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# Reframing The Global Leadership Competencies Models

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**Abstract** This study aims to answer the research question of what are the global leadership competencies(GLC) and what is the integrating framework of GLC? To attain the goal of reframing the GLC models with systematic research on GLC, the specific objectives are delineated as follows; the first objective is to identify the area of GLC. The second one is to extract the dimensions agreed with consensus. The third one is to suggest the reframed GLC model.

Through the literature review and content analysis about GLC and global mindset, the two dimensions—subject and objects-of GLC model are emerged to classify the existing clusters of GLC. The extracted objects are self, others, culture, business, and global world. The dimension of subject who is global leader is more specifically divided into the knowing/doing process and three aspects of human activity like cognitive, emotional, and behavioral one.

GLC are reframed and rearranged based on the two dimensions. As a results new framework for GLC with 11 clusters are presented. Knowing group of GLC contains personal, social, cultural, business literacy, and global mindset. Doing group of GLC contains personal, social, cultural, business savvy, and global change. Personal traits as a core character are at the core of the knowing and doing process of the self. Lastly, the implications and limitations of this research are suggested, and suggestion for further research is followed.

**Key Words** : Globalization, Global Leadership, Global Leadership Competencies (GLC) Model

**요약** 본 연구의 질문은 다음과 같다. 글로벌 리더십 역량들은 무엇인가? 그리고 글로벌 리더십 역량들의 통합적 프레임은 무엇인가? 이 연구질문에 답하기 위하여 다음과 같은 구체적인 연구목표를 설정하였다. 첫째, 글로벌 리더십 역량(GLC)의 범위를 확인한다. 둘째, 연구자들의 동의를 얻을 수 있는 차원들을 추출한다. 셋째, 재구성된 글로벌 리더십 역량 모형을 제시한다.

글로벌 리더십 역량 및 글로벌 마인드에 관한 문헌연구와 내용분석을 통하여, 기존의 GLC들을 분류하기 위한 두가지 차원 -주체와 객체- 이 드러났다. 도출된 객체는 자신, 타인, 문화, 사업, 글로벌 세계이며, 글로벌 리더인 주체의 차원은 보다 구체적으로 인간활동의 앎/실행 과정과 인지적, 정서적, 행동적 측면으로 세분화되었다.

기존의 GLC는 두가지 차원에 따라 다시 틀지워지고 재정렬되었다. 그 결과, 11개의 무리로 분류된 새로운 GLC들이 제시되었다. 앎에 관련된 GLC군으로서 개인적, 사회적, 문화적, 사업적 감각과 글로벌 마음가짐이 포함되었고, 실행에 관련된 GLC군으로서 개인적, 사회적, 문화적 사업적 탁월함과 글로벌 변화가 포함되었다. 그리고 개인의 특성은 앎과 실행 과정의 핵심에 위치하였다. 마지막으로, 본 연구의 의의와 시사점, 그리고 향후 연구에 관한 제언이 제시되었다.

**주제어** : 글로벌화, 글로벌 리더십, 글로벌 리더십 역량 (GLC) 모형

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## 1. Introduction

The key word in the twenty-first-century business is

globalization—the trend toward worldwide integration.

The term “global” encompasses more than simple geographical expand of business. It also includes the

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notion of diversity of culture and global wide of mindset [51]. According to Brake, “Globalization is a process in which local lives are increasingly influenced by global forces leading to greater cultural interaction [16](p.6).” In the globalized world, the rapid exchange of information, products, capital, and people is linking tightly countries and cultures.

Globalization has created dynamic, diverse, and complex global world. According to the IBM’s recent survey of 1,500 global CEOs, the rapid escalation of complexity is the biggest challenge facing CEOs [10]. Global leaders further face the significant challenge of effectively leading very diverse work forces [21].

What is global leader? There exist CEOs, such as the competent leaders of global companies like Green (group CEO, HSBC), Immelt (chairman and CEO, General Electric), Grove (former Chairman, CEO, Intel). To identify the global leader, there are two necessary criteria such as competencies and role & responsibility [37]. In this study, global leader is defined by someone who has global role & responsibility and at the same time has sufficient competencies to perform any business activities.

The globalization demands global leaders who possess such leadership competencies as navigating in this increasingly complex and unpredictable business environments[22][37]. Therefore, it is critical for organizations to select, develop, and promote leaders who possess global leadership capability [21].

Global leadership is the process of influencing individuals, groups and organizations (inside and outside the boundaries of the global organization) representing diverse cultural/political/institutional systems to contribute toward achievement of the global organization’s goals [8]. And global leadership competencies (GLC) are defined as those universal qualities that enable individuals to perform their job outside their own national as well as organizational culture [37].

Competencies are broader concept, less job specific, more general, and more person centered than past

KSAOs(knowledge, skill, ability, and other characteristics) [33][60]. Although the need to develop leaders with adequate competencies has become obvious [16][64]. There is still a significant gap between the demands and the supplies of competent global leaders [2].

Developing global competence in leaders is acknowledged as a high priority for firms [64]. According to a US Fortune 500 survey, 85 percent of the firms did not have an adequate number of global leaders, and 67 percent of existing leaders needed more global abilities [29].

Global companies all over the world including Korea, is operating their own global leadership development programs to increase the competencies of leaders [40][63]. Despite the many global leadership developing programs, there is no clear consensus of what is the global leaders’ competencies and what is a comprehensive global leadership framework appropriate to organize them.

Despite the globalization of the world and the need of global leadership in globalized firms, the studies on the GLC are very rare in Korea [41][62]. Although there are many studies on the global strategy of global firms in this global age, such studies on the global leaders who implement it are not enough. Contrary to the rich studies on the competencies of leaders, the studies on the competencies of global leaders are poor. Moreover there are a few studies on the HRD programs and HRD strategies developing the competencies of global leaders, systematic studies on the framework integrating the GLC are not performed. This study aims to perform the systematic research on GLC and to become a stepping stone on the way to the development of GLC studies. This is my contribution which previous studies don’t.

To attain the goal of reframing the GLC models with systematic research on GLC, the specific objectives are delineated as follows; the first objective is to identify the area of GLC. The second one is to extract the dimensions agreed with consensus. The third one is to

suggest the reframed GLC model.

As a research methodology, we adopted literature review and content analysis. First, we review the various approaches to the GLC to identify the research area and compare the previous models to extract the dimensions reclassifying the competence clusters. Second, we make a content analysis to regrouping and renaming the GLC clusters by comparing and anchoring them on specific cognitive, emotional, and behavioral GLC.

The research question is what are the global leadership competencies? What is the integrating framework of global leadership competencies? To answer this question, the focus of this study is on the GLC clusters in the individual level of analysis.

The structure of this paper is as follows: a literature review of previous researches about global leadership and global mindset is followed by. A content analysis is made to suggest a reframed framework of GLC. Lastly, the implications and limitations of this research and the directions for further research are suggested.

## 2. Literature review of GLC

### 2.1 Three approaches to GLC

There are three approaches to the global leadership capabilities: global leadership approach, cross-cultural approach, and global mindset approach. In this section, we identify the area of GLC with literature review and the competencies and framework of the previous researches will be focused to build a new one.

#### 2.1.1 Global leadership approach

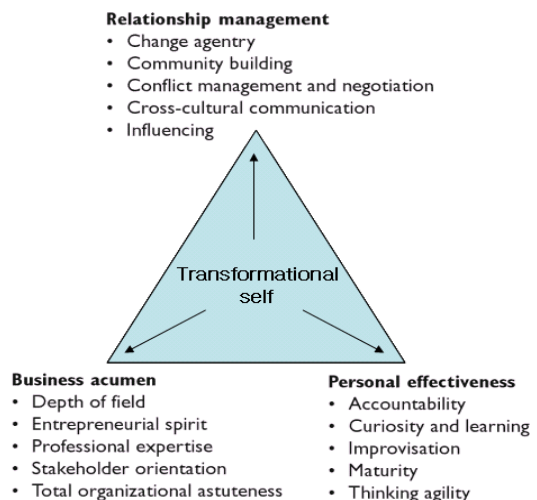
Although many of these models are not based on an extensive body of rigorous empirical research since global leadership is a young field of study, many ideas based on global leader interviews, observations, expert discussions, and theoretical reflections are suggested.

Tichy refers to global manager as “true globalists” who have (1) a global mindset, such as conceptualizing complex geopolitical and cultural forces impacting their

business; (2) a set of global leadership abilities to build effective cross-cultural teams / global networking and to become global change agent [65]. Kets de Vries and Mead identify global leaders as individuals with the capacity of environmental sense making, pattern recognition / cognitive complexity, and other personal / social abilities like the ability to cope with stress, interpersonal skills, and organizational networking [38].

Barham and his colleagues categorize GLC into “doing” and “being”. The “doing” competencies, e.g. acting as intercultural mediator, is linked to the active roles that the global manager should play in order to manage across a number of countries and cultures simultaneously [4][66]. However, in order to propel all these roles the “being” competencies like cognitive complexity (thinking), emotional energy (feeling), and psychological maturity (willing) are required [66].

Barham’s model is peculiar because the “doing” competencies are separated from the “being” competencies which is really “knowing and learning” competencies with curiosity, cognitive complexity, willingness to unravel the complexity of a situation.



[Figure 1] Brake’s global leadership triad

Brake’s model of “Global Leadership Triad” consists of four broader categories like figure 1 [16]. Brake’s

model emphasizes transformational self as core character and arranges competencies by self, others, and business. But it does not consider the global mindset to the world.

Rosen and his colleagues maintain that globally literate leaders possess four universal “global literacies”[57]. These include personal(understanding and valuing oneself), social(challenging and engaging others), business(focusing and mobilizing the organization), and cultural(understanding and leveraging cultural differences) literacy. Rosen and his colleagues seem to recognize the global mindset when he identifies four literacies with reflecting cognitive complexity to respond to the complexity of the global world. To transform a company into a global one, leaders have to be capable of seeing the world’s threat and opportunities, thinking with a transnational mindset, acting with global-centric leadership behaviors, and mobilizing a world-class team [57].

Based on the observation of global company over several years, Conner identifies a number of skills and capabilities needed by leaders working in a global company organizing them under six headings: business savvy, entrepreneurial behavior, ability to use personal influence, ability to motivate people, global perspective (global marketplace and cultural sensitivity), strong character [24].

McCall and Hollenbeck interviewed 101 extremely successful global executives came from 36 countries and worked for 16 global companies. They identified a set of seven global executive competencies: being open-minded and flexible in thought and tactics, possessing cultural interest and sensitivity, having the ability to deal with complexity, operating from a state of honesty and integrity, having a stable personal life, possessing value-added technical or business skills, and lastly being resilient, resourceful, optimistic, and energetic. They do not include social relationship skills explicitly [45].

Goldsmith and his colleagues identified fifteen dimensions of global leadership [27][28]. Ten of them

are also found in domestic leadership and were also important in the past. However, the following five competencies will be especially important in the future as the desired characteristics of the future leaders: thinking globally, appreciating cultural diversity, demonstrating technological savvy, building partnerships(treat coworkers as partners rather than competitors), and sharing leadership(willingly shares leadership with business partners).

Caligiuri and his colleague’s model is typical KSAOs frame [17][18]. Caligiuri classified GLC by 3 groups: Knowledge (culture-general knowledge, culture-specific knowledge, and international business knowledge), skills and abilities (intercultural interaction skills and cognitive ability), personality characteristics (Big 5) [17].

From the literature review of global leadership approach, two dimensions are emerged like objects and processes. In the research of some studies the competencies are arranged mainly by ‘objects’ like self, others, culture, business, world [16][24][27][28][45][57]. In the other studies the competencies are mixed or arranged by ‘process’ like knowing and doing [4][39][65][66]. As an example of knowing there are global mindset [65], environmental sense-making and pattern recognition [39], and cognitive complexity [5][39]. The other competencies are thought as doing competencies.

### 2.1.2 Cross-cultural approach

With globalization, many more nations have been engaged in the global marketplace and each brings different patterns of thinking and business practices. Globalization necessitates meeting with different cultures. But the increasing connection between countries does not mean that cultural differences are disappearing or diminishing.

It becomes an important ability of global leaders to understand other culture and exploit the cultural differences [48]. Managing the cultural differences is a critical success factors to build and maintain the

organizational competitiveness and survival ability [22].

Culture is a set of shared beliefs and values upon which people interpret experiences in the world. It is about what is desirable and undesirable in a community of people and a set of formal or informal practices to support the values [35]. It is through this cultural “lens” that we make sense of what we see, how we feel about it, and how we define ourselves [32]. That is, culture refers to the cognitive systems and behavioral repertoires that are shaped as a result of individuals experiences [8].

In a cultural approach, cultural differences are emphasized and global leadership capabilities (GLC) is a behavioral blend of cross-cultural competences combined with leadership skills. Carey et al. proposed five GLC like inclusion, credibility, synergy, flexibility, and compassion [21].

Bennett proposed the terms ethnocentric behaviors – the inability to see, cultural difference – and ethnorelative behaviors – accepting and seeking out cultural difference [9]. Contrary to the ethnocentric behaviors prohibiting the development of effective cross-cultural relationships, the ethnorelative behaviors promote it. Handin and Steinwedel suggest the basis of cross-cultural competencies with three ethnorelative behaviors (curiosity, cultivation, and collaboration) and KSAOs (i.e. the related skills and knowledge, values, and personal qualities) [32].

Cultural intelligence (CQ) entails the capacity to decipher, interpret and integrate both rational and emotional behaviors, while comprehending the deeper meaning (and meaning-making) of life [22]. Cultural intelligence is an individual’s capability to function effectively in culturally diverse contexts [3][48]. Leaders with high CQ are able to adapt to new global environments as well as effectively interact with people of diverse cultures [26]. Cultural intelligences can be classified by 7 developmental levels from knowing to doing: ignorance, awareness, understanding, appreciation, acceptance, internalization, and adaptation [22].

Emotional intelligence (EI) is the valuable in today’s international or cross-cultural business environment. EI was first proposed and defined by Salovey and Mayer as a “form of social intelligence that involves the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them, and to use this information to guide one’s thinking and action [59].” EI represents a major component of global leadership competency [37][39]. Global leaders who possess a high level of EI are perceived as authentic and credible [58], on the other hand, the low level of emotional competencies is the main cause of global executives’ derailments [42]. EI competencies are clustered by self-awareness, self-management, social awareness and relationship-management [15].

There is a core set of cultural competencies: cognitive knowledge, motivation, and behavioral adaptability [22] or metacognitive- cognitive facet (e.g. awareness and knowledge), motivation facet (e.g. culture empathy), and behavior facet [25][26].

Given the cross-cultural leadership is almost exclusively focused on the influence relationship between a leader and a direct reporter inside the organization, the global leadership literatures focus on a broader set of relationships between the leader and a wider range of stakeholders inside and outside the global organization [36]. The cross-cultural leadership is a subset of global leadership.

By definition, culture is a ‘lens’ for us to see, think, feel about, and act on objects with it. Therefore, GLC in the cultural approaches are mainly arranged by knowing and doing processes of subject. In the processes, cognitive, emotional, and behavioral competencies are exercised.

### 2.1.3 Global mindset approach

According to the Ashby’s law of requisite variety, to succeed in a complex global environment, it should be matched by internal complexity in the form of ‘managerial mindset’ [13]. The term mindset is known to refer to the way people make sense of the world [30]

or it is “a way of being, not a set of skills. It is an orientation to the world that allows you to see certain things that others do not see” [56]. The concept of global mindset was appeared as geocentric(world mindset)[52] or transnational mindset [5]. Rhinesmith said “global mindset means that we scan the world from a broad perspective, always looking for unexpected trends and opportunities to achieve our personal, professional, or organizational objectives” [55].

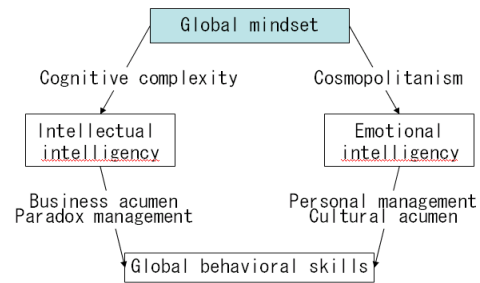
According to the global mindset literatures, global mindset is a critical success factor for global companies [5][30][43]. and a key source of global competitive advantage for global firms [36].

There are two main streams of global mindset researches: strategic perspective and cultural perspective [43]. The strategic views of global mindset emphasize the strategic variety arising from the globalization which is characterized by the geographically distant and strategically diverse [54]. The global mindsets of decision-makers contribute to strategic sense-making capabilities of global firms by enabling the decision-maker to make sense of complex and volatile organizational and global environments, which in turn can increase or decrease competitive advantage [20]. This approach defines global mindset as a cognitively complex knowledge structure [44]. Such researches as transnational mindset [5], cognitive complexity [56][44], cognitive maps of CEOs [19], and global mindset [30] are in line with this stream.

The cultural view of global mindset focuses on the cultural diversity. Global mindset is a kind of cosmopolitanism [52] which means an enthusiastic appreciation of other cultures and emphasizing the cultural and national diversity and environmental complexity associated with globalization [44]. Global leadership focuses on cross-cultural interaction rather than on either single culture description or multi-country comparison [1].

The strategic and cultural perspectives each emphasize one side of global mindset. Some integrating efforts are tried to merge them within the global

mindset. Levy and his colleagues suggest a global mindset model composed of cognitive complexity and cosmopolitanism [44]. Rhinesmith created a model connecting global mindset with global behavioral skills like figure 2 [56].



[Figure 2] Rhinesmith’s basic components of a global mindset

Rinesmith’s model means global mindset decomposed with the intellectual intelligence and emotional intelligence is the basis for the global behavioral skills, and closely connected with GLC emphasizing the behavioral dimensions. Nummela et al. operationalized global mindset with global orientation attitude and international entrepreneurial behaviors [49]. Javidan and Teagarden’s global mindset classified 9 scales by 3 groups through empirical test, contains even social and psychological capital in addition to intellectual capital [36].

From the literature review of the global mindset, GLC are mainly arranged by cognitive, emotional, and behavioral aspects. cognitive complexity is cognitive competencies to the outer world, cosmopolitanism is emotional competencies to the other people, and adapting process to the people and global world needs behavioral competencies.

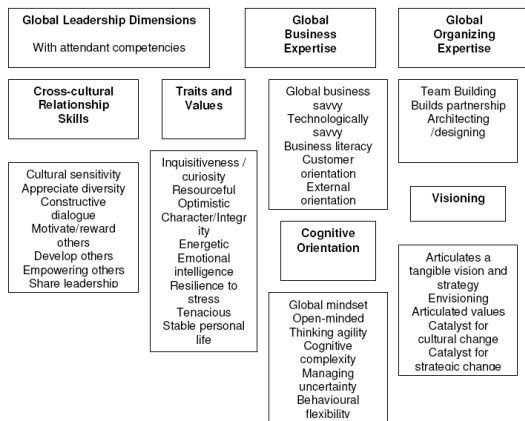
## 2.2 The existing integrating frameworks of GLC models

The global leadership approach and global mindset approach has been expanded to connect and overlap the each other’s area. There are three attempts providing

new framework to integrate the two approaches.

2.2.1 The multidimensional model of GL

Mendenhall and Osland’s review of the empirical and non-empirical literature yielded 56 GLC classified by 6 core dimensions like figure 3 [47]. Mendenhall and Osland’s model implies that GLC are (1) multidimensional construct with both global leadership skills and global mindset(‘cognitive orientation’), (2) can be grouped by objects (self, others, business, culture, global world). (3) the ‘doing’ process to the global world (‘visioning’) is separated from the ‘knowing’ process of the global world(‘cognitive orientation’).



[Figure 3] Mendenhall and Osland’ s multidimensional model

2.2.2 The integrated framework of GL

Meldrum and Atkinson grouped various competencies by cognitive skills, emotional resilience, and personal drive [46]. Jokinen also used such three aspects [37]. According to the Jokinen’s GL model, the various competencies are classified by three levels/ layers of GL, such as core, mental, behavioral level.

Core characteristics related with the self is emphasized. Cognitive and emotional competencies are included in the mental characteristics. Therefore competencies are grouped by cognitive, emotional, and behavioral dimensions. However, such competencies as

business or cross-cultural competencies, and cognitive orientation to the world are not included.

<Table 1> Jokinen’ s integrated framework of global leadership

Levels of competencies	Competencies
Behavioral skills	social skills, networking skills, and knowledge
Mental characteristics	optimism, self-regulation, social judgment skills, empathy, motivation to work in an international environment, cognitive skills, and acceptance of complexity and its contradictions.
Fundamental core	self-awareness, engagement in personal transformation, and inquisitiveness.

2.2.3 The pyramid model of GL

Pyramid model of global leadership is based on empirical research [11][50]. The model is divided into three parts: personal (global knowledge, traits, and global mindset), interpersonal skills, and system skills [50].



[Figure 4] Osland’ s pyramid model of GL

In this model, the three at the lower level called ‘being competencies’ can be reframed with system thinking into input (global mind) – throughput (traits) – output (knowledge) while the two at the upper level is ‘doing competencies’ (interpersonal and system skills) (Barham and Antal, 1994; Wills and Barham, 1992).

### 3. Reframing the GLC models

#### 3.1 Dimensions of GLC model

While reviewing the literatures, the two dimensions to reframe the existing global leadership capabilities are extracted: objects and subject. In philosophy, a subject is an observer or an actor and an object is a thing observed or acted on. In a global leadership process, the subject of global leadership is a global leader who knows and does with cognitive, emotional, and behavioral aspects. The main objects of global leadership are self, others, culture, business, and global world.

process are the leader him/her self, others (followers, coworkers, stakeholders etc.), contingency, and business organization. In a global leadership process, contingency is the more complicated global world and business is the more unpredictable rather than the domestic one. The others are divided into the one in a similar culture and another in a different culture. while domestic mindset is the ability to influence individuals in a similar culture, global mindset is an individual's ability to influence individuals, groups, organizations, and systems that are "unlike" him/her or his/her own [36]. To sum up, GLC are reframed by five objects: self, others, culture, business, and global world.

##### 3.1.1 Objects of global leadership

The essential components related with leadership

##### 3.1.2 Subject of global leadership

To lead the global organization, global leader as a

<Table 2> Reframed model of global leadership competencies

objects subject	Self (Personal)	Others (Social)	Culture (Cultural)	Business (Business)	World (Global)
Knowing	<b>personal literacy</b> self-awareness1 personal literacy2,4 psychological capital 14	<b>social literacy</b> social literacy4 exhibiting character5 stable personal life7 building partnership9	<b>cultural literacy</b> cultural literacy4 cross-cultural communication6 cultural acumen11 cosmopolitanism11,12,14 cultural sensitivity7 intercultural empathy14 cultural diversity9	<b>business literacy</b> business literacy4 business acumen11 global mindset13 global orientation attitude13	<b>global mindset</b> cognitive orientation2 global mindset3,11 embracing duality5 cognitive complexity7,10/11,12,1 4 global perspective8 thinking globally9 global knowledge3 intellectual capital14
	<b>personal traits</b> inquisitiveness5 fundamental core1 traits3, 7 personal effectiveness6 psychological maturity10 strong character8				
Doing	<b>personal savvy</b> transformational- self6 self-management11	<b>social savvy</b> social capital14 relationship management6 interpersonal skills3 organizing expertise2 behavioral skills1 interpersonal impact 14 personal influence8 motivate people8	<b>cultural savvy</b> interpersonal skills3 cross-cultural relationship skills2 doing competencies10 diplomacy14 cultural intelligence 15,9	<b>business savvy</b> business savvy2,5,8,14 technological savvy9 organizational savvy2,5 value-added technical or business skills7 sharing leadership9 paradox management11 doing competencies10 international entrepreneurial behaviors13, 8	<b>global change</b> visioning2 system skills3

주1) global leadership research: 1.Jokinen(2005), 2.Mandenhall and Osland(2002), 3.Bird and Osland(1994), 4.Rosen et al.(2000), 5.Black et al.(1999). 6.Brake(1997) 7.McCall and Hollenbeck(2002), 8.Conner(2000) 9.Goldsmith et al.(1999, 2003) 10.Barham and Antal(1994), Wills and Harham(1992), global mindset research: 11.Rhinesmith(2003), 12.Levy et al.(2007b). 13.Nummela et al.(2004), 14.Javidan and Teagarden(2011) 15.Chin, and Gaynier(2006)  
 주2) traits: 3. integrity, humility, inquisitiveness, resilience  
 7. open-minded and flexible; resilient, resourceful, optimistic, energetic; honesty and integrity



subject of leadership, has to know about and change the objects such as self, others, culture, business, and the global world through cognitive, emotional, and behavioral aspects. As a human system, human's activity has three processes: input (knowing)-throughput (feeling)-output (doing). Cognitive, emotional, and behavioral aspects of the human system are operated along the processes.

The gap between knowing and doing means that knowing is not the same as doing [53]. In addition to that, feeling is also not the same as knowing or doing [31]. The throughput process is more wider than just feeling, it is fundamental core character of him/her self or the transformational-self changing all the world, i.e. the subject him/her self [16][37].

### 3.2 Reframed model of GLC

Based on subject and objects, the existing GLC are reframed and the most typical and representative names are presented at the top of each cluster. The results are presented at the table 2. Reframed global competency model has 11 clusters of competencies; knowing group (personal, social, cultural, business literacy, and global mindset), doing group (personal, social, cultural, business savvy, and global change) and core character (personal traits).

Results of reframed global leadership capabilities based on the two dimensions with existing 15 researches are as follows. First, GLC of existing research following a specific approach are inclined to several clusters and are not occupy all the clusters. This means that the existing models of GLC are not fully comprehensive and additional integrating efforts like this study are needed.

Second, after putting together the results of all the researches about GLC, GLC needed is found for all 11 clusters. This means that the dimensions used in this study are significant and to develop global leader fully such comprehensive model of GLC like this is needed even though the specific competencies are vary by firm, level, and function.

Third, among the 11 clusters, the two clusters related with self-awareness and self-transformation is the most overlooked area except the global change. The global leadership development program has to compliment these clusters.

Fourth, while GLC are scattered all over the 11 clusters, the competencies related with the global mindset are not scattered over the personal or social clusters. This means that the concept of global mindset is too narrow to develop all the global leader competencies.

Fifth, The competencies in the clusters on the knowing processes tend to be more homogeneous and the competencies in the clusters on the doing processes tend to be more heterogeneous. This phenomenon means that global leaders' knowing activities to learn an object seems alike but global leaders' doing activities to act on an object seems very diverse. So, the leadership development programs for the doing competencies of each organizations should firm-specific to gain competitive advantages.

Sixth, a few researches have tried to group the GLC by cognitive, emotional, and behavioral aspects, however the results are not so satisfactory. While cognitive aspect is needed to deal with something like business or global world, emotional aspect is needed to deal with someone like self, others, and the cultural. While the knowing process demands cognitive aspect, the doing process demands behavioral aspect. By crossing the two dimensions, we get the table 3.

This table means that more than one aspect of human cognitive, emotional, and behavioral one is contained in a competence. For example, to develop such competence as 'cross-cultural acumen - knowing the others in a different culture' demands both cognitive "and" emotional training and to develop such competence as interpersonal skills demands both emotional "and" behavioral training.

〈Table 3〉 Relationship among the objects, the subject's leadership process, and the competencies

subject's leadership process \ objects	Someone like self, others (emotional)	Something like business and world(cognitive)
Knowing(cognitive)	emotional - cognitive competencies	cognitive competencies
Doing(behavioral)	emotional - behavioral competencies	cognitive - behavioral competencies

## 4. Conclusion

### 4.1 Summary

Through the literature review of the GLC and global mindset the two dimensions - subject and objects - of reframed GLC model are emerged to classify the existing global leadership capabilities and the clusters of existent GLC are reframed and rearranged based on the two dimensions. As a results reframed new framework for global competency model are suggested. Knowing group of competencies contains personal, social, cultural, business literacy, and global mindset. Doing group of competencies contains personal, social, cultural, business savvy, and global change. Personal traits as a core character are at the core of the knowing and doing process of the self.

### 4.2 The significance and implications

This is the first research in Korea to suggest a reframed comprehensive model of GLC. This reframed mode of GLC covers all the ranges of GLC other than the existing GLC modes.

Practically, First of all, the results of this study suggest a new perspective on the global leadership development programs. This reframed model of GLC is used to build more systematic and comprehensive global leadership development programs and to increase the competitive advantage for your own specific organization. Second, according to the finding

of this study, the existing single aspect global leadership development programs have to be changed to the multiple aspects global leadership development programs because one competence demands training with multiple aspects (e.g. emotional - cognitive training) of leadership process. Third, to build a distinctive competitive advantage, it is helpful that the HRD specialist differentiates the more diverse doing competencies rather than the more homogeneous knowing competencies. Fourth, with this comprehensive reframed model of GLC, the strengths and weaknesses of global leaders are identified more clearly and are covered more systematically and easily.

Theoretically, this reframed model of GLC shows that the existing model of GLC does not cover all the ranges of GLC and researchers of different approaches need more communication with each other. The reframed model of GLC will facilitate such communication among researchers and the results of the researches can be more easily integrated.

### 4.3 The limitations and the future directions

Conger and Ready pointed three limitations of leadership competency model, "competency models tend to become complicated rather than simplified, to portray ideals of leadership rather than realities, and to focus on today's rather than tomorrow's competencies, all seriously work to undermine their benefits" [23]. This paper also has some limitations like Conger and Ready pointed.

First, the reframed GLC model in this study seems also a little complicated, however to portray the business realities comprehensively a few list of competencies might not be enough. Leadership requirements can vary depending on level, culture and situations, as well as by functions and operating units [23]. Therefore the appropriate competency lists, naming and framework have to reflect the each firms' and each global leader's specific contingencies.

Second, this paper is a kind of retrospective one to review of the existing literatures of the global

leadership. Although the field study for the future global leaders is necessary to validate this reframed model of GLC, within this short paper it is impossible. It is expected to be performed in the next study.

Third, the level of analysis in this paper is a meta-competencies or group (cluster) of competencies rather than competencies. Further detailed and low level of analysis is needed to be used to global leadership development programs.

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