Research Paper

Exploring the Globality of Executives: Universal or Adaptive

Songwut Sakchalathorn, Fredric William Swierczek*

Thammasat Business School Thammasat University, Bangkok, Thailand

ABSTRACT: *This study explores the leadership competencies required in globality by using a quantitative study of professionals in a world class healthcare company. The results reveal that leaders are global, need multi-dimensional capabilities which include global leadership competencies (5 factors), global executive competencies (4 factors), global mindset (2 factors) and cultural intelligence (2 factors). Executives from Emerging countries focus more on global customer orientation and passion to excel. There is no significant difference between Asian and non-Asian leaders. Older executives with longer working experience are more effective in globality. The findings support human talent management to provide selection criteria, and more training and development for executives in the era of globality.*

I.   INTRODUCTION

In global business most firms must adapt to sustain effectively for growth. Business competition has changed direction from one dominated by developed economies toward competition coming from everywhere in the word. Global champions such as Huawei, in telecommunications, or Wipro, in IT services, demonstrate this trend. Globalization brings more challenges from emerging markets. This trend is defined as Globality [1]. Globality defines the multilevel competition which needs an innovative approach to compete. Fast approaches derived from the US or Europe are insufficient. Globality presents management challenges both personal and professional to acquire new skills for incumbents from developed countries to deal with the competition from emerging companies from many locations without any west to east direction [2]. This phenomenon not only changes the way business is performed, it also requires executives to adapt, affecting corporate outcomes. As a consequence, "global competencies" have received high attention recently.

As quoted in Globality:

"What you (leader) do, what you (leader) decide, how you think, how you behave will affect people's lives and change the world, either for the worse or the better [1]."

To flourish global organizations need to develop their executives. The Western mindset needs to be changed toward a Global mindset and include cross cultural understanding. Research on globality includes global leadership and competencies, cultural intelligence, and global mindset.

From global human development practices around the world, it is obvious that successful companies emphasize development. Companies with global operations like 3M, PwC, and Pfizer focus their talent strategies on specific leadership competencies on universal applications for the global market. 3M uses the 3M competency framework consisting of 12 competencies as fundamental, essential, and visionary characteristics for global leaders [3]. Pricewaterhouse Coopers (PwC) invests in a learning program called the Ulysses program which assigns their leaders to work in developing countries in collaboration with a nonprofit organization, and Genesis Park in which selected talents learn leadership skills from business leaders in PwC and other companies [4], [5]. Examples of leadership development are demonstrated in Table 1.

Table 1 Global Leadership Development Programs

Company	Global Leadership Development Program
AT&T	Leading with Distinction (LwD); the program assists all level leaders to uplift their capabilities, identify opportunities for business success, and collaborate across business functions and geographic boundaries.
Grant Thornton	LEADS leadership development strategy; the program develops leaders who live Grant Thornton's global vision and values.
IRS	Learning opportunity program; the program includes formal and informal processes for a group of potential leaders to increase their leadership readiness.
Marriott international	A leadership program and strategy; the program leverages a global framework while permitting adaptation as needed.
CA technologies	Management Academy Curriculum; the program offers more than 100 formal and informal learning tools to advance managerial skills and allows managers to choose the tools beneficial to their work.
SunTrust Banks	Advanced Leadership Program (ALP); an executive development program designed to drive employee engagement and business transformation. A formal business impact analysis correlated leadership engagement levels to improved financial performance.

Global companies emphasize leadership development to support global operations. Research on senior leaders found that 76 percent surveyed thought it was critical that executives in their organizations developed the mindsets and skills to lead in a changing global environment. Less than 8 percent thought their own organizations were performing very effectively in developing these competencies [6]. There is a substantial need to conduct research that integrates a pragmatic and academic framework which focuses on the specific dimensions of globality including cultural intelligence, global mindset, global leadership, and executive competencies [7], [8], [9], [10], [11], [12]. This research will analyze these competencies from executives in successful global operations in Pfizer.

II. LEADERSHIP DEVELOPMENT IN PFIZER

Pfizer is the world's largest research-based healthcare company. Pfizer operates with 5 business segments-(i) Primary care, (ii) Specialty care and cancer drugs, (iii) Established products and emerging markets, (iv) Animal healthcare and (v) Consumer healthcare. Pfizer present in 150 countries and operates in more than 70 countries worldwide. Pfizer ranks first in primary care, specialty care and animal healthcare business. Pfizer managers have been assessed by the Lominger competency model [13]. Nevertheless there still is no defined global competency model specifically for their global leaders.

Table 2 Pfizer Leader and Management Competencies

Leader Competencies	Manager Competencies	International Focus Areas
1. Anticipates customer and market needs	1. Demonstrates business acumen	1. Global business knowledge.
2. Acts decisively	2. Acts decisively	2. Cross cultural resourcefulness
3. Seizes accountability	3. Seizes accountability	3. Cross cultural agility
4. Strategic and innovative thinking	4. Holds people accountable	4. Assignment hardiness
5. Holds people accountable	5. Builds effective teams	5. Organizational positions
6. Grows leaders	6. Grows others	6. Cross-cultural sensitivity
7. Builds change agile organizations	7. Self-awareness	7. Humility
8. Self-awareness	8. Commits to "One Pfizer"	
9. Insight, influence, and inclusion	9. Leads change	
10. Commits to "One Pfizer"		
Source: [13], [14], [15].		

Although Pfizer executives have not been trained clearly on global leadership abilities, they need to work on global basis and contact frequently with international colleagues. The global experience and successful exposure to multiple destinations provide a significant experience platform of development. Pfizer uses multiple measures for international capabilities as Table 2.

Following inspirational Brake [16] descriptive study of leadership, being global company and individual may not be sufficient to compete in global market. World-class company can bring up world class performance of individuals. The world largest animal healthcare organization, Zoetis provides a proper world-class landscape for understanding globality competencies with this multi-countries study.

III.   LITERATURE REVIEW

As firms expand across borders, the urgent need for global leaders is clear, but the specific preparation for competencies is not specified [17]. Rosen [18] considers global leaders should possess a global understanding including four aspects of personal, social, business and cultural understanding. Corner [19] highlighted six core skills and capabilities needed for global leadership. These were business savvy, the ability to influence people, a global perspective, strong character, the ability to motivate people, and entrepreneurship. Global leaders need to acquire a more integrative framework of capabilities even in a completely unfamiliar environment [11]. Based on existing research global leadership competencies, global executive competencies, global mindset, and cultural intelligence are selected to explore the related capabilities of leaders in the Globality situation.

3.1   Global Leadership Competencies

There is a significant demand to build leadership competencies at global levels. Global companies need to understand different aspects of globality and the interrelationships of competencies for organizational success. The global leadership competencies include (1) Management, (2) Relationship management, and (3) Self-management [20]. Specific leadership competencies include Understanding the Big Picture, Demonstrating from Attitude, Leadership, The Driving Force, Communication, The Leader 's Voice, Innovation and Creativity, Leading Change and Teamwork and Followership [21]. Effective leaders possess a full range of competencies, understand the complexity of the environment, and employ the appropriate competencies for their anticipated situation to gain successful performances [22]. For the 21st century global leaders need to (1) be open-minded and flexible for fast-paced competition, (2) to acquire new business and technology skills, (3) respect people in multi-culture situation (4) communication with persuasion, optimism and resourcefulness (5) have stable personal life and (6) be honest and integrity [23]. Overall global leader competency includes leading the organization, leading the self and leading others [24]. Global leadership competencies consists of 8 elements; dealing with ambiguity, creativity, innovation management, strategic agility, planning, motivating others, building effective team and managing vision and purpose [25]. The Global Leadership and Organizational Behavior Effectiveness (GLOBE) research studied the perceived characteristics of global leaders and found universal pattern of leadership including integrity, charismatic-visionary, charismatic-inspirational and team builder [26]. McCall and Hollenback [27] also identified a universal approach to competencies including open-mindedness and flexible in thought and tactics, cultural interest and sensitivity, able to deal with complexity, resilient, resourceful, optimistic and energetic, honesty and integrity as well as value-added technical or business skills.

3.2   Global Executive Competencies

Executive competencies refer to skills, knowledge and behaviors to be demonstrated at a particular level of managerial proficiency [28]. These competencies emphasize planning, organizing, controlling and problem solving in global scale [29]. Global executive competencies are focused on organizing results and operational rather than strategic [29], [30]. Successful global executives need to have motivation and cultural dexterity which comprises humility, sensitivity to cultural nuance, intellectual curiosity and agility [31]. The seven executive competencies which have been commonly assessed are leading change, coaching, entrepreneurship, driving execution, empowerment, influence and leading teams [32]. The study of outperforming global managers show that they emphasize on openness and collaboration, engage customers as individuals, partnering with others, empower employees through values and amplifying innovation with partnership [33]. Global leaders value working with different cultures, need to have a global vision, and deal with management tension [34].

3.3   Global Mindset

Global mindset is the cognitive capacity to recognize and appreciate different cultures [35]. Executives with global mindset accept life as a balance of contradictory forces and continuously seek to be open to themselves and others by reducing boundaries and changing behavior [36]. Global mindset included intellectual capital (global business savvy, cognitive complexity, and cosmopolitan outlook), psychological capital (passion for diversity, quest for adventure, and self-assurance) and social capital (intercultural empathy, interpersonal impact, and diplomacy) [8]. Executives who have global mindset are able to convince colleagues from different socio-cultural systems [37], [38]. Global mindset has many related variables including the capacity to integrate

and analyze global business information, the capacity to develop international partnership with key stakeholders, and the capacity to make decisions for organizations from global information [39].

3.4   Cultural Intelligence
Cultural Intelligence is an individual capacity to lead effectively in cultural diverse environment [40]. The construct consists of 4 factors including metacognitive, cognitive, motivational, and behavioral dimensions.

Global leadership competency, global executive competency, global mindset and cultural intelligence were itemized from literatures and demonstrated in appendix.

3.5   Impact Distance Demographic Factors on Globality Competencies
Project GLOBE suggested that cultures affect leadership capabilities [26], [41]. The influence of culture distance studied by utilizing the scores from Hofstede [42]. Country economic status (developed vs. emerging) and geography (Asia vs. non-Asia) are a potential influence for Globality [34], [43], [44], [45].

For demographic factors, previous studies have shown that age [46], travel experience [47], international contact [47] and language ability [48] potentially affect international leadership competencies. The interest to pursue global career is motivation to gain international experience from employee positive perception [49]. Western and Asian leaders may perform their leadership differently [34], [45], also leadership from emerging and developed countries [43]. International experience relates to building global leadership competencies and cultural intelligence [11], [48], [50]. The duration of working experience increases cognitive quality and self-awareness [51].

IV.   MEASUREMENT
To develop the competencies, the items were selected from the literature and adapted to easily understandable statements. Pretests with 53 managers which are similar groups with target respondents are conducted. The validity and reliability were tested and acceptable. The final items and literatures used are attached in appendix. This research selected the items from literature and professional reviews, the draft items were pretested with 53 professional experts to examine the appropriateness of the working and the meaning of items in the questionnaire. The sample was drawn from multinational professionals of Pfizer who are currently working on international assignments. All participants were ranged from junior to top in executive positions.

The questionnaire has five parts. Part 1 is the global leadership competency measurement. Part 2 is global executive competency, global mindset and cultural intelligence, including performance variables, are captured in parts 3 and 4. Part 5 is the basic working and demographic data including age, education, the number of years working experience and international experience, average business contacts with global colleagues, and current position. From part 1 to part 4, Subjects responded on their competencies on a seven point scale, ranging from "not at all" (1) to "most important" (7). The online questionnaires were given to these participants via email. All of the questionnaires were developed in English according to high level of English usage as routine communication inside Zoetis.

The final sample consisted of 145 managers, primarily (75.1%) from Asia (e.g., Thailand, Indonesia, Japan, and Korea) with some numbers from America (8.3%) and European continents (16.6%). Positions within the organization included that of professionals (24.1%), managers (24.8%), senior managers and business heads (13.8 and 17.2%), directors and CEOs (10.3 and 9.0%).

Table 3 Country distribution of 145 respondents

Country	Number of participants	Percentage
Thailand	23	15.9%
Indonesia	23	15.9%
Vietnam	10	6.9%
North America	12	8.3%
Europe	24	16.6%
Japan	6	4.1%
Philippines	7	4.8%
Korea	17	11.7%
China	6	4.8%
Taiwan	1	0.7%
India	16	11%
Total	**145**	**100%**

V.   ANALYSIS

4.1   Data analysis

All statistical analyses were carried out using the SPSS statistical software, version 20. The variables measuring global leadership competency, global executive competency, global mindset, and cultural intelligence were factor analyzed with the principal axes method of factor extraction and varimax procedure of orthogonal rotation. Items were cut if their factor loading was less than 0.50 and cross-loading items greater than .4 were also deleted. After obtaining initial factor structure, a series of t-tests were used to compare the demographic variables of samples on factor scores derived from the above factor analyses.

4.2   Factor analysis

Exploratory factor analysis (EFA) with principal components analysis and varimax rotation was employed on global leadership competencies (24 items), global executive competencies (25 items), global mindset (12 items), and cultural intelligence (10 items). All data met the Kaiser-Meyer-Olkin measure of sampling adequacy exceeding the value of 0.60 and significant Bartlett's tests of sphericity [52]. Factors were selected with eigenvalues higher than 1 [53].

4.2.1   Global Leadership Competencies

The factor analysis of the global leadership competencies yields five factors. The subscales measure a *Global Approach* relating to developing international standards, following a Global Leadership Approach using global terms applying a global mindset, and includes developing and coaching subordinates to be global. The second factor emphasizes a *Global Leadership Style*, dealing well with ambiguity, being flexible and adaptable and empowering subordinates. The third factor regards a *Global Process*, thinking integratively, blending global with local actions, communicating globally, and committing to global values. The fourth factor identifies a *Global Customer Orientation*, influencing subordinates to make a commitment. Finally the fifth factor, *Balance*, is important for expatriate executives to perform well by focusing on balancing work and family. Table 3 shows the exploratory factor analysis of global leadership competency with factor loading.

4.2.2   Global Executive Competencies

Factor analysis of the global executive competencies yields four factors. The subscales measure Multiple perspectives relating to comfort with differences, recognizing multiple views, dealing with differences, being honest and ethical, valuing international perspectives and universal standards/fairness, and commitment to other cultures. The second factor relates to Flexibility, considering new possibilities, recognizing multiple perspectives, and appreciating new challenges. It involves an emphasis on being curious and building a deeper understanding of Global-local contexts. The third factor regards Openness, being excited by new overseas experiences and being motivated by them. Responsive listening is related to openness. A service orientation to the global customers and to local subordinates reflects this openness. The fourth factor is a Passion to excel as a Global Executive which also demonstrates a commitment to perform in international business. Exploratory factor analysis of global executive competencies with factor loading is shown in Table 4.

Table 3 Global Leadership Competencies

	Factor loading				
	1	**2**	**3**	**4**	**5**
Factor 1 Global Approach					
Q20 International standards	0.778				
Q21 Global team process	0.739				
Q24 Global approach	0.705				
Q16 Develop and coach	0.623				
Q10 International dimension	0.580				
Q18 Entrepreneurial and innovative	0.577				
Q13 Global mindset	0.524				
Factor 2 Global Initiative					
Q12 Risk and initiatives		0.754			
Q19 Deal well with ambiguity		0.725			
Q11 Flexible with adaptable		0.622			
Q2 Empower		0.577			
Factor 3 Global Process					
Q8 Think integratively			0.786		
Q1 Global process			0.628		
Q6 Communicate globally			0.584		
Q9 Global values			0.528		
Factor 4 Global Customer Orientation					

Q5 International customer orientation				0.727	
Q14 Influence others				0.606	
Factor 5 Balance					
Q17 Balance work and family					0.745
Eigen value	*9.34*	*1.57*	*1.31*	*1.21*	*1.05*
Variance explained	*38.6*	*6.55*	*5.45*	*5.03*	*4.36*

KMO = 0.884 (χ^2 =1420.13 p=0.000) total variance explained =60.29 %

Table 4 Global Executive Competencies

	Factor loading			
	1	**2**	**3**	**4**
Factor 1 Multiple perspectives				
Q11 Comfort with differences	0.778			
Q12 Recognize multiple views	0.705			
Q17 Deal with differences	0.704			
Q23 Honest and Ethical	0.613			
Q18 Value international perspectives	0.601			
Q21 Universal standards / Fairness	0.571			
Q16 Commitment to other cultures	0.541			
Factor 2 Flexibility				
Q14 Create new possibilities		0.712		
Q5 Deeper understanding		0.662		
Q2 Appreciate new challenges		0.638		
Q4 Curious		0.609		
Q3 A variety of views		0.606		
Factor 3 Openness				
Q1 Open to international experience			0.788	
Q8 Excited by new situation			0.671	
Q9 Responsive listening			0.594	
Q6 Motivated to new opportunities			0.577	
Q15 Understanding			0.549	
Q27 Service orientation			0.548	
Factor 4 Passion to excel				
Q24 Passion to excel				0.752
Q25 Positive approach to international business				0.660
Eigen value	*14.29*	*1.40*	*1.29*	*1.17*
Variance explained	*51.02*	*4.98*	*4.60*	*4.19*

KMO = 0.932 (χ^2 =2695.18 p=0.000) total variance explained =64.79 %

4.2.3   Global Mindset

The factor analysis of the global mindset obtains two factors. The first factor relates to Collaboration with an emphasis on coaching and development, positive relationships and learning. There is a strong emphasis on cross-border interactions. A Positive Attitude to global business, different cultures and partners. Global executives acknowledge differences and try to develop an understanding of the new culture they are working in. The exploratory factor analysis of Global mindset is shown in Table 5.

Table 5 Global Mindset

	Factor loading	
	1	**2**
Factor 1 Collaboration		
Q11 Coach	0.829	
Q12 Value collaboration	0.809	
Q10 Positive relationships	0.801	
Q9 Desire to learn	0.658	
Q8 Work across borders	0.546	
Factor 2 Positive attitude		
Q6 Positive attitude		0.850
Q2 Understand global business		0.759
Q1 Appreciate partners		0.744
Q7 Understand behaviors related to values		0.689
Q3 Understand differences		0.597
Q4 Appreciate cultures		0.577
Q5 Acknowledge the validity of other's views		0.569

Eigen value	*6.72*	*1.07*
Variance explained	*56.005*	*8.923*

KMO = 0.905 ((χ^2 =1027.23, p=0.000) total variance explained =64.93 %

4.2.4 Cultural Intelligence

The factor analysis of the cultural intelligence structures has two factors. The first factor is Cross-Cultural Understanding. This includes recognizing that people from other cultures may have different frameworks or perspectives on analyzing situations. It considers that understanding another culture is an ongoing adjustment effort. This includes changing leadership styles and the communication approaches. The second factor is Adaptability, cultural Intelligence is shown by how an executive develops an action plan on how to behave appropriately in a new culture, how to relate to people in that cultural, and cope with different life styles and conditions. This indicates a positive view of the expatriate as an executive who can positively adapt to their assignment. The exploratory factor analysis of cultural intelligence is shown in Table 6.

Table 6 Cultural Intelligence

	Factor loading	
	1	**2**
Factor 1 Cross cultural understanding		
Q4 Recognize frameworks	0.823	
Q3 Understand to adjust culture	0.804	
Q5 Recognize differences in leadership	0.768	
Q2 Understand the influence of self-culture	0.743	
Q6 Enjoy interacting	0.629	
Q9 Change style of communication	0.596	
Factor 2 Adaptability		
Q7 Value status of expatriate		0.864
Q1 Action plan on how to behave		0.798
appropriately		0.748
Q8 Cope with living conditions		0.689
Q10 Change how I relate to others		0.563
Q3 Understand differences		
Eigen value	*5.68*	*1.06*
Variance explained	*56.79*	*10.62*

KMO = 0.906 (χ^2 =792.99, p=0.000) total variance explained =67.41 %

4.3 Demographic Profile

Table 8 presents the demographic profile of respondents which was separated into two levels. A comparison of factor scores derived from the above factor analysis, between two levels of demographic profile was conducted using a series of t-tests. The results of these analyses are shown in Table 9.

Table 8 Demographic profile of respondents

	Global Executives (N-145)	
	N	**Percentage**
Travel experience		
<10 times/ year	106	73.1%
>10 times /year	30	20.0%
Language skill		
1-2 languages	109	75.2%
> 3 languages	36	24.8%
Executive development		
≤ 5 programs	129	89.0%
> 5 programs	15	10.3%
Motivation for International Assignment		
Low-moderate	56	40.7%
High-very high	85	58.6%
International Business Contacts		
1-20 per month	126	86.9%
> 20 per month	19	13.1%

Executive Level		
High (director level to CEO)	53	36.6%
Middle (Managers)	92	63.4%
Region		
Asian	109	75.2%
Non-Asian	36	24.8%
Economic Status		
Developed	60	41.4%
Emerging	85	58.6%
Cultural Distance		
High	121	83.4%
Low	24	16.6%
Age Group		
Young (≤ 35 years)	48	33.1%
Old (> 35 years)	95	65.6%
Working Experience		
Low (1-10 years)	54	37.2%
High (11-20 years)	91	62.8%
International Working Experience		
Low (≤ 5 years)	95	47.6%
High (> 5 years)	50	34.5%

Considering the differences executives from between Emerging and Developed Economies, two significant differences were found. Executives from emerging markets have significantly higher global customer orientation in global leadership competency and commitment to Excel in global executive competencies. There is no difference between Asian leaders and non-Asian leaders.

Comparing travel experience and globality, statistically significant differences (i.e., all at the 0.10 level) were found in Table 9.

Table 9 Comparison of Demographic Variables and Globality

	Travel Experience			Economic status			Age			Working Experience			International Working Experience		
	Low	High	Sig.	Developed	Emerged	Sig.	Young	Old	Sig.	Low	High	Sig	Low	High	Sig.
Global Leadership Competency															
Global Approach							5.47	5.73	0.06	5.5	5.73	0.07			
Global Initiatives	5.74	6.04	0.09				5.52	5.98	0.00	5.5	6.01	0.00			
Global Process							5.47	5.78	0.02						
Global Customer Orientation	5.36	5.75	0.06	5.23	5.59	0.04	5.1	5.61	0.00	5.15	5.62	0.01			
Balance													5.84	5.27	0.02
Global Executive Competency															
Multiple Perspective	5.8	5.99	0.10				5.61	5.99	0.01	5.6	6.01	0.00			
Flexibility							5.56	5.82	0.07						
Openness	5.68	5.99	0.05				5.55	5.84	0.03	5.53	5.87	0.01			
Passion to excel				5.52	5.82	0.02	-								
Global Mindset															
Collaboration	5.71	5.97	0.10				5.57	5.88	0.02	5.56	5.89	0.01			
Positive Attitude							5.73	6.04	0.01	5.73	6.05	0.01			
Cultural Intelligence															
Cross-cultural understanding							5.6	5.92	0.01	5.61	5.93	0.01			
Adaptability															

More travel experience influences global leadership competency. Executives who have traveled more have significantly higher global initiative and global customer orientation. More travel experience also has higher influence on global executive competency. More traveled executives hold multiple perspectives and more openness. Similarly, more traveled executives focus on Collaboration, a factor related to the Global Mindset significantly more than their less traveled peers.

Age and work experience become significant determinants of differences. In Table 9, older or longer working-experienced executives have significantly higher emphasis on global approach, global initiatives, and global customer orientation. Only aged executives focus more on global process. Balancing work and family was not significantly different between age groups. For Global Executive Competencies, older or executives with more working-experience significantly indicated that multiple perspectives and openness were more important. Only older executives focus more on global process regardless of their working experience. Commitment to excellence was non-significant. Related to Global Mindset, older or executives with more working experience supported collaboration and positive altitude have significantly more than their younger peers. Similarly, these older or executives with more working-experience considered cross-cultural understanding significantly more essential than the junior executives. There was no significant difference related to adaptability. Age and working experience are significantly related to Globality. Older or executives with more working experience have greater global leadership and executive competencies. They also have more of a global mindset and higher cultural intelligence.

Focusing on international working experience, the findings are not congruent with working or travel experience, there was no significant difference between short and long international working experience related with globality. Only executives with shorter international working experience have higher balance in their work and family which is one dimension of global leadership competence. Also motivation, executive development programs, executive position level, international contact, and language skills are not related with any difference in globality.

VI.   DISCUSSION AND CONCLUSION

Competencies play a role and a use in business, human development, and career management. The goal of this exploratory study was to examine universality approach of competencies in globality in order to advance knowledge in global employee management by exploring global talent capabilities. Findings of factor analysis provided support for the universal dimension of globality by suggesting a set of common capabilities, (1) Global Leadership Competencies consisting of Global Approach, Global Initiatives, Global Process, Global Customer Orientation, and Balance, (2) Global Executive Competencies consisting of Multiple Perspective, Flexibility, Openness, and Passion to Excel, (3) Global Mindset consisting of Collaboration and Positive attitude, and (4) Cultural Intelligence including Cross-cultural Understanding and Adaptability. There are no differences in global competencies for leadership in Asian and non-Asian executives. The findings support that for world-class organizations, leadership styles become universal regardless of different cultures, a finding similar to earlier literature [17], [54], [55]. Javidan and Carl [56] confirmed by comparing leadership competence in 2 countries with different cultures that there is a universal leadership profile which may derive from the common intrinsic needs of humans. The GLOBE project on global leadership identified 22 leadership attributes (i.e., trust, intelligence, communication, and excellence orientation) that are universally endorsed as contributing to successful leadership, along with a number of behaviors that are culturally contingent [41]. These results did not show any divergence of globality with culture distance. All dimensions of globality are valued in uniformity. Universality may be driven by faster paced business internationalization. Increasingly standardized knowledge transactions intensifies the influence of leadership concepts on all multinational executives regardless of culturally specific differences. The only divergence in globality is leadership from emerging market regions. Global consumers are now predominately from emerging countries and leaders from emerging markets are more oriented toward global customers and committed to excel in the global market. Leaders from emerging markets are more passionate toward their career path. Global companies are increasingly hiring global executives from emerging countries (e.g., Microsoft employs an Indian CEO) [57]. The universal approach from this study lays the ground work for other global competency studies.

Additionally this study compares competencies with the demographic profile of a cross-national sample. Age and working experience is related with individual globality. Older managers or managers with longer working experience tend to possess a higher level of globality. The reasons of these relationships maybe due to age, reflecting the psychological maturity of executives with working experience contributing to cognitive complexity. Both the mental and intellectual quality from age and working experience relate to global mindset [58]. Additionally, executives gain leadership competence mainly from experiential learning, working experience contributes to globality as a result [59]. Older executives focus on global process regardless of their working experience, this relationship with age maybe due to a "generation X" mindset which tends to be skeptical of the process [60]. Executives with careers that are borderless tend to have broader globality

capabilities. In many Asian Cultures, employee age is related to wisdom and cross cultural adaptation [61], [62]. The importance level of cross-cultural perception on project success or failure was related to the age of leaders and a significantly positive relationship of age and perceived performance was found for Western firms but not East-Asian firms [63], [64]. Frequent travel experience is also positively related to globality. Global leaders with more frequent yearly travel tend to have global leadership competencies that are higher in global initiative and global customer orientation, have more multiple perspectives and openness in global executive competency, and focus more on collaboration in global mindset. The literature endorses the importance of oversea exposure on globality [47].

However despite the literature's emphasis on international experience and the executive development programs can enhance global competencies, longer duration of international working experience in this study only negatively affected work-life balance of global managers [65], [66]. This negative effect may result from a higher work load with longer term international work because international assignments tend to be broad when managers acquire more experience (i.e., expatriates resettled to bigger countries after completing their term). Further research is needed to confirm the relationship of international assignment and training programs with international competency. More specific research might clarify what type of international experience or what type of executive development program can enhance globality. These results reflect the need for clarification of international exposure. Duration or frequency are not the only determining factors, but the quality of experience and contacts should be key factors. Li, et al. [67], proposed a focus on international experience as a learning context whether qualified as a transforming experience or a concrete experience through an expatriate assignment.

Our findings show no significant difference with regard to language skill, international contact, and motivation. The reasons maybe due to an intensive global environment inside Zoetis in which employees have extensive exposure to expatriates and multicultural collogues in daily operations. Globality exists everywhere in their workplace.

This study provides insights for talent management in global organizations, by defining what universal competencies are important to enhance globality. Certain behaviors, maturity, and sufficient working and travel experience were highlighted for their importance in the development of global leaders. Globality leadership is a universal approach which can be built up through working experience, overseas travel, and age.

There are several directions of research that may be investigated further with global leadership. In this study, age and working experience are strongly related with globality competency. Further study on more specific variables toward leadership should be conducted to gain an in-depth understanding such as age range, generation cohort or specific kind of working experience.

Some limitations need to be addressed when interpreting this study's findings. Although the Zoetis sample can represent global leaders in World Class companies, the generatisability of the findings should be considered. Further confirmatory research in other industries and companies is encouraged.

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APPENDIX

Questionnaire items

Construct	Behavioral items	Source
Leadership Competencies	- Empower international subordinate to do their best (inspirational leader) - Emphasize international dimensions of strategy - Implement entrepreneurial and innovative actions in international business - Emphasize quality strategies with international standards - Develop global process/project teams - Be a catalyst/manager global strategic change - Influence international subordinates without authority - Develop and coaches others to international standards - Deal well with high ambiguity/uncertainty of global situations - Communicate effectively on global issues - Think integratively about global business - Understand complex international business data - Global networking - Have a "global mindset" - Have relationship, integrity and trust in international business - Balance work, family and personal time - Gets results/manage global strategy to action - Exhibit a strong international customer orientation - Take risks/initiative in strategic actions - Be a catalyst/manager of cultural change	- Bird [20] - Center for Creative Leadership [68] - Chamrastarangkool [69] - SHRM Briefly Stated Training [24] - Tubbs & Schulz [21] - Hollenbeck et al. [22] - Hollenbeck & McCall [70] - Heames & Harvey [23] - Hollenbeck & McCall [71] - Yeung & Ready [72]

	- Specify corporate values which are global - Use a global approach to management	
Executive Competencies	- Motivated by experiencing new cultures - Identify global opportunities - Responsive listening to international differences in behaviors - Comfortable with international differences in behaviors - Want a deeper understanding of international trends - Show an understanding of international cultures - Demonstrate commitment to working with different cultures - Deal well with differences in international markets - Value international perspectives - Emphasize global excellence with local adjustments - Demonstrate honest and ethical behaviors in business - Give respect to people differences in all situation - Employ international teams for business development - Appreciate new and uncertain challenges - Curious about the world - Have a universal standard of fairness - Follow the positive approach to international business - Have a service orientation to international peers, subordinates and customers - Want a deeper understanding of international peers and customers - Learning from international peers and customers - Create new possibilities for international business - Consider potential of new international business projects - Open to international experiences - Excited by international environments - Behave with humility in international business situations - Consider a variety of viewpoints - Recognize multiple points of view	- Bansal et al. [31] - Dainty [73] - Davis [34] - IBM [33] - Paese (N.D.) [32]
Global Mindset	- Appreciate international partnership - Understand global business and industry - Understand behavior related to different culture values - Desire to learn about other cultures - Recognize the value of positive relationships with international customers - Value collaboration with international peers and customers - Understand cultural differences - Appreciate other cultures - Willingness to work across time and distance - Coach people from different cultures - Acknowledge the validity of different views - Positive attitude to new situations	- Beechler & Mansour [37] - Cohen [10] - Ernst & Young [43] - Javidan [74] - Javidan [38] - Story & Barbuto [9]
Cultural Intelligence (CQ)	- Develop action plans on how to act appropriately - Enjoy interacting with different nationalities - Value status of expatriate - Cope with living conditions overseas - Change the style of communication cross-culturally - Change how I relate to others - Aware of how my culture influences others - Adjust my understanding of new culture - Recognize different value frameworks around the world - Recognize leadership styles differ across cultural settings	- Ang et al. [75] - Li et al. [67] - Lin et al. [76] - Dyne et al. [77] - Gentry & Sparks [78]