FACE, SPEECH, AND OTHER CONCERNS OF GLOBAL BUSINESS COMMUNICATION

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ABSTRACT

The purpose of this study is to explore global leadership communication competencies, as the communicative knowledge, skills and abilities of current business leaders do not meet the current sophisticated and fast-paced business demands of the interconnected global marketplace. Specifically, this study examines what attributes comprise communication competency for corporate leaders with global responsibilities, how those competencies are developed, and finally the impact the competencies have on organizations. A qualitative field study was conducted with two global leaders from two different regions of the world as they interacted with others from different cultures. A separate quantitative survey was administered to 95 global leaders from North America, Asia, Europe and Latin America. Findings from a review of the literature combined with the correlation of these two studies are as follows: (a) virtual communication efficacy may be greatly enhanced when the terms and conditions associated with non-verbal clues is deliberate and modeled by leadership; (b) foreign language competency is deemed more important by global leaders outside of North America, but all respondents report general dissatisfaction with the corporate support of foreign language competency; (c) the concept of facework, and its associated competencies, are key to working across borders but awareness and understanding of this concept is very low. The findings of this study demonstrate a business case for building global leadership communicative competency with new skills, in new ways, for new demands in the face-paced and interconnected business environment.
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Chapter 1. INTRODUCTION: THE PROBLEM AND DEFINITION OF TERMS USED

THE PROBLEM / GOAL

Importance of the study

Evidence shows that cultures of the world are getting more and more interconnected, and that the business world is becoming increasingly more global (Friedman, 2005; House, 2004). To keep pace with this changing business environment, many concepts of leadership have emerged in leadership studies over the past 50 years. Yukl (2010) summarizes the commonalities in theories by defining leadership as a “process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives” (p. 8). Irving (2010) takes the concept of global leadership even further when he incorporates the cultural diversity in his definition as the process of influencing culturally distinct individuals and groups (p. 5). Yeo (2006) asserts that even the best global strategies can fail if an organization does not have a cadre of leaders with the required capabilities at the appropriate levels in the organization.

The most cited research on this cadre of leaders is by Gregersen, Morrison & Black (1998) who surveyed 108 firms and conducted 130 interviews across Fortune 500 companies. This study by Gregersen et al. found that 85 percent of Fortune 500 companies do not think they have an adequate number of global leaders (p. 22). In response to this need, the Global Leadership Competencies Model (GLC) was developed by Chin, Gu and Tubbs (2001), and is explored further by Bueno & Tubbs (2004) who identify that these leadership competencies take a long period of time to develop. In addition, their research found the number one competency for global leadership effectiveness to be communication skills (p. 83), “Talk is not only about the state of the company, it is the state of the company” (Clifton, 2006, p. 208). Thus, leadership communication competency is a mandate of modern
global business, and the talk that goes on inside the business does not merely represent the business, it is the business.

**Statement of the problem**

Communication as a core competency of global leaders in the corporate world has been shown to increase levels of employee engagement. This employee engagement directly increases productivity, and creates an inclusive atmosphere where employees feel valued and significant and are motivated to fuel the engine of business (Bueno & Tubbs, 2004, p. 83). However, the decline of both written and verbal communication competencies in the workplace indicates that organizations are not targeting communication as a core competency. Pair this skill decline with an increase in employee disengagement in the workplace, and global corporations should be concerned and take action to urgently build communicative competency in their leadership pipeline.

Communicative competence is a vitally important aspect of leadership, especially in a global business environment in which language barriers and lack of common cultures often lead to misunderstandings and project delays. This challenge is acute for US-headquartered businesses with the erosion of American corporations on the top one hundred global listing over the past forty years, numbering 67 in 1963, down to 38 in 2001 (House, et al., 2004, p. 4). With this increasing diversity in the global corporate landscape, change is an organizational reality. Thus, a leader’s ability to communicate effectively through the changing landscape is required to execute successful business initiatives on an international scale.

**DEFINITIONS OF TERMS USED**

**Global leadership:** The process of facilitating culturally distinct individual and collective efforts to accomplish shared objectives.
**Speech Code Theory:** Used here defined as a different way of defining culture – as a code. More definitively, a historically situated, socially constructed system of terms and meanings, premises and rules of a particular cultural code that one uses, deploys or experiences.

**Face Negotiation Theory:** Used here defined as the social image we present to others. More definitively, a Chinese-based principle having a wide variety of meanings but ubiquitous across all cultures with the foundation being social image presentation but including complex concepts such as moral character, social status and physical appearance.

**Face:** Western definition is one concept concerning two aspects – losing and saving face as the social image we present to others. Eastern definition has to distinct concepts – the moral character of an individual and the social status achieved through success in life.

**Facework:** The communicative strategies one uses to enact self-face and to uphold, support or challenge another person’s face.

**Global mindset:** The communicative agility to influence individuals, groups, organizations, and systems that are unlike one’s own.

**Connective thinking:** When participation leads to a better understanding of potential problems because ideas are shared openly between members of a team.

**ORGANIZATION OF REMAINING CHAPTERS**

This thesis is comprised of five chapters. Following this introduction, Chapter two contains a review of some of the literature concerning the salient points referenced above, followed by the research question. Chapter three provides details of the scope and methodology used to conduct the study, and introduces the philosophical and theoretical underpinnings of the study. Chapter four contains both the qualitative and quantitative studies, and these studies are examined, again, according to the points referenced above. Finally chapter five summarizes the findings in the conclusion, with limitations and future research ideas identified.
Chapter 2. REVIEW OF THE LITERATURE

PHILOSOPHICAL ASSUMPTIONS AND THEORETICAL BASIS

In the current business climate of market crashes, countries defaulting on their fiduciary responsibilities, and large mega-corporations filing for bankruptcy, “the only constant in today’s world is exponentially increasing change” (Huey & Sookdeo, 1994 p. 43). This change is sweeping across the globe, as House et al. (2004) predict that “as economic borders come down, cultural barriers could go up, thus presenting new challenges and opportunities in business” (p. 5). In a global study of 472 executives, Bolchover (2012) found surprising data that indicates the wide-spread economic downturn is actually spurring the outlook and ambitions of companies to enter emerging markets sooner than planned (p. 3), with the number of cross-border mergers and acquisitions quadrupling from 1997 to 2000 (Javidan, et al., 2005, p. 59). This change, required to meet the demands of rapid globalization, is difficult, complex, and rapid; resulting in the widely accepted figure that an average of seventy percent of change initiatives fail (Higgs & Rowland, 2005). As Huey & Sookdeo (1994) contend, “the quantitative skills that got [executives] to the heights don’t help them communicate” (p. 44).

Communication as a core competency of global leaders in the corporate world has been shown to increase levels of employee engagement, defined as the underlying psychological state in which employees feel a vested interest in their organization’s success and are both willing and motivated to perform to levels that exceed the stated job requirements (Gilbert & Foley, 2012). This employee engagement, triggered by effective leadership communication, increases productivity and creates an inclusive atmosphere where employees feel valued and significant, subsequently, fueling the engine of business (Bueno & Tubbs, 2004, p. 83; Kouzes & Posner, 2007). While high levels of employee engagement have been shown to contribute to successful change initiatives, worldwide the levels of employee disengagement reach to almost one-third of the global workforce (Gilbert & Foley, 2012) and may be a contributing factor to almost three-quarters of change initiatives failing. Despite the fact that
communication competency is shown to be a key component of successful change initiatives, corporations are not channeling sufficient resources to train their talent pool, as evidenced by data from the National Commission on Writing (NCW), which found that one-third or less of employees, current and new, possessed writing skills that organizations value (Conrad & Newberry, 2012, p.112). Despite the multiple indicators that corporations will increasingly require high-level communicators in their cadre of leaders, the need remains unmet as evidenced by the gap in writing proficiency and the unusually high global rates of employee disengagement.

This emerging paradigm of communication competency building as a core component of employee engagement is explored using the tenants of speech code theory (Philipsen, 1992) and face negotiation theory (Ting-Toomey, 1988). These two theories were chosen considering the heavy reliance on virtual communication (communication without being physically present with the interlocutor) and the prevalence of face negotiation, the first of the seven theoretical premises being that communication in all cultures is based on maintaining and negotiating face (Oetzel & Ting-Toomey, 2003, p. 600).

This chapter describes relevant literature for the purposes of this study. It is organized into three sections, (a) impact of leadership communication on employee engagement, (b) communicative behaviors of successful leaders, and (c) common techniques for training communicative competency in leaders.

THE LITERATURE

Impact of leader communication on employee engagement

Leaders of global corporations have significant impact through the process of influencing and enabling their constituency towards higher levels of cooperation and commitment (Rupert et al., 2010, p. 26). Rupert, et. al (2010) find that “committed employees are more motivated and loyal to the organization, more satisfied with the organization, are less likely to leave the organization, and under
most circumstances, will perform better than employees who are not committed” (p. 26). Developing these committed employees requires a behavior shift in leaders — to explicitly emphasize involvement and engagement — found to lead to higher levels of both engagement and change success (Higgs & Rowland, 2009, p. 53). Kouzes & Posner (2007) posit that bi-directional communication, or two-way communication, is fundamental to successful global leaders—“Leadership is a dialogue, not a monologue” (p. 17). This emphasis on involvement necessitates struggle between a leader and those being led, where dialogic interaction results in the expression of opposing viewpoints. An effective communicator welcomes these opposing viewpoints as springboards toward progress, as Kouzes & Posner (2011) contend, “Where there is tension there is also energy...where there is energy there is also the possibility of movement... where there is movement, there is the chance for progress...Making forward progress is the measure of leadership” (p. 176).

To make forward progress when working in an international environment with multiethnic teams where English is the agreed-upon dialogic tool, people may act as if the discourse is vitally important. However, the human uniqueness and cultural diversity of the team can make the communication highly problematic (Carbaugh, et al., 2011, pg. 88; Katriel & Philipsen, 1981, p. 304). For example, analyzing business discourse through the lens of face-negotiation theory, Flowerdew’s (1999) case study of England’s return of Hong Kong to China revealed that losing face, akin to having one’s reputation or honor lessened in a public setting, significantly reduced the engagement levels of the parties involved and adversely effected the efficacy of the hand-over (p. 11).

Heightened, or lack of, self-awareness also impacts dialogic interaction. A leader needs to be conscious of the impact their individual contribution can have on employee engagement. Levy, et al. (2011) found that a leader’s individual contribution can become an upper bound, ceiling, or expectation level for members of the group. So, by the leader’s own actions, they may limit the actions of their team members. Of equal importance, the leader’s expectation level is very rarely exceeded—with the result
being significantly detrimental effects on the group if his or her expectation of team member’s contribution, or if ones’ own individual contribution, is exceedingly low. In fact, this low level of expectation may be established as a norm for the team (p. 51). This individual contribution is not limited to actions it also incorporates the messages that leaders send to their employees, as Clifton (2006) found that the way leaders talk actively shapes an organization rather than just passively defining it” (p. 202). An observation from a divisional head of Johnson & Johnson exemplified this self-awareness in his reflection, “It’s amazing how unaware you can be of the impact you have on people different from you” (Huey & Sookdeo, 1994, p. 49). Considering the impact of a leader’s communication regarding expectations, leaders would be wise to remember that their stated expectations can actually limit the efforts of the team.

**Communicative behaviors of successful leaders**

The agility to maneuver the rather mundane components of a regular business environment is a critical attribute and behavior of successful leaders (Alvesson & Sveningsson, 2003). These critical behaviors are seen to be less heroic and grandiose than most leadership literatures suggests, where listening, chatting in a way that resonates with the audience, and being cheerful all being important components of leadership communication (p. 1437). Speech code theory helps formulate this interaction in a meaningful way by observing the patterns used in the talk, learning the terms and conditions in which the talk is used, and then applying those terms and conditions to connect at a fundamental level with the interlocutor. This dialogic interaction between leaders and their teams, by definition, requires the ability to both send and receive communication with reciprocal effect, and this reciprocity seems to have a positive impact on the entire workgroup (Levy et al., 2011, p. 41). To be an effective receiver of communication, a key dimension of reciprocity, listening skills are critically important. Huey (1994) contends that leaders who walk around informally, listening and talking to their subordinates may have a positive influence on the work environment. These communicative leaders are
considered to practice progressive post-heroic leadership, defined as the detaching of leadership from heroic connotations restricted to the upper-echelons of an organization, to more humanistic and inclusive expectations of leadership qualities throughout the workforce as a means of improving employee engagement (Huey, 1994; Alvesson & Sveningsson, 2003). Listening skills also contribute to fostering the connective thinking of the team, as a skilled leader can act as a conduit for knowledge, redistributing or leveraging that knowledge strategically for the benefit of the organization.

Listening, in particular, is important in a knowledge-intensive environment, as listening enables a leader to understand the situation cross-functionally, extracting key pieces of knowledge and using that knowledge to make key decisions. Listening is also a key component in social chat, through which an employee feels valued and important, and through which the leader conveys feelings of inclusion, participation, social significance, identity confirmation, security, satisfaction and connection (Alvesson & Sveningsson, 2003, p. 1437). In highly skilled professions, listening actually becomes a knowledge base for intervention, where the leader may be managing outside his area of expertise, “When managers have problems exercising active control, listening becomes a favored activity” (p. 1453).

This building of a knowledge base for intervention is especially true in the process of taking on a global leadership role in a new company, as Bloch & Whiteley (2011) contend,

In your first 90 days on the job, focus on building networks and relationships with people you will be working with...ask loads of questions, and listen to what they have to say. Don’t be tempted to jump the gun and make big changes, criticize and complain too often or too soon. If you rock the boat too quickly, you might just be the first one overboard. (p. 56)

In addition to the seemingly routine acts of communication enacted with a deliberate and intuitive agility, the selection method of the leader seems to have an impact on employee engagement as well. Levy et al. (2011) discover that elected leaders, as opposed to randomly selected leaders, hold the highest capability to influence their followers and set norms in both cooperative efforts and
reciprocity. This cooperation is sustained only in the case where a leader consistently gives good advice (p. 50). Leaders are elected quite often in team-based, remote, and matrix reporting structures, which necessitates that communication modes such as video conferencing, telephone, and web-based collaboration tools be fully leveraged in addition to instant messaging and email. Since “talk is action, and what is going on in a company is constructed through language rather than just being described by language” (Clifton, 2006, p. 216), a practical approach to this specific role of elected leaders of virtual teams is offered by Daim et al. (2010): (1) Model and encourage frequent communication and feedback; (2) Establish standards for communicating contextual clues; (3) Reward performance and clarify evaluation criteria regularly; (4) Actively manage your team.

Across this virtual team platform, commitment can be fostered through connective thinking, defined as when participation leads to a better understanding of potential problems because ideas are shared openly between members of a team. Connective thinking is the inverse of sequential thinking, where team members take different, independent approaches to solving a problem and knowledge sharing is on an as-needed basis. Teams that rely heavily on connective thinking are more likely to realize high levels of engagement and radical innovation (Post et al., 2009, p. 204).

This evolving and changing platform for team leadership and communication requires new techniques in communication that are more impactful. These new techniques do not include the leader-centric, power-based persuasive and influential approach, as that tends to impair success. Leadership communication is not the “concept of both self and other as resources, as potentialities to be exploited” as was a prevalent managerial practice in the industrial age, where individuals were considered simply part of the mechanized production process (Katriel & Philipsen, 1981, p. 306). Kouzes & Posner (2011) assert that if an organization seeks the discretionary effort and initiative from employees, then they have to relax their expectations of the traditional loyalty to employer and develop the leader in everyone (p. 184). Thus, the more effective model is of a leader facilitating and enabling constituents in
two parts; first a leader building a system for change based on solid interpersonal relationships, and secondly building the capability to change in others (Higgs & Rowland, 2005, p. 133).

The agile communicative behaviors that differentiate successful leaders are seemingly mundane, but easily forgotten when leading frenzied, globally-dispersed and technology-dependent workgroups. Thus, education that deliberately teaches these behaviors and a system that validates these behaviors are both vital.

**Common techniques for training**

Globalization, in one of its many competing definitions, is seen as the “manifestation of both homogenization and heterogeneity, as it simultaneously fosters similarities between discrete contexts as well as differences” (Campaiola-Veen, 2012, p. 103). This complex fostering of both similarities and differences lays the groundwork for the assertion by Yeo (2006) that even the best global strategies can fail if an organization does not have a cadre of leaders with the required capabilities and agility at the appropriate levels in the organization to manage business initiatives that span the globe.

In response to this need, the Global Leadership Competencies Model (GLC) was developed by Chin, Gu and Tubbs (2001), and is explored further by Bueno & Tubbs (2004) who identify that these leadership competencies take a long period of time to develop, with the number one competency for global leadership effectiveness being communication skills (p. 83). Border-spanning leadership is a reality of modern business, an investigative analytical approach to leadership communication, utilizing speech code theory, can demonstrate that talk is not only about the state of the company, it is the state of the company (Clifton, 2006). This talk is particularly challenging when it is transmitted in multiple foreign languages for global corporations, particularly for firms headquartered in the United States where there is a general downgrading of the importance to speak other languages in international operations, and where only nine percent of adults are fluent in more than one language (Westly, 2011). This perspective on foreign language competency is in direct contrast to countries like Japan and Finland
where early consciousness and development of language competency are important components to the success of the foreign market endeavor (Welch, et al., 2001, p. 197)

Mindfulness of this complex leadership reality that “a single thing is—or could be—many things, depending upon how you look at it” (Kouzes & Posner, 2011, p. 124) may be garnered from years of experience, but may also be limited or reduced by the nature of those experiences. Irving (2010) posits that, “experience without insight can be helpful, but it may lead to reactions driven by stereotyping and result in further resistance to intercultural engagement” (p. 9). Thus, on a fundamental level, we cannot assume different participants engage in dialogue from the same worldview, defined as one’s viewpoint shaped by community culture, moral norms and personal passages through life experience that form the maps guiding our behavior (Johnson, 2007, p. 45; Carbaugh, 2011, p. 106; Yeo, 2006). Armed with full awareness and understanding of one’s own worldview, a global leader’s communicative capability has the necessary foundation to influence both people and systems that are unlike his or her own—one major key to achieving successful outcomes.

Conrad and Newberry (2012) found extensive experience in a global setting typically allows leaders to become more sensitive to the need to convey and receive information quickly and accurately, and that their effort to be competent and agile communicators increases accordingly (p. 115). This sensitivity, awareness, and understanding allows the assumptions of face negotiation theory to be leveraged by global leaders. Face orientations focus on self, other, or both depending on the cultural worldview of the individual. Unless these natural sensitivities, or lack thereof, have a framework with which to be applied, the international leader may be left with a hunch but no real action plan to address specific situations as they arise. Similarly, Philipsen (2010) points out that commonalities of attitudes and behaviors within cultures are indicators of particularities in speaking, and as long as the observations are heuristic in nature, the hunch will likely be abandoned upon situated discovery (p. 161). So, while international experience may contribute to the communicative competency of leaders,
epistemological study and reflection on those experiences is important to fully leverage the experiential learning.

Behavior shaped through experience can be helpful in many circumstances, but the development of the global mindset—often attained through a combination of experience and pedagogy—is an essential key for global leadership. Global mindset is defined as the communicative agility to influence individuals, groups, organizations, and systems that are unlike the leader’s (Irving, 2010; Levy et al. 2007). Further definition of the global mindset includes three primary attributes: (a) **Intellectual Capital**, (b) **Psychological Capital**, and (c) **Social Capital**. **Intellectual Capital** centers on industry-specific knowledge, cognitive complexity and general cultural acumen. **Psychological Capital** centers on passion for diversity, self-efficacy, and quest for adventure. **Social Capital** centers on global connectivity and relational dimensions such as interpersonal competence focused on building trusting relationships in multiple cultural contexts (Irving, 2010, p. 5).

Developing this global mindset is an ongoing process driven by a passion for learning, as Kouzes & Posner (2007) found through their research spanning 25 years that “effective leaders are constantly learning” (p. 341) through a combination of guided methods, such as formal classroom training, and experiential, on-the-job training. An organization’s failure to address this requirement for training at the leadership level may result in misaligned actions by leadership based on fear of reprisal, separation from the group or being labeled disloyal, all of which can derail the efforts of the organization to achieve its goals (Johnson, 2005, p. 222).

**Summary**

This literature review identified a great deal of research that validates the overall importance of leadership communication in the success of an organization, particularly as corporations are expediting their new market entrance. This requirement for global readiness at the leadership level is also borne out by the evidence that a mere one-third of new hires have writing capabilities on par with
expectations, and that almost that same fraction of the global professional talent pool is disengaged with their current role. While this body of research uncovered a variety of positive impacts agile and deliberate leadership communication competency has on employee engagement, the methods of developing leadership communication are somewhat disjointed, with a heavy reliance on international experience that may in fact be limiting some leader’s development.

This gap in the literature suggests that a proposal for the application of speech code theory and face negotiation theory may be the bedrock for a technique that border-spanning leaders can apply to enhance their communicative competence and overall effectiveness. The research proposed provides a foundation for the development of leadership communication training that incorporates the communication theories of speech code and face negotiation to address the documented competency gaps.
Chapter 3. SCOPE AND METHODOLOGY

THE SCOPE OF THE STUDY

The scope of this research study was restricted to focusing on the communicative capabilities of multinational corporate business leaders through the lens of both speech code and face negotiation theories. This study included both qualitative and quantitative research methodologies to address the research question; *How might the application of speech code and face negotiation theories impact the communicative competency building in global business leaders?*

In both the quantitative and qualitative portions of this research project, the participants were limited to a defined population; namely multinational corporate business leaders with border-spanning responsibilities across fiduciary, operational and / or people management structures. The population parameters were further defined as leaders spanning two or more geographic boundaries.

The qualitative, behavior-oriented field research was conducted unobtrusively in the natural environment of an international business setting in which the two subjects of the study were making separate presentations. The subjects met the population parameters referenced above, and had further commonalities and differences that contribute to the findings of the study. The commonalities of the two subjects were that they worked for the same company, had similar titles, were in a similar age grouping, managed a similar scope of responsibility, and had similar topics in their presentations - leadership competency development. The differences between the two subjects of the study were nationality, location of the presentation, economic climates, and modes of presentation.

The quantitative instrument used was a survey, distributed to the same population parameters referenced above. Representatives of this population were drawn through a sample frame built around relational networks of the researcher. Leveraging snowball sampling techniques based on relational trust, the number of completed surveys was 95 participants. The margin of error was estimated to be
plus or minus ten percent (or .10), calculated as M=1/SQRT(N) where N refers to the qualified participants in the sample size.

The resulting collection of data points are intended to contribute to the study of global business leadership communication by identifying how practical application of speech code and face negotiation theories may contribute to the communicative competency development of global leaders. In this study, other communication theories under the category of intercultural communication were purposefully excluded as that body of research is fairly robust.

**METHODOLOGY OF THE STUDY**

**Design**

Prior research has studied different communicative competencies of leadership (Kupka & Everett, 2002; Spitzberg, 1983; Bueno & Tubbs, 2004; Gregersen, et al., 1998 ), the impact this competency has on the organizations (Du-Babcock & Xu, 2011, Flowerdew, 1999; Daim et al., 2012; Bolchover, 2012; Higgs & Rowland, 2005; Zuranski, 2004; Gilbert & Foley, 2012), and the methods by which these competencies were learned (Irving, 2010; Conrad & Newberry, 2012; Philipsen, 2010) . This research study examined the linkage between these three premises using both a case study qualitative approach coupled with an applied research survey approach in order to better understand the present practices of leadership communication. Ultimately, this research study synthesized the field study findings and the survey results to answer the research question.

**Sampling**

In the qualitative research phase, a collective field study was conducted including two individual scenarios. Extensive data was collected on the individuals and the events through unobtrusive observation field research. The data collection included on-site observations, and further research on past records of the corporation and individuals, current economic and market factors, along with newspaper and periodical coverage of the recorded events and circumstances.
In the quantitative research phase, the target population of this study, as defined earlier, was multinational corporate business leaders with border-spanning responsibilities across fiduciary, operational and / or people management structures. The population parameters were further defined as leaders spanning two or more geographic boundaries. Specific demographic filter questions prefaced the instrument to ensure the respondent met the target population requirements.

The sample frame was the first stage of contact, with requests to this first level of contacts for referrals into their networks for additional target population members. This request leveraged the social psychology principle of homophily, which holds that most people know and are most comfortable with others who are similar to them. This allowed the researcher to further tap into the interconnected networks of the target population to ensure the study had cross-industry and cross-cultural representation (Neuman, 2011, p. 269). Representative sampling was used rather than isomorphic, since an isomorphic sample that exactly matches the population in every detail was impossible to achieve. Sampling of this nature is non-probability sampling, as the members were selected deliberately rather than through a random selection processes.

**Instrumentation and Procedures**

In the qualitative phase of the research, the procedure for the collective case study started with the detailed organization of the case, encompassing the subjects, situational setting and timeline of events. The data was grouped into a logical flow starting first with the chronological ordering, then topic order. Based on this topic order, categories of communicative behaviors were identified that helped cluster the findings into meaningful groups so thematic findings emerged, centering on both speech code and face negotiation theories. Synthesized findings were then possible, making the correlation to the quantitative data possible.

In the quantitative phase of the study, the instrumentation was in the form of a questionnaire (Appendix A), and was distributed electronically to participants via email in three phases—first request,
follow-up request and final request with appreciation. The email contained a link to an online questionnaire that included an introduction paragraph containing the purpose of the survey, pledge of confidentiality, voluntary participation statement, instructions, and an estimated completion time. The survey measured quantitative data, and began with a series of filter questions on scope and span of responsibility (included in Appendix). If the target population parameters were met by the respondent, they were invited past the filter to continue the questionnaire. If the target population parameters were not met, the respondent was recorded as ineligible and, with appreciation for the respondent’s time, the survey was terminated.

Respondents who were invited past the filter were asked standard-format, close-ended, and multiple-choice questions on their opinions of their corporation’s success in developing communicative competency in their leaders using a seven-point Likert scale, with ordered responses (included in Appendix). Respondents also answered close-ended questions on their own knowledge and behavior through both seven-point Likert scale questions and free-response questions with pre-codes for respondents to choose from (included in Appendix). The questionnaire was concluded with demographic queries on title, geographic location of headquarters and primary office, size of organization, age, gender, functional area and industry. The last survey question was an open-ended question inviting participants to share an example of a successful business initiative where communication competency contributed to the success of the initiative.

The response rate was predicted to be higher than the average response rate based on relational trust and application of modified social exchange theory (Emerson, 1976) which posits that actions are contingent on the rewarding reactions from others. This study made deliberate use of the current relational trust between researcher and respondents, and transferred trust through snowball sampling methods where primary respondents referred members of their network to participate in the research project. The resultant response rates based on this increased trust, was 38%. According to
Thibault and Kelley’s (1952) additions to social exchange theory, trust may be further established if the rewards of participation outweigh the costs of participation. Rewards offered to respondents included a progress bar on top of each page so respondents knew exactly where they were in the survey process, and a consistent message of appreciation stated at the beginning and end of the survey. Finally, upon completion of the questionnaire, the long-term reward of access to an executive summary of the research report was offered to respondents.

Validity and Reliability

Overall, the findings of this research report were intended to be generalized to the population of leaders holding global responsibilities in their organization. For this reason, validity and reliability were both important since the possibility to study the entire target population is outside the scope of this research project.

To assess the external validity, or the extent to which these research study findings could be applied to a larger group or similar situation, the qualitative research study implemented a number of validity measures to improve the applicability of the findings. First, low inference descriptors were used throughout the field research, so verbatim comments were recorded as much as possible in direct quotes from the source. Secondly, fieldwork was conducted twice, with events separated by an eight month period. The resulting observations were used to assess the convergent validity of the findings by measuring the predicted results with actual outcomes (success of the communicative acts), then against the organizational business results as pertains to the subjects studied (business success). Finally, the qualitative fieldwork findings were correlated against quantitative findings to assess the transference of the findings to a greater population.

Validity of the qualitative findings was further heightened through the application of three tests of research accuracy: ecological, natural history, and member validation (Neuman, 2011, p. 456). First, ecological test of accuracy considers the fact that the events would have occurred without the
researcher’s presence and the natural setting was relatively undisturbed by the researcher’s presence. Secondly, natural history was established through a full and candid disclosure of the actions, assumptions and procedures followed for the field study as contained in the methods section of this thesis. Finally, member validation was received from others matching the profile of the subjects, who anecdotally concurred often with ethnocentric resentment that communication should not be so complex since it is all in English. Internal and external consistency of the behaviors observed during this qualitative research phase cannot be fully established since the observation period was a brief one hour for each field study. However, discussion with the on-site human resource manager in each situation confirmed that the behaviors and demeanor of both leaders were consistent over time and in past experiences.

To achieve external validity in the quantitative research methodology, representative sampling was used to ensure the target population’s profile matched the general population of this study as closely as possible. Validity was further enhanced in the survey instrument by compiling clear, concise instructions for respondents to follow along with accurate and meticulous methods of data collection and analysis. Where possible, research questions were leveraged from published sources like the Economist Intelligence Unit, the Corporate Leadership Council and Mercer Consulting. Results were then compared to those published reports to validate the findings.

To maximize stability and further enhance reliability of the instrument, a small pilot respondent group took the survey during the development stages to uncover potential misinterpretation of the questionnaire items. Feedback from the pilot group was used to revise the instrument prior to deployment.

**Ethical Considerations**

In order to execute this research study ethically, the researcher protected participant’s confidentiality and ensured comfort of the participants in both the qualitative and quantitative research.
In the qualitative research field notes and subsequent findings, all references to the corporate entity and to the individuals were disguised. In the quantitative study, a commitment to confidentiality prefaced the questionnaire, with survey responses tied to respondent in the primary data collection phase accessed only by the researcher. Comfort of the participants was be heightened through a small pilot study, after which any potentially uncomfortable questions were revised to “take precautions when we put [respondents] in embarrassing or anxiety-inducing situations” (Neuman, 2011, p. 304).

Risks associated with participating in the study were mitigated with assurances of aggregation of data with no requirements for self-identification throughout the survey. Motivation for participants employed social exchange theory again, as participants were promised access to an executive summary of the final report upon completion of the survey and submission of their email address.

Credibility of the research and of the researcher was transmitted through the relational trust between researcher and participant, and, leveraging the snowball sampling method, secondary relational trust was considered adequate between participant and their network. Further credibility was earned through transmission of legitimate research purposes in affiliation with Gonzaga University’s Master of Arts Communication and Leadership program. Finally, safeguard statements regarding the use of respondent information was included in the instrument’s introductory paragraph.
Chapter 4. THE STUDY

INTRODUCTION

For this research study, data was collected using the qualitative method of field research and the quantitative method of a survey. This chapter is divided into three sections; the qualitative field research section and quantitative survey section both elucidate how the data was collected, each followed by a report of the findings. The third section describes what was discovered, and discusses the implications of the findings as it pertains to leadership communication competency building through the lens of both speech and face negotiation theories.

Qualitative Field Research

Data Collection

Data was collected using unobtrusive and collective field study methodology from events occurring eight months apart. The researcher made use of serendipitous events that led up to the opportunity to conduct this research, namely a work assignment that afforded an opportunity to observe an internal-corporate leadership presentation by very senior global leaders of the organization. Record was kept of the field study through jotted notes during the event (figures 1 and 2), meticulous direct observation notes immediately written after leaving the field, and reflective inference notes post-event. Separation of inference notes provided insights to the direct observations through a three step process: (1) listening without analysis; (2) comparison to other data available; (3) then interpreting what the information means (Neuman, 2011, p. 446). The data was originally organized into a logical structure chronologically.
was further categorized according to their meanings and patterns, then interpreted with the theoretical frameworks of both speech and face negotiation theories.

Data are arranged with names and corporate identifiers changed or removed since the field study was done using the covert research method and no permission was requested of the corporate to use their business setting for the purposes of research.

<table>
<thead>
<tr>
<th>Field study part 1 - chronological record</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Field Site:</strong> Singapore – medium-sized conference room at a luxurious business hotel in Raffles Plaza, downtown Singapore. Spatial map provided in Figure 3.</td>
</tr>
<tr>
<td><strong>Subjects:</strong> 23 Singapore-based employees of a multinational corporation. Group comprised of Americans (2), Australians (2), Chinese (2), Singaporeans (15), Presenter (1-green dot), Observer (1-yellow dot)</td>
</tr>
<tr>
<td><strong>Time:</strong> 4:00 pm after a full day of training starting at 9 a.m. and ending at 5:00 pm</td>
</tr>
<tr>
<td><strong>Situational Setting:</strong> Observer began the day as facilitator of training, then moved into role of observer as participant as defined by Junker, or active member of the group as described by Adler &amp; Adler (Neuman, 2011, p. 433).</td>
</tr>
<tr>
<td><strong>Duration:</strong> 1 hour</td>
</tr>
</tbody>
</table>

**Introduction**

Mr. Smith, holding the position of President of the Asia Pacific Region and Senior Vice President for a large Chinese computer maker, entered the hotel conference room in the Raffles Plaza area of downtown Singapore exactly at four o’clock in the afternoon on a sunny Tuesday. Stating, “hello everyone” he was briefly introduced by the local Human Resources Director, then Mr. Smith turned to set up his equipment. With setup complete, Mr. Smith faced the group of 23. With a deep Texas drawl, business casual attire accented by cowboy boots, towering 6’2” frame and booming voice, Mr. Smith launched his hour-long presentation on “leadership the [corporate name] way”, a conceptual presentation on the topic of leadership with the words, “As the President of APAC for [corporate name], I
have traveled the world to talk to employees about leadership, I just arrived from the US and my next stop is Beijing. It is my pleasure to be with you here in beautiful Singapore."

Body

Mr. Smith’s very same thirty-slide presentation was being delivered to the employee population of [corporate] across the world, and it was the Singapore team’s opportunity to listen to the concepts of leadership from Mr. Smith. Using phrases such as “skate where the puck is going” Mr. Smith immediately focused on four main components of successful leadership starting with the introduction, “Leadership in [corporate] means that we are managing and winning through people, all the while acting like true leaders.” In defining true leadership, Mr. Smith used the terms: 1) caring managers with high emotional intelligence or EQ; 2) talent development; 3) coaching and 4) committed action. More specifically, he shared that the behaviors of a successful leader include: 1) walk like a CEO; 2) Think beyond your own job; 3) Don’t let them see you sweat; 4) Be open to feedback. In contrast to these successful leader qualities, he shared examples of the “bad” boss syndrome - that of dictatorial, demanding and controlling management – a syndrome, as Mr. Smith reported, compels subordinates to leave the company. In summation, Mr. Smith mentioned that the new leadership competencies would begin to appear in their employee review process within the calendar year.

Conclusion

Mr. Smith concluded promptly at 4:55 pm with, “Any questions?” to which only the Australians responded with queries. By 5 pm Mr. Smith was disassembling his equipment and with the words, “thanks for your time,” he left the room.
Field study part 2 - chronological record (eight months after field study #1)

Field Site: Bangalore, India – medium-sized conference room at a moderate business hotel in the MNC business sector of Bangalore. Spatial map provided in Figure 4.

Subjects: 18 Bangalore-based employees of a multinational corporation. Group comprised of Indians (18) and Presenter (1-green conference phone image), Observer (1-yellow dot)

Time: 11:00 am in the middle of a full day of training starting at 9 a.m. and ending at 5 pm.

Situational Setting: Observer began the day as facilitator of training, then moved into role of observer as participant as defined by Junker, or active member of the group as described by Adler & Adler (Neuman, 2011, p. 433). After presentation, observer moved back into facilitator role.

Duration: 1 hour

Introduction

Mr. Lee, [corporate] Group’s President of Greater China Operations and SVP of Asia Pacific and Russia Operations, joined by phone on a Monday with a session of [corporate] Senior- and Middle-Level leaders located in India, including the Head of the Global Marketing Group in Bangalore. Scheduled for ten days post-reorganization, in which the Chinese headquarters cut 11% of its workforce and brought key leadership positions back into China, the Indian team meeting was intended to bring the group into the “globally-minded” space that the leadership had initiated a year ago with “leadership the [corporate] way”. Mr. Lee was scheduled to join the session for an hour by speakerphone starting at 11 am. One hour previous to the call, the group received Mr. Lee’s bio with a message that he was indeed going to call but that the message would be one-sided, and no questions would be allowed.

Body

Promptly at 11 am, Mr. Lee started his broadcast. As preface to his talk, Mr. Lee articulated [corporate]’s commitment to design a common language and manage effectively across cultures through
an enterprise-wide initiative. He explicated that the program was designed to fight against the
tendencies of forming opinions based on assumptions and to specifically battle stereotypical
understandings like “Chinese colleagues are quiet while Westerners are loud.” As evidence of this value
in practice at [corporate], he exemplified and honored the India team’s success as a global marketing
hub. Lee also acknowledged that they, due to their high level of success, were challenging the industry-
wide practice that marketing required co-locality with the target market.

Starting with his own personal career path inside of [corporate] beginning in 1993 up to current
times, Mr. Lee used his own story to focus his message on three main characteristics that he embodied
throughout his rise as a leader in [corporate]: 1) ambition to work harder and smarter; 2) courage to
improvise and embrace change; 3) continuous learning as you move position to position while never
being ashamed to ask questions. The group was informed that if they also embodied these three
qualities they would find success in the organization and rise in their leadership positions. Corporate-
wide strategies were then shared, with the focus on empowering division leaders and localizing decisions
in emerging markets.

Conclusion

The entire hour-long presentation was presented only via voice with no visuals, and was
concluded exactly at 12 noon with a statement of welcome for the team to meet with him in China when
the opportunity presented itself.

Report of findings

In both field research studies, a presentation on leadership competencies was delivered by a
global leader to mid-level managers. The analysis of these two field studies centers on the
communicative competency demonstrated by the two subjects, and their ability to navigate the
complexity of the cross-border interaction. Case study number one contained components of face
negotiation theory, with nine instances of loss of face dominating the one hour presentation. Speech
code theory was also applied to this presentation, and six instances were found where the rules, premises, traditions and terms of the theory were noticeably absent. Case study number two also contained components of face negotiation theory, where 6 instances of facework, defined as “communicative strategies one uses to enact self-face and to uphold, support or challenge another person’s face” (Oetzel, et al., 2001, p. 236), were successfully applied. The application of speech code theory in case number two uncovered six instances where the general principles were mapped to positive outcome.

*Field study part one - Facework*

In the first field study, issues of facework were prevalent and significantly impacted the efficacy of Mr. Smith’s presentation. Considering the audience that Mr. Smith was addressing, that being primarily Chinese nationals or people of Chinese decent, the communicative concept of face was particularly relevant as “The notion of face permeates every aspect of interpersonal relationships in Chinese culture because of the culture’s overarching relational orientation” (Flowerdew, 1999, p. 12).

Prior to Mr. Smith’s arrival, his visit was announced by the Human Resources Director for the Singapore-based operations of [corporate]; a position ranked much lower than Mr. Smith’s position of SVP which resulted in face loss before he even arrived. Once Mr. Smith did arrive, he compounded the face loss by including only his title in his self-introduction and a brief mention of his world-wide tour. In this self-introduction, Mr. Smith made no effort to “enhance his face in the eyes of the Chinese...[thus] he was perceived as lacking in dignity” (p. 13) by his primarily Chinese audience.

Missing the opportunity to take facework one step further toward face enhancement, Mr. Smith did not educate himself on his audience, or have an understanding of their record of success, their challenges, their unique local circumstances and the local market conditions, which would have allowed for mutual face enhancement and perhaps earned some allegiance with the predominantly Chinese audience. Rather, he fell into the communication tendency of ethnocentricity, as described by
University of Washington Professor Hendrix (2001), “the experiences and communication patterns of whites are taken as the norm from which others are marked...this prejudice leads whites to see themselves as the norm, without the need to know the experiences and viewpoints of others” (p. 569). Using language of talent management and leadership development, Mr. Smith failed to align with his primarily Chinese audience in communicative discourse and tradition in a way that may have led to understanding. In fact, the phrases he used created distress in the group setting, fracturing the group into those who understood and those who did not, distancing the majority by using expert language with an inexpert audience.

In conclusion to his presentation, Mr. Smith held a question and answer period of five minutes, which was met with mostly silence. Many factors may contribute to silence that follows a presentation filled with expert and exclusionary terminology, and dialogic discourse did not naturally follow due to the participant’s dramatic loss of face when they realized they did not understand the presentation, as related to the researcher by the attending Human Resources Director. Thus, the participants did not articulate their confusion and disenfranchisement to Mr. Smith at the conclusion of the presentation. Perhaps the [corporate] audience in Singapore would have spoken up later as well to express their disenfranchisement with Mr. Smith’s presentation had he provided more time for feedback and questions.

Lastly, it was not clear what action Mr. Smith was requesting from the audience. With a technically-worded message espousing qualities of emotional intelligence and committed action along with group-oriented themes such as talent management and coaching, the Singapore audience had no long-term structure in place in which to further understand and develop these qualities. Despite this lack of support, Mr. Smith mentioned at the end that these new leadership competencies would begin to appear in their performance review process, which provided yet another opportunity for loss of face.

*Field study part one – Speech code*
Application of speech code reveals significant deficits in the communicative competency of Mr. Smith. Considering the cultural composition of the audience, a rule of engagement Mr. Smith should have considered was face as a base component to his presentation. When considering the terms and premises that help the reader identify face in Mr. Smith’s presentation in Singapore, it is equally important to notice what is omitted along with what is actually stated. The concept of face is uniquely defined by each culture, but generally face is defined in the West as one concept concerning two aspects—losing and saving face as the social image we present to others (Flowerdew, 1999, p. 14, Oetzel et al., 2001, p. 236). The concept of face in the East is generally defined as two distinctly different types of face—the moral character of an individual or lien or lian in Chinese culture, and the social status achieved through success in life or mien-tzu in Chinese culture (Oetzel et al., 2001, p. 237). For the purposes of this study, the Chinese-based understanding of face is used since the western foundation of facework studies, began in 1955 by Goffman, originated in the study of Chinese culture.

When addressing his primarily Eastern audience, at a fundamental level Mr. Smith either chose not to, or forgot to, consider the viewpoint of others in order to understand the socially constructed symbols and meaning of the communicative conduct of his audience. This consideration may have revealed the models of leadership his audience looked to when they thought of successful leadership. As an example of socially constructed symbols and meanings of communicative conduct, consider Gerberding, the President of University of Washington in 1990, whose misplaced humor regarding an esteemed and highly recognized engineering student made national news. Specifically, Gerberding remarked in front of a large group that the student was “driving down the highway at 70 mph in the middle of the night to keep ahead of immigration authorities because he was an illegal alien” (Philipsen, 2000, p. 218). In this statement, President Gerberding is perhaps revealing an ethnocentric upbringing when he fails to first consider the impact his statement would possibly have on his multi-ethnic audience. Thus, the oppositional forces to Gerberding referred to his statement as “morally defective”
As Hendrix observes, through her study of the steps required for an African professor to establish credibility in a majority white institution of higher learning in the United States, “whites do not typically have to think about people of color” (Hendrix, 2001, p. 570) or in the instance of Mr. Smith, he did not think about members in the audience who did not share his same American experience and communicative traditions.

Beginning his presentation with idioms, Mr. Smith immediately distanced himself from his audience by using American sports idioms such as “skate where the puck is going” and “don’t let them see you sweat”. Additional colloquial phrases were intermittently used, and, in a cohort sharing the same cultural communicative traditions, the end result would typically be a shared understanding and enhancement of group cohesiveness (Philipsen, 2000, p. 568). However, these colloquial phrases, in combination with Smith’s technical terminology, could be seen as expert language. Since he utilized a language of talent management and leadership development that, when presented to a predominantly Chinese audience heretofore not exposed to this terminology, Mr. Smith fell into Cohn’s (1987) premise that “one of the most important functions of an expert language is exclusion” (p. 709). For Smith, as for other such ethnocentric managers, perhaps the ability to communicate without sports idioms and technical models of talent management is not carefully or deliberately developed by headquarter-centric organizations.

The problem, then, is not only that the expert language is narrow, but also that it was seen by its speaker as complete or whole unto itself such as the hubris-filled phrases of “walk like a CEO” and “don’t let them see you sweat” which were included by Smith as actual preferred leadership behaviors. As each leadership competency is a complete concept in and of itself from his perspective, Mr. Smith didn’t attempt to contextualize or frame the expert language he was using with his audience, since “The language shapes your categories of thought and defines the boundaries of imagination” (p. 714) and
thus, Mr. Smith may not have considered that his audience was disenfranchised, much less excluded, by his discourse.

Field study part two - Facework

In the second field study, practices of facework were clearly evident. Considering the audience that Mr. Lee was addressing, that being primarily Indian nationals, the communicative concept of face was relevant to a lesser degree than in the Chinese culture heavily influenced by Confucianism, but still relevant in the Hindu tradition. In preparation for the presentation, Mr. Lee had his staff communicate one hour in advance to clarify the terms of engagement for his presentation (format, duration, etc.) and forward his biography. This allowed for face-enhancing, as the India operational team was given opportunity to study and understand Mr. Lee’s history with the company, current role and his relational ties within the organization.

With his reputation and history fully transparent to the Indian team, Lee then proceeded within the first few minutes of his presentation to articulate a series of mutual face-enhancing messages in which he revealed his knowledge of the industry-changing successes the team had enjoyed. In so doing, he was crediting the team with high and notable success, while at the same time revealing his deep corporate and industry knowledge. As a result of these shared common values, Mr. Lee was very aware of the need to recognize the face of the India-based team. In fact, his own culture and value systems embedded similar values into his behavior through cultural intuition, or community memory, and collective experience that he shared with the Indian team, “In oriental societies, which tend to be collectivistic, an individual’s face wants are determined by the group as much as, if not more than, the individual” (Flowerdew, 1999, p.11).

By facing issues directly such as “Chinese colleagues are quiet while Westerners are loud”, he was able to give face to his audience who potentially shared a sense of resentment with these statements, thus creating an alliance with his audience. All the while, Mr. Lee’s message clearly outlined
expectations regarding stereotypical branding, and perhaps served as a high context message on proper behavior to the India team itself.

*Field study part two – Speech code*

Having roots in a culture where value of, and for, face is the norm, a rule of communicative conduct for Mr. Lee was considered a base component to his presentation. Consequently, the methods Lee employed were likely to be self-evident since mutually-enhancing face was a cultural-based communicative practice that Lee was very comfortable with, and which he employed with authenticity in alignment with the thought, “I am who I am not simply because of what I know but because of what I have been taught by my people” (Hendrix, 2001, p. 560). With the absence of colloquialisms and idiomatic phrasing, Lee’s heavily-accented English was measured and paced with a medium rate of speech.

Mr. Lee started his presentation with an overview of his professional career inside of Lenovo, honoring the communicative code of storytelling and loyalty to company that was shared with the India team. From this story, Lee transitioned into three actionable mantras of leadership using plain language and easily-translated qualities; ambition, courage, and continuous learning. No expert language was used, so a clear understanding with his India-based operations was likely achieved. Mr. Lee leveraged his mastery of the communicative traditions which he shared with the Indian audience, and positioned Mr. Lee as someone in the know and in control.

As Mr. Lee concluded his presentation, he openly shared a few corporate-wide strategies, and in doing so, he embodied the very concepts he spoke of, including empowerment and localization. The actionable message was repeated for the third time, outlining again the three basic leadership terms that Mr. Lee shared in his career progression story and in his leadership guidance. In doing so, he utilized a common premise shared by his Indian team of historical relevance and respect for precedence.
Quantitative Survey Research

Data Collection

The quantitative survey instrument was tested for validity and reliability for a period of two days by sending pilot surveys out to known members of the target population. Based on the pilot testing, input regarding the clarity of the questions, the multiple choice answers, the logical question flow, and the survey user interface was used to refine the survey. The survey was open for collection of data for a period of nine days, launched on November 3rd and closed on November 12th. The instrument was exclusively deployed through computer mediated communication (CMC) avenues including email, blogs, and unified communication tools leveraging the social media avenues of LinkedIn®, hootsuite® and twitter®. LinkedIn.com groups were leveraged heavily, with daily posts submitted to more than 20 groups over the period of data collection.

Demographic profile of respondents

The majority of respondents’ (68%) corporate headquarters were located in North America, followed by Europe (21%), Asia (9%), and Oceania and Africa (2%) representing smaller populations of respondents. However, a smaller number of the participants were actually located in North America (60%) relative to their corporate headquarters, with Asia the second highest location of respondents (18%) followed by Europe (15%) and Latin America (6%). The median age of our respondents was 47 years old, with more males responding (59%) than females (41%). Organizational size was fully represented across a scale from under 500 to over 100,000. Both the very large and very small corporations, with corporate entities over 100,000 employees (28%) under 500 employees (25%), comprised the highest percentages of respondents, with an even distribution among the organizational sizes in between.

Within their organizations, the functional responsibility of the respondents ranged across the entire spectrum with both Operations and HR functions representing the highest percentage at sixteen
percent with smaller representation in manufacturing, research and development, customer service / call center, supply chain, engineering and design, marketing, HR, sales, operations finance, corporate, IT. The industries represented by the respondents were quite diverse as well, with Technology and Professional Services topping the list at 35% and 27% respectively and also including Pharmaceuticals, Government / Non-profit, consumer goods, Oil / Gas / Mining / Utilities, Travel / Transportation, Technology, Financial Services / Insurance, Manufacturing, Telecommunications, Education and Chemical Industries.

Report of Findings

With 95 qualified respondents, the survey achieved a 38% response rate based on the invited participant list of 250. The margin of error was estimated to be plus or minus ten percent (or +/- .10), calculated as M=1/SQRT(N) where N refers to the qualified participants in the sample size.

To begin the survey, a screener of the 144 participants in the first and second question ensured results only from the target population. Participants passed this screener if they had responsibility for or frequent interaction with more than one geography, and they had partial or complete responsibility for financial, operation or people management in their organization. Approximately 35% of respondents were considered unqualified to participate, and were rejected by the survey screener.

The remaining 95 survey respondents were then asked a series of 25 questions, including eleven questions from their organization and then a more narrow set of six questions about themselves. The remainder of the questions collected demographic profile information, along with one open-ended question with response box to collect qualitative data. The following detailed report of findings is divided into the respondent’s opinions about their organization, the responses about themselves, and the demographic profile of respondents.
Quantitative survey findings

In order to address the research question of how might the application of speech code and face negotiation theories impact the communicative competency building in global business leaders, this research studied the current state of communication competency at both the organizational level and the individual level. A review of both the qualitative and quantitative data illuminates an interesting contradiction between attributes deemed important for successful global leadership communication and how satisfied employees are with their organization’s practice of those attributes.

Beginning with question number three of the quantitative study, some interesting insights emerged from the request for respondents to gauge the applicability of the following statement:

“Business leaders in my organization have lost revenue due to lack of intercultural skills.” Overall, the data showed over half of respondents agreed with this statement. Despite the heavy representation from North America, these results fall in line with both the Corporate Leadership Council (CLC, 2011) and the Economist Intelligence Unit (Bulchov, 2012) findings. The CLC results demonstrated that 93% of respondents agree out of a population of 11,500 leaders, two-thirds of whom were located outside of North America. Bulchov’s (2012) findings on this same question show 49% of respondents agree out of 572 executives, one-half of whom were located in Europe.
Question 3

<table>
<thead>
<tr>
<th>% respondents, 7 highest 1 least</th>
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<tbody>
<tr>
<td>7</td>
</tr>
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</table>

How applicable is this statement about your organization—“Business leaders in my organization have lost revenue due to lack of intercultural skills.”

When cross-tabulating the responses to question number three, the data suggested that the more seasoned respondents aged 45 and above see less revenue lost due to lack of intercultural skills than those aged 44 and under (see figure 5). A cross-tabulation of gender data found that, as a percentage, slightly more women than men identify lack of intercultural skills with lost revenue. Finally, cross-tabulation of the results by geography revealed a higher percentage of non-US headquartered respondents agreeing that revenue has been lost due to lack of intercultural skills, with 67% rating this as a four or higher on the seven point Likert scale as compared to 56% of the overall respondent population.

Data points from survey question number four revealed that 61% of respondents reported their organizational success as highly connected to the diversity of their employee population. When cross-tabulating the data, only one subgroup of the population comprised of both genders between 45-54 years of age rated the diversity as not at all connect to organizational success.
Question 4

Based on your experience, how closely would you connect your company’s diverse employee population to corporate success?

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<tr>
<th>% respondents</th>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>40</td>
<td>19</td>
<td>9</td>
<td>6</td>
<td>3</td>
<td>4</td>
<td></td>
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</tbody>
</table>

Responses to questions five and six reveal some compelling gaps in a global leader’s perception regarding what attributes of leadership communication are important as compared to how satisfied they are with their corporation valuing those same attributes. The attributes identified in this question were adapted from the Rainbow Model of Intercultural Communication Competence (Kupka & Everett, 2007). The qualities rated as the top two important attributes were: (1) an appreciation of one’s own and the other person’s culture and (2) the ability to act in the most appropriate way. These same two attributes have the largest gap between importance and satisfaction, where respondents identified these attributes as requirements, but respondents also reported significant dissatisfaction with their corporation valuing these attributes.

The attribute of foreign language skill received the lowest rating in both importance and satisfaction, indicating perhaps a general lack of interest combined with an organizational apathy towards this attribute. This is especially insightful considering the data from the Corporate Leadership Council (2012) indicates global leaders do indeed speak more than one language, citing an average of
1.7 languages spoken by global business leaders. When cross-tabulated for non-US headquartered participants, the importance of this foreign language skill rose steeply with all Asia-based and 75% of European-based respondents rating this attribute as moderately important or higher.

<table>
<thead>
<tr>
<th>Question 5</th>
<th>% respondents, 7 highest 1 least</th>
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<tbody>
<tr>
<td>How important are the following attributes of leadership communication in increasing effectiveness of your organization?</td>
<td>7 6 5 4 3 2 1</td>
</tr>
<tr>
<td>Foreign language skills that allow for shared meaning / understanding</td>
<td>14 16 14 27 14 10 6</td>
</tr>
<tr>
<td>Awareness of the cultural differences inside of the group</td>
<td>41 24 25 9 3 4 1</td>
</tr>
<tr>
<td>Objective awareness of one’s own sense of self</td>
<td>34 40 15 6 3 3 0</td>
</tr>
<tr>
<td>Knowing how to socially interact with specific groups</td>
<td>34 42 16 4 1 3 0</td>
</tr>
<tr>
<td>Ability to act in the most appropriate behavior</td>
<td>34 42 16 4 1 3 0</td>
</tr>
<tr>
<td>Being self- motivated to act in the most appropriate way.</td>
<td>41 35 22 0 1 1 0</td>
</tr>
<tr>
<td>Appropriate values, rules, norms and expectations are followed</td>
<td>40 31 22 4 1 1 1</td>
</tr>
<tr>
<td>Effective accomplishment of goals relative to the cost to achieve the goals</td>
<td>26 38 21 11 4 0 0</td>
</tr>
<tr>
<td>Suitable frequency, importance &amp; nature of relationships</td>
<td>30 35 19 13 1 1 0</td>
</tr>
<tr>
<td>An appreciation for both one’s own and the other’s culture</td>
<td>50 35 7 7 3 0 0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 6</th>
<th>% respondents, 7 highest 1 least</th>
</tr>
</thead>
<tbody>
<tr>
<td>Now, for the same attributes of leadership communication, how satisfied are you with your organization valuing these attributes?</td>
<td>7 6 5 4 3 2 1</td>
</tr>
<tr>
<td>Foreign language skills that allow for shared meaning / understanding</td>
<td>13 13 13 23 24 10 4</td>
</tr>
<tr>
<td>Awareness of the cultural differences inside of the group</td>
<td>19 17 24 21 11 6 1</td>
</tr>
<tr>
<td>Objective awareness of one’s own sense of self</td>
<td>15 15 24 22 16 7 1</td>
</tr>
<tr>
<td>Knowing how to socially interact with specific groups</td>
<td>13 29 19 20 13 6 0</td>
</tr>
<tr>
<td>Ability to act in the most appropriate behavior</td>
<td>13 23 33 19 9 1 1</td>
</tr>
<tr>
<td>Being self- motivated to act in the most appropriate way.</td>
<td>19 22 31 21 3 3 0</td>
</tr>
<tr>
<td>Appropriate values, rules, norms and expectations are followed</td>
<td>20 27 21 24 4 3 0</td>
</tr>
<tr>
<td>Effective accomplishment of goals relative to the cost to achieve the goals</td>
<td>13 29 29 16 4 7 0</td>
</tr>
<tr>
<td>Suitable frequency, importance &amp; nature of relationships</td>
<td>16 28 22 28 6 1 0</td>
</tr>
<tr>
<td>An appreciation for both one’s own and the other’s culture</td>
<td>20 24 27 13 14 2 0</td>
</tr>
</tbody>
</table>

In considering these same attributes of questions five and six, question seven asked respondents to evaluate their own organization at two levels; first, the organizational practice of these
attributes in global initiatives, and second, grooming leaders to be effective communicators. While almost three-quarters of respondents reported a moderate to highly successful effort in the first level of practice of these attributes, only just over half of respondents rated their own organization as moderate to highly successful in grooming leaders to be effective communicators.

<table>
<thead>
<tr>
<th>Question 7</th>
<th>% respondents, 7 highest 1 least</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall, as you consider your organization’s global initiatives (e.g. M&amp;A, global sourcing, etc.) and the attributes that are important to you in the preceding question, how successful has your organization been in the following:</td>
<td></td>
</tr>
<tr>
<td>Practicing the attributes of global leadership</td>
<td>12 26 34 20 6 0 2</td>
</tr>
<tr>
<td>Grooming leaders to be effective communicators</td>
<td>12 17 29 26 11 3 2</td>
</tr>
</tbody>
</table>

Employee engagement was measured in the instrument at the organizational and individual level through questions eight and nine. Almost half of the respondents rated organizational-level engagement at between 61-80% which corresponds directly with the findings of Mercer Consulting in which they found that one-third of the global workforce is disengaged (Gilbert & Foley, 2012). Considering social desirability bias, in which respondents distort answers to conform to popular social norms (Neuman, 2011), question nine was premised with the phrase, “Considering your current work situation...” in an effort to reduce any perceived judgment of the answer provided regarding their own engagement level. Even with this effort to reduce self-rater bias, almost half of respondents rated themselves as high or highly motivated.

<table>
<thead>
<tr>
<th>Question 8</th>
<th>91%-100%</th>
<th>81%-90%</th>
<th>61%-80%</th>
<th>41%-60%</th>
<th>40% or less</th>
</tr>
</thead>
<tbody>
<tr>
<td>In your opinion, what is the current percentage (%) of employee engagement in your organization?</td>
<td>6 25</td>
<td></td>
<td>49 16 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 9</th>
<th>% respondents, 7 highest 1 least</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking of your current work situation, how willing and motivated are you to go beyond the stated job requirements?</td>
<td>48 30 16 3 2 2 0</td>
</tr>
</tbody>
</table>
The uniqueness of leaders managing a geographically-dispersed workforce as compared with a geographically-centralized workforce was the topic in question number ten. The data revealed the uniqueness of leaders managing geographically-dispersed workforces was highly unique compared to domestic leaders, with no significant deviation across population sectors. While this unique skill-set seems to be commonly known and rated as important, two-thirds of respondents rated their organization only in the mid-range of success in grooming global leaders to be effective communicators.

<table>
<thead>
<tr>
<th>Question 10</th>
<th>% respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>In your opinion, how unique are the qualities of a leader managing a geographically-dispersed workforce, as compared to a geographically-centralized workforce?</td>
<td>22 38 27 9 0 2 1</td>
</tr>
</tbody>
</table>

Question eleven asked respondents to rate themselves and their supervisor on their effectiveness in cross-border communication. Almost 70% rated themselves in the top two categories of highly effective, as compared with 45% rating their supervisors as highly effective communicators. Social desirability bias may have direct impact in this question again when comparing oneself to one’s direct supervisor.

Virtual communication, as a base component for cross-border communication, was the focus of question number twelve. Respondents were asked to share how frequently they used the common virtual communication practices outlined in Figure 10. All practices were used with moderate or high frequency, the top practice being the most logical—accommodate for time zones—as shown in Figure
10. There is potential significance in that the practice of clarifying non-verbal clues was seen as the most infrequent practice, a potential blind spot across the population.

<table>
<thead>
<tr>
<th>Question 12 Thinking of virtual communication, how frequently do you use the following practices?</th>
<th>% respondents, 7 highest 1 least</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish communication agreements (e.g. weekly call, video)</td>
<td>23 32 26 9 5 3 3</td>
</tr>
<tr>
<td>Practice explicit communication</td>
<td>11 42 30 8 5 5 0</td>
</tr>
<tr>
<td>Encourage respectful feedback</td>
<td>35 33 21 6 3 0 1</td>
</tr>
<tr>
<td>Clarify non-verbal clues</td>
<td>9 18 27 26 11 6 3</td>
</tr>
<tr>
<td>Simplify performance criteria</td>
<td>11 24 32 20 11 3 0</td>
</tr>
<tr>
<td>Celebrate successes</td>
<td>12 30 23 23 8 0 5</td>
</tr>
<tr>
<td>Delegate across a complex matrix structure</td>
<td>6 35 32 15 3 3 6</td>
</tr>
<tr>
<td>Write emails with the reader’s viewpoint in mind</td>
<td>21 38 30 6 3 2 0</td>
</tr>
<tr>
<td>Accommodate for time zones when scheduling meetings</td>
<td>49 32 14 2 3 0 2</td>
</tr>
</tbody>
</table>

Time allocation, the thirteenth question in the survey, concerned time spent weekly with both key internal and external groups. Most respondents (61%) reported spending a lot of time with employees, and with clients (46%), and not much time with community and government officials.

Comparing these data points to the findings of the CLC Global Leader study (2012), the great global leaders spend about even amounts of time with clients and peers, spend more time with potential clients than current clients, and seek out feedback from peers outside of their market rather than inside their market. CLC found that great global leaders spend just less than one-quarter of their week
interacting with employees as compared to the findings of this study, with 61% of respondents spending a lot of their weekly time with employees.

| Question 13 |
|---------------------------------|-----------------|-----------------|-----------------|
| Please indicate your allocation of time spent weekly with key internal and external groups: | 3 - A lot of time | 2 - Some time | 1 - Not much time |
| Clients | 42 | 39 | 18 |
| Government/community officials | 3 | 18 | 79 |
| Employees | 65 | 30 | 5 |
| Global peers | 38 | 52 | 11 |

Question number fourteen asks respondents to select which concept they considered most important to keep in mind as they communicate with key internal and external groups. Clearly the top selection, at 43% of respondents, was the concept that cultural differences may result in misinterpretation of the same message. Particularly insightful are the concepts deemed least important, both the consideration of a person’s reputation when speaking in a group or public setting and acknowledging the importance of your counterpart’s positive self-image.

<table>
<thead>
<tr>
<th>Question 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which concept is most important to keep in mind as you communicate with your key internal and external groups?</td>
</tr>
<tr>
<td>11</td>
</tr>
<tr>
<td>16</td>
</tr>
<tr>
<td>43</td>
</tr>
<tr>
<td>24</td>
</tr>
<tr>
<td>6</td>
</tr>
</tbody>
</table>

In the below cross-tabulation analysis in figures 11-13 below, the data shows that no respondents under the age of 35 nor Asia-based respondents consider their counterpart’s reputation or positive self-image important to communication. Female respondents were much more concerned about adapting words and phrases to counterparts than considering reputation and self-image.
Geographic cross-tabulation of this data reveals that North America and European respondents consider all of these components important in their interaction with key counterparts.

![Figure 10 - Q14 Age Crosstab](image1)
![Figure 11 - Q14 Gender Crosstab](image2)
![Figure 12 - Geo Crosstab](image3)

**Open-ended responses**

Thirty-six respondents shared anecdotal stories in response to the open-ended question at the end of the survey. Strong and successful communication competencies were demonstrated in these anecdotal stories ranging across a wide variety of topics; global product roll-outs, leading a global team, coordinating and managing efforts to interact with accounts around the globe, mergers of equally-sized global organizations, strategic planning of approach to end-user computing, introduction of new products in different markets, organize and develop operational tax rules for global shared service operations, leadership training, selling to a European multinational in Asia, organizational transformation, achieving project timelines, influencing customers and clients to adapt to change, partnering with subsidiaries and suppliers globally, team integration and cultural exchange to expedite a project, discussions and engagements with global partners to understand the business context and rationale for engagement, keeping everyone informed in the quick pace of project process definition and subsequent changes to the processes, and managing knowledge processing in foreign lands (off-shoring).
The wide variety of tasks in which communicative competency was critical to success strengthens the argument that communicative competency is critical for global leadership success. See complete listing in Appendix A-2

**DISCUSSION OF FINDINGS**

As found in this study, communication as a competency is vital for global leaders’ success. However, some significant deficits exist as this research has uncovered. The findings of this research demonstrate a business case for building leadership communication competency in new ways to meet the demands of the fast-paced globalization.

First, the new demands of the globally-dispersed enterprise require an advanced and agile communicator armed with knowledge, skills and abilities (KSA’s) to increase engagement and successfully initiate and executive change initiatives. This new set of KSA’s goes beyond how to say a simple hello in Mandarin or Portuguese and “rotate the pain” by offering to take a call late at night periodically. These KSA’s require a heightened awareness and understanding of more subtle but significant communication capabilities.

To meet the new demands of today’s workforce, of which only two-thirds is engaged, the effective communicator realizes that there is significant loss of understanding with the absence of non-verbal clues when interacting with a dispersed workforce via computer mediated communication. This is a documented weakness for our survey respondents, who categorize the communicative practice of clarifying non-verbal clues as the least-frequently practiced virtual communication

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**Non-Verbal Improves Virtual**

“I was a lead contributor of a Global Lessons Learned program - to share improvement solutions and communications across 20 facilities operating with 5 different languages and continents. I relied heavily upon digital images, sketches, and language translation software.”

Survey Respondent
Global Director of Manufacturing
North America
technique. Combine the findings of this study with the documented deficiencies in the global workforce’s writing capability and the stage is set for misunderstandings and derailment to global initiatives.

Considering this lack of awareness of how important non-verbal clues are in communication, a leader may set expectations either through words or his / her individual actions. However, those expectations may become an upper-bound on the entire group, and unknowingly this leader may be limiting the development and success of the group by not emphasizing non-verbal exchanges. Tapping into this relatively unexplored world of virtual non-verbal exchanges, speech code theory may provide a solid foundation upon which to understand the rules, premises, terms and conditions of the non-verbals so they may be understood and leveraged.

Secondly, to proactively meet the needs of today’s workforce, leaders and organizations may benefit from enhancing their foreign language competency to enable bi-directional dialogue without a third party required for translation. This would ensure clarity of message, active listening and ultimately build strong interpersonal relationships. Furthermore, speaking in another’s native tongue engenders strong positive emotion and conveys importance and inclusion to the interlocutor.

Despite these important outcomes of foreign language competency, the survey respondents rated this competency the lowest attribute of leadership communication, both in importance and satisfaction. Recognizing that almost two-thirds of respondents were located in North America, those respondents outside North America rated this much higher in importance, but still low in satisfaction. These results may be attributed to ethnocentric and mono-linguistic tendencies still seemingly prevalent in the United

Linguistics Enable Dialogue

"I am an American expat working in Brazil for a wholly owned US subsidiary. The official language of the company is English. Most of management is required to be versed in both Portuguese and English. With a diverse workforce, leadership is from countries all over the Americas. It is very common for us to dialogue with each other in three languages (Spanish as the third). We often ask questions in native language and accept the response in the native language of the responder."

Survey Respondent Keith Jefferson
Chief Information Officer, Nextel Brazil
States, despite the fall of US-headquartered business from two-thirds of the world’s top 100 global companies in 1963 to just over one-third in 2001 (House, et al., 2004, p. 4). Further study is warranted to fully understand the implications of these findings.

Finally, to significantly engage with the global workforce, leaders may build their communicative competency by leveraging the concept of facework as Mr. Lee from the field study number two did so effectively. Engaging in facework with global partners requires a deeper level of due diligence; understanding the historical context, the dependencies upon which your partner relies, the broader networks in which your partner circulates, and the larger community your partner represents.

The survey respondents rated both qualities having to do with facework lowest in their selection of communication concepts. The gravity of this communicative capability varies significantly in the cultures across the globe, but the value of a person’s reputation is universally important whether attached to a larger group or not, as Oetzl and Tin-Toomey contend, “communication in all cultures is based on maintaining and negotiating face” (2003, p. 600). In some parts of the world this may be a more innate quality that does not require deliberate thought, as was evidenced in the contrast between Mr. Lee and Mr. Smith in the qualitative study, as well as in data that showed no Asian respondents rated this communication concept as important. Equally compelling is the lack of importance placed on these qualities by respondents under 35 years old.

Pairing these key data points with the findings that over half of respondents rate the qualities of a geographically dispersed workforce leaders as highly unique, it may be said that leaders have realized the complexity in communicating across borders. However, since the data shows corporations are not grooming their leaders effectively for the new marketplace realities, it appears that these same leaders appear to not have a systemic method to prepare themselves and their teams for these new requirements. In order to prepare, this competency development necessitates a cross-disciplinary approach, and may incorporate the following broader set of practices as identified throughout this study.
• worldview self-awareness;
• an understanding and comfort with facework;
• listening for inclusiveness;
• paying attention to the terms, premises, rules and conditions of the talk to practice appropriate reciprocal interaction;
• practicing connective thinking;
• developing a global mindset;
• foreign language fluency;
• experiencing an international relocation or series of extended business trips followed closely by knowledge transfer gained in the experience.
Chapter 5. SUMMARIES AND CONCLUSIONS

LIMITATIONS OF THE RESEARCH

This research reviewed the qualitative field study through a narrow lens focused on one aspect of the scene, namely the leader’s communicative act with his audience. The broader scenario, while relevant and important to set the stage for the interaction, was not the focus of attention. Thus, the impact of economic conditions, operational state of the corporate, different physical settings of the two scenes, along with many other variables may be considered impactful on the outcome. Verification of the field study observations was requested from the Human Resource Directors to ensure the actions by each leader were consistent with prior actions. It is important to note that this reliance on an insider of the organization for verification may pose limitations due to observant bias, misinformation or deliberate evasions, lies or fronts considered in the best interest of the company (Neuman, 2011, p. 456).

In the quantitative study, the snowball method of sampling relied on the foundation of relational trust with the population, perceived as a necessary condition for participants to complete the instrument. This relational trust may also contribute to a positive response bias from participants due to the first- or second- level ties with the researcher. However, this relational trust may be the reason over one-third of respondents shared a compelling response to the open-ended question in the survey.

FURTHER STUDY OR RECOMMENDATIONS

Further research could explore the compelling relationship between the three components examined in this research; leadership communication, employee engagement scores, and change initiative success rates. Specifically, a compelling avenue of research may be a longitudinal study that evaluates and records the current state of all three components in specific divisions of a global enterprise. The researcher may then introduce leadership communication competency building as a
component of leadership development into each of the divisions being studied. As the leadership communication competency building reaches a majority of the leadership, the research may then reevaluate employee engagement scores and change initiative success rates over time across the division to further test the premise that leadership communication positively affects employee engagement, ultimately improving the efficacy of change initiatives. Future research should also test these findings against a more globally-dispersed population in order to examine the applicability of these findings to a broader audience.

Particular data points reveal potential areas of further study, such as why respondents under the age of 35 do not consider a person’s reputation and positive self-image to be an important consideration when communicating across borders. Another compelling data point to carry forward in future research is the time global leaders spend communicating with their employees in this study (61% spend a lot of time) as compared to the Corporate Leadership Council’s findings that the profile of the great global leader spends less than one-quarter of their week with employees. Further research may be warranted in the virtual communication data as well, considering that most respondents in this study did not consider clarifying non-verbal clues to be an important in their virtual communication where face-to-face is not possible or practical. Finally, the gaps revealed in this study when comparing importance with satisfaction may provide compelling follow-up research. These gaps exist even in the well-documented and established attributes of the intercultural field, including awareness, appreciation, self-motivation and ability to act in the most appropriate way across cultural differences.

CONCLUSIONS

As the global shift in business continues building momentum towards interconnectedness with emerging markets and points on the globe that may be unfamiliar, the need is rising for leaders to be extraordinary communicators. This exploration of communication competency, as it pertains to global business leaders, has revealed that communication competency impacts multiple layers inside and
outside of an organization, both internally, in interpersonal dynamics of leader / follower (engagement) and externally, in mergers and market expansion (change initiatives).

Despite this documented impact, communication competency development in leaders is not a priority for corporations, as evidenced by the two-thirds of employees with below-average writing capabilities and fully one-third of the global workforce at disturbingly low levels of employee engagement. However, considering the seventy percent failure rate of change initiatives, communication competency development is very important.

This research seeks to widen the epistemological study of global business leadership communication by recommending these important, but often unincorporated, aspects be incorporated in communicative competency building in global business leaders.
REFERENCES


SURVEY INSTRUMENTATION

INTRODUCTION TO RESPONDENTS

Thank you for taking this important survey. This study focuses on the connection between communication and leadership, and how that connection impacts the success of a multinational organization. The findings will be applied by a Masters of Arts candidate at Gonzaga University who is studying this topic for her final thesis project.

Your participation is voluntary and confidential. The survey will take approximately 15 minutes.

Please note, the summarized research findings may be used for commercial purposes (e.g. white papers), but your personal information will not be associated with the findings unless expressly permitted in writing at the end of this survey.

In appreciation for your time, the graduate candidate is pleased to share an executive summary of the findings upon acceptance of her thesis.

QUALIFICATION SCREENER

1. To begin, how many Global markets are within your scope of responsibility and/or frequent interaction? Please select one response only.
   a. One distinct geography (e.g. Latin America)
   b. Two distinct geographies (e.g. Latin America + Central America)
   c. Three or more distinct geographies (e.g. Latin America + Central America + Asia)

   [IF ‘a.’ THEN SKIP TO THANK YOU and END SURVEY]

2. Which of the following areas do you have partial or complete responsibility for? Please select all that apply.
   a. Financial (Revenue targets, P&L, etc.)
   b. Operational (line of business, product or project management, etc.)
   c. People management (remote employees, extension teams, etc.)
   d. None of the above

   [IF ‘d.’ THEN SKIP TO THANK YOU and END SURVEY]
MAIN QUESTIONNAIRE: ABOUT YOUR ORGANIZATION

3. How applicable is this statement about your organization—“Business leaders in my organization have lost revenue due to lack of intercultural skills.” [Corporate Leadership Council]

<table>
<thead>
<tr>
<th>Highly Applicable</th>
<th>Not at all Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>1</td>
</tr>
</tbody>
</table>

4. Based on your experience, how closely would you connect your company’s diverse employee population to corporate success? (Diverse employee population, as defined by McKinsey Consulting, is an objective measurement of women and foreign nationals on senior teams)

<table>
<thead>
<tr>
<th>Highly Connected</th>
<th>Not at all Connected</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>1</td>
</tr>
</tbody>
</table>

5. How important are the following attributes of leadership communication in increasing effectiveness of your organization? (e.g. restructuring, new market entry, downsizing etc.) Please rate each attribute from 7 to 1, where 7 is “Highly important” and 1 is “Not at all important” or any number in-between. [ROTATE ORDER OF SHOWING ATTRIBUTES] [*Kupka, Everett & Wildermuth rainbow model of intercultural communication competence]

<table>
<thead>
<tr>
<th>Foreign language skills that allow for shared meaning / understanding</th>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness of the cultural differences inside of the group</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Objective awareness of one’s own sense of self</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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</tr>
<tr>
<td>Knowing how to socially interact with specific groups</td>
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<td>6</td>
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<td>1</td>
</tr>
<tr>
<td>Ability to act in the most appropriate behavior</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
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</tr>
<tr>
<td>Being self- motivated to act in the most appropriate way.</td>
<td>7</td>
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<tr>
<td>Effective accomplishment of goals relative to the cost to achieve the goals</td>
<td>7</td>
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<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
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<td>2</td>
<td>1</td>
</tr>
<tr>
<td>An appreciation for both one’s own and the other’s culture</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
6. Now, for the same attributes of leadership communication, how satisfied are you with your organization valuing these attributes? Please rate each attribute from 7 to 1, where 7 is “Highly satisfied” and 1 is “Not at all satisfied” or any number in-between. [ROTATE ORDER OF SHOWING ATTRIBUTES]

<table>
<thead>
<tr>
<th>Attribute</th>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
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<tr>
<td>Foreign language skills that allow for shared meaning / understanding</td>
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<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Knowing how to socially interact with specific groups</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Ability to act in the most appropriate behavior</td>
<td>7</td>
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<td>4</td>
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<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

7. Overall, as you consider your organization’s global initiatives (e.g. M&A, global sourcing, etc.) and the attributes that are important to you in the preceding question, how successful has your organization been in:

<table>
<thead>
<tr>
<th>Highly Successful</th>
<th>Not at all satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>6 5 4 3 2 1</td>
</tr>
</tbody>
</table>

- Practicing the attributes of global leadership
- Grooming leaders to be effective communicators

8. In your opinion, what is the current percentage (%) of employee engagement in your organization? Employee engagement is defined as employees who are willing and motivated to go beyond the stated job requirement.

a. 91% to 100%

b. 81% to 90%

c. 61% to 80%

d. 41% to 60%

e. 40% or less
MAIN QUESTIONNAIRE: ABOUT YOU

9. Thinking of your current work situation, how willing and motivated are you to go beyond the stated job requirements?

| Highly Engaged | 7 | 6 | 5 | 4 | 3 | 2 | 1 Highly Disengaged |

10. In your opinion, how unique are the qualities of a leader managing a geographically-dispersed workforce, as compared to a geographically-centralized workforce?

| Highly unique | 7 | 6 | 5 | 4 | 3 | 2 | All the same |

11. How would you rate the following in cross-border communication effectiveness?

<table>
<thead>
<tr>
<th>Highly effective</th>
<th>Not at all effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yourself</td>
<td>7 6 5 4 3 2 1</td>
</tr>
<tr>
<td>Your immediate supervisor</td>
<td>7 6 5 4 3 2 1</td>
</tr>
</tbody>
</table>

12. Thinking of virtual communication, how frequently do you use the following practices? [ROTATE ORDER OF SHOWING ATTRIBUTES]

<table>
<thead>
<tr>
<th>All the Time</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish communication agreements (e.g. weekly call, video camera)</td>
<td>7</td>
</tr>
<tr>
<td>Practice explicit communication</td>
<td>7</td>
</tr>
<tr>
<td>Encourage respectful feedback</td>
<td>7</td>
</tr>
<tr>
<td>Clarify non-verbal clues</td>
<td>7</td>
</tr>
<tr>
<td>Simplify performance criteria</td>
<td>7</td>
</tr>
<tr>
<td>Celebrate successes</td>
<td>7</td>
</tr>
<tr>
<td>Delegate across a complex matrix structure</td>
<td>7</td>
</tr>
<tr>
<td>Write emails with the reader’s viewpoint in mind</td>
<td>7</td>
</tr>
<tr>
<td>Accommodate for time zones when scheduling meetings</td>
<td>7</td>
</tr>
</tbody>
</table>

13. Please indicate your allocation of time spent weekly with key internal and external groups: [*CLC]

<table>
<thead>
<tr>
<th>A lot of time</th>
<th>Some time</th>
<th>Not much time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clients</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Government/community officials</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Employees</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Global peers</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>
14. Which concept is **most important** to keep in mind as you communicate with your key internal and external groups? (Please select one item only)
   i. Acknowledging the importance of your counterpart’s positive self-image.
   ii. Adapting to the words and phrases your counterparts use.
   iii. Understanding that cultural differences may result in misinterpretation of the same message.
   iv. Learning about the communication style of your counterparts.
   v. Considering a person’s reputation when speaking to them in a group or public setting.

**YOUR PROFILE**

15. What is your job title? [FILL IN OPEN RESPONSE]

16. In which geographic region is your corporate headquarters? (Please select one)

17. And in which region of the world is your primary office location? (Please select one)
   - Africa
   - Asia
   - Europe
   - Latin America and the Caribbean
   - Northern America
   - Oceania

18. How many full time employees currently work for your organization globally?
   - a. 500 or fewer employees
   - b. 501 to 1,000 employees
   - c. 1,001 to 5,000 employees
   - d. 5,001 to 10,000 employees
   - e. 10,001 to 50,000 employees
   - f. 50,001 to 100,000 employees
   - g. 100,001 or more employees

19. What is your age category?
   - a. 18 to 24 years
   - b. 25 to 34 years
   - c. 35 to 44 years
   - d. 45 to 54 years
   - e. 55 to 64 years
   - f. 65 years and over
20. What is your gender?
   Female
   Male

21. Which functional area best describes your role? (Please select one) [CLC]
   a. Manufacturing
   b. Research and development
   c. Customer service / call center
   d. Supply chain
   e. Engineering and design
   f. Marketing
   g. HR
   h. Sales
   i. Operations
   j. Finance
   k. Corporate
   l. IT
   m. Other

22. What industry is your organization a part of? (Please select one) [CLC]
   a. Pharma / health care
   b. Professional services
   c. Government / non-profit
   d. Consumer goods
   e. Oil / gas/ mining/utilities
   f. Travel / transportation
   g. Construction
   h. Hospitality
   i. Technology
   j. Financial services / insurance
   k. Manufacturing
   l. Other

23. Finally, please share with us an example where you personally were part of a successful global leadership effort where strong global communication competencies were used.
   [BIG OPEN RESPONSE TEXT BOX]

24. May we have your permission to use your anecdotal response to add to our research findings?
   Yes ➔ [IF YES ASK 25.]
   No
25. Please provide us with the following information to quote your anecdotal response:

Your Name ______________________________
Organization Name _______________________
Email ________________________________

Thank you for your input

Your participation in this study is sincerely appreciated. You have helped further the field of leadership and communication research.

We request your further support of this research by forwarding the link to your network before November 11, 2012.

Please provide us with your email address if you would like to receive the executive summary of findings from this research. Again, your information will be used for this research only.

Email: ________________________________
### Survey Responses

**Question 15**

**What is your job title?**

<table>
<thead>
<tr>
<th>Executive</th>
<th>Director</th>
<th>Consultant</th>
<th>Manager</th>
<th>Technical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director</td>
<td>Director Corporate Service Quality</td>
<td>International Trainer</td>
<td>Senior Manager Support</td>
<td>Computer Architect</td>
</tr>
<tr>
<td>Head, Language Initiatives</td>
<td>Director, International Tax Matters</td>
<td>Mgt Consultant</td>
<td>Pre-Sales Manager</td>
<td>Content Strategist</td>
</tr>
<tr>
<td>Vice President (Learning &amp; Development, Sales, Operations)</td>
<td>Director, Tax Services</td>
<td>Assistant Professor</td>
<td>Senior Manager</td>
<td>Process Specialist</td>
</tr>
<tr>
<td>CEO</td>
<td>Global Director, Tax Accounting and Risk Advisory Services</td>
<td>Professor</td>
<td>People Leader</td>
<td>Senior Quality Assurance Engineer</td>
</tr>
<tr>
<td>General Manager</td>
<td>Director of Engineering</td>
<td></td>
<td>Manager Business Development</td>
<td>Product Planner</td>
</tr>
<tr>
<td>VP of Sales</td>
<td>Director, Offshore services (ex)</td>
<td></td>
<td>Global Pricing Office Manager</td>
<td>Talent Management</td>
</tr>
<tr>
<td>VP Operations</td>
<td>Lead - Human Resources</td>
<td></td>
<td>Senior Marketing Comms Manager</td>
<td>Design Engineer</td>
</tr>
<tr>
<td>Chief Information Officer</td>
<td>Global Dir. of Manufacturing</td>
<td></td>
<td>Content Program Manager</td>
<td>Business Development Executive</td>
</tr>
<tr>
<td>SVP Research Director</td>
<td>Director (Operations, HR, Global Talent Management, Global Sourcing &amp; Procurement, Operations)</td>
<td></td>
<td>Worldwide Account Manager</td>
<td></td>
</tr>
<tr>
<td>Chief Inspiration Officer</td>
<td>Director</td>
<td></td>
<td>Global Purchasing Manager</td>
<td></td>
</tr>
<tr>
<td>AVP</td>
<td>Tax Service Line Leader</td>
<td></td>
<td>Group Program Manager</td>
<td></td>
</tr>
<tr>
<td>SVP</td>
<td></td>
<td></td>
<td>Product Engineering Manager</td>
<td></td>
</tr>
<tr>
<td>Owner</td>
<td></td>
<td></td>
<td>Project Manager</td>
<td></td>
</tr>
</tbody>
</table>

**Open-ended responses**

22. Finally, please share with us an example where you personally were part of a successful global leadership effort where strong global communication competencies were used.

We have a construction job in Nicaragua. Work permits are obtained using a consulting firm with key operations in Germany. Tax support is obtained from a multinational firm. Banking services are...
obtained from the USA and Nicaragua. Expats are supplied from the USA mostly but with 3rd party nationals. The project has been successful but has required many of the attributes questioned in this survey.

We were building a new tradeshow in China and I was on a team that included key people from China office and US HQ. Learning the intricacies of bringing two cultures and languages together was difficult at first, but decision to conference call each week was key to making communication easier for everyone. It was also helpful that we had someone from the US team that was able to speak both Chinese and English. She would discuss roadblocks with the team in their native language and then explain their answer in English to us.

I currently am engaged in multiple projects in many different parts of the world for major fortune 1000 companies. In this process, I communicate with both own team and customers internal and external, geographic teams.

Consultation and subsequent dissemination of a new 5 year strategy. The consultations took place on-line and at large meetings with many different people and cultures represented. The dissemination materials were translated into several languages and unit leaders in 40 countries were expected to actively engage with employees to ensure their understanding of key element of the strategy. Materials were usefully simplified and included graphics that helped promote comprehension in different cultures and different levels of education and hierarchy. Verification and follow-up of dissemination and understanding also took place on-line and in several different languages.

A few years ago we had a company-wide initiative to adjust out pricing strategy to better take advantage of analytics in this area in an effort to increase profits. We first had to educate the global counterparts on what price elasticity is conceptually, how it’s measured and used, what are the considerations in making pricing decisions based on analytics. I consider this initiative successful because now analytics is a part of everyday decision making across the company.

We try to be mindful of international styles - in management development plans we take intercultural communication training

I am involved every day in coordinating and managing the global efforts of my company as it interacts with Fortune 500 accounts.

I deal with multiple regions daily and have found that building and sustaining relationships both internal and external is key when attempting to "get stuff done."

Leading a cross cultural team in product design that has allowed for a global product to be successful.

Merger of equal size global organizations

Advising a multinational company on their approach to end-user computing

To introduce new products and solutions to different markets

I am a part of an international company that provides leadership trainings

I have helped organize and develop operational tax rules for Network global shared service operations in India and South America.

I have been leading a global transformation effort for a 1.5 billion segment of Network business. In order to make progress in the transformation, we have held multiple workshops with stakeholders.
across global organization, as well as making trips to the different geographies to meet face-to-face with the key players. Frequent, and often repetitive, discussions with key players is important to drive change, and a clear learning is that being in person to meet and discuss complex issues that involve change can accelerate progress by several months.

We had an extended leadership team meeting with 60+ attendees from multiple countries coming together for 3 days. The need to flex styles mix big groups with small groups and one to one conversations including very specifically arranging for formal introductions with new Japanese colleagues and then breakfast meeting where we could speak outside of large groups to build relationship was helpful.

Running a deal where we selling to an European multinational in Asia. Dealing with two distinct cultures and decision makers who were culturally very different required different communication types /methods to be used. One more direct and formal to the other.

We have created a social program helping young people to integrate over 6 countries in Europe with 5 different languages. The communication competences where key to the overall success of the project. It was needed to

find a common understanding of goals, methods and Language. At the same time, it was critical to acknowledge the cultural differences of each of the countries and those of the team members.

The leadership team of a start-up company in India worked really well together. People on the team who had not had a lot of international experience were willing to listen to those of us who had. We planned a big program together which went exceptionally well! The leaders were bowled over about how well employees responded and turned around their ways of showing up in the workplace.

Introduction of offshore services to the front-line Sales and Services groups in multiple European countries within a global F10 Corporation. Required understanding the variation of client needs from country to country, identifying specific services requirements across a broad spectrum of IT Services organization through following actions/activities:

1. Top mgmt communication

2. Peer to peer communication for further dissemination in their organizations, with content designed for simplified communication and taking country differences into account.

3. Regular, repeated communication (success stories, references, competition practices) through broadcasts, presentations at meetings, one-on-one visits assigned to direct reports.

We are currently in the stage of HR transformation which means there is constant communication globally across regions. As part of this project , I realized that you need to have a strong send of understanding of challenges from everyone’s perspective , Leadership skills to make sure that things are on time , influence customers/ clients to adapt to this change etc.

Creating a global intranet site, partnering with subs around the world from HQ -- ensuring their needs were heard and met to the extent possible.

Releasing a support site, and its updates over a 4 year time frame in 18 countries. The project required weekly communication around task delegation, localization and globalization efforts and status.
Communicating with EMEA required a very different approach than communicating with the APAC (Oceania) region. Learning to be very specific and validating the information was received as it was transmitted became a critical task early in the release. Over time the partners became friends and cultural exchanges became the norm.

Your questions don’t reflect the huge impact of culture and societal norms on being able to communicate, lead, negotiate, etc. For example one of your questions was about “explicit communication.” This is highly important in the US. In Asia it can be rude and an impediment to communication. Therefore considering international leadership, at least in Asia, I consider explicit communication not only as not important but as a potential problem.

We have been and are currently undertaking the development of a new web presence for the company. In assessing content and structure, we have taken the extra step of considering unique cultural perceptions and expectations. This will ensure that specific page that customers in specific global regions are directed to will be culturally relevant in its approach to engagement and response.

I was a lead contributor of a Global Lessons Learned program to share improvement solutions and communications across 20 facilities operating with 5 different languages and continents. I relied heavily upon digital images, sketches, and language translation software.

We have offices around the world where I work with peers and their management teams as well as other cross functional groups on behalf of large multinational customers. Proactive strategic thinking and communication are important to network success in growing and addressing customer needs.

I am an American expat working in Brazil for a wholly owned US subsidiary. The official language of the company is English. Most of management is required to be versed in both Portuguese and English. With a diverse workforce, leadership is from countries all over the Americas. It is very common for us to dialogue with each other in three languages (Spanish as the third). We often ask questions in native language and accept the response in the native language of the responder.

Global Strategic Sourcing Initiative (GSSI). This program was rolled-out successfully in all regions with clear objectives and accountability for results.

During a worldwide systems implementation project, the whole team took time to learn about the cultures with which we’d be interacting and avoided a lot of delays and push-back from the employees in the local subsidiaries.

Discussions with various global partners for engaging them on L&D initiatives. Required understanding the business context of the global partner and their rationale for engaging with Wipro.

I worked with a team to implement software product in the US. The global team consisted of members from Sweden, India, Bulgaria and the US. Even though the team was very technically capable, communication was not always clear, given the style of presenting and the accents of the presenters. We were able to agree to a format of presenting and then better able to understand each person. We set the tone in this way. We started with Introduction each time, even though everybody knew each other. Then went with the Bottom line of what the person was going to talk about, and then went to the description of what was being presented.

An 18 month global, cross-functional SAP implementation project. Communications were key to ensure requirements were clearly stated/understood but more importantly to effectively manage the change brought about as processes were redefined.
For my last project, I had to support 4 different teams, the Platform team, Onboarding team, UAT team, Operations team across different geographies US, India and Ireland. I worked with Platform team and the onboarding teams to optimize and align their work items so that they can reduce duplication and complete their Integration activities with minimal overhead for my team. I had to workaround many software limitations to facilitate the critical integration with these partner teams since the Integration component handles complex scenarios. For this I frequently worked closely with them in different time zones troubleshooting integration issues making it possible to complete their test sign offs while respecting the deadlines. The main learning for me is that if you want to earn the trust of a cross geographic team, you should be relentless in your communication and follow ups and go the extra step to make them feel that their concerns are met and they are being helped.

Women were suffering ill effects to silicone implant devices and I organized support groups throughout Ontario to support women who were suffering ill effects from the silicone being released through the lymphatic system to their brains, lungs and other organs. Studies show that silicone can travel through the lymphatic system and is not retrievable. Many diseases such as Fibromyalgia and other related diseases were found to be a common among women who had received the implants. Health has no boundaries and I developed a newsletter and had over 1500 women worldwide on my mailing list. Keeping mind the women did not know one another, however; the only thing they had in common was their illnesses, symptoms and IMPLANT. This information was carefully tracked and I was hired to work on a confidential study to determine if women with implants were at a higher risk of developing 5 different types of cancer. After the 3 year study was complete it was determined women with silicone implants were at a higher risk of developing any one of the 5 types of cancer identified in the study. I held conferences, made video tapes of the conferences so those who could not attend the conference would have the information. The information shared was not to be used as MEDICAL ADVISE but rather information so women could make an INFORMED CHOICE, to know they were not alone, and to offer support. Health has no boundaries and I failed to see why women on states side were being compensated with enormous amounts of money where Canadians were left to suffer due to manufacturers’ negligence. I spoke to women in Hawaii, Tennessee, BC all over the place and time differences were important when calling a woman in another area. However, it was important to me to reach as many women as I could. My only wish: I was speaking with them about good things as their suffering was difficult for me to hear when I was aware their suffering could of been prevented. I wanted to bring comfort and some relief to those who were suffering.

Developed Learning and Development Solutions that were globally consistent but implemented locally across 7 regions globally. Needed consistent and standard frameworks while taking into account cultural and business differences between regions and Corp.

I can give you two examples to help you with your research:
1) The first was when we rolled out a new competency framework for the whole organization. The entire global team was corralled to help disseminate the message and facilitate understanding and adaptation of it through leadership town halls, email communication, webinars and on the intranet portal.
2) The second was when we rolled out a set of training programs for manager development on the back of the results of Network employee engagement survey to address gaps in manager effectiveness. This was again done in a similar manner as the above mentioned first example, with senior leaders setting the example by taking the courses and then encouraging other managers under them to complete the courses. This resulted in 95% of Network managers getting trained on key skills such as coaching, career development conversations, feedback, performance appraisals, etc.
Managing the Knowledge Process Off-shoring initiative for a Fortune 500 company involved identifying cultural differences between the US HQ and India vendors that were very unique. They were addressed and resulted in the success of this big bet initiative. If they had not been addressed the program would have shut down due primarily to misunderstanding of expectations.
APPENDIX B

Appendices

MENTOR AGREEMENT (To be submitted with Thesis or Project Proposal)

Mentoring: A deliberate pairing of a more skilled or experienced person with a lesser skilled or experienced one, with the agreed-upon goal of having the lesser skilled person grow and develop specific competencies.

You have been asked to serve as a Mentor for Lynne Tackett, who is completing the requirements for her/his Masters Degree in Communication and Leadership Studies. As a mentor you are asked to share ideas with this student and read the next to final draft of their thesis. You are not expected to directly supervise this student’s work but rather meet with them as a “young colleague.” If you are willing to serve as a Mentor for him/her, please sign this agreement. Your Mentee will provide you with full guidelines of their requirements.

I am willing to serve as a Mentor for Lynne Tackett as she/he completes her/his thesis or project. As a Mentor I will provide help in the way of suggestions, ideas and resources and am willing to review drafts of their written work. I also agree to read the next to last draft of the student’s thesis or project and will sign my name on the signature page of their final draft. My signature on the thesis only indicates that I have read it and is no indication of the quality of the work. I will not be asked to assign a grade or make any evaluative comments to the course convener.

Signature

Email and telephone number

Date