people who you hang around with, so that it is a lot about to what kind of a group you belong to for example in the work place and otherwise...that it has had a pretty big impact on the mindset and way of working in that sense...”

Fi3Ma45N4

”...yeah personal experience, personalities...how you grow up, what things you have found your way that you like, I don’t know...when I was twelve I had a

Dutch friend in my summer cottage and I wanted to travel abroad, I don't know (laughter)...yeah yeah, we were playing Monopoly and she was very good so, maybe was that (laughter) eye-opener, summer cottage in Mediterranean sea, complete area (laughter)"

Fo3Ma35Y7

These two male respondents brought up the impact that friends can have on a person's attitude towards internationality. For instance, the Finnish interviewee above noted that the people around you can have a huge impact on the way you think and how you function. In other words, friends can either make you more open to internationality or make one considerably more reserved about global phenomena and working internationally. In addition, the foreign respondent above pointed out that perhaps his Dutch friend stirred his inner passion to travel and see the world.

"...and these ones that study this kind of more management, they are always then, like now also, the students that just graduated was like "but I don't know anything, that the others, you know, they know formulas and they go to bank or whatever, because they know this" ...Then I think that at least what's good is that you get a really broad good base on how you should act with people and so on, and I think that has been, that has paid off several times later on...again maybe there comes a bit the broader mindset because the studies are quite a lot about how to deal with people and deal with business and in different situations."

Fi5Fe38N5

Moreover, this Finnish interviewee described her own experience related to the major she studied at school. In her view it seems possible that some major topics make the students more broad minded and, hence, make them more prone to develop global mindset and work in an international environment.

"I mean I've had some kind of, I've had some experiences prior to working in this company, I am used to going to Africa for quite some time and I actually have a cousin and an aunt and uncle that live in South-Africa so...I've had some kind of experience of what that was like, having family that lives abroad something like that and I used to go to South-Africa every six months with business and I would hook up with my cousins and we would have dinner...so on a personal level I was having this kind of more global view of the world rather than just my narrow country..."

Fo1Ma45Y1

The last concept that was mentioned by both the theoretical side and the interviews is having international family background. Yet, this male interviewee's experience is not

about living abroad as a child (like the case is with *TCKs*); it is more about the experience of having some relatives that live abroad. Still, such an experience had broadened his perspective into a “*more global view*”; therefore, it seems that indirect international experiences can also affect a person’s global mindset development potential. To conclude, “individual factors” as an expression seemed to have guided the respondents towards considering individual characteristics, skills and personal qualities instead of experience or background related factors. Perhaps situation, environment and background related factors seemed to belong to some other category than individual factors in the interviewees’ minds. *Background* factors could have been seen to have a stronger connection to the individual factors that interviewees brought up; factors such as personality and skills and abilities. Hence, maybe *Background* factors and experiences were seen as factors that affect the process through these individual capabilities; in other words, *Background* factors would not have a direct effect on a person’s likelihood to develop global mindset. However, the *Background* factors are relevant as individual factors because individuals and their capability and likelihood to act in a certain way or to be successful in developing some specific skill are always related to their previous experiences and background. As a result, these background and experience related factors can have major impact on a person’s likelihood to develop global mindset, and this notion was correspondingly rather clear both in the theoretical side’s and the interviewees’ perspective.

6.4.3 Individual Abilities

When it comes to the theme of *Individual Abilities* the theory and the interviewees were not consistently mentioning the same issues. In addition, although seven of the ten interviewees brought up matters related to this theme, all of the individual thoughts and ideas were only mentioned by, at its maximum, three interviewees. Furthermore, the interviewees brought this kind of skills and abilities up implicitly, rarely mentioning any of the concepts explicitly. The interviewees and the theory had similar notions about the following skills and abilities; *Critical Thinking Skills*, *Conceptual Learning Skills*, *Emotional Intelligence*, *Cultural Intelligence* and *Language Skills*. The topics that the interviewees did not bring up are then the remaining ones; *KSAOs* (knowledge, skills, abilities and other personality characteristics) and *Self-Confidence*. The situation of missing notes on *Self-Confidence* is rather surprising; yet, its connection to the successfulness of the learning process can be implicit as without believing into your own learning abilities one would most likely not even go through the bother of starting that learning assignment. Moreover, *Self-Confidence* can easily be associated with

arrogance, which is most certainly not one of the qualities that would enhance the likelihood to develop global mindset, rather the complete opposite. In addition, there were few additional and new concepts that the interviewees brought up in their individual interviews that are related to the main theme of *Individual Abilities* and such include; *Ability to Learn New Skills*, *Listening and Interpretation Skills* and the *Ability to Control Your Body Language*. Naturally, some might argue that these abilities could belong under *KSAOs*, but in this instance they are presented separately as new and additional individual features that could affect a person's global mindset development process. Next quotes will embody how the interviewees highlighted these individual abilities.

"...then there could be this big picture person and this sort of a person is more likely to end up...but maybe he or she also more easily seeks to a managerial position, because you wouldn't, if you're detail oriented your interests may not necessarily point to that direction...and then there's the danger with a detail oriented person that you get stuck to an annoying point that the locals do not understand...in global mindset, when the locals do not understand it, you're kind of forced to compromise and keep the big picture in mind in the right place...so that in that sense I think the ability to see the bigger picture, to understand what's important and what's not as important, will help you at least..."

Fi2Fe43N5

"...very local mindset, you always talk shit about the others and the only good place that you can do something in is your own team and your own location, it's really, say, disturbing for me...---...and those who have more global, they are really, they are looking what are the benefits in different places, what can be learnt from the others, what could we implement from other places to our own place, so we can do it even better, how can we work together...so...it's really, how we say, that for those who are, for me, the negative part they are only looking on their own ass and their own team and everybody else is not doing their work correctly...and those who want to see it in a global environment to and a global mindset, they are looking how can we benefit together, what can be learnt from each other, how do we do go forward together."

Fi2Ma54N3

As the theory's *Critical Thinking Skills* and *Conceptual Learning Skills* are related to overall thinking skills these two interviewees' idea about *Big Picture Thinking* can be seen to have similarities to these individual abilities. Furthermore, this *Big Picture Thinking* has a connection with global mindset's second dimensions, *global business orientation*. For instance, the female respondent noted above that a leader with a global mindset would be better at understanding when compromises are needed and how they

are related to the overall situation (bigger picture). Moreover, the Finnish interviewee brought up the global mindset's relation with the ability to integrate the best parts of the global actions. On the whole, big picture thinking skills would most likely increase a person's likelihood to successfully develop global mindset.

"...and as I said, sensitivity, being sensitive to other cultures, not being tied up with religious...social understanding of your surrounding, when we talked about you know the food habits and I talked about perception of women as an equal partner to work..."

Fo6Ma53N3

"Perhaps they wish to, perhaps they want to, well understand other people and that way of working, that business..."

Fi2Fe43N5

Both *Emotional Intelligence* and *Cultural Intelligence* were implicitly mentioned by two of the interviewees. First quote above from a foreign male is connected to *Cultural Intelligence* (*being sensitive to other cultures*) and the second quote from a Finnish female is linked to *Emotional Intelligence* (*want to, well understand people*). Additional notes related to *Cultural Intelligence* might have been suppressed since the interviewees most likely implicitly thought that people who have cultural intelligence (as its one of global mindset's dimensions) most likely already have a global mindset as well. Hence, it may seem a bit illogical to bring up cultural intelligence in this instance. However, *Cultural Intelligence* is a prerequisite for developing or having global mindset, therefore, it can very well be mentioned as a factor that can enhance global mindset development. In addition, it is not clear whether global mindset is such a quality that is stable and does not need recharging every now and then or whether it actually needs to be updated from time to time.

"This is a very simple thing but you can notice it every day here at the work that we write everything in English so that everybody would understand...---...and this is a small thing in my opinion but at least we Finns do it a lot and everybody else also...or let's say in Finland Finnish and Swedish-speaking, that all of a sudden if it's a difficult matter or a majority represents certain language speakers, then all of sudden you jump from using English to some other language and leave people out of the discussion...so in my opinion...---...it's really important that everybody is kept in the discussion...and especially those supervisors and leaders, that you don't start to speak Finnish just because its somehow easier or faster, so that you don't accidentally or half-unintentionally drop people from the discussion..."

Fi5Fe46N4

"Well one thing is of course if you are not good in learning languages that the language skills just don't seem to be developing at all...yes so it is definitely one thing, that if you notice in school that you are just not good in, that learning languages is plain suffering then it may be that that will direct you interests to other directions...so that he might be a handy fellow as a carpenter but he is not at all into speaking Swedish or English..."

Fi3Ma45N4

When it comes to *Language Skills*, both the theoretical side and the interviewees noted their importance. However, as only three of the interviewees mentioned this angle to individual abilities, it seems likely that suitable *Language Skills* are a given quality of a person who desires to work globally or develop a global mindset, as brought up by the Finnish male interviewee in the second quote. Moreover, the first quote from the Finnish female does not stress the need to speak many different languages, it mainly highlights the need to be able to understand and notice when somebody is left out from the group's discussion. In other words, *Language Skills* alone may not improve a person's likelihood to develop global mindset that this person needs to also know how to use the language in a way that makes everyone feel like they are part of the activity.

Furthermore, the interviewees brought up some additional skills and abilities that are not explicitly mentioned by the theoretical side. These include the following; *Ability to Learn New Skills*, *Listening and Interpretation Skills* and the *Ability to Control Your Body Language*. Such ideas and thoughts were brought up by four of the ten interviewees and next quotes are describing how they noted the abilities and skills that were mentioned by a majority of the people who brought such skills and abilities up.

"...I think that those kind of people (with global mindset) usually listen to other people and try to understand, picks up on, on that difference, whatever that may be, whether its nationality or different kind of company or a company's or a person's way of working...so that those kind of people, they like interpret and listen to the situation..."

Fi5Fe46N4

"...the most important...it's probably actually the ability for someone to be able to listen and interpret what people are telling them...because without that you're never gonna pick up on subtleties of different cultures, different ways of doing business, so if you're not listening and hearing and not just listening to words but listening to the way people say things and reading body language then I think that is, that really is a key skill because you know without seeing whether something's working or not, whether it's explicit or implicit, that is a major problem...---...those kind of listening skills and the ability to be able to dive into those it really

is the key thing and that's whether it's with internal people or external, you're never going to be able to understand those different cultures you know unless you can do that."

Fo1Ma45Y1

Listening skills were highlighted by both of these quotes given above. The first quote from the female respondent is emphasising the aim of trying to understand and make sense of the differences (whatever they may be related to) and, therefore, there's a clear connection between her note and the theoretical sides *Emotional* and *Cultural Intelligence*. The foreign male's notions are referring to the same phenomenon but he brings up also the need to interpret and understand body language, which can be linked to *cultural intelligence* as body language can surely be cultural. However, these *Listening and Interpretation Skills* were presented separately as they have a connection to these two types of intelligences but they are still independent skills, they do not mean exactly the same thing as these intelligences.

"...they enjoy the local or...they don't show discomfort on their faces or their body language does not show discomfort in the local surrounding because that's a difference between those who cannot be global leaders and those who can be. You know even, I, and all these goes to show that they are willing to accept the local culture, otherwise you show a sign of discomfort in your body language...--- ...Yes, acting is important, acting is important and, if you are a good actor, you can in fact make your body language follow your thoughts...okay, that's the difference a good actor and a bad actor. To be a good actor, means that body language does not betray their words...---... Their personal opinion, I would say they don't let that come out...first thing is these leaders do believe in the local culture, so they are not sword strong with the local culture...and that's why they are global, they are leaders, but at the same time yes, certain amount of acting is required when you are at this level, and a good acting means your body language and your words should be same."

Fo6Ma53N3

In connection to the interpretation skills that were just discussed, another intriguing phenomenon requires additional attention. This foreign respondent above stressed the leader's need to be able to control his or her own body language, because even if people are usually pretty skilled in hiding their discomfort with their words, they are not as successful when it comes to their body language. In other words, if one is not able to control both words and body language, there is a noteworthy risk that the leader will end up insulting another person's feelings. Due to this possible risk scenario, a leader who aims at developing a global mindset could actually benefit from some acting lessons in addition to the cultural trainings. Hence, the notion about the need and skills

to control the body language is not only important for the third research question of *Individual Abilities* but also to the second research question of the development methods.

6.4.4 Personality

Both the theoretical part and the interviewees highlighted the same personality traits (*Openness to New Experiences, Curiosity* and *Extroversion*) that could enhance the people's likelihood to develop global mindset. Furthermore, all of the interviewees mentioned at least one of the three common personality traits in their individual interviews; thus, it can be noted that both the theory and the interviewees saw Personality traits as a key individual factor affecting the development process. Nonetheless, the interviewees brought up some traits that are not described by the theoretical side and these features will be presented after reviewing how the interviewees discussed the three common traits. First of the common personality traits, *Openness to New Experiences*, was brought up by nine of the ten interviewees as a readiness for new challenges, willingness to go outside your comfort zone and enjoying varying situations and challenges. The next two quotes will give concrete examples on how the interviewees expressed the first common personality trait.

"...one of the things that we touched was willing to move out of their comfort zone...---...Not being limited by your comfort zones, that the way you have been operating in and you know it well, the ability to take on challenges, or to move into area where you have, not familiar with..."

Fo6Ma53N3

"I think it was a lot to start that I got a job...and after that it has been my open mindset and a little bit, as we call it, my friends, the craziness that you always want to go outside your comfort zone, you don't want to stay in very closed, how we say, format, you want to try "can I do this, can I do this"and in my first working place in this training and consultancy company I had great colleagues to work with which all were a little bit, we took, challenges which were a little bit more than we really knew and just worked hard and want and through that then you learn that "okay, you can do it" and somehow it just come true..."

Fi2Ma54N3

The first male respondent mentioned willingness to go outside your comfort zone in several different parts of the interview. Additionally, he described *Openness to New Experiences* as *"the ability to take on challenges"*; hence, his quote has captured the

demanding nature of new experiences in many different ways. Moreover, the Finnish male respondent reflected on why he ended up working in an international company and he came to the conclusion that it had a lot to do with his personality and the willingness to go outside his comfort zone and enjoying challenging situations. All in all, the *Openness to New Experiences* seems to be very important when one is aiming at increasing global mindset because the mindset itself requires new kind of thinking and the ability to feel comfortable in different and novel situations.

"I think you need to be a little bit curious kind of person, ready for new challenges and not being afraid of going to a totally different country. So if you are more this kind of, very introvert and shy kind of person, it's very difficult then, because if you are very shy, how can you, how can you be a leader then..."

Fi4Ma43Y3

The second common personality trait of *Curiosity* was brought up by four of the ten interviewees. Therefore, it could be assumed that *Curiosity* does not seem to have as strong connection to global mindset development as the first common personality trait of *Openness to New Experiences*. In the Finnish male's notion above *Curiosity* and readiness for new challenges are presented as connected personality traits and there seems to be a logical connection between being curious and open for new challenges. However, there could also be people who could be curious about new situations but not have the needed openness or courage to challenge themselves enough to act upon those impulses that the *Curiosity* could awaken. Thus, even though *Curiosity* and *Openness to New Experiences* are closely related, they still seem to be distinctively separate personality traits.

"...People who get energy from outside...because that's what makes them extrovert, that's what makes them adaptable, that's what makes them interact to people, that's what makes them mix with people...so people, these people, these are the people who are always comfortable in any external environment ..."

Fo6Ma53N3

Extroversion, the third common personality trait, was brought up by eight of the ten interviewees. It was referred to as love for people, social nature, talkativeness, people orientation and as its opposites; *introversion* and shyness. One examples of these opposites can be found from the *Curiosity* quote where the Finnish interviewees pondered whether introvert and very shy people can overall work as leaders. What comes to *Extroversion* itself, the foreign respondent above connected *Extroversion* with people's ability to be comfortable in any social situation and external environment.

Therefore, in his opinion extrovert people seem to be more adaptable than introvert people. *Flexibility* will be covered in more detail later on but it seems logical that extrovert people could be more at ease and flexible in social situations than their introvert colleagues. Thus, *Extroversion* could be one of the strongest indicators of a person's capability to develop global mindset. Although, as brought up by the interviewees, the suitable degree of extroversion or introversion depends on the culture the leader's functioning in as, for example, Japan and USA require a totally different amount and quality of extroversion in foreigners working in these national cultures.

"...that people who are not that outgoing who are, how to say, fearing to have a dinner if you are just yourself with five or even more customers, you cannot just sit there (laughter) and be silent for two hours...---...Myself having seven years as a designer, I talk to now, I know my colleagues that I didn't have to be very outgoing, no small talk, no nothing, we had our coffee breaks, it was not, not that demanding to be that outgoing, you could sit there for hours even days and going deep into a design...---...but when I left then I was offered this service job, and one of the hugos said "but hey, you are crazy, that if you shift to service, you have to travel a lot, don't know where you are next Friday, you cannot invite friends for Saturday" and I said "yes, I know that but I can meet people...I can talk to people"..."

Fi4Ma66Y3

Another concrete example where a leader needs *Extroversion* and social skills comes from a Finnish respondent. In his notion, a leader with a global mindset cannot sit at a dinner *"and be silent for two hours"*. Consequently, it appears that *Extroversion*, love for people, is needed by leaders in order to take care of practical part of their daily work; interacting with people. Furthermore, the Finnish interviewee's personal working history's concrete example about *Extroversion* and its connection to *Flexibility* and willingness to work in unpredictable working conditions (*"don't know where you are next Friday"*) further strengthens the link between *Flexibility* and *Extroversion*.

The additional personality features that eight of the ten interviewees noted are related to qualities that can both enhance and decrease the likelihood of developing global mindset. The features mentioned by the respondents are the following; *Humbleness*, *Flexibility & Adaptability*, the *Need for a Predictable Environment* and *Stubbornness*.

"...and once you are open and...then you make friends and you, people see that you are humble...humble because, humbleness is always a good approach..."

Fi4Ma66Y3

"...one thing which I have seen with the successful global leaders is that they are humble...humbleness is a very important trait..."

Fo6Ma53N3

Three of the ten interviewees explicitly mentioned *Humbleness* as an additional global leader's personality trait. According to the two male respondents above *Humbleness* is a globally appreciated and functional approach and personality trait and as they have both worked abundantly in foreign environments (living experience from four and six countries) it appears to be safe to assume that such an approach has worked very well in their case. Interestingly, *Humbleness* is a trait that is not explicitly linked to any of the theoretical part's personality traits, therefore, its importance for global mindset development is not clear in that sense. Furthermore, as it did not receive a more unanimous attention from the interviewees, it seems that there are personality traits that are more closely linked to global mindset development potential.

"...or actually it reminds me of two things, that kind of general openness to a little bit everything and then this kind of flexibility, that a person thinks that he or she can work with whatever assignment, so that it's not like if I'm a mechanical engineer then I will only talk about these piping works and nothing else, because quite often it is so that these people come up with the best ideas when they are put to think about something totally different, so that kind of openness to do whatever and participate in whatever...and then on the other hand flexibility in the sense that if it now must be done like this, then I will just do it like that and I don't have a problem with it..."

Fi5Fe46N4

Another additional personality trait arising from the interviewees' notions is *Flexibility & Adaptability* of a person. Intriguingly, *Flexibility* was brought up by the interviewees already in the first research question (global mindset definition) material and during the remaining parts of the interviews six of the ten respondents mentioned its importance for a person aiming at developing global mindset. This female respondent above brought up personality traits of openness and flexibility when the interviewer asked what kind of factors were common for the people she had met who most likely have a global mindset. Flexibility is connected in her example to the ability to shift one way of working to another in a flexible manner. All in all, flexibility seems to have connections to many of the global mindset related personality traits, for instance, to both *Extroversion* and *Openness* (as brought up by the female interviewee above). In addition, as already noted while discussing the first research question (global mindset definition), *Flexibility* can be seen as a required part of the potential for developing

global mindset and as an equally important global leadership quality as global mindset itself.

"...they like securities of the program, like securities of going always back to same house to sleep, have their alarm clock set up at 6 o'clock in the morning, having their coffee to that measure of millilitres of coffee in the cup with this amount of milk and only two biscuits, not three or one and a half...I could say that as, and the other ones is, they are more messy, look out more messy "what day do you think is today, breakfast, you forgot lunch, ah yee I forgot lunch" yeah...---... I could say that people who is more flexible for the everyday life is for everything, not only for themselves, also for the way of working, in the way of treating friends...---...people is more stuck to the routines or people who is less, stuck to the routines, I could say they are not scared of changes in a small things, there's people who gets upset in the morning because the newspaper has not arrived..."

Fo3Ma35Y7

"I could argue that it is possible to see already in the childhood (laughter) in that how a person experiences new things...how you respond to, how you test new things...I said that it can already be seen in the childhood because some children are straight off trying all the new things, and I am not saying that the child will for sure continue to do so...---...but in a way if you are, if you have that feeling of basic security, then you dare to take that one step and try something new, test a little, but if you're very, want to stay safe in your own sandbox..."

Fi2Fe43N5

Furthermore, four of the ten interviewees mentioned flexibility's opposite, the *Need for a Predictable Environment*, as one of the personality traits that can affect a person's likelihood to develop global mindset. The first quote above from a foreign respondent describes the difference between a flexible and inflexible person. In his view, people who need routines and a predictable environment in order to function are scared of changes and choose to control their lives and environment through precise routines. The more messy and flexible people are, the more likely they are to enjoy and be more successful in a constantly changing international environment, as they are less stuck to their routines. The Finnish female above in the second quote brought another intriguing thought up concerning the *Need for a Predictable Environment* and the willingness to try new things. Her example brought forward the connection to developmental psychology's theory on the development of the feeling of basic security. As she noted, a person's basic temperament and its connection to what kind of experiences he or she has about experiencing new situations will have an effect on how they will approach new situations as adults. Consequently, there is a link between a person's current personality and his or her previous experiences and childhood. However, as the female interviewee

noted, people have the ability to change and many experiences modify our personality even after childhood, therefore, the link may not be direct but it still most likely has some effect. To conclude, how flexible or stuck to their routines people are, will most certainly have an effect on how likely they are to develop new abilities, such as global mindset, in changing situations and environments.

"...Maybe if you are a person who is very stubborn just not listening just going out with your own, how we say, thoughts and not taking anything, it will for sure stop you, as I said, you can be an asshole and be successful for one or two year but it will stop you in the long run..."

Fi2Ma54N3

"Yeah I mean the types that go (to international assignments) but don't make it...that they try to go with that old and national attitude forward and then the...then the firm notices that this guy is totally useless and the guy himself notes that this so not my field...that this is useless, waste of time, this is stupid, but it could also be that they might actually acknowledge that it didn't work with that national way of working (laughter) that here you have to actually speak (laughter)"

Fi3Ma45N4

Last one of the additional personality features brought up by two of the ten interviewees is *Stubbornness*. Such a personality trait is most likely to affect a person's likelihood to develop global mindset negatively. For instance, in the first quote given above, the male interviewee highlighted the fact that a stubborn person who is not willing to listen to others and is not flexible will most likely not be able to develop a global mindset. In addition, he brought up the leadership capability of such a person and their likelihood to succeed in the long-term; *"you can be an asshole and be successful for one or two year but it will stop you in the long run"*. Hence, it seems unlikely that such a person would be a very good choice to work as an international leader or a person who ought to develop global mindset. Furthermore, the second quote above from another Finnish male, described how some stubborn people end up testing international career for a while and how the experiment usually ends. Overall, this type of stubborn and inflexible people would probably prosper in some other, simpler, kind of environment, where flexibility is not the lifeblood of the position.

6.4.5 Age

Age as an individual factor was not brought up by a multitude of interviewees; only three respondents mentioned *Age*'s influence on how easily or likely a person is to develop global mindset. Furthermore, as *Age* is not highlighted by many different theoretical sources either, it seems probable that there are individual factors that are more closely related to global mindset development than *Age*. The next two quotes represent how the interviewees highlighted *Age*'s contribution.

"...you know that's changing as young people are coming in, the younger people actually coming into the organisation are much more globally aware and much more flexible in how we communicate..."

Fo1Ma45Y1

According to this male respondent above, younger people seem to be more globally aware and flexible in how they communicate straight from the beginning. In other words, younger generation seems to be more receptive to global mindset development methods as they appear to have a higher degree of global approach and understanding as a foundation to build upon.

"...you have to start to accept cultures, the way of doing business, the ethics open in international business or international surrounding, you have start incorporating in your mindset...and this is a very challenging thing, many of us, especially those who come into a global organization at a later stage in their career...it's kind of difficult thing for them to get rid of the package that they have been carrying of having a domestic or a local mindset..."

Fo6Ma53N3

In addition, this foreign interviewee above seemed to agree with the notion that the previous respondent made, although the latter example focuses on how global mindset development processes can be for the older employees. The latter quote brings forth the older people's extensive earlier experience and years of working in a local setting that can affect negatively to global mindset development initiatives' successfulness. On the other hand, learning about different cultures and global business phenomena can also be easier for people who have earlier experiences that can enhance the process of absorbing the knowledge needed for global mindset. Yet, as discussed in *Former Experience*, the earlier experiences have to be positive in order to ease and speed up the process of developing global mindset. All in all, both young and more senior people have the capability to develop global mindset, it is only the question of what kind of

other individual factors are affecting the process and how well motivated these people are to change and learn something new. The following part of this subheading will look into how motivation can affect people's individual potential to develop global mindset.

6.4.6 Motivation

"It's a little difficult to say, that I just always wanted, I don't think there were too many options, that it didn't have a specific event or anything like that, I just think it was always clear that...probably that I like to work with different kind of people and maybe the fact that I like the project world and life has some effect, that I'm not the kind of person who would always like to go to some place and do the same work from exactly the same time in the morning until the exact similar time in the evening, that I somehow like kind of more unstable, unstable speed and variation."

Fi5Fe46N4

Motivation was one of the most surprising categories of individual factors. Intriguingly, all of the interviewees brought up *Motivation* in some form in their individual interviews. On the contrary, in the theoretical part it was rather challenging to find source material that would have specifically focused on global mindset or global leadership and motivation. Hence, there seems to be a significant dissimilarity between how people (the interviewees) and the theory sees *Motivation's* importance for different leadership development initiatives. The interviewees referred to *Motivation* as a person's motivation, interest, passion and desire. For instance, this female respondent above reflected on why she ended up working for an international company and came to the conclusion that the main reason was that she had always wanted and liked to work with different kind of people. That is to say, she was motivated and interested to work in an international environment. The following three quotes embody how the interviewees referred to *Motivation's* meaning and importance in the working life and in the process of aiming at increasing one's global mindset.

"I mean many people say that that day you have a lovely situation when your hobby and your work is very similar, the very same, that you enjoy every moment you are working...---...That, many people make their hobby as a business...Ladies who like cloths or something else, they start a shop, for example, people who like taking pictures, they put up an agency and just make living out of it and...I used to say that it should not maybe be the greatest moment every morning you go to work, but you should not at least feel bad about it "oh not again, Oh no no I have to go to work". Then it should be time for a rethink "What am I up to?" ..."

Fi4Ma66Y3

For example, this male respondent above highlighted the connection between being effective in your work and the motivation and passion that you have for your work. As he noted, people who find themselves suffering every day from the requirement of going to work, would be wise to consider some other career and position possibilities. Furthermore, the same logic applies for global mindset development and working in an international environment; if a person dislikes such situations, they most likely will not learn as much as a person who feels passionate about these events.

"Ah, only one (the most important) do you want to learn something new, because nobody has had this type of job before, they are new people to this work structure, something new, global mindset, do you want to do something new, oh yeah, would come automatic."

Fo3Ma35Y7

This foreign interviewee above highlighted *Motivation's* importance while choosing people for global mindset development methods. In his view, motivation, wanting to learn something new, is the quality that will most effectively guarantee that the participants will most likely be successful in developing a broader mindset.

"Behavior...Number one, of course good business performance, but number one is behaviour...That you have these elements that we have...respecting, listening, clear target setting, good communication, all these are a part of that you really do what we are expecting, you also show it in your daily activities...---...And one more, how you say, very critical on the behavior part is you need to want it yourself, if it's a must go I don't want to send you, but if you want to go I am prepared to support you..."

Fi2Ma54N3

To conclude the part reviewing *Motivation's* role, the only quote that connected behaviour and motivation is presented. In the quote above, the Finnish respondent is underlining the role of behaviour when choosing people for a global mindset development initiative. In his opinion, the chosen people have to have all the suitable individual qualities in addition to being able to use them in practise; in other words, that these qualities can be seen in these people's actual behaviour "*respecting, listening...*". Moreover, wanting it yourself needs to be present and visible. All in all, *Motivation's* importance seems to be quite evident after going through the empirical material. Therefore, it would deserve more thorough theoretical attention in the future.

6.4.7 Attitude & Orientation

In order to complete the subheading discussing the individual factors affecting global mindset development, this thesis will bring up some thoughts and ideas from the interviews that gave a novel angle to the individual factors. The following factors were new in the sense that the theoretical side had not explicitly brought them up; *Attitude* (whether open, positive or a biased one), *Ability to See Solutions Instead of Problems* and *Future Orientation*. All of the interviewees brought up some of these *Attitude & Orientation* related factors but most of them were mentioned only by few (from two to three) of the interviewees. The next five quotes will portray a picture of how the respondents described these additional and novel factors.

“...the right attitude...I would test that somehow in the interview or so that what is the person’s attitude because I think any, always when I recruit people, all the rest you can learn you know like those things how to do, but if the people do not have the right attitude then you will really have a problem because that is quite difficult to change...I mean the attitude of course comes then a lot, like from the open-mindedness, the willingness...”

Fi5Fe38N5

Attitude seemed to be very important in the interviewees’ opinion as seven of the ten interviewees discussed *Attitude’s* contribution to global mindset development. There were numerous attitudes that were highlighted by the interviewees; *Attitude* towards openness, accepting, activeness. For example, this female respondent above stressed the *Attitude’s* importance in choosing people for global mindset development initiatives. In her opinion, *Attitude* is such a quality that it is difficult to change it; in other words, as pretty much everything else can be taught companies should focus on recruiting and choosing people who from the beginning have the right attitude. Additionally, this notion is very similar to the theory’s observation on which kind of factors ought to be stressed when recruiting people (suitable psychological capital); consequently, *Attitude* appears to be one of the individual factors that can have an effect on how efficiently people develop global mindset. The next two quotes describe how a racist or biased attitude can affect people’s likelihood to develop global mindset.

“...because a person’s, let’s say, characteristics, we are what we are, you cannot change completely a person but whatever business we are in, we can train people to do whatever tasks, we have the programs, if you don’t have it in-house we buy that expertise...We can teach, if we take an outsider, we can teach them the

company ways in two years and I do it...But I cannot change the mindset, I cannot train if a person who has a racist attitude..."

Fi4Ma66Y3

"...and if you have a bias towards any particular culture, any particular religion, if you are, you know, like a, there are people who don't like Chinese for example, there are people who don't like Muslims or Christians for example, so I mean, if you are, if you have very strong thing against any particular religion or nationality, your type of people then I don't think they are fit for being in an international company, a global company."

Fo6Ma53N3

As stated by the first quote given by a Finnish interviewee, training people to understand the company ways of working and business is easy compared to changing a racist attitude. Furthermore, the foreign respondent described his opinion concerning a biased attitude in the second quote. In his view people who have a biased attitude towards some religious group or nationality do not fit well in an international company. These notes about negative attitude's effects seem very logical and practical as a person with such an attitude cannot truly adapt to any given foreign culture or environment, hence, these people's ability to conduct international business will be seriously diminished. The next two quotes will highlight how a positive attitude and seeing solutions instead of problems can enhance the likelihood to develop global mindset.

"...just being positive is a good thing...like seeing the possibilities, I have one colleague, he has a outlook, instead of seeing problems, try to see solutions, opportunity...we in Finland, we are very good on trying to find some problems and we are very good on trying to blame people "it's your fault"...so, what is coming out of that? What is the positive thing coming out of that? So, that's at least one thing..."

Fi4Ma43Y3

This Finnish male respondent brought up the effect a positive attitude can have on to the development process. In addition, positive attitude and outlook is connected to a person's preference to aim at coming up with solutions instead of problems. As the interviewee put it, the blame game does not really bring forth anything positive.

"...now when I'm thinking about it that the persons who are maybe a bit more narrow-minded and so, are those where you also have this that how you think about, do you see the problems or the person who sees the solutions...---...the ones who are more solution, have more solution-mindset is looking to options and how can we solve this and is looking to the future...I would say those are, as

persons, a bit more open-minded and then the ones who you know see the problems and sometimes somebody comes up with an idea, they are “ää but that will not work and so on” and if I’m thinking about how they view many things they are maybe a bit then more critical and negative “it will not work and why does that person do that” and that you know...”

Fi5Fe38N5

As a concluding quote, this female interviewee’s notes on the mindset’s connection to problem or solution orientation are looked at. In her opinion people who are more narrow-minded, and perhaps local-minded, are the ones who concentrate on finding problems and when given a potential solution they aim at finding possible and likely pitfalls instead of seeing the strong sides of the solution in question. Likewise, this kind of people can be seen as pessimists whose glass is always half empty. Perhaps there is also a connection between the positive outlook and the individual ability, *Self-Confidence*, which was not mentioned explicitly by the interviewees as people who have a positive attitude are probably more likely to be confident about their likelihood to succeed in a global mindset development method. Moreover, this female respondent above noted that people who are more solution oriented are more future oriented. Therefore, positive, future oriented people would probably be a better choice for a global mindset development initiative as they will more likely be oriented towards the future and new ways of working rather than focusing and staring into the past where everything was better and which should not be changed in any way.

To conclude the subheading presenting and discussing the empirical findings concerning the third research question of individual factors affecting the development process, it is useful to note the overall connection between the empirical findings from the interviews and the theoretical side’s offerings. As already mentioned, during presenting the interviewees’ ideas and thoughts related to the individual factors, the frequency and consistency of the interviewees’ ideas and thoughts was rather different to how unanimously the theory and the interviewees brought up the global mindset development methods. Thus, it appears that more research related to the individual factors is needed. What comes to separate individual factors, it seems that at least *Personality’s* and *Motivation’s* contribution to the process of developing global mindset was underlined by most of the interviewees. On the contrary, *Age* did not seem to bring up immediate notions on its importance; consequently, that could possibly be one of the individual factors that do not have as big influence on the successfulness of global mindset development methods as the other factors appear to have. Moreover, the characteristics mentioned in *Attitude & Orientation* would deserve more attention in the

future research concerning individual factors that can explain why some people adopt a global mindset faster than other people. Next subheading will wrap up the sixth chapter concerning the empirical findings and revisit the theoretical framework in order to update it according to the interviewees' notions.

6.5 Conclusion

In order to conclude the sixth chapter presenting the findings and discussing the connection between the theoretical part and the interviews, this conclusion part will shortly return to the overall connection between the second and third research questions and the theory related to them. Furthermore, by utilising the differences and similarities between the theory and the interviews, chapter four's theoretical framework will be updated. The modified theoretical framework and empirical findings will together form an example model for the process of developing global mindset that is depicted in Figure 8 on the next page. The bolded individual factors and development methods are such that would deserve additional attention from organisations aiming at developing employees' global mindset. Additionally, novel notions from the interviews are connected to the conventional ideas given by theory by adding them in brackets after the theme they are linked to or, alternatively, as their own separate category.

Development Methods for Global Mindset

As already noted, almost all of the same development methods that are brought up by the theory were also mentioned by the interviewees, however, some development ways were more often brought up than some other ones. What's more, the interviewees noticed possibilities that are not mentioned by the theory in addition to extensions to the ways that the theory brings up. To being with, although the theoretical side's *Recruitment* and *Talent Management* can be utilised in global mindset development, they were not brought up by the interviewees with the same enthusiasm and intensity as some of the other methods; hence, companies would do well to keep these in mind while designing global mindset development methods but to keep the main focus on some of the other development ways. Because both the theoretical side and the interviewees highlighted development methods related to *International Assignments*, *International Travelling*, *Training* and *Work Experience*, they are emphasised in the example model in Figure 8.

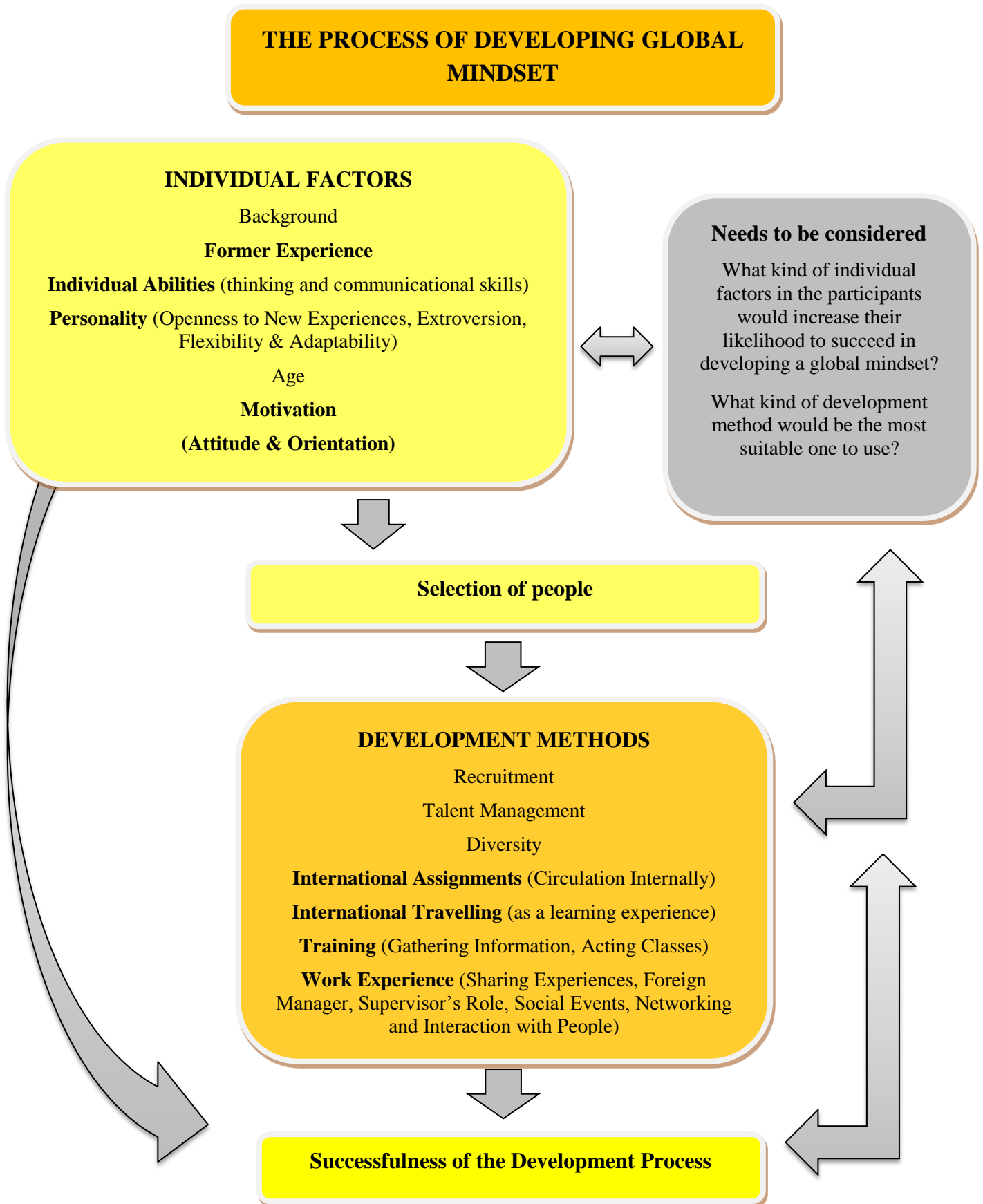


Figure 8. Example Model for Global Mindset Development Process.

Secondly, these development methods that are agreed by both the theory and the interviews will be discussed a little bit more. What comes to *International Assignments*, both the theory and the interviewees truly accentuated the potential that *Long and Short-term International Assignments* have in global mindset development. For instance, ten out of ten interviewees hailed on behalf of long-term assignments and six out of ten interviewees underlined short-term assignments' input in developing global mindset. Hence, companies would most likely benefit from offering both of these assignment types to its employees. However, while choosing to invest in this particular global mindset development method, companies should keep in mind the ideas brought up in the additional theme of *Circulating Internally*. In other words, these assignment types should not only be limited to traditional international job rotation, as also local job rotation, functional mobility and permanent ventilation of organisations are potential ways to enhance global mindset development.

In case of *International Travelling*, both the theory and nine out of ten interviewees agreed on that business travelling needs to be transformed in order for it become a credible global mindset development method.

Moreover, although *Training* was highlighted by both the theory and nine out of ten interviewees, there are certain additional and novel ideas that ought to be linked to new ways to increase global mindset through *Training*. For example, seeing only *Cross-Cultural Training* as a way to enhancing global mindset should be reconsidered; as stated by the interviewees, language and leadership skill courses can be utilised in order to reach the same aim. Likewise, self-training methods in *Training* would benefit from enlarging its focus on means and sources for new information according to the ideas given in *Gathering Information*; therefore, studying and reading from various paper and Internet sources could be used to increase global mindset. Similarly, an important note of utilising outside trainers and mixed groups could make global mindset training methods a lot more effective. In addition, one intriguing training idea arose from the individual factor's side; as, acting classes could be utilised in increasing leaders' and employees' abilities and skills in affecting and controlling their own body language in order to better adapt to other cultures.

To conclude, even though there is a significant gap between how often the interviewees (one or two of all in all eight interviewees) and the theory brought up *Work Experience*, it still has a lot of potential in global mindset development because many of the additional and new ways to develop global mindset are connected to it. For example the

following ideas could be utilised in order to enhance *Work Experience's* potential; offering possibilities for the process of *Sharing Experiences* (information bank, discussion possibility and map of people), organising teams et cetera so that people can have a *Foreign Manager*, taking into account the *Supervisor's Role* in the development process and offering opportunities for *Networking and Interacting with People* for example through *Social Events*.

Nevertheless, as nearly half of the interviewees pondered on which kind of learning experience is the most effective one, it seems that based on their notions the experiential learning experience (learning by doing) is the most developmental one, although training and classroom methods are also needed in order to create the ground and foundation to build global mindset (during the experiential learning experience). On the whole, by focusing onto these development methods and modifying them accordingly companies could have the opportunity to enhance the process of developing global mindset and, thus, make it more efficient.

Individual Factors Affecting the Development Process

What comes to the third research question concerning the individual factors that can affect people's potential to develop global mindset, it appears that the theoretical side and the interviews were not concurring on the factors as unitedly as in case of the development methods. Furthermore, as noted while presenting the findings related to the individual factors, the interviewees had significantly divergent ideas and thoughts about the potentially effective individual factors. However, some sort of consensus could be detected between the theoretical side and the interviews and along with those notions the example model in Figure 8 was updated in order to highlight the most important individual factors. First, the main factors that were mentioned rather seldom by the interviewees and by the theoretical side are *Background* and *Age*; therefore, organisations would most likely benefit from highlighting some of the other, more often mentioned, factors while choosing people for different global mindset development methods. Second, the individual factors that were underlined by both the theory and the interviewees were the following; *Former Experience*, *Individual Abilities*, *Personality* and *Motivation*. In addition, the novel thoughts related to *Attitude & Orientation* could be utilised by organisations as they had a logical connection to global mindset development potential and they were brought up by a relatively large number of interviewees. Next these highlighted and most potential individual factors will be shortly discussed further.

First of all, although, as *Former Experience* was underlined by both the theory and seven out of ten interviewees it appears that it could have a lot of potential as a predictor of a person's likelihood to develop global mindset. However, as *International Voluntary Work's* contribution was not explicitly mentioned by the interviewees, it might not be amongst the most potential features that could increase the likelihood to develop global mindset. On the other hand, as noted by some of the interviewees, whatever positive experience could probably increase the likelihood in question; hence, positive experiences from *International Voluntary Work* ought to have the same potential as other experiential events. Moreover, these experiences are such that organisations can easily utilise them in the process of choosing people for global mindset development initiatives; in other words, they are usually brought up and most of them come across from a person's CV or application letter.

Secondly, the *Individual Abilities* are such that the theory and interviewees were not consistently mentioning the same issues. What's more, even if seven of the ten interviewees brought up matters related to this theme all of the individual thoughts and ideas were only mentioned by, at its maximum, three interviewees. Additionally, the interviewees brought this kind of skills and abilities up implicitly, rarely mentioning any of the concepts explicitly. Nevertheless, these abilities could have a strong connection to global mindset development potential, as some of these can be linked to *Global Leadership Characteristics* mentioned in the discussion concerning the first research question. More particularly, *Listening Skills* and *Communicational Skills* from the first research question discussion are rather firmly linked to the interviewees' new ideas concerning the *Individual Abilities* of *Listening and Interpretation Skills* and the *Ability to Control Your Body Language*. Furthermore, thinking skills as a broad category was highlighted by both the theory and the interviewees; therefore, these abilities could have a predicting potential when it comes to people's ability to develop global mindset. In general, even though these *Individual Abilities* seem to have a lot of potential in explaining why some people develop global mindset more easily than others, they have not been researched very extensively. Thus, more empirical research on the explaining potential of overall thinking skills and communicational skills is needed.

Thirdly, both *Personality* and *Motivation* were such factors that both the theoretical part (in its current form) and all the interviewees agreed that personality related factors have a major potential in explaining and predicting people's potential in global mindset development. Especially *Openness to New Experiences* and *Extroversion* from the *Personality* feature's side seemed to have strong support from both the theoretical and

empirical side. In addition, *Flexibility & Adaptability* could be a relevant factor as the interviewees highlighted them as a *Global Leadership Characteristic* in the first research question discussion and as an *Individual Factor* during the discussions concerning the third research question. Theory's *Curiosity* and all the other additional personality traits brought up by the interviewees were less often mentioned; hence, their importance as an individual factor appears to be lower compared to the three earlier mentioned traits. What comes to *Motivation's* role, it seems that all of the interviewees have noticed its positive and considerable effect in people's learning potential, although the theoretical side appears to be lagging behind in realising its potential. All in all, organisations would most likely benefit from stressing applicant's suitable *Personality* traits (*Openness to New Experiences*, *Extroversion* and *Flexibility & Adaptability*) as well as high *Motivation* when selecting people for global mindset development programs.

Lastly, though *Attitude & Orientation* related factors were only emphasised by the interviewees, they could form a credible link between individual factors and how effectively a person is able to develop global mindset. Especially *Attitude* (whether open, positive, racist or biased) was underlined as a relevant factor because seven out of ten interviewees mentioned it. Moreover, as the *Ability to See Solutions Instead of Problems* is relatively similar or in connection with the *Big Picture Thinking* brought up as an *Individual Ability*, it seems to have a role in people's likelihood to develop global mindset. Nonetheless, these orientation and attitudinal factors are a little bit more difficult to detect from a person's behaviour compared to, for instance, *Personality*; thus, utilising these in choosing people for a global mindset development method could prove to be a bit more challenging.

To conclude, it is important to note that the example model depicted in Figure 8 is a suggestive model and organisations should take into consideration the situational and resource related factors when planning global mindset development methods and programs. Such factors could range from the current budget for developmental initiatives to how many people they would like to develop at one time and current resources for managing and planning these processes and programs. Overall, the development methods and individual factors highlighted in the conclusion part are such that almost in all of the cases both the theory and the interviewees agreed on their effectiveness and importance; consequently, their potential in enhancing the process of global mindset development is relatively certain.

7. CONCLUSION

To conclude this thesis the theoretical and empirical findings concerning each of the three research questions will be summarised and future research topics and managerial implications in addition to the reflective ponderings from the author of this thesis will be presented. The theoretical material arises from the literature review that was discussed and presented in chapters two (*Developing Global Mindset*) and three (*Individual Factors Affecting the Development Process*) while the empirical findings originate from the ten qualitative and semi-structured interviews conducted with global leaders from a company that is based in Ostrobothnia.

Firstly, after reviewing the themes and concepts that the interviewees brought up while defining global mindset in their own words and pondering the first research question (*How internationally working leaders define global mindset in their own words?*), it became relatively evident that global leaders understand and think of global mindset in the same way as the definition utilised in this thesis; in other words, global mindset appears to have two distinctive dimensions of *cultural intelligence* and *global business orientation*. Moreover, the interviewees brought up a third main theme, called *Global Leadership Characteristics*, while defining global mindset and, due to its content and connection to qualities that a global leader should have, global mindset's importance to global leaders was implicitly highlighted by the interviewees and, therefore, it seems that globally operative employees have concretely noted how tremendously significant global mindset is for a global leader.

Secondly, the theoretical part and the interviewees were rather unanimous while bringing up how global mindset could be developed. More particularly, the earlier research concerning the second research question (*How to develop global mindset in global leaders?*) proposed various means to develop global mindset. These methods included effective *Recruitment* process, *International Assignments* and *Travelling* as well as *Training* and *Work Experiences*. The interviewees mentioned all of the same development methods as the theoretical literature review, although, the global leaders innovated also some additional and novel ways to develop global mindset. Such additions include *Organisational Development Methods* (ranging from *Sharing Experiences*, *Circulating Internally* and acknowledging *Supervisor's Role* to utilising *Foreign Managers* and *Social Events*) and *Free Time Activities* (including *Gathering Information*, *International Hobbies* and *Networking and Interacting with People*). All in

all, after analysing the connection between the theoretical and empirical notions, some most often highlighted and potential development ways were recommended in and integrated into an example model for global mindset development process (Figure 8 in chapter six). That is to say, as a result of this thesis' literature review and empirical material it became rather clear that companies and individuals who aim at increasing global mindset would benefit the most from the following broad development methods; *International Assignments, International Travelling, Training and Work Experience*.

Thirdly, the theoretical part and the interviewees had relatively dissimilar ideas amongst themselves and as two different data sources while highlighting the individual factors that can affect a person's learning potential and likelihood in developing global mindset. These ideas from the theory's side regarding the third research question (*Which individual factors can affect this development process in question?*) include a variety of factors that can have an impact on the process of developing global mindset. Such factors as the leader's *Background and Former Experience, Individual Abilities* (for example, *Language Skills and Cultural Intelligence*), *Personality, Age and Motivation* level can have an effect on the development efforts of global mindset. The interviewees' thoughts and ideas were similar to the theory's notions in especially *Personality's* and *Motivation's* case while also somewhat similarly directed in *Former Experience* and *Individual Abilities*. Moreover, the interviewees brought up some novel and potentially important individual factors in form of *Attitude & Orientation* where *Attitude* (open, positive, racist or biased) and *Ability to See Solutions Instead of Problems* were highlighted as factors that could have the ability to explain and predict people's ability and likelihood to develop global mindset. All in all, after combining the theory's suggestions and the interviewees' notions, the example model for global mindset development process (in Figure 8 in chapter six) was updated into a form that underlines the following individual factors in choosing people for global mindset development methods; *Former Experience, Individual Abilities, Personality, Motivation and Attitude & Orientation*.

Additionally, what comes to the further research topics, the process of creating this thesis awakened quite a few additional needs and question marks concerning the currently available knowledge about global mindset. As conducting the literature review it became evident that, as many of the development means mentioned in chapter two are studied focusing on global leadership or expatriate development, more global mindset specific empirical research is needed. In addition, similarly as the case was with the second research question, the research field related to the individual factors is not

widely studied and more empirical research is required (Levy et al. 2007: 248). Furthermore, because many of the interviewees' additional and new ideas and thoughts concerning both the global mindset development methods and individual factors are not mentioned by the theoretical side, more empirical research focusing on those research areas would be beneficial for global mindset development.

In order to mention some concrete new research questions and avenues, the following examples could be utilised while pondering on what kind of topics would deserve more focus in global mindset development related issues. For instance, more information is needed about the influence of non-work related international experiences (Caligiuri & Tarique 2012: 620) and how they can be utilised in global mindset development. This thesis has given initial contribution to this question in form of *Free Time Activities* as a global mindset development method and *Former Experience in Individual Factors* but further empirical research is needed in order to be able produce generalizable results. In addition, research about how executives learn during their international assignments (Ng et al. 2009: 523) and global mindset development could give more insights on how these development methods should be constructed.

Additionally, *Motivation's* role in learning and utilising global mindset needs more attention because such studies that would have specifically focused on global mindset development were not found while searching current research for this thesis. In addition, further attention is well-deserved due to how unanimously the interviewees noted motivation's role in global mindset development. Similarly, all of the other individual factors need further in-depth research because most of the sparse studies were quantitative and because this thesis' contribution to the qualitative research is more of a preliminary "big picture" input than a research that would have solely focused in certain individual factors and their explaining and predicting power. These factors should also be tested in different cultural environments in order to find out how well the individual qualities hold in dissimilar circumstances. Another intriguing research avenue for the future is in finding out how bundles of these individual factors affect global mindset development and the possibility of having optimal combinations that enhance global mindset more than other mixes. Additionally, global mindset's resistance to time should be studied. Is it an ability that is stable, like personality, or should it be recharged every now and then? What's more, majority of the suitable studies concentrated on examining managers, although, companies would most likely benefit from development ways that could be conducted in the local environment to a higher number of people simultaneously. Ever-growing globalisation forces "local" people to deal with culturally

multiform work tasks; hence, the need for global mindset reaches beyond global leaders.

From the managerial point of view, the results of this thesis' literature review and empirical data can be utilised in planning and implementing ways to develop global mindset. Moreover, all types of organisations have the possibility to utilise the notions based on the current research on the individual factors (chapter three) and interviewees' notions about the factors in their selection and recruitment processes. Simply put, companies and managers have the possibility to utilise the example model for global mindset development process in order to reach the aim of developing their employees' global mindset. Additionally, individuals (whether leaders or just otherwise enthusiastic) can utilise the ideas and thoughts presented in global mindset development methods in order to independently increase their individual global mindset during their free time. Furthermore, these development methods and individual factors are closely related to global leadership development and the qualities that a global leader requires; therefore, this information can be used in locally operative companies that aim at expanding to foreign markets as these sort of notions offer a solid ground for planning on how to create global leaders and for analysing the current potential and situation concerning the local workforce and their likelihood and potential for developing a global mindset.

To conclude, the author of this thesis will bring forth some reflective observations on the whole process of making this thesis. To begin with, the author learned a lot about different cultures and ways to lead and do business by listening to the ten interviewees. In other words, even though only a tiny proportion of the interview material is presented in form of the quotes in the thesis, there was an abundant amount of valuable information and notions in the overall interview material and those learnings are highly appreciated by the author. Secondly, the author has also gotten a lot of treasured experience in qualitative interviewing and analysing such data, not to mention the exhaustive experience of transcribing and organising and categorising the raw data. As a final point, the research process has offered the author the possibility to notice the intriguing and differing nature of dissimilar research question types. To put more concretely, initially the least interesting research question of how global mindset would be defined by the interviewees actually became the one that's data handling, analysing and categorising was the most fascinating and creative one to conduct. All in all, the process of making this thesis offered many learning experiences and Aha moments to the author of this thesis.

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APPENDIX 1. Interview Structure

INTERVIEW STRUCTURE

Beginning

Description of the interview method (themes; opinions & experiences not knowledge)

Basic Information (name, title, current job description)

Broad topic of the thesis: working in an international environment and leadership

Specific topic of the thesis: global mindset

Currently no widely agreed definition, so no right or wrong answers to the following question

Definition for Global Mindset:

Kindly define in your own words what is meant by leader's global mindset and give concrete examples on where it becomes evident.

After hearing the interviewee's opinion, the definition used in the thesis will be presented (figure 1. on page 13). In addition, the two other research questions will be shown and named as the two main themes of the interview.

First Theme (Global Mindset Development Methods)

Please give concrete examples on how leader's global mindset could be developed by the organisation's initiative.

Kindly give concrete examples on how global mindset could be developed by the individual on their free time.

What about your own personal experience? Could you give concrete examples on where your own global mindset has been put to test and been developing?

Second Theme (Individual Factors)

What kinds of factors have affected your own aspiration to work in an international environment? Could you give some examples of these factors?

In your opinion, what kind of individual factors could affect people's ability and likelihood to develop global mindset?

Are there any consistent similarities in people that you have met that most likely have global mindset? What kind of characteristics or abilities are these?

Which factor is *the most important one* when choosing people for global mindset development methods?

Closing

Lastly, basic information in order to separate the interviewees:

- Nationality
- The amount of countries you have lived in
- International career duration
- Education
- Age
- International family background
- Language skills