



The adoption of global leadership competences and Total Quality Management by the staff of Egyptian and Jordanian exporting companies: Case Studies

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ABSTRACT

This qualitative study focuses on global leadership competencies and Total Quality Management (TQM) in exporting companies of two Arab Countries, Egypt and Jordan. The main objective of this study is to analyze the similarities and differences between the adoption of global leadership competences and Total Quality Management (TQM) by the staff of Egyptian and Jordanian exporting companies and the staff of Western companies.

The literature review encompasses the literature on globalization and its impact on corporations, the competence movement, Global Leadership (GL), Leadership Skills (LS), Global Leadership Competencies (GLC), Cross- Cultural Leadership (CCL), Global Vision (GV) and Total Quality Management (TQM). It also includes precedents of analysis of global leadership competences in concrete countries and companies.

A noticeable gap in the literature available from Egypt and Jordan companies in relation to global leadership competencies leads the development of this thesis. In fact, this is the first practical study dealing with global leadership competencies in the in the Arab Countries, to the author's knowledge. This study offers some case studies with insights into how people from different Arab companies apply concepts of Global Leadership Competencies (GLC) and Total Quality Management (TQM).

Data collection consisted of baseline surveys with 53 middle and top level managers of the analyzed companies. It includes answering to questionnaires and individual interviews. In-deep interviews with senior managers have also been performed. Finally, documental information has been analyzed. The analyzed companies are Al Ezz Group (Dekheila Steel), EEMCO Electronics Ltd, Reem Electronics Manufacture, El Mohandes Electric Companies (cables manufacturing) from Egypt and Yossaf Rock Wool Co and Al Shaheen Marble and Granite from Jordan, all private owned companies.

Respondents have identified policies of the companies in the fields of recruitment and hiring, rotation, performance appraisal and induction programs. They have identified the training activities used in the six companies and they have given their point of view about which training activities are important for enhancing global competencies at both individual and organizational levels. They have also identified challenges of global leadership.

The result from this study shows that there is a high level of consensus from the respondents from the six Arab companies analyzed in that the global leadership competencies, cross-cultural competencies, global vision competencies and philosophy of TQM are important for a company to compete in the global market successfully and enhancing its global market share. It has to be noted that there is no always a clear and fully understanding of these concepts by the respondents.

The respondents, in the six case studies, proved that there is a pressing and increasingly globally recognized need for effective global leadership with global leadership competencies. They are aware of the necessity of the global leadership competences and they agree in the need to improve it both at individual and organizational level.

The respondents accepted as own the group of competences that are presented to them, even though these competences are described related to the Western literature, that reflects Western points of view and practices. This confirms the slight differences found in preceding analysis referred to other countries.

It has been concluded that all the studied companies develop training activities, have managers that considers having a high level in global leadership and cross-culture competences and applies, more or less intensely, TQM philosophy. We deduce thus that these companies agree with the principles stated by the literature. Different conclusions have been obtained by analyzing the real activity of the companies. Only one of the companies company, Al Ezz Steel, has a systematic activity to improve people global leadership competencies involving hiring, recruiting systems, performance appraisal, rotation, induction programs and training.

Some of the other companies are also advanced in fields of recruit and hire, rotation program, performance appraisal, and the introductory program such as Reem Electronics Manufacture, Yossaf Rock Wool Co, others companies are advanced in training actives such as Reem Electronics Manufacture, El Mohandes Electric Companies and Yossaf Rock Wool Co, also the others in field of cross-cultural such as EEMCO Electronics Ltd, El Mohandes Electric Companies and Al Shaheen Marble and Granite, additional some of the other companies are advanced in field of global vision such as EEMCO Electronics Ltd, Reem Electronics Manufacture, El Mohandes Electric Companies, Yossaf Rock Wool Co and Al Shaheen Marble and Granite, and finally the others are advanced in field TQM such as EEMCO Electronics Ltd, El Mohandes Electric Companies, Yossaf Rock Wool Co, and Al Shaheen Marble and Granite.

In besides, none of the companies has yet a complete strategy to become a successful global player as leading Western companies have.

The remaining chapters of this thesis contain methodology in chapter two, literature review in chapter three; six case studies from Egypt and Jordan in chapter four; case studies findings in chapter five, conclusions and future research in chapter six.

Keywords: globalization, global leadership, leadership skills, global leadership competencies, cross-cultural leadership, global vision and total quality management.

CHAPTER I: INTRODUCTION

Globalization is sequences of technological, social, economical, cultural and political changes that enhance interdependence and development. Moreover, nowadays global economy has created a complex and dynamic business environment in which the majority corporations must learn how to compete successfully to reach sustainable development.

With the beginning of internet-based business, the ease of international travel, General Agreement on Tariffs and Trade (GATT) and so on, domestic corporations with solely domestic operation serving exclusively domestic customer are becoming increasingly rare.

Globalization has also an effect on quality; in order to be successful corporations in global market quality has to be the first a priority. Consequently, the global phenomenon has not only changed the way business is conducted, it has also changed the criteria of efficiency for the corporations' leader. Leaders who have competencies for managing through this changing, complex, and often uncertain global business environment are critical for corporations' future effectiveness.

Leaders play an essential role in developing and sustaining a competitive advantage. As a result, the export companies increasingly needs that their leaders possess the appropriate competencies for a variety of purposes such as to expand abroad business, to envisage strategies on a global basis, to deal successfully with a complex set of constituencies, to manage and motivate geographical dispersion and to identify potential business opportunities.

There is no doubt that, globalization is giving important effect on corporations. Today's global corporations need leaders who can support the corporation by creating and developing network of internal and external connections with individuals, teams and organizations from different social cultural and political systems. In this sense, the changes in the global business environment have created a need for a distinctive set of qualities for effective leaders' called "global leadership".

The concept of global leadership is created from globalization phenomenon, whilst the concept of global leaders first appeared by the early sixties and seventies to describe a company's market place. It was not until the end of eighties the concept of global was being applied to the executives and to individual jobs.

Global leaders need to have "global leadership competencies". These competencies allow persons to make their work outside their country and no matter what their learning or ethnic background is or which corporation they come from. Broadly speaking, global leadership competencies are needed to work effectively in a global environment.

The main purpose of this research is to conduct exploratory qualitative research to analyze the level of global leadership competencies and Total Quality Management (TQM) in Egyptian and Jordanian exporting companies and compare it with literature and with what successful Western companies do.

To do it, this study:

- Analyzes training activities of the Egyptian and Jordanian companies under study.
- Investigates to what degree the cross-cultural leadership, global organizational vision, global leadership vision and TQM are taken into account among the analyzed companies.
- Compares the different approaches the Egyptian and Jordanian companies with the literature and with the policies of successful Western companies.

The main research question refers to the similarities and differences between Egyptian and Jordanian companies and Western companies regarding the adoption of global leadership competences and Total Quality Management (TQM). In addition, four secondary questions were developed as a means to explore this concept more fully. These secondary questions are the following:

- a) Are these companies developing training activities?
- b) To what degree is the cross-cultural leadership approach taken into account among the companies under study?
- c) To what degree are global organizational vision and global leadership vision taken into account among the companies under study?
- d) To what degree is the TQM taken into account among the companies under study?

A literature review is performed. The literature review encompasses readings on the determinants of the phenomena of globalization and its impacts on corporations, Global Leadership (GL), Leadership Skills (LS), Global Leadership Competencies (GLC), Cross-Cultural Leadership (CCL), Global Vision (GV) and Total Quality Management (TQM). Then, we will review, examine these articles and select the most relevant articles.

The literature review encompasses, firstly, the review of globalization, including: a brief history of the development of globalization and its impact on corporations; secondly, the review of competences and competence movement, including definition, competency movement and three main categories of competences; thirdly, the review of Leadership Skills (LS), including a brief history of the development of the field leadership as a foundational base from which to understand global leadership, three categories of skills needed by leaders, three domains of leadership skills, different styles of leadership and competency list for global leaders; fourthly, the review of Cross Cultural Leadership (CCL), including definitions of cross cultural leadership, the impact of cross cultural on firms that face global markets and the nine dimensional cultural scales according to the (GLOBE) study; fifthly, the review of Global Vision (GV), including Global Organizational Vision (GOV) and Global Leadership Vision (GLV); and sixthly, the review of Total Quality Management (TQM), including Total Quality Management (TQM) as an organizational philosophy to enhance global competitiveness and the future role of TQM in businesses facing global markets.

The literature review also includes on some precedents of analysis of global leadership competences of staff include two sections. The aim of the first one was to identify to review papers dealing with the differences between countries regarding global leadership competencies and TQM. The referred works deal about Brazil, India and Nigeria (Lokkesmoe, 2009), Belgium, Holland and the UK (Vloeberghs and Macfarlane, 2007) and Mexico (Murphy, 2006).

Chapter three includes six case studies regarding global leadership competencies. All the cases refer to Western companies that are successful in global markets. This section provides a synthesized account of the key findings from the case studies. It looks at the opportunities and challenges of operating globally, competencies required of global leaders to meet challenges of operating globally and strategies employed by leaders and organizations to identify and develop and promote effectiveness in leaders. The cases refer to 3M (Alldredge and Nilan 2000), a consumer products company (Conner, 2000) Xerox (The European Centre for the Development of Vocational Training, 2001) and IKEA (Sinclair and Agyeman, 2004), Lend Lease Corporation Ltd (Sinclair and Agyeman, 2004) and Shop International Plc. (Sinclair and Agyeman, 2004).

Six companies from Egypt and Jordan, driven to international markets were analyzed. Middle and top level managers were asked to fill out a questionnaire. Data were collected in two stages. In the stage one, participants completed the background information questionnaire (approximately 15 minutes) and in the stage two, participants completed the other parts of the questionnaire (approximately 30 minutes). The data sources for completing the research include also face-to-face interviews with all the participants. In addition, in-depth interviews with senior managers have been performed. Finally, documental information has been used.

The results of the case studies were expected to assist national and international leadership and decision-makers, particularly on the following issues:

- The configuration, dissemination and internationalization of qualifications and competences and their consequences for in-corporation training and human resource development policies; in particular leadership that works in top and middle management.
- Probable methods of overcoming national barriers for the dissemination of new qualifications, competencies and know-how.
- Arab particularities of the obtaining of global leadership competence.

CHAPTER II: METHODOLOGY

2.1 METHODOLOGICAL OVERVIEW

This is an exploratory study. We use qualitative methods such as questionnaires and interviews to explore global leadership competencies, attitudes, behavior and experiences. This study is exploratory because very little is known about how the international exporting companies in Egypt and Jordan conceptualize leadership in global settings and what competencies are needed to support their work across boundaries.

Questionnaires and interview are used as complementary research tools. Questionnaires provide systematic answers to some questions. By his hand, face-to-face interviews allow the researcher to listen to the views of the research participants, whilst focusing on the natural situation or context. Participant responds questions such as “How are you acting to develop and improve areas of distinctive global competence?” and expresses their views.

In addition, in-deep interviews with senior managers have been performed and documental information of the companies is also used. This information is used to have a complete vision of the vision and practices regarding Global Leadership Competences and TQM in each one of the six companies under study.

2.2 PURPOSE OF THE STUDY

The main purpose of this research is to conduct exploratory qualitative research to analyze the level of global leadership competencies and Total Quality Management (TQM) of top level staff in Egyptian and Jordanian companies which focus on international markets in comparison with other international companies. To meet this purpose, this study:

- Analyzes training activities of the Egyptian and Jordanian companies under study.
- Investigates to what degree the cross-cultural leadership, global organizational vision, global leadership vision and TQM are taken into account among the analyzed companies.
- Compares the different approaches the Egyptian and Jordanian companies with the literature and with the policies of successful Western companies.

2.3 RESEARCH QUESTIONS

The main research question as formulated for this study is as follows: what similarities and differences exist between Egyptian and Jordanian exporting companies and Western companies regarding the adoption of global leadership competences and Total Quality?

Four secondary questions were developed as a means to explore this concept more fully. These secondary questions are the following:

- a) Are these companies developing training activities?
- b) To what degree is the cross-cultural leadership approach taken into account among

the companies under study?

- c) To what degree are global organizational vision and global leadership vision taken into account among the companies under study?
- d) To what degree is the TQM taken into account among the companies under study?

2.4 PHASES OF THE RESEARCH

1) *Literature Review*

This study started with a literature review, which encompasses the literature on globalization and its impact on corporations, the competence movement, global leadership, leadership skills, global leadership competencies, cross-cultural leadership, global vision and TQM. In addition precedents of analysis of global leadership competences of staff in concrete countries and companies are also reviewed.

2) *Companies Selection*

The main characteristic of the companies selected is their successful activity in international markets, including sales in several continents. Only in this kind of companies global leadership competencies are really important and the experience and views of their people is of interest for the study. We can't discard that other mostly local companies are intending to work on this are, but it is difficult that they are relevant examples.

In addition, the companies selected have to have direct access to the international markets. Otherwise the real need and importance of global leadership would be unclear. Finally, independent companies are selected. In the case of branches of foreign companies it would be difficult to discern if their behavior regarding global competencies respond to the corporate policies or to local decisions.

The number of companies selected is six, four companies from Egypt and two companies from Jordan.

3) *Participant Selection*

All the full group of available middle and tot managers participated in the study. They were asked to fill out questionnaires be interview.

4) *Questionnaires*

The middle managers of the analyzed were asked to fill out questionnaires. It has been done in a seminar training room in the companies. Previously, the researcher explained the purpose of the questionnaires and the significance of the study for participants. The content of the questionnaires was (1) participants' background, (2) global leadership; (3) cross-cultural competences, (4) global vision and (5) TQM (see Appendix A).

5) *Interviews*

In each organization interviews with the middle managers were conducted. Interviews were also conducted with some top managers. A list of questions has been used (see Appendix B).

6) *Data Sources and Collection*

The data sources for examining the research questions includes: (a) background information collected via questionnaire (as above mentioned), (b) face-to-face interviews with the participants in the training room in the companies, (c) documents posted on the company's Web site and internal documents. Data collected occurred in three stages: in the stage one, the participants completed the background questionnaire –in approximately 10 minutes; in the stage two, the participants completed the other questionnaires –in approximately 30 minutes; and in the stage three, the personal interviews were conducted and they took 15 minutes in average.

7) *Data Analysis*

The answers to the questionnaires have been analyzed by using Microsoft Excel. Only averages of the answers are considered. The number of companies and the number of participant per company doesn't allow a statistical treatment. These results, together with the answers to the questions on interviews and the information about the companies, are used to perform a qualitative analysis. It is presented in chapter III.

CHAPTER III: LITERATURE REVIEW

3.1 IMPACT OF GLOBALIZATION ON CORPORATIONS

Globalization is one of the most influential forces in human being history on this world. Globalization is influencing on technology, communication, transportation, social science, environmental, political, business management, and cultural dimensions that promote interdependence and growth. Following this perspective some of authors tried to identify the definition of globalization, Stearns (2010) identified that globalization: In its literal sense the process of transformation of local phenomena into global ones a process by which the people of the world are unified into a single society and function together. This process is a combination of economic, technological, socio-cultural and political forces; moreover globalization terminology is often used to focus primarily on economics the integration of national economies into an international economy through trade, foreign direct investment, capital flows, migration, and the spread of technology. Ellwood (2001) exchange of people, products, technologies and ideas will continue into the future. The change process is unstoppable. Globalization cannot help but be positive force for change if the people come to recognize the common thread of humanity that ties them together.

Economic "globalization" is a historical process, the result of human innovation and technological progress. It refers to the increasing integration of economies around the world, particularly through trade and financial flows. Global markets offer greater opportunity for people to tap into more and larger markets around the world. It means that they can have access to more capital flows, technology, cheaper imports, and larger export markets. But markets do not necessarily ensure that the benefits of increased efficiency are shared by all (IMF, 2000).

Anheier, and Roj Isar (2010) points out an essential characteristic of globalization is the enhance connectivity between people, cultures and nations around the global. All this is encouraged and supported by the international business firms. Also they stated that technology is a key to shifting creative possibilities globally. Parker (2005) has identified characteristics of globalization: Growing worldwide, interconnection, rapid, discontinuous change, growing numbers and diversity of participants and great managerial complexity.

Beechler and Javidan (2007) stated that globalization has been occurring for centuries but the new age of globalization is not merely a continuation of a centuries-old trend, there are several unprecedented features of globalization that emerged around the dawn of the 21st century: *First*: globalization has been enabled and characterized by erosion of boundaries, whereas trade liberalization has opened borders across which capital moves easily and foreign direct investment (FDI) restrictions have been relaxed considerably. *Second*: advances in technology increased the opportunities for international travel while the costs of international travel and transport declined dramatically and, along with the open of political borders, spurred an increase in international movement of people.

Harris, et al. (2004) stated that competitive globally more and more corporations are increasing their investments and activities in foreign countries. Edwards et al. (1999) stated that electronic communication, declining transportation cost, more flexible from economic

organization, and the growing important of mobile assets such as finance and knowledge establishing an increasingly uniform horizon of production possibilities across national borders, integration markets around the world and internationalizing decisions about investment and jobs. Globalization is the transforming in the way countries achieve their business. Countries no longer select to do business among them-selves however have expanded their business overseas to other nations. It is this kind of transformation and changes that appear in the world economy and it requires the cooperation of various countries concerned.

The globalization created the four different types of corporations, in this sense (Harris et al., 2004) distinguished between four different types of corporations as follows:

1) *Ethnocentric corporations*: These corporations are home-country oriented. Ethnocentric managers believe that home-country nationals are more intelligent, reliable, and trustworthy than foreign nationals. The standard international company finds great difficulty communicating in different languages and in accepting cultural differences.

2) *Polycentric corporations*: These are host-country oriented corporations. Profit potential is seen in a foreign country, but the foreign market is too hard to understand. The polycentric firm establishes multinational operations on condition that host-country managers.

3) *region-centric corporations*: These corporations capitalize on the synergistic benefits of sharing common functions across regions. A region-centric corporation believes that only regional insiders can effectively coordinate functions within the region. The regional headquarters is responsible for the regional plan, local research and development, product innovation, cash management, local executive selection and training, capital expenditure plans, brand policy, and public relations.

4) *Geocentric corporations*: Being world oriented, a geocentric corporation's ultimate goal is to create an integrated system with worldwide approach. The geocentric system is highly interdependent. Subsidiaries are no longer satellites and independent city-states. The entire organization is focused on both worldwide and local objectives. Every part of the organization makes a unique contribution using its unique competencies.

Etemadand and Wright (2003) stated to compete successfully in today's business arena; firms must be globally competitive, even if they do not compete directly in foreign markets. Parker (2005) the managers can better manage the interconnections in virtually all fields of human Endeavour by recognizing, analyzing and responding to or shaping shifts in six global environments: the global industries and businesses, the natural environment, global culture, global economics, politics, and technology.

Dimitratos and Jones (2010) investigated that how traditional international risks take effect in the online context based on empirically tested risk dimensions taking a first step towards the construction of an international e-risk framework and it endeavors to explain the risk trade-off between offline and online internationalization for small firms that give preference to a more virtualized market entry solution rather than to traditional market entry, also the authors stated that international business for the modern firm has to compromise the need to use limited resources and achieve efficiency in the global marketplace. McGaughey and De Cieri (1999) stated that integration of product and service delivery with local responsiveness to specific

market conditions and preferences.

The corporations are facing two challenges in global business environment. This has led corporations to undertake to align business strategies, the structure of work and human resource management (HRM) and human resource development (HRD): *First*, systems and exogenous factors such as, national cultures and national education and training systems in order to enhance organizational performance outcomes. *Second*, the emerging challenge of developing organizational cultures that not only support the acquisition, sharing and management of the knowledge that currently resides in organizational 'communities of practice', but also the creation and application of new knowledge for improving business practices and processes and facilitating innovation (Scarborough and Swan, 1999).

There is a high level of consensus that a key challenge of globalization is to boost the performance of the prevailing workforce rather than merely to recruit staff with new competencies (skills and knowledge). Docherty and Nyhan (1997) stated that the corporations have started to use 'competence-based HR strategies' in order to achieve two objectives. *The first* is to enhance the competencies of their workforce to ensure the continuous improvement of existing products and services and to create new products and services by utilizing existing 'knowledge assets'. *The second* is to integrate traditional HR concerns to improve the level of technical knowledge and skill with current concerns to maximize workplace performance, by ensuring that employees take responsibility for adding value to core business services.

A variety of scholars (Castells, 1996; Drucker, 1993) and reports from research institutes (OECD, 1996), competition between companies and countries is no longer dominated by access to capital, equipment, systems or location. Increasingly, it is the competency of people to generate, share and deploy knowledge for value-adding purposes, which makes the difference. In this regard, it is clear that one of the main overriding strategic priorities for the international companies has been to introduce new competence development programs to ensure that they are sufficiently flexible and responsive to address the following four challenges. They have to manage:

- New and emerging customer segments.
- Cultural diversity in the global marketplace and in companies.
- Market volatility and rising expectations from customers about the quality of products and services.
- The burgeoning impact of the Internet on existing core businesses.

Mehra et al. (2001) stated that new global markets are presenting newer challenges that change constantly, causing stressful competitive environments. Also the authors suggested that businesses use TQM ideals to forge new relationships with their trading partners, furthermore, businesses must undertake a challenge to design operations using seamless boundaries in internal processes and external transactions. Beechler and Javidan (2007) point out to think and act globally; corporations must become adept at collaborating, discovering, "architecting", and systems thinking. Robert and John (1994) believed that the global vision and globally thinking are needed for global manager. The challenges and opportunities are facing global corporations and concluded that the key to their success lies in their competence

to integrate every aspect of their global organization. And argue that today's global corporations are shifting their focus from products to production, from what things companies choose to make to how they choose to make them, from what services they offer to how they choose to deliver them.

Robert and John (1994) have identified a guide to preparing and implementing the right global strategy for the company, whatever its size or nature as follows:

- Determine the company's organizational needs for success in the global marketplace.
- Properly analyze the strengths and weaknesses of the organizational structure and determine how to maximize its effectiveness.
- Develop and maintain the twelve crucial competencies of successful global managers.
- Sell the 'vision' of globalization to employees at all levels in order to assure widespread, ongoing support for the transformation process.

Caligiuri et al. (2010) stated that in today's highly competitive global business environment, organization needs to aggressively compete for new market, products, services, and the like in order to develop and sustain complete advantage in the global arena, also they stated that to be successful, companies need to manage their global work force in ways that fit their strategic need and demand of the countries where they operate. Morrison (2000) suggests that as companies rely more and more on global strategies, they require a greater number of global leaders. This tie between strategy and leadership is essentially a two way street: the more companies pursue global strategies, the more global leaders they need, and the more global leaders companies have the more pursue global strategies. That the world has an ever-greater need for global leaders is consistent with the increased globalization of competition over the past two decades.

Dotlich et al. (2010) stated that to prepare for tomorrow organizations have to either change the mindset of leaders or change the employment status. The organization's reward and reinforcement system has to be change to reflect the new competencies. Also the organizations must have the tools they need to develop leaders with the ability to respond to rapidly changing worldwide market forces with innovative products, processes, and organizational cultures.

Kotter (1990) stated that international firms meet environmental challenges, through strategic responses at the business level, the corporate level and collective level. The new global corporations required global leadership and dramatic change in human dynamics. Adler and Bartholomew (1992) believed that most corporations are unable to implement their global strategies due to a lack of global leadership.

Lassrre (2008) reported that to take advantage of global opportunities, corporations need to develop effective business global strategies using the following framework for global strategy:

- Global ambition: defining the relative importance of various regions and countries.

- Global positioning: choice of country, customer segments, and value proposition.
- Global business systems: investment in resources, assets, and competence to create a global value chain and good capabilities through alliances and acquisition.
- Global organizations: global structure, processes, coordination, and human resources management.

Moran et al. (2011) has identified twelve environmental forces impacting on organizations and influencing change. The proactive environmental forces are as follows:

- Global sourcing: Organizations are seeking non-domestic sources of raw materials because of cost and quality.
- New and evolving markets: New and evolving markets are providing new opportunities for growing business.
- Economies of scale: Today's marketplace requires new approaches resulting in competitive advantages in price and quality.
- Movement towards homogeneous demand: Globalization is resulting in similar products being required worldwide.
- Lowered transport costs: world transportation cost of many products have fallen significantly because of innovation.
- Government tariffs and taxes: The protectionist tendencies of many governments are declining as evidenced by the North America Free Trade Agreement (NAFTA) and the European Union (EU).
- Telecommunications: Falling prices as a result of privatization and new technologies are impacting on globalization.
- Homogeneous technical standards: The International Organization for Standardization (ISO) has been successful in developing global standards known as ISO 9000.

Some reactive forces present in global environment are as follows:

- Competition for nondomestic organization: New competitive threats are regularly experienced by organization.
- Risk for volatile exchange: The constant fluctuation of exchange rates in many counties impact profits.
- Customers are becoming more global consumers: Globalization is impacting customers in way that increase local content in subsidiary, produced and goods.
- Global technological change: Technological improvements coming from many areas of the world require organizations to adjust their strategies to survive.

3.2 COMPETENCES AND COMPETENCE MOVEMENT

Competencies consist of groups of skills and knowledge of a person, with personal attitudes, all these groups linked to excellent performance in a given work place. Boyatzis (2008) stated that a competence is defined as a capability or ability. It is a set of related but different sets of behavior organized around an underlying construct, which we call the "intent". The behaviors are alternate manifestations of the intent, as appropriate in various situations or times. Yuvaraj (2011) stated that competency is an underlying characteristic of a person which enables him/her to deliver superior performance in a give job, role or situation. Competency represents the synthesis of a variety of skills, technologies, and knowledge streams Naquin & Holton (2006). A competence in general can be understood as the ability of an individual to activate, use and connect the acquired knowledge in the complex, diverse and unpredictable situations (Perrenoud, 1997, Svetlik 2005, in Pagon, Banutai, Bizjak, 2008). Competencies mean a set of knowledge, skills, behaviors and attributes comes with experience, but before that leadership must have a good formal learning and training.

Lévy-Leboyer (2003) defines competencies as constitute a complex integrated by skills, knowledge, professional experiences and personal factors. From this point of view, an approach to the concept of competence "refer to individual characteristics (skills and personal factors) that implemented facilitate knowledge acquisition through significant real experiences, leading observable behaviors that solves successfully the missions or tasks that require a particular job. Also Levy-Leboyer (1996) provides the following competencies:

- Adoptability.
- Ability to synthesis.
- Negotiating skills.
- Social skills.
- Ability to solve problems.
- Writing and speaking skills.

Competencies are the knowledge, skills, abilities, personal characteristics, and other person-based factors that help distinguish between outstanding performance and average performance (Spencer, L., and Spencer, S., 1993). It is important to verify that the competencies are necessary for successful leadership and that the level of proficiency is appropriate (Rappe and Zwick, 2007).

Bolden and Gosling (2006) stated that the first appear for the concept of competency was in the late 1960s with the concept of 'managerial competency'. Bolden (2008) point out that the concept of competency-based human resources has gone from a new technique to a common practice in the early 1970. Bolden and Gosling (2006) stated that a major study commissioned by the American Management Association (AMS) in the early 1980s grounded the concept in behavioral and performance terms, with a job competency being defined as' an underlying characteristic of an individual that is causally related to effective or superior performance in a job.

Boyatzis (1982) Identified 19 special characteristics, through develops a logical, integrated competency model that explains the relationship of these characteristics to each other, to the functions of the management job, and to the key aspects of the internal organizational environment, associated with above-average managerial performance, grouped into five clusters.

- The goal and action management cluster.
- The leadership cluster.
- The human resource management cluster.
- The directing subordinates cluster.
- The focus on others clusters.

Miller et al., (2001) develops typology of competency frameworks to improve individual performance and to support corporate values and change and they argue that the competency approach now appears to be fast becoming one of the most dominant models for management and leadership assessment and development in the UK. Competency frameworks are most generally applied for training and personal development purposes.

The assessment of the level of global competency required to be a successful manager with the present level that a manager possesses permits for both training and development plans to be determined; Intagliata, et al. (2000) stated that competencies can be learned, this means that if an organization determines the kind of leadership behaviors critical for its success they can enhance their success in creating leadership brand by taking steps to develop the capability of their leaders to demonstrate these competencies on-the-job.

Bolden et al. (2006) defined that 15 characteristics within the framework, clustered around personal qualities, it aims to communicate rich data about those characteristics that distinguish what highly effective leaders. These characteristics are: (self-belief, self-awareness, self-management, drive for improvement and personal integrity), setting direction (broad scanning, intellectual flexibility, seizing the future, political astuteness and drive for results) and delivering the service (leading change through people , holding to account, empowering others, collaborative working and effective and strategic influencing), also they stated that despite the common origins and similarity of terms utilized in the UK and USA however, the Eighties and Nineties saw a divergence in which the manner during which the concepts surrounding competencies were being applied.

Sparrow (1997) distinguished three main categories of approach: *The first*, of these was the management competence (or 'technical / functional') approach developed in the UK which depended primarily on functional analysis of job roles to determine expected standards of workplace behavior. This approach is most evident in the use of the National Occupational Standards (NOS) to determine National Vocational Qualifications (NVQs). *The second*, approach, derived from the work of Boyatzis and colleagues at McBer consultants in the USA, identified behavioral competencies of effective and superior managers. In this case, the aim was not to describe a baseline measure of acceptable performance but to promote the behaviors that lead to enhanced performance. *The third*, Sparrow distinguished the

organizational competency (or strategic 'core competence') approaches that shifted attention from the individual to the organization and the business processes leading to enhanced innovation, learning and performance.

Lévy-Leboyer (2000) stated that competencies are repertoires of behaviors that dominate some people better than others, making them effective in certain situations and competences represent, therefore, a hyphen between individual characteristics and the qualities needed to carry out accurate professional missions. Sparrow (2002) points out, that organizational practice has of course muddied the distinction between the three perspectives, with competency-based systems operating using different elements of managerial competence, behavioral competency and organizational competency thinking at different levels of the hierarchy and at different points of time.

Lévy Leboyer (2000) point out individual competencies play a key role in the strategies of the company from two perspectives: The consideration of competencies modify the management of professional careers both in regard to internal or external hiring decisions, as the preparation and utilization of professional development.

Murray et al. (2006) identified twenty global competencies are as follows:

- Global Business Savvy.
- Integrity Managing Cross- Cultural Ethics.
- Managing Uncertainty.
- Balancing Global versus Localization tensions.
- Inquisitiveness/Curiosity Self Learning.
- Change Gentry.
- Creating Learning Systems.
- Motivating Employees.
- Entrepreneurial Spirit.
- Commitment.
- Global Organizational Savvy.
- Thinking Agility.
- Maturity.
- Expertise in Negotiation Processes.
- Conflict Management.

- Community Building/Networking.
- Stakeholder Orientation.
- Improvisation.
- Establishing Close personal Relationships.
- Courage.

Intagliata et al. (2000) stated that competency must be closely aligned with the strategy of the business and with the organization's core capabilities and values. In order for an organization's competencies to create a strong leadership brand that can help to enhance the value of the company it is critical that their senior executives. The theoretical construct of action competence comprehensively combines those intellectual abilities, content-specific knowledge, cognitive skills, domain-specific strategies, routines and subroutines, motivational tendencies, volitional control systems, personal value orientations, and social behaviors into a complex system (Boyatzis, 1982; Lévy-Leboyer, 1996).

3.3 GLOBAL LEADERSHIP (GL)

3.3.1 LEADERSHIP SKILLS (LS)

The leadership skills are core competencies for global leaders; therefore, it is important to evaluate background literature related to leadership skills as the main purpose. Owen (2009) identified that the foundations of effective leadership behaviors are:

- Focusing on people.
- Being positive.
- Being professional.

Beside these foundations, core leadership skills begin on understanding your-self and finishes on learning to lead.

Katz (1955) mentions in Moore and Rudd (2005) points out a skill can be defined as "an ability which can be developed, not necessarily inborn, and which is manifested in performance, not merely in potential. Katz (1955) identified three categories of skills needed by leaders:

- Technical skills.
- Human skills.
- Conceptual skills.

Although the amount of human, technical, and conceptual skills may vary depending on the position within the organizational hierarchy, each is nevertheless important for successful leaders to possess.

Technical skills, according to Katz (1955) are the most concrete type of skills and are associated with understanding and being able to complete specific activities. In other words, these are the "how to do it" skills and involve methods, processes, procedures, or techniques.

Leaders engage in technical skills when they perform the technical activities required of them. Technical skills are more important at the lower levels of administration (Goleman, 1998; Hicks and Gullett, 1975; Katz, 1955). As a leader moves up in the organizational hierarchy, he / she relies on the technical skills of followers more than on his / her own technical skills (Hicks and Gullett, 1975).

Human skills can be considered the "people skills." Katz (1955) defined those human skills as the ability to work effectively as a group member and to build cooperative effort within the team he leads. Those skills are demonstrated in how a leader perceives and behaves towards those around him / her, including superiors, peers, and followers, and most importantly cannot be a "some-time skill," but rather must be demonstrated in every action of the leader (Katz, 1955). Leaders engage in human relation skills when they motivate individuals and groups. Human skills are essential throughout all management levels (Hicks and Gullett, 1975; Katz, 1955).

Conceptual skills can be thought of as the "thinking skills" needed by leaders. This type of skills involves being able to see both what is going on within an entire organization, and how the various parts of the organization interact and depend on one another Katz (1955). Conceptual skills are perhaps most important at top management levels where policy decisions, long-term planning, and broad-scale actions are required (Hicks and Gullett, 1975; Katz, 1955). Conceptual skills in organizations are increasingly recognizing the role of leadership at every level of the company hierarchy; with employees involving themselves with partnership work.

Strand (1981) conducted a study to determine leadership competencies, a factor analysis of the 39 competency items in the instrument to smaller number of psychologically meaningful clusters and contained in the instrument revealed nine broad competency fields. Three represented human skills, two represented technical skills, and four of the nine competency fields represented conceptual skills.

Goleman (1998) outlined three domains of leadership skills: purely technical skills, cognitive abilities, and competencies that demonstrated emotional intelligence. There are five components to emotional intelligence: self-awareness, self-regulation, motivation, empathy, and social skill. Whitmore (2009) stated that the principles of coaching is unlocking people's potential to maximizing their own performance, it is helping them to learn rather than teaching them. It is a way of managing, an attitude of mind and emotional intelligent, rather than a tool to effect a one-off change. In addition to emotional intelligence, newer approaches to leadership skills include industry knowledge as a separate skill area.

Owen (2009) Identified that the key behaviors expected of a leader at the top are:

- Ability to motivate others.
- Vision.

- Honesty and integrity.
- Decisiveness.
- Ability to handle crises.

Recently, communication skills (include verbal, non -verbal communication and listening skills) have been identified as a separate leadership skill domain, in this sense, Moore and Rudd (2004) identified six leadership skills areas as important for senior leaders:

- Human skills.
- Conceptual skills.
- Technical skills.
- Communication skills.
- Emotional intelligence skills.
- Industry knowledge skills.

Kakabadse and Davies (2008) explained that the seven sides of great leadership: Being great, crafting the future, surfacing sentiments, finding way through, engaging (delegation, empowerment and communication channels) driving for success, and developing leadership skills.

Owen (2009) for emerging leader there are three major elements to focus on people:

- Decanting: Know yourself and how you affect other people.
- Influencing people: Selling ideas and sales processes.
- Managing upwards: Influencing the boss.

Owen (2009) also states that the leader needs to be aware of the competency of some the different styles of leadership: extroverts and introverts types, sensing and intuitive type, thinking and feeling types and judging perceiving types. Adeniyi (2007) argue that a leader or a manager is effective when he or she brings about the desired results for the organization by using different approaches to the development of personal and interpersonal effectiveness of the staff by daily decision making, staffing, and planning, forecasting, nurturing, coaching, directing, organizing, marketing, encouraging and controlling quality.

Fairholm R. and Fairholm W. (2008) proposed that the Leadership Perspectives Model (LPM), which defines a kind of leadership based in values of leader transposed to the group also depending on the values-set of the individual leader, he or she may see leader as: 1) A synonym for management, 2) An element of excellence management, 3) A reflection of that leader's values-set, 4) An establishing of a values-lead culture he/she creates to facilitate group action, or an outgrowth of the leader's care spiritual values focused on quality leadership or standards of leadership behavior.

Leatherman et al. (2008) posits a set of leadership skills believed to be important to improving performance: 1) Establishing standards of performance, 2) One-on-one training skills, 3) Improving employee performance through coaching, 4) Improving employee performance through counseling, 5) Holding employee concerns. Also convinced that the clear directions for leadership is to: delegate, solve problems, make decisions, plan, develop objectives with employees, conduct effective performance appraisals, manage time, conduct meetings, interview and select employees, develop employees, manage organizational transitions and lead others.

Elearn (2007) reported that the roles of a managerial leader in organization focus on: 1) The innovator, 2) The broker, 3) The mentor, 4) The facilitator, 5) The monitor, 6) The coordinator, 7) The director, and 7) producer. Puccio et al. (2006) are focusing on creative thinking as a core competence for leaders. They stated that creative thinking is a core competence for leaders and it can be enhanced through creative problem solving principles and procedures.

Other newer methods to leadership skills have been focused on individual, according to Adair (2007) distinguished between generic leadership traits and core leadership function into skills as follows: generic leadership traits consist of: enthusiasm, integrity, toughness, fairness, warmth, humility, and confidence. Whereas core leadership function includes: planning, briefing, controlling, evaluating, motivating, organizing and providing an example.

Nicholas (2008) argued that there are six necessary skills for leadership:

- Emotional intelligence.
- Self-Awareness.
- Understanding others.
- Self-Leadership.
- People-Centered leadership.
- Transformational technique. As well as reported that the core of leadership include: integrity in action, trust (self-confidence and the confidence to create change), handling criticism, adaptability, humility, and transformational technique.

Owen (2009) Identified that the key behaviors expected of a leader at the top are: 1) Ability to motivate others, 2) Vision, 3) Honesty and integrity, 4) Decisiveness, 5) Ability to handle crises.

3.3.2 GLOBAL LEADERSHIP (GL)

Most writers or authors do not even try to define what they mean by global leadership, apparently assuming that it needs no definition. Harris et al. (2004) identified global leadership concept as being capable of operating effectively in a global environment while being respectful of cultural diversity. This is an individual who can manage accelerating change and differences. The global leader is open and flexible in approaching others, can

cope with situations and people disparate from his or her background, and is willing to reexamine and alter personal attitudes and perceptions.

The conventional view seems to be that global leadership is a construct in juxtaposition to domestic leadership. Whereas domestic leaders whose working with domestic individuals, global leaders with those different countries (Hollenbeck, 2001).

The concept of global leadership is rather recent from globalization phenomenon, while the term global leaders first appeared in the 1960 and 1970s to describe a company's market position; it was not until the end of 1980s the term global was being applied to executives and to individual jobs (McCall and Hollenbeck, 2002). Mendenhall et al. (2008) stated that the vast majority of studies of leadership in empirical work from 1930's to 1970, was undertaken by North America and British scholars and the context of their study of leader was primarily domestic in nature, but through 1970's the vast majority of social scientific of leadership, the in 1980's in Europe and Japan.

Bartlett and Ghoshal (1989) states as the turbulent international competition environment of 1970's boiled over into decade of the 1980's, it unleashed a rash of studies and recommendations telling manager how to run their business more effectively in the global environment. Morrison (2000) presented that the concept of global leadership phenomenon, while the term global leaders first appeared in the 1960 and 1970s and a framework for increasing company-specific competency models through embracing a scientific approach to structuring a global leadership competency model. Spreitzer et al. (1997) stated that the concept of international executive appeared in the 1970's and 1980s to describe the executive work is becoming more international in orientation. This work takes form of marketing a product or service in different country.

Brake noted that global leadership sometime has to unlearn what previously made their firm (Brake, 1997). Spreitzer et al. (1997) stated that the concept of international executive appeared in the 1970's and 1980s to describe the executive work is becoming more international in orientation. This work takes form of marketing a product or service in different country. In addition to the need to find qualified leaders to help companies pursue complex global strategies (Beechler and Javidan, 2007).

Wibbeke (2009) argue that global leadership is reflected the act and art of creating shared meaning and action that let to achieving desired result across global boundaries. Mendenhall et al. (2008) stated that the changes in the global context have created a demand for a distinctive set of qualities for effective leaders' cold global leadership. House (2004) argue that managers who work in international arena are steeped in their own culture they have lived many years of their lives in their own countries, have been educated there , and have spent years working there. It is not easy for one to understand and accept practices and values that vary from one's own personal experiences. Similarity, Ehrich (2002) stated that global managers have exceptionally countries do things, and they have the imagination to appreciate why they do them that way, global managers are made not born.

Corporate global leaders should steer their organizations aloof from being bureaucratic and slow-thinking warriors. Caligiuri et al. (2010) stated that to be successful companies need to manage their global workforce particular their global leadership, in ways that fit their strategic needs and demands of the countries where they operate, in order to develop and

sustain competitive advantage in the global arena. Grisham (2010) stated that organizations are tending toward hiring multitalented international project managers, who are self motivated, intelligent and willing to take responsibility in international markets.

Harris et al. (2004) stated that global managers must reframe the boundaries of their world of pace, time, scope, structure, geography and function; of functional, professional, and technical skills from a past age; of thinking and classification relative to rational to intuitive, national versus foreign, versus to cultural assumptions, values and beliefs about relations with others.

Moran and Harris (2007) global leadership is being capable of operating effectively in global environment while being respectful of cultural diversity. This is an individual who can manage acceleration change and differences. As a consequence, the global leader is open and flexible in approaching others, can cope with situation and people from his or her background, and is willing to reexamine and alter personal attitudes and perception. Mobley (2005) identified that strategic performance modeling may be used to reinforce multinational leadership. Bouquet (2005) point out there is the robust link between global mindsets and overall corporation performance in global marketplace. It is referring to the general ability to think a global scale, also allow individual executives to understand a global bossiness or market without regard to country boundaries.

Goldsmith et al. (2003) points out five emerging characteristics of global leaders:

- Thinking globally.
- Appreciating diversity.
- Developing technological savvy.
- Building partnerships and alliances.
- Openness to sharing leadership.

Li et al. (2011) stated that the passion to become a global leaders is part inherited and developed in early life, but also, in part developed through conquering business challenges in different cultural environments. Some global leaders simply choose to go abroad themselves, whereas others are selected by companies to develop their foreign affiliates.

Nirenberg (2002) stated that for manager working in large global enterprise aspiring to a leadership position, the challenge to function successfully in different countries and with individuals from myriad is the most important skill to develop but important skill to develop, globalization also a more surprising impact on the average life that eludes most people's attention. The author points out global leadership will involve developing an international perspective for building relationship, creating strategy, and executing plans across borders cultures and vast distances.

Global experience is becoming essential for global managers and an economic activity for organizations. Hollenbeck and McCall (2002) points out the successful global executives must be flexible, sensitive to cultural differences, able to handle complexity and willing to think globally. In order to make the difference between a successful international enterprise or

a world-class- failure.

Cartwright (2002) stated that in order to go global must the leader has two dimensions: the first is purely business one of expanding to serve a global customers and understanding cultural differences base which the second the effect of globalization in socio/economic/political. Rosen (2005) points out that the businesses are venturing onto the global stage, first "must learn to read the world's new language" if they hope to really succeed. Kets et al. (1999) stated that the leaders at the helm of the corporations of the future would need the capacity to step out of their own comfort zone and adapt to other realities.

The people learning to be global from doing work "experience". Fisher (1997) points out the individuals working in foreign countries share similar experiences in overseas assignments and most only meet the requirement of their work assignments, but also adjust to unfamiliar attitudes and psychological predisposition. Rost (1993) posits a framework of transformational leadership is completing during three stages include: *First* is recognizing a need for revitalization; *Second* is creating a new vision on which an organization's personnel can focus with enthusiasm; and *Third* is ensuring continuity once the transformational leader has left the scene.

Brake (1996) argue that the organizational capabilities needed to build and sustain global competitiveness; a leadership process that transforms the challenges of global competition into world-class performance; culture-building tools that release leadership potential throughout the organization; and a change process for managing deep cultural transformation.

Morrison (2000) stated that a firm to become more global, its leaders must develop competencies that transcend what's familiar in the home country. Yamaguchi (1988) stated that in the globalization age we needed to a good model that can be applied throughout the world, a model that transcends and integrates national schemes and becomes an essential tool for hiring, training, and retaining the leaders of tomorrow.

Bird and Osland (2004) suggest that the transition from purely domestic to global is a 'quantum leap' because of significantly greater complexity facing the global leader. They suggest that the increased complexity is due to:

- Greater need for culture understanding.
- Heightened need for broad knowledge spanning function and nations.
- More frequent boundary spanning across nation and organizational boundaries.
- More stakeholders to consider when making decisions.
- Higher levels and types of tensions on and off the job.
- Heightened ambiguity.
- More challenging ethical dilemmas.

The most global literature does not currently present a clear view. An exception is the work by Osland et al. (2006) who provide a more detailed definition of global leadership as' a

process' of influencing the thinking, attitudes and behaviors of a global community to work together synergistically toward a common vision and common goals'.

3.3.3 GLOBAL LEADERSHIP COMPETENCES (GLC)

There has been a great deal of focus on the global leadership competencies needed for success in the rapidly changing global environment (e.g., Adler and Bartholomew, 1992) has identified eight global competent for global leader:

- Understand global business environment from a global perspective.
- Learn about many cultural.
- Work with and learn from people of many cultures simultaneously.
- Create a culturally synergistic organizational environment.
- Adapt to living in many foreign cultures.
- Using cross-cultural international skills a daily basis throughout one's career.
- Interact with foreign colleagues as equals.
- Transportation for career and organization development.

Also Brake (1997) developed competency lists for global leaders which consist of three sets as follows: 1) Business acumen, 2) Relationship management, and 3) Personal effectiveness.

Yeung and Ready (1995) stated that changing competitive dynamics are impacting on the leadership competence needs of global firms for this reason the authors produced six leadership capabilities that are globally valued: 1) Being able to articulate a tangible vision, values and strategy, 2) Being a catalyst for strategic change, 3) Being a catalyst for cultural change, 4) Being able to empower other, 5) Having results orientation, and 6) Having a customer orientation. This list describes a transformation leadership approach and a strong performance orientation. Dalton (1998) provided that useful model for developing global leader competencies, this model includes three elements:

- Global leaders should be indentified early their careers.
- They should be provided with a set of development goals.
- They should be assessed on their progress towards meeting goals and then the goals should be reset to continue the development process.

Spreitzer et al. (1997) produced a reliable measurement tool named prospector for rating the potential of aspiring international executives this measurement tool include the 14 dimensions: sensitive to cultural differences, business knowledge, courage, brings out the best in people, integrity, insightful, committed, takes risks, seeks feedback, uses feedback, culturally adventurous, seeks learning opportunities, open to criticism, and flexibility.

Wibbeke (2009) stated that global leadership competencies are necessary for business leaders in the era of globalization. The competencies required for successful global leadership, whether locally in a multicultural environment or abroad, are extremely similar.

Levy-Leboyer (2003) stated that universal competences are applied to directors and leaders and can be presented as follows: oral communication, written communication, analysis and attention to internal and external problems of the company, planning and organization, delegation, control, employee development, sensitivity, authority over individuals and groups, creativity, risk acceptance and challenge, decision, energy, initiative, range of interests, tolerance to stress, adaptability, leadership, motivation, technical and professional knowledge, among others.

The key global stress that impact on human resource management practices in the company currently and for the projected future was identifying and developing talent on a global business environment, otherwise identifying who can function effectively in a multinational organization and developing his or her abilities (Roberts et al., 1998).

Clearly, dealing with multicultural pressures is extremely complicated. Many international corporations have a Global Human Resources (GHR) point of view that needs understanding different cultures and what motivates people from different nations. Global competencies are necessary for global business success, but determining or deciding which competencies are most important is complex global business. To be globally literate must be think, act, and mobilize in culturally mindful ways. It's the total of the skills, knowledge, attitudes, behaviors and beliefs required for success in today's multicultural, global business environment (Rosen and Digh, 2001).

Conner (2000) described that a pro-file of the skills and capabilities needed by leaders working in a global company as follows:

- Global leaders have business savvy.
- Global leaders know how to use their personal influence.
- Global leaders know how to use their personal influence.
- Global leaders know how to Use their personal influence.
- Global leaders know how to motivate people.
- Global leaders act like entrepreneurs.

Mai-Dalton (1993) posits a group of characteristics believed to be necessary to the successful leading of a diverse organization:

- A personal, long-range vision that includes employees of various ethnic and cultural groups.
- A consciousness of multicultural issues and a broad knowledge of diversity dimensions.

- An openness to change in themselves by heartening feedback from their employees, accepting criticism, and showing a readiness to change their behavior and attitudes.
- Mentoring and empowering those staff who culturally different.

To be successful, leadership must be aware of important cultural dimensions and understand how these dimensions can impact on their working relationship with others from different cultures. Adler (2002) posits cultural dimensions:

- Ability Able to employ cultural sensitivity and diplomacy.
- Ability to foster relationships that build respect for all parties.
- Ability to communicate clearly.
- Ability to solve cultural issues synergistically.
- Ability to negotiate with different cultures.

A competency list recently developed by McCall and Hollenbeck (2002) is based on a survey of more than a hundred global leaders from sixteen corporations in thirty six countries. The seven global competencies required for success in international business are:

- Flexibility in strategy and tactics.
- Cultural compassion.
- Ability to deal with complexity.
- Resilience and resourcefulness.
- Honesty and integrity.
- Personal stability.
- Sound technical skills.

London and Sessa (1999) summarized that the most current information about the skills needed to successfully lead a global organization, and defined a framework for identifying executives who possess those skills. In the drive to remain competitive for long time in a business world that in several respects has moved beyond borders, corporations are seeking top executives who possess international views born of multicultural backgrounds, extensive overseas experience, open-mindedness, degree to which feedback is sought and high level of adaptability.

De Merode (1997) posits dimensional construct of intercultural sensitivity:

- Motivating cross-cultural teams.
- Conducting cross-cultural negotiations.

- Recognizing cultural influences on business practices.
- Selecting and staffing and evaluating staff in different cultural settings.
- Managing information across multiple time zones and organization boundaries.
- Building relationships among diverse groups.
- Focusing on markets, consistently customizing offerings in relation to clients' needs in local markets across many local markets.

Tung (1997) posits cultural dimensions:

- Ability to balance conflicting demands of global integration and local responsiveness.
- Ability to work in teams from multiple functions and disciplines, companies, and industries.
- Ability to manage and / or work with people from diverse racial and ethical.

Levy-Leboyer (1996) provides the following competencies:

- Adoptability.
- Ability to synthesis.
- Negotiating skills.
- Social skills.
- Ability to solve problems.
- Writing and speaking skills.

Kanter (1995) posits six global competencies needed for success in international business:

- Integrate knowledge.
- Move capital, ideas, and people where needed.
- Develop new communication routes.
- Manage dispersed centers of expertise, influence, and production.
- Learn from and leverage the world marketplace.
- Use cultural differences to gain competitive advantage.

Mendenhall et al. (2001) used a sample of German expatriates to determine critical success factors. Their intercultural competencies were as follows:

- Tolerance for ambiguity.
- Behavioral flexibility.
- Goal orientation.
- Sociability and interest in other people.
- Empathy.
- Meta-communication skills.

They are noted that cross-cultural role plays would address issues of tolerance for ambiguity, empathy, behavioral flexibility, and met communications skills, whereas an international negotiating simulation would address all of competencies that mention above.

O'Hara-Devereau and Johansen (1994) listed four competencies he believes are necessary for success in global world work:

- Ability to cross-cultural communication.
- Ability to support the complex process of facilitating teamwork.
- Ability to create and sustain business teamwork in a global setting.
- Ability to manage information technology.

However, many have shared their displeasure with the competency list phenomenon and consider that there must be more to multicultural leadership than a list of competencies (Hollenbeck, 2001; Wills and Barham, 1994). Each author seems to have his or her own methodology for determining competencies that makes the lists difficult to compare. Gupta and Govindarajan (2002) stated that understanding global interaction is essential for transnational organizations to work effectively in today's global business environment. The level of this understanding is related to possession of international competencies within an organization

Harris et al. (2004) stated that intercultural competencies needed for success leadership in international business, being capable of operating effectively in a global environment while being respectful of cultural diversity. This is an individual who can manage accelerating change and differences. The global leader is open and flexible in approaching others, can cope with situations and people disparate from his or her background, and is willing to reexamine and alter personal attitudes and perceptions.

Srinivas (1995) defines three corresponding dimensions for third World managers need to develop a global mindset in order to take advantage of the changed new world order in business as follows: 1) An openness and attentiveness to multiple realms of action and meaning, 2) A complex representation and expression of cultural and strategic dynamics, and 3) A moderation and incorporation of ideals and actions oriented toward both global and local levels.

Rhinesmith (1996) has identified six characteristics of global mindset that lead to global competencies these are:

- Bigger, broader picture (leading to managing competitiveness),
- Balancing contradictory demands and needs (managing complexity),
- Trust in networked processes, rather than in hierarchical structures (managing adaptability),
- Valuing multicultural teamwork and diversity (managing teams),
- Flow with change / seeing change as opportunity (managing uncertainty),
- Expanding knowledge and skills, being open to surprises (managing learning).

Moran and Riesenberger (1994) have suggested that a comprehensive guide to competencies needed for global managers:

- Have a global mindset.
- Work as an equal with people with different backgrounds.
- Have a long-term orientation.
- Facilitate organizational change.
- Build learning systems.
- Motivate employees to excellence.
- Solving conflicts.
- Managing high skill the foreign employment cycle.
- Managing and leading effectively in multicultural groups.
- Understand multicultural group's values and assumptions.
- Precisely profile the culture of others.
- Demonstrate knowledge and respect for different cultures.

Jordan and Cartwright (1998) have identified four core expatriate competencies:

- Relational ability.
- Cultural sensitivity.
- Linguistic skill.

- Ability to handle stress.

Also Conner (2000) described that a profile of the skills and capabilities needed by leaders working in a global company. The skills and capabilities of global leaders are: 1) Business savvy, 2) Ability to use personal influence, 3) Global perspective 4) Strong character, 5) Ability to motivate people, and 6) entrepreneurial behavior.

Caligiuri and Di Santo (2001) have approached the required competencies from a corporation perspective and identified eight required developmental dimensions for global leadership programs: 1) Ability to manage business in another country, 2) Ability to change leadership approach based on the situation, 3) Knowledge of the firm's worldwide business structure, 4) Knowledge of professional links worldwide, 5) Knowledge of global business issues, 6) openness, 7) Elasticity, and 8) Ethnocentrism. Moreover, Goldsmith and Walt (1999) emphasize the following five competencies as "the desired characteristics of the leader of the future": 1) Thinking globally, 2) Appreciating cultural diversity, 3) Demonstrating technological savvy, 4) Building partnerships, and 5) Sharing leadership.

In brief, developing competence, especially global competence, is not easy, but leaders need to aspire to competence to be effective in a global environment.

3.4 Cross Cultural Leadership (CCL)

Cultures and Globalization is indispensable. The star point in the cross cultural leadership (CCL) literature is notion of culture. Definitions of culture vary from the very inclusive, e.g., culture is the human-made part of the environment (Herskovitz, 1955), to highly focused 'cultures are a shared meaning systems' (Shweder and Le Vine, 1984). Hofstede's (1980, 2001) defined that culture as 'the collective programming of the mind that distinguish the members of group or category of people from another, also he defined that values are attribute of individuals as well as of collectives, cultural presupposes a collectivity a value as "broad tendency to prefer certain states of affairs over other". In this sense culture includes systems of values, and values are among the building blocks of culture. Shein (2010) presented that a different view of culture, as a result of a collective's attempts to address two sets of cluster issues: external adaptation and internal combination. Culture evolves as a collective adapts to constant challenges surviving in the face of external threats and opportunities and managing relation with its members.

Despite the disagreement of view on the definition of culture, there is general accept between researchers that culture refers to the cognitive systems and behavioral repertoires that are formed as result of individuals' experiences; Steers et al. (2010) stated that what may be acceptable managerial behavior in one culture may be counterproductive or even unacceptable in another.

To the extent that individuals share common experience, they will form similarities in their cognitive and behavioral profiles. Of course, the scope of commonality is also influenced by such other factors as individual personality. Human beings aren't cultural robots and even within every culture, there is a variety of individual cognitive and behavioral profiles fueled by among different things, individual idiosyncrasies.

Related to link between culture and cognitive and behavioral repertoires, several authors

believe that culture can impact leadership in many different ways Adler and Gundersen (2008) stated that the cultural orientation of a society reflects the complex interaction of values, attitudes and behaviors displayed by its members. House et al. (2004) growing up in particular cultural, leaders develop and internalize the cultural values and practices of the culture and learning, over time, desirable and undesirable modes of behavior.

Steers et al. (2010) stated that the management practices and processes frequently differ across national and regional boundaries. Smith et al. (2002) points out that the extent to which managers rely on formal rules and supervisors for guidance is related to their cultural background. Their studies focusing on few countries to discern which cultural values are associated with reliance on what sources. In their initial studies suggested that potential sources of guidance within an organization can be divided into three main categories: (a) the individual's own expertise, based on prior experience and training; (b) social sources typically superiors, subordinates, specialists, and coworkers; and (c) impersonal sources formal rules and informal or tacit organizational norms. In addition, (d) beliefs that are widespread in a nation as to what are right, such as those based on religion or ideology may also prove influential.

Geletanyz (1997) reported that in his study that culture has an important impact on executive mindsets, as demonstrated by the fact that executives of differing cultural background are not equally open to change in organizational strategy and leadership profiles. In addition to executives' adherence to existing strategy is related to their cultural background in terms of individualism, uncertainty avoidance, and power distance. Rahim and Magner (1996) Argue that leaders in individualistic cultures tend to place a lot of emphasis on coercive power.

Steers, et al. (2010) emphasized that as managers increasingly find themselves operating across cultures; the need to understand these differences has become increasingly important; culture also impacts the context of relationship between the leader and the followers.

Yukl (2006) stated that culture norms influence the way individuals in a society relate to each other and as such, impact of the type and content of relationship in general. Leadership, as a unique form of relation, is bound to be also influenced. Javidan et al (2006) stated that to be open minded and to understand the cultures of the different countries, managers need to be able to compare their own cultures with those of other countries, moreover defines the nine cultural attributes are: performance orientation, assertiveness, future orientation, humane orientation, institutional collectivism, in-group collectivism, gender egalitarianism, power distance, and uncertainty avoidance.

Javidan and Lynton (2005) a leader in high power distance culture is likely to act autocratically not just because he / or she has learned it in his / or her own experience, but too because any another type of behavior may be deemed ineffective by his / her boss or those outside the organization.

Other important impact of culture on leadership is thought its influence on implicit leadership theories of the members of the culture (Javidan and Carl, 2004). A society's culture reflects some sort of collective agreement on meanings and interpretations, such agreement turns into social influences by producing 'a set of compelling behavioral, affective and attitudinal orientation and values for the members (House et al., 1997). Triandis (1994) stated that whilst there are some universal attributes of management systems, every different culture may have

a different management approach that is both moderated and directly influence by culture.

The implicit theories of leadership in a society are influenced by it culture because of the prominent role of leaders and because of their contribution to the collective's success or failure, the theories are also culturally dependent because leaders mostly working with people. Leadership is about relations with other individuals and groups, more of whom are at least partially influenced by cultural values and beliefs, for leaders to succeed the need to act in ways that are culturally acceptable (Javidan and Carl, 2004).

Globalization generates several opportunities however brings many challenges as well. One of the challenges is how to understand diverse cultural values and practices in the world, Kirton et al. (2010) explained that diversity management is a term that covers not only race, disability and sex discrimination, but also broader issues such as individual and cultural differences, cultural differences will impact on most of the organizational performance elements, such as leadership behaviors, management systems and effectiveness.

Baruch (2002) claimed that those global leadership competencies are regarding those universal skills and qualities that make people perform well outside their own culture no matter what positions they have and what ethical background they are from. Srinivas (1995) identified that some components of global mindsets for people entering the global environment, these elements are concerned with context, diversity awareness and cultural sensitivity. Furthermore, Brake (1997) presented that a Global Leadership Triad Model (GLTM) with four categories, including network management, business acumen, self-transformation and personal effectiveness. This research is consistent with Goldsmith and Walts (1999) point out leadership characteristics for the next future, called global thinking, attention, cultural diversity, sharing leadership and creating partnerships. The cross-cultural studies of leadership have developed as a research main stream since 1990s (Dickson et al., 2003).

The key developments are global leadership, leadership across nations and leadership in organizational viability for multinational organizations depends increasingly upon the knowledge, skills, abilities and attitudes of a global leadership, also management practices are needed in multicultural environment that encourage innovation, high performance, and culture that embraces all employees (Connerley and Pederson, 2005). This idea is supported by Miroshnik (2002) stated that leadership in a global sense need to note the cultural factor effects that can influence business practice. There are a lot of literature addressing cross-cultural leadership and cross-cultural management (Ralston et al., 1993).

Parry (1996) stated that leaders in multicultural organizations need to make sure that employees understand their approaches and functions in order that they can work in a harmonious context. Similarly, Morrison (2000) indicated that global leaders should share information about their own culture and know how to adapt to other cultures, moreover; they need to identify the gaps between cultures and learn how to bridge them. Overall, the nature of effective global leadership can be summarized as the ability to influence their followers from different cultural backgrounds. They need to possess a global outlook, tolerate high levels of conflict and pursue an appropriate balance to possess their desired objectives as they move from one cultural background to another. In addition to this, cultural adaptability is introduced by House et al. (2004) as a capability not only understand anther cultures at the

theoretical level but also to behave in a way that is capable to achieve objectives and establish a positive network in other cultural contexts. Kessler and Wong-Ming Ji (2009) stated that global leadership can be developed by learning and leveraging cultural mythology. The nexus of cultural mythology globalization and leadership is a dynamic space where integration between leaders enables cultural evolutions.

For the purpose of this research, we use Robert House's definition found in the introduction of the GLOBE study, where he defines culture as the "shared motives, values, beliefs, identities, and interpretations or meanings of significant events that result from common experiences of members of collectives and are transmitted across generations "(House et al., 2004). Heavily influenced by the work of Hofstede, the GLOBE Project developed nine dimensional cultural scales. The core GLOBE cultural dimensions are: 1) Uncertainty Avoidance, (2) Power Distance, (3) Collectivism I: Societal Emphasis on Collectivism, (4) Collectivism II: Family Collectivistic Practices, (5) Gender Egalitarianism, (6) Assertiveness, (7) Future Orientation, (8) Performance Orientation, and (9) Humane Orientation. These dimensions were selected on the basis of a review of the literature relevant to the measurement of culture in previous large-sample studies and on the basis of existing cross-culture theory. These nine dimensional cultural as follows: Uncertainty Avoidance: is defined as the extent to which members of an organization or society strive to avoid uncertainty by reliance on social norms, rituals, and bureaucratic practices to alleviate the unpredictability of future events.

- Power Distance: is defined as the degree to which members of an organization or society expect and agree that power should be unequally shared.
- Collectivism I: reflects the degree to which organizational and societal institutional practices encourage and reward collective distribution of resources and collective action.
- Collectivism II: reflects the degree to which individuals express pride, loyalty and cohesiveness in their organizations or families.
- Gender Egalitarianism: is the extent to which an organization or a society minimizes gender role differences.
- Assertiveness is the degree to which individuals in organizations or societies are assertive, confrontational, and aggressive in social relationships.
- Future Orientation: is the degree to which individuals in organizations or societies engage in future-oriented behaviors such as planning, investing in the future, and delaying gratification.
- Performance Orientation: refers to the extent to which an organization or society encourages and rewards group members for performance improvement and excellence.
- Humane Orientation: is the degree to which individuals in organizations or societies encourage and reward individuals for being fair, altruistic, friendly, generous, caring, and kind to others.

The first six culture dimensions had their origins in the dimensions of culture identified by Hofstede (1980). The first three scales are intended to reflect the same constructs as Hofstede's dimensions labeled Uncertainty Avoidance, Power Distance, and Individualism.

The Collectivism I dimension measures societal emphasis on collectivism, with low scores reflecting individualistic emphasis and high scores reflecting collectivistic emphasis by means of laws, social programs or institutional practices.

The Collectivism II scale measures group (family and / or organization) collectivism – pride in and loyalty to family and / or organization and family and / or organizational cohesiveness.

In lieu of Hofstede's masculinity dimension, the developed two dimensions labeled gender egalitarianism and assertiveness. Future orientation is derived from Kluckhohn and Strodtbeck's (1961) Past, Present, Future Orientation dimension, which focuses on the temporal mode of a society. Performance Orientation was derived from McClelland's work on need for achievement. Humane Orientation has its roots in Kluckhohn and Strodtbeck's, (1961) work on the Human Nature Is Good vs. The Table 3.1 below summarizes the Culture Construct Definitions and Sample Questionnaire Items.

Table 3.1: Summarizes the culture construct definitions and sample questionnaire items

Culture Construct Definitions	Specific Questionnaire Item
<i>Power distance</i> : degree to which members of a collective expect power to be distributed equally.	Followers are (should be) expected to obey their leaders without question.
<i>Uncertainty avoidance</i> : extent to which a society, organization, or group relies on social norms, rules and procedures to alleviate unpredictability of future events.	Most people lead (should lead) highly structured lives with few unexpected events.
<i>Humane orientation</i> : degree to which a collective encourages and rewards individuals for being fair, altruistic, generous, caring and kind to others.	People are generally (should be generally) very tolerant of mistakes. Aging parents generally live (should live) at home with their children.
<i>Collectivism I</i> : degree to which organizational and societal institutional practices encourage and reward collective distribution of resources and collective action.	Leaders encourage (should encourage) group loyalty even if individual goals suffer.
<i>Collectivism II</i> : degree to which individuals express pride, loyalty and cohesiveness in their organizations or families.	Aging parents generally live (should live) at home with their children.
<i>Assertiveness</i> : degree to which individuals are assertive, dominant and demanding in their relationships with others.	People are (should be) generally dominant.
<i>Gender egalitarianism</i> : degree to which a collective minimizes gender inequality.	Boys are encouraged (should be encouraged) more than girls to attain a higher education. (Scored inversely).
<i>Future orientation</i> : extent to which a collective encourages future-oriented	More people live (should live) for the present than for the future. (Scored

behaviors such as delaying gratification, planning and investing in the future.	inversely.)
<i>Performance orientation:</i> The degree to which a collective encourages and reward group members for performance improvement and excellence.	Students are encouraged (should be encouraged) to strive for continuously improved performance.

3.5 GLOBAL VISION (GV)

Knowledge and practice of Global Vision (GV) is considered here one the necessary competences for a global leadership. In this sense, every firm going global must clearly articulate and widely disseminate its global vision and aspiration to all staff.

Robbins (2004) stated that most major corporations have a mission (or vision) statement, and globalizing corporations have an explicit global vision. The global visions were manifested in three themes examined here: brand, industry leadership, and organization. The brand narrative made connections between the global vision and people's experience of 'the good life' through brands.

Daniels, I., and Daniels, C. (1994) argue that creating a global business vision will require a disciplined process of three phases:

- Discovery, which entails validating and internalizing the rationale for undertaking the globalization process.
- Visualization, which involves describing the shared concept upon which the global vision can be built.
- Actualization, in which a global vision statement is created and driven through the organization.

Williams (2007) stated that when most dominant visions of the future of work, that is, are based on pinpointing a dichotomy and then ordering the two sides into a temporal sequence in which one immutably, inevitably and universally replaces the other overtime and such narratives achieve the status of facts about the future, then the need for critical text that cuts through such simplistic visions become apparent. Munroe (2003) points out vision are seeing the future before it's comes into being, it's a mental picture of destiny, and argues that the most powerful force in life is the force of vision.

Daniels, I., and Daniels, C. (1994) defines six strategic steps that that have to be taken during the globalization:

- Build a clear global vision.
- Target the client.
- Get an accurate reading of what clients need and the resources to reach it.

- Shift from isolation to partnership.
- Nurture global employees.
- Apply information technology to keep capacity high and costs low.

Robbins (2004) argued that that the global visions can be read as types of globalization narratives that are constructed in order to convince readers, including shareholders, employees, business partners and members of the financial community that globalization is beneficial for the firm. In this sense, there are types of global visions: Global Organizational Vision (GOV), and Global Leadership Vision (GLV).

3.5.1 GLOBAL ORGANIZATIONAL VISION (GOV)

The Global Organizational Vision (GOV) contains the most global ambitious dream of the organization. It provides a common vision of a desired and feasible future global situation, also the route needed to achieve it. It indicates what it wants to be essential for success, and which critical success elements make it unique. Values, principles, standards are also branch of global organizational vision. Organizations need vision, but just having a vision is not enough. Scott et al. (1993) stated that managing by vision allows a corporation to create its future.

A vision has to be transformed into action, in a method that produces the desired results, in this sense, Robbins (2004) stated that a global vision based on a collection of consumer brands or on one industry. This may be why a narrative is composed that focuses on organizing the firm for globalization, connected with serving a customer base.

The global vision, in contrast to global mission, is tied to a timeline. Rampersad and El-Homsai (2007) stated that an effectively formulated global vision guides personal ambitions and creativity, establishes a climate that is fertile for drastic change, strengthens the organization's belief in the future, and therefore releases energy in people, they from its collective global organizational ambition and have an important impact on the relationship between the employees and organization. Komiyama and Kraines (2008) puts forth vision 2050 as a comprehensive roadmap for global sustainability that could realistically be achieved 2050. Every company going global must clearly articulate and widely disseminate its global vision and aspiration to all employees (Daniels, I., and Daniels, C., 1994).

A successfully created global organizational dream shows people how their activities are contributing to larger whole. When they are working together towards strategic objectives, it often leads to higher performances. Because of this, they feel pride in creating a useful contribution towards sometime worthwhile. Rampersad (2009) stated that the global organizational mission and global vision direct an organization and function both as its compass and its road map. They also make employees proud of their organization, letting them focus on relevant activities and in turn create value for customers, thus eliminating unproductive activities. In organization without a global mission and vision; employees are exposed to ad hoc decision and short-term chances.

Robbins (2004) stated that the global visions can be read as types of globalization narratives that are constructed in order to convince readers, including shareholders, employees, business

partners and members of the financial community that globalization is beneficial for the firm.

The organization narrative emphasized ways of organizing or reorganizing the firm globally in order to capture more value for customers and shareholders (Sklair, 2001).

Robbins (2004) in some cases, there were combinations of all three themes in one global vision, but in practice one tended to be the narrative driver. Approximately 75% of the whole data set focused on organization, 25% on industry leadership, and 25% on brands. Daniels, I., and Daniels, C. (1994) stated that global vision has to go beyond words and slogans, it has to create a shared in all employees and guide employees decision making and action.

3.5.2 GLOBAL LEADERSHIP VISION (GLV)

Rigby and Johnson (2011) stated that developing a strategy and then working out how to reach the goals is not easy. However it's far more achievable if the leader has a clear vision of the future, also the tactic that leader use along the way many involve experiment and change but the vision is a constant. Scott, et al. (1993) stated that the leader of nowadays has a vision for tomorrow: a vision that's clear, achievable, motivating, and exciting.

Wootton and Horne, (2010) defines the 9s approach helps leader to rethink the future:

- Gather strategic intelligence.
- Assess strategic capability.
- Create strategic knowledge.
- Make strategic predictions.
- Develop strategic vision.
- Create strategic option.
- Take strategic decisions.
- Create and communicate market-led strategy.
- Plan and manage project to implement change.

In one hand, Global Leadership Vision (GLV) statement describes where global leadership wants to go. On the other hand, the values and principles that guide global leadership, and what he or she stand for, what want to help realize in his or her life. Global leadership vision helps a global leadership want achieve, the ideal characteristics they want to possess, and what are they ideal living environment, living environment, state of health, job situation, and so on. The formulation of global leadership vision is meant to improve his or her learning ability and thus enable to improve their managerial and behavior skills. Wibbeke (2008) stated that a visionary is a person who sees or knows what others do not see. The visionary people are wise (knowledgeable) and global leadership without a global vision are blind and ignorant (unintelligent). Similarly, Rampersad (2009) stated that such ignorance also applies to people with wrong personal vision that result in preposterous and useless deeds that create

misery for themselves and others.

The global marketplace needs to global leadership has a global clear global vision for the future in order to become successful global corporate. Daniels, I., and Daniels, C. (1994) emphasized that the global marketplace offers unimaginable opportunities for growth and profit, and here is a resource that provides executives a tangible understanding of the way to manage their corporations to become successful global corporations, sustainable future for companies in market please through its global leadership vision. Komiyama and Kraines (2008) stated that a sustainable future for companies that could realistically be achieved by 2050 through the application of science and technology through its global leadership vision.

Jokinen (2005) stated that the development of global competencies should be based on the global business strategy vision which determines what kind of global presence is desirable, how many and what types of international or global jobs, projects, task forces, and other types of interactions exist.

Belgard and Rayne (2004) stated that leaders who seek to shape the future are not driven by fear, but by vision. They recognize that in action is a choice that reinforces the status quo, so they have clarity about the future they seek, and they readily take action create movement toward it. The fear of hurting one's career, alienating one's network of friends, operating counter to the company's political norms, of making a decision that will be used against you at a later point in time, are all subordinate to moving toward the vision of tomorrow, also Lipto (2003) stated that vision is a basic shape of the future that allows an organization the flexibility of meaning to build orotund it, also it expresses optimism and hope about possibilities and desired future. In other meaning, vision guides the action an organization will take that their lives and work are intertwined and moving towards recognizable legitimate goals.

Dekker et al. (2005) point out effective perform a number of global leader roles like formulating and communication a shared global vision and facilitating multicultural and geographically distanced teams to the global strategy.

3.6 TOTAL QUALITY MANAGEMENT (TQM)

Practice and knowledge of Total Quality Management (TQM) are considered here one the necessary competences for global leadership.

Tarí (2005) stated that Total Quality Management (TQM) allows firms to obtain a high degree of differentiation and to reduce costs. Also Draghici and Petcu (2010) stated that the TQM approach is characterized by an orientation towards quality which helps to prevent problems and to produce continuous improvement of the existing situation. TQM can be studied from three different approaches: contributions from leaders, formal evaluation models and empirical research. Feigenbaum (1991) stated that the role of total quality control in attaining the necessary major improvements in both quality and quality costs. In this sense the total quality control in an effective system for integrating the quality-development, quality-maintenance, and quality improvement efforts of the various group in an organization so as enable marketing, engineering production and service at most economical levels which allow for full customer satisfaction.

Deming (1988) proposed 14 principles/points for effective quality management in organizations as follows:

- Create constancy of purpose toward improvement of product and service.
- Adopt the new philosophy.
- Cease dependence on inspection to achieve quality.
- End the practice of awarding business on the basis of price tag.
- Improve constantly and forever the system of production and service, and thus constantly decrease costs.
- Institute training on the job.
- Institute leadership.
- Drive out fear, so that everyone may work effectively for company.
- Break down barriers between departments.
- Eliminate slogans, exhortation and target for work force asking for zero defects and new levels of productivity.
- Eliminate work standards and MBO.
- Remove barriers that rob the hourly worker of this right to pride of workmanship.
- Institute a vigorous program of education and self-improvement,
- Put everybody in company to work to accomplish the transformation.

Crosby (1979) defined quality improvement program, including top and intermediate management commitment, quality evaluation, quality costs measurement, training, objective setting, employee recognition, a zero-defect philosophy and corrective action. José et al. (2004) the research shows both strengths and weaknesses, for none of them offers the solutions to all the problems encountered by firms, Dale (1999) TQM the mutual co-operation of everyone in an organization and associated business process to produce products and services, with meet on helpfully, exceed the need and expectation of customers. Tarí (2004) stated that Total Quality Management (TQM) includes components of tools and techniques for quality improvement with a number of critical factors.

Tarí (2005) stated that the common core of TQM formed by the following requirements: customer focus, leadership, quality planning, management based on facts, continuous improvement, human resource management (involvement of all members, training, work teams and communication systems), learning, process management, cooperation with suppliers and organizational awareness and concern for the social and environmental context. Regarding personnel policies (selection, training, appraisal and recognition and career development) managers were asked to indicate which policies had changed as a result of the

implementation of a quality system. Also he stated that customer-related issues and process management are the most important. Human issues and continuous improvement activities are the least implemented components; such aspects are, incidentally, only briefly dealt with by the ISO 9000 norm. ISO 9000 certified firms implement human aspects to a lower extent than technical ones, and that alongside with improvement, social concerns and quality planning are the weakest areas. In order to go beyond the ISO 9000 norm and advance towards Total Quality, certified firms should obtain a higher employee involvement and engage in wider planning.

Hill and Wilkines (1995) stated that the TQM and HRM go hand in hand, the latter being the basis for part of the important success of TQM. Moreover the TQM includes the links with HRM and the issues of incentives, empowerment and political barriers; the themes of instrumentalism and innovation. Similarly, Briggge and Keogh, (1999) stated that the total quality approach calls into question all the traditional approaches to HRM and argues for a more proactive people-focused approach in which HR professionals adopt total quality to become strategic partners in improvement and business planning.

At times, it has been found that TQM success depends critically on human aspects such as quality training, process improvement, and benchmarking do not generally produce advantage, but that certain tacit, behavioral, open culture, employee empowerment, and executive commitment can produce advantage. These tacit resources, and not TQM tools and techniques, drive TQM success, and that organizations that acquire them can outperform competitors with or without the accompanying TQM ideology (Powell, 1995). Total quality management permits companies to acquire the factors, within a renovation scheme aimed at improving quality and competitiveness. Then, ISO 9000 certified corporations must build these aspects in order to progress towards total quality management philosophy. Van der Wiele et al (2001) stated that one way of using the quality system to facilitate change is by working on improvement activities.

3.7 PRECEDENTS OF ANALYSIS OF GLOBAL LEADERSHIP COMPETENCES OF STAFF

3.7.1 WORKS DEALING WITH GLOBAL COMPETENCIES IN CONCRETE COUNTRIES

a) *Brazil, India and Nigeria (Lokkesmoe, 2009)*

Lokkesmoe, (2009), his study focused on global leadership competencies in three developing countries (Brazil, India and Nigeria).

In this study there was three secondary questions were developed as a means to explore the concept of global competencies more fully. One of Three secondary questions was "what skills or competencies do you feel are necessary to be an effective global leader?" Skills or competencies reported from general to specific, starting with the full list of items reported and concluding with the specific categories defined through the analysis process. The full list of skills Table 3.2 is rather extensive.

Personal competencies: These are either competencies an individual needs to develop for him/ herself, or to behaviors, traits, and attitudes that respondents identified as necessary to function effectively as a global leader.

Table 3.2: Skills identified for effective global leadership

Personal Skills, Traits, or Behaviors	Intercultural Skills, Traits, or Behaviors	Interpersonal Skills, Traits, or Behaviors	Professional Skills, Traits, or Behaviors
Acceptance Adaptability Admit/learn from mistakes Authenticity Charisma Creativity Curiosity Dependable Ethics Empathy Future orientation Hard work Honesty Humility Imaginative Inclusiveness Integrity Intuitive Interest in internet work Kindness Passion Persistent Positive attitude Realistic Recognize others' skill Resilience Respect Responsibility Risk taker Self confidence Energy Equity and fairness Example setter Extroverted Firm Flexibility Learn from others Listening Nonjudgmental Observe Open mindedness Patience Selflessness Sincerity Tolerance Trust Trust in God Vision	Appreciate diversity Broad perspective Cognitive complexity Cultural bridging Cultural sensitivity Global knowledge Respect other cultures Understand other Cultures	Communication Connect with people Networking Build trust with others Gain others' respect Nonverbal communication	Accountability Change advocate Empower others Envision the future Know when to act Negotiate/mediate Organizational skills Professional competence Purpose - drive for results Teamwork

Table 3.3: Top competencies identified for effective global leadership (By country, category, and rank)

Personal	Brazil	India	Nigeria
Open mindedness	✓	✓	✓
Flexibility	✓	✓	✓
Listening	✓	✓	✓
Observe	✓	✓	✓
Respect	✓	✓	
Adaptability	✓		✓
Admit & learn from mistakes		✓	✓
Learn from others	✓	✓	✓
Inclusiveness		✓	✓
Curiosity	✓	✓	
Ethical			✓
Humility			✓
Equity and fairness		✓	
Honesty			✓
Integrity			✓
Patience		✓	
Selflessness			✓
Tolerance	✓		
Interest in international work		✓	
Non-Judgmental			✓
Positive attitude			✓
Trust		✓	
Intercultural	Brazil	India	Nigeria
Understand other cultures	✓	✓	✓
Broad perspective	✓	✓	✓
Respect other cultures	✓	✓	✓
Cognitive complexity	✓	✓	✓
Cultural bridging	✓	✓	✓
Cultural sensitivity	✓	✓	
Global knowledge	✓	✓	✓
Appreciate diversity	✓	✓	
Interpersonal	Brazil	India	Nigeria
Communication	✓	✓	✓
Connecting with people	✓	✓	✓
Building trust with others		✓	✓
Non verbal communication		✓	
Professional	Brazil	India	Nigeria
Teamwork	✓	✓	✓
Professional competence	✓	✓	✓
Accountability			✓
Empower/inspire others to act		✓	
Purpose - drive for results			✓

✓ = country, category, and rank

Interpersonal competencies: These competencies focus on relating to others and building relationships with others.

Professional competencies: A global leader needs strong competencies in the area of his/her expertise as a baseline from which to begin.

Intercultural competencies: The core set of competencies identified as intercultural competencies are those that explicitly mention cultural or intercultural knowledge, attitudes, or behaviors.

Top Competencies: Because there was such an extensive list of competencies generated, respondents were also asked which were the most important. The 37 competencies identified as top competencies are listed in Table 3.3.

Table 3.3 summarized that the differences in perspectives on competencies needed for global leadership were between the three countries. This indicates that global leadership should consider these differences when dealing with people from these countries.

b) Belgium, Holland and the UK (Vloeberghs and Macfarlane, 2007)

This article defined the global leadership competence which applied in the private sector multinational companies headquartered in Belgium, Holland and the UK.

In this sense, the study carried out during early 2007 with a number of large private sector multinational companies headquartered in Belgium, Holland and the UK were approached. The companies were chosen for their global operation and industry diversity. The companies involved were in the following industries:

- Beverages and Confectionary.
- World Directories.
- Software Systems.
- Electronics.
- Hospitality Industry.
- Materials Technology.
- Cosmetics.
- Healthcare products.

For two of the organizations there existed a requirement that in order to move into the most senior grades, candidates had to have undertaken an expatriate assignment of 2-3 years duration or be willing to do so as part of their development into the senior grades. Asked how they defined global leadership competence, respondents listed a number of items as follows:

- Responsiveness, awareness and adaptability.
- Knows the business both technically and managerially.
- Drives for and obtains business results.
- Practical and realistic.
- Open, transparent, no games or politics.
- Takes major initiatives.

- Works through management teams and individuals.
- Builds the strength of their teams through diversity.
- Understands customer needs.
- Inspires and is an ear for all.
- Contextual awareness, sensitive and flexible.
- Demonstrates sensitivity through appropriate soft management skills.
- Aware of diversity, adapts communication style to demonstrate respect.
- Deploys vision with international clients.
- Able to deal with cross-cultural exposure, adapt and react in an appropriate way.
- Has an understanding of local employee needs.
- Intellectual receptiveness for differences in culture.
- Have leadership competencies that can be used in different country settings.

Only the last five items can be related specifically to global leadership while the other competencies listed can equally be applied to domestic leadership. However, two factors are worthy of note. The first is that this list represents a mix of individual competencies, e.g. ‘responsiveness, awareness and adaptability’, while others operate at a different level of extraction concerned more with behavioral outcomes, e.g. ‘has leadership competencies that can be used in different country settings’.

More importantly, when asked, only several respondents indicated that there were competencies specific to global leadership performance contained in their leadership profiles. These organizations had a ‘Global Leadership Profile’ that included nine categories of competence under three broad headings. Two of the broad headings and three of the areas of competence contained the following relevant global dimensions of leadership behavior:

- Have leadership competencies that can be used in different country settings.
- Implements world-class processes and systems that significantly improve business operations both locally and on a global scale.
- Considers the impact of decisions on both local and global operations and initiatives.
- Shows a profound interest in understanding how globalization creates both challenges and opportunities.
- Energizes others towards a global mindset.
- Is superior at building collaboration and teamwork across the local and global

organization.

- Works to ensure global best practices and innovations are utilized on a global basis.

While these do not describe global leadership at a level of individual competence, they are nevertheless valuable in defining the performance and behavioral outcomes necessary for their senior managers. When asked about their global leadership development practices respondents reported that they used the following activities:

- International Assignments/ 3-5 year postings.
- Leading Projects, sometimes international.
- Leadership talent pool.
- Mentoring.
- Coaching.
- Psychometric assessment.
- External hire (ready talent) vs. internal talent development.
- Job rotation.
- Succession planning.
- Leadership development.
- Action learning.
- Continuous feedback.
- Cultural sensitivity training.
- Cultural skills assessment.

c) Mexico (Murphy, 2006)

This article provides a new view of the reward and promotion practices within Mexican companies and relates that view to the development of global managers. Mexican companies, when compared to US firms, appear to place more emphasis on administrative management skills than on leadership skills. In addition, they place less emphasis on developing international expertise.

This article explores the global orientation of Mexican executives along several dimensions and thus provides insight into the global leadership potential in Mexican firms. Top management establishes the evolutionary direction and climate of a company. Consequently the experiences and attitudes of those individuals are of critical importance to the long-term viability of the firm. One indicator of global leadership potential is the criteria that are

considered when a decision is being made to promote an individual to a top management position. The importance of leadership competencies and international experience and perspective in the promotion decision can be seen as signals of the leadership style and global orientation of the company.

Another indicator of leadership potential and global orientation is the mix of training programs that are used to groom individuals for positions of high responsibility within a company. Further, companies are unlikely to develop global leaders if they fail to provide international experiences and professional training to mid-level managers as they prepare them for positions of increasing responsibility. Performance evaluation metrics, including international performance metrics, which are used to structure rewards and compensation packages can provide an additional indicator of the importance of international successes within a company and consequently may be an indicator of the potential for global management. Finally, the importance of various career paths within a company may provide an indication of the salience of international business preparation within Mexican firms.

Promotion criteria

The executives were asked to rank order from 1 (most important) to 20 (least important) the 20 different criteria that could be used to decide whether or not to promote an individual to a top management position in their company. Mean criteria scores are presented in Table 3.4.

Table 3.4: Different criteria between Mexico and USA

Criteria	Rank in Mexico	Rank in USA
Ability to make hard decisions	1	7
Administrative ability	2	
Top management potential	3	2
Open mindedness	4	
Ability to get along	5	4
Technical competence	6	3
Leadership ability	7	1
Emotional stability	8	
International perspective and experience	9	
Years of experience	10	
Interpersonal skills	11	5
Return on investment	12	6
Personal prestige within the company	13	
Respect for others	14	
Family or political connections	15	
Personal prestige outside the company	16	
Motivation to learn	17	
Age	18	
Flexibility	19	
Sensitivity	20	

Notes: 1 = most important to 20 = least important.

The five most important decision criteria, as determined by mean scores, were: ability to make hard decisions, administrative and managerial skill, top management leadership potential, open mindedness, and interpersonal skills. Several executives wrote that, while the

criteria listed on the instrument were important, they thought that loyalty and discretion were the two most important criteria for promotion to a top management position. The five most important decision criteria as determined by the number of times each criteria was selected as most important (score = 1). The top five criteria as determined by the number of “first place votes” were: administrative and managerial skills, ability to make hard decisions, top management potential, and technical competence and years of experience (tied).

The author identified six different global leadership competencies: communication skills, motivation to learn, flexibility, open-mindedness, respect for others, and sensitivity. As shown in Table 3.4, only open-mindedness ranked in the top five of the important leadership abilities as ranked by the Mexican executives. Flexibility and sensitivity, on the other hand, were ranked at the bottom. There are several interesting differences and similarities between the attitudes of the Mexican and US executives. It appears that Mexican executives place greater importance on administrative skills and orientation while US executives place greater importance on leadership.

d) Conclusions

The major aim of this section was to identify to review papers dealing with the differences global leadership competencies between countries in the studies field. The below Table 3.5 summarized the global leadership competencies that are considered more important in the different countries according to the mentioned research works.

Table 3.5: Summarized the global leadership competencies in different countries

N	Countries	Global leadership competencies by countries
a)	<i>Brazil, India and Nigeria</i> (Lokkesmoe 2009)	Personal competencies includes: Open mindedness, Flexibility, Listening, Observe and Learn from others (Brazil). Intercultural competencies includes: Understand other cultures, Broad perspective, Respect other cultures, Cognitive complexity, Cultural bridging, and Global knowledge (Brazil and India). Interpersonal competencies includes: Communication and Connecting with people (India and Nigeria). Professional competencies includes: Teamwork and Professional competence (Nigeria).
b)	<i>Belgium, Holland and the UK</i> (Vloeberghs and Macfarlane, 2007)	Have leadership competencies that can be used in different country settings. Implements world-class processes and systems that significantly improve business operations both locally and on a global scale. Considers the impact of decisions on both local and global operations and initiatives. Shows a profound interest in understanding how

		<p>globalization creates both challenges and opportunities.</p> <p>Energizes others towards a global mindset.</p> <p>Is superior at building collaboration and teamwork across the local and global organization.</p> <p>Works to ensure global best practices and innovations are utilized on a global basis.</p>
c)	<i>Mexico</i> (Murphy, 2006)	<p>Leadership ability</p> <p>Open mindedness</p> <p>Technical competence</p> <p>Ability to get along</p> <p>Interpersonal skills</p> <p>Return on investment</p> <p>Ability to make hard decisions</p>

In the case of Brazil, India and Nigeria (Lokkesmoe 2009) it is reflected that there are different priorities between the three countries. According to personal competencies, the respondents from:

- Brazil they prioritize is adaptability and tolerance in personal competencies as necessary to function effectively as a global leader.
- India is identified adaptability, admit and learn from mistakes, equity and fairness, patience, interest in international work and trust in personal competencies as necessary to function effectively as a global leader.
- Nigeria, the main issues are admit and learn from mistakes, ethical, humility, integrity, and selflessness, non-Judgmental and positive attitude were identified in personal competencies as necessary to function effectively as a global leader.

It is important to note that the responses from Brazil and India are similar in the adaptability competency. India and Nigeria are also similar in admit and learn from mistakes competency as follows:

- a) According to intercultural competencies the respondents from Brazil and India are similar in cultural sensitivity and appreciate diversity competencies. These competencies are not considered necessary for the respondents from Nigeria.
- b) According to interpersonal competencies the respondents from India and Nigeria are similar in building trust with others competency. These competencies are not considered necessary for the respondents from Nigeria. On the other hand Non-verbal communication is more important competency for the respondents from Nigeria than from Brazil and India.
- c) According to professional competencies the respondents from Nigeria stated that accountability and purpose - drive for results competencies are more important. While

empower/inspire others to act competency is important for the respondents from India.

Whereas in case of Belgium, Holland and the UK (Vloeberghs and Macfarlane, 2007), It is clear that these competencies are similar by these three Western countries. These countries are focused on the following competencies: leadership competencies, ability to implement world-class processes, initiatives, understanding how globalization creates challenges and opportunities, a global mindset, building collaboration and teamwork across the local and global organization and works to ensure global best practices and innovations are utilized on a global basis.

The case of Mexico (Murphy, 2006) reflects several interesting differences between the attitudes of the Mexican and US executives. It appears that Mexican executives place greater importance on administrative skills and orientation while US executives place greater importance on leadership. In spite of this, the differences doesn't reflect a deep distinguish between the values in the two countries.

3.7.2 CASE STUDIES

a) *3M (Alldredge and Nilan 2000)*

This article describes the development of an executive-level global competency model at 3M. The work on this model was completed in partnership with the company's top executives and a global team of in-house professionals. The competency model itself consists of 12 competencies. The applications for the work include the assessment of the level of readiness of candidates for the company's top 500 global positions, development of incumbent executives, and improved objectivity in the placement of future leaders.

In this article, the authors outline 3M's response to the environmental challenges that necessitate strengthened leadership. Also details the creation of a 3M template of global leadership competencies for use in assessment, development, and succession. The principal driver at 3M for the creation of this leadership model is the need of the organization to survive and grow. A secondary motive was the ever-pressing demands of succession planning. At 3M, placing the right people in the right jobs at the right time is complicated by the diversity of businesses and by the company practice of promoting from within. The fact that it takes years to develop the understanding necessary to function effectively within 3M's breadth of businesses and technologies encourages promotion from within.

Key openings that provide development and the opportunity for growth of leaders, therefore, must be managed as the rare jewels they are. Thus, the intended applications of the leadership model were:

- Accurate assessment of leadership capability.
- More effective development of talent within the organization.
- Selection and placement of leaders into key positions.

Overview the company

3M is roughly a 100-year-old company, with approximately 40 business divisions as well as

many departments and subsidiaries, involved in the manufacture and sales of an unusually wide array of products. In addition to the core businesses, which manufacture tapes and abrasives, the company also produces and sells products in markets as diverse as printing, health care, automotive, construction and home improvement, office supplies, transportation, and specialty materials.

3M has enjoyed a reputation as an organization that fosters innovation and new product development. It accomplishes these while maintaining a culture where there is:

- A high level of loyalty to the company among employees.
- Encouragement to take risks on new ventures, often outside the scope of their approved projects.
- Leadership and management talent within the enterprise.
- High job stability.

The company often invents a product and then dominates that market. New products seem to have flowed continuously while the company has used patent protection to its full advantage. 3M's technical community operates much like an academic environment where both applied and basic research are shared openly and technologies are available freely across business units. New technologies are created or adapted as a direct result of informal networks that can be traced back to internal technical conferences. Learning through personal experiences with customers or from experimentation has lent strong credibility to discoveries.

The result of this learning is the development of a culture in which direct 3M experiences are often perceived as necessary for validation of insights and findings. This aspect of the culture has helped create an intensely independent attitude throughout the company.

Models of Leadership Competencies

This intensely independent attitude has resulted in the desire of 3M management to create a customized model of leadership competency rather than accepting an existing model. After all, innovation is a core competence at 3M; employees "tinker" constantly with products, systems, and ideas from whatever source. It is because of this dynamic innovation that 3M management decided to develop a *3M-specific* leadership competency model.

The original work on the development of this customized model of leadership competency started in 1986. At that time, the goal was to identify competencies necessary for success in general manager positions. A group of vice presidents (executive, group, division, staff, and international) met periodically to identify and articulate competencies required for successful general management at 3M. Through ongoing dialogue and enhancements, a basic competency model evolved.

During the next nine years, that early work was implemented and used initially in succession planning. Later on, the application of the model broadened to include assessment of incumbent capabilities and succession candidate readiness and development. Concurrently, human resource professionals and executives continued to work on refinements of the

leadership competencies and supporting materials.

In 1995, as a result of continuing concerns about the depth of leadership bench-strength for the top executive positions, the Vice President of Human Resources involved the talent of participants in a global conference of the top HR professionals to identify leadership selection, assessment, and development as the number-one priority in HR.

Leadership Competencies in 3M Company

According to (Alldredge and Nilan 2000) the Leadership Competencies in 3M Company as follows:

❖ Fundamental:

Ethics and integrity: Exhibits uncompromising integrity and commitment to 3M's corporate values, human resource principles, and business conduct policies. Builds trust and instills self-confidence through mutually respectful, ongoing communication.

Intellectual competence: Assimilates and synthesizes information rapidly, recognizes the complexity in issues, challenges assumptions, and faces up to reality, capable of handling multiple, complex, and paradoxical situations, and communicates clearly, concisely, and with appropriate simplicity.

Maturity and Judgment: Demonstrates resiliency and sound judgment in dealing with business and corporate challenges, recognizes when a decision must be made and acts in a considered and timely manner, and deals effectively with ambiguity and learns from success and failure.

❖ Essential:

Customer orientation: Works constantly to provide superior value to the 3M customer, making each interaction a positive one.

Developing people: Selects and retains an excellent workforce within an environment that values diversity and respects individuality, promotes continuous learning and the development of self and others to achieve maximum potential, and gives and seeks open and authentic feedback.

Inspiring others: Positively affects the behavior of others, motivating them to achieve personal satisfaction and high performance through a sense of purpose, and spirit of cooperation.

Business health and results: Identifies and successfully generates product, market, and geographic growth opportunities, while consistently delivering positive short-term business results. Continually searches for ways to add value and position the organization for future success.

❖ Visionary:

Global perspective: Operates from an awareness of 3M's global markets, capabilities, and

resources, and exerts global leadership and works respectfully in multicultural environments to 3M's advantage.

Vision and strategy: Creates and communicates a customer-focused vision, corporately aligned and engaging all employees in pursuit of a common goal.

Nurturing innovation: Creates and sustains an environment that supports experimentation, rewards risk taking, reinforces curiosity, and challenges the status quo through freedom and openness without judgment.

Building Alliances: Builds and leverages mutually beneficial relationships and networks, both internal and external, which generate multiple opportunities for 3M.

Organizational Agility: Knows respects, and leverages 3M culture and assets, leads integrated change within a business unit to achieve sustainable competitive advantage, and utilizes teams intentionally and appropriately.

Global Perspective in 3M Company: Behaviors:

Also the authors disrupted that the global perspective in 3M Company as follows:

- Respects, values, and leverages other customs, cultures and values. Uses a global management team to better understand and grow the total business; able to leverage the benefits from working in multicultural environments.
- Optimizes and integrates resources on a global basis, including manufacturing, research, and businesses across countries, and functions to increase 3M's growth and profitability.
- Satisfies global customers and markets from anywhere in the world.
- Actively stays current

b) *Consumer Products Company (Conner, 2000)*

This article focuses on the consumer products company that has proven itself a leader in global leadership describes how the company is developing its leaders around the world were made over a period of several years, during which time the author' participant in the decision making process and an outside observer of operation system.

Overview the consumer products company

In the early 1990s, the senior leadership team of a Fortune 200 global consumer products company began to question whether the management pipeline that had always delivered the company's new executives would have the breadth to support the planned global expansion While the company's current general manager (GM) population was about 60 people, estimates predicted that 30 to 33 new general managers would be needed between 1996 and 2000 to run operating units around the world.

A key operating position, the general manager is responsible for all aspects of a geographic unit including such functions as marketing, sales, finance, human resources, and

manufacturing. Each GM, together with a team of functional executives, is responsible for a specific business unit.

Although the number of people required filling these positions may not have seemed too high, there was serious concern that the company might face a shortage of people who had the required skills and capabilities and who were willing to move to accept these important operating positions. If this shortage were to happen, it could put the company at a disadvantage in the global marketplace.

Driving the need for new global leaders were a number of factors. In the last five years, the company opened 23 new locations in developing markets such as Eastern Europe, Africa, and Asia. The current pool of general managers was aging, and almost a third were close to retirement age. Promotions and transfers had also created several vacancies.

Additionally, there were some current realities that the company needed to face in attracting and keeping its talent. First, there was the issue of dual career families.

Increasingly, managers were not greeting the prospect of international assignments with as much enthusiasm. More and more, a manager's reluctance to relocate was related to the needs of a dual career family.

Second, it was increasingly difficult to find people willing to move to high growth markets. Generally, these assignments were in less attractive locations such as Nigeria, Ukraine, and Vietnam. While in the past, few managers declined the opportunity to move to new assignments in other countries, high potential managers were increasingly reluctant to move to less developed areas. If this were not enough, the managers who were willing to relocate were increasingly sought out by competitors who lacked their own pools of experienced international leadership talent.

Finally, the skills and knowledge needed were changing. Accelerating globalization, emerging technology, and intense competition were requiring global leaders with skills and knowledge that were not required or developed in even the recent past. Consequently, many of the potential people for these new assignments did not have the required skills and experience.

These internal and external pressures convinced the senior leadership team to rethink how the company was going to continue growing its pool of global leaders. In early 1995, the Chief Executive Officer (CEO) challenged the head of human resources to address the company's future leadership development needs.

The skills and competencies of global leaders

Face-to-face in-depth interviews were conducted with 20 senior managers to better understand the global leadership development challenges facing the company. During interviews with the senior executives not only provide practical information and insights on global leadership development practice and philosophy, but also gave the interviewees the opportunity to describe a profile of the skills and competencies needed by leaders working in a global company as follows:

Business savvy competencies: Global leaders are results driven, and they achieve outstanding business results. Because business problems have become complex, global leaders have a broader view of the business and the world. They have an extensive knowledge of the business including sales, marketing, finance, manufacturing, and other areas. This knowledge supports their decision-making. Given that a major challenge is dealing with constant change, global leaders adapt well to new situations, new cultures, and new bosses.

Ability to Influence in the others: They know how to tap into and leverage corporate resources including formal and informal networks. Given the need to work together to solve business problems, they know how to use teams. Global leaders know how to work well with others, and they have strong influencing competencies. Their communication competencies are excellent, extending upward, downward, and laterally. As a result, they use these competencies to ensure that people understand and support where the business is headed.

Ability to understand the global marketplace and have a high degree of cultural sensitivity: Technology has made the world smaller for large companies so global leaders have a global perspective and understand the global marketplace. They have a high degree of cultural sensitivity. For instance, when they move to a new country, they make a serious effort to fit in and respect the culture. They are eager to learn the language.

Global Leaders have strong global vision for the future: They talk about global vision, purpose, and values with clarity. They can be counted on to do what is right. Should they be pushed to do something they oppose, they aren't reluctant to resist. They understand that there are changing employee expectations. They inspire trust in others, and they value and respect the differences each person brings to the workplace. Global leaders with strong character meet commitments, act consistent with their words, and are interested in the well being of others. They use their power and influence to benefit the organization rather than for personal gain.

Ability to motivate people: Global Leaders understand that employees want direction from above, and they want opportunities for growth and development. Global leaders lead in a way that inspires and motivates. They have vision, and they communicate a clear sense of direction. They are role models for others. They know how to build and lead their teams. They are comfortable with conflict and they know how to constructively deal with conflict among their people.

Ability to understand international competition: Global Leaders understand that international competition is challenging companies to act faster and smarter. Because customers and consumers are demanding quality, lower prices, and speed, global leaders put greater emphasis on new product development, standardization of business processes, and speed to market. They are creative individuals who encourage others to be innovators. They challenge the status quo, and they take risks. Because they seek results, they have become skilled at overcoming obstacles. They also have a sense of urgency that inspires them to take initiative and to do things fast. Most important, they are self-starters committed to their work.

c) Xerox (*The European Centre for the Development of Vocational Training, 2001*)

According to the European Centre for the Development of Vocational Training (2001), competence and human resource development in multinational companies in three European

Union Member States a comparative analysis between Austria, the Netherlands and the United Kingdom European, Centre for the Development of Vocational Training. Related to global leadership competencies, and address to the competence concept of Xerox:

Xerox defines core organizational competences as ‘a set of capabilities embodied in physical, human, institutional and financial assets that are essential to the conduct of, and attainment of, corporate objectives’, whereas personal or individual competence is defined as ‘the power of being able to perform a task or activity within the context of one’s role’.

At one level, these definitions of core organizational and individual competence clearly indicate that Xerox views business objectives and human resource development objectives as being closely integrated with one another and with organizational context. At another level, they indicate a shift away from traditional views of competence as a set of qualities or attributes that are possessed by individuals and closely related to job definition and job hierarchy. Xerox, therefore, has started to view competence in relational terms. In other words, the company has recognized that competence development is as much dependent on individual self-effort as it is upon the creation of an organizational context that facilitates individual and organizational learning and development. The main competencies in the Xerox Company as follows:

- Able to achieve company strategic goals.
- Capable to creativity.
- Creating a learning organization, is aware of the fact that only adequate employee competences can ensure customer satisfaction and high performance.
- Understanding emphasis for product-specific knowledge.
- Understanding emphasis for applying TQM.

The employee can decide by himself how to achieve his goals; the work atmosphere should allow creativity and individuality. These Xerox principles of the competence concept cannot be understood without taking into account the company philosophy and its strategic goals. The four main strategic company goals are:

- Customer satisfaction and loyalty.
- Employee motivation and satisfaction.
- Increase in market share.
- Improvement of financial performance.

Xerox, by understanding itself as a learning organization, is aware of the fact that only adequate employee competences can ensure customer satisfaction and high performance.

Moreover, Xerox considers its employees as (internal) customers, a point of view that stresses once more the close relationship between individual satisfaction and competences. These principles are the same in Austria, UK and the Netherlands and only the way they are handled

differs notably between these countries. Additionally, further assumptions on the nature of learning could be identified with Xerox UK:

- Learning requires opportunities to reflect on experience and try out new ideas.
- Learning depends on participating in, and discerning the rules and protocols of, the 'community of practice' which has produced the ideas they come across.
- Learning requires access to opportunities to participate in 'stretching' and 'low risk' activities.
- The work environment has to be actively managed to support performance incentives and to develop appropriate behavior.

Xerox has an extremely pragmatic view of training organization. It is very demand-oriented and there is no possibility of indiscriminate all-round distribution. This means that there are no sporadic or general training courses but optimized coordination and organization of learning contents, places and types according to explicit, non-product-specific knowledge is acquired to a great extent through self-instruction so that seminars are based on already existing knowledge.

Emphasis for product-specific knowledge is on on-the-job training because of the high practical component of that knowledge; Xerox tries to avoid off-the-job measures such as the distribution of manuals. In general training; is done nationally except for matters of very specialized knowledge. Subsidiaries are quite free in the organization of their training and receive just a few recommendations from the parent company.

International knowledge management is realized in a special organization which is called the 'industry solution organization' (ISO) and which reports directly to the chief executive officer of the European headquarters. The task of the ISO managers is to collect case studies from all countries, to examine them, and to develop improvements with the help of Xerox products.

To match the various requirements of the company, Xerox is divided into strategic fields and is based on a mutual exchange of information between these areas and the parent company. The transfer of knowledge can be in both directions, from the parent company to the subsidiary and vice versa, although the latter happens quite rarely and mostly in the form of 'best practice' case studies.

The ISO is using not only products but also know-how, services and IT-knowledge - and distributes them, again internationally. The subsidiaries have then to adapt these solutions as best they can. So knowledge transfer within the subsidiaries is not based on classical, international training but on the diffusion of 'best practices'. Additionally, general informal contacts between subsidiaries support knowledge transfer, at least between companies of comparable size, structure, and similar geographic location.

d) (Sinclair and Agyeman, 2004)

IKEA defines its mission as selling furniture of quality and style at prices normal people can afford. The company was founded in 1943 in Sweden by Ingvar Kamprad. What started as a

small enterprise selling pens, wallets and nylon stockings has since seen dramatic global expansion and success. Today IKEA has 203 home furnishing stores in 32 countries on four continents. Last a few years the firm printed 131 million copies of its catalogue in 23 languages, 347 million people visited IKEA stores and sales topped 12 billion euro (\$15 billion). IKEA was ranked the sixth most important brand globally in the 2003 Reader's Choice Brand of the Year Survey and the top brand for Europe and Africa. IKEA is rated as one of Fortune's top ten companies to work for (Fortune, January 2004).

The IKEA Group is registered as a non-profit foundation. It consists of more than 200 companies, including most IKEA retailers (who all operate under a franchise), the product development centre IKEA of Sweden, and trading and wholesale companies.

This article was conducted with four representatives from the Purchasing function of IKEA. IKEA has 43 trading service offices in 33 countries and around 1,600 suppliers in 55 countries. The purchasing function is responsible for finding new suppliers, testing new ideas, negotiating prices, and monitoring production in terms of quality and the social and working conditions among suppliers. They are also heavily involved in the supply chain. Suppliers deliver to twenty warehouses that serve the stores.

Company overview

In 1963, twenty years after the company was founded, IKEA opened its first store outside Sweden, located in Oslo. The 1970s saw expansion outside of Scandinavia as stores were opened in Switzerland, Germany, Australia, Canada, Austria and the Netherlands.

IKEA also started to look for suppliers as well as customers outside of Sweden, initially due to threats of a supplier boycott instigated by other Swedish furniture dealers who felt that IKEA was undercutting their prices. The steady expansion continued throughout the 1980s with stores opening in France, Belgium, USA, UK and Italy. By the end of the 1990s IKEA had 53,000 co-workers across a global network of over 150 stores in 29 countries on four continents and their exponential growth has continued since then.

Global leadership in IKEA Purchasing

The Purchasing function of IKEA is led by a Global Management Team of eight people, consisting of four Regional Trading Managers and leaders of HR, Business Strategy, Purchasing and Raw Materials. This group is responsible for strategy and steering of the purchasing function. They report to the Purchasing Manager in IKEA of Sweden. They are located all over the world and travel frequently to meet face-to-face.

The global purchasing operations for IKEA are divided into sixteen trading areas that consist of one or more countries. These are led by locally based management teams with functional and operational responsibilities. The travel required by leaders depends on the number of countries in the trading area. Each trading area is coordinated by a board consisting of the trading area manager, a chair (who is one of the four Regional Trading managers on the top team) and a selection of other managers selected by the chair (i.e. the area retail manager, managers of particular materials specialist to that area, etc). These managers are located in different parts of the organization and travel to meet each other. The sixteen trading area boards meet collectively with the global management team to set and review strategy and

performance.

The leaders in the purchasing function of IKEA (including at the trading area level) are almost exclusively male. About eighty percent are Swedish (and this proportion increases at the top level). Most leaders are in their early forties. IKEA is looking to increase the diversity of its workforce as a whole and particularly its leaders. There is an increasing focus on recruiting locally and breaking the Swedish male pattern.

Company's strategies for effective global leadership

According to Sinclair and Agyeman (2004), Company's strategies for effective leadership focus around several themes:

- *Setting strategic direction and managing change:* Through focusing on inclusion, participation and flexibility whilst also attempting to speed up decision-making.
- *Identifying leadership requirements:* Through the involvement of HR in all business plans and the development of leadership dimensions.
- *Strategies to identify and attract leaders:* Through leadership assessments, a new graduate program and efforts to attract more diverse people.
- *Development strategies:* Which include a strong focus on IKEA culture, self-reflection, individual responsibility for development and efforts to maintain a focus on the global business purpose.
- *Corporate citizenship:* Placing a strong emphasis on ethics and values and responding very quickly to potential threats to its reputation.

Leadership development strategies

According to Sinclair and Agyeman (2004), Leadership development strategies as follows:

Self-managed approach to development: IKEA takes a self-managed approach to leadership development. Individuals are therefore expected to take responsibility for their own personal and professional development and seek or request programs or other opportunities they or their teams require. IKEA also organizes set programs for leaders.

Instilling IKEA culture: There is a strong focus on the IKEA culture and values in leadership development. All managers are expected to take a weeklong cultural-orientation course called 'The IKEA Way', always attended by the CEO and often by Kamprad, the founder. Leaders are also expected to attend culture days. Those who do not model the IKEA values are treated seriously. Examples were given of managers who were fired because they didn't respect their co-workers.

Cross-cultural training: Cross-cultural training has been organized for foreign nationals working in other countries. In China particularly the company has been working with educating and training managers to understand and deal with cultural differences. IKEA is aware that some of its managers have found it very challenging working with people of different nationalities. There is however a feeling that sometimes this is not just to do with

cross-cultural differences but also in how these individuals approach people and relationships generally.

Leadership skills: IKEA organizes various leadership and management program internally and externally, including the 'My Conscious Leadership' program. This brings leaders from all over the world together for a few days at a time. The program focuses on the leader as a person, their needs and values, and how these influence the way they act as leader. They discuss how they should lead and behave in their daily work and towards their co-workers in order to develop them, set a good example and nourish the IKEA corporate culture. It aims to dig deep into each and every individual, increasing self-awareness through exploring strengths and weaknesses and creating more 'conscious' leadership.

Support for leaders: Leaders are expected to have a coaching relationship with their own manager and turn to them for support. IKEA has also provided opportunities for external coaches and psychologists to meet with groups or individual leaders to talk about their leadership and business. These initiatives tend to occur on an ad hoc basis when a need is identified. Individuals are expected to make the case for their development.

Maintaining focus on the global business purpose: In order to encourage a focus on the global business purpose, IKEA maintains an old tradition known as 'Anti Bureaucratic weeks.' Everyone in a management position is expected to work in a store on the shop floor for at least a week once a year, greeting the customers, handling the goods, etc. This tradition has several benefits. It focuses leaders on the purpose of IKEA, maintains a strong customer focus and encourages understanding of and support for the people in the store. It also serves to encourage humility in the leaders.

Some countries also run an initiative known as 'Octopus', where leaders and co-workers sample IKEA products from a customer perspective, rather than from the perspective of a technician who knows the product well. They construct flat packed furniture; see how easy it is to do, check for faults, and consider whether they as customers would buy the product.

How global leadership differs

The leaders all felt that global leadership differs from leading within borders because of the increase in diversity that accompanies it. The need to understand different cultural working patterns, views and values made it more challenging. Attitudes to risk and responsibility, responses to feedback, work ethics and expectations of leaders were all reported to be subject to cultural differences and leaders found they needed to modify their approach and behaviors accordingly. Some cultural clashes or mistakes (e.g. 'inviting people to a meeting when it's the most holy day in China') could be easily avoided through information seeking. Clashes in values or expectations were more difficult to deal with. In dealing with these clashes the leaders tried to understand the values and reasons behind people's behaviors and explain their own values and reasons.

The remote nature of global leadership also makes it different. Leaders emphasized the necessity of operating on trust. Trust was particularly required regarding process issues, including how local managers take 'people responsibility' and represent IKEA. Leaders attempted to develop trust through constant dialogue with co-workers, talking, helping, supporting and challenging them.

Challenges of operating globally

Sinclair and Agyeman (2004) stated that, as well as the inevitable challenges of working across different cultures, languages, time zones, communications access and infrastructure, operating globally presented the global leaders with other challenges. They mention the challenges that follow:

Speed of decision-making. Leaders felt that the increased size of IKEA as it has expanded globally has resulted in slowing down the decision-making processes. This is being addressed through restructuring but there was also a feeling that a clearer strategy was required to clarify responsibilities and avoid misunderstandings.

Supply chain inefficiencies. Operating globally has also presented IKEA leaders with greater diversity in terms of efficiency, technology and approaches of suppliers and supply chains. One leader expressed frustration at working with suppliers who operated with low technology, were inefficient, poor at meeting deadlines and not open to discussing how to operate more efficiently. The leader did not give up however, taking representatives to factories in Sweden to see how things operated there both in terms of efficiencies and corporate social responsibility.

Creating alignment throughout the business. IKEA's global expansion strategy requires heavy investment in new markets where a return is not expected in the short-term. Leaders are faced with explaining to the rest of the company, which is subsidizing these new initiatives, why they are investing in these parts of the world. Getting the support of the whole company behind the expansion is seen as key.

Key competencies required for effective global leaders in IKEA

Sinclair and Agyeman (2004) reported that the competencies emphasized as most critical for global leaders in IKEA included:

- Intercultural Competence.
- Global Mindset.
- Strategic Thinking.
- Crisis Management.
- Political Astuteness and Savvy.
- Personal Character.
- Improvisation.
- *Developing effective leadership*

Sinclair and Agyeman (2004) stated that the leaders reported on aspects of their development that most helped in their global leadership roles.

Understanding the business and context: All the leaders had spent their whole career in IKEA, working in different parts of the business in different roles. This had been useful in broadening their experience, giving them contact with different people and increasing their understanding of the business.

Cross cultural sensitivity: Leaders who had worked in different parts of the world felt it had been *the* most important learning or development experience contributing to their effectiveness as a global leader, whilst IKEA does offer cross-cultural training programs.

Training and development

The leaders had and continued to take part in IKEA culture training, formal management and leadership programs within IKEA. Some had also participated in external management courses abroad.

e) Lease Corporation Ltd (Sinclair and Agyeman, 2004)

This case study looks at global leadership in Lend Lease, exploring what it means and looks like in practice, how it is deployed and what organization strategies are used to facilitate its success. The case study also explores the practitioner view, examining deployment on the ground by talking to global leaders themselves to find out what individuals actually do and what challenges, opportunities and personal strategies are being employed to ensure effectiveness.

Lend Lease Corporation is a Real Estate Services business that includes in its core portfolio property development, property management, project management and construction services, urban regeneration and fund management. The organization, which was formed in 1951, has grown significantly to its current global group of companies and expanded range of property services. This growth has been achieved organically and through a series of mergers and acquisitions, including the acquisition of Bovis (which provides its construction services and project management) to form Bovis Lend Lease. The company is listed on the Australian Stock exchange, its home country market, and operates in over forty countries globally.

The group has developed, constructed and managed real estate assets around the world for over 45 years, from office towers, hospitals and airports to shopping centers, pharmaceutical facilities and residential communities. Lend Lease have created many landmarks for the public sector and private enterprise. In the UK an example of this is the design and building of the Blue Water shopping complex. It has won numerous awards for its real estate projects including International Education Awards and topped the financial services sector of the Dow Jones Sustainability Index in 2002.

The group has 9090 employees worldwide and operates in over forty countries with the majority of its operations focused on its core markets of USA, Asia Pacific, and Europe, the Middle East and Africa (EMEA). Its presence in Europe includes the UK where its headquarters have been located until recently. Lend Lease leverages its scale to maximize global and regional synergies, while remaining sufficiently flexible to adapt to individual markets. The company's global leadership population is made up of approximately 100 employees as follows:

- A top Executive team who lead and steer the whole business worldwide – made up of eight people inclusive of the CEO/MD.
- Global functional leaders - twenty people who focus on enabling synergies within the business to be maximized while developing and working with regional colleagues to implement service standards across the globe.
- Regional Senior Managers – located in the three key regions of USA, EMEA and Asia Pacific.

These people are the commercial regional arm that manage service and project delivery. Leaders in this category are primarily focused across a number of countries within their region but are also required to be globally aware and responsive.

The gender mix of these teams includes ten women senior managers. A new ‘Women’s Mentoring’ initiative is designed to increase the number of female executives in the future. The cultural mix is more limited as the majority of the global populations are Caucasian. Steps are being taken to diversify this population through a broader selection approach to identify talent across the globe.

The average age of global leaders ranges from thirty to forty years old, with the majority typically serving a long apprenticeship in the industry and moving up progressively to larger projects within their particular specialism. New blood is typically bought in through graduate level intake.

Lend Lease has developed a significant regional structure, which leads and manages the business overseas. There is some indication that the functional global structure, which is situated primarily within headquarters, operates more as a global overlay to what is predominantly a regional structure. Lend Lease is currently in the process of restructuring.

Challenges and opportunities of global leadership in Lend Lease

How to lead and manage change in the next few months is one of the most visible challenges that Lend Lease is grappling with currently. Whilst Lend Lease as a group has seen many significant changes over the years as it has grown, internally it has been relatively slow to change and remains a fairly traditional and project oriented business.

As a result the recent large-scale internal changes, which will affect locations of functions, especially global headquartered teams, present significant challenges to the organization in managing this effectively to achieve its change goals.

At the same time, the planned move of the headquarters’ location to Australia presents opportunities to increase its profile in the Asia Pacific market and hence its market position. Within the changes being implemented, there is perhaps opportunity to capitalize on the open and collaborative culture within functions and look for ways to increase the use of these behaviors across functions.

Global leadership in Lend Lease (Sinclair and Agyeman, 2004)

Sinclair and Agyeman (2004) stated that Lend Lease does distinguish between global leaders

and other more nationally focused leaders. Effective global leaders in Lend Lease will have the ability to identify synergies and move resources and learning to where they are needed to provide global competitive advantage. This will include:

- Sharing knowledge and expertise across the globe.
- Effective global leaders also have an understanding of what is happening in the worldwide markets that Lend Lease operates in and are able to make the critical connections with what trends or movements could impact the business, while making informed strategic choices in response.
- The ability to identify, utilize and get the best from synergies across the group and energize people to deliver is another hallmark of successful global leadership in this organization.

Organization's global leadership strategies

According to Sinclair and Agyeman (2004) the organization's strategies for effective global leadership fall into two main areas:

- Talent identification and development.
- Development solutions for existing global and regional leadership population.

Key competencies for effective global leaders in Lend Lease

Sinclair and Agyeman (2004) have identified the following leadership competencies as key differentiators for their business:

- Knowledge and Information Sharing.
- Openness to Change and Ideas.
- Evaluating Options.
- Proactively.
- Goal Setting.
- Client Focus.
- Influence Building Confidence.
- Presentation.
- Motivating and Energizing people.
- Teamwork.
- Developing People.

These competencies set the standard and expectations for leaders although Lend Lease recognizes that the existing population will have various levels of competency. These competencies have, however, been identified as needed for the future and are being used as a benchmark from which to develop the existing population and address talent development.

Cross-cultural aspects of leading globally

In Lend Lease global leaders, as well as more nationally focused managers, can often find themselves working with and managing cross-cultural teams as a result of the organization's active movement of expertise and knowledge from various parts of the globe to work on projects.

Cross-cultural leadership is a factor in working with colleagues in various parts of Lend Lease's regional structure. Having to take into account time zone differences, which in some cases can be quite large, i.e. UK and Australia, requires sensitivity not simply to the time factor but also to local cultural practices and team needs. Language can also be a huge issue, for example when written policies or proposals are sent out during consultations, gaining understanding even among English speakers around what a word might mean, can lead to a wide range of interpretations. Seeking ways to communicate and align understanding requires proactively and effort by all parties.

The requirement to work well with diverse groups and cultures and to be intercultural aware will increase in future as best practice is shared and moved globally for the benefit of the business.

f) The Body Shop International Plc (Sinclair and Agyeman, 2004)

The Body Shop International Plc is a values driven, high quality skin and body care retailer. The company was established in the UK in 1976 by the Roddick family. Today it operates in over fifty countries worldwide with over 2,000 outlets spanning 25 languages and twelve time zones. In addition to retail stores, The Body Shop runs catalogue businesses in some markets, has a Party ware business through 'The Body Shop at home' and is currently trialing an e-commerce on-line business in the USA. It is estimated that The Body Shop sells a product every 0.4 seconds with over 77 million customer transactions through stores worldwide.

In 1999 The Body Shop brand was voted the second most trusted brand in the UK by the Consumers' Association. According to the 1997 Interbrand survey criteria, the company was named 28th top brand in the world, second in the retail sector. In a 1998 report, a survey of international chief executives in The Financial Times ranked The Body Shop the 27th most respected company in the world.

Company overview

The Body Shop has expanded through establishing its own outlets in a number of countries worldwide as well as through licensed franchise partners who sell The Body Shop products.

The first of these were in Holland and Canada. In the early years the global brand grew informally with each franchise developing its business differently. As the international business has grown, a greater emphasis has been placed on introducing a global brand and

global standards. More recently, with the appointment of a new CEO, franchise relationships and terms of operation have become increasingly formalized. Within this the approach has been to engage franchises in complying with global brand requirements while allowing local flexibility to ensure market sensitivity.

The Body Shop operates in what is now a fiercely competitive market with competition from one-stop shops such as supermarkets and pharmacies and the emergence of new businesses based on The Body Shop's initial business model. The company's dominance during the 1980's has been somewhat threatened by this increased competition and perhaps limited efforts in the past to protect and build on its brand.

The Body Shop's current mission, having significantly restructured its business management model to become more performance and market driven, is to be up with the best in the Masstige and personal care sector. It is therefore placing a high priority on maximizing efficiency in its operations while developing new, exciting and innovative products for its markets. It also seeks to build on its reputation of having high standards of corporate ethical and social responsibility by ensuring it is making a contribution to and a difference in the countries and communities where it operates. Thus it aims to develop a harder business edge whilst retaining the compassion and integrity that has always been a part of The Body Shop value proposition.

Perhaps one of the most significant strategic processes that The Body Shop is currently actively engaged in is creating greater alignment across its global business. This manifests in a number of ways including through global leadership team forums where Franchise Heads and Country Executives come together at the invitation of the centre, to engage with strategic direction, planning and working together on implementation strategies. Other forums designed to facilitate 'singing from the same hymn sheet', include the monthly executive committee meetings with the CEO and Regional Heads, designed to focus on steering strategy, reviewing global activity and direction.

Challenges of operating globally

The Body Shop's original focus on being entrepreneurial diverted attention from a more performance oriented approach to running the business. More recently there has been a significant shift towards developing business rigor through introducing global standards and developing and managing the business in a targeted way. This has meant increasing levels of leadership accountability and discipline. Individual leaders are now measured against key performance indicators as part of a structured business objective process. This has led to the creation of a regional structure, which focuses on managing the franchise and sales businesses.

Franchise relationships are now governed by greater levels of accountability for complying with corporate standards than was previously the case. This is in line with the organizations' increased performance drive in country markets. The new structure is providing higher levels of overall leadership and direction which some franchise markets have welcomed while others indicate a preference for the more informal operations that enabled them to influence upwards.

Global leadership in the Body Shop

According to Sinclair and Agyeman (2004), a Board and a team of twelve executive committee members manage The Body Shop. They operate through a Global Business Function, which develops and steers global strategy and four regions (UK/ROI, The Americas, Europe, Middle East and Africa (EMEA) and Asia Pacific), which manage the implementation of standards and franchise relationships as well as sales and profitability in franchise and company owned markets.

Franchise businesses are led by Head Franchisees who acts as agents for The Body Shop. Company-owned businesses are led by Executive teams for each country. Where it works effectively global leadership in the two primary levels will manifest in the following ways.

At Global Executive level: Develops global strategy, steers the alignment and implementation of business plans. They work through Regional heads to get standards and guidelines adopted in regions. Roles operate within a matrix structure, which is seen as a positive way to gain cross-fertilization of views, demonstrating good political skills that enable leaders to negotiate effectively within this structure.

Regional leaders: Understand and are mindful of global strategy and plans. Negotiate in regions and meet the needs of regional partners while delivering global objectives. They manage a multidisciplinary team, influence partners and optimize local opportunities while being true to the global direction. Where global leadership can be ineffective is where.

Company's global leadership strategies

Sinclair and Agyeman (2004) stated that the new business direction for The Body Shop sees the facilitation of global leadership as critical and as a result it has implemented a range of strategies.

Strategic Plan supporting and facilitating culture change globally: The Body Shop is implementing a vision, which it describes as 'One World, One Way'. Local tactical activity is encouraged to help the business learn but at the same time it ensures that such activity is carried out in a way that is not detrimental to the global brand and strategy.

The company is focusing on the practical use of the strategic plan as a tool for changing behavior, by weaving it into the day-to-day running of operations. For example, at executive level leaders are expected to share and articulate the objectives of the plan on a regular basis, to set objectives for all their teams within their functions and to use it to encourage new behaviors consistent with a high performance and aligned culture.

Corporate Citizenship: The Body Shop sees the area of corporate citizenship as a market differentiator for them. In the early days they took great pride in being at the forefront of demonstrating and campaigning for a more ethical form of business and a new moral kind of leadership. In its current drive for efficiency and standardization it is seeking to retain this core element in the way global leadership is deployed and the global brand is positioned.

Development strategies

According to Sinclair and Agyeman (2004) the development strategies in the company are

focusing on the following strategies:

Global Leadership Development program: The Body Shop runs a Global Leadership Development program, which focuses on development for senior management below executive level. Sixteen senior managers are invited to participate in this program each year. It includes key modules and an action-learning project that enables both theoretical and practical capabilities to be developed.

Talent management: Senior executives formally review performance of the global leadership population on an annual basis. This process is used to identify the top sixteen performers who will receive further development investment. The Body Shop has chosen not to limit intake onto key development program to those typically described as 'high potentials'. Instead it is adopting an approach that examines 'who is critical and needed in the business going forward'.

This approach allows the company to identify individuals who, whilst not being accelerated to executive level roles, have been identified as key to the business and therefore people who the business wishes to retain and invest further resources in developing. The approach is seen as more equitable than simply identifying 'high potentials' and since it was introduced has found much greater acceptance and generated less negative reaction.

Key competencies required for effective global leaders in The Body Shop

The key competencies required for effective global leaders in The Body Shop reported by Sinclair and Agyeman (2004) as follows:

Open mindedness: The ability to listen and understand different perspectives, where others are coming from and their stance. This is important for understanding what it takes to get things done in a particular environment.

Communication: Having real passion for communicating and being good at talking regularly with people. Maintaining relationships not just on an 'as needs' basis, includes getting as much face-to-face contact as possible and following communications with action plans.

Multicultural competence: Such as understanding and responding to behaviors in a high context culture, for example, where fifty percent of each meeting needs to be spent on relationship building in order to ensure colleagues and customers won't experience behaviors as rude or leaders and their teams.

Conclusions

Six case studies regarding global strategy and global leadership have been summarizing above. All the cases refer to Western companies that are successful in global markets. It is clear that identifying global leadership competencies was a key concern for these case studies; the six companies use a variety of methods and innovative strategies to support global leadership competencies. Table 2.6 shows the competencies which are applied in the different cases.

Table 3.6: Competencies which applied in case studies

N	Case study name	Competencies which applied in case studies
a)	3M (Allredge and Nilan 2000)	<ul style="list-style-type: none"> • Fundamental includes: Ethics and integrity, Intellectual competence, Maturity and Judgment, Essential, Customer orientation, Developing people inspiring others and Business health and results. • Visionary includes: Global perspective, Vision and strategy, Nurturing innovation, Building Alliances and Organizational Agility.
b)	Consumer Products Company (Conner, 2000)	<ul style="list-style-type: none"> • Business savvy competencies. • Ability to Influence in the others. • Ability to understand the global marketplace and have a high degree of cultural sensitivity. • Global Leaders have strong global vision for the future. • Ability to motivate people. • Ability to understand international competition.
c)	Xerox (The European Centre for the Development of Vocational Training, 2001)	<ul style="list-style-type: none"> • Able to achieve strategic goals. • Capable to creativity. • Creating a learning organization, is aware of the fact that only adequate employee competences can ensure customer satisfaction and high performance. • Understanding emphasis for product-specific knowledge.
d)	IKEA (Sinclair and Agyeman, 2004)	<ul style="list-style-type: none"> • Intercultural Competence. • Global Mindset. • Strategic Thinking. • Crisis Management. • Political Astuteness and Savvy. • Personal Character. • Improvisation.
e)	Lease Corporation Ltd (Sinclair and Agyeman, 2004)	<ul style="list-style-type: none"> • Knowledge and Information Sharing • Openness to Change and Ideas • Evaluating Options • Proactively • Goal Setting • Client Focus • Influence Building Confidence • Presentation • Motivating and Energizing people • Teamwork • Developing People
f)	The Body Shop International Plc (Sinclair and Agyeman, 2004)	<ul style="list-style-type: none"> • Open mindedness: The ability to listen, understand different perspectives, where others are coming from and their stance. • Communication: Having real passion to communicate and being good at talking regularly with people. • Multicultural competence understanding and responding to behaviors in a high context culture.

It is clear from these case studies that, in the analyzed companies, there is a great understanding of the strategic role that effective global leadership competencies plays in facilitating organizations' ability to compete effectively. In the cases refer to 3M (Alldredge and Nilan 2000); Consumer Products Company (Conner, 2000); Xerox (The European Centre for the Development of Vocational Training, 2001) and IKEA (Sinclair and Agyeman, 2004) strategic developments affecting all the aspects of the company activity are described. For these companies to be global is a critical characteristic and they defining their strategies by assuming that. In besides, the cases about Lend Lease Corporation Ltd (Sinclair and Agyeman, 2004) and Shop International Plc. (Sinclair and Agyeman, 2004) are focused on analyzing the priorities of these companies in developing global competencies.

CHAPTER IV: CASE STUDIES

4.1 CASE 1: AL EZZ DEKHEILA STEEL (EZDK)

4.1.1 DATA SOURCES AND COLLECTION

Information about the company was obtained from the company website (Al Ezz Steel, 2010) and Selim (2006). A total of 17 members of the company were requested to answer the forecasted set of questionnaires and face-to face interviews. Their positions in the company are the following: R & D Manager, Quality Assurance Manager, Warehouse Manager, Planning Manager, Public Relation Manager, Financial Advisor Manager, Safety Manager, Personal Manager, Accounting Manager, Human Resources Manager, Purchasing Manager, Total Quality Management Manager, International Marketing Manager, Distribution Manager, International Supplying Manager, Marketing Manager and Maintenance Manager.

The questionnaires and interviews were performed in Alexandria city in December 2009 and July 2010. The questionnaires took a total of approximately 45 minutes and the personal interviews took in average around 15 minutes. In addition, in depth interviews were performed with the Human Resources Manager and with the Training Manager.

4.1.2 COMPANY OVERVIEW

According to the documents posted on the company's web site and the internal company's documents (Al Ezz, 2010), Al Ezz Dekheila was established by the acquisition of Al Ezz Steel Rebars (ESR) by Al Ezz Dekheila Steel (formerly, Alexandria National Iron and Steel). In 2000, Al Ezz Steel unites the long-standing expertise of these two companies in a progressive, highly efficient steelmaking operation, firmly focused on meeting the demands of today's global marketplace. The two companies consolidated their marketing operations under the name Ezz-Dekhela Steel (EZDK), of which Ahmed Ezz was appointed chairman in March 2000. The marketing alliance of ESR and EZDK also goes by the name Ezz-Dekhela (EZDK).

EZDK is the largest independent producer of steel in the Middle East region and is the market leader in Egypt. The company produces long and flat products. Long products consist principally of rebar and wire rods and are used for strengthening concrete in building and other construction applications. Flat products consist of hot rolled coil, which are thin gauge sheets manufactured to precise specification for makers of consumer goods and industrial products. In EZDK's long products plants, raw material processing, steelmaking, casting, rolling and finishing operations are all part of a continuous, computer controlled process. EZDK total production capacity is 5.3 million tons of finished steel per annum, divided into the two main products of steel: long products with a capacity of 3.1 million tons and flat products with a capacity of 2.2 million tons. EZDK has maintained a dominant market position and the company now controls around 54 percent of the total market potential capacity and 61 percent of the market share (Selim, 2006). EZDK's objective is to maintain its dominance over the Egyptian steel market share by holding on its market share. Table 4.1.1 is a list of market shares in the Egyptian steel industry.

Table 4.1.1: List of market shares in the Egyptian steel industry (2000)

Supplier	Production (million tons)	Market Share
Ezz Steel	1147	27.5%
Alexandria National Iron and Steel	1375	33.2%
Ezz-Dekhela	2522	60.7%
Kouta Group	360	8.6%
Int'l St. R.M.-Beshai	275	6.6%
Delta Steel	91.8	2.2%
Suez Co. Al-Koumy	82	2.0%
Egyptian Metal Hatem	80	1.9%
Egyptian Iron and Steel	56.2	1.3%
Al-Said Steel	50	1.2%
Menouefya Steel	46	1.1%
Ayyad Rolling	36	0.9%
Egyptian Copper Wk	34.2	0.8%
Al-Arabi Planet Sharkawi	33	0.8%
Misr Iron and Steel	24	0.6%
Al-Temsah Steel	24	0.6%
National Metal Ind	16.9	0.4%
Sarhan Steel	< 3.7	<0.1%
Total	3731	89.7%
Imports	440	440

Source: Selim (2006)

Regarding their company website (Al Ezz Steel, 2010), EZDK has applied a policy of continuous improvement since 2003, combined with a Quality Management System (QMS) developed following TQM and ISO 9001:2000. Ezz Steel meets national and international standards.

The company's environmental management system is ISO 14001 accredited and its safety management system is OHSAS 18001 certified. On the other hand, EZDK has developed very strong relationships with many North American customers, built up since its first international sale in 1994. The Company exports its products to countries throughout the European Union, including the UK, Germany, Italy, Belgium and Spain. One of EZDK's largest markets is Saudi Arabia, where many of the country's cities are geographically closer to EZDK than they are to its own domestic steel plants. In the company website (Al Ezz Steel, 2010) it is emphasized that EZDK assures customers efficient and timely deliveries to markets around the world. Their production goes to the markets and proportions that follow to Middle East (25%), USA (15%), Asia (7%), Europe and others (1%).

The company has skilled and experienced their technical teams in fully automated control, ensuring that steel is always manufactured in line with strict quality standards. All the staff attends training courses run by top educational organizations, ensuring that they remain up to date with trends in the industry and are well equipped to service Ezz Steel's growing global customer base.

4.1.3 COMPANY POLICIES OVERVIEW

In an interview with the human resource manager, we asked him about the company policy in recruiting new personnel, performance appraisal and induction programs. The human resource manager explained the company policies, as showed next.

The human resources manager has worked together with managers and supervisors in order to agree on criteria for recruitment into specific areas inside the company. The trends of increasing internationalization and competition in business require that employees have more than one language, worked before with multinational corporation and with staff from different cultural background and are able to travel abroad, as the company is dealing with many customers from different countries. In order to protect competitive advantage in the global marketplace, the company seeks for a combination of skilled employees, with high managerial and behaviors competencies cultural awareness and highly technological skills, which provide a competitive advantage and distinguish the company from its competitors.

Policy of recruiting and hiring new personnel

Usually the company tries to recruit only educated people and received some training courses (for upper positions only). It is noteworthy that all the middle and top managers are from Egyptian nationality. This is a company policy influenced by the fact that it is considered a strategic industry. Appointments are made internally whenever possible. However, when in house recruitment results to be not possible those brought on board must be chosen with a view to enhancing the general level of professionalism within the corporation. New employees are recruited by means of advertising in newspapers, also through open applications and interviews face to face.

Rotation program

In some departments there is job rotation program. It is not applied throughout the whole company. In this sense, every manager or supervisor is aware that staff must learn and enhance new experience. Consequently every department manager or supervisor manages the learning process of the member of the department. This depends on the persons and on how fast they learns new experience or tasks; one person is faster than another in finishing a program, because of their varying capacities. Moreover promotions serve to shape career path according to each person's skills and his ability to work effectively.

Performance appraisal

The human resource manager stated that "the important purposes of performance appraisal are giving that feedback to our employees about their performance, motivating excellent performance and determining individual training and development needs. The performance appraisal process takes place through meeting with employees called "performance appraisal meeting".

The performance appraisal meeting between each employee and his manager or supervisor takes place at the end of the year and they discuss the performance appraisal about the individual's tasks achievement over the past year, review his development requirements and then plan the next year. The performance appraisal form uses these rating categories:

excellent (7 points), extremely good (6 points), good (5 points), average (4 points), poor (3 points) and extremely poor (2 points).

The induction program

The human resources manager together with managers or supervisors of departments design the induction program to provide the induction support for the new staff and to ensure he has the right competencies and the induction coaches are preferably volunteers.

When the new staff starts working in the company, it is important that they become dynamic and efficient as soon as possible. The induction program forms an essential part of this process. Usually the induction program contents three stages: 1) Identify the company departments, staff, policies and procedures. 2) Through the first two months he is identified job role, performance measurement, department goals, introduction to his department and team, systems and procedures. 3) The jobs which should be gradually covered during the first two months.

4.1.4 RESULTS FROM QUESTIONNAIRES AND INTERVIEWS

a) Background of respondents

Table 4.1.2 shows the background of the respondents. All the middle management is Egyptian and male. They are educated: 58.8% of middle managers have master's degree, while 41.2% have a first degree (University Degree, Diploma, B.A., B.Sc., etc.). In general, the qualification and occupational profile of the corporate reflects the move towards a demand for more highly skilled workers at middle management levels throughout the company.

Table 4.1.2: An overview of the background of respondents

Items	Frequency	Percent
The Ethnic Background:		
Egyptian	17	100.0
The Gender:		
Male	17	100.0
Educational Degree:		
Master's Degree	10	58.8
University Degree (Diploma, B.A. B.Sc., etc.)	7	41.2
Worked for a Multinational Corporation:		
Yes	9	52.9
No	8	47.1
Work Experience:		
5-10 years	2	11.8
10-15 years	5	29.4
15-20 years	5	29.4
More 20 years	5	29.4
Years in the Organization :		
10 years	2	11.8
11 years	1	5.9
4 years	1	5.9
12 years	1	5.9
12 years	2	11.8

7 years	4	23.5
15 years	1	5.9
12 years	1	5.9
16 years	2	11.8
12 years	1	5.9
21 years	1	5.9
Work Team Members from Different Cultures:		
Yes	11	64.7
No	6	35.3
Knowledge of languages:		
English	17	100.0
French	5	29.4
German	4	23.5
Language(s) at Work Place:		
Arabic	14	82.4
English	3	17.6
Travelling Abroad:		
Yes	15	88.2
No	2	11.8
Proposals of Travelling:		
Studying	7	41.2
Training courses	14	82.4
Working	12	70.6
Tourism	5	29.4
Connections With Individuals, Teams and Organizations From Different Cultural Background:		
Yes	10	58.8
No	7	41.2

During the individual interviews with the middle managers, to respond to the question “Are your school and university foreign?” respondents stated that 47.1% of the middle managers were studying in foreign schools (the first language was English), while 52.9% in governmental schools. In besides, 29.4% of the middle managers were studying in foreign universities (the first language was English), while 70.6% in governmental universities.

Although, 52.9% of the middle managers were working before with multinational companies, whereas, during the individual interviews with the participants, to respond to the question about: "Did you work before with western company during your experience life?" The respondents illustrated that 41.2% of the middle managers were working before with western company during their experience life, while 58.8% were working before with Arab companies.

In besides, the average of duration of the middle managers in their position is 6.35 years; moreover, the minimum was 2 years and maximum 16 years. In addition, all the middle managers have long work experience as follows: A total of 11.8% of the middle managers have experience from 5 to 10 years, while 29.4% have experience from 10 to 15 years, 29.4% have experience from 15 to 20 years and 29.4% of the middle managers have experience more than 20 years. In besides that all the middle managers have long period working in company, the average of working in company for all the middle managers is 12.1 years, with a minimum of this period of 7.00 years and maximum of 21 years.

Regarding to the foreign employees who work in the company, the table above illustrates that 64.7% of the middle managers have employees in his department from different cultures. Otherwise, the company is hiring the persons who have high skills in languages, as the company is dealing with many clients from different countries. Table 4.1.2 above shows that 100% of the middle managers have good knowledge of English; in addition to 29.4% of them have good knowledge of French as a second language, while 23.5% have good knowledge of German language. In contrast, the more common language in the workplace language is Arabic, A total of 82.4% of the middle managers are using Arabic in their workplace and 17.6% are using the English or both languages.

Moreover, the trends of increasing internationalization and competition in business require that the staff has experience and connections with foreign countries. In one hand, 88.2% of the middle managers travelled abroad, while 41.2% travelled for studying, 82.4% travelled for receiving some training courses, 70.6% for working and 29.4% as tourism. On the other hand, the table above shows that 58.8% of the middle managers have connection with individuals, teams and organizations from different cultural background.

In general, the recruit qualification of the company reflects that the company tries to recruit only people who have educated and prefers the people who were studying in foreign school or university. The trend of increasing internationalization and competition in business requires that employees communicate in more than one language and were worked before in multinational corporations.

It is important to note the employees are working in the middle or top management level Egyptian nationality, in contrast the staff in the first line from different cultures background.

b) Training activities

The participants stated that the training activities are important to develop global leadership competencies and to improve individual and organizational performance. The training methods in the EZDK have tended to be determined solely by the company. The human resource department has designed and delivered mandatory training courses to ensure that employees were rapidly familiarized with the responsibilities and tasks that they were expected to fulfill.

Regarding to the training methods in the EZDK, the figures in Table 4.1.3 illustrates that 82.4% of the middle managers have received appropriate on-the-job training and taken a formal course, while 52.9% attended seminars, workshops and conferences. Most of the middle managers used more than one method in order to upgrade their competencies. Table 4.1.3 illustrates the methods and the areas used to upgrade their knowledge and skills during last 3 years.

Regarding the skills upgraded in the last 3 years, the highest percentages were obtained in the areas of "building, leading and managing global teamwork" and "communication with people from different cultures", as 70.6% of the middle managers upgraded their competencies in these two areas. In contrast, the lowest percentage was area of "international accounting standard", with a 29.4%, a very specific area.

Noticeably, most of the middle managers are enrolling in more than one area training

courses.

Table 4.1.3: The methods to upgrade competencies and the skills upgraded in the last 3 years

Items	N	Percent
Methods to upgrade competencies:		
On-the-job training.	14	82.4
A formal course.	14	82.4
Seminars, workshops and conferences.	9	52.9
The skills upgraded in the last 3 years		
Cultural awareness.	8	47.1
Building, leading and managing global teamwork.	12	70.6
Understanding the business-culture and expectations of global customer.	10	58.8
Negotiation with different cultures partnership.	8	47.1
Communication with people from different cultures.	12	70.6
Global strategic management.	9	52.9
International accounting standard.	5	29.4
Understanding of expectation of employees from diversity cultural background, leading to more job satisfaction and better staff retention.	9	52.9

c) Global leadership

Global leadership has been divided into leadership skills, global leadership competencies and global organizational competencies.

Leadership skills

The data gathered from the responses to the questions on this issue are showed in Table 5.1.4. Most of the middle managers in EZDK state to possess a high level of leadership skills. The average of answers is 4.3.

Table 4.1.4: Leadership skills

N	Items	1	2	3	4	5	6
1	I have a thorough understanding of my strengths and weaknesses and whether or not I am performing well without others having to tell me.	3	2	2	4	6	3.5
2	I am effective at communicating coherently with my coworkers whether in face-to-face situations or in situations requiring written, electronic, or telephone means of communication.	0	3	0	8	6	4.0
3	I have a thorough understanding of psychology (knowledge of human behavior, mental processes and individual and group performance).	0	3	1	4	9	4.1
4	I usually initiate the activities of groups and lead others toward common goals.	1	0	0	3	13	4.6
5	I am effective at managing a group's formative stages, enhancing group performance and enhancing individuals' satisfaction by promoting group cooperation, trust and confidence.	2	0	0	3	12	4.4
6	I usually work well with others to jointly achieve goals.	2	0	0	1	14	4.5
7	I am effective at convincing others to perform a task or approach something in a different manner.	0	1	1	6	9	4.4

8	I am effective at convincing others to believe in values and to act in accordance with those values.	0	1	1	8	7	4.2
9	I have a good Technical Skills of standard practices and procedures necessary to accomplish tasks.	2	0	0	2	13	4.4
10	I am good at using existing information to logically evaluate situations and solve problems.	2	0	1	1	13	4.4
11	I am effective at quickly prioritizing and evaluating the relative costs and benefits of potential actions needed to complete a task.	0	2	3	4	8	4.1
12	I am good at assessing individuals' knowledge, skills and experience to determine whether they would be appropriate for staffing or membership needs.	0	1	3	3	10	4.3
13	I usually come up with a variety of approaches to solve problems.	1	1	0	0	15	4.6
14	I typically use novel ideas to solve problems.	1	1	0	0	15	4.6
15	I have a thorough understanding of Industry Knowledge and Skills.	1	1	0	2	13	4.5

(1)Strongly Disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly Agree and (6) Mean

It can be seen that the competences dealing with group work (competence 4, 5 and 6), with a technical content (competence 9 and 10) and regarding problem solving (competence 13 and 14) obtain the highest-values, while independent work (competence 1) and communication (competence 2) obtain the lower ones.

Global leadership competencies

The participants of the company state that they have high degree of the global leadership competencies. The average of answers is 4.2. However, the obtained values are lower in the competences regarding adapting with basic business behaviors of foreign countries (competence 1); develop staff from diverse cultural backgrounds (competence 2 and 5) and taking strategic business decisions across borders or regions (competence 4).

Table 4.1.5: Global leadership competencies

N	Items	1	2	3	4	5	6
1	I am adapting with basic business behaviors such as communication, leadership and negotiation to the norms of foreign countries.	0	1	7	2	7	3.9
2	I am able to develop my staff from diverse cultural backgrounds, through training courses particularly for management positions.	0	3	6	1	7	3.7
3	I am operating effectively across boundaries, while balancing organizational integration with local demands.	0	2	2	4	9	4.2
4	I am making strategic business decisions across borders or regions (rather than focusing on specific countries).	0	3	6	2	6	3.7
5	I am leading and motivating teams whose members are sourced from different countries	0	5	3	1	8	3.7

	around the world or are physically based on multiple geographies.						
6	I possess the drive and organizational experience to launch operations in a new country or region.	0	3	2	4	8	4.0
7	I am effective at employing tact and persistence in dealing with government officials regarding a host of issues, ranging from local labor law to trading licenses and tax relief.	2	1	2	1	11	4.1
8	I Keep up-to- date with development in own global knowledge and skills of work/ expertise.	1	1	1	3	11	4.3
9	I update an organization to meet global changing needs.	1	1	2	2	11	4.2
10	I have a thorough understanding and interpreting of the needs of global customers.	0	1	4	2	10	4.2
11	I give people a lot of freedom in deciding how to get their work done.	0	0	5	4	8	4.2
12	I create a global picture of the future that motivates others.	0	1	3	5	8	4.2
13	I am aware of the impact of my own behavior and emotions on other people from different countries.	0	1	1	2	13	4.6
14	I develop and maintain access to people at higher levels.	0	0	0	2	15	4.9
15	When I delegate I'm not only trying to get the work done; but I'm also trying to develop people.	0	0	2	7	8	4.6
16	I show the people on my team how their personal goals can be realized by buying into a common vision.	0	0	0	6	11	4.6
17	I act to enhance and improve areas of distinctive global competence.	0	1	3	2	11	4.4
18	I thorough screen candidates for employment to ensure a much with the organization's commitment and global competence.	0	0	2	4	11	4.5
19	I carefully consider the impact of new global strategic or operating directions on my people.	0	0	2	1	14	4.7
20	I am clear about my philosophy of the global leadership.	0	1	1	1	14	4.4
21	I often recognize the impact of globalization on our business.	0	2	1	2	12	4.4
22	I usually demonstrate the adaptability required to succeed in global environment.	0	2	2	3	10	4.2
23	I always strive to gain the variety of experiences which needed to conduct global business.	0	1	3	2	11	4.4
24	I am willing to make decisions that incorporate global considerations.	0	0	5	3	9	4.2
25	I occasionally help others to understand the impact of globalization.	0	1	2	4	10	4.4
26	During my career, I am willing to move early in order to identify emerging opportunities in the global market.	0	1	6	0	10	4.1

(1) Never, (2) Almost Never (3) Sometimes, (4) Often, (5) Almost Always and (6) Mean

Moreover, respondents have identified weaknesses and strengths as a leader of global work. None of the respondents had any difficulty to identify weaknesses they had experienced themselves or had encountered in global contexts. Respondents identified a range of weaknesses that they encountered on working globally. The full sets of strengths and weaknesses reported by the respondents are listed in Table 4.1.6.

Table 4.1.6: Weaknesses and strengths as a leader of global work

Strengths	Weaknesses
Building and managing multicultural team work.	Information technology.
Ability to understand and communication across multiple cultures.	Applying balance scorecard in my department.
Production planning and management.	International financial management.
Strategic plan for developing the export.	Self-management under stress.
Open mind.	Inspire other to act.
Flexibility.	Negotiation skills.
Adaptability.	Managing global change.
Communication with foreign people.	Technology management.
Strategic planning and distribution in foreign markets.	Using information system and technology.
Working in a multi-cultural environment.	Acceptance the new idea easy.
Ability to communicate clearly.	Dealing with international media effectively.
Understanding cultural differences.	
An awareness of multicultural issues and a broad knowledge of variety dimensions.	
Leading and motivation cross-cultural team.	
Leadership skills.	
Ability to understand and communicate across multiple cultures.	
Able to deal with cultural sensitivity.	
Dealing with employees and managers from different ethnic and cultural groups.	
Sharing cultural differences with the others.	
Openness to sharing leadership.	
Dealing with different people.	
Empower the employees.	
Force for gotten excellence outcome.	
Managing sales and export.	
Marketing strategic plans for export.	
Global marketing research in order to understand customers' needs.	

The respondents seem to recognize well the kind of competencies that are important for global work. In contrast, most of the middle managers have not a clear understanding about the definition of global leadership competency concept.

This appeared through the question: “What does a global leadership competency mean in your context?” Unexpectedly, most of the participants did not give complete or right responds. Table 4.1.7 shows the definitions reported by the respondents.

Table 4.1.7: Global leadership competency definitions reported by the respondents

Qualified leaders to help company pursue complex global strategies.
It is global behavior helping global leader to deal with global environment.
It is natural skills of global leadership.
It is skills that translate well to international arena.
It is natural skills of global leadership.
Acceptable standard of practice and behavioral predictor of improved global performance.
To do business effectively in different countries of the world, this competency is absolutely critical for business success.
It is a kind of skills according to globalization.
Essential skills for successful leadership in international environment.
It is mixing between managerial skills and international experience.
New ways of thinking about managing the company.
It is important for leadership to increase international awareness.
Is set of qualities for effective leaders.
Global leadership competency need for success in the rapidly changing global environment.
Personal characteristics for leaders.
It is international skills.
As tools to work in global markets effectively.

Nevertheless, the participants show to be aware that global leadership competency is necessary for the middle managers in order to deal with global business environment.

Global organizational competencies

Table 4.1.8 identifies and examines key characteristics of global organizational competencies during the company. Table 4.1.8 illustrated that 88.2% of the middle managers state that the level of performance for global organizational competencies during the firms is very high, while 11.8% state that the level of performance for global organizational competencies during the firms is high.

Table 4.1.8: Global organizational competencies

N	Items	1	2	3	4	5	6
1	Does your organization develop a global competence with one or more business skills such as global marketing, R and D or global distribution?	0	0	1	1	15	4.8
2	Can every employee recognize the organization's areas of global competence?	0	0	4	3	10	4.4
3	Are employees committed to maintain a global competence at any cost?	0	0	2	7	8	4.4
4	Does the organization pay attention to its areas of the global competence?	0	0	0	2	15	4.9
5	Are new employees sufficiently trained and developed to have the global competence to deliver superior performance?	0	0	1	2	14	4.8
6	Does the organization's global competence operate consistently over time, despite environmental change?	0	0	2	3	12	4.6
7	Does your organization's global competence produce superior performance?	0	0	1	2	14	4.8

8	Do customers, competitors and observers value your organization's superior performance?	0	1	0	6	10	4.5
9	Is the organization's commitment to a common purpose and its global competence to deliver superior performance emphasized and discussed throughout the organization?	0	0	2	6	9	4.4
10	Will the current degree of commitment and competence remain at a high level?	0	0		7	10	4.6
11	Do employees consistently communicate their commitment global competence to their peers and new employees?	0	0	2	5	10	4.5
12	Are new employees sufficiently motivated and stimulated to commit them to the organization's common purpose?	0	0	0	2	15	4.9
13	Is your organization able to attract and keep the right kind of people from different countries?	0	0	0	0	17	5.0
14	Do employees in your organization readily recognize the different between committed and uncommitted employees?	0	0	0	7	10	4.6

(1) Never, (2) Almost Never (3) Sometimes, (4) Often, (5) Almost Always and (6) Mean

The highest average correspond to the capacity of attracting and keeping the right kind of people from different countries (competency 13), while the global average of answers on global organizational competencies is 4.6.

a) *Cross-Cultural Leadership*

The participants from this company said that cross-cultural is a core competence for the effective global leaders and give them the necessary abilities and capabilities to deal with different cultures. In addition, they said to have high degree of the cross-cultural competence. In this sense, the figures in Table 4.1.9 shows that 76.5% of the middle managers state to have very high degree of competencies to deal with different cultures effectively, while 23.5% state to have high degree of competencies to deal with different cultures. The average of the answers on cross-cultural leadership is 4.5.

The figures shows that in most of the fields an average higher than 4.5. is obtained. That reflects that most of the middle managers think that they have a very high degree of competencies to deal with different cultures effectively. The competency with a lower level is foreign languages (competency 12) and the highest value is for work across time and distance (competency 9).

In the personal interviews, the participants of this company said that these competencies are important to enhance the performance at both individual and company levels to deal with global marketplace successfully. One respondent said, "I found out that it is very important to understand foreign cultures, their environment, their way of life and their thinking. That is very, very important to develop in cross-cultural leadership...because what goes in one country as a form of leadership may be difficult in another country because of the culture....so one really had to understand where the people are coming from".

Table 4.1.9: Cross cultural leadership

N	Items	1	2	3	4	5	6
1	I am willing to adapt, learn and cope with other cultures.	0	0	3	2	12	4.5
2	I feel comfortable working with employees from different cultural background.	0	0	2	3	12	4.6
3	I generally respect the other religions.	0	0	0	0	17	5.0
4	I usually accept good ideas no matter where they come from.	0	0	3	4	10	4.4
5	I have great ability to excite talent people from different cultures or backgrounds.	0	0	2	4	11	4.5
6	I usually effectively motivate people from different cultures or backgrounds.	0	0	3	5	9	4.4
7	I have ability to connect with people from different cultures or backgrounds.	0	0	2	4	11	4.5
8	I have ability to adjust behavior in a different cultural setting.	0	0	0	5	12	4.7
9	I tend to work across time and distance.	0	0	0	3	14	4.8
10	I have great ability to handle complex cross-cultural issues.	0	0	4	3	10	4.4
11	I have a thorough understanding of global business and industry.	0	0	1	5	11	4.6
12	I often help others to appreciate the value of diversity.	0	0	1	4	12	4.6
13	I usually support the employees to expand his/her knowledge of other cultures (through interactions, language study, travel, etc....).	0	0	2	2	13	4.6
14	I am very good at building and maintaining global networks.	0	0	2	3	12	4.6
15	I feel confident conducting a meeting in a foreign language.	1	1	2	3	10	4.2

(1)Strongly Disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly Agree and (6) Mean

Although the participants say that they have a high capacity to deal with different cultures, they consider that global leadership can be very challenging. During the Individual interviews with the middle managers, to respond to the question “What are the challenges of global work?”

All of the participants were keenly aware of challenges of working in global contexts. Whether the challenges they expressed were individual or professional, more or less intense, current or long ago, all expressed appreciation for having had the experiences and a continued concern in working globally.

Table 4.1.10: Challenges on cross-cultural leadership reported by the respondents

Misunderstand needs of the people from different countries.
Education and learning differences.
Understanding local context for foreign customers.
Recognize what the people are wanted in the other countries.
Sharing thoughts among others from different cultures.
Understanding behaviors of foreign customers.
Sharing ideas with others from different background.
Time away from family.
Feeling between cultures.
Negotiate across cultures.
Working with cross-cultural team.
Changing in international environment fast.
Foreign Language.
Nonverbal communication.
Engaging people from other culture about sensitive issues.
Feeling as an outsider at home.
Working with intercultural team work.

None of the participants had any difficulty to identify challenges they have experienced themselves or have encountered in global contexts. Every respondent who recounted experiences that had been especially challenging also stated how much it had learned from it and how enriching the experience had been. The full group of challenges reported by the respondents is listed in Table 4.1.10.

The majority of challenges which the middle managers are facing are cross-cultural issues, communication, education and learning systems and business environment. Cross-cultural issues are the most common in this case study. They explain to be trying to overcome or avoid these challenges.

b) *Global Vision*

In general aspects, the global vision are divided into the Global Organizational Vision (GOV) and a Global Leadership Vision (GLV). The participants in this case study said that the global organizational vision contains the most global ambitions and dreams of the company. It provides a shared vision of a desired and possible future global situation and tied to a timeline. Following this perspective, Table 4.1.11 shows that 100% of the middle managers said that the company has a clearly stated vision to be global, long-term ambitions and it knows what want to achieve on long-rung. The average of the answers on global organizational vision is 1.2.

Table 4.1.11: Global organizational vision

N	Items	1	2	3
1	Does your company have a clearly stated vision to be global?	17	0	1
2	Does your company have long- term ambitions?	17	0	1
3	Does your company know what it wants to achieve on long run?	17	0	1
4	Has your management defined the gap between being global and where your company is today?	10	7	1.4
5	Has your management defined an action strategy that will allow it to close the gap?	10	7	1.4
6	Can your company outpace your competition in the race to become global?	15	2	1.1
7	Will global customers generate a significant proportion of your future revenue stream?	13	4	1.2
8	Do your employees understand the information and service requirements of customers on a global market?	14	3	1.2
9	Does your company management understand which aspects of the company have to be managed on a global basis?	15	2	1.1

(1) answer 'Yes'; (2) answer 'No'; and (3) average between (1) and (2) -goes from 1 to 2

The figures show that most of the fields are obtained average less than 1.2. That reflected that the respondents think that the company has strong global vision for the future. Nevertheless, the table above shows that some of competencies have obtained a value higher than 1.2, concretely the answers related to competitors and management (competencies 4 and 5).

Table 4.1.12: Global leadership vision

N	Items	1	2	3	4	5	6
1	I am good at determining the long-term vision of my actions.	0	0	0	2	15	4.9
2	I am competent at developing an ideal vision for my group or organization to achieve.	0	0	0	4	13	4.8
3	I am effective at evaluating future risks based on current opportunities and challenges.	0	0	1	3	13	4.7
4	I usually have values and principles which guide my way.	0	0	0	4	13	4.8
5	I frequently try to work on achieving my vision.	0	0	0	5	12	4.7
6	I usually try to achieve what I believe in.	0	0	2	7	8	4.4
7	I am usually willing to deliver the global vision to all employees in different levels.	0	0	3	4	10	4.4
8	My employees frequently have performance measurement and reward systems that encourage global behavior.	0	0	1	5	11	4.6

(1)Strongly Disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly Agree and (6) Mean

Regarding to the Global Leadership Vision (GLV), most of the middle managers in EZDK say to have extremely clear global vision and to be effective at evaluating future risks based on current opportunities and challenges. In addition to, they said to be operating on achieving their vision. Table 4.1.12 show that 94.1% of the middle managers in EZDK said to have extremely clear global vision, to be effective at evaluating future risks based on current opportunities and challenges and to be operating on achieving their vision, while 5.9% the leaderships said to have very clear global vision. The average of answers on global leadership vision is 4.6, giving a lower values the answers referred to the ability to achieve the believe (competency 6) and the capability to deliver the global vision to employees (competency 7).

f) TQM

A TQM is considered here one of the necessary competency for global leadership. The middle managers said that TQM guide to continuously improve outcomes, in all parts of work. In this sense, the figures in Table 4.1.13 referred that 41.2% of the middle managers in EZDK have very high participation in applying philosophy of TQM, while 41.2% have highly participated and 17.6% have partially participated.

Table 4.1.13: Leadership in applying TQM

N	Items	1	2	3	4	5	6
1	I pursue continuous improvement in all business activities.	0	0	4	1	12	4.5
2	I demonstrate constant commitment to the vision statement.	0	1	7	3	6	3.8
3	I participate in establishing an organization-wide quality culture.	0	1	6	1	9	4.1
4	I am effective at leading TQM implementation standing from the front.	1	8	2	0	6	3.1
5	I participate in TQM implementation personally.	1	4	3	6	3	3.4
6	I participate in assessing TQM implementation progress.	2	3	3	4	5	3.4

7	I accept education and training in management knowledge.	0	1	5	1	10	4.2
8	I give training lectures to employees.	0	4	7	4	2	3.2
9	I am effective at empowering employees to solve quality problems.	1	3	5	3	5	3.5
10	I am good at encouraging employee involvement in quality management activities.	0	2	0	5	10	4.4
11	I am used to giving great attention importance to employees' suggestions.	0	1	2	10	4	4.0
12	I show more enthusiasm about TQM implementation.	0	1	4	6	6	4.0
13	I often encourage employees to list the firm's shortcomings.	0	1	2	8	6	4.1
14	I focus on quality of products and services rather than yields.	0	1	1	3	12	4.5
15	I trust employees and believe that they can do things better.	0	0	8	3	6	3.9
16	I believe that TQM implementation will drive the company to the global market effectively.	0	1	1	3	12	4.5

Never, (2) Almost Never, (3) Sometime, (4) Often, (5) Almost Always and (6) Mean

The average of the answers on leadership in applying TQM is 3.9, being the competences with a value under the average are referred to lead , participate and assessing TQM implementation (competencies 4, 5 and 6), training (competency 8) and empowering (competency 9).

Table 4.1.14: Organizational leadership in applying TQM

N	Items	1	2	3	4	5	6
1	Our firm improves working conditions in order to recognize employee quality management efforts.	0	0	0	0	17	5.0
2	Our firm has a salary promotion scheme to encourage employee participation in quality management.	0	0	0	0	17	5.0
3	Position promotions are based on work quality in our firm.	0	0	0	1	16	4.9
4	Excellent suggestions are financially rewarded.	0	0	0	0	17	5.0
5	Employees' rewards and penalties are clear.	0	0	0	1	16	4.9
6	Recognition and reward activities effectively stimulate employee commitment to quality management.	0	0	0	3	14	4.8
7	The quality system in our organization is continuously being improved.	0	0	0	2	15	4.9
8	Our organization uses ISO 9000 as a guideline for establishing our quality system.	0	0	0	0	17	5.0
9	Our organization has a clear quality manual.	0	0	0	0	17	5.0
10	Our organization has clear procedure documents.	0	0	0	0	17	5.0
11	Our organization has clear working instructions.	0	0	0	2	15	4.9

(1) Never, (2) Almost Never, (3) Sometime, (4) Often, (5) Almost Always and (6) Mean

Regarding to data gathered from responses regarding the questions is pertaining to the

measurement of the performance of the company in applying philosophy of TQM. The figures in Table 4.1.14 illustrate the average of the answers in applying TQM is 4.9; it is very close to the maximum.

The figures reflected that the company applied philosophy of TQM successfully in different areas in the company, furthermore 100.0% of the middle managers stated that the company has created excellent environment, in order to apply TQM successfully. They state the TQM is necessary to open new markets in the global business environment.

4.1.5 CONCLUSIONS

EZDK has a dominant market position, with around 54 percent of the total market potential capacity and 61 percent of the market share. EZDK has applied a policy quality police, with a Quality Management System (QMS) developed according to ISO 9001:2000. The company policies include recruiting systems, performance appraisal and rotation program. The company has complete formal training courses.

Broadly speaking, the company tries to recruit only people who has highly educated, received some training courses, have a minimum of 2 years of work experience and speak more than one language. A person who studied in a foreign school or university or worked before in a multinational corporation is preferred. All the middle and top managers have Egyptian nationality. This is company policy influenced by the fact that steel is considered a strategic industry. In order to enhance competitive advantage in the global marketplace, the company focused on skilled employees with high managerial and behavioral competencies, cultural consciousness and highly technological skills that provide a competitive advantage and distinguish the company from its competitors.

The participants give a list of what they consider their challenges and weakness on global leadership. They have identified correctly the competencies that are important for a global leadership and they seem to be aware of their main difficulties. They give also definitions of a global leadership competency. Unexpectedly, most of the participants did not give complete or correct answer. Their knowledge about the topic seems to be incomplete. In general the EZDK adheres to a concept of the global competence.

Table 4.1.15: Averages of the answers corresponding to the different blocks of competencies

N	Items	Averages
1	Global leadership:	
	Leadership skills	4.3
	Global organizational competencies	4.6
	Global leadership competencies	4.2
2	Cross cultural leadership	4.5
3	Global vision:	
	Global organizational vision	1.2
	Global leadership vision	4.6
4	TQM:	
	Leadership in applying philosophy of TQM	3.9
	Organizational leadership in applying TQM	4.9

Values goes from 5 (best valued) to 1, apart from Global organizational vision, from 1 (best value) to 2

Table 4.1.15 above shows the averages of the answers obtained. The results show that the respondents states that the global competences are important for the company and the company and themselves have a high level in this companies. Individual leadership is TQM has the lowest values, probably because TQM is not equally applied in all the departments. In any case the respondents give very high values when they assess the capacity of the company as a whole in TQM.

4.2 CASE 2: EEMCO

4.2.1 DATA SOURCES AND COLLECTION

Information about the company was obtained from internal documents of the company and from their website (EEMCO, 2010). A total of 6 members of the company were requested to answer the forecasted set of questionnaires and maintain face to face interviews. Their positions in the company are the following: Import Manager, Training Manager, Purchasing Manager, Technical Support Manager, Marketing Manager and Financial Manager.

The questionnaires and interviews were performed in Cairo city in December 2009 and July 2010. The questionnaires took a total of approximately 45 minutes and the personal interviews took in average around 15 minutes. In addition, an in depth interview was performed with Mr. Hisham El Said Ali, Vice President of the company.

4.2.2 COMPANY OVERVIEW

EEMCO is a private company founded in 1994. The company provides devices and solutions in the area of telecommunication, electronics and information technology. Mr. Hisham El Said Ali, who became Deputy Manager in 1996, Managing Director in 2001 and Vice President in late 2007, was responsible of introducing a cultural change in the company. Mr. Ali stated that under this change, emphasis was no longer focused on expanding production; instead, the organization adopted a more profit-oriented culture. The resulting strategy stressed the diversification of the company through the rationalization of the existing business and the acquisition of new ones. EEMCO has an ISO 9001:2000 quality management system certificate and the company has applied the ideas of Total Quality Management (TQM) in each part of company.

The company has partners for very well known vendors with diverse solutions in almost every field of test and measurement including:

- QoS and Performance Analysis.
- Mobile Networks Testing.
- RF and Microwave EMF and Safety Testing.
- Handheld.
- Telecomm and Data Test Equipment.
- Electrical and Datacomm Tools.

Company's markets are North Africa, Middle East, Spain, Holland, Saudi Arabia and Emirates.

4.2.3 COMPANY POLICIES OVERVIEW

In an interview with Mr. Hisham El Said Ali, vice president of the company, we asked him about the company policies in recruiting new personnel, performance appraisal, and induction

program.

Policy of recruiting and hiring new personnel

EEMCO uses external recruiting; when a job arises in the company, it is the task of the human resources division to situate the information about an available position in the public newspaper.

The company recruits only persons who are educated, that received some training courses have a minimum of 3 years experience, prefers worked with staff from different cultural background, they are able to travel abroad and speaks more than one language. After human resources division receiving an enough numbers of CV from job seekers, the selection process of resumes begins.

The persons with the specific skill set are then selected and called for interview with the human resources manager. After the person has passed the interview, they are discussing the salary expectation and other benefits.

Rotation program

EEMCO applies a job rotation approach. The department managers of the company are in charge for giving assist and guidance to staff taking part in the job rotation program. Department managers prepare a report at the end of rotation program including his recommendations for the employee, which will be provided to the HR manager.

Performance appraisal

Within the company policy there is annual performance appraisal for its staff and annual evaluation policies between employee and his division manager. The purpose of evaluation meeting is to appraise performance, set the future action plans, identify training need and explore career development possibilities. The employees receive assessments from 1 to 5 as follows: 1) outstanding=5 points, 2) good=4points, 3) normal=3points, 4) needs to be improved=2points, 5) out=1 point. Accordingly the result will affect the employee's position and salary.

The induction program

During the interview with Mr. Ali, he stated that "the company does not apply the induction program, because this program is not necessary for our company".

4.2.4 RESULTS FROM QUESTIONNAIRES AND INTERVIEWS

a) Background of respondents

Table 4.2.1 shows the profiles of the respondents. A total numbers of managers are Egyptian and male. Whereby, 16.7% of the middle managers have a master's degree, while 83.3% have a first degree.

Table 4.2.1: An overview of the background of respondents

Items	Frequency	Percent
The Ethnic Background:		
Egyptian	6	100.0
The Gender:		
Male	6	100.0
Educational Degree:		
Master's Degree	1	16.7
University Degree (Diploma, B.A. B.Sc., etc.)	5	83.3
Job Title:		
Import Manger	1	16.7
Training manager	1	16.7
purchasing manager	1	16.7
Technical Support Manager	1	16.7
Marketing Manager	1	16.7
Financial Manager	1	16.7
Worked for a Multinational Corporation:		
Yes	3	50.0
No	3	50.0
Level in the Organization:		
Top management	1	16.7
Middle management	5	83.3
Years in the Position:		
20 years	1	16.7
5 years	1	16.7
9 years	1	16.7
7 years	1	16.7
10 years	1	16.7
13 years	1	16.7
Work Experience:		
5-10 years	2	33.3
10-15 years	2	33.3
15-20 years	1	16.7
More 20 years	1	16.7
Years in the Organization:		
20 years	1	16.7
5 years	1	16.7
9 years	1	16.7
7 years	1	16.7
10 years	1	16.7
12 years	1	16.7
Work Team Members from Different Cultures:		
Yes	2	33.3
No	4	66.7
Knowledge of languages:		
English	6	100.0
French	2	33.3
Language(s) at Work Place:		
Arabic	5	83.3
English	1	16.7
Travelling Abroad:		

Yes	3	50.0
No	3	50.0
The Proposal of Travelling:		
Training courses	1	16.7
Working	3	50.0
Tourism	3	50.0
Connections With Individuals, Teams and Organizations From Different Cultural Background:		
Yes	5	83.3
No	1	16.7

During the individual interviews with the middle managers, to respond to the question “Are your school and university foreign?” respondents indicated that one of the middle managers studied in a foreign schools, while 83.3% in studies in governmental schools. Fifty percent of the middle managers were working before with multinational companies.

In besides, the average of the middle managers has been in their position is 3.5 years, being the minimum 1 year and maximum 6 years. In addition, all the middle managers have long work experience as follows: 33.3% of the middle managers have an experience from 5 to 10 years, 33.3% have experience from 10 to 15 years, while 16.7% have an experience from 15 to 20 years and also 16.7% of the middle managers have an experience of more than 20 years.

Regarding to the foreign employees who work in the company, the table above illustrates that 33.3% of the middle managers have employees from different cultures in their department. Otherwise, the company is hiring the persons who have high skills in languages, as the company is dealing with many clients from different countries. According to Table 4.2.1 above 100% of the middle managers have good knowledge of English and 33.3% of French. The workplace language is Arabic for 83.3% of respondents, but one of the managers uses English.

Regarding to experience and connections with foreign countries, 50% of the middle managers travelled abroad and 83.3% of the middle managers have the connections with individuals, teams and organizations from different cultural background.

In general, the recruit qualification of the company reflects that the company recruits, the company recruits only persons who are educed, that received some training courses have a minimum of 3 years experience, prefers worked with staff from different cultural background, they are able to travel abroad and speaks more than one language. The employees who work in the middle or top management level are Egyptian but employees from different cultures are working in other positions. In spite of this, there are only Egyptian employees in the managerial level.

b) Training activities

Mr. Ali stated that "the provision of training courses for our staff to develop competencies (skills, knowledge and attitudes) help EEMCO to achieve its objectives, also good opportunities for our staff to develop competencies that help themselves to achieve own goals. In addition, another respondent referred to "the grow interest in the EEMCO about how to develop global leadership competence through training activities to improve performance

of the corporation and how to share and create knowledge at all levels within the organization".

Regarding the training methods in the EEMCO, the figures in Table 4.2.2 illustrates that 100.0% of the middle managers have received appropriate on-the-job training and taken a formal course, while 16.7% attended seminars, workshops and conferences. Thus, most of middle managers used more than one method in order to upgrade their competencies. Table 4.2.2 illustrates the methods to upgrade competencies and the skills upgraded in the last 3 years.

Table 4.2.2: The methods to upgrade competencies and the skills upgraded in the last 3 years

Items	N	Percent
Methods to upgrade competencies:		
On-the-job training.	6	100.0
A formal course.	6	100.0
Seminars, workshops and conferences.	1	16.7
The skills upgraded in the last 3 years		
Cultural awareness.	0	00.0
Building, leading and managing global teamwork.	2	33.3
Understanding the business-culture and expectations of global customer.	1	16.7
Negotiation with different cultures partnership.	5	83.3
Communication with people from different cultures.	3	50
Global strategic management.	1	16.7
International accounting standard.	2	33.3
Understanding of expectation of employees from diversity cultural background, leading to more job satisfaction and better staff retention.	0	00.0

The Table 4.2.2 above shows that, on-the-job training, formal courses and seminars, workshops and conferences take place.

Regarding the skills upgraded in the last 3 years the highest percentages were in the area of "negotiation with different cultures partnership", with 83.3% of participants, and communication with people from different cultures, with a 50%.

c) Global leadership

Global leadership competencies have been divided into leadership skills, global leadership competencies and global organizational competencies.

Leadership skills

Table 4.4.3 shows that the average of the answers on leadership skills level is 4.7. Table also shows that 57.1% of the middle managers said to be extremely skilled, while 42.9% skilled.

Table 4.2.3: Leadership skills

N	Items	1	2	3	4	5	6
1	I have a thorough understanding of my strengths and weaknesses and whether or not I am performing well without others having to tell me.	0	0	0	2	4	4.7
2	I am effective at communicating coherently with my coworkers whether in face-to-face situations or in situations requiring written, electronic, or telephone means of communication.	0	1	0	2	3	4.2
3	I have a thorough understanding of psychology (knowledge of human behavior, mental processes and individual and group performance).	0	0	0	2	4	4.7
4	I usually initiate the activities of groups and lead others toward common goals.	0	0	0	2	4	4.7
5	I am effective at managing a group's formative stages, enhancing group performance and enhancing individuals' satisfaction by promoting group cooperation, trust and confidence.	0	0	1	0	5	4.7
6	I usually work well with others to jointly achieve goals.	0	0	0	1	5	4.8
7	I am effective at convincing others to perform a task or approach something in a different manner.	0	0	0	1	5	4.8
8	I am effective at convincing to believe in values and to act in accordance with those values.	0	0	0	0	6	5.0
9	I have a good Technical Skills of standard practices and procedures necessary to accomplish tasks.	0	0	0	0	6	5.0
10	I am good at using existing information to logically evaluate situations and solve problems.	0	0	0	2	4	4.7
11	I am effective at quickly prioritizing and evaluating the relative costs and benefits of potential actions needed to complete a task.	0	0	0	4	2	4.3
12	I am good at assessing individuals' knowledge, skills and experience to determine whether they would be appropriate for staffing or membership needs.	0	0	0	3	3	4.5
13	I usually come up with a variety of approaches to solve problems.	0	0	0	1	5	4.8
14	I typically use novel ideas to solve problems.	0	0	0	1	5	4.8
15	I have a thorough of Industry Knowledge and Skills.	0	0	0	1	16.7	4.8

(1) Strongly Disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly Agree and (6) Mean

Communication competency (competency 2), ability to evaluating the costs and benefits and assessing individuals' knowledge, skills and experience (competencies 11 and 12) obtain the lowest values. On contrary, the values competency (competency 8) and Technical competency (competency 9) obtain the highest values.

Global leadership competencies

The participants of this case study said that the impact of globalization and technology requires new leadership competencies called global leadership competencies. Also they said that they have high degree of the global leadership competencies.

The figures in Table 4.2.4 show that 50.0% of the middle managers in the EEMCO said to have high performance in the global leadership competencies, 33.3% good performance and 16.7% an average performance.

Table 4.2.4: Global leadership competencies

N	Items	1	2	3	4	5	6
1	I am adapting with basic business behaviors such as communication, leadership and negotiation to the norms of foreign countries.	0	2	0	0	4	4.0
2	I am able to develop my staff from diverse cultural backgrounds, through training courses particularly for management positions.	0	2	1	0	3	3.7
3	I am operating effectively across boundaries, while balancing organizational integration with local demands.	0	2	1	0	3	3.7
4	I am making strategic business decisions across borders or regions (rather than focusing on specific countries).	0	3	1	0	2	3.2
5	I am leading and motivating teams whose members are sourced from different countries around the world or are physically based on multiple geographies.	0	3	1	0	2	3.2
6	I possess the drive and organizational experience to launch operations in a new country or region.	1	2	1	0	2	3.0
7	I am effective at employing tact and persistence in dealing with government officials regarding a host of issues, ranging from local labour law to trading licenses and tax relief.	0	1	0	0	5	4.5
8	I Keep up-to- date with development in own global knowledge and skills of work/ expertise.	1	0	0	0	5	4.3
9	I update an organization to meet global changing needs.	1	0	0	0	5	4.3
10	I have a thorough understanding and interpreting of the needs of global customers.	1	0	1	0	4	4.0
11	I give people a lot of freedom in deciding how to get their work done.	1	0	1	1	3	3.8
12	I create a global picture of the future that motivates others.	1	1	0	1	3	3.7
13	I am aware of the impact of my own behavior and emotions on other people from different counties.	1	0	1	1	3	3.8
14	I develop and maintain access to people at higher levels.	1	1	1	1	2	3.3
15	When I delegate I'm not only trying to get the work done; but I'm also trying to develop people.	0	2	0	2	2	3.7
16	I show the people on my team how their personal goals can be realized by buying into a common	0	2	0	1	3	3.8

	vision.						
17	I act to enhance and improve areas of distinctive global competence.	1	0	0	1	4	4.2
18	I thorough screen candidates for employment to ensure a much with the organization's commitment and global competence.	1	0	0	1	4	4.2
19	I carefully consider the impact of new global strategic or operating directions on my people.	1	0	0	1	4	4.3
20	I am clear about my philosophy of the globe leadership.	0	0	0	0	6	5.0
21	I often recognize the impact of globalization on our business.	0	0	0	1	5	4.8
22	I usually demonstrate the adaptability required to succeed in global environment.	0	0	1	0	5	4.7
23	I always strive to gain the variety of experiences which needed to conduct global business.	1	0	1	1	3	4.0
24	I am willing to make decisions that incorporate global considerations.	0	0	0	2	4	4.7
25	I occasionally help others to understand the impact of globalization.	0	0	0	2	4	4.7
26	During my career, I am willing to move early in order to identify emerging opportunities in the global market.	0	1	0	0	5	4.5

(1) Never, (2) Almost Never (3) Sometimes, (4) Often, (5) Almost Always and (6) Mean

The average of the answers on global leadership competencies in EEMCO is 4.0. Strategic business decisions, leading and motivating teams from different countries, launch operations in a new country or region and developing and maintaining access to people (competencies 4, 5, 6 and 14) obtain the lowest values.

Table 4.2.5: Weaknesses and strengths as a leader of global work

Strengths	Weaknesses
Able to communication clearly with people different countries.	Feeling as an outside at home when I have a mission out of Egypt.
Create confidence with other.	Different attitudes and skills between local and foreign employees.
Cooperation with teamwork.	Negotiation skills in international environment.
Dealing with employees/managers from different ethnic and cultural group.	How to close the deal foreign customer.
Planning and controlling.	International accounting standard.
Negotiation skills with foreign people.	Presentation skills by English.
Export management.	
Strategic plan.	
Communication skills.	
Flexibility.	

Moreover, respondents have identified weaknesses and strengths as a leader of global work. None of the respondents had any difficulty in identifying difficulty to identify weaknesses they had experienced themselves or had encountered in global contexts. The full sets of strengths and weaknesses reported by the respondents are listed in Table 4.2.5.

The respondents seem to recognize well the kind of competencies that are important for global work. In contrast, most of middle managers have not a clear understanding about the definition of global leadership competency concept. This appeared through the question: “What does a global leadership competency mean in your context?” Most of participants did not give complete or right respond. Table 4.2.6 shows definitions reported by the respondents.

Table 4.2.6: Global leadership competency definitions reported by the respondents

I do not know.
It is function effectively in international companies and developing his or her abilities.
Competency that go beyond what is familiar in the home country.
Ability to copy with global crisis.
The competencies are necessary for effective global leadership to cope with globalization.
The leader is working in multi-cultural understanding behavioral and cultural differences.

Nevertheless, the participants show to be aware that global leadership competency is necessary in order to deal with global business environment.

Global organizational competencies

The questions showed in Table 4.2.7 identifies and examines key characteristics of global organizational competencies. The results illustrate that the middle managers state that the level of global organizational competencies in the company is high. In this sense, the average of the global organizational competencies in EEMCO is 4.7.

Table 4.2.7: Global organizational competencies

N	Items	1	2	3	4	5	6
1	Does your organization develop a global competence with one or more business skills such as global marketing, R & D or global distribution?	0	0	1	0	5	4.7
2	Can every employee recognize the organization's areas of global competence?	0	0	1	1	4	4.5
3	Are employees committed to maintain a global competence at any cost?	0	0	1	0	5	4.7
4	Does the organization pay attention to its areas of the global competence?	0	0	0	1	5	4.8
5	Are new employees sufficiently trained and developed to have the global competence to deliver superior performance?	0	0	0	2	4	4.7
6	Does the organization's global competence operate consistently over time, despite environmental change?	0	0	0	1	5	4.8
7	Does your organization's global competence produce superior performance?	0	1	0	2	3	4.2
8	Do customers, competitors and observers value your organization's superior performance?	0	0	0	2	4	4.7
9	Is the organization's commitment to a common purpose and its global competence to deliver superior performance emphasized and discussed throughout the organization?	0	0	0	2	4	4.7
10	Will the current degree of commitment and competence remain at a high level?	0	0	0	1	5	4.8
11	Do employees consistently communicate their commitment global competence to their peers and new employees?	0	0	0		6	5.0
12	Are new employees sufficiently motivated and stimulated to commit them to the organization's common purpose?	0	0	0	2	4	4.7

13	Is your organization able to attract and keep the right kind of people from different countries?	0	0	0	2	4	4.7
14	Do employees in your organization readily recognize the different between committed and uncommitted employees?	0	0	0	2	4	4.7

(1) Never, (2) Almost Never (3) Sometimes, (4) Often, (5) Almost Always and (6) Mean

d) Cross Cultural Leadership

The figures in Table 4.2.8 identifies that 83.3% of the middle managers state to have very high degree of competencies to deal with different cultures effectively, while 16.7% said to have a high degree of competencies to deal with different cultures. The average of the answers on cross-cultural leadership in EEMCO is 4.6.

Table 4.2.8: Cross cultural leadership

N	Items	1	2	3	4	5	6
1	I am willing to adapt, learn and cope with other cultures.	0	0	0	0	6	5.0
2	I feel comfortable working with employees from different cultural background.	0	0	1	1	4	4.5
3	I generally respect the other religions.	0	0	0	1	5	4.8
4	I usually accept good ideas no matter where they come from.	0	0	0	2	4	4.0
5	I have great ability to excite talent people from different cultures or backgrounds.	0	0	0	1	5	4.8
6	I usually effectively motivate people from different cultures or backgrounds.	1	0	0	1	4	4.2
7	I have ability to connect with people from different cultures or backgrounds.	0	0	0	1	5	4.8
8	I have ability to adjust behavior in a different cultural setting.	0	0	0	1	5	4.8
9	I tend to work across time and distance.	0	0	0	2	4	4.7
10	I have great ability to handle complex cross-cultural issues.	0	0	1	1	4	4.5
11	I have a thorough understanding of global business and industry.	0	0	0	1	5	4.8
12	I often help others to appreciate the value of diversity.	0	0	0	2	4	4.7
13	I usually support the employees to expand his/her knowledge of other cultures (through interactions, language study, travel, etc....).	1	0	0	1	4	4.2
14	I am very good at building and maintaining global networks.	0	0	0	0	6	5.0
15	I feel confident conducting a meeting in a foreign language.	0	0	2	2	2	4.0

(1)Strongly Disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly Agree and (6) Mean

The figures show that the most of the fields and average higher than 4.6 is obtained. That reflects that most of the middle managers said to have a very high degree of competencies to deal with different cultures effectively. Coping with other cultures and building and maintaining global networks competencies obtained the highest values (competencies 1 and 14).

The vision of the respondents is summarized by one of them, who stated that "when one works during a mixed culture, you're highly educated in the sense of you learn about other people's culture, you appreciate individuals for who they are and where they're coming from and it also provides you a broad perspective of issues, a broad perspective of methods of processes, of how to make things. It broadens your mentality".

The participants in this case study agreed that to deal with customers from different cultures and behaviors can be very challenging. During the individual interviews with the middle

managers, to respond to the question “What are the challenges of global work?” The respondents identified a series of challenges that they encountered when operating globally.

The full group of challenges reported by the respondents is listed in Table 4.2.9. Concerns related with are the behaviors of foreign customers are the most common in this case study.

Table 4.2.9: Challenges on cross-cultural leadership reported by the respondents

Cultures and behaviors of foreign customers.
Religious differences.
Different customs and traditions.
International perspective and experience.
Not well imposing my own idea about what is customer needed.
Change demands and behaviors of customer very fast.
Language difference and deeper meaning.

e) Global Vision

The participants of this case study agree on that every company going to global market must clearly articulate and widely distribute it global vision and aspiration to all staff. Regarding global organizational vision, Table 4.2.10 shows that 100% of the middle managers said that the company has a clearly stated vision to be global.

Table 4.2.10: Global organizational vision

N	Items	1	2	3
1	Does your company have a clearly stated vision to be global?	0	6	1.0
2	Does your company have long- term ambitions?	0	6	1.0
3	Does your company know it wants to achieve on long run?	0	6	1.0
4	Has your management defined the gap between being global and where your company is today?	0	6	1.0
5	Has your management defined an action strategy that will allow it to close the gap?	0	6	1.0
6	Can your company outpace your competition in the race to become global?	0	6	1.0
7	Will global customers generate a significant proportion of your future revenue stream?	0	6	1.0
8	Do your employees understand the information and service requirements of customers on a global market?	0	6	1.0
9	Does your company management understand which aspects of the company have to be managed on a global basis?	0	6	1.0

(1) answer ‘Yes’; (2) answer ‘No’; and (3) average between (1) and (2) -goes from 1 to 2

The participants also said that the company has a clearly stated vision to be global, long-term ambitions and it knows what want to achieve on long-run. The average of the answers on global organizational vision is 1.0.

Table 4.2.11: Global leadership vision

N	Items	1	2	3	4	5	6
1	I am good at determining the long-term vision of my actions.	0	0	0	0	6	5.0
2	I am competent at developing an ideal vision for my group or organization to achieve.	0	0	1	0	5	4.7
3	I am effective at evaluating future risks based on current opportunities and challenges.	0	0	0	0	6	5.0
4	I usually have values and principles which guide my way.	0	0	0	0	6	5.0
5	I frequently try to work on achieving my vision.	0	0	0	0	6	5.0
6	I usually try on achieving what I believe in.	0	0	0	0	6	5.0
7	I am usually willing to deliver the global vision to all employees in different levels.	0	0	0	0	6	5.0
8	My employees frequently have performance measurement and reward systems that encourage global behavior.	0	0	0	0	6	5.0

(1)Strongly Disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly Agree and (6) Mean

Regarding to the global leadership vision, Table 4.2.11 shows that 100.0 % of the middle managers say to have extremely a clear global vision and to be effective at evaluating future risks based on current opportunities and challenges. One respondent explained that “a global leader with a global vision can forecast the future opportunities and can remain in the present”.

f) TQM

Most of the middle managers are participated in applying TQM. In this sense, the figures in Table 4.2.12 referred that 33.3% of the middle managers in EEMCO had a very high participation in applying TQM, while 66.7% have high participation. The average of the answers on leadership in applying TQM the company is 3.7. One respondent stated that “TQM is very necessary for improving a firm's process capacities in order to achieve fit and secure competitive advantages in global market places”.

Table 4.2.12: Leadership in applying TQM

N	Items	1	2	3	4	5	6
1	I pursue continuous improvement in all business activities.	0	0	0	0	6	5.0
2	I demonstrate constant commitment to the vision statement.	0	1	1	1	3	4.0
3	I participate in establishing an organization-wide quality culture.	0	1	3	0	2	3.5
4	I am effective at leading TQM implementation standing from the front.	1	3	1	0	1	2.5
5	I participate in TQM implementation personally.	1	2	2	0	1	2.7
6	I participate in assessing TQM implementation progress.	2	1	2	0	1	2.5
7	I accept education and training in management knowledge.	0	0	0	1	5	4.8
8	I give training lectures to employees.	0	3	0	1	2	3.3
9	I am effective at empowering employees to solve quality problems.	0	3	2	0	1	2.8
10	I am good at encouraging employee involvement in quality management activities.	0	2	1	1	2	3.5
11	I am used to giving great attention importance to employees' suggestions.	0	3	1	0	2	3.2
12	I show more enthusiasm about TQM implementation.	0	1	1	2	2	3.8
13	I often encourage employees to list the firm's shortcomings.	0	1	0	1	4	4.3
14	I focus on quality of products and services rather than yields.	0	1	0	1	4	4.3
15	I trust employees and believe that they can do things better.	0	0	1	1	4	4.5

16	I believe that TQM implementation will drive the company to the global market effectively.	0	0	1	1	4	4.5
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(1)Strongly Disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly Agree and (6) Mean

Some of answers have obtained a value lower than 3.7. They are related to leading and participating and in assessing TQM implementation (competencies 4, 5 and 6) and empowering (competency 9). On the contrary, improvement in all business activities and education and training (competencies 1 and 7) obtained the highest values.

Regarding organizational leadership in applying TQM (Table 4.2.13), the average of the answers on organizational leadership in applying TQM in the company is 4.3. The competency of improving working conditions in order to recognize employee quality management efforts obtained the highest values (competency 1).

Table 4.2.13: Organizational leadership in applying TQM

N	Items	1	2	3	4	5	6
1	Our firm improves working conditions in order to recognize employee quality management efforts.	0	0	0	2	4	5.0
2	Our firm has a salary promotion scheme to encourage employee participation in quality management.	0	0	1	2	3	4.5
3	Position promotions are based on work quality in our firm.	0	0	2	2	2	4.0
4	Excellent suggestions are financially rewarded.	0	0	0	3	3	4.5
5	Employees' rewards and penalties are clear.	0	0	0	3	3	4.5
6	Recognition and reward activities effectively stimulate employee commitment to quality management.	0	0	0	3	3	4.5
7	The quality system in our organization is continuously being improved.	0	0	0	3	3	4.5
8	Our organization uses ISO 9000 as a guideline for establishing our quality system.	0	0	2	2	2	4.0
9	Our organization has a clear quality manual.	0	0	1	3	2	4.0
10	Our organization has clear procedure documents.	0	1	0	3	2	4.0
11	Our organization has clear working instructions.	0	1	0	2	3	4.5

(1) Never, (2) Almost Never, (3) Sometime, (4) Often, (5) Almost Always and (6) Mean

4.2.5 CONCLUSIONS

EEMCO is a successful corporation with increasing international activities. It has applied a policy quality police, with a Quality Management System developed following to ISO 9001:2000 and applied the ideas of Total Quality Management (TQM).

EEMCO gives great importance to have an educated and experienced staff, with a good level in foreign languages and used to international relations. External recruitment is the main strategy of the company to increase their capacities. Development of existing employees is also considered.

The company develops rotation programs and training activities. From the answers to the questionnaires it is deduced that EEMCO managers agree in the relevance of global competences and, in general terms, thinks to have good stages in this area. Table 4.2.14 summarizes the obtained results.

Table 4.2.14: Averages of the answers corresponding to the different blocks of competencies

N	Items	Averages
1	Global leadership: Leadership skills Global organizational competencies Global leadership competencies	4.7 4.7 4.0
2	Cross cultural leadership	4.6
3	Global vision: Global organizational vision Global leadership vision	1.0 4.9
4	TQM: Leadership in applying TQM. Organizational leadership in applying TQM	3.7 4.3

Values goes from 5 (best valued) to 1, apart from Global organizational vision, from 1 (best value) to 2

Regarding to the Global leadership, the highest average is shown in the areas of leadership skills and global organizational competencies, while a lowest average in area of global leadership competencies. Regarding cross-cultural leadership, the answers shows that the most of the managers said to have high level in this area. Views are also positive when answering to the global vision them and the organization have. Answers on TQM reflect the great importance given by the company to this area.

4.3 CASE 3: REEM (RESEARCH & ELECTRONICS MANUFACTURING)

4.3.1 DATA SOURCES AND COLLECTION

Information concerning the company was obtained from the company documents (Reem, 2010) and an interview with the chairman of its board, Mr. Ali Shaat. A total of 6 members of the company were requested to respond the forecasted set of questionnaires and perform face to face interviews. Their positions in the company are the following: Planning Manager, Financial Manager, Production Manager, Purchasing Manager, Total Quality Management Manager and Marketing Manager.

The questionnaires and interviews were performed in Cairo city in July 2010. The questionnaires took a total of approximately 45 minutes and the personal interviews took in average around 15 minutes. In addition, an in depth interview was performed with the chairman of board Mr. Ali Shaat.

4.3.2 COMPANY OVERVIEW

REEM (Research & Electronics Manufacturing) was established as an Egyptian investment company under Law 43/1974 for the purpose of "design and manufacturing of electronic systems and their related software, as well as all related support, training and maintenance services". It was officially established on the 6th of July 1989. Commencement of activity was on the 1st of January 1990. Official headquarters are at Cairo.

From the beginning, REEM was conceived as a true systems house that provides both products and integrated services to the industrial and utility sectors, and commands a pioneering position in developing creative solutions in the fields of measurement, device control, data collection and data processing systems. These solutions are particularly designed to suit both the local and the international markets.

REEM has grown progressively over the last eight years. At 2010 the number of the employees of the company was 80 - some of them from Russia, China, Jordan and Palestine- of whom engineers and high caliber technicians cover the functions of electronic product development, systems & software development, installations, training, customer support and maintenance. In addition REEM has a prestigious roster of consultants in other related areas such as Business Systems Design, Operations Research and Engineering management. REEM currently has two major product lines:

Data Collection & Processing Systems for Large Utilities

Within this product line, REEM has established a credible track record by its successful accomplishment of the DREMS (Dual-mode Residential Energy Monitoring System) project for the utility companies in Egypt (electricity, Gas and water).

Microprocessor-based Control Equipment

Within this product line, REEM has developed and produced controllers for Air Conditioning Systems, Elevator Systems, Water Heating Systems and Automatic Washing Machines. The range activities of REEM include turnkey electronic and mechanical systems, software development and software implementation and training and support activities. Design is the

main activity of REEM where the company is specialized in the design and implementation of electronic solutions for a wide range of products, REEM also provides electronic and software solutions for customer requirements and problems. Design activities in REEM covers: Electronic design, Mechanical Design and Software design and development.

Training

The company is offering different specialist training courses for the utility companies concerning the meter reading and invoicing system. These courses are holding either in REEM training center or in the client location and attended by all the administrative and technical staff covering the following topics:

- System concept for the top management.
- PC software application for the coordinator of reading and collector unit, system operators and system support staff.
- HHU application for the coordinator of reading and collector unit, system operators, loggers, collectors and system support staff.
- System software & facilities for the heads of the commercial, financial and customer relations departments.

The sales of the company amounted to US Dollars 20.734 million in 2008, an increase of 7 % compared with the previous year. The company develops its foreign activity in Bahrain, Jordan, Saudi Arabian, Syria, Palestine, United Emirates, Qatar, Algeria and Uzbekistan. The combined Egypt and Middle East market constitutes 64 % of the company's overall sales.

The company has applied the ideas of Total Quality Management (TQM) in each part of the company following to ISO 9001:2000 and got Management Certification: ISO 9001:2000, since 2007.

4.3.3 COMPANY POLICY OVERVIEW

During the interview with the chairman of board Mr. Ali Shaat, he explained the different aspects of the human resources company policy.

Policy of recruiting and hiring new personnel

Mr. Shaat stated that "the firm is devoted to obtain, create talent and core competencies that are necessary to lead the firm towards the realization of its long term vision". REEM is trying to recruit new personnel who have electronic degree (diploma or bachelor degree), a minimum two years of work experience in the same field with a company in Egypt or overseas, and speaks more than one language. The recruitments process in REEM focuses on the applicant's prospective to be successful in the job. REEM gives priority to applicant which meets the minimum standards for the position, with the minimum inherent job requirements. The company also encourages submitting CVs via the regular mail or the company website. The recruiting responsibilities and hiring decision are assumed by the HR department.

Job Rotation program

Mr. Shaat stated that "we aim to be an effective company providing staff with opportunities to work in different areas of the office to expand their competencies". One of the adopted practices is temporal job rotation. In this case job rotation last for six weeks. This program is available to permanent staff. At the conclusion of the rotation, the corresponding division outlines the experience and includes recommendations.

The performance appraisal

Department managers or supervisors are responsible for evaluating exactly how well the staff has performed in his tasks, writes clear descriptions of the performance, and assigns the appropriate rating.

Once the performance appraisal forms have been evaluated and analyzed, the employee and manager or supervisor gets together for performance reviewing. They discuss the manager's evaluation of the employee's performance and come to an understanding of what was achieved of work objectives during the year.

The induction program

The company develops an induction program for new staff members, who participate in a short meeting. This meeting is carried on by HR department and includes explanation about labour policies, pay, organizational culture, timetables and security policy. After that a mentor of the department of new staff gives them details and instructions regarding the work to do and assist him in initial period.

4.3.4 RESULTS FROM QUESTIONNAIRES AND INTERVIEWS

a) Background of respondents

Table 4.3.1 shows the profiles of the respondents. A central feature of company is that 33.3% of the middle managers are Egyptian, while 33% are from Ukraine and 33.3% are from China, all of them male. Fifty percent of the middle managers have master's degree, while 50% have a first degree. During the individual interviews respondents indicated that 83.3% were studying in a foreign schools (in English), while 16.7% in governmental schools (in Arabic). Also 83.3% of the middle managers were studying in foreign universities.

Table 4.3.1: An overview of the background of respondents

Items	Frequency	Percent
The Ethnic Background:		
Egyptian	2	33.3
Ukrainian	2	33.3
Chinese	2	33.3
The Gender:		
Male	6	100.0
Educational Degree:		
Master's Degree	3	50.0
University Degree (Diploma, B.A. B.Sc., etc.)	3	50.0
Job Title:		

Planning Manager	1	16.7
Total Quality Management Manager	1	16.7
Production Manager	1	16.7
Marketing Manager	1	16.7
Purchasing Manager	1	16.7
Financial Manager	1	16.7
Worked for a Multinational Corporation:		
Yes	6	100.0
No	0	00.
Level in the Organization:		
Top management	0	00.0
Middle management	6	100
Years in the Position:		
2 years	1	16.7
5 years	1	16.7
4 years	1	16.7
6 years	1	16.7
9 years	1	16.7
7 years	1	16.7
Work Experience:		
5-10 years	0	0.00
10-15 years	2	33.3
15-20 years	2	33.3
More 20 years	2	33.3
Years in the Organization:		
6 years (Ukrainians)	2	33.3
9 years (Chinese)	2	33.3
15 years (Egyptians)	2	33.3
Work Team Members from Different Cultures:		
Yes	5	83.3
No	1	16.7
Knowledge of languages:		
English	6	100.0
French	2	33.3
Ukrainian/ Russian	2	33.3
Chinese	2	33.3
Language(s) at Work Place:		
Arabic	1	16.7
English	5	83.3
Travelling Abroad:		
Yes	5	83.3
No	1	16.7
The Proposal of Travelling:		
Training courses	4	66.7
Working	5	83.3
Tourism	3	50.0
Connections With Individuals, Teams and Organizations From Different Cultural Background:		
Yes	5	83.3
No	1	16.7

A total of 66.7% of the respondents said that have been working with Western companies in the past. In besides, the middle managers have been in their position is 3.5 years in average, being the minimum 2 year and the maximum 9 years. All of them have a long experience, and almost all have connections with people with different cultural backgrounds. In the company to know different languages is very important. All the middle managers have good knowledge of English, and 33.3% have good knowledge of French, As a result the workplace language is English in which for 5 of the respondents and for the other.

The qualification of the managers of the company reflects that the company is trying to recruit employees that are educated, speaks more than one language. The company prefers the persons are worked before with different nationalities and cultural backgrounds.

b) Training activities

Table 4.3.2 illustrates the methods to upgrade competencies and the skills upgraded in the last 3 years all the middle managers have received appropriate on-the-job training and taken a formal course, while 50% attended seminars, workshops and conferences. Most of the middle managers used more than one method in order to upgrade their competencies.

Regarding the skills upgraded in the last 3 years , Table 4.3.2 show that the more highlighted areas are "cultural awareness", with 66.7% of respondents being trained, and "building, leading and managing global teamwork, communication with people from different cultures and global strategic management", with 50%. In contrast, the lowest percentages are in the areas of "understanding the business culture, negotiation with different cultures partnership and international accounting standard" with 33.3%. Most of the middle managers are enrolling in more than one area training courses.

Table 4.3.2: The methods to upgrade competencies and the skills upgraded in the last 3 years

Items	N	Percent
Methods to upgrade competencies:		
On-the-job training.	6	100.0
A formal course.	6	100.0
Seminars, workshops and conferences.	3	50.0
The skills upgraded in the last 3 years		
Cultural awareness.	4	66.7
Building, leading and managing global teamwork.	3	50.0
Understanding the business-culture and expectations of global customer.		
Negotiation with different cultures partnership.	2	33.3
Communication with people from different cultures.	2	33.3
Global strategic management.	3	50.0
International accounting standard.	3	50.0
Understanding of expectation of employees from diversity cultural background,	2	33.3
leading to more job satisfaction and better staff retention.	3	50.0

c) Global leadership

Global leadership has been divided into leadership skills, global leadership competencies and global organizational competencies.

Leadership skills

Table 4.3.3 shows that the average of the answers on leadership skills level is 3.2. Whereas 16.7% of the middle managers in REEM said to be extremely skilled, 50.0 % skilled, 16.7% average skilled and 16.7 % low skilled.

Table 4.3.3: Leadership skills

N	Items	1	2	3	4	5	6
1	I have a thorough understanding of my strengths and weaknesses and whether or not I am performing well without others having to tell me.	0	0	5	1	0	3.2
2	I am effective at communicating coherently with my coworkers whether in face-to-face situations or in situations requiring written, electronic, or telephone means of communication.	1	2	0	2	1	3.0
3	I have a thorough understanding of psychology (knowledge of human behavior, mental processes and individual and group performance).	0	1	2	2	1	3.5
4	I usually initiate the activities of groups and lead others toward common goals.	0	0	3	2	1	3.7
5	I am effective at managing a group's formative stages, enhancing group performance and enhancing individuals' satisfaction by promoting group cooperation, trust and confidence.	1	0	2	2	1	3.3
6	I usually work well with others to jointly achieve goals.	2	0	2	1	1	2.8
7	I am effective at convincing others to perform a task or approach something in a different manner.	1	1	2	2	0	2.8
8	I am effective at convincing others to believe in values and to act in accordance with those values.	1	0	3	0	2	3.0
9	I have a good Technical Skills of standard practices and procedures necessary to accomplish tasks.	2	0	2	1	1	2.8
10	I am good at using existing information to logically evaluate situations and solve problems.	0	1	3	0	2	3.5
11	I am effective at quickly prioritizing and evaluating the relative costs and benefits of potential actions needed to complete a task.	0	0	5	0	1	3.3
12	I am good at assessing individuals' knowledge, skills and experience to determine whether they would be appropriate for staffing or membership needs.	0	0	5	0	1	3.3
13	I usually come up with a variety of approaches to solve problems.	0	2	3	0	1	3.0
14	I typically use novel ideas to solve problems.	1	0	3	1	1	3.2
15	I have a thorough understanding of Industry Knowledge and Skills.	2	0	1	1	2	3.2

(1)Strongly Disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly Agree and (6) Mean

Most of the middle managers in REEM state to possess a high level of leadership skills. The competences dealing with group work (competence 6 and 7) and the competences with a technical content (competence, 9) obtain the lowest values, while “lead the activities of

groups and lead others toward common goals” (Competence, 4) obtain the highest ones.

Global leadership competencies

The participants of the company said that they have high degree on some of the global leadership competencies and average on others. The average of global leadership competencies is 3. The lowest values have been obtained in the competences regarding creating a global picture, developing global knowledge and skills and global competence (competence 12, 8 and 18).

Table 4.3.4: Global leadership competencies

N	Items	1	2	3	4	5	6
1	I am adapting basic with business behaviors such as communication, leadership and negotiation to the norms of foreign countries.	0	2	0	1	3	3.8
2	I am able to develop my staff from diverse cultural backgrounds, through training courses particularly for management positions.	0	3	3	0	0	2.5
3	I am operating effectively across boundaries, while balancing organizational integration with local demands.	0	2	1	1	2	3.5
4	I am making strategic business decisions across borders or regions (rather than focusing on specific countries).	0	1	2	1	2	3.7
5	I am leading and motivating teams whose members are sourced from different countries around the world or are physically based on multiple geographies.	0	0	2	0	4	4.3
6	I possess the drive and organizational experience to launch operations in a new country or region.	1	3	0	0	2	2.8
7	I am effective at employing tact and persistence in dealing with government officials regarding a host of issues, ranging from local labor law to trading licenses and tax relief.	2	2	0	1	1	2.5
8	I Keep up-to- date with development in own global knowledge and skills of work/ expertise.	2	1	0	0	3	2.2
9	I update an organization to meet global changing needs.	1	1	1	2	1	3.2
10	I have a thorough understanding and interpreting of the needs of global customers.	1	0	0	0	5	4.3
11	I give people a lot of freedom in deciding how to get their work done.	3	0	1	1	1	2.5
12	I create a global picture of the future that motivates others.	3	1	2	0	0	1.8
13	I am aware of the impact of my own behavior and emotions on other people from different counties.	0	1	3	1	1	3.3
14	I develop and maintain access to people at higher levels.	1	2	1	2	0	2.7
15	When I delegate I'm not only trying to get the work done; but I'm also trying to develop people.	1	1	3	1	0	2.7
16	I show the people on my team how their personal goals can be realized by buying into a common vision.	1	1	0	4	0	3.2
17	I act to enhance and improve areas of distinctive global competence.	1	2	1	2	0	2.7
18	I thorough screen candidates for employment to ensure a much with the organization's commitment and global competence.	0	4	2	0	0	2.3
19	I carefully consider the impact of new global strategic or operating	0	1	3	0	2	3.5

	directions on my people.						
20	I am clear about my philosophy of the globe leadership.	1	1	3	0	1	2.8
21	I often recognize the impact of globalization on our business.	0	0	4	0	2	3.7
22	I usually demonstrate the adaptability required to succeed in global environment.	0	2	2	0	2	3.3
23	I always strive to gain the variety of experiences which needed to conduct global business.	1	2	3	0	0	2.3
24	I am willing to make decisions that incorporate global considerations.	1	2	3	0	0	2.3
25	I occasionally help others to understand the impact of globalization.	1	2	2	1	0	2.5
26	During my career, I am willing to move early in order to identify emerging opportunities in the global market.	0	1	1	2	2	3.8

(1) Never, (2) Almost Never, (3) Sometimes, (4) Often, (5) Almost Always and (6) Mean

Moreover, respondents have identified weaknesses and strengths as a leader of global work. None of the respondents have difficulty to identify weaknesses that they have experienced themselves or had encountered in global contexts. The full sets of strengths and weaknesses reported by the respondents are listed in Table 4.3.5. The respondents seem to recognize well the kind of competencies that are important for global work.

Table 4.3.5: Weaknesses and strengths as a leader of global work

Strengths	Weaknesses
Production planning for global markets.	Realistic.
Sharing cultural differences with others.	Managerial skills.
Building trust with foreign people.	International financial management.
Flexibility.	Understanding behaviors of foreign supplier.
Open mindedness.	How to close the deal foreign customer.
Good use of information technology.	

Table 4.3.6: Global leadership competency definitions reported by the respondents

<p>Helping global leader to understand different cultures and what motivates people from different societies.</p> <p>It is the sum of the attitudes, beliefs, knowledge, skills and behaviors needed for success in today multicultural and global economy.</p> <p>Competency depends on the culture in which the leader is working, living and conduction of the business.</p> <p>The Competency is skills and behaviors needed for global leader.</p> <p>Dealing with the workforce of different national.</p> <p>An awareness of multicultural issues and broad knowledge of diverse dimensions.</p>

The participants were also asked to answer the question “What does a global leadership competency mean in your context?” Table 4.3.6 shows their answers that are basically correct

and prove the good understanding of this concept that they have.

Global organizational competencies

Table 5.3.7 illustrated that 66.7% of the middle managers stated that the level of global organizational competencies during the company is high, while 33.3% of the middle managers said that it is average. The average of the global organizational competencies in REEM is 3.2. The lowest grades are given to questions related to commitment and motivation (competences 10 and 14).

Table 4.3.7: Global organizational competencies

N	Items	1	2	3	4	5	6
1	Does your organization develop a global competence with one or more business skills such as global marketing, R and D or global distribution?	0	0	2	3	1	3.8
2	Can every employee recognize the organization's areas of global competence?	0	1	4	1	0	3.0
3	Are employees committed to maintain a global competence at any cost?	0	1	3	2	0	3.2
4	Does the organization pay attention to its areas of the global competence?	0	0	2	4	0	3.7
5	Are new employees sufficiently trained and developed to have the global competence to deliver superior performance?	0	1	4	1	0	3.0
6	Does the organization's global competence operate consistently over time, despite environmental change?	0	2	2	2	0	3.0
7	Does your organization's global competence produce superior performance?	0	1	2	1	2	3.7
8	Do customers, competitors and observers value your organization's superior performance?	0	0	3	2	1	3.7
9	Is the organization's commitment to a common purpose and its global competence to deliver superior performance emphasized and discussed throughout the organization?	0	2	2	1	1	3.2
10	Will the current degree of commitment and competence remain at a high level?	0	3	1	2	0	2.8
11	Do employees consistently communicate their commitment global competence to their peers and new employees?	1	1	1	3	0	3.0
12	Are new employees sufficiently motivated and stimulated to commit them to the organization's common purpose?	0	3	2	0	1	2.8
13	Is your organization able to attract and keep the right kind of people from different countries?	1	0	2	0	3	3.7
14	Do employees in your organization readily recognize the different between committed and uncommitted employees?	1	1	2	2	0	2.8

(1) Never, (2) Almost Never (3) Sometimes, (4) Often, (5) Almost Always and (6) Mean

d) Cross Cultural Leadership

Most of the participants in this case study state to have high degree of the cross-cultural competencies. Table 4.3.8 shows that 83.3 % of the middle managers state to have very high degree of competencies to deal with different cultures effectively and 16.7 % a high degree. The average of the answers on cross-cultural leadership is 3.9.

Cross-cultural abilities are very important for REEM. Mr. Shaat stated that "the leadership at

present and future businesses the ability to connect people and create and manage successful teams in cross-cultural cultural environments is an essential competence ".

The lowest values are obtained for ability to excite talent people from different cultures and ability to excite talent people from different cultures (competencies 5 and 13). In contrast, the highest values are for respect the other religions, adapt, learn and cope with other cultures and working with employees from different cultural background (competencies 3, 1 and 2).

Table 4.3.8: Cross cultural leadership

N	Items	1	2	3	4	5	6
1	I am willing to adapt, learn and cope with other cultures.	0	0	0	2	4	4.7
2	I feel comfortable working with employees from different cultural background.	0	0	1	2	4	4.7
3	I generally respect the other religions.	0	0	0	1	5	4.8
4	I usually accept good ideas no matter where they come from.	0	0	3	3	0	3.5
5	I have great ability to excite talent people from different cultures or backgrounds.	0	0	4	2	0	3.3
6	I usually effectively motivate people from different cultures or backgrounds.	0	0	3	3	0	3.5
7	I have ability to connect with people from different cultures or backgrounds.	0	0	2	1	3	4.2
8	I have ability to adjust behavior in a different cultural setting.	0	0	2	3	1	3.8
9	I tend to work across time and distance.	0	0	1	2	3	4.3
10	I have great ability to handle complex cross-cultural issues.	0	0	2	4	0	3.7
11	I have a thorough understanding of global business and industry.	0	1	2	1	2	3.7
12	I often help others to appreciate the value of diversity.	0	2	2	2	0	3.0
13	I usually support the employees to expand his/her knowledge of other cultures (through interactions, language study, travel, etc....).	0	1	3	2	0	3.2
14	I am very good at building and maintaining global networks.	0	0	3	2	1	3.7
15	I feel confident conducting a meeting in a foreign language.	0	0	2	2	2	4.0

(1)Strongly Disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly Agree and (6) Mean

During the individual interviews with the middle managers, they respond to the question “What are the challenges of global work?. Respondents stated that a global leadership can be very challenging but none of the participants have any difficulty to identify challenges they have experienced themselves or have encountered in global contexts. Participants identified a series of challenges that they and those with who they have worked encountered when operating globally. The full group of challenges reported by the respondents is listed in Table 4.3.

Table 4.3.9: Challenges reported by the respondents

Religious differences.
Language difference.
Distribution creative idea with the other from different cultures.
Pay attention to new ideas.
Obtain information about foreign competitors.
Unrealistic expectation according to foreign customer.

e) Global Vision

Global Vision is also relevant for REEM. Mr. Shaat stated that" the global visions were included the follows three subjects: industry leadership, organization and trademark". Global vision has been divided into Global Organizational Vision (GOV) and a Global Leadership Vision (GLV).

Table 4.3.10 shows that the participants in this case study said that the company has a clearly stated vision to be global, long-term ambitions and it knows what want to achieve on long-run. The average of the answers on global organizational vision is 1.3.

The answers to the question related to clearly stated vision and the long run objectives (competencies 1 and 3) have an important number of answers “No”. In contrast, all they agree in the importance of global costumers (competence 7).

Table 4.3.10: Global organizational vision

N	Items	1	2	3
1	Does your company have a clearly stated vision to be global?	3	3	1.5
2	Does your company have long- term ambitions?	4	2	1.3
3	Does your company know what it wants to achieve on long run?	1	5	1.8
4	Has your management defined the gap between being global and where your company is today?	5	1	1.2
5	Has your management defined an action strategy that will allow it to close the gap?	4	2	1.3
6	Can your company outpace your competition in the race to become global?	5	1	1.2
7	Will global customers generate a significant proportion of your future revenue stream?	6	0	1.0
8	Do your employees understand the information and service requirements of customers on a global market?	5	1	1.2
9	Does your company management understand which aspects of the company have to be managed on a global basis?	5	1	1.2

(1) answer 'Yes'; (2) answer 'No'; and (3) average between (1) and (2) -goes from 1 to 2

As regards to Global Leadership Vision, Table 4.3.11 shows most of the middle managers said that they have clear global vision and know very well that global vision is important for global leadership, in order to be effective leader. The average of the answers on the global leadership vision is 3.6. The figures show that the competences that obtained a higher value are to evaluate future risks and values and principles (competencies 3, 4).

Table 4.3.11: Global leadership vision

N	Items	1	2	3	4	5	6
1	I am good at determining the long-term vision of my actions.	0	0	3	2	1	3.7
2	I am competent at developing an ideal vision for my group or organization to achieve.	0	0	4	1	1	3.5
3	I am effective at evaluating future risks based on current opportunities and challenges.	0	0	2	1	3	4.2
4	I usually have values and principles which guide my way.	0	0	1	1	4	4.5
5	I frequently try to work on achieving my vision.	0	1	2	3	0	3.2
6	I usually try to achieve what I believe in.	0	1	2	3	0	3.3
7	I am usually willing to deliver the global vision to all employees in different levels.	0	0	5	1	0	3.3
8	My employees frequently have performance measurement and reward systems that encourage global behavior.	0	2	1	2	1	3.3

(1)Strongly Disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly Agree and (6) Mean

f) TQM

A TQM manager said that "applying TQM and improving the quality it important for our company to enhance its market share during international market ".

Table 4.3.12 shows that 50.0% of the middle managers have very high participation in applying TQM, while 33.3% have a high participation and 16.7% have slightly participating. The average of the answers on leadership in applying TQM any is 3.7. Training competency (competency 8), implementation personally and assessing TQM implementation progress (competencies 5 and 6) gave the lowest values, while the highest ones are in accept education and training and believe in that TQM implementation will drive the company to the global market effectively (competencies 7 and 16).

Table 4.3.12: Leadership in applying TQM

N	Items	1	2	3	4	5	6
1	I pursue continuous improvement in all business activities.	1	0	1	1	3	3.8
2	I demonstrate constant commitment to the vision statement.	0	0	1	3	2	4.2
3	I participate in establishing an organization-wide quality culture.	0	0	3	1	2	3.8
4	I am effective at leading TQM implementation standing from the front.	1	0	1	1	3	3.8
5	I participate in TQM implementation personally.	2	0	1	0	3	3.3
6	I participate in assessing TQM implementation progress.	1	2	0	0	3	3.3
7	I accept education and training in management knowledge.	0	0	0	1	5	4.8

8	I give training lectures to employees.	3	1	0	0	2	2.5
9	I am effective at empowering employees to solve quality problems.	0	0	2	0	4	4.3
10	I am good at encouraging employee involvement in quality management activities.	0	1	2	1	2	3.7
11	I am used to giving great attention importance to employees' suggestions.	0	0	1	3	2	4.2
12	I show more enthusiasm about TQM implementation.	1	0	1	1	3	3.8
13	I often encourage employees to list the firm's shortcomings.	1	0	3	0	2	3.3
14	I focus on quality of products and services rather than yields.	2	0	1	2	1	3.0
15	I trust employees and believe that they can do things better.	1	0	2	1	2	3.5
16	I believe that TQM implementation will drive the company to the global market effectively.	0	0	1	1	4	4.5

(1)Never, (2) Almost Never, (3) Sometime, (4) Often, (5) Almost Always and (6) Mean

Regarding to organizational leadership in applying TQM, Table 4.3.13 shows unequal results. The average of the answers on organizational leadership in applying TQM is 3.7. The lowest values are obtained regarding promotions and clear working instructions (competencies 3 and 10), while the highest values are in encourage employee participation in quality management, reward activities effectively stimulate employee commitment to quality management and use ISO 9000 as a guideline (competencies 2, 6 and 8).

Table 4.3.13: Organizational leadership in applying TQM

N	Items	1	2	3	4	5	6
1	Our firm improves working conditions in order to recognize employee quality management efforts.	0	0	1	0	5	3.8
2	Our firm has a salary promotion scheme to encourage employee participation in quality management.	0	0	1	4	1	4.0
3	Position promotions are based on work quality in our firm.	0	0	4	0	2	3.3
4	Excellent suggestions are financially rewarded.	0	0	3	2	1	3.7
5	Employees' rewards and penalties are clear.	0	0	3	3	0	3.5
6	Recognition and reward activities effectively stimulate employee commitment to quality management.	0	0	1	4	1	4.0
7	The quality system in our organization is continuously being improved.	0	0	1	5	0	3.8
8	Our organization uses ISO 9000 as a guideline for establishing our quality system.	0	0	2	2	2	4.0
9	Our organization has a clear quality manual.	0	1	2	2	1	3.5
10	Our organization has clear procedure documents.	0	2	1	1	2	3.5
11	Our organization has clear working instructions.	1	1	1	1	2	3.3

(1)Never, (2) Almost Never, (3) Sometime, (4) Often, (5) Almost Always and (6) Mean

4.3.5 CONCLUSIONS

REEM is a successful company that works in a good number of countries in the Middle East and in the Russian area. REEM has applied a policy quality police, with a Quality Management System (QMS) developed following to ISO 9001:2000 has applied the ideas of Total Quality Management (TQM). The company has employees from different nationalities and cultural backgrounds. It recruits people who have an educational degree, experience in the same field and speaks more than one language. A rotation program is performed, together with a formal appraisal system. A short induction program for new workers takes place.

Table 4.3.14: Averages of the answers corresponding to the different blocks of competencies

N	Items	Averages
1	Global leadership:	
	Leadership skills	3.2
	Global organizational competencies	3.2
	Global leadership competencies	3.0
2	Cross cultural leadership	3.9
3	Global vision:	
	Global organizational vision	1.3
	Global leadership vision	3.6
4	TQM:	
	Leadership in applying TQM.	3.7
	Organizational leadership in applying TQM	3.7

Values goes from 5 (best valued) to 1, apart from Global organizational vision, from 1 (best value) to 2

Table 4.3.14 includes the summarized results of the questionnaires. The results obtained are unequal. The result regarding to global leadership is low camper with other competencies. In contrast, when they speak about challenges of global leadership and give definitions of the concept prove to have a high knowledge about global competencies. It can be thought that the managers know very well the importance of global competences and because of that they are very demanding in these issues.

Whereas, the highest percentages were in cross cultural leadership, TQM and global leadership vision competencies. May the company is devoted to obtain, create talent and core competencies that are necessary to lead the firm towards the realization of its long term vision. The company also has a clearly stated vision to be global in the long-term.

4.4 CASE 4: AL MOHANDES ELECTRIC

4.4.1 DATA SOURCES AND COLLECTION

Information about the company was obtained from internal documents (Al Mohandes Electric Group, 2009) and an interview with the Human Resources Manager. Members of the company were requested to answer the forecasted set of questionnaires and face-to-face interviews. Their positions in the company are the following: Human Resources Manager, Production Manager, International Marketing Manager, Accounting Manager, Quality Assurance Manager, Public Relations Manager and Export manager.

The questionnaires and interviews were performed in Cairo, Egypt in July 2010. The questionnaires took a total of approximately 45 minutes and the personal interviews took in average 15 minutes. In addition, in-depth interviews were performed with the Human Resources Manager.

4.4.2 COMPANY OVERVIEW

Al Mohandes cable group has been the leading company of cables manufacturing and trading business not only in Egypt but also in the all Middle East since 1983. In 1983 Al Mohandes Electric established its first electric equipment store aiming to increase its market share. Al Mohandes decided to enter cables manufacturing world as cables builder assisted by experts from different countries focusing on a strict policy toward quality and to the maximization of customer satisfaction.

Al Mohandes Company has more than 3650 employees and 12 factories in Egypt, in Egypt, Lebanon, Sudan, and Ghana, to produce all kind of cables (power, magnet wires, telecommunications, fiber optic, ...etc.). The company turnover is 9.4 billion EGP in 2009. The company is exporting its products to Iraq, Jordan, KAS, Bahrain, Kuwait, Qatar, Libya, Algeria, Angola, Chad, South Africa, Ghana, Kazakhstan, Cyprus, Russia and India.

4.4.3 COMPANY POLICIES OVERVIEW

In an interview with the Human Resources Manager, we asked him about the company policies in recruiting new personnel, performance appraisal, how the company deals with new personnel and current personnel and specific questions about issues as rotation and introductory program of the company. The Human Resources Manager explained the company policies as follows:

Policy of recruiting and hiring new personnel

Al Mohandes uses internal recruiting. The human resources manager posts the position internally on the "job Opportunities" green board for one week, to notify employees that a position has been posted and the company is hiring new employees.

Interested internal employees fill out the position application and then they are interviewed by the human resources manager. In case an internal employee is selected for the position, the HR manager makes a written job offer that includes the new job description and salary. If no qualified internal employees apply, the search is extended to external employees. The company advertises the job vacancy in newspapers.

The company prefers people who are educated and spoken more than one language. The company sent e-mail to each candidate to recognize receipt of the resume. In case the applicant appears to be a good match for job vacancy, in relation to the other applicants, HR manager will contact them to schedule an interview.

Job Rotation program

Rotation is not considered convenient in Al Mohandes Electric. The company had been applying a rotation program for 7 years, but it didn't work well and costs much money, time and efforts from managers or supervisors. For these reasons this program discontinued.

Performance appraisal

Yearly performance appraisal and regular review of employee performance is critical within Al Mohandes. It is performed by developing meetings between the managers and their employees to measure the employee's performance in the previous year, in order to identify training needs and development opportunities and to contribute to human resources decision as salary increases, promotions and terminations. The manager evaluates how well the employees met his goals as well as their behavior, attendance and initiative.

Normally the managers evaluate the employee's performance both individually and respect to other employees in the department. The scales in applied are: 1 point = Unsatisfactory, 2 points = Improvement Need, 3 points = good, 4 points = very good and outstanding. In one hand, if outstanding performance the individual might be rewarded with a promotion, perks a raise or perks. Unsatisfactory performance can give place to termination.

The induction program

Al Mohandes applies an induction program in order to build processes and procedures to adapt new staff fast. The human resources manager informs the new staff about the details of the job and the induction program for four days. The more important element in the induction program is the general manager. He defines the roles and responsibilities, schedule meetings to discuss the progress and is responsible for the successful adaptation of the new staff. The training manager provides training courses and mentoring to new staff in the area of soft skills and organizational culture.

4.4.4 RESULTS FROM QUESTIONNAIRES AND INTERVIEWS

a) Background of respondents

Table 4.4.1 shows the profiles of the respondents. A central feature of company is that 57.1% of the middle managers are Egyptian, while 28.6% from China and 14.3 % are from Lebanon. A total of 85.7 % of the middle managers are male while 14.3 % are female. It clear that they are highly educated as 42.9 % of the middle managers have master's degree, while 57.1 % have a first degree (University Degree, Diploma, B.A., B.Sc., etc.). Noticeably the qualification and occupational profile of the company reflects the preference of the company of highly educated employees in middle management levels.

Table 4.4.1: An overview of the background of respondents

Items	Frequency	Percent
The Ethnic Background:		
Egyptian	4	57.1
Chinese	2	28.6
Lebanon	1	14.3
The Gender:		
Male	6	85.7
Female	1	14.3
Educational Degree:		
Master's Degree	3	42.9
University Degree (Diploma, B.A. B.Sc., etc.)	4	57.1
Job Title:		
Human Resources Manager	1	14.3
Production Manager	1	14.3
International Marketing Manager	1	14.3
Accounting Manager	1	14.3
Quality Assurance Manager	1	14.3
Public Relation Manager	1	14.3
Export manager	1	14.3
Worked for a Multinational Corporation:		
Yes	6	85.7
No	1	14.3
Level in the Organization:		
Top management	0	00.0
Middle management	7	100
Years in the Position:		
4 years	3	42.9
8 years	1	14.3
2 years	2	28.6
1 year	1	14.3
Work Experience:		
5-10 years	3	42.9
10-15 years	1	14.3
15-20 years	2	28.6
More 20 years	1	14.3
Years in the Organization:		
04 years (Chinese)	2	28.6
01 years (Lebanon)	1	14.3
08 years (Egyptian)	1	14.3
02 years (Egyptian)	2	28.6
04 years (Egyptian)	1	14.3
Work Team Members from Different Cultures:		
Yes	5	71.4
No	2	28.6
Knowledge of languages:		
English	7	100.0
French	2	28.6
German	1	14.3

Chinese	2	28.6
Language(s) at Work Place:		
Arabic and English	2	28.6
English	6	85.7
French	1	14.3
Travelling Abroad:		
Yes	7	100.0
No	0	0.00
The Proposal of Travelling:		
Studying	3	42.9
Training courses	4	57.1
Working	6	85.7
Tourism	2	28.6
Connections With Individuals, Teams and Organizations From Different Cultural Background:		
Yes	6	85.7
No	1	14.3

During the individual interviews with the middle managers, to respond to the question “Are your school and university foreign?” respondents indicated that 100.0% of the middle managers studied in foreign schools, where the first language was English. Regarding the university studies, 71.4% of the middle managers studied in foreign universities and 28.6% in governmental universities, in the first language is Arabic.

A total of 85.7% of the middle managers were working before with multinational companies, whereas, in an interview with participants the answer to question about: "Did you work before with western company during your experience life?" The respondents illustrated that 85.7% of the middle managers were working before with western company during their experience life, while 14.3% were working before with Arab companies.

The average duration of middle managers in their position is 2.7 years and the minimum was one year and maximum 8 years. In addition, all the middle managers have long work experience as follows: 42.9% of the middle managers have experience from 5-10 years, while 14.3% have experience from 10-15 years, also 28.6% have experience from 15-20 years and 14.3% have more than 20 years.

Regarding to the foreign employees in the company; the table above illustrates that 42.9% of the middle managers from different cultures (China and Lebanon).

Otherwise, the company is hiring the persons who have high skills in languages, as the company is dealing with many clients from different countries, according to Table 4.4.1 A total of 100% of the middle managers have good knowledge of English; 28.6 % of them have good knowledge of French as the second language, and 14.3% of them have German also as the second language.. The workplace language is English which 85.7%, but some departments in middle management use the Arabic and English in their work which 28.6% and 14.3% uses French.

Moreover, the trends in growing internationalization and competition in business require that employees have experience and connections with foreign countries. In this sense a total of 100.0% of the middle managers travelled abroad, while 42.9% travelled for studying, 57.1%

for receiving some training courses, 85.7% for working and 28.6% as tourism. The table above identifies 85.7% of the middle managers have connections with individuals, teams and organizations from different cultural background.

In general, the recruit qualification of the company reflects the company is trying to recruit only people, who have educational degree, prefers the people who have more than one language and worked before in Western or Arab firms. It is clear that the, there are employees from different cultures are working in level of middle or top management.

b) Training activities

The human resources manager in Al Mohandes said that "training is better an investment for human resources aimed to enhance their capabilities and competencies to do their job well".

As regards to the training methods in Al Mohandes, the figures in Table 4.4.2 illustrates that 100.0% of the middle managers have received appropriate on-the-job training and taken a formal course, while 14.3% attended seminars, workshops and conferences. The evidence from the case study suggested that the most of the middle managers used more than one method in order to upgrade their competence.

Table 4.4.2: Methods and the skills upgraded in the last 3 years

Items	N	Percent
Methods to upgrade competencies:		
On-the-job training.	6	100.0
A formal course.	6	100.0
Seminars, workshops and conferences.	1	14.3
The skills upgraded in the last 3 years		
Cultural awareness.	5	71.4
Building, leading and managing global teamwork.	5	71.4
Understanding the business-culture and expectations of global customer.	4	57.1
Negotiation with different cultures partnership.	4	57.1
Communication with people from different cultures.	7	100.0
Global strategic management.	3	42.9
International accounting standard.	1	14.3
Understanding of expectation of employees from diversity cultural background, leading to more job satisfaction and better staff retention.	2	28.6

The training methods

Regarding Table 4.4.3 above, the three most common ways in which training happens are:

- On-the-job training.
- A formal course.
- Seminars, workshops and conferences.

The skills upgraded in the last 3 years

Al Mohandes can assess the training program by asking participants for their impersonation

of the training but also by observation what if any impact it has in the workplace. Some training outputs may be easier to assess the training output, for example technical skills, others, such as dealing with different cultures, may be difficult to assess.

Where a new employee is dealing directly with the people from different cultures, the best way to check the impact of the training is to observe the person dealing with the company.

Regarding Table 4.4.2 above, the highest percentage is the 100% in area of "communication with people from different cultures", while the areas of "cultural awareness" and "building, leading and managing global teamwork" is in second rank with 71.4% and "understanding the business-culture and expectations of global customer" and "negotiation with different cultures partnership" were in third rank with 57.1%. In contrast, the lowest percentages were 14.3% in the areas of "international accounting standard", "understanding of expectation of employees from diversity cultural background and leading to more job satisfaction and better staff retention" with 28.6% and "global strategic management" with 42.9%. Clearly, most of the middle managers are enrolling in more than one area training courses.

c) Global leadership

Global leadership has been divided into leadership skills, global leadership competencies and global organizational competencies. This section starts with leadership skills level measures, then the performance measures for global leadership and the performance measures for global organizational competencies.

Leadership skills

Leadership skills are a group of management skills that assist a person to motivate a team towards achieving a common goal or objective, in this sense the leadership skills are core competence for global leaders. Related to data gathered from responses to several of questions from the questionnaire, Table 4.4.3 shows that 57.1 % of middle managers say to have extremely skilled, while 42.9 % skilled. The average of leadership skills level is 3.8. It can be considered a high-value.

Table 4.4.3: Leadership skills

N	Items	1	2	3	4	5	6
1	I have a thorough understanding of my strengths and weaknesses and whether or not I am performing well without others having to tell me.	0	0	0	3	4	4.6
2	I am effective at communicating coherently with my coworkers whether in face-to-face situations or in situations requiring written, electronic, or telephone means of communication.	0	0	0	5	2	4.3
3	I have a thorough understanding of psychology (knowledge of human behavior, mental processes and individual and group performance).	0	1	2	2	2	3.7
4	I usually initiate the activities of groups and lead others toward common goals.	0	0	2	5	0	3.7
5	I am effective at managing a group's formative stages, enhancing group performance and enhancing individuals' satisfaction by promoting group	0	0	4	3	0	3.4

	cooperation, trust and confidence.						
6	I usually work well with others to jointly achieve goals.	0	0	4	2	1	3.6
7	I am effective at convincing others to perform a task or approach something in a different manner.	0	0	1	0	0	3.9
8	I am effective at convincing others to believe in values and to act in accordance with those values.	0	0	0	5	2	4.3
9	I have a good Technical Skills of standard practices and procedures necessary to accomplish tasks.	0	0	0	3	4	4.6
10	I am good at using existing information to logically evaluate situations and solve problems.	0	1	1	2	3	4.0
11	I am effective at quickly prioritizing and evaluating the relative costs and benefits of potential actions needed to complete a task.	0	1	2	2	2	3.7
12	I am good at assessing individuals' knowledge, skills and experience to determine whether they would be appropriate for staffing or membership needs.	0	1	3	1	2	3.6
13	I usually come up with a variety of approaches to solve problems.	0	0	3	3	1	3.7
14	I typically use novel ideas to solve problems.	0	1	4	2	0	3.1
15	I have a thorough understanding of Industry Knowledge and Skills.	0	1	4	1	1	3.3

(1)Strongly Disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly Agree and (6) Mean

Most of the middle managers in the company state to possess a high level of leadership skills. The competences according to solve problems (Competence 14), with an industry knowledge and skills (competence 15) obtain the lowest values, while independent work (competence 1) technical skills (competence 9) obtain the highest values.

Global leadership competencies

The participants of this case study stated that the global leadership competencies are necessary for business leaders in the era of globalization and needed for success in the rapidly changing business environment. Also they stated that they have high degree of the global leadership competencies.

The goal of this section was to test the global leadership competencies in Al Mohandes Company. The figures in Table 4.4.4 show that the average of global leadership competencies level is 4.1. Also show that, 57.1 % of the middle managers stated to have extremely high performance in the global leadership competencies, while 28.6% of the middle managers say to have good performance in the global leadership competencies and 14.3 % average.

Table 4.4.4: Global leadership competencies

N	Items	1	2	3	4	5	6
1	I am adapting basic with business behaviors such as communication, leadership and negotiation to the norms of foreign countries.	0	0	1	1	5	4.6
2	I am able to develop my staff from diverse cultural backgrounds, through training courses particularly for management positions.	0	1	1	1	4	4.1
3	I am operating effectively across boundaries, while balancing organizational integration with local demands.	0	0	2	1	4	4.3

4	I am making strategic business decisions across borders or regions (rather than focusing on specific countries).	0	1	1	3	2	3.9
5	I am leading and motivating teams whose members are sourced from different countries around the world or are physically based on multiple geographies.	0	1	2	1	3	3.9
6	I possess the drive and organizational experience to launch operations in a new country or region.	0	2	1	1	3	3.7
7	I am effective at employing tact and persistence in dealing with government officials regarding a host of issues, ranging from local labor law to trading licenses and tax relief.	0	1	0	1	5	4.4
8	I Keep up-to- date with development in own global knowledge and skills of work/ expertise.	0	0	2	2	3	4.1
9	I update an organization to meet global changing needs.	0	0	1	0	6	4.7
10	I have a thorough understanding and interpreting of the needs of global customers.	0	2	0	1	4	4.0
11	I give people a lot of freedom in deciding how to get their work done.	0	0	4	0	3	3.9
12	I create a global picture of the future that motivates others.	2	0	1	1	3	3.4
13	I am aware of the impact of my own behavior and emotions on other people from different counties.	0	0	0	2	5	4.7
14	I develop and maintain access to people at higher levels.	0	0	0	2	5	4.7
15	When I delegate I'm not only trying to get the work done; but I'm also trying to develop people.	0	0	3	1	3	4.0
16	I show the people on my team how their personal goals can be realized by buying into a common vision.	0	0	2	2	3	4.1
17	I act to enhance and improve areas of distinctive global competence.	0	0	1	2	4	4.4
18	I thorough screen candidates for employment to ensure a much with the organization's commitment and global competence.	0	0	3	0	4	4.1
19	I carefully consider the impact of new global strategic or operating directions on my people.	1	1	1	2	2	3.4
20	I am clear about my philosophy of the globe leadership.	0	0	3	2	2	3.9
21	I often recognize the impact of globalization on our business.	0	0	3	1	3	4.0
22	I usually demonstrate the adaptability required to succeed in global environment.	0	0	3	1	3	4.0
23	I always strive to gain the variety of experiences which needed to conduct global business.	0	1	1	2	3	4.0
24	I am willing to make decisions that incorporate global considerations.	0	2	1	2	2	3.6
25	I occasionally help others to understand the impact of globalization.	0	1	3	1	2	3.6
26	During my career, I am willing to move early in order to identify emerging opportunities in the global market.	0	0	3	1	3	4.00

(1) Never, (2) Almost Never, (3) Sometimes, (4) Often, (5) Almost Always and (6) Mean

Although majority of the middle managers in Al Mohandes state that they have the global leadership capability , the obtained values are lower in the competences regarding creating a global picture, global strategic, make decisions and g understand the impact of globalization (competencies 12, 19, 24 and 25).

Moreover, Respondents have identified weaknesses and strengths as a leader of global work. None of the respondents have any difficulty to identify weaknesses they have experienced themselves or have encountered in global contexts. The full sets of strengths and weaknesses reported by the respondents are listed in Table 4.4.5 blow.

Table 4.4.5: Strengths and weaknesses as a leader of global work

Strengths	Weaknesses
Evaluating the employees through balanced score cards.	Marketing plan for foreign marketing.
Managing the multicultural teamwork.	International financial management.
Closing the deal successfully with foreign costumers.	The different education system between Egyptian and foreign system.
Managing financial under uncertainties conditions.	Behaviors skills.
Managing ISO review and documents.	Create trust between the manager and his/or her croup.
Copying with other cultural background.	Very difficult to accept new idea according to my work.
Foreign language.	I am very sensitive with foreign employees.

The respondents seem to recognize well the kind of competencies that are important for global work. In contrast, most of middle managers have not a clear understanding about the definition of global leadership competency concept. This appeared through the question: “What does a global leadership competency mean in your context?” Unexpectedly, most participants did not give complete or right respond. Table 4.1.7 shows these definitions reported by the respondents.

Table 4.4.6: Global leadership competency definitions reported by the respondents

The global leadership has ability to deal with cultural sensitivity. Comfortable with other cultures. Able to communicate clearly with different cultures. Supporting the global leadership to managerial skills, to deal with different cultures. Considerate different ethnic and cultural differences. I do not know. Ability to understand communication across multiple cultures.
--

Nevertheless, the participants show to be aware that global leadership competency is necessary for the middle managers in order to deal with global business environment.

Global organizational competencies

Global organizational competencies can help businesses to gain competitive advantage within their industries. In Table 4.4.7 identifies and examines key characteristics of the global organizational competencies. Table 4.4.7 illustrated that 57.1% of the middle managers state that the level of global organizational competencies is extremely high in the company, while 42.9% of the middle managers say the level of the global organizational competencies in the company is good competencies. In this sense, the average of the global organizational competencies level is 4.1. It can be considered a high-value.

Table 4.4.7: Global organizational competencies

N	Items	1	2	3	4	5	6
1	Does your organization develop a global competence with one or more business skills such as global marketing, R & D or global distribution?	0	0	1	2	4	4.4

2	Can every employee recognize the organization's areas of global competence?	0	0	1	4	2	4.1
3	Are employees committed to maintain a global competence at any cost?	0	1	3	2	2	3.9
4	Does the organization pay attention to its areas of the global competence?	0	0	1	2	4	4.4
5	Are new employees sufficiently trained and developed to have the global competence to deliver superior performance?	0	0	2	1	4	4.3
6	Does the organization's global competence operate consistently over time, despite environmental change?	0	0	1	3	3	4.3
7	Does your organization's global competence produce superior performance?	0	0	1	5	1	4.0
8	Do customers, competitors and observers value your organization's superior performance?	0	0	5	1	1	3.4
9	Is the organization's commitment to a common purpose and its global competence to deliver superior performance emphasized and discussed throughout the organization?	0	0	2	1	4	4.9
10	Will the current degree of commitment and competence remain at a high level?	0	0	2	4	1	3.9
11	Do employees consistently communicate their commitment global competence to their peers and new employees?	0	0	2	3	2	4.0
12	Are new employees sufficiently motivated and stimulated to commit them to the organization's common purpose?	0	1	2	3	1	3.6
13	Is your organization able to attract and keep the right kind of people from different countries?	0	0	1	2	4	4.4
14	Do employees in your organization readily recognize the difference between committed and uncommitted employees?	0	0	2	4	1	3.9

(1) Never, (2) Almost Never (3) Sometimes, (4) Often, (5) Almost Always and (6) Mean

It is important to note that the table above shows that some of competencies have obtained low value than 4.1 according to motivated and stimulated (competency 12). In contrast the high value in superior performance develops a global competence, pay attention to its areas of the global competence and attract right kind of people from different count (competencies 9, 1, 2 and 13).

d) Cross Cultural Leadership

Most of the participants in this case study said that leaders in a global sense have to understand , respect other cultures and require to make sure that employees understand their approaches and roles so that they can work in a harmonious context. In addition to, they said that they have high degree of the cross-cultural competencies. Other respondent said, "I think that now it's easier for me to work with some international person, because I will understand more their way of thinking". In this sense, the figures in Table 4.4.8 show that the average of the answers on cross cultural leadership in the company is 4.6.It can be considered a high-value.

Also the figures show that 85.7 % of the middle managers state to have very high degree of competencies to deal with different cultures, while 14.3 % says to have high degree of competencies to deal with different cultures.

Table 4.4.8: The degree of cross -cultural leadership

N	Items	1	2	3	4	5	6
1	I am willing to adapt, learn and cope with other cultures.	0	0	0	0	7	5.0
2	I feel comfortable working with employees from different cultural background.	0	0	0	0	7	5.0
3	I generally respect the other religions.	0	0	0	0	7	5.0
4	I usually accept good ideas no matter where they come from.	0	0	1	2	4	4.4
5	I have great ability to excite talent people from different cultures or backgrounds.	0	0	1	2	4	4.4
6	I usually effectively motivate people from different cultures or backgrounds.	0	0	0	3	4	4.6
7	I have ability to connect with people from different cultures or backgrounds.	0	0	0	3	4	4.6
8	I have ability to adjust behavior in a different cultural setting.	0	0	1	3	3	4.3
9	I tend to work across time and distance.	0	0	0	1	6	4.9
10	I have great ability to handle complex cross-cultural issues.	0	1	1	0	5	4.3
11	I have a thorough understanding of global business and industry.	0	0	0	1	6	4.9
12	I often help others to appreciate the value of diversity.	0	0	0	3	4	4.6
13	I usually support the employees to expand his/her knowledge of other cultures (through interactions, language study, travel, etc....).	0	0	1	3	3	4.3
14	I am very good at building and maintaining global networks.	0	0	1	2	4	4.4
15	I feel confident conducting a meeting in a foreign language.	0	0	1	1	6	4.9

(1)Strongly Disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly Agree and (6) Mean

It is important to note that the table above shows that some of competencies have obtained low value than according to behavior and handle complex cross-cultural issues (competencies 8 and 10) and support the employees to expand his/her knowledge of other cultures (competency 13).

The figures show that most of the fields are obtained average higher than 4.5. That reflect most of the middle managers supposes that they have very high degree of capabilities to deal with different cultures effectively. Also the respondents indicated that the global leadership can be very challenging. All of the respondents were keenly aware of challenges of working in global contexts. Whether the challenges they described were personal or professional, more or less intense, recent or long ago, all expressed appreciation for having had the experiences and a continued interest in working internationally.

Challenges

During the individual interviews with the middle managers, to respond to the question "What are the challenges of global work"? Respondents identified a series of challenges that they encountered when operating globally. The full series of challenges reported by the respondents is listed in Table 4.4.9.

Table 4.4.9: Challenges on cross-cultural leadership reported by the respondents

Hiring high qualified people from different countries.
Sharing new idea with other from different cultures.
Cultures and behaviors of foreign costumers.
Update our company to meet global changing needs.
The different value between the teamwork.
Cultures and behaviors of Chinese employees.
Find information and details concerning value of manufactured goods of compotators.

It is noted that the majority of challenges are facing the middle managers of global work related to context cross- cultural and business environment and they are trying to overcome or avoid these challenges. May be the business environment is the most common in this case study.

c) Global Vision

Global vision in general aspects is divided into a Global Organizational Vision (GOV) and a Global Leadership Vision (GLV). This section starts to measure the degree of global organizational vision and then to measure the degree of global leadership vision in Al Mohandes Company.

Table 4.4.10: Global organizational vision

N	Items	1	2	3
1	Does your company have a clearly stated vision to be global?	7	0	1
2	Does your company have long- term ambitions?	7	0	1
3	Does your company know what it wants to achieve on long run?	7	0	1
4	Has your management defined the gap between being global and where your company is today?	7	0	1
5	Has your management defined an action strategy that will allow it to close the gap?	7	0	1
6	Can your company outpace your competition in the race to become global?	1	6	1.9
7	Will global customers generate a significant proportion of your future revenue stream?	4	3	1.4
8	Do your employees understand the information and service requirements of customers on a global market?	6	1	1.1
9	Does your company management understand which aspects of the company have to be managed on a global basis?	6	1	1.1

(1) answer 'Yes'; (2) answer 'No'; and (3) average between (1) and (2) -goes from 1 to 2

Most of the middle managers in this case study said that the Global Organizational Vision (GOV) in Al Mohandes provides a shared vision of a desired and feasible future global

situation, as well as the route needed to reach it. Following this perspective, Table 4.4.10 shows that 85.7 % of the middle managers said that the company has a clearly stated vision to be global, long-term ambitions and it knows what want to achieve on long-rung, While 14.3 % say there is a gap between global vision and the position of company in global market place.

The table above shows that the average of the answers on global organizational vision is 1.2; this average can be considered a high-value. It is important to note that some of competencies have obtained higher value than 1.2, according to outpace on competition and global customers (competencies 6 and 7).

Regarding to the Global Leadership Vision (GLV), the participants in this case study said that it is clear that the global marketplace needs to global leadership have clear global vision in order to become successful in global corporations. Also they say to have extremely clear global vision. Table 4.4.11 shows that 100.0 % of the middle managers in Al Mohandes has extremely clear global vision and they are effective at evaluating future risks based on current opportunities and challenges, also they are operating to achieve their vision, while 5.9 % of middle managers have slightly clear global vision. The average of the answers on the global leadership vision is 4.6; this average can be considered a high-value.

Table 4.4.11: Global leadership vision

N	Items	1	2	3	4	5	6
1	I am good at determining the long-term vision of my actions.	0	0	0	1	6	4.9
2	I am competent at developing an ideal vision for my group or organization to achieve.	0	0	1	5	1	4.0
3	I am effective at evaluating future risks based on current opportunities and challenges.	0	1	1	0	5	4.3
4	I usually have values and principles which guide my way.	0	0	0	2	5	4.7
5	I frequently try to work on achieving my vision.	0	0	0	1	6	4.9
6	I usually try to achieve what I believe in.	0	0	0	2	5	4.7
7	I am usually willing to deliver the global vision to all employees in different levels.	0	0	1	2	4	4.4
8	My employees frequently have performance measurement and reward systems that encourage global behavior.	0	0	0	1	6	4.9

(1)Strongly Disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly Agree and (6) Mean

In general, the figures show that most of the competencies obtained average 4.6. However there are some competencies obtained lower values than 4.6, related to develop an ideal vision for work group or organization and evaluate future risks (competencies 2 and 3). In contrast, others competencies obtained higher values according to determine the long-term vision, achieve the vision and performance measurement and reward systems (competencies 1, 5 and 8).

f) TQM

This section starts to measure Leadership in applying TQM and then to measure organizational leadership in applying TQM.

One respondent said "the leader in our company is not only participated for implementation TQM philosophy in work, but also evolution of process and results. In addition to, all senior

leaders in the corporation must build customer orientation and set clear visible high quality standards". In this sense, the figures in Table 4.4.12 illustrates that 57.1% of the middle managers state to have very high participation in applying TQM, while 28.6% have high participation and 14.3% have slightly participation.

The average of leadership in applying TQM in the company is 3.9. This average can be considered a low-value.

Table 4.4.12: Leadership in applying TQM

N	Items	1	2	3	4	5	6
1	I pursue continuous improvement in all business activities.	0	0	0	1	6	4.9
2	I demonstrate constant commitment to the vision statement.	0	0	1	1	5	4.6
3	I participate in establishing an organization-wide quality culture.	1	1	0	0	5	4.0
4	I am effective at leading TQM implementation standing from the front.	3	1	0	0	3	2.9
5	I participate in TQM implementation personally.	3	1	0	0	3	2.9
6	I participate in assessing TQM implementation progress.	2	1	1	0	3	3.1
7	I accept education and training in management knowledge.	0	0	0	1	6	4.9
8	I give training lectures to employees.	2	1	0	0	4	3.4
9	I am effective at empowering employees to solve quality problems.	1	2	2	0	2	3.0
10	I am good at encouraging employee involvement in quality management activities.	0	1	3	0	3	3.7
11	I am used to giving great attention importance to employees' suggestions.	0	1	3	1	2	3.6
12	I show more enthusiasm about TQM implementation.	0	2	1	1	3	3.7
13	I often encourage employees to list the firm's shortcomings.	0	1	0	2	4	4.3
14	I focus on quality of products and services rather than yields.	0	1	0	4	2	4.0
15	I trust employees and believe that they can do things better.	0	0	1	1	5	4.6
16	I believe that TQM implementation will drive the company to the global market effectively.	0	0	0	1	6	4.9

(1) Never, (2) Almost Never, (3) Sometime, (4) Often, (5) Almost Always and (6) Mean

However, the table above shows that some of competencies have obtained value less than 3.9, Leading, participate and in assessing TQM implementation (competencies 4, 5 and 6).

The data gathered from responses, in Table 4.4.13 shows that 85.7% of the middle managers stated that the company has created excellent environment, in order to apply TQM successfully and it is necessary to enter or open new market, in global business environment. Also Table 4.4.13 illustrates the average of organizational leadership in applying TQM during

the company is 4.6; this average can be considered a very high-value.

Table 4.4.13: Organizational leadership in applying TQM

N	Items	1	2	3	4	5	6
1	Our firm improves working conditions in order to recognize employee quality management efforts.	0	0	0	1	6	4.9
2	Our firm has a salary promotion scheme to encourage employee participation in quality management.	0	0	0	1	6	4.9
3	Position promotions are based on work quality in our firm.	0	0	0	2	5	4.7
4	Excellent suggestions are financially rewarded.	0	0	0	2	5	4.7
5	Employees' rewards and penalties are clear.	0	0	0	4	3	4.4
6	Recognition and reward activities effectively stimulate employee commitment to quality management.	0	0	1	2	4	4.4
7	The quality system in our organization is continuously being improved.	0	0	0	2	5	4.7
8	Our organization uses ISO 9000 as a guideline for establishing our quality system.	0	0	1	2	4	4.4
9	Our organization has a clear quality manual.	0	0	1	2	4	4.4
10	Our organization has clear procedure documents.	0	0	1	2	4	4.4
11	Our organization has clear working instructions.	0	0	1	2	4	4.4

(1) Never, (2) Almost Never, (3) Sometime, (4) Often, (5) Almost Always and (6) Mean

However, the table above shows that most of competencies obtained values more or less 4.6.

4.4.5 CONCLUSIONS

This case study was intended to assess the global leadership competencies in Al Mohandes. Questionnaires and interviews were conducted in order to derive the competencies used by middle managers who are already managing a multicultural staff. In general Al Mohandes adheres to a concept of global competence. This concept includes combination the some competencies, but it is applied in different scope which can be described in Table 4.4.14 as follows:

Table 4.4.14: Averages of the answers corresponding to the different blocks of competencies

N	Items	Averages
1	Global leadership: Leadership skills Global organizational competencies Global leadership competencies	3.8 4.1 4.1
2	Cross cultural leadership	4.6
3	Global vision: Global organizational vision Global leadership vision	1.2 4.6
4	TQM: Leadership in applying TQM. Organizational leadership in applying TQM	3.9 4.6

Values goes from 5 (best valued) to 1, apart from Global organizational vision, from 1 (best value) to 2

The table above summarizes the global leadership competencies in general aspects, the highest averages shows that in the competencies of cross cultural leadership, global leadership vision, organizational leadership in applying TQM and global organizational competencies, global leadership competencies. On the contrary, the lowest averages shows in the competencies of leadership skills and the degree of leadership in applying TQM.

Therefore, hiring, training and performance appraisal practices, most focused on identifying and /or developing these competencies, in order to manage a multicultural staff effectively, following this perspective, the competencies should point towards more effective for managing a multicultural staff. Possible implications arise from this case study in regards to managing a multicultural staff in fields of hiring, training and performance appraisal.

The competencies in this case study can be used as an element of the hiring criteria when searching for the right candidates to manage a multicultural staff. Hence, it might be necessary to develop scales to measure the competencies identified for both selection and development purposes. As the middle managers lack these competencies, training and development programs have to address the listed competencies. However, the results may indicate that training programs focus on providing cross-cultural information to trainees may be partly relevant, in other words, training programs tend to focus on cross-cultural comparisons in the way people from different cultures behave. The provision of cross-cultural information can assist in increasing an awareness and understanding of practices and values of specific cultures.

Also the competencies in this case implications for competency based on performance evaluation and feedback. The list of competencies, where general sable, should be incorporated into performance appraisal systems within professions or organizations.

Moreover, the competencies in this case study form a possible criterion against which the performance of global leadership competencies may be appraised. The set of competencies in this case study also be the basis for feedback to the middle manager on their supervision performance, and feedback from subordinates based on the set of competencies may assist in the development of the global leadership.

Al Mohandes Company has applied a policy quality police, with a Quality Management System (QMS) developed following to ISO 9001:2000. In this sense the company has applied the ideas of Total Quality Management (TQM).

Competencies development involves a partnership between individuals, HR managers and the corporation as a whole. In order to protect competitive advantage in the global cables industries marketplace, the company focused on the unique combination of skilled employees them whose cultural awareness competencies and high technological skills. The figures show that furthermore 42.9% of the middle managers from different cultures (China and Lebanon), 100% of the middle managers have good knowledge of English; in addition 28.6% of them have good knowledge of French as a second language, and 14.3% of them have good knowledge of German language -as a second language- The official language use in the workplace is English (85.7%), but some departments in middle management are using the Arabic and English as official language in their work (28.6%) or the both languages.

In general, the recruitment qualification of the company reflects, the emphasis on recruiting

people who have high educational degree, prefers the people who have more than one language (high skilled in languages) and working before in multinational corporation (Western or Arabic firms). Clearly, there are employees from different cultures working in middle management level.

The participants have identified lists to include: the definition of global leadership competency, but the responses were unexpected; most of the participants did not give complete or correct respond and others list include challenges and weaknesses of global leadership. These ideas have confirmed and challenged existing global leadership knowledge and added a much needed perspective from Arab countries. The HR manager is working together with middle management and top management in order to overcome challenges, through training programs.

Finally, the results indicated that some middle managers still have weaknesses in some fields of managerial, behavioral and global competencies in order to be highly qualified and skilled.

4.5 CASE 5: YOSSAF ROCK WOOL IND. CO.

4.5.1 DATA SOURCES AND COLLECTION

Information about the company was obtained from the company's internal documents (Yossaf Rock Wool Ind. Co., 2010) and an interview through Skype with the Human Resources Manager.

A total of 10 members of the company were requested to answer the forecasted set of questionnaires and interviews through Skype, The personal interviews took in average around 20 minutes. Their positions in the company are the following: Human Resources Manager, International Marketing Manager, Quality Assurance Manager, Public Relation Manager, Production Control Manager, Accounting Manager, Store Manager, Import and Export Manager, Maintenance Manager and, Research and Development Manager. The questionnaires sent to the company in Jordan by my cousin, who presented it to the HR manager.

4.5.2 COMPANY OVERVIEW

Yossaf Rock Wool Ind. Co. has been established in 1983 with a capital of two millions JD. The actual and commercial production started in 1989. The company is manufacturing high quality standards of Rockwool insulation products in accordance with international standards.

Moreover, the company has a great diversity of production uses such in air conditioning and heating, construction, ovens, thermal power stations, oil refineries, Oil tank and pipe lines, mobile cabins trains, buses ... etc. Yossaf working with quality improvement programs in accordance with the requirements of ISO 9001/2000 standard as they have been certified since 1992. External markets are of the company are Saudi Arabia, Iraq, Lebanon, Syria, Gulf States, Yemen, Tunis, Libya, Sudan, Nigeria, Algeria and Ethiopia.

4.5.3 COMPANY POLICIES OVERVIEW

In an interview with the human resources manager, we asked him about the company policies in recruiting new personnel, performance appraisal, how the company deals with new personnel and current personnel and also specific questions about issues as rotation and introductory programs of company. The Human Resources Manager explained the company policies as shown next:

Policy of recruiting and hiring new personnel

Usually, the company in announcing for vacancies in the newspaper, then the human resources manager is preparing prospective candidates list, depend on their cover letters and CVs to the vacancies in the company. As the prospective list is complete, systematically, subtly and rotationally approach each person on the company target. After the identification and preliminary recruitment of prospective candidates, individually interview with high qualified candidates. And the human resources manager establishes to negotiate with high qualified candidate to the start date with the company.

Job Rotation program

Yossaf Rock Wool uses job rotation to help employees learn different functions of Rockwool industry, technical and managerial skills. Also the job rotation uses as a part of learning and training process in the company.

Performance appraisal

Yossaf Rock Wool has clear policy for the employee performance appraisal through the evaluation forms which includes the job description and standards of work -obligations, duties and responsibilities with expected outcome-. Moreover, use the skills, knowledge, attitudes, capacity and quality of work that can observed and measured, with focuses on the main requirements of the job. The performance appraisal is happened end of each year, where manager or supervisors sits down with his employee and discusses his performance during the year, depended on obligations, duties and responsibilities with expected outcome.

The induction program

Yossaf is applied the induction program for one day, for new staff. This day consist of briefing on the company's market share, its industry, its functioning approach, its organizational structure, its HR policies and what the other employees work takes before being deputed to their departments.

4.5.4 RESULTS FROM QUESTIONNAIRES AND INTERVIEWS

a) Background of respondents

Table 4.5.1 shows the profiles of the respondents. A central feature of company is that 80.0% of the middle managers are Jordanian, while 20.0% of them from India, whereas a total of 100% of the middle managers are male.

Table 4.5.1: An overview of the background of respondents

Items	Frequency	Percent
The Ethnic Background:		
Jordanian	8	80
Indians	2	20
The Gender:		
Male	10	100
Educational Degree:		
Doctoral Degree	2	20
Master's Degree	4	40
University Degree (Diploma, B.A. B.Sc., etc.)	4	40
Job Title:		
Human Resources Manager	1	10
International Marketing Manager	1	10
Quality Assurance Manager	1	10
Public Relation Manager	1	10
Production control Manager	1	10
Accounting Manager	1	10
Store Manager	1	10

Import and Export manager	1	10
Maintenance Manager	1	10
Research and Development Manager	1	10
Worked for a Multinational Corporation:		
Yes	7	70
No	3	30
Level in the Organization:		
Top management	0.0	0.0
Middle management	10	100
Years in the Position:		
07 years	3	30
05 years	2	20
02 years	1	10
04 years	1	10
09 years	1	10
14 years	1	10
06 years	1	10
Work Experience:		
5-10 years	1	10
10-15 years	5	50
15-20 years	3	30
More 20 years	1	10
Years in the Organization:		
12 years	3	30
11 years	1	10
10 years	1	10
08 years	1	10
18 years	1	10
21 years	1	10
16 years	2	20
Work Team Members from Different Cultures:		
Yes	9	90
No	1	10
Knowledge of languages:		
English	10	100.0
French	1	10
German	2	20
Language(s) at Work Place:		
Arabic and English	2	20
English	8	80
Travelling Abroad:		
Yes	9	90
No	1	10
The Proposal of Travelling:		
Studying	5	50
Training courses	3	30
Working	9	90
Tourism	2	20
Connections With Individuals, Teams and Organizations From Different Cultural Background:		
Yes	7	70
No	0	30

The middle managers are educated in which 20.0% of the middle managers have doctoral degree, 40.0% have master's degree, while 40.0% have a first degree (University Degree, Diploma, B.A., B.Sc., etc.). Noticeably the qualification and occupational profile of the corporate reflects the move towards a demand for more highly skilled workers at middle management levels throughout the company.

During the individual interviews with the middle managers, to respond to the question "Are your school and university foreign?" respondents indicated that 60.0% of the middle managers studied in a foreign schools, where the first language is English, 60.0% of the middle managers were studied in foreign universities and 40.0% in governmental universities, where the first language is Arabic.

A total of 70% of the middle managers were working before with Western companies, whereas, during the individual interviews with the participants, to respond to the question about: "Did you work before with western company during your experience life?" The respondents illustrated that 70.0% of the middle managers were working before with Western company during their experience life, while 30.0% were working before with Arab companies. In besides the average of the middle managers have been in their position is 4.1 years; moreover the minimum was 6 years and maximum 14 years. In addition, all the middle managers have long work experience. A total of 10.0% of the middle managers has experience from 5-10 years, while 50.0% have experience from 10-15 years, also 30.0% of the middle managers have experience from 15-20 years and 10.0% have more than 20 years.

Regarding to the foreign employees who work in the company; the table above illustrates that 20% of the middle managers are from different cultures. The company is hiring the persons who have high skills in languages, as the company is dealing with many clients from different countries, the Table 4.5.1 above shows that 100% of the middle managers have good knowledge of English, 10% of them have good knowledge of French as a second language, and 20% of them have good knowledge of German as a second language. A total of 80% of respondents used English language in the workplace, while 20% of them used Arabic and English.

Moreover, trends of increasing internationalization and competition in business require that employees have experience and connections with foreign countries. In one hand, 90% of the middle managers travelled abroad. In this sense, 50% travelled for studying, while 30% for receiving some training courses, 90% for working and 20% as tourism. On the other hand, the table above shows that 70% of the middle managers have connections with individuals, teams and organizations from different cultural background.

In general, the recruit qualification of the company reflects, the company tries to recruit persons, who are educated, prefer the people who have more than one language and worked before in Western Corporation. There are employees from different cultures are working in level of middle management.

b) Training activities

The respondents said that they develop training activities to develop global leadership competence. Regarding to the training methods in Yossaf Rock Wool Company, the figures in Table 4.5.2 illustrates that 100.0% of the middle managers have received appropriate on-the-

job training, while 80% took a formal course and 70% attended seminars, workshops and conferences. The evidence from the case study suggested that most of the middle managers were using more than one method in order to upgrade their competencies.

Following this perspective, the participants of the company said that usually the company encourages its employees to receive some training courses such as: managerial skills, behavioral skills, cross-cultures skill, functions of rock wool industry and information technology that focused on ways to gain global experience and to gain global leader competencies.

It is important to know that these courses are designed to enhance the middle managers global competencies, in order to safe competitive advantage in the global Rock Wool marketplace, through dealing with customers from different cultures. Table 4.5.2 illustrates The methods to upgrade competencies and the skills upgraded in the last 3 years .

Table 4.5.2: The methods to upgrade competencies and the skills upgraded in the last 3 years

Items	N	Percent
Methods to upgrade competencies:		
On -the-job training.	10	100
A formal course.	8	80
Seminars, workshops and conferences.	7	70
The skills upgraded in the last 3 years:		
Cultural awareness.	7	70.0
Building, leading and managing global teamwork.	7	70.0
Understanding the business-culture and expectations of global customer.	7	70.0
Negotiation with different cultures partnership.	5	50
Communication with people from different cultures.	8	80
Global strategic management.	3	30
International accounting standard.	1	10
Understanding of expectation of employees from diversity cultural background, leading to more job satisfaction and better staff retention.	3	30

During the job life in Yossaf Rock Wool, the company offered training programs for all staff in team building. Regarding Table 4.5.2 above the training methods took place in the following ways:

- On-the-job training.
- A formal course.
- Seminars, workshops and conferences.

The skills upgraded in the last 3 years

Regarding Table 4.5.2 above, the highest percentage was 80% in area of "communication with people from different cultures "while "cultural awareness", "building, leading and managing global teamwork" and "understanding the business-culture and expectations of global customer" were in a second rink in which 70%. In contrast, the lowest percentages were 10% in the areas of "international accounting standard", "understanding of expectation of employees from diversity cultural background, leading to more job satisfaction and better

staff retention" with 30% and "global strategic management with 30%. Clearly, most of the middle managers are enrolling in more than one area training courses.

c) Global leadership

Global leadership has been divided into leadership skills, global leadership competencies and global organizational competencies. This section starts with leadership skills level measurement, then a global leadership performance measurement and finally the global organizational competencies performance measurement in the Yossaf Rock Wool.

Leadership skills

The leadership skills are a core competence for the global leaders. Related to the data gathered from responses to several of questions from the questionnaire, Table 4.5.3 showed that the average of the answers on leadership skills level is 3.9, It can be considered a low-value, as a result that 70.0 % of the middle managers states to have extremely skilled, while 20.0 % skilled and 10.0 % low skilled.

Table 4.5.3: Leadership skills

N	Items	1	2	3	4	5	6
1	I have a thorough understanding of my strengths and weaknesses and whether or not I am performing well without others having to tell me.	1	0	0	2	7	4.4
2	I am effective at communicating coherently with my coworkers whether in face-to-face situations or in situations requiring written, electronic, or telephone means of communication.	1	0	0	2	7	4.4
3	I have a thorough understanding of psychology (knowledge of human behavior, mental processes and individual and group performance).	0	0	1	3	6	4.5
4	I usually initiate the activities of groups and lead others toward common goals.	0	0	3	4	3	4.0
5	I am effective at managing a group's formative stages, enhancing group performance and enhancing individuals' satisfaction by promoting group cooperation, trust and confidence.	0	0	0	8	2	4.2
6	I usually work well with others to jointly achieve goals.	0	1	0	7	2	4.0
7	I am effective at convincing others to perform a task or approach something in a different manner.	0	1	2	5	2	3.8
8	I am effective at convincing others to believe in values and to act in accordance with those values.	0	1	3	3	3	3.8
9	I have a good Technical Skills of standard practices and procedures necessary to accomplish tasks.	1	1	1	1	6	4.0
10	I am good at using existing information to logically evaluate situations and solve problems.	2	2	0	2	4	3.4
11	I am effective at quickly prioritizing and evaluating the relative costs and benefits of potential actions needed to complete a task.	1	2	0	3	4	3.7
12	I am good at assessing individuals' knowledge,	1	1	0	5	3	3.8

	skills and experience to determine whether they would be appropriate for staffing or membership needs.						
13	I usually come up with a variety of approaches to solve problems.	1	1	1	3	4	3.8
14	I typically use novel ideas to solve problems.	2	0	1	2	5	3.8
15	I have a thorough understanding of industry knowledge and skills.	3	0	0	2	5	3.6

(1)Strongly Disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly Agree and (6) Mean

Most of the middle managers in company state to possess a high level of leadership skills. The competences understanding of psychology (competency 3), obtain the higher value, while evaluate situations and solve problems and evaluate the costs and benefits (competence 10 and 11) with industry knowledge and skills (competence 10) obtain the lower value.

Global leadership competencies

The middle managers in Yossaf Rock wool stated that the global leadership competencies required to manage a multicultural teamwork becomes crucial for the human resource requirements that enables corporations to increase a competitive advantage in the global business environment. Also they say to have high degree of the global leadership competencies.

The figures in Table 4.5.4 show that average of global leadership competencies level is 4.1. It can be considered a high-value, also the table shows 60.0% of the middle managers state to have extremely high performance in the global leadership competencies, while 40.0% say to have good performance in the global leadership competencies.

Table 4.5.4: Global leadership competencies

N	Items	1	2	3	4	5	6
1	I am adapting basic with business behaviors such as communication, leadership and negotiation to the norms of foreign countries.	0	1	4	0	5	3.8
2	I am able to develop my staff from diverse cultural backgrounds, through training courses particularly for management positions.	0	1	0	3	6	4.5
3	I am operating effectively across boundaries, while balancing organizational integration with local demands.	0	0	1	4	5	4.4
4	I am making strategic business decisions across borders or regions (rather than focusing on specific countries).	0	0	2	3	5	4.3
5	I am leading and motivating teams whose members are sourced from different countries around the world or are physically based on multiple geographies.	0	0	3	2	5	4.2
6	I possess the drive and organizational experience to launch operations in a new country or region.	1	2	0	2	5	3.8
7	I am effective at employing tact and persistence in dealing with government officials regarding a host	0	0	4	1	5	4.1

	of issues, ranging from local labor law to trading licenses and tax relief.						
8	I Keep up-to- date with development in own global knowledge and skills of work/ expertise.	0	1	4	0	5	3.9
9	I update an organization to meet global changing needs.	0	3	2	0	5	3.7
10	I have a thorough understanding and interpreting of the needs of global customers.	0	2	1	1	6	4.1
11	I give people a lot of freedom in deciding how to get their work done.	0	1	2	4	3	3.9
12	I create a global picture of the future that motivates others.	0	2	4	1	3	3.5
13	I am aware of the impact of my own behavior and emotions on other people from different counties.	0	1	2	1	6	4.2
14	I develop and maintain access to people at higher levels.	0	0	2	1	7	4.5
15	When I delegate I'm not only trying to get the work done; but I'm also trying to develop people.	0	0	2	5	3	4.1
16	I show the people on my team how their personal goals can be realized by buying into a common vision.	0	0	3	3	4	4.1
17	I act to enhance and improve areas of distinctive global competence.	0	0	2	4	4	4.2
18	I thorough screen candidates for employment to ensure a much with the organization's commitment and global competence.	0	0	3	2	5	4.2
19	I carefully consider the impact of new global strategic or operating directions on my people.	0	1	3	2	4	3.9
20	I am clear about my philosophy of the global leadership.	0	0	1	3	6	4.5
21	I often recognize the impact of globalization on our business.	1	1	0	3	5	4.0
22	I usually demonstrate the adaptability required to succeed in global environment.	0	1	1	3	5	4.2
23	I always strive to gain the variety of experiences which needed to conduct global business.	0	0	2	4	4	4.2
24	I am willing to make decisions that incorporate global considerations.	0	0	3	4	3	4.0
25	I occasionally help others to understand the impact of globalization.	0	1	2	3	4	3.9
26	During my career, I am willing to move early in order to identify emerging opportunities in the global market.	0	2	1	1	6	4.1

(1) Never, (2) Almost Never, (3) Sometimes, (4) Often, (5) Almost Always and (6) Mean

Although majority of the middle managers in Yossaf Rock Wool Company stated that they have a high degree of the global leadership competencies, the obtained value is lower in the competences regarding create a global picture of the future (competence 12), developing staff from diverse cultural backgrounds and philosophy of the global leadership (competences 3 and 20).

Moreover, respondents have identified weaknesses and strengths as a leader of global work.

None of the respondents have any difficulty to identify weaknesses they have experienced themselves or have encountered in global contexts. The full sets of strengths and weaknesses reported by the respondents are listed in Table 4.5.5.

Table 4.5.5: Weaknesses and strengths as a leader of global work

Weaknesses	Strengths
Enhance the skills and knowledge of employees in area of international /global.	Personal characteristic and mood of foreign employees.
Recognizing the impact of globalization on our business.	I do not give my staff a lot of freedom in decision how to get their work done.
Understanding and interpreting of the needs of global customers.	I am not effect at convincing others to perform a task or approach something in different manner.
Willing to adopt, learn and copy with other cultural background.	Working with different cultural team work.
I am effect at taking careful calculated risks when necessary.	I am some time willing to uphold ethical yet unpopular decisions and avoid behavior that is unethical even if it may appear ethical to public.
I usually come up a variety approach to solve problems.	Understanding of industry knowledge.
Planning and controlling for stock.	The marketing approach for decision making.
Open new market in new country.	Productivity and digital skills.
Strategic plan for export.	Digital machine.
Planning and scheduling the maintenance process.	
Following the modern research in different countries.	

Table 4.5.6: Global leadership competency definitions reported by the respondents

<p>Competencies need to meet the challenges company and individuals face especially on entering a global environment.</p> <p>It supports global leadership to transfer the company work effective in day's global environment.</p> <p>The key international success lies in a mixture of personality characteristics and managerial competencies.</p> <p>Skills and capabilities need by leaders in international company.</p> <p>Help leaders to work in a multi-cultural environment.</p> <p>Instinctual capacity, self-confidence and openness to experience.</p> <p>Able to understand customers' needs.</p> <p>Able to deal with cross-cultural exposure, adopt and react an appropriate way.</p> <p>Leadership competencies can be used in different country setting.</p> <p>Such as understating and responding to behaviors in high context culture.</p>
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The respondents seem to recognize well the kind of competencies that are important for global work. In contrast, most of the middle managers have not a clear understanding about

the definition of global leadership competency concept. This appeared through the question: “What does a global leadership competency mean in your context?” Unexpectedly, most participants did not give complete or right respond. Table 4.5.6 shows definitions reported by the respondents.

Nevertheless, the participants show to be aware that global leadership competency is necessary for the middle managers in order to deal with global business environment.

Global organizational competencies

Table 4.5.7 identifies and examines key characteristics of global organizational competencies in Yossaf Rock Wool Company. Table 4.5.7 illustrated in general that 50.0% of the middle managers state that the level of global organizational competencies is extremely high, while 40.0% of the middle managers say the level of global organizational competencies in the company is good competencies and 10.0% said the level of global organizational competencies in the company is average. The average of the global organizational competencies is 4. It can be considered a high-value.

Table 4.5.7: Global organizational competencies

N	Items	1	2	3	4	5	6
1	Does your organization develop a global competence with one or more business skills such as global marketing, R & D or global distribution?	0	0	1	5	4	4.3
2	Can every employee recognize the organization's areas of global competence?	0	0	3	5	2	3.9
3	Are employees committed to maintain a global competence at any cost?	0	0	5	3	2	3.7
4	Does the organization pay attention to its areas of the global competence?	0	0	0	6	4	4.4
5	Are new employees sufficiently trained and developed to have the global competence to deliver superior performance?	0	0	4	2	4	4.0
6	Does the organization's global competence operate consistently over time, despite environmental change?	0	0	1	5	4	4.3
7	Does your organization's global competence produce superior performance?	0	0	3	3	4	4.1
8	Do customers, competitors and observers value your organization's superior performance?	0	0	2	4	4	4.2
9	Is the organization's commitment to a common purpose and its global competence to deliver superior performance emphasized and discussed throughout the organization?	0	0	5	2	3	3.8
10	Will the current degree of commitment and competence remain at a high level?	0	0	4	2	4	4.0
11	Do employees consistently communicate their commitment global competence to their peers and new employees?	0	0	3	3	4	4.1
12	Are new employees sufficiently motivated and stimulated to commit them to the organization's	0	0	6	2	2	3.6

	common purpose?						
13	Is your organization able to attract and keep the right kind of people from different countries?	0	0	1	3	6	4.0
14	Do employees in your organization readily recognize the different between committed and uncommitted employees?	0	0	2	4	4	4.2

(1) Never, (2) Almost Never (3) Sometimes, (4) Often, (5) Almost Always and (6) Mean

It is important to note that the table above shows that some of competencies have obtained low value than 4.0 according to motivate and stimulate and maintain a global competence at any cost (competencies 12 and 3).

d) Cross Cultural Leadership

The middle managers in this case studies said that the global leaders should share information about their own culture and know how to adapt to other cultures. In addition, they said to have high degree of the cross-cultural capabilities. In this sense, the figure in Table 4.5.8 shows that the average of the answers on cross cultural leadership is 4.0. This average can be considered a high-value. On the other hand, the figures shown 70.0% of the middle managers state to have very high degree of competencies to deal with different cultures effectively, while 30.0 % say to have high degree of competencies to deal with different cultures.

Table 4.5.8: The degree of cross -cultural leadership

N	Items	1	2	3	4	5	6
1	I am willing to adapt, learn and cope with other cultures.	1	0	0	2	7	4.4
2	I feel comfortable working with employees from different cultural background.	1	0	1	0	8	4.4
3	I generally respect the other religions.	1	0	0	1	8	4.5
4	I usually accept good ideas no matter where they come from.	1	2	4	1	2	3.1
5	I have great ability to excite talent people from different cultures or backgrounds.	1	0	1	7	1	3.7
6	I usually effectively motivate people from different cultures or backgrounds.	1	1	1	2	5	3.9
7	I have ability to connect with people from different cultures or backgrounds.	1	0	1	3	5	4.1
8	I have ability to adjust behavior in a different cultural setting.	1	1	1	4	3	3.7
9	I tend to work across time and distance.	1	0	1	2	6	4.2
10	I have great ability to handle complex cross-cultural issues.	1	0	1	2	6	4.0
11	I have a thorough understanding of global business and industry.	1	0	1	3	5	4.1
12	I often help other to appreciate the value of diversity.	1	0	2	3	4	3.9
13	I usually support the employees to expand his/her knowledge of other cultures (through interactions, language study, travel, etc....).	2	0	2	2	4	3.6
14	I am very good at building and maintaining global	1	0	2	4	3	3.8

	networks.						
15	I feel confident conducting a meeting in a foreign language.	1	0	0	0	8	4.6

(1) Strongly Disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly Agree and (6) Mean

It is important to note that the table above shows that some of competencies have obtained low value than 4.0 according to accept good ideas (competency 4), furthermore there are some competencies have obtained high-value in relation to support the employees to expand his/her knowledge of other cultures, conduct a meeting in a foreign language, respect the other religions and adapt learn and cope with other cultures (competencies 13, 15, 3, 1 and 2).

The respondents indicated that the global leadership can be very challenging. All of the respondents were keenly aware of challenges of working in global contexts. Whether the challenges they described were personal or professional, more or less intense, recent or long ago, all expressed appreciation for having had the experiences and a continued interest in working internationally.

Challenges

During the individual interviews with the middle managers, to respond to the question “What are the challenges of global work? Findings regarding challenges were compiled from responses to the question that asked particularly concerning challenges. Respondents identified a series of challenges that they encountered when running globally. The full series of challenges reported by the respondents is listed in Table 4.5.9.

Table 4.5.9: Challenges reported by the respondents

Challenges reported by the respondents
Education and training from different countries are different from Jordanian systems. Update our company to meet global changing needs. The impact of my own behavior and emotions on other people from different countries. Acceptable novel ideas to solve problems. Missing information and details about product from foreign countries. Immigration law in Jordan. Find corrected details about global suppliers. Managing ISO 2004-14001 for environment. Modern technology of machine. Quality, production and digital skills.

The majority of challenges are facing the middle managers of global work related to cross-cultural context, education, learning systems and business environment. They are trying to overcome or avoid these challenges. May be the business environment, is the most common in this case study.

e) Global Vision

The HR manager in this case study said that "a global vision is necessary for our company in order to compete in the global marketplace strongly, furthermore, most of exporting firms have a vision statement and globalizing firms have a clear global vision".

In this sense, the global vision in general aspects is divided into a Global Organizational Vision (GOV) and a Global Leadership Vision (GLV). This section starts to measure the degree of global organizational vision and then to measure the degree of global leadership vision in Yossaf RockWool..

Regarding the global organizational vision, some of the participants in this case study said that they have extremely clear global vision. Table 4.5.10 shows 70.0 % of the middle managers stated that the company has clear global vision, while 30.0 % said there is a gap between global vision and the position of company in global market place.

Table 4.5.10: Global organizational vision

N	Items	1	2	3
1	Does your company have a clearly stated vision to be global?	10	0	1.0
2	Does your company have long- term ambitions?	10	0	1.0
3	Does your company know it what wants to achieve on long run?	6	4	1.4
4	Has your management defined the gap between being global and where your company is today?	2	8	1.8
5	Has your management defined an action strategy that will allow it to close the gap?	1	9	1.9
6	Can your company outpace your competition in the race to become global?	6	4	1.4
7	Will global customers generate a significant proportion of your future revenue stream?	6	4	1.4
8	Do your employees understand the information and service requirements of customers on a global market?	10	0	1.0
9	Does your company management understand which aspects of the company have to be managed on a global basis?	10	0	1.0

(1) answer 'Yes'; (2) answer 'No'; and (3) average between (1) and (2) -goes from 1 to 2

The average of the answers on global organizational vision is 1.3; it can be considered a high-value. Nevertheless, the table above shows that some of competencies have obtained higher value more than 1.3 according to the gap between being global and an action strategy to close the gap (competencies 4 and 5).

Regarding to the Global Leadership Vision (GLV), also the participants of the company stated that the global marketplace needs to global leadership have cleared global vision in order to become successful global corporations. Table 4.5.11 shows 60.0% of the middle managers say to have extremely clear global vision, while 10.0% said to have good clear global vision, 20.0% say to have slightly clear global vision and in contrast 10.0% said to have no clear global vision.

The average of the answers on global leadership during the company is 4.2; it can be considered a high-value. However, the table above shows that one competency has obtained less value than 4.2 according to evaluating future risks (competency 3).

Broadly speaking, the figures show that most of the middle managers in Yossaf Rock Wool Company have clear global vision for the future.

Table 4.5.11: Global leadership vision

N	Items	1	2	3	4	5	6
1	I am good at determining the long-term vision of my actions.	1	0	0	3	6	4.3
2	I am competent at developing an ideal vision for my group or organization to achieve.	1	0	1	1	7	4.3
3	I am effective at evaluating future risks based on current opportunities and challenges.	1	0	3	1	5	3.9
4	I usually have values and principles which guide my way.	1	0	2	1	6	4.1
5	I frequently try to work on achieving my vision.	1	1	0	1	7	4.2
6	I usually try to achieve what I believe in.	1	0	1	1	7	4.3
7	I am usually willing to deliver the global vision to all employees in different levels.	1	0	0	2	7	4.4
8	My employees frequently have performance measurement and reward systems that encourage global behavior.	1	0	0	2	7	4.4

(1)Strongly Disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly Agree and (6) Mean

f) TQM

A Quality assurance manager said that “the process of change has brought increased demand on the company's competitiveness and the clients have gained a central role in the company focus”. TQM in general aspects is divided into: the degree of leadership in applying TQM and organizational leadership in applying TQM. This section starts to measure the degree of leadership in applying Philosophy of TQM in organization, then organizational leadership in applying TQM in Yossaf Rock Wool.

One of the middle managers said that "Yossaf Rock Wool Company is committed to the use of TQM as an approach to improve mission effectiveness under conditions of reduced resources". Other one expresses "he needs to improve their competencies in the field of TQM with more training. The HR manager stated that "requirements for the successful use of TQM include education and training, leadership and teamwork".

Regarding in Tables 4.5.12 and 4.5.13 summarized that 10.0% of the middle managers say to have very high participation in applying TQM, while 60.0% said to have high participation and 30.0% say to have slightly participation. However, the average of the answers on leadership in applying TQM in the company 3.6; it can be considered a low-value.

Table 4.5.12: Leadership in applying TQM

N	Items	1	2	3	4	5	6
1	I pursue continuous improvement in all business activities.	0	0	0	0	10	5.0
2	I demonstrate constant commitment to the vision statement.	0	0	1	2	7	4.6
3	I participate in establishing an organization-wide quality culture.	0	0	0	2	7	4.6
4	I am effective at leading TQM implementation standing from the front.	4	2	1	1	2	2.5
5	I participate in TQM implementation personally.	3	1	2	0	4	3.1
6	I participate in assessing TQM implementation progress.	3	1	3	1	2	2.8
7	I accept education and training in management knowledge.	0	1	1	0	8	4.6
8	I give training lectures to employees.	4	1	4	0	1	2.3
9	I am effective at empowering employees to solve quality problems.	1	2	4	2	1	3.00
10	I am good at encouraging employee involvement in quality management activities.	1	1	3	3	2	3.4
11	I am used to giving great attention importance to employees' suggestions.	1	0	5	2	2	3.4
12	I show more enthusiasm about TQM implementation.	2	1	2	4	1	3.1
13	I often encourage employees to list the firm's shortcomings.	1	1	4	3	1	3.2
14	I focus on quality of products and services rather than yields.	0	2	3	2	3	3.6
15	I trust employees and believe that they can do things better.	1	1	3	2	3	3.5
16	I believe that TQM implementation will drive the company to the global market effectively.	0	0	1	2	7	4.6

(1) Never, (2) Almost Never, (3) Sometime, (4) Often, (5) Almost Always and (6) Mean

However, the table above shows that some of competencies have obtained less value than 3.6 according to training competency, leading TQM implementation and participate in assessing TQM implementation progress (competencies 8, 4 and 6).

Table 4.5. 13: Organizational leadership in applying TQM

N	Items	1	2	3	4	5	6
1	Our firm improves working conditions in order to recognize employee quality management efforts.	0	0	0	5	5	4.5
2	Our firm has a salary promotion scheme to encourage employee participation in quality management.	0	0	0	5	5	4.5
3	Position promotions are based on work quality in our firm.	0	0	0	6	4	4.4
4	Excellent suggestions are financially rewarded.	0	0	1	6	3	4.2
5	Employees' rewards and penalties are clear.	0	0	4	3	3	3.9
6	Recognition and reward activities effectively stimulate employee commitment to quality	0	0	6	3	1	3.5

	management.						
7	The quality system in our organization is continuously being improved.	0	0	2	5	3	4.1
8	Our organization uses ISO 9000 as a guideline for establishing our quality system.	0	0	0	4	6	4.6
9	Our organization has a clear quality manual.	0	0	0	1	9	4.9
10	Our organization has clear procedure documents.	0	0	0	1	9	4.9
11	Our organization has clear working instructions.	0	0	0	1	9	4.9

(1) Never, (2) Almost Never, (3) Sometime, (4) Often, (5) Almost Always and (6) Mean

Concerning to the data gathered from responses, Table 4.5.13 shows 70.0 % of the middle managers stated that the company has created excellent environment, in order to apply TQM successfully and it is necessary to enter or open new market, in the global business environment. Also Table 4.2.13 illustrates the average of organizational leadership in applying TQM is 4.4. It can be considered a very high-value.

The figures show that most the competencies obtained average higher than 4.4, related to a quality manual, procedure documents and clear working instructions (competencies 9, 10 and 11). Moreover, some others competencies obtained low average according to employees' rewards systems (Competencies 6 and 5).

4.5.5 CONCLUSIONS

The purpose of this case study is to evaluate competencies from the vantage point of staff from Yossaf Rock Wool Company and especially for those working in international / global environment.

After analyzing the competencies in Yossaf Rock Wool Company, The results suggest that the competencies needed for the middle managers in Yossaf Rock Wool to work in international / global environment and manage a multicultural group of subordinates which can be described in Table 4.5.14 as follows:

Table 4.5.14: Averages of the answers corresponding to the different blocks of competencies

N	Items	Averages
1	Global leadership:	
	Leadership skills	3.9
	Global organizational competencies	4.0
	Global leadership competencies	4.1
2	Cross cultural leadership	4.0
3	Global vision:	
	Global organizational vision	1.3
	Global leadership vision	4.2
4	TQM:	
	Leadership in applying TQM.	3.6
	Organizational leadership in applying TQM	4.4

Values goes from 5 (best valued) to 1, apart from Global organizational vision, from 1 (best value) to 2

The table above summarizes the global leadership competencies in general aspects: the highest averages shows in organizational leadership in applying TQM, global leadership vision, global leadership competencies, global organizational competencies and cross cultural

leadership. On the contrary, the lowest averages shows in leadership skills and the degree of leadership in applying TQM and Global organizational vision.

Moreover, the competencies should point towards more effective global leadership of a multicultural teamwork. Possible implications arise from the analyzing the required competencies in Yossaf Rock Wool Company. The results proposed that the competencies needed for the middle managers in Yossaf in regards to managing a multicultural staff in fields of recruiting and hiring new personnel, training and development and performance appraisal.

In conclusion, this case study sheds some light on what the competencies are requirement for managing a global market. In this sense, Yossaf Rock Wool has applied a policy quality police, with a Quality Management System (QMS) developed following to ISO 9001:2000. Also the company has applied the ideas of Total Quality Management (TQM) since 2005.

Competencies development involves a partnership between persons and HR managers and the corporation as a whole. The tasks of HRM and competencies development become integrated into and grow to a single unified process of development. This implies roles for HR manager, namely to support individual and organizational competencies development.

In order to safe competitive advantage in the global Rock Wool marketplace, the company focused on the unique combination of skilled employees they has cultural awareness competencies and highly technological skills, the figures shows most of the middle managers are foreign employees, furthermore 20.0% of the middle managers from different cultures (India), A total of 100% of the middle managers have good knowledge of English; while 10% of them have a good knowledge of French as a second language, 20% of them have a good knowledge of German as a second language. A total of 80% of respondents used English language in the workplace, while 20% of them used Arabic and English.

In general the recruit qualification of the company reflects the company is trying to recruit only educated people and prefer people who have more than one language and worked before in Multinational Corporation. Clearly, there are employees from different cultures are working in middle management level.

The participants have identified lists which include: the definition of global leadership competency, most of the participants gave complete or correct answer and other list includes challenges and weaknesses of global leadership. These ideas have confirmed and challenged existing global leadership knowledge and added a much needed perspective from Arab countries. The HR manager is working together with top management in order to overcome challenges, through rotation and training programs.

The company created an organizational learning environment that enables employees to take the initiative to cooperate and to learn and attach to training course training seminars, on the job training...etc, in-company or out-company, but some middle managers still have weaknesses in some fields such as: managerial, behavioral and global competencies in order to be high qualified and skilled.

4.6 CASE 6: AL SHAHEEN MARBLE AND GRANITE

4.6.1 DATA SOURCES AND COLLECTION

Information about the company was obtained from the company's internal documents (Al Shaheen Marble and Granite, 2010) and an interview through Skype with the personnel manager. A total of 7 members of the company were requested to answer the forecasted set of questionnaires and interviews through Skype, the personal interviews took in average around 30 minutes. Their positions in the company are the following: International Distribution Manager, Quality Manager, Personnel Manager, Import Manager, Production Manager, Purchasing Manager and Financial Manager. The questionnaires sent to the company in Jordan by my cousin, who presented it, to the owner of company.

4.6.2 COMPANY OVERVIEW

Al Shaheen Marble and Granite Company, was established in 1997. The company does manufacture and supply of various kinds of marble, granite, and limestone.

The company has factory with four Marble Gang Saws Machines, three for granite and one line for polishing slabs, other one diamond wires, tumbling machines. The company developed their production line in year 2002, with a complete line for manufacturing calibrated and tiles. This line is trademark new purchased from the best Italian manufacturers for stone machinery in order to expand the company's export and compete with international market.

Vision of the company: Being number one by creating value through leadership and excellence.

Some Statistics concerning Al Shahyn Marble and Granite:

- Authorized capital: 6 millions U.S.D
- Turnover per year: 29 millions U.S.D
- Number of employees: 90 persons

External markets of the company are Iraq, Lebanon, Syria, Gulf States, Yemen, Palestine and Saudi Arabia.

4.6.3 COMPANY POLICIES OVERVIEW

In an interview with the personnel manager, we asked him about the company policies in recruiting new personnel, performance appraisal, how the company deals with new personnel and current personnel, also specific questions about issues as rotation and introductory programs in company. The personnel manager explained that the company policies as follows:

Policy of recruiting and hiring new personnel

The personnel manager stated that "the company policy is to constantly improve its products,

services and operation, for this purpose the company constantly offering superior value to our customers". Following this perspective, the human resources department is working together with personnel department to recruit employees by using the advertising in channels (local and regional newspapers). As resumes and application arrive to the company, HR manager and personnel manager are evaluating resumes and applications to comply with regulations and tasks requirements of the job. After the evaluation process, the HR manager is made contacts with candidates, in order to arrange face-to-face interview with the director of the department that need for these candidates.

The director is carried out the evaluation process for candidates, immediately after interview and forwards them to HR and personnel departments. These evaluations process are the basis for selecting final candidates.

The results are discussed with HR and personnel managers together before final candidates are chosen. The personnel manager is preparing an offer and consultation with the final candidate about some details such as a starting date and benefits.

Job Rotation program

The result obtained from the interview with the personnel manager and asked him about the rotation program of the company, he stated that "the company does not apply rotation program, because the company is trying to recruit the persons who have at least 3 years in extensive work experience in field of Marble and Granite industry".

Performance appraisal

Annually in January 1st, the supervisor evaluates his employees' performance. Where the performance appraisal includes the following areas: technical knowledge, professional knowledge, communication skills, work quality, financial responsibility, imitative, diversity and deal with different cultures, decision making ability, and coaching ability. The Performance appraisal is happened by interview between the employee and his supervisor.

The induction program

Each new member of staff come to the company should pass induction program. The introductory program is usually 2-3 days; normally begin with HR's welcome also from the department which responsible to guide new staff in order to introduce him to the others.

This program is basic overview of company to new staff and represents a first step of employee training. It is does not go too deeply into the area of very department and every position, but it has intention to bring picture in front a new staff. The plan of induction program is designed by human resources managers and each managers of the department in the company, also it is tailor made to each position individually.

4.6.4 RESULTS FROM QUESTIONNAIRES AND INTERVIEWS

a) Background of respondents

Table 4.6.1 shows the profiles of the respondents. A total of 71.4 % of the middle managers are Jordanian, while 28.6% are foreign (14.3 % are from Iraq and 14.3% are from Syria)

whereas, 85.7% of the middle managers are male and 14.3% are female. It noted that, they are educated in which 57.1% of the middle managers have master's degree, while 42.9% have a first degree (University Degree, Diploma, B.A., B.Sc., etc.).

Noticeably, the qualification and occupational profile of the corporate reflects the move towards a demand for more highly skilled workers at middle management levels throughout the company.

Table 4.6.1: An overview of the background of respondents

Items	Frequency	Percent
The Ethnic Background:		
Jordanian	5	71.4
Iraqis	1	14.3
Syrian	1	14.3
The Gender:		
Male	6	85.7
Female	1	14.3
Educational Degree:		
Doctoral Degree	0	0.0
Master's Degree	4	57.1
University Degree (Diploma, B.A. B.Sc., etc.)	3	42.9
Job Title:		
International Distribution Manager	1	14.3
Quality Manager	1	14.3
Personnel Manager	1	14.3
Import Manager	1	14.3
Production Manager	1	14.3
Purchasing Manager	1	14.3
Financial Manger	1	14.3
Worked for a Multinational Corporation:		
Yes	3	42.9
No	4	57.1
Level in the Organization:		
Top management	0.0	0.0
Middle management	7	100
Years in the Position:		
5 years	2	28.6
4 years	1	14.3
3 years	1	14.3
6 years	1	14.3
9 years	1	14.3
10 years	1	14.3
Work Experience:		
5-10 years	1	14.3
10-15 years	2	28.6
15-20 years	3	42.9
More 20 years	1	14.3
Years in the Organization:		
20 years	1	14.3
13 years	1	14.3
7 years	1	14.3
14 years	2	28.6

15 years	1	14.3
10 years	2	14.3
Work Team Members from Different Cultures:		
Yes	5	71.4
No	2	28.6
Knowledge of language/s:		
English	7	100.0
Language(s) at Work Place:		
Arabic	6	85.7
English	1	14.3
Travelling Abroad:		
Yes	7	100.0
NO	0	00.0
The Proposal of Travelling:		
Studying	5	71.4
Training courses	3	42.9
Working	4	57.1
Tourism	1	14.3
Connections With Individuals, Teams and Organizations From Different Cultural Background:		
Yes	7	100
No	0	0.00

During the individual interviews with the middle managers, to respond to the question “Are your school and university foreign?” respondents indicated that 57.1% of the middle managers were studying in foreign schools, 57.1% of the middle managers studied in foreign universities and 42.9% in governmental universities.

A total of 42.9% of the middle managers were working before with domestic or foreign companies. In interview with participants "through Skype", to respond to the question about: "Did you work before with Western company during your experience life?" The respondents illustrated that 42.9% of the middle managers were working before with Western company during their experience life, while 57.1% were working before with Arab companies.

In besides, the average of the middle managers have been in their position is 3.2 years; moreover the minimum was 7 years and maximum 20 years. In additional, all the middle managers have extensive work experience as follows. A total of 14.3% of the middle managers have experience from 5-10 years, while 28.6% have experience from 10-15 years, 42.9% of middle managers have experience from 15-20 years and furthermore 14.3% have more than 20 years. Regarding to the foreign employees in the company; the table above illustrates that 71.4% of the middle managers have employees from different cultures and they worked in their department.

Concerning to Table 4.6.1 above, 100% of the middle managers have good knowledge of English. The workplace language is Arabic in which 85.7% of the middle managers use Arabic language; however, 14.3% of the middle managers use the English in their workplace.

Moreover, the trends of increasing internationalization and competition in business require that the staff have experience and connections with foreign countries. A total of 100% of the middle managers travelled abroad .In this sense; 71.4% travelled for studying, while 42.9%

travelled for receiving some training courses, 57.1% for working, in addition, 14.3% as tourism. Also the table above shows that 100% of the middle managers have the connections with individuals, teams and organizations from different cultural background.

In general, the recruit of qualification of the company reflects, the company tries to recruit only people who have educated, prefers the people have more than one language and worked before domestic or foreign companies. There are employees from different cultures working in level of middle management and first line.

b) Training activities

The respondents said that the company has concentrated on supporting staff to build better global leadership competencies, depends on to expand the range of training and development offered to staff, and builds global skills and knowledge. Regarding to the training methods in Al Shaheen, the figures in Table 4.6.2 illustrates that 71.4% of the middle managers have received a formal course, while 42.9% attended seminars, workshops and conferences. It is important to note that the result obtained from the questionnaire illustrated that there is no a job rotation program and receiving appropriate on-the-job training during the company.

Most of the middle managers were using more than one method in order to upgrade their competencies in the field of different cultures. The participants of the company said that they are received some training programs related to managerial skills, behavioral skills and cross-cultures skill, that focused on ways to enhance their global experience and global leader competencies.

Table 4.6.2 illustrates the methods to upgrade competencies and the skills upgraded in the last 3 years

Table 4.6.2: The methods to upgrade competencies and the skills upgraded in the last 3 years

Items	N	Percent
Methods to upgrade competencies:		
A formal course.	5	71.4
Seminars, workshops and conferences.	3	42.9
The skills upgraded in the last 3 years		
Cultural awareness.	2	28.6
Building, leading and managing global teamwork.	1	14.3
Understanding the business-culture and expectations of global customer.	1	14.3
Negotiation with different cultures partnership.	6	85.7
Communication with people from different cultures.	7	100.0
International accounting standard.	1	14.3
Understanding of expectation of employees from diversity cultural background, leading to more job satisfaction and better staff retention.	6	85.7

Training methods

The HR and personnel managers of the company are offered in company training programs in order to improve the technical, managerial and global competencies of the company's employees, the training method took place according to Table 4.6.2 above and in the following ways:

- A formal course.
- Seminars, workshops and conferences.

The skills upgraded in the last 3 years

Regarding Table 4.6.2 above, the highest percentage 100% was in area of " communication with people from different cultures "while " negotiation with different cultures partnership " and " understanding of expectation of employees from diversity cultural background, leading to more job satisfaction and better staff retention " were in second rank with 85.7%. In contrast, the lowest percentages were 14.3% in the areas of 'building, leading and managing global teamwork ', "understanding the business-culture and expectations of global customer" and "international accounting standards". It is noted that the most of the middle managers are enrolling in more than one area training courses.

c) *Global leadership*

Global leadership has been divided into: leadership skills, global leadership competencies and global organizational competencies. This section starts to measure leadership skills level, then to measure performance of global leadership and finally to measure performance of global organizational competencies.

Table 4.6.3: Global leadership competencies

N	Items	1	2	3	4	5	6
1	I am adapting basic with business behaviors such as communication, leadership and negotiation to the norms of foreign countries.	0	0	1	0	6	4.7
2	I am able to develop my staff from diverse cultural backgrounds, through training courses particularly for management positions.	0	0	3	0	4	4.1
3	I am operating effectively across boundaries, while balancing organizational integration with local demands.	0	0	3	2	2	3.9
4	I am making strategic business decisions across borders or regions (rather than focusing on specific countries).	0	2	2	1	2	3.4
5	I am leading and motivating teams whose members are sourced from different countries around the world or are physically based on multiple geographies.	0	2	1	0	4	3.9
6	I possess the drive and organizational experience to launch operations in a new country or region.	0	1	2	1	3	3.9
7	I am effective at employing tact and persistence in dealing with government officials regarding a host of issues, ranging from local labor law to trading licenses and tax relief.	1	1	1	2	2	3.4
8	I Keep up-to- date with development in own global knowledge and skills of work/ expertise.	0	0	3	0	4	4.1
9	I update an organization to meet global changing needs.	1	0	2	1	3	3.7
10	I have a thorough understanding and interpreting of the needs of global customers.	1	0	1	0	5	4.1
11	I give people a lot of freedom in deciding how to get their work done.	0	4	0	3	0	2.9
12	I create a global picture of the future that motivates others.	0	1	4	2	0	3.1
13	I am aware of the impact of my own behavior and emotions on other people from different counties.	0	0	2	3	2	4.0
14	I develop and maintain access to people at higher levels.	0	0	2	1	4	4.3
15	When I delegate I'm not only trying to get the work done; but I'm also	0	1	1	3	2	3.9

	trying to develop people.						
16	I show the people on my team how their personal goals can be realized by buying into a common vision.	0	1	4	1	1	3.3
17	I act to enhance and improve areas of distinctive global competence.	0	1	4	1	1	3.3
18	I thorough screen candidates for employment to ensure a much with the organization's commitment and global competence.	1	2	2	1	1	2.9
19	I carefully consider the impact of new global strategic or operating directions on my people.	1	1	2	1	2	3.3
20	I am clear about my philosophy of the globe leadership.	1	0	2	1	3	3.7
21	I often recognize the impact of globalization on our business.	1	0	1	1	4	4.0
22	I usually demonstrate the adaptability required to succeed in global environment.	0	0	2	1	4	4.3
23	I always strive to gain the variety of experiences which needed to conduct global business.	0	1	3	2	1	3.4
24	I am willing to make decisions that incorporate global considerations.	0	1	1	5	0	3.6
25	I occasionally help others to understand the impact of globalization.	0	1	1	3	2	3.9
26	During my career, I am willing to move early in order to identify emerging opportunities in the global market.	1	0	1	0	4	4.0

(1) Never, (2) Almost Never, (3) Sometimes, (4) Often, (5) Almost Always and (6) Mean

Leadership skills

The leadership skills are a core competence for the global leaders. Related to data gathered from responses to several of questions from the questionnaire, Table 4.6.3 shows that the average of the leadership skills level is 3.6. Whereby, the figures illustrate in general 57.1 % of the middle managers said to have extremely skilled, while 28.6 % say to have skilled and 14.3 % low skilled.

Table 4.6.4: Leadership skills

N	Items	1	2	3	4	5	6
1	I have a thorough understanding of my strengths and weaknesses and whether or not I am performing well without others having to tell me.	1	1	0	0	5	4.0
2	I am effective at communicating coherently with my coworkers whether in face-to-face situations or in situations requiring written, electronic, or telephone means of communication.	1	0	2	1	3	3.7
3	I have a thorough understanding of psychology (knowledge of human behavior, mental processes and individual and group performance).	1	0	3	2	1	3.3
4	I usually initiate the activities of groups and lead others toward common goals.	1	1	2	2	1	3.1
5	I am effective at managing a group's formative stages, enhancing group performance and enhancing individuals' satisfaction by promoting group cooperation, trust and confidence.	1	0	1	3	2	3.7
6	I usually work well with others to jointly achieve goals.	2	1	0	3	1	3.0
7	I am effective at convincing others to perform a task or approach something in a different manner.	1	1	2	3	0	3.0
8	I am effective at convincing others to believe in values and to act in accordance with those values.	2	0	1	2	2	3.3
9	I have good technical skills of standard practices and procedures necessary to accomplish tasks.	0	0	1	2	4	4.4
10	I am good at using existing information to logically evaluate situations and solve problems.	1	0	1	4	1	3.6
11	I am effective at quickly prioritizing and evaluating the relative costs	0	2	2	3	0	3.1

	and benefits of potential actions needed to complete a task.						
12	I am good at assessing individuals' knowledge, skills and experience to determine whether they would be appropriate for staffing or membership needs.	0	1	3	2	1	3.4
13	I usually come up with a variety of approaches to solve problems.	1	0	1	1	4	4.0
14	I typically use novel ideas to solve problems.	0	1	2	1	3	3.9
15	I have a thorough understanding of Industry Knowledge and Skills.	0	0	2	0	5	4.4

(1)Strongly Disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly Agree and (6) Mean

Most of the middle managers in company state to possess a high level of leadership skills. The competences according to a technical content and industry knowledge and skills (competencies 9 and 15) obtain the highest values, while work, convince others and initiate the activities of groups (competencies 6 , 7 and 4), with evaluating the costs and benefits (competency 11) obtain the lower values.

Global leadership competencies

The goal of this section was to measure performance of global leadership competencies in Al Shaheen Company. The participants of the company said that they have high degree of the global leadership competencies, also the figures in Table 4.6.4 shows that, the average of the global leadership competencies level in which is 3.7. It can be considered a low-value, also the table showed that, 42.9% of the middle managers said to have extremely high performance in the global leadership competencies, as well as 42.9 % good performance in the global leadership competencies, while 14.3 % is average.

Table 4.6.5: Global leadership competencies

N	Items	1	2	3	4	5	6
1	I am adapting basic with business behaviors such as communication, leadership and negotiation to the norms of foreign countries.	0	0	1	0	6	4.7
2	I am able to develop my staff from diverse cultural backgrounds, through training courses particularly for management positions.	0	0	3	0	4	4.1
3	I am operating effectively across boundaries, while balancing organizational integration with local demands.	0	0	3	2	2	3.9
4	I am making strategic business decisions across borders or regions (rather than focusing on specific countries).	0	2	2	1	2	3.4
5	I am leading and motivating teams whose members are sourced from different countries around the world or are physically based on multiple geographies.	0	2	1	0	4	3.9
6	I possess the drive and organizational experience to launch operations in a new country or region.	0	1	2	1	3	3.9
7	I am effective at employing tact and persistence in dealing with government officials regarding a host of issues, ranging from local labor law to trading licenses and tax relief.	1	1	1	2	2	3.4
8	I Keep up-to- date with development in own global knowledge and skills of work/ expertise.	0	0	3	0	4	4.1
9	I update an organization to meet global changing needs.	1	0	2	1	3	3.7
10	I have a thorough understanding and interpreting of the needs of global customers.	1	0	1	0	5	4.1
11	I give people a lot of freedom in deciding how to get their work done.	0	4	0	3	0	2.9
12	I create a global picture of the future that motivates others.	0	1	4	2	0	3.1
13	I am aware of the impact of my own behavior and emotions on other	0	0	2	3	2	4.0

	people from different counties.						
14	I develop and maintain access to people at higher levels.	0	0	2	1	4	4.3
15	When I delegate I'm not only trying to get the work done; but I'm also trying to develop people.	0	1	1	3	2	3.9
16	I show the people on my team how their personal goals can be realized by buying into a common vision.	0	1	4	1	1	3.3
17	I act to enhance and improve areas of distinctive global competence.	0	1	4	1	1	3.3
18	I thorough screen candidates for employment to ensure a much with the organization's commitment and global competence.	1	2	2	1	1	2.9
19	I carefully consider the impact of new global strategic or operating directions on my people.	1	1	2	1	2	3.3
20	I am clear about my philosophy of the globe leadership.	1	0	2	1	3	3.7
21	I often recognize the impact of globalization on our business.	1	0	1	1	4	4.0
22	I usually demonstrate the adaptability required to succeed in global environment.	0	0	2	1	4	4.3
23	I always strive to gain the variety of experiences which needed to conduct global business.	0	1	3	2	1	3.4
24	I am willing to make decisions that incorporate global considerations.	0	1	1	5	0	3.6
25	I occasionally help others to understand the impact of globalization.	0	1	1	3	2	3.9
26	During my career, I am willing to move early in order to identify emerging opportunities in the global market.	1	0	1	0	4	4.0

(1) Never, (2) Almost Never, (3) Sometimes, (4) Often, (5) Almost Always and (6) Mean

The table above shows that some of competencies have obtained lower-value less than 3.7 according to deciding how to get their work done, global competence and create a global picture of the future (competencies 11, 18 and 12). While adapting business behaviors, developing the people and the adaptability required succeeding in global environment, (competencies 1, 14 and 22) obtain the higher-values.

Moreover, the respondents have identified weaknesses and strengths as a leader of global work. None of the respondents have any difficulty to identify weaknesses they have experienced themselves or have encountered in global contexts. The full sets of strengths and weaknesses reported by the respondents are listed in Table 4.6.5.

Table 4.6.6: Weaknesses and strengths as a leader of global work

Weaknesses	Strengths
Dealing tough with employees	Self-assurance.
International marketing researcher.	Managing quality effectively.
Being outside at home.	Building good relationship among diverse groups.
International financial management.	Negotiation and close the deal with foreign customers.
Information technology.	Planning production.
Perseverance.	Negotiation with foreign suppliers.
Writing international contractors.	International account management.

The respondents seem to recognize well the kind of competencies that are important for global work. In contrast, most of the middle managers have not a clear understanding about the definition of global leadership competency concept. This appeared through the question: "What does a global leadership competency mean in your context?" Unexpectedly, most participants did not give complete or right respond. Table 4.6.6 shows definitions reported by the respondents.

Table 4.6.7: Global leadership competency definitions reported by the respondents

Recognizing cultural influences on business practices.
Leading the company through cross-cultural countries.
Accepting and dealing with different cultures.
Sharing cultural differences with the others.
Using cultural differences to gain competitive advantage.
Building relationship among diverse groups.
Ablating to balance conflicting demands of global /international and local responsiveness.

Nevertheless, the participants show to be aware that global leadership competency is necessary for the middle managers in order to deal with global business environment.

Global organizational competencies

Global organizational competencies can help businesses to gain competitive advantage within their industries. Table 4.6.7 identifies and examines key characteristics of global organizational competencies in Al Shaheen. The Table 4.6.7 illustrated that 71.4% of the middle managers stated that the level of global organizational competencies in the company is extremely high, while 28.6% of the middle managers stated that level of global organizational competencies in the company is high. In this sense, the average of the global organizational competencies is 4.2. It can be considered a high –value.

Table 4.6.8: Global organizational competencies

N	Items	1	2	3	4	5	6
1	Does your organization develop a global competence with one or more business skills such as global marketing, R &D or global distribution?	0	0	1	0	6	4.7
2	Can every employee recognize the organization's areas of global competence?	0	0	1	2	4	4.4
3	Are employees committed to maintain a global competence at any cost?	0	0	2	2	3	4.1
4	Does the organization pay attention to its areas of the global competence?	0	0	0	4	3	4.4
5	Are new employees sufficiently trained and developed to have the global competence to deliver superior performance?	0	0	0	2	5	4.7
6	Does the organization's global competence operate consistently over time, despite environmental change?	0	0	0	3	4	4.6
7	Does your organization's global competence produce superior performance?	0	0	2	3	2	4.0
8	Do customers, competitors and observers value your organization's superior performance?	0	0	1	3	3	4.3
9	Is the organization's commitment to a common purpose and its global competence to deliver superior performance emphasized and discussed throughout the organization?	0	0	3	1	3	4.0
10	Will the current degree of commitment and competence remain at a high level?	0	0	4	0	3	3.4
11	Do employees consistently communicate their	0	0	3	0	4	4.1

	commitment global competence to their peers and new employees?						
12	Are new employees sufficiently motivated and stimulated to commit them to the organization's common purpose?	0	1	2	1	3	3.9
13	Is your organization able to attract and keep the right kind of people from different countries?	0	0	3	3	1	3.7
14	Do employees in your organization readily recognize the difference between committed and uncommitted employees?	0	0	1	4	2	4.1

(1) Never, (2) Almost Never (3) Sometimes, (4) Often, (5) Almost Always and (6) Mean

It is important to note that the table above shows that some of competencies have obtained low-value than 4.2 according to the degree of commitment and attract the right kind of people from different countries (competencies 10 and 13).

d) Cross Cultural Leadership

A few numbers of respondents spoke of the mind-expanding nature of global leadership competencies saying you grow to be broader in your cross- cultural competency, more a cross- cultural leadership. As well as, majority of the middle managers in this case study said that to have high degree of the cross-cultural competencies. Table 4.6.8 shows that the average of the answers on cross cultural leadership in the company is 4.4.

The figures shown that 71.4% of the middle managers says to have very high degree of competencies to deal with different cultures effectively, while 28.6 % said to have a high degree of competencies to deal with different cultures.

Table 4.6.9: The degree of cross- cultural leadership

N	Items	1	2	3	4	5	6
1	I am willing to adapt, learn and cope with other cultures.	0	0	0	2	5	4.7
2	I feel comfortable working with employees from different cultural background.	0	0	0	4	3	4.4
3	I generally respect the other religions	0	0	0	1	6	4.9
4	I usually accept good ideas no matter where they come from.	1	0	0	4	2	3.9
5	I have great ability to excite talent people from different cultures or backgrounds.	0	0	2	3	2	4.0
6	I usually effectively motivate people from different cultures or backgrounds.	0	0	3	0	4	4.1
7	I have ability to connect with people from different cultures or backgrounds.	0	0	2	1	4	4.9
8	I have ability to adjust behavior in a different cultural setting.	0	0	2	1	4	4.3
9	I tend to work across time and distance.	0	0	1	1	5	4.6
10	I have great ability to handle complex cross-cultural issues.	0	1	1	1	4	4.1
11	I have a thorough understanding of global business and industry.	0	1	0	0	6	4.6

12	I often help others to appreciate the value of diversity.	0	0	3	1	3	4.0
13	I usually support the employees to expand his/her knowledge of other cultures (through interactions, language study, travel, etc....).	0	0	1	2	4	4.4
14	I am very good at building and maintaining global networks.	0	2	1	2	2	3.6
15	I feel confident conducting a meeting in a foreign language.	1	0	0	0	7	5.0

(1)Strongly Disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly Agree and (6) Mean

The figures show that majority of the competencies obtained average higher than 4.4, but It is important to note that the table above shows that some of competencies have obtained lower value, according to accept good ideas and ability to adjust behavior in a different cultural setting (competencies 4 and 8). In contrast conducting a meeting in a foreign language, respecting the other religions and ability to connect with people from different cultures (competencies 8, 15, 3 and 7) has obtained average higher.

Challenges

Globalization do not generates many opportunities but also carry many challenges as well. During the individual interviews with the middle managers, to respond to the question "What are the challenges of global work"? Respondents reported a series of challenges that they encountered when operating globally. The full series of challenges reported by the respondents is listed in Table 4.6.9.

Table 4.6.10: Challenges reported by the respondents

Challenges reported by the respondents
Selecting trust distribution channel for the company outside of Jordan. The products come from Asia with high quality. Complex governmental procedures from Middle East to export our product. Different educational systems. The products from foreign compotators. Obtaining information about good foreign suppliers. Attractive qualified people from other countries.

Majority of the challenges are facing the middle managers of global work are related to context cross-cultural, communication, education and learning systems and business environment .They are trying to overcome or avoid these challenges. May be the business environment is the most common in this case study.

e) Global Vision

The global vision in general aspects is divided into: a Global Organizational Vision (GOV) and a Global Leadership Vision (GLV). This section starts to measure the degree of global organizational vision that then to measure the degree of global leadership vision in Al Shaheen. Table 4.6.10 shows that 100.0 % of the middle managers stated that the company has clear global vision to be global.

Table 4.6.11: Global organizational vision

N	Items	1	2	3
1	Does your company have a clearly stated vision to be global?	7	0	1.0
2	Does your company have long- term ambitions?	7	0	1.0
3	Does your company know it what wants to achieve on long run?	6	1	1.1
4	Has your management defined the gap between being global and where your company is today?	4	3	1.4
5	Has your management defined an action strategy that will allow it to close the gap?	4	3	1.4
6	Can your company outpace your competition in the race to become global?	5	2	1.3
7	Will global customers generate a significant proportion of your future revenue stream?	7	0	1.0
8	Do your employees understand the information and service requirements of customers on a global market?	7	0	1.0
9	Does your company management understand which aspects of the company have to be managed on a global basis?	7	0	1.0

(1) answer 'Yes'; (2) answer 'No'; and (3) average between (1) and (2) -goes from 1 to 2.

The average of the answers on global organizational vision is 1.1. It can be considered a high –value. Nevertheless, the table above shows that some of competencies have obtained higher value related to the gap between being global and an action strategy to close the gap (competencies 4 and 5).

Table 4.6.12: Global leadership vision

N	Items	1	2	3	4	5	6
1	I am good at determining the long-term vision of my actions.	0	0	2	0	5	4.7
2	I am competent at developing an ideal vision for my group or organization to achieve.	0	0	1	4	2	4.1
3	I am effective at evaluating future risks based on current opportunities and challenges.	0	0	3	1	3	4.0
4	I usually have values and principles which guide my way.	0	0	1	1	5	4.6
5	I frequently try to work on achieving my vision.	0	0	0	2	5	4.7
6	I usually try to achieve what I believe in.	0	0	0	2	5	4.7
7	I am usually willing to deliver the global vision to all employees in different levels.	0	1	0	2	4	4.3
8	My employees frequently have performance measurement and reward systems that encourage global behavior.	1	0	0	2	5	4.7

(1)Strongly Disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly Agree and (6) Mean

Regarding to the Global Leadership Vision (GLV), some of participants in this case study said that the company have clear global vision, also Table 4.6.11 shows 57.1% of the middle managers said to have clear global vision, while 28.6% say to have well clear global vision.

The average of the answers on global leadership during the company is 4.5. It can be considered a high–value. Broadly speaking, the figures shows most of the middle managers in Al Shaheen have clear global vision for the future.

e) TQM

A TQM in general aspects is divided into: the degree of leadership in applying TQM and organizational leadership in applying TQM. This section starts to measure the degree of leadership in applying TQM, then organizational leadership in applying TQM in Al Shaheen.

The figures in Table 4.6.12 illustrated that 28.6% of the middle managers said to have very high participation in apply TQM, while 28.6 % say to have slightly participation. The average of the answers on leadership in applying TQM in company is 3.5.

Table 4.6.13: Leadership in applying TQM

N	Items	1	2	3	4	5	6
1	I pursue continuous improvement in all business activities.	0	0	0	0	7	5.0
2	I demonstrate constant commitment to the vision statement.	0	0	1	1	5	4.3
3	I participate in establishing an organization-wide quality culture.	1	0	0	1	5	4.3
4	I am effective at leading TQM implementation standing from the front.	5	0	0	0	2	2.1
5	I participate in TQM implementation personally.	2	0	2	0	3	3.6
6	I participate in assessing TQM implementation progress.	5	0	0	0	2	2.1
7	I accept education and training in management knowledge.	1	0	0	0	6	4.4
8	I give training lectures to employees.	5	0	0	0	2	2.1
9	I am effective at empowering employees to solve quality problems.	2	0	1	0	4	3.6
10	I am good at encouraging employee involvement in quality management activities.	3	0	0	0	4	3.3
11	I am used to giving great attention importance to employees' suggestions.	1	0	1	1	4	4.0
12	I show more enthusiasm about TQM implementation.	3	1	1	0	2	2.6
13	I often encourage employees to list the firm's shortcomings.	2	1	1	0	3	3.1
14	I focus on quality of products and services rather than yields.	1	0	2	0	4	3.9
15	I trust employees and believe that they can do things better.	1	0	1	1	4	4.0
16	I believe that TQM implementation will drive the company to the global market effectively.	0	0	1	1	5	4.3

(1) Never, (2) Almost Never, (3) Sometime, (4) Often, (5) Almost Always and (6) Mean

However, the table above shows that some of captaincies have obtained value less than 3.5 according to leading , assessing and enthusiasm about TQM implementation (competencies 4, 6 and 12), with training competency (competency 8).

Related to data gathered from responses, in Table 4.6.13 shows that 100.0% of the middle managers said that the company has created excellent environment, in order to apply TQM successfully and it is necessary to enter or open new market, in the global business

environment. Also Table 4.6.13 illustrates the average of organizational leadership in applying TQM is 4.8. It can be considered a very high-value.

Table 4.6.14: Organizational leadership in applying TQM

N	Items	1	2	3	4	5	6
1	Our firm improves working conditions in order to recognize employee quality management efforts.	0	0	0	0	7	5.0
2	Our firm has a salary promotion scheme to encourage employee participation in quality management.	0	0	1	0	6	4.7
3	Position promotions are based on work quality in our firm.	0	1	0	0	6	4.6
4	Excellent suggestions are financially rewarded.	0	0	0	1	6	4.9
5	Employees' rewards and penalties are clear.	0	0	0	1	6	4.9
6	Recognition and reward activities effectively stimulate employee commitment to quality management.	0	0	1	1	5	4.6
7	The quality system in our organization is continuously being improved.	0	0	0	1	6	4.9
8	Our organization uses ISO 9000 as a guideline for establishing our quality system.	0	0	0	1	6	4.9
9	Our organization has a clear quality manual.	0	0	0	1	6	4.9
10	Our organization has clear procedure documents.	0	0	0	1	6	4.9
11	Our organization has clear working instructions.	0	0	0	1	6	4.9

(1) Never, (2) Almost Never, (3) Sometime, (4) Often, (5) Almost Always and (6) Mean

The figures show that most of the competencies have obtained average higher than 4.8. It reflects that the company applied TQM successfully in different areas in the company.

4.6.5 CONCLUSIONS

This case study was designed to assess the global leadership competencies needed for the middle manager in Al Shaheen Marble and Granite Company. Also it developed some global leadership companies based on interviews with 7 middle managers work in the company. The results show that there are some global leadership competencies that have been confirmed time and again as mandatory for effective global leadership.

Every competence is based on a grouping of mutually connected cognitive and sensible skills, knowledge, motivation, emotions, beliefs and behavioral components, orientation values, applicable as a whole in an efficient activity.

In general, the competence concept includes elements of recruit and hire in order to select high qualified employees according to comply with regulations and tasks requirements of the job.

The interviews data indicated that the job rotation program and receiving appropriate on-the-job training, was not an important in order to enhance competence for managing a multicultural workforce, also included that the elements of the performance appraisal because company puts its emphasis on performance and on the competences that are necessary to produce this performance.

The essential instruments for improving performance and developing competencies are performance appraisal, where manager discuss goal achievement with their employees and procedure deployment, where the major individual actions to achieve the strategic objectives of the company are agreed upon by the manager and the employee.

Al Shaheen y has applied a policy quality police, with a Quality Assurance System (QAS), Total Quality Management (TQM) approach since 2003 and that exists in the quality manual of the company following to ISO 9001:2000. The HR and personnel managers offered in company training programs in order to improve/ develop the technical, managerial and global competencies of the company's employees.

In order to the company to obtain competitive advantage in the global Marble and Granite marketplace, the company focused on the unique combination of skilled employees they who have high managerial and behavioral competencies, cultural awareness and technological skills that supply its source of competitive advantage and distinguish it from its competitors.

The participants have identified lists include: first, the definition of global leadership competency, but the answers was not expecting, most participants did not give complete or correct answer and second one include challenges and weaknesses of global leadership. These ideas have confirmed and challenged existing global leadership knowledge and added a much needed perspective from Arab countries, similar to Jordan.

Regarding Table 4.6.14, it summarizes combination of global competencies which applied in Al Shaheen by different proportions.

Table 4.6.15: Averages of the answers corresponding to the different blocks of competencies

N	Items	Averages
1	Global leadership:	
	Leadership skills	3.6
	Global organizational competencies	4.2
	Global leadership competencies	3.4
2	Cross cultural leadership	4.4
3	Global vision:	
	Global organizational vision	1.1
	Global leadership vision	4.5
4	TQM:	
	Leadership in applying TQM.	3.5
	Organizational leadership in applying TQM	4.8

Values goes from 5 (best valued) to 1, apart from Global organizational vision, from 1 (best value) to 2

The table above summarizes the global leadership competencies in general aspects: the highest averages shows in organizational leadership in applying TQM, global leadership vision, global leadership vision, cross cultural leadership, global organizational vision and global organizational competencies. On the contrary, the lowest averages show in leadership skills and the degree of leadership in applying TQM and global leadership competencies

CHAPTER V: CASE STUDIES FINDINGS

This chapter provides an analysis of the findings obtained in the six Arab companies that has been analyzed.

The data reported here has been obtained from 53 responses in the middle and top level management and follow up interviews with them. Individual interviews were conducted with participants from Al Ezz Group (Dekheila Steel), EEMCO Electronics Ltd, Reem Electronics Manufacture, El Mohandes Electric Companies (cables manufacturing) from Egypt, also with participants from Yossaf Rock Wool Co and Al Shaheen Marble and Granite from Jordan, all the companies private business in their respective countries.

In order to gain a better understanding of the data and to situate this study within the theory and practice of the global leadership competencies, this study conducted a comparative analysis with the six case studies in following areas:

- *The companies' policies:* Recruit and Hire policies, Rotation Programs, Performance Appraisal System and Introductory Programs.
- *Background of participants:* Ethnic, gender, working before in a multinational corporation, work team members from different cultures, travelling abroad, the proposal of travelling and the connecting with different cultural background.
- *Training activities:* Training methods, and the areas to upgrade global leadership competencies.
- *The degree of the cross-cultural leadership:* The challenges of working in global contexts.
- *The degree of global vision:* The Global Organizational Vision (GOV) and the Global Leadership Vision (GLV).
- *The degree of TQM:* Leadership in applying TQM and organizational leadership in applying TQM.

Table 5.1: The six companies policies

Policies Companies	Recruit and Hire	Rotation program	Performance Appraisal	The Introductory Program
Al Ezz	☆	☆	☆	☆
EEMCO	☆	☆	☆	☒
Reem	☆	☆	☆	☆
El Mohandes	☆	☒	☆	☆
Yossaf	☆	☆	☆	☆
Al Shaheen	☆	☒	☆	☆

☆ = applied

☒ = not applied

5.1 COMPANIES POLICIES.

The information regarding the Arab Company's policies were compiled from responses to the question that asked specifically about recruiting new personnel, rotation programs, performance appraisal systems and introductory programs.

Respondents in the six Arab companies have identified ways in which companies policies are similar and how they differ; as follows:

a) Recruitment of new personnel

As it can be seen in the Table 5.1 the respondents confirmed HR department have worked collaboratively with top management and line managers to agree the criteria for recruitment new personnel into the company, the criteria applied for the different companies are that follow,

- People who have educational degree and receiving some training courses.
- People who have minimum 2 years of work experiences in same the position of the work.
- People who was studied abroad.
- People who have more than one language (high skilled in languages).
- People who are working before in Multinational Corporation and with employees from different cultures.
- People who his / her mission, vision, objectives and ambitions are compatible with mission, vision, objectives and ambitions of the company.
- People who have ability to deal with many clients from different countries.
- People who have ability to travel abroad or was travelling abroad.
- People who can show a competence for lifelong learning and a commitment for continually developing their performance competences.

The approaches applied in the companies to recruit and select new personnel differ between the companies. Some of the companies are using advertises in professional magazines, national and regional newspapers and others companies recruit through web-based sources and open applications.

Moreover, most of respondents have identified HR department in the six companies have worked collaboratively with top management and line managers to agree the criteria for recruiting new personnel into the companies. However, two different approaches are applied in recruitment process, internal/in-house approach and external approach.

Companies that prefers internal recruitment

The companies EZDK and Al Mohandes applied an internal/in-house workforce approach.

EZDK: the company tries to recruit only educated people and received some training courses (for upper positions only). Appointments are made in house internally whenever possible. However, when in house recruitment results to be not possible those brought on board must be chosen with a view to enhancing the general level of professionalism within the corporation. New employees are recruited by means of advertising in newspapers, also through open applications and interviews face to face.

Al Mohandes: The Human Resources manager posts the position internally on the "job Opportunities" green board for one week, to notify employees that a position has been posted and the company is hiring new employees. Interested internal employees fill out the position application and then they are interviewed by the human resources manager. In case an internal employee is selected for the position, the HR manager makes a written job offer that includes the new job description and salary. If no qualified internal employees apply, the search is extended to external employees. The company advertises the job vacancy in newspapers.

The company prefers people who are educated and spoken more than one language. The company sent e-mail to each candidate to recognize receipt of the resume. In case the applicant appears to be a good match for job vacancy, in relation to the other applicants, HR manager will contact them to schedule an interview.

Companies that prefers external recruitment.

The companies EEMCO, REEM, Yossaf Rock Wool and Al Shaheen applied and external workforce approach.

EEMCO: When a job arises in the company, it is the task of the human resources division to situate the information about an available position in the public newspaper. After human resources division receiving an enough numbers of CV from job seekers, the selection process of resumes begins. The persons with the specific skill set are then selected and called for interview with the human resources manager. After the person has passed the interview, they are discussing the salary expectation and other benefits.

REEM: The recruitments process in REEM focuses on the applicant's prospective to be successful in the job. REEM gives priority to applicant which meets the minimum standards for the position, with the minimum inherent job requirements. The company also encourages submitting CVs via the regular mail or the company website. The recruiting responsibilities and hiring decision are assumed by the HR department.

Yossaf Rock Wool: Usually, the company in announcing for vacancies in the newspaper, then the human resources manager is preparing prospective candidates list, depend on their cover letters and CVs to the vacancies in the company. As the prospective list is complete, systematically, subtly and rotationally approach each person on the company target. After the identification and preliminary recruitment of prospective candidates, individually interview with high qualified candidates. And the human resources manager establishes to negotiate with high qualified candidate to the start date with the company.

AL Shaheen Marble and Granite: The human resources department is working together with personnel department to recruit employees by using the advertising in channels (local and regional newspapers). As resumes and application arrive to the company, HR manager and

personnel manager are evaluating resumes and applications to comply with regulations and tasks requirements of the job. After the evaluation process, the HR manager is made contacts with candidates, in order to arrange face-to-face interview with the director of the department that need for these candidates.

The director is carried out the evaluation process for candidates, immediately after interview and forwards them to HR and personnel departments. The results are discussed with HR and personnel managers together before final candidates are chosen.

Job Rotation

We can see that no any of the analyzed companies apply rotation in all this services, but some of them have rotation programs that are applied in concrete departments. The policy in relation to rotation of each company is summarized next.

EZDK: In some departments there is job rotation program. It is not applied throughout the whole company. Every manager or supervisor is aware that staff must learn and enhance new experience. Consequently, every department manager or supervisor manages the learning process of the member of the department. Moreover promotions serve to shape career path according to each person's skills and his ability to work effectively

EEMCO: EEMCO applies a job rotation approach. The department managers of the company are in charge for giving assist and guidance to staff taking part in the job rotation program. Department managers prepare a report at the end of rotation program including his recommendations for the employee, which will be provided to HR manager.

REEM: job rotation program is available to permanent staff. Rotation takes branch of the individual training and development plan. At the conclusion of the rotation, the corresponding division outlines the experience and includes recommendations.

Al Mohandes: Rotation is not considered convenient in Al Mohandes Electric. The company had been applying a rotation program for 7 years, but it didn't work well and costs much money, time and efforts from managers or supervisors. For these reasons this program discontinued.

Yossaf Rock Wool: Yossaf Rock Wool uses job rotation to help employees learn different functions of Rockwool industry, technical and managerial skills. Also the job rotation uses as a part of learning and training process in the company.

Al Shaheen Marble and Granite:the company does not apply rotation program, because the company is trying to recruit the persons who have at least 3 years in extensive work experience in field of Marble and Granite industry.

Performance appraisal

Regarding to the above table the respondents confirmed that the regular performance appraisal by managers enables employees to review their roles, responsibilities, tasks and contribution to the corporation. Individual performance appraisal is formally appraised during an annual evaluation interview between employee and manager.

During the interview they discuss the results that have been obtained as measured according to objectives of company. They also consider, the employees' competencies on the job and aspirations and expectations, are on the list of subjects to be discussed.

Where performance is not up to the conditions of the position, the manager must discuss the situation with the staff and take necessary action. Moreover performance measures or descriptors are different among the six companies as follows:

EZDK: The performance appraisal process takes place through meeting with employees called "performance appraisal meeting". The performance appraisal meeting between employees and his manager or supervisor takes place at the end of the year and they discuss the performance appraisal about the individual's tasks achievement over the past year, review his development requirements and then plan for the next year. The performance appraisal form uses these rating categories: excellent (7 points), extremely good (6 points), good (5 points), average (4 points), poor (3 points) and extremely poor (2 points).

EEMCO: within the company policy there is annual performance appraisal for its staff and annual evaluation policies between employee and his division manager. The purpose of evaluation meeting is to appraise performance, set the future action plans, identify training need and explore career development possibilities. The employees receive assessments from 1 to 5 as follows: 1) outstanding=5 points, 2) good=4points, 3) normal=3points, 4) needs to be improved=2points, 5) out=1 point. Accordingly the result will affect the employee's position and salary.

REEM: department managers or supervisors are responsible for evaluating exactly how well the staff has performed in his tasks, writes clear descriptions of the performance, and assigns the appropriate rating. Once the performance appraisal forms have been evaluated and analyzed, the employee and manager or supervisor gets together for performance reviewing. They discuss the manager's evaluation of the employee's performance and come to an understanding of what was achieved of work objectives during the year.

Al Mohandes: yearly performance appraisal and regular review of employee performance is critical within the company. It is performed by developing meetings between the managers and their employees, to measure the employee's performance in the previous year. The manager evaluates how well the employees met his goals as well as their behavior, attendance and initiative.

Normally the managers evaluate the employee's performance both individually and respect to other employees in the department. The scales in applied are: 1 point = Unsatisfactory, 2 points = Improvement Need, 3 points = good, 4 points = very good and outstanding. In one hand, if outstanding performance the individual might be rewarded with a promotion, perks a raise or perks. Unsatisfactory performance can give place to termination.

Yossaf Rock Wool: the company has clear policy for the employee performance appraisal through the evaluation forms which includes the job description and standards of work - obligations, duties and responsibilities with expected outcome-. Moreover, use the skills, knowledge, attitudes, capacity and quality of work that can observed and measured, with focuses on the main requirements of the job. The performance appraisal is happened end of each year, where manager or supervisors sits down with his employee and discusses his

performance during the year, depended on obligations, duties and responsibilities with expected outcome.

Al Shaheen: annually in January 1st, the supervisor evaluates his employees' performance. Where the performance appraisal includes the following areas: technical knowledge, professional knowledge, communication skills, work quality, financial responsibility, imitative, diversity and deal with different cultures, decision making ability, and coaching ability. The Performance appraisal is happened by interview between the employee and his supervisor.

Introductory program

Table 5.1 above illustrates, the all Arab companies in this study applied the introductory program except EEMCO.

EZDK: the human resources manager together with managers or supervisors of departments design induction program and the right induction coach, to provide the induction support for the new staff and to ensure he has the right competencies and the induction coaches are preferably volunteers. Usually the induction program contents three stages: 1) Identify the company departments, staff, policies and procedures. 2) Through the first two months he is identified job role, performance measurement, department goals, introduction to his department and team, systems and procedures. 3) The jobs which should be gradually covered during the first two months.

In EEMCO: the company does not apply the induction program, because this program is not necessary for the company. REEM: the company develops an induction program for new staff members, who participate in a short meeting. This meeting is carried on by HR department and includes explanation about labour policies, pay, organizational culture, timetables and security policy. After that a mentor of the department of new staff gives them details and instructions regarding the work to do and assist him in initial period.

Al Mohandes: applies an induction program in order to build processes and procedures to adapt new staff fast. The human resources manager informs the new staff about the details of the job and the induction program for four days. The more important element in the induction program is the general manager. He defines the roles and responsibilities, schedule meetings to discuss the progress and is responsible for the successful adaptation of the new staff. The training manager provides training courses and mentoring to new staff in the area of soft skills and organizational culture.

Yossaf: is applied the induction program for one day, for new staff. This day consist of briefing on the company's market share, its industry, its functioning approach, its organizational structure, its HR policies and what the other employees work takes before being adapting to their departments.

Al Shaheen: The introductory program is usually 2-3 days; normally begin with HR's welcome also from the department which responsible to guide new staff in order to introduce him to the others. This program consists in a basic overview of company to new staff and represents a first step of employee training. It is does not go too deeply into the area of very department and every position, but it has intention to bring picture in front a new staff. The

plan of Induction program is designed by human resources managers and each managers of the department in the company, also it is tailor made to each position individually.

5.2 PERSONAL BACKGROUNDS

a) *Ethnic Background:*

The information regarding background of participants in the study were compiled from responses in the six companies that studied; table 5.2 shows background of participants as follows:

Table 5.2: Background of participants

Background Companies	Ethnic %		Gender %		Worked for a Multinational Corporation %		Work Team Members from Different Cultures %	
	National	Foreign	Male	Female	Yes	No	Yes	No
Al Ezz	100.00	0.00	100.00	0.00	52.90	47.10	64.70	35.30
EEMCO	100.0	0.00	100.0	0.00	50.00	50.00	33.30	66.70
Reem	33.30	66.70	100.0	0.00	100.0	0.00	83.3.0	16.70
El Mohandes	57.10	42.90	85.70	14.30	85.70	14.30	71.40	28.60
Yossaf	80.0	20.00	100	0.00	70.00	30.00	90.00	10.00
AL Shaheen	71.40	28.60	85.70	14.30	42.90	57.10	71.40	28.60

Continue Table 5.2: Background of participants

Background Companies	Travelling Abroad %		The Proposal of Travelling %				Connections With Different Cultural Background %	
	Yes	No	Studying	Training	Working	Tourism	Yes	No
Al Ezz	88.20	11.80	41.20	82.40	70.60	29.40	58.80	41.20
EEMCO	50.00	50.00	0.00	16.70	50.00	50.00	83.30	16.70
Reem	83.30	16.70	0.00	66.70	83.30	50.00	83.30	16.70
El Mohandes	100.0	0.00	42.90	57.10	85.70	28.60	85.70	14.30
Yossaf	90.00	10.00	50.00	30.00	90.00	20.00	70.00	30.00
AL Shaheen	100.0	0.00	71.40	42.90	57.10	14.30	100.00	0.00

Table 5.2 illustrates 100% of the middle managers in Al Ezz and EEMCO are Egyptian. As a result both of the two companies are based on Egyptian employees in the middle management levels or top management levels. However, the employees from different cultures are working in first line. This due to two reasons: First, Egyptian steel industry as strategic industry, second, the policy in the two companies is not to authorize for foreign staff to work in top management or middle management.

Moreover the Table above show that majority of the middle managers in Yossaf and Al Shaheen are Jordanian: A total of 80% of the middle managers in Yossaf are Jordanian, where 20% are foreign. A total of 70.4% of the middle managers in Al Shaheen also are Jordanian, where 28.6% are foreign.

Otherwise, REEM and El Mohandes are focusing on foreign staff in the recruitments process: the figures show that 33.3 % of the middle managers are Egyptian in REEM, while 66.7% are foreign and come from different cultures background. Whereas the figures show that 57.1% of the middle managers are Egyptian in El Mohandes, while 42.9% are foreign staff in.

b) Gender

The information regarding in the study are from 53 responses in the middle and top management levels; there are fifty one male and two female participants in the study.

c) Working before in a multinational corporation

A total of 100% of the middle managers in REEM were working before in a multinational corporation, while 85.7% of the middle managers in El Mohandes, were working before in a multinational corporation. Furthermore, a total of 70% in Yossaf, a total of 52.9% in Al Ezz and 50% in EEMCO were working before in a multinational corporation. In contrast, a total of 42.9% of the middle managers in Al Shaheen were working before in a multinational corporation.

d) Having work team members from different cultures

The respondents varied according to the work team members from different cultures in the six companies in this study. All the companies recruited people in which they worked before with the employees from different cultures, but with different values.

The figures show that 90% of the middle managers in Yossaf, 83.3% of middle managers in REEM, 71.4% of the middle managers in El Mohandes and Al Shaheen and 64.7% of the middle managers in Al Ezz, -these five companies- are selected and recruited people worked before with the employees from different cultures.

In contrast, a total of 33.3 % of the middle managers in EEMCO are selected and recruited people worked before with the employees from different cultures

e) Having travelled abroad

Majority of the middle managers in the companies are used to travelling abroad but with different values. Table 5.2 illustrates 100% of the middle managers in AL Mohands and Al Shaheen are using to travelling abroad, while 90% in Yossaf, 88.2% in Al Ezz and 83.3 % of

the middle managers in REEM are using to travelling abroad. Otherwise, a total of 50% of the middle managers in EEMCO are using to travelling abroad.

f) Reason of travelling

Regarding the reasons of travelling abroad, table 5.2 show that the highest value was in studying abroad in Al Shaheen , whereby 71.4% of the middle managers were studying abroad (outside Jordan), in contrast, the figures show that there is no one from middle managers in EEMCO and REEM were studying abroad.

Regarding training activities are received abroad; the highest value was in Al Ezz, where 82.4% of the middle managers are received a formal course, or attended seminars, workshops, or conferences. On the contrary, lowest value was in EEMCO, where 16.7% of the middle managers received a formal course, or attended seminars, workshops, or conferences.

All the companies in this study are selected and recruited some people who worked before abroad and have experience to deal with different cultures. In this sense, the Table show that four companies are selected and recruited personnel from different cultures to work within their staff: a total of 90% of the middle managers in Yossaf were working before outside Jordan, then Al Mohandes where 85.7% and REEM where 83.3% and Al Ezz where 70.6% of the middle managers are working before outside Egypt. Whereby, a total of 50.0% of the middle managers in EEMCO are working before outside Egypt.

Moreover, the few numbers of the middle managers travelled abroad as tourists; the Table 5.2 above identifies the highest values were in EEMCO and REEM, a total of 50% of the middle managers travelled abroad as tourists. On the contrary, lowest value was in Al Shaheen, where 14.3% of the middle managers travelled abroad as tourist.

In general, majority of the middle managers in the six companies were working before outside their home. In addition to, the companies selected and recruited personnel who have work experience in other countries and have good experience to deal with different cultures.

g) Connections with people from different cultural background

The responses in relation to the work connections with different cultural background are diverse. Most of the middle managers have connections with individuals, teams and organizations from different cultural background. Table 5.2 shows that the middle managers in five companies have high values to connect with individuals, teams and organizations from different cultural background. A total of 100 % of the middle managers in Al Shaheen, El Mohandes with 85.7%, REEM and EEMCO with 83.3% and Yossaf with 70%.

While, the lowes volume was in Al Ezz, 58.8% of the middle managers have connections with individuals, teams and organizations from different cultural background. Broadly speaking, majority of the middle managers in the six companies have connections with individuals, teams and organizations from different cultural background.

5.3 TRAINING ACTIVITIES

The information regarding training activities in the six Arab companies were compiled from responses to the questionnaires. Respondents confirmed that the policies of the six Arab companies included training activities in areas of managerial skills, behavioral skills, cross-cultures skill, industrial techniques and information technology that focused on ways to gain global experience and global leader competencies.

Table 5. 3: The methods and the global leadership competencies upgraded in the last 3 years

Methods Companies	On-the-job training	A formal course	Seminars, workshops and conferences
Al Ezz	☆	☆	☆
EEMCO	☆	☆	☆
Reem	☆	☆	☆
El Mohandes	☆	☆	☆
Yossaf	☆	☆	☆
AL Shaheen	☒	☆	☆

☆ = applied

☒ = not applied

Continue Table 5.3: The methods and the global leadership competencies upgraded in the last 3 years

The Areas The Companies	Al Ezz	EEMCO	Reem	El Mohandes	Yossaf	AL Shaheen
Cultural awareness.	☆	☒	☆	☆	☆	☆
Building, leading and managing global teamwork.	☆	☆	☆	☆	☆	☆
Understanding the business culture and expectations of global customer.	☆	☆	☆	☆	☆	☆
Negotiation with different cultures partnership.	☆	☆	☆	☆	☆	☆
Communication with people from different cultures.	☆	☆	☆	☆	☆	☆
Global strategic management.	☆	☆	☆	☆	☆	☒
International accounting standard.	☆	☆	☆	☆	☆	☆
Understanding of expectation of employees from diversity cultural background, leading to more job satisfaction and better staff retention.	☆	☒	☆	☆	☆	☆

☆ = applied

☒ = not applied

The courses are designed to enhance the middle manager's global competencies, in order to gain competitive advantage in the global marketplace. Table 5.3 illustrates the methods and the global leadership competencies upgraded in the last 3 years. HR department or personnel department in the six companies -in this study- have designed and delivered mandatory training courses, to ensure that staff were rapidly familiarized with the responsibilities and tasks that they were expected to fulfill. Table 5.3 summarized the three methods which are used to upgrading staff's global leadership competencies in the six companies as follows:

- a) On -the-job training.
- b) A formal course.
- c) Seminars, workshops and conferences.

But, Al Shaheen is applied two methods only (b and c) to upgrade its staff's global leadership competencies.

Regarding the global leadership competencies upgraded in the last 3 years. The respondents confirmed all the companies -in this study- developed training activities and created an organizational learning environment that enables employees -particularly the middle managers- to receive some training programs order to gain global experience and global leader competencies. The table 5.3 above summarizes eight training programs.

The answers to the personal interview regarding training activities are summarized next:

EZDK: The respondents said that the company design and delivered mandatory training activities in all eight training programs.

EEMCO design and delivered mandatory training activities in only six training programs to upgrade global leadership competencies for its staff.

Al Mohandes: the respondents said that the company design and delivered mandatory training activities in all eight training programs.

Yossaf Rock Wool: the respondents said that the training activities in company are focusing on all eight training programs

Al Shaheen: the respondents said that the training activities in company are focusing on only seven training programs.

5.4 CROSS-CULTURAL LEADERSHIP

The information regarding the degree of cross-cultural leadership was gathered from the questionnaire that asked specifically about the degree of the cross-cultural leadership are deemed necessary to be effective as a global leadership, as well as comments made regarding "What are the most important challenges are facing you of global work?". These data was gathered from face to face interviews with participants in this study.

A summary of the answers of the respondents about their degree on cross-cultural leadership are shown in Table 5.4.

Table 5. 4: The degree of cross-cultural leadership

The Companies	Averages
EZDK	4.5
EEMCO	4.6
REEM	3.9
Al Mohandes	4.6
Yossaf	4.0
AL Shaheen	4.4

The information regarding the degree of cross-cultural leadership, most of the companies have capabilities to deal with different cultures.

The Table 5.4 above shows that the middle managers in the five companies that have been analyzed (EEMCO, Al Mohandes, EZDK, AL Shaheen and Yossaf) have high capabilities to deal with the different cultures effectively. While the middle managers in REEM have the low capacities to deal with the different cultures.

5.5 THE CHALLENGES OF WORKING IN GLOBAL CONTEXTS

Although the middle managers in the six companies say to have capabilities to deal with different cultures they indicated that global leadership is facing a series of challenges. In this sense respondents identified a series of challenges that they have worked, encountered when operating globally. The series of challenges reported by the respondents is listed in table 5.5.

Table 5.5: Challenges reported by the respondents in the six companies

The Companies	The Challenges
EZDK	<ul style="list-style-type: none"> Misunderstand needing of the people from different countries. Education and Learning differences. Understanding local context for foreign costumers. Recognize what the people want in the other countries. Sharing thoughts among others from different cultures. Understanding behaviors of foreign costumers. Sharing ideas with others from different background. Time away from family. Feeling between cultures. Negotiation across cultures. Working with cross-cultural team. Channing in international environment fast. Foreign language and nonverbal communication. Engaging people from other culture about sensitive issues. Feeling as an outsider at home. Working with intercultural team work.
EEMCO	<ul style="list-style-type: none"> Cultures and behaviors of foreign costumers. Religious differences. Different customs and traditions. International perspective and experience. Not well imposing my own idea about what the customer needed. Changing demands and behaviors of customer very fast.

	Language difference and deeper meaning.
REEM	Religious differences. Language difference. Distribution creative idea with the other from different cultures. Pay attention to new ideas. Obtain information about foreign competitors. Unrealistic expectation according to foreign customer.
Al Mohandes	Hiring high qualified people from different countries. Sharing new idea with the other from different cultures. Cultures and behaviors of foreign customers. Update our company to meet global changing needs. The different value between the team works. Cultures and behaviors of Chinese employees. Find information and details concerning value of manufactured goods of competitors.
Yossaf	Education and training from different countries are different from Jordanian systems. Update our company to meet global changing needs. The impact of my own behavior and emotions on other people from different countries. Acceptable novel ideas to solve problems. Missing information and details about product from foreign countries. Immigration law in Jordan. Find truth details around global suppliers. Managing ISO 2004-14001 for environment. Modern technology of machine. Quality, production and digital skills.
AL Shaheen	Selecting trust distribution channel for the company outside of Jordan. The products come from Asia with high quality. Complex governmental procedures from Middle East to export our product. Different educational systems. The products from foreign competitors. Obtaining information about good foreign suppliers. Attractive qualified people from other countries.

Respondents identified many means of obtaining the challenges of working in global contexts. Some involved formal training and education or leadership development programs, some advocated for more informal processes of learning, such as travel, away from family, foreign language, social interactions, some involved information age, some involved in cross-cultural and some involved in business environment.

It noted that the majority of challenges which faced the middle managers in the global work related to understand diverse cultural values and practices in the world. Cultural differences will impact on most of the organizational performance elements. They are trying to overcome or avoid these challenges.

5.6 GLOBAL ORGANIZATIONAL VISION (GOV) AND GLOBAL LEADERSHIP VISION (GLV)

A global vision in general aspects is divided into: a Global Organizational Vision (GOV) and a Global Leadership Vision (GLV). This section starts with the degree of global organizational vision and after that the degree of global leadership vision as follows:

Global Organizational Vision (GOV) in the six companies

The information regarding the degree of the global organizational vision in the six companies were compiled from responses to the questionnaire, the Table 5.6 show that the high values were in EEMCO, AL Shaheen, EZDK, and Al Mohandes. Furthermore the respondents of these companies say "the companies have clearly stated vision to be global, it has long- term ambitions and know what it wants to achieve on long run. In contrast the low values were in REEM and Yossaf.

Global Leadership Vision (GLV) in the six companies

The Table 5.6 shows the degree of the global leadership vision in the six companies that derived from responses to the questionnaire.

Table 5.6: The degree of global vision in the six companies

Global Vision (GV)		
The companies	*Global organizational vision (GOV) (averages)	The Degree of Global Leadership Vision (GLV) (averages)
EZDK	1.2	4.6
EEMCO	1.0	4.9
REEM	1.3	4.6
Al Mohandes	1.2	4.6
Yossaf	1.3	4.2
AL Shaheen	1.1	4.5

*(1) Yes, (2) no and (3) averages, the Items obtained average between (1) and (2) -goes from 1 to 2

Regarding the degree of global leadership vision, most the middle managers say "to have high value of global leadership vision", in this sense the high values were in EEMCO, EZDK, REEM, Al Mohandes and AL Shaheen. Otherwise low value was in Yossaf.

5.7 TQM

This section is divided into the degree of leadership in applying TQM and organizational leadership in applying TQM in the six companies.

Leadership in applying TQM

Findings regarding to the degree of leadership in applying TQM in the six companies were compiled from responses to the questionnaire. Respondents confirmed that the all of the middle managers in six companies say" to have high participation in applying TQM". Table 5.7 show the high values were in EZDK, Al Mohandes, EEMCO, and REEM. Whereas the low values were in Yossaf AL Shaheen

The degree of organizations in applying TQM

The information regarding the degree of the organizational leadership in applying TQM in the six companies studied was compiled from responses to the questionnaire. The figures in Table 5.7 show that the respondents of five of the companies, EZDK, AL Shaheen, Al Mohandes,

Yossaf and EEMCO, say "the company has a high value in applying TQM". While low value was in REEM.

Table 5.7: The degree of TQM in the six companies

TQM		
The companies	Leadership in applying TQM (averages)	Organizational leadership in applying TQM (averages)
EZDK	3.9	4.9
EEMCO	3.7	4.3
REEM	3.7	3.7
Al Mohandes	3.9	4.6
Yossaf	3.6	4.4
AL Shaheen	3.5	4.8

CHAPTER VI: CONCLUSIONS AND FUTURE RESEARCH

6.1 CONCLUSION

This study focuses on global leadership competencies and Total Quality Management (TQM) from the perspective of people from a six companies in two Arab Countries, Egypt and Jordan. The study explored and analyzed the level of global leadership competencies and Total Quality Management (TQM) of top level staff in Egyptian and Jordanian exporting companies which focus on international markets in comparison with Western companies. It also explores the similarities and differences between the six Arab companies and the Western companies.

The research performed include the elements that follow,

- Analyzing training activities of the Egyptian and Jordanian companies under study.
- Investigating to what degree is the cross-cultural leadership approach taken into account among the six companies under study?
- Analyzing to what degree are global organizational vision and global leadership vision taken into account among the six companies under study?
- Analyzing to what degree the TQM is taken into account among Egyptian and Jordanian companies under study.
- Comparing with the different approaches the Egyptian and Jordanian companies and western international companies.

The research includes a comparative analysis of literature on the rise of the fields of globalization and its impact on corporations. The literature review encompasses readings on globalization and its impact on corporations, global leadership (GL), leadership skills (LS) global leadership competencies (GLC), cross-cultural leadership (CCL), global vision (GV) and total quality management (TQM). In addition, precedents of analysis of global leadership competences of staff in several countries have been found: Brazil, India and Nigeria (Lokkesmoe, 2009), Belgium, Holland and the UK (Vloeberghs and Macfarlane, 2007) and Mexico (Murphy, 2006). Case studies regarding global leadership policy of western companies have also been reported: 3M (Alldredge and Nilan 2000), Xerox (The European Centre for the Development of Vocational Training, 2001), IKEA (Sinclair and Agyeman, 2004), Lease Corporation Ltd (Sinclair and Agyeman, 2004) and The Body Shop International Plc (Sinclair and Agyeman, 2004).

The developed work involves exploring concepts of the global leadership competencies from the perspectives of people from six companies in Egypt and Jordan, with the express purpose of identifying training activities among the six companies, the degree of the cross-cultural taken into account among the six companies, the degree of the global vision taken into account among the six companies and the degree is the TQM taken into account among the six companies under study. In both respects, those have been successful companies in global marketplace.

Next, the answers to the research questions are shown. The answer to the four secondary questions is shown first, since they were considered as a mean to answer the main question.

Question #1: Are these companies developing training activities?

Result shows that the policies of the six Arab companies in this study included specific activities related to managerial skills, behavioral skills, cross-cultures skill, industrial techniques and information technology that focused on ways to gain global experience and to gain global leadership competencies.

The HR or personnel departments in the companies which were analyzed design training courses to ensure that staff is rapidly familiarized with the responsibilities that they were expected to fulfill. In besides, HR department or personnel department with the training managers are responsible for designing annual training activities for all employees in the different levels, in order to develop their competencies. In this sense, the human resources manager in Al Mohandes said that "training is the best an investment for human resources aimed to enhance their capabilities and competencies to do their job well".

As the six case studies indicated, at one level, the practice of training activities took place at least two of the following ways: (a) on-the-job training, (b) a formal course: internal and external training courses, (c) seminars, workshops and conferences. At another level, all companies applied rotation programs, except two of them, Al Mohandes and Al Shaheen.

Question #2: To what degree is the cross-cultural leadership approach taken into account among the six companies under study?

None of the respondents in the six case studies have difficulties in identifying challenges they had experienced themselves or had encountered in global contexts. The majority of challenges that they face, regarding global work, are diverse cultural values and context, cross-cultural issues, communication, education and learning systems, business environment and technical and operative issues. However, they are trying to overcome or avoid these challenges. Every respondent who recounted challenging experiences stated that they have learned a lot from it and the experience have been enriching. A positive attitude in front of these issues has been detected in all cases. The six companies in the study supported cross-cultures competence by means of specific training.

Briefly, the analysis performed suggests that both the employees and the companies are aware of the critical importance of cross-cultural leadership competency and are active in facing the challenges in this area.

Question #3: To what degree are global organizational vision and global leadership vision taken into account among the six companies under study?

Most of the middle managers agree that their companies have a high degree of global vision in order to effectively compete in the global markets and they pointed out that the companies need global leaderships who have clear global vision in order to become successful global corporation. In addition, they also state that they themselves have a high degree of a clear global vision for the future. They also are aware of the importance of global vision at all levels. One respondent from EEMCO, for example, said that "a global leader with a global

vision can forecast the future opportunities and can remain in the present".

In general terms, the respondents of the questionnaires said to have a high level of global vision. However, differences between the companies can be appreciated. The higher levels are founded in EEMCO, both in global organizational vision and global leadership. EEMCO belongs to a technological industry and the level of previous formation and experience of its employees are particularly high. This is consistent with a high level in global vision.

Question #4: To what degree is the TQM taken into account among the six companies under study?

The six case studies showed that the Arab companies studied have experience in applying the TQM, but with different levels. There is a high level of consensus from the respondents in that TQM application assists in improving the quality of work environment, deal with globalization challenges and be able to respond to competency in local and global arenas. The six companies use ISO 9000 as a guideline for establishing quality system and have obtained ISO certificates.

In the six case studies it can be observed that degree of organization in applying TQM is higher than the degree of leadership in applying the same philosophy, according to the answers to the questionnaires. This is probably due to the level of implementation of TQM in these companies: the practices have been adopted but the employees have not fully internalized the TQM.

In addition, the degree of application of the TQM is not the same in the six companies. This is probably due to the fact that some companies started early to apply TQM than other and are more experienced with TQM application. One of the middle managers in Yossaf Rock Wool Company, for example, expressed that they "need to improve his competencies in the field of TQM with more training".

Main research question: What similarities and differences exist between the adoption of global leadership competences and Total Quality by the staff of Egyptian and Jordanian exporting companies and Western companies?

The respondents, in the six case studies, confirmed that there is a high pressing and increasingly universally recognized requirement for effective global leadership with global leadership competencies. They are aware of the importance of the global leadership competencies and they agree in the need to develop it both at individual and organizational level. The respondents accepted as own the set of competences that have been presented to them, even though these competences have been described according to the Western literature, which reflects Western points of view and practices. This confirms the slight differences found in previous analysis referred to other countries (Brazil, India, Nigeria, Belgium, Holland, UK and Mexico).

The evidence from the case studies showed that there is a high level of consensus from the respondents from the six Arab companies analyzed in that the global leadership competencies, cross cultural competencies, global vision competencies and TQM are important for a company to compete in the global market successfully and enhancing its global market share. However, some of respondents do not understand the definition of the global leadership

competencies concept. Nevertheless, the companies support this competence by means of training.

The respondents referred to the growing interest in companies about how to develop global leadership competence through training activities to improve individual and organizational performance and how to share and create knowledge at all levels within the organization.

Within the recruitment process, the companies are seeking for people who speak more than one language and prioritize people who fulfill at least of the conditions that follow: (a) People who studied at foreign universities (b) People who worked before in a multinational corporation and with employees from different cultures, or (c) People who was born or have lived abroad. The company policy of two of the companies, Al Ezz and EEMCO, prevents that middle and high positions are occupied by foreigners. On the contrary, some of these positions are in hands of foreigners in the other four companies.

Furthermore, the recruitment process for new personnel is different between the six case studies. The companies EZDK and Al Mohandes apply an internal/in-house workforce approach, while the companies EEMCO, REEM, Youssef Rock Wool and Al Shaheen apply an external workforce approach.

As a response of the four secondary questions, it has been concluded that all the studied companies develop training activities, have managers that considers having a high level in global leadership and cross-culture competences and applies, more or less intensely, TQM philosophy. We deduce thus that these companies are in line with the principles stated by the literature. In spite of that, none of these companies has yet a complete strategy to become a global player as leading Western companies have –companies like 3M (Allredge and Nilan 2000); Xerox (The European Centre for the Development of Vocational Training, 2001), IKEA (Sinclair and Agyeman, 2004), Lend Lease Corporation Ltd (Sinclair and Agyeman, 2004) and Shop International Plc. (Sinclair and Agyeman, 2004).

Only one of the companies, Al Ezz Steel, has a systematic system which includes the company policy in training, recruiting systems, performance appraisal, rotation, introductory programs and quality. Even though, the company does not have a clear strategic action or plan to become a global company.

Some of the other companies apply advanced practices in some of the analyzed aspects. The practices that can be highlighted are hire, rotation program, performance appraisal and the introductory program in REEM and Yossaf Rock Wool Co.; training actives in REEM, El Mohandes and Yossaf Rock Wool Co.; cross-cultural competencies in EEMCO, El Mohandes and Al Shaheen; global vision in EEMCO, REEM, El Mohandes, Yossaf Rock Wool Co and Al Shaheen; and TQM in EEMCO, El Mohandes, Yossaf Rock Wool Co. and Al Shaheen.

We think that Arab organizations need to take more a proactive and integrated approach to developing global leadership competencies with the assist and contribution of leaders. They need to be clear about the competencies required of their global leaders, ensure that development program are appropriate for their needs through regular evaluation and review and support effective leadership practices and behaviors through all their people processes.

6.2 FUTURE RESEARCH

The previous decade has witnessed growth in the publications and researches on a global leadership and a lot have been developed, but few practical studies regarding global leadership competencies were published. There is a noticeable gap in the literature available about global leadership competencies in the Arab countries. Some questions can be emphasized and proposed for further investigation:

- How do people in Arab countries view global leadership competencies in public sector and nonprofit organizations?
- What distinctions do they see between local and global leadership competencies and what is the relative complexity of each?
- How can best practices in global leadership competencies be adapted to best meet the needs of those working outside business contexts?
- What is the applicability and relevance of existing assessment tools, or how can new tools be developed that are cultural relevant for different environments?
- How can we create global experience for global managers in different economic sectors?

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APPENDIX A:

Questionnaire 1

Background about the participants

First we would like you to answer a few questions about personal data.

1. What is your ethnic background?

(-----)

2. What is your gender?

Male

Female

3. How old are you?

Your age in years-----years

4. What is the highest educational degree that you have achieved? (Select only one answer.)

Doctoral Degree

Master's Degree

University Degree (Diploma, B.A., B.Sc., etc.)

High School Degree or less

5. What is your job title?

(-----)

Have you ever worked for a multinational corporation? (Select one answer).

YES

NO

6. What is your level in your organization? (Select one answer)

Middle management

Top management

7. How long have you been in this position?

(-----)

8. What is a total amount of your work experience in general? (Select one answer)

- 3-5 years
- 5-10 years
- 10-15 years
- 15-20
- more-----

9. How long have you been in this organization?

(-----)

10. How many are there in the work team you manage?

(-----)

11. How many of your work team members are men and how many are women?

- Man
- Woman

12. Do you have work team members whom you manage directly who are from different cultures?

(-----)

13. What are the methods used to upgrade skills during the last 3 years?

- Receiving appropriate on-the-job training.
- Taking a formal course.
- Attending seminars, workshops and conferences.

14. In what areas are you upgrading your knowledge and skills during the last 3 years?

- Cultural awareness.
- Building, leading and managing global teamwork.
- Understanding the business-culture and expectations of global customer.
- Negotiation with different cultures partnership.
- Communication with people from different cultures.

- Global strategic management.
- International accounting standard.
- Understanding of expectation of employees from diversity cultural background, leading to more job satisfaction and better staff retention.

15. Do you have knowledge of other language/s?

- English
- French
- Spanish
- German
- Other-----

16. What language(s) do you use at work?

(-----)

17. Have you been travelling abroad?

- Yes
- No

What is the proposal of travelling?

- Studying
- Training courses
- Working
- Tourist
- Other-----

18. Have you connections with individuals, teams and organizations from different cultural background?

- Yes
- No

APPENDIX A:

Questionnaire 2

Global leadership

2.1 The level of Leadership Skills

Instructions: Please select the appropriate response from the given options (from **strongly disagree** to **strongly agree=5**) that indicate how you feel about each question. **Strongly disagree = 1, Disagree =2, Neutral =3, agree=4, strongly agree=5**

N	Items	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
1	I have a thorough understanding of my strengths and weaknesses and whether or not I am performing well without others having to tell me.					
2	I am effective at communicating coherently with my coworkers whether in face-to-face situations or in situations requiring written, electronic, or telephone means of communication.					
3	I have a thorough understanding of psychology (knowledge of human behavior, mental processes and individual and group performance).					
4	I usually initiate the activities of groups and lead others toward common goals.					
5	I am effective at managing a group's formative stages, enhancing group performance and enhancing individuals' satisfaction by promoting group cooperation, trust and confidence.					
6	I usually work well with others to jointly achieve goals.					
7	I am effective at convincing others to perform a task or approach something in a different manner.					
8	I am effective at convincing others to believe in values and to act in accordance with those values.					
9	I have good technical skills of standard practices and procedures necessary to accomplish tasks.					
10	I am good at using existing information to logically evaluate situations and solve problems.					
11	I am effective at quickly prioritizing and evaluating the relative costs and					

	benefits of potential actions needed to complete a task.					
12	I am good at assessing individuals' knowledge, skills and experience to determine whether they would be appropriate for staffing or membership needs.					
13	I usually come up with a variety of approaches to solve problems.					
14	I typically use novel ideas to solve problems.					
15	I have a thorough understanding of Industry Knowledge Skills.					

APPENDIX A:

Continue Global leadership

2.1. The level of global leadership competencies

Instructions: Please select the appropriate response from the given options (from **Almost Always** to **Never**) that indicate how you feel about each question. **Almost Always= (5), Often =4, sometime =3, Almost Never=1**

N	Items	Almost Always (5)	Often (4)	Sometimes (3)	Almost Never (2)	Never (1)
1	I am adapting basic with business behaviors such as communication, leadership and negotiation to the norms of foreign countries.					
2	I am able to develop my staff from diverse cultural backgrounds, through training courses particularly for management positions.					
3	I am operating effectively across boundaries, while balancing organizational integration with local demands.					
4	I am making strategic business decisions across borders or regions (rather than focusing on specific countries).					
5	I am leading and motivating teams whose members are sourced from different countries around the world or are physically based on multiple geographies.					
6	I possess the drive and organizational experience to launch operations in a new country or region.					
7	I am effective at employing tact and persistence in dealing with government officials regarding a host of issues, ranging from local labor law to trading licenses and tax relief.					
8	I Keep up-to- date with development in own global knowledge and skills of work/ expertise.					
9	I update an organization to meet global changing needs.					
10	I have a thorough understanding and interpreting of the needs of global customers.					
11	I give people a lot of freedom in deciding how to get their work done.					
12	I create a global picture of the future that motivates others.					
13	I am aware of the impact of my own behavior and emotions on other people from different countries.					

14	I develop and maintain access to people at higher levels.					
15	When I delegate I'm not only trying to get the work done; but I'm also trying to develop people.					
16	I show the people on my team how their personal goals can be realized by buying into a common vision.					
17	I act to enhance and improve areas of distinctive global competence.					
18	I thorough screen candidates for employment to ensure a much with the organization's commitment and global competence.					
19	I carefully consider the impact of new global strategic or operating directions on my people.					
20	I am clear about my philosophy of the globe leadership.					
21	I often recognize the impact of globalization on our business.					
22	I usually demonstrate the adaptability required to succeed in global environment.					
23	I always strive to gain the variety of experiences which needed to conduct global business.					
24	I am willing to make decisions that incorporate global considerations.					
25	I occasionally help others to understand the impact of globalization.					
26	During my career, I am willing to move early in order to identify emerging opportunities in the global market.					

APPENDIX A:

Continue Global leadership

2.3 The level of Global Organizational Competencies

Instructions: Please select the appropriate response from the given options (**from Almost Always to Never**) that indicate how you feel about each question. **Almost Always= (5), Often =4, sometime =3, Almost Never=2, Never =1**

N	Items	Almost Always (5)	Often (4)	Sometimes (3)	Almost Never (2)	Never (1)
1	Does your organization develop a global competence with one or more business skills such as global marketing, R&D or global distribution?					
2	Can every employee recognize the organization's areas of global competence?					
3	Are employees committed to maintain a global competence at any cost?					
4	Does the organization pay attention to its areas of the global competence?					
5	Are new employees sufficiently trained and developed to have the global competence to deliver superior performance?					
6	Does the organization's global competence operate consistently over time, despite environmental change?					
7	Does your organization's global competence produce superior performance?					
8	Do customers, competitors and observers value your organization's superior performance?					
9	Is the organization's commitment to a common purpose and its global competence to deliver superior performance emphasized and discussed throughout the organization?					
10	Will the current degree of commitment and competence remain at a high level?					
11	Do employees consistently communicate their commitment global competence to their peers and new employees?					
12	Are new employees sufficiently motivated and stimulated to commit them to the organization's common purpose?					
13	Is your organization able to attract and keep the right kind of people from different countries?					
14	Do employees in your organization readily recognize the difference between committed and uncommitted employees?					

APPENDIX A:

Questionnaire 3

The Cross-Cultural leadership Approach

The degree of Cross-Cultural leadership in organization

Instructions: Please select the appropriate response from the given options (from strongly disagree to strongly agree) that indicate how you feel about each question. **Strongly Disagree =1, Disagree=2, Neutral =3, =4, Agree=4, Strongly Agree=5**

N	Items	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly agree 5
1	I am willing to adapt, learn and cope with other cultures.					
2	I feel comfortable working with employees from different cultural background.					
3	I generally respect the other religions.					
4	I usually accept good ideas no matter where they come from.					
5	I have great ability to excite talent people from different cultures or backgrounds.					
6	I usually effectively motivate people from different cultures or backgrounds.					
7	I have ability to connect with people from different cultures or backgrounds.					
8	I have ability to adjust behavior in a different cultural setting.					
9	I tend to work across time and distance.					
10	I have great ability to handle complex cross-cultural issues.					
11	I have a thorough understanding of global business and industry					
12	I often help others to appreciate the value of diversity.					
13	I usually support the employees to expand his/her knowledge of other cultures (through interactions, language study, travel, etc...).					
14	I am very good at building and maintaining global networks.					
15	I feel confident conducting a meeting in a foreign language.					

APPENDIX A:

Questionnaire 4

Global Vision

4.1 Global organizational vision (GOV)

Instructions: Please select the appropriate response from the given options (**Yes or No**) that indicate how you feel about each question.

N	Items	Yes	No
1	Does your company have a clearly stated vision to be global?		
2	Does your company have long- term ambitions?		
3	Does your company know what it wants to achieve on long run?		
4	Has your management defined the gap between being global and where your company is today?		
5	Has your management defined an action strategy that will allow it to close the gap?		
6	Can your company outpace your competition in the race to become global?		
7	Will global customers generate a significant proportion of your future revenue stream?		
8	Do your employees understand the information and service requirements of customers on a global market?		
9	Does your company management understand which aspects of the company have to be managed on a global basis?		

(1) answer 'Yes'; (2) answer 'No'; and (3) average between (1) and (2) -goes from 1 to 2

APPENDIX A:

Continue: Global vision

4.2 Global leadership vision (GLV)

Instructions: Please select the appropriate response from the given options (from strongly disagree to strongly agree=5) that indicate how you feel about each question. **Strongly disagree = 1, Disagree =2, Neutral =3, agree=4, strongly agree=5**

N	Items	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
1	I am good at determining the long-term vision of my actions.					
2	I am competent at developing an ideal vision for my group or organization to achieve.					
3	I am effective at evaluating future risks based on current opportunities and challenges.					
4	I usually have values and principles which guide my way.					
5	I frequently try to work on achieving my vision.					
6	I usually try to achieve what I believe in.					
7	I am usually willing to deliver the global vision to all employees in different levels.					
8	My employees frequently have performance measurement and reward systems that encourage global behavior.					

APPENDIX A:

Questionnaire 5: TQM

5.1 The degree of your roles as leadership in applying TQM

Instructions: Please select the appropriate response from the given options (from **Almost Always** to **Never**) that indicate how you feel about each question. **Almost Always= (5)**, **Often =4**, **sometime =3**, **Almost Never=2**, **Never =1**

N	Items	Almost Always (5)	Often (4)	Some Times (3)	Almost Never (2)	Never (1)
1	I pursue continuous improvement in all business activities.					
2	I demonstrate constant commitment to the vision statement.					
3	I participate in establishing an organization-wide quality culture.					
4	I am effective at leading TQM implementation standing from the front.					
5	I participate in TQM implementation personally.					
6	I participate in assessing TQM implementation progress.					
7	I accept education and training in management knowledge.					
8	I give training and lectures to employees.					
9	I am effective at empowering employees to solve quality problems.					
10	I am good at encouraging employee involvement in quality management activities.					
11	I am used to giving great attention importance to employees' suggestions.					
12	I show more enthusiasm about TQM implementation.					
13	I often encourage employees to list the firm's shortcomings.					
14	I focus on quality of products and services rather than yields.					
15	I trust employees and believe that they can do things better.					
16	I believe that TQM implementation will drive the company to the global market effectively.					

APPENDIX A:

Continue TQM

5.2 The degree of the organizational leadership in applying TQM

Instructions: Please select the appropriate response from the given options (from **Almost Always** to **Never**) that indicate how you feel about each question. **Almost Always= (5)**, **Often =4**, **sometime =3**, **Almost Never=2**, **Never =1**

N	Items	Almost Always (5)	Often (4)	Some Times (3)	Almost Never (2)	Never (1)
1	Our firm improves working conditions in order to recognize employee quality management efforts.					
2	Our firm has a salary promotion scheme to encourage employee participation in quality management.					
3	Position promotions are based on work quality in our firm.					
4	Excellent suggestions are financially rewarded.					
5	Employees' rewards and penalties are clear.					
6	Recognition and reward activities effectively stimulate employee commitment to quality management.					
7	The quality system in our organization is continuously being improved.					
8	Our organization uses ISO 9000 as a guideline for establishing our quality system.					
9	Our organization has a clear quality manual.					
10	Our organization has clear procedure documents.					
11	Our organization has clear working instructions.					

APPENDIX B:

Interview questions

1. What are the company policies of recruiting new personnel and performance appraisal system?
2. How the company deals with new personnel and current personnel?
3. Are there rotation and introductory programs in company?
4. Is there performance appraisal system in the company?
5. Is your school foreign?
6. Is your university foreign?
7. Did you work before with western company during your experience life?
8. What are the most important challenges are facing your organization of global work?
9. What are the most important challenges are facing you of global work?
10. As you consider your work and that of others you consider to be particularly effective at global / intercultural work, what do you believe are the skills needed to be an effective global leader of a global / intercultural team or project?
11. How did you gain the skills you mentioned above as being essential to being an effective leader of global / intercultural work?
12. What does a global leadership mean in your context?
13. Did you think that the global leadership competency is necessary in order to deal with global business environment?
14. If yes, how can you acquire global leadership competency?
15. What are your greatest strengths as a leader of global work?
16. What are your greatest weaknesses as a leader of global work?