



GLOBE: A twenty year journey into the intriguing world of culture and leadership

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ABSTRACT

Since its inception in the early 1990s, the Global Leadership and Organizational Behavior Effectiveness (GLOBE) project has investigated the complex relationship between societal culture and organizational behavior. The focus of this paper is on leadership, specifically what we know and have learned from the GLOBE project so far. Among other findings, we demonstrate that national culture indirectly influences leadership behaviors through the leadership expectations of societies. In other words, executives tend to lead in a manner more or less consistent with the leadership prototypes endorsed within their particular culture. In turn, leaders who behave according to expectations are most effective. We also found that some leadership behaviors are universally effective such as charismatic/value-based leadership; others are much more culturally sensitive such as participative leadership. Finally, we identified truly superior (and also truly inferior) CEOs by the degree to which their behaviors exceed (or fail to meet) their society's expectations. All in all, understanding national culture gives us a heads-up as to which kinds of leadership will likely be enacted and effective in each society. We believe that the GLOBE journey has helped us understand the complex, tricky, and fascinating relationships among societal culture, organizational behavior, and leadership processes.

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This paper is a celebration of twenty years of collaborative work conducted by more than 200 researchers and it summarizes some of the milestones uncovered during this journey. Since its inception in the early 1990s, the Global Leadership and Organizational Behavior Effectiveness (GLOBE) project progressed to be a huge research effort involving more than 200 researchers from multiple academic disciplines located across all parts of the globe. With Robert House as the principal investigator along with multiple coordinating teams, and hundreds of co-country investigators, GLOBE set out to explore the fascinating and complex effects of culture on leadership and organizational effectiveness. Over the years, the scope of the project expanded beyond leadership and organizational behavior with GLOBE researchers examining such issues as how cultural drivers influence the economic competitiveness of societies and many aspects of the human condition. Please note that the latter information can be accessed by the major GLOBE book publications (Chhokar, Brodbeck, & House, 2007; House, Hanges, Javidan, Dorfman, & Gupta, 2004) and numerous publications by the GLOBE

co-country investigators (CCIs). This article instead focuses on our findings related to national culture and leadership, not on national culture per se.

GLOBE continues to be a thriving project with its associated non-profit foundation (i.e., GLOBE Research and Education Foundation). While this article presents findings from the earlier phases of GLOBE (i.e., what we know), our intent is to present new and not previously published results related to leadership processes and effectiveness within various cultural contexts (i.e., what we will soon know). This latest phase of GLOBE research has its focus on executive leadership when we surveyed and interviewed more than 1000 CEOs and 5000 top management team (TMT) direct reports of these CEOs. Complete information about this latest GLOBE project will be available in our forthcoming book, "Strategic Leadership: The GLOBE study of CEO Effectiveness Across Cultures" to be published in 2012.

Lastly, we also present our ideas as to what is in the future for GLOBE (i.e., what we still need to know). For the readers not intimately familiar with GLOBE, a primer of the GLOBE project appears in Appendix. Additionally, for readers who are intimately familiar with the GLOBE project, completely new and unpublished findings are presented in the section titled "Objectives and Findings for Phase 3: CEO Leadership Behavior and Effectiveness". A summary of the three GLOBE phases is presented in Table 1.

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Table 1
GLOBE phases 1, 2 and 3.

Purpose	Method	Design strategy	Major results
GLOBE phases 1 and 2			
<ul style="list-style-type: none"> Design and implement multi-phase and multi-method program to examine the relationship between national culture, leadership effectiveness and societal phenomena Identify leadership attributes critical for outstanding leadership Develop societal culture questionnaire Develop leadership questionnaire 	<ul style="list-style-type: none"> Involve a total of over 160 researchers from 62 national societies were involved in the research project Conduct individual and focus group interviews with mid-level managers in domestic organizations Check items for relevance and understandability Survey over 17,000 managers representing 951 organizations in 62 cultures 	<ul style="list-style-type: none"> Employ rigorous psychometric assessment procedures for scale items Translate and back translate survey instruments in each country Conduct pilot tests in several countries Control for common source error in research design Use rigorous statistical procedures to ensure scales can be aggregated and reliable Assess cultures and organizations on practices (i.e., as is) and values (should be) HLM used to test hypotheses (culture to leadership at organizational and societal level) 	<ul style="list-style-type: none"> Validation of culture and leadership scales Ranking of 62 societal cultures on 9 culture dimensions Grouping of 62 cultures into 10 culture clusters Creation of 21 primary leadership and 6 global leadership scales Determining relationships between culture dimensions and leadership dimensions Determination of universally desirable and culturally specific leadership qualities (i.e., CLTs)
GLOBE phase 3			
<ul style="list-style-type: none"> Determine the manner in which national culture influences executive leadership processes Examine the relationship between leadership expectations (CLTs) and CEO behavior Examine the relationship between CEO leadership behavior and effectiveness Determine which CEO leadership behaviors are most effective 	<ul style="list-style-type: none"> Involvement of more than 40 researchers in 24 countries 17 of the 24 countries completed phases 1 and 2 in addition to phase 3 Interviews and surveys were conducted for 40 CEOs within each country A total of more than 1000 CEOs and 5000 of their direct reports were respondents in the project Previously defined leadership qualities from phases 1 and 2 (i.e., CLTs) were converted into behavioral leadership items and combined into scales for phase 3 	<ul style="list-style-type: none"> Between 6 and 9 direct reports of each CEO assessed the CEOs leadership behaviors, their personal reactions, and firm performance Common method and response variance eliminated through research design Internally oriented top management team (TMT) outcomes included commitment, effort, and team solidarity Externally oriented firm outcomes included competitive sales performance, competitive ROI and competitive domination of the industry 	<ul style="list-style-type: none"> Leaders tend to behave in a manner expected within their country Cultural values do NOT have a direct effect on CEO behavior, rather the effect is indirect through CLTs (culturally endorsed theory – i.e., leadership expectations) Both the fit of CEO behaviors (to expectations) and degree of leadership behavior predict effectiveness Superior and inferior CEOs exhibit differing patterns of behavior within their country

1. Objectives and findings of GLOBE phases 1 and 2: measuring societal culture and developing a culturally endorsed theory of leadership

In this section of the paper, we present the major findings of GLOBE research with respect to our major leadership theory which we have labeled as the culturally endorsed theory of leadership (CLT). The acronym CLT also stands for the specific leadership attributes (e.g., honesty) and their organization as part of 21 primary and 6 global leadership dimensions. For instance, charismatic visionary leadership is a *primary* dimension which is part of the *global* charismatic/value based leadership dimension. After discussing the formation of our primary and global leadership dimensions, we present evidence regarding the universality and cultural specificity of endorsed leadership processes. While some of this research has been previously published in the two major GLOBE book publications ([Chhokar et al., 2007](#); [House et al., 2004](#)), additional findings are presented that may have escaped notice due to the more narrow focus of the research outlets. In this section, we also show how the 9 GLOBE *societal culture values* (e.g., performance orientation) are related to the leadership dimensions.

1.1. Culturally endorsed implicit leadership – the 21 primary CLT leadership dimensions and 6 global CLT leadership dimensions

Globe built on the foundation of *implicit leadership theory* (ILT) ([Lord & Maher, 1991](#)) to develop our *culturally endorsed implicit leadership theory* ([House et al., 2004](#)). Numerous examples demonstrate how societal and organizational culture can shape the ILT of their members ([Javidan, Dorfman, Howell, & Hanges, 2010](#)). In a country with relatively high power distance values (e.g., Russia and Iran), children typically learn that the father is the

ultimate authority in the family, and they show strong respect and deference to him. They learn that the father knows what is best and makes decisions for the good of the family. They also learn, through their interactions with their parents, that their role is to comply and follow the decisions and directives made by the father. As a result, in such cultures the collective ILT reflects elements of power and autocratic leadership. As adults, employees in organizations in such cultures are more accepting of high power distance values and autocratic leadership styles in their organizations.

The GLOBE Leader Attributes and Behavior Questionnaire became our primary leadership survey instrument included in the research for phases 1 and 2. The final version included 112 leader attribute and behavior items which included a wide variety of traits, skills, behaviors, and abilities potentially relevant to leadership emergence and effectiveness. For each item in the survey, a brief definition of the item or example clarified the construct to minimize language difficulties. Of course, elaborate translation and back translation procedures were developed to minimize language misunderstandings. (The complete procedure can be found in chapters 6–11 in [House et al., 2004](#).) Leader attributes were rated 1 through 7 with 1 indicating “this behavior or characteristic greatly inhibits a person from being an outstanding leader” to a high of 7 indicating “this behavior or characteristic contributes greatly to a person being an outstanding leader.”

After generating the 112 attributes, the next step in making sense of these disparate items was to group the items through various conceptual and statistical procedures. Statistical analyses used data from the survey of over 17,000 managers in sixty-two societies ([House et al., 2004](#)). This resulted in a formation of 21 *primary dimensions* of leadership (e.g., visionary leadership). To further understand the underlying construction of CLTs, a second-order factor analysis of these 21 dimensions produced a set of what

we refer to as 6 *global leadership dimensions*. The six global dimensions and their associated primary leadership dimensions are briefly defined as follows:

1.1.1. Charismatic/value-based leadership

A broadly defined leadership dimension that reflects ability to inspire, to motivate, and to expect high performance outcomes from others based on firmly held core values. The GLOBE charismatic/value-based global leadership dimension includes the following six primary leadership dimensions: (a) visionary, (b) inspirational, (c) self-sacrifice, (d) integrity, (e) decisive and (f) performance oriented.

1.1.2. Team-oriented leadership

A leadership dimension that emphasizes effective team building and implementation of a common purpose or goal among team members. This global leadership dimension includes the following five primary leadership dimensions: (a) collaborative team orientation, (b) team integrator, (c) diplomatic, (d) malevolent (reverse scored), and (e) administratively competent.

1.1.3. Participative leadership

This global leadership dimension reflects the degree to which managers involve others in making and implementing decisions. The GLOBE CLT participative leadership dimension includes two primary leadership dimensions labeled (a) nonparticipative and (b) autocratic (both reverse scored).

1.1.4. Humane-oriented leadership

This global leadership dimension reflects supportive and considerate leadership but also includes compassion and generosity. This leadership dimension includes two primary leadership dimensions labeled (a) modesty and (b) humane orientation.

1.1.5. Autonomous leadership

This is a newly defined global leadership dimension that refers to independent and individualistic leadership attributes. This dimension is measured by a single primary leadership dimension labeled autonomous leadership, consisting of individualistic, independence, autonomous, and unique attributes.

1.1.6. Self-protective leadership

From a Western perspective, this newly defined global leadership dimensions focuses on ensuring the safety and security of the individual and group through status enhancement and face saving. This leadership dimension includes five primary leadership dimensions labeled (a) self-centered, (b) status conscious, (c) conflict inducer, (d) face saver, and (e) procedural. (Note, the conflict inducer dimensions has been subsequently relabeled “internally competitive” and the procedural dimension has been relabeled “bureaucratic” to help clarify the construct and make the label more consistent with the attribute items themselves.)

The reader might notice that of the six global CLT leadership dimensions, three are closely related to prior leadership constructs found in the extant leadership literature (charismatic/value-based, team orientation, and participative leadership). Humane orientation is also fairly closely related to supportive leadership; another well studied leadership construct. However, we found two dimensions that have not been typically associated with “Western” oriented leadership. The first global CLT dimension (autonomous), emulates an independent and individualistic aspect of leadership. The second dimension (self-protective), may hold more negative connotations from a Western perspective, since it has not been previously considered in the leadership literature. Eastern leadership perspectives such as face saving and status consciousness are characteristics of this dimension that may be more important when viewed from a

Table 2

Global and primary CLT (culturally endorsed implicit leadership) dimensions.

Global CLTs	Primary CLT leadership dimensions
I. Charismatic/value-based, 4.5–6.5	1. Charismatic 1: visionary 2. Charismatic 2: inspirational 3. Charismatic 3: self-sacrifice 4. Integrity 5. Decisive 6. Performance oriented
II. Team oriented, 4.7–6.2	7. Team 1: collaborative team orientation 8. Team 2: team integrator 9. Diplomatic 10. Malevolent (reverse scored) 11. Administratively competent
III. Self-protective, 2.5–4.6	12. Self-centered 13. Status conscious 14. Conflict inducer (internally competitive) 15. Face saver 16. Procedural (bureaucratic)
IV. Participative, 4.5–6.1	17. Autocratic (reverse scored) 18. Non-participative (reverse scored)
V. Humane oriented, 3.8–5.6	19. Modesty 20. Humane orientation
VI. Autonomous, 2.3–4.7	21. Autonomous

Note: The italicized dimensions are global CLT leadership dimensions. They consist of primary CLT leadership dimensions. The only exception is dimension VI (autonomous), which consists of a single dimension of four questionnaire items. It is considered both a specific dimension and global dimension. Numbers represent mean values for the 62 societal cultures on a 7-point scale ranging from 1 (greatly inhibits) to 7 (contributes greatly to) outstanding leadership.

non-Western perspective. The global and primary CLT leadership dimensions along with the range of country scores across the GLOBE sample are presented in Table 2.

1.2. Cultural values as predictors of leadership expectations

The GLOBE project found support for Shaw's (1990) hypothesized relationship between culture and leadership schema content. For instance, both the GLOBE organizational and societal performance-oriented cultural values were positively associated with the CLT dimension of participative leadership (Javidan, House, & Dorfman, 2004). GLOBE researchers also were able to demonstrate that culturally similar societies can be clustered together (Gupta & Hanges, 2004) with meaningful differences in the content of the CLT profiles (Dorfman, Hanges, & Brodbeck, 2004).

Thus, although implicit leadership theory was developed with inter-individual variation in mind, empirical evidence shows that it can be extended to the organizational and national cultural level of analysis. We should note, however, that it is cultural values and not practices that are predictive of leadership attributes. The authors explain this finding by pointing out that both cultural values and desired leadership attributes reflect an idealized state of what should be, or an ideal end point. Since we are studying idealized leader attributes, we also focus on the relationship between cultural values (which are idealized state of affairs) and these leadership attributes. Table 3 shows the relationship between GLOBE cultural values as predictors of CLT leadership dimensions.

You may notice in the table that several cultural dimensions are particularly important for the endorsement of varying kinds of leadership. We found that performance orientation is an important cultural driver of all global leadership expectations. Further, this cultural dimension is positively related to five leadership expectations; it is particularly salient with respect to the global charismatic and participative expectations. Thus in societies with high performance oriented values, they want leaders who are charismatic and participative, but also independent. Looking at the table from the perspective of each leadership dimension, we note that expectations of charismatic and participative leadership are positively related to cultural values of performance orientation,

Table 3

Cultural values as predictors of CLT leadership dimensions.

Societal culture dimensions (values)	CLT leadership dimensions					
	Charismatic/value-based	Participative	Self-protective	Humane oriented	Team oriented	Autonomous
Performance orientation	++	++	–	+	+	++
Humane orientation	+	++		++	+	– –
Uncertainty avoidance		– –	++	++	++	
In-group collectivism	++		–		++	
Power distance	– –	– –	++			
Gender egalitarianism	++	++	– –			
Future orientation	+			+	+	
Assertiveness		–		++		
Institutional collectivism						– –

Note: “+” indicates a positive relationship between the culture dimension and CLT; “++” indicates strong positive relationship between the culture dimension and CLT; “–” indicates a negative relationship between the culture dimension and CLT; “– –” indicates a strong negative relationship between the culture dimension and CLT.

humane, and gender egalitarian, and negatively related to power distance values. We will demonstrate in GLOBE phase 3 research that these cultural values and associated expectations are critical for effective leadership.

1.3. Culture clusters and ideal leadership qualities

The regional clustering of GLOBE societies was based on a conceptual and empirical process, with great involvement from the CCIs (Gupta & Hanges, 2004). The following 10 groupings of the GLOBE societies surfaced: Anglo, Eastern Europe, Latin America, Latin Europe, Confucian Asia, Nordic Europe, Sub-Saharan Africa, Southern Asia, Germanic Europe, and Middle East. GLOBE expected that these cultural clusters would be helpful for understanding the CLT prototypes that exist in the societies comprising our 10 cultural clusters. In practical terms, clusters offer a valuable framework for handling the intricacies of multi-cultural ventures. That is, the knowledge managers gain from cluster information may help them appreciate the application of practices, policies, and human resources across cultural boundaries. Each cluster can also be described in terms of their corresponding culture dimensions. For instance, the Anglo cluster is more performance oriented but less “in-group collective” than others. In contrast, the Latin American cluster can be described in terms of its high “In-group Collectivism” but less performance orientated than other clusters. Details of each cluster are found in House et al. (2004). Similarly, each cluster has its corresponding characteristics with regard to desired leadership qualities. To paint a more concrete picture, Table 4 provides country specific examples of scores on each CLT leadership dimension indicating the relative desirability of each (e.g., participative leadership).

1.4. Universal and culturally contingent leadership

A major question addressed by GLOBE is the extent to which specific leader characteristics and actions are universally endorsed

as contributing to effective leadership. Secondly, we need to know whether the universal endorsements are actually enacted by leaders worldwide. The converse questions ascertain whether there are leadership qualities and actions that are tightly linked to cultural characteristics and should not be considered as universally endorsed and enacted.

1.4.1. Universally desirable leadership attributes and dimensions

Which leadership attributes are universally endorsed or refuted? We found that of the 112 leadership attributes in the survey, 22 were universally rated as desirable. That is, ninety-five percent of the societal average scores for these attributes were larger than 5 on a 7-point scale, and the worldwide grand mean score exceeded 6 on a 7-point scale. For example, the attributes of “trustworthy, just, and honest” are examples of attributes that were universally desirable.

GLOBE found that 5 of our 21 primary leadership dimensions were rated very highly. That is, the mean ratings on these scales were above a 5.5 and for these five dimensions, almost all of the countries (i.e., 95 percent) rated them higher than a 5.0 on a 7-point scale. For instance, the universally desired attributes mentioned in the previous paragraph (trustworthy, just, and honest) comprise the primary leadership dimension of Integrity and was found to be one of the more highly rated dimensions. Other leadership dimensions such as performance oriented, visionary, inspirational, and team-integrator were also highly rated as contributing to outstanding leadership. However, we are hesitant to label them with the moniker “universally desirable” because there was meaningful variability across countries. Recall that many of our GLOBE culture dimension values predicted the desirability of leadership dimensions, and that would not be possible without meaningful variance among the leadership dimensions. Perhaps to state the obvious, ideal leaders are expected to develop a vision, inspire others, and create a successful

Table 4

Country scores on global CLT leadership dimensions.

Charismatic/value-based		Team oriented		Participative		Humane oriented		Autonomous		Self-protective	
Higher		Higher		Higher		Higher		Higher		Higher	
USA	6.12	Brazil	6.17	Brazil	6.06	India	5.26	Russia	4.63	Egypt	4.21
Brazil	6.00	USA	5.80	USA	5.93	USA	5.21	Egypt	4.49	China	3.80
India	5.85	India	5.72	Germany	5.88	China	5.19	Germany	4.30	India	3.77
Germany	5.84	Russia	5.63	Japan	5.07	Egypt	5.15	China	4.07	Russia	3.69
Russia	5.66	China	5.57	China	5.04	Brazil	4.84	India	3.85	Japan	3.60
Egypt	5.57	Japan	5.56	India	4.99	Japan	4.68	USA	3.75	Brazil	3.49
China	5.56	Egypt	5.55	Egypt	4.69	Germany	4.44	Japan	3.67	USA	3.15
Japan	5.49	Germany	5.49	Russia	4.67	Russia	4.08	Brazil	2.27	Germany	2.96
Lower		Lower		Lower		Lower		Lower		Lower	

Note: Scores above 4 indicate this CLT leadership dimension contributes to outstanding leadership. Scores below 4 indicate this CLT leadership dimension detracts from outstanding leadership.

performance oriented team within their organizations while behaving with honesty and integrity – easier said than done.

1.4.2. Universally undesirable leadership attributes and dimensions

Eight leadership attributes were identified as universally undesirable. Ninety-five percent of the societal average scores for these attributes were less than 3 on a 7-point scale, and the worldwide grand mean score was lower than 3 on a 7-point scale. “irritable” and “ruthless” are examples of such attributes. Not unexpectedly, we found that the “malevolent” primary dimension was generally rated among countries as inhibiting outstanding leadership (i.e., 95 percent of the countries rated it lower than a 3.0).

1.4.3. Culturally contingent leadership attributes and dimensions

From a cross-cultural perspective, however, the most interesting attributes and dimensions are those that are culturally contingent – desirable in some cultures, undesirable in others. We might expect that cultures differ on specific leadership qualities given that cultures differ in their conceptions and favorability of the leadership construct itself. For instance some societies romanticize the construct of *leadership* as is in the case of the US where leaders are given exceptional privileges, accorded high status and are held in great esteem. From the original 112 attributes, GLOBE found that 35 attributes should be considered as culturally contingent. These attributes yielded country level scores above and below the scale midpoint of 4 (scale range of 1–7). A look at these attributes proved fascinating. By definition they are desirable in some cultures and undesirable in others such as with the attribute “ambitious” (with a societal score ranging from 2.85 to 6.73). “Elitist” is another example with a societal score range of 1.61–5.00. While from a humanistic perspective one might predict that being compassionate and sensitive might be universally endorsed; however, they were not. From a Western perspective, one might also expect that being cunning and domineering would be universally refuted, but they also were culturally contingent. Many of these attributes fell into the self-centered and individualistic primary leadership dimensions. For instance, although the attribute individualistic had a grand culture mean of 3.11 (slightly inhibits outstanding leadership), individual culture scores ranged from a low of 1.67 (somewhat inhibits) to a high of 5.10 (slightly contributes). Similarly, the attribute status conscious ranged in value from a low of 1.92 (somewhat inhibits) to a high of 5.77 (moderately contributes).

Going up a level of analysis to our 21 primary leadership dimensions, we found 7 primary leadership dimensions to be culturally contingent (Javidan et al., 2010). They are:

1. Status conscious (country scores range from 2.34 to 5.81). This dimension reflects a consciousness of one's own and others' social position holding an elitist belief that some individuals deserve more privileges than others.
2. Bureaucratic (formerly labeled procedural) (country scores range from 2.79 to 4.95). This dimension emphasizes following established norms, rules, policies and procedures and habitually follows regular routines.
3. Autonomous (country scores range from 2.23 to 4.67). This dimension describes tendencies to act independently without relying on others; may also include self-governing behavior and a preference to work and act separately from others.
4. Face saving (country scores range from 2.01 to 4.75). This leadership dimension reflects the tendency to ensure followers are not embarrassed or shamed; maintains good relationships by refraining from making negative comments, instead uses metaphors and examples.
5. Humane (country scores range from 3.31 to 5.59). This dimension emphasizes empathy for others by giving time,

money, resources, and assistance when needed; shows concern for followers' personal and group welfare.

6. Self-sacrificial/risk taking (country scores range from 3.92 to 6.07). This dimension indicates an ability to convince followers to invest their efforts in activities that do not have a high probability of success, to forgo their self-interest, and make personal sacrifices for the goal or vision.
7. Internally competitive (formerly labeled conflict inducer; country scores range from 2.92 to 5.04). This dimension reflects the tendency to encourage competition within a group and may include concealing information in a secretive manner.

Our analyses show that national culture and organizational culture matter greatly with regard to culturally contingent leadership. For instance, power distance values at the national or organizational level are predictive of three culturally contingent leadership dimensions: status conscious, bureaucratic, and internally competitive. Countries with high power distance values desire leaders who behave in a rule – oriented, somewhat secretive manner and who highly cognizant of status differences among themselves and their followers. Furthermore, three leadership dimensions – bureaucratic, self-sacrificial, and internally competitive – are predicted by three cultural values each. A full description of all culturally contingent findings can be found in Javidan et al. (2010).

1.5. Qualitative GLOBE data supporting culturally contingent leadership

The second major GLOBE book titled “Culture and leadership Across the World: The GLOBE Book of In-Depth Studies of 25 Societies” (Chhokar et al., 2007) integrates quantitative data on culturally contingent leadership with extensive qualitative data. This massive volume presents detailed and specific information about culture and leadership in 25 nations representing all but one of the original GLOBE culture clusters.² Each chapter may include in-depth ethnographic interviews, focus groups, media analysis, participant observation and unobtrusive measurement. These chapters often emphasize non-trivial culture-specific information about the interpretation and practice of leadership in these countries. The 25 countries represented in this volume are presented in Table 5.

Space limitations preclude in-depth review of the rich information found in these chapters; instead we present summary information for two areas of the world that clearly need better understanding: The Middle East and Africa. The following two research studies describe what we have learned about this region of the world regarding culture and leadership. To date, very few studies have investigated effective leadership prototypes from the Middle Eastern and African regions. Using GLOBE data, Kabasakal and Bodur (2007) and Kabasakal, Dastmalchian, Karacay and Bayraktar (manuscript in preparation for submission to Journal of World Business) report both similarities and differences among countries in the Middle East and North Africa (MENA) regions. Wanasika, Howell, Littrell, and Dorfman (2011) provide an analysis of managerial leadership in Sub-Saharan Africa (SSA).

1.5.1. Middle Eastern region

Most countries in the Middle-Eastern cluster of the GLOBE study (Egypt, Morocco, Turkey, Kuwait and Qatar) have commonalities in societal norms and practices, reflecting historical, religious and socio-cultural characteristics. Islam as the prevalent religion for these countries in the region which acts as a unifying force by creating a common culture (Kabasakal & Bodur, 2002).

² The only culture cluster not represented is Sub-Saharan Africa. However, since publication of the book, articles using GLOBE material have appeared in the literature. One such article by Wanasika et al., 2011, corrects this void.

Table 5

Specific countries represented in GLOBE book 2 (Chhokar et al., 2007).

Cluster name	Country(ies)	Chapter title	Author(s)
Nordic Europe	Sweden	"Primus Inter Pares": Leadership and Culture in Sweden	Ingall Holmberg and Staffan Åkerblom
Germanic	Finland	Culture and Leadership in Finland	Martin Lindell and Camilla Sigfrids
	Austria	Culture and Leadership in Austria	Gerhard Reber and Erna Szabo
	Germany	Societal Culture and Leadership in Germany	Felix C. Brodbeck and Michael Frese
	The Netherlands	Culture and Leadership in a Flat Country: The Case of The Netherlands	Henk Thierry, Deanne N. den Hartog, Paul L. Koopman, and Celeste P.M. Wilderom
Anglo	Switzerland	Leadership and Culture in Switzerland: Theoretical and Empirical Findings	Jürgen Weibler and Rolf Wunderer
	Australia	The Australian Enigma	Neal M. Ashkanasy
	England	Inspirational Variations? Culture and Leadership in England	Simon Booth
	Ireland	Leadership and Culture in the Republic of Ireland	Mary A. Keating and Gillian S. Martin
	New Zealand	Leadership and Culture in New Zealand	Jeffrey C. Kennedy
	South Africa	Culture and Leadership in South Africa	Lize A.E. Booysen and Marius W. van Wyk
Latin Europe	USA	Leadership in the United States of America: The Leader as Cultural Hero	Michael H. Hoppe and Rabi S. Bhagat
	France	Universalism and Exceptionalism: French Business Leadership	Philippe Castel, Marc Deneire, Alexandre Kurc, Marie-Françoise Lacassagne, and Christopher A. Leeds
	Portugal	Leadership and Culture in Portugal	Jorge Correia Jesuino
Latin America	Spain	Managerial Culture and Leadership in Spain	Jeremiah J. O'Connell, José M. Prieto, and Celia Gutierrez
	Argentina	Argentina: A Crisis of Guidance	Carlos Altschul, Marina Altschul, Mercedes López, Maria Marta Preziosa, and Flavio Ruffolo
	Colombia	Colombia: The Human Relations Side of Enterprise	Enrique Ogliastri
Eastern Europe	Mexico	Societal Culture and Leadership in Mexico: A Portrait of Change	Jon P. Howell, Jose DelaCerde, Sandra M. Martínez, J. Arnoldo Bautista, Juan Ortiz, Leonel Prieto, and Peter Dorfman
	Greece	Greece: From Ancient Myths to Modern Realities	Nancy Papalexandris
	Russia	Leadership and Culture in Russia: The Case of Transitional Economy	Mikhail V. Grachev, Nikolai G. Rogovsky, and Boris V. Rakitski
Middle East	Turkey	Leadership and Culture in Turkey: A Multifaceted Phenomenon	Hayat Kabasakal and Muzaffer Bodur
Confucian Asian	China	Chinese Culture and Leadership	Ping Ping Fu, Rongxian Wu, Yongkang Yang, and Jun Ye
	Hong Kong	Culture and Leadership in Hong Kong	Irene Hau-siu Chow
	Singapore	Culture and Leadership in Singapore: Combination of the East and the West	Ji Li, Phyllis M. Ng, and Albert C.Y. Teo
Southern Asia	India	India: Diversity and Complexity in Action	Jagdeep S. Chhokar

Chhokar et al. (2007).

Findings indicate a strong convergence in cultural practice values and effective leadership attributes among the Islamic countries in the GLOBE data from the MENA region (Kabasakal, et al.; see previous citation note). These countries are Egypt, Morocco, Turkey, Kuwait, Qatar and Iran. Examples of common cultural *practices* in MENA are high power distance and high in-group collectivism. Israel is also a MENA country, but of course the predominate religion is Judaism. It has lower power distance and in-group collectivism practices than the other countries in MENA. Regarding cultural *values*, common cultural values are future orientation and performance orientation; high scores on these values for the Islamic countries may reflect the relatively lower scores on actual cultural practices (i.e., the GLOBE "as is" scores) among many of the MENA countries for these two cultural dimensions.

Among the highly convergent leadership prototypes are: desire for high integrity, visionary, inspirational, team oriented, collaborative, decisive and administratively competent leadership. This indicates that MENA countries give preference for leaders who combine inspiration and a sense of positive feeling with justice and honesty. As noted by Kabasakal and Bodur (2007), strong in-group ties and networks of interdependent relationships are both practiced and valued. A manifestation of this is that family members usually constitute the top management team who are more likely to be trusted than professionals. As a result of high power distance practices, there is a desire for maintaining high social distances in the paternalistic relationship between leaders and followers.

Their analysis also showed that there were differences among MENA countries represented in the GLOBE countries. For example, while decisiveness marks the most effective leadership quality in Turkey, humane leadership is seen as the most effective attributes in Qatar. Similarly, while integrity is the most important effective

leadership dimension in Israel, being Administratively Competent is the highest scored leadership dimension in Morocco. That is, even though there is a pattern of common leadership attributes among the MENA countries, further analysis has shown that there are noteworthy differences even among the seven MENA countries in terms of leadership attributes and cultural practices and values.

1.5.2. Sub-Saharan African region

Wanasika et al. (2011) provide an analysis of managerial leadership in Sub-Saharan Africa (SSA). This analysis is based on existing literature, qualitative analysis of African media reports, and quantitative results of the Global Leadership and Organizational Behavior Effectiveness Project (GLOBE). The five SSA societies are Nigeria, Namibia, Zambia, Zimbabwe and South Africa (Black sample) which represents the GLOBE Sub-Saharan Africa Cluster. SSA is an interesting geographical region for the study of leadership practices due to the co-existence of contrasting cultural characteristics including collective and individualistic tendencies, hierarchical and egalitarian institutions, and modern and tribal societies.

Organizational structures and leadership characteristics in the Sub-Saharan region can be discussed in terms of five themes. The first theme, a spirit of *Ubuntu*, recognizes the importance of human interdependence and striving for harmony in all social relations. Its orientation is usually within one's tribe or in-group and it reflects traditions such as respect for the dignity of people, reciprocity in social relations, and a desire for tolerance and forgiveness. The second theme, *Group solidarity*, is also a traditional value in SSA cultures that reflects loyalty to one's family, clan or tribe as well as teamwork and service to one's in-group and others. Leadership styles that are *Team Oriented and Humane* reflect this cultural dimension, and GLOBE respondents indicated both of these leadership attributes

characterize outstanding leaders in SSA countries. Servant leaders also seem consistent with this cultural dimension. A third theme reflects the traditional *patriarchal and patrimonial* male dominance with little role for women in tribal governance. Leadership positions were typically based on ascribed status and respect was given to individuals who were male and/or advanced in age.

The last two themes are negative forces for the region. The fourth theme is that of *Colonialism* by European powers which was a dominant force in SSA until the late part of the twentieth century. Colonial dominance broke down many of the cultural mechanisms that had evolved to allow ubuntu to exist among different tribal groups. A fifth theme is that of a culture of *corruption, poverty, tribalism and violence* which unfortunately persists in many SSA countries. This culture includes a negative view of organizational and political leaders as well as low personal aspirations and feelings of helplessness resulting in a tolerance of corruption, nepotism and occasional acts of violence. These factors contribute to the emergence of the “African Strong Man” who imposes his will on populations, enriches himself and his in-group at the people’s expense, and uses any means possible to retain his power. The prototypical “African Strong Man” is clearly an important factor contributing to the continuing social problems in SSA today.

The above discussion concludes the sections of this paper originating from GLOBE phases 1 and 2. We have demonstrated that there are both universal and culturally contingent aspects of leadership, particularly perceptions of what constitutes outstanding leadership and how these perceptions relate to culture. Yet, critical questions related to cross-cultural differences in actual leadership behavior and effectiveness remained relatively unexplored (Yukl, 2010). The purpose of GLOBE phase 3 was to empirically address questions related to actual leadership behavior and effectiveness worldwide.

2. Objectives and findings of GLOBE phase 3: CEO leadership behavior and effectiveness

GLOBE phase 3 has just been completed; it started approximately in 2000 and data analysis continues to this day. We surveyed and interviewed 1060 CEOs and surveyed their over 5000 direct reports in 24 countries (Dorfman, Sully de Luque, Hanges, & Javidan, 2010; Sully de Luque, Javidan, Hanges, & Dorfman, 2011). Our goal was to examine the relationship between national culture, culturally endorsed leadership theory (CLT), leadership behavior, and leadership effectiveness. In the previous phases, we examined the impact of national culture on managerial expectations for their leaders. In phase 3, we studied the impact of national culture and CLTs on actual behavior and CEO effectiveness. The full description of phase 3 will be available in our forthcoming book “Strategic Leadership: The GLOBE study of CEO Effectiveness Across Cultures” to be published in 2012.

The focus in GLOBE phase 3 research has changed from previous GLOBE phases where we previously examined mid-level management. This phase concerns executives and top management team members (TMT). We sought to investigate the nature of CEO strategic leadership and the relationship between previously determined culturally preferred leadership styles and *actual* executive behavior. Please note that this is in contrast to simply determining endorsed or expected leadership qualities which we did in the prior GLOBE phases. It seems almost obvious that successful executives will lead in a manner consistent with a society’s preferred leadership style; unfortunately the evidence for this is mostly anecdotal and rarely if ever empirically based. In contrast, **we set out to empirically determine if executives lead in a manner consistent with the societies’ expectations**. Further, we desired to know what happens if the executives violate these culturally specific directives? What complicates matters more is the

fact that leadership universals likely exist (i.e., visionary leadership) which begs the question, are there situations where the universals and cultural specifics compete with each other. We also wanted to separate out the truly excellent CEOs from the less successful CEOs and determine how the patterns of behavior differed for each group.

From a theoretical perspective, this latest GLOBE phase spanning approximately ten years (from 2000 to 2010) fills in a research gap among the confluence of three management subfields: strategic leadership, global leadership, and cross-cultural leadership. While each of these subfields contributes to our understanding of leadership effectiveness, their separate contributions exist within a proverbial literature silo. Perhaps due to the obvious importance of executive decision making in today’s turbulent business world, there has been increased interest in strategic leadership and Upper-Echelon Theory (Finkelstein, Hambrick, & Cannella, 2009; Yukl, 2008). Yet this field remains US and Western based. The subfield of Global leadership is more recent but rapidly expanding as it moves beyond its initial focus on expatriates. Although changing, it has been more practically than theoretically oriented (Beechler & Javidan, 2007). The cross-cultural leadership literature has recently burgeoned and retains a significant theoretical focus, but the research samples often are comprised of supervisors at mid and lower levels in contrast to higher management levels. In short, these sub fields by themselves have a great deal to offer organizational scholars interested in organizational effectiveness across varied cultural contexts. However, the confluence of these efforts should yield even greater rewards. Simply put, we need to know much more about the strategic leadership process to develop global leaders comfortable with managing and leading people of varied values, beliefs, and expectations for their leaders.

The research design for this study is fairly complex as it involved both qualitative and quantitative aspects. We surveyed 1060 firms from 24 countries where the design called for an assessment of 40 firms in each country. **Countries included Azerbaijan, Austria, Brazil, China, Estonia, Fiji, Germany, Greece, Guatemala, India, Mexico, The Netherlands, Nigeria, Peru, Romania, Russia, Slovenia, Solomon Islands, Spain, Taiwan, Tonga, Turkey, the United States, and Vanuatu.** Twenty firms were to be entrepreneurial, and 20 were firms owned by shareholders and/or operated by professional managers. Each of the 40 firms’ CEOs was interviewed. In addition, between 6 and 9 top management team (TMT) members completed surveys that assessed the CEOs leadership behaviors, and their own internally focused outcomes (e.g., commitment, effort, and team solidarity) and externally oriented measures of firm performance (e.g., competitive sales performance, competitive ROI, and competitive industry dominance). Common source variance was eliminated by having relationships among the variables assessed by different sources (i.e., leadership behaviors were assessed by one set of TMT members, but outcomes were assessed by another set of TMT members).

We present the following findings regarding the predictability of leadership behaviors and leadership effectiveness.

2.1. National culture does NOT predict leadership behavior

Contrary to the conventional wisdom, our analysis of the correlation between the 9 cultural values and 6 global leadership dimensions of CEO behavior shows that with a few exceptions, national culture values do not directly predict CEO leadership behavior. Instead, we demonstrate that national culture values are antecedent factors which influence leadership expectations.

2.2. Culturally endorsed leadership theory (CLT) predicts leadership behavior

In our earlier phases of GLOBE (House et al., 2004), we argue that in order to understand leadership styles and behaviors in a

culture, we need to understand the idealized leadership in that culture. Recall that we label the idealized leadership style linked to culture as part of a “culturally endorsed leadership theory” or CLT for short. We predicted for this phase of the research that national culture helps shape the leadership style of its citizens through its effect on the formation of commonly held leadership theories in that society. Thus, CEOs are likely to believe a particular leadership style is effective in their culture, and then likely act in accordance with their beliefs. Recall that in phase 2 of GLOBE (House et al., 2004) we showed empirical evidence for the relationship between cultural values and these culturally endorsed leadership dimensions held by managers in the 62 societies. In the latest phase of the research, we now have clear empirical evidence for the relationship between the culturally endorsed leadership theory and actual CEO leadership behavior (across 17 countries that overlapped the various GLOBE research stages). We examined the correlation between the 6 CLT global leadership dimensions and their counterpart leadership behaviors. Five out of six CLTs are significantly correlated with their behavioral counterparts, meaning that CEOs tend to behave in accordance to societies’ expectations of their leaders.

Simply put, leaders behave in a manner consistent with the desired leadership found in that culture.

The following concrete examples clarify this assertion. Our findings show that CEOs operating in societies that desire participatory leadership (e.g., Germanic Europe) tend to act in a participatory manner. And CEOs in societies that desire humane leadership (e.g., Southern Asia) act in a more humane manner. We also show that CEOs operating in societies that desire relatively higher autonomous leadership (e.g., Eastern Europe) or relatively higher levels of self-protective leadership (e.g., Middle East) styles tend to behave accordingly. These findings confirm the arguments by Lord and Maher (1991) and Shaw (1990) regarding the importance of understanding implicit leadership theories. If we know the idealized leadership, or CLT of a society, we can predict the behaviors of the leaders in that society.

Secondly, regardless of the overall desirability of a particular leadership dimension, the CLT was related to the CEO’s behavior on this dimension. That is, even with leadership actions generally associated with less than desirable leadership such as

“self-protective leadership” were more likely found in societies that did not reject this type of leadership in contrast to societies that completely eschewed this style. Thirdly, the results of effectiveness for specific leadership behaviors present red flag regarding the transportability styles across cultures. For example, to expect that participatory leadership should be accepted and practiced in whose societies CLTs are non-participatory is unrealistic. In other words it is imperative to view leadership as a set of personal characteristics and actions that are deeply rooted in the society’s cultural values. This requires a systemic approach. Two country examples of the relationship of CLTs to CEO behavior are presented below. Each figure shows leadership expectations for the country (scores on CLTs for all 21 primary leadership dimensions) and the corresponding actual CEO behavior for the same dimensions. You will notice that for some CEO behaviors such as “visionary”, both the US and Russia fall short of the ideal, but the discrepancy is far greater for the Russian CEOs. If you consider the scores for “autonomous”, CEO behaviors in both countries match the ideal, but the ideal is much higher (i.e., more autonomous) in Russia than in the US (Figs. 1 and 2).

2.3. Leaders who behave according to expectations are effective

Our findings also show that the extent to which each leader’s behavior is congruent with its CLT counterpart is an important determinant of the leaders’ perceived effectiveness. In other words, it is the congruency, or “fit” between expectations and behavior that is critical for CEO’s effectiveness. For example, we show that in societies whose CLT includes high desirability of participative qualities, leaders who also exhibit these attributes generate a strong sense of commitment, effort, and team solidarity among their direct reports. In a similar sense, we show that self-protective leaders also generate similar effects on their direct reports but only in societies whose CLTs indicate a relatively high desirability of these qualities. These findings provide further insight into the relationship between CLTs and leader behaviors. Leaders tend to behave according to their society’s leadership CLTs, not just because of their own and their employees mental models of implicit theories, but also because they know it is likely to lead to success. This further emphasizes the importance of CLTs to better

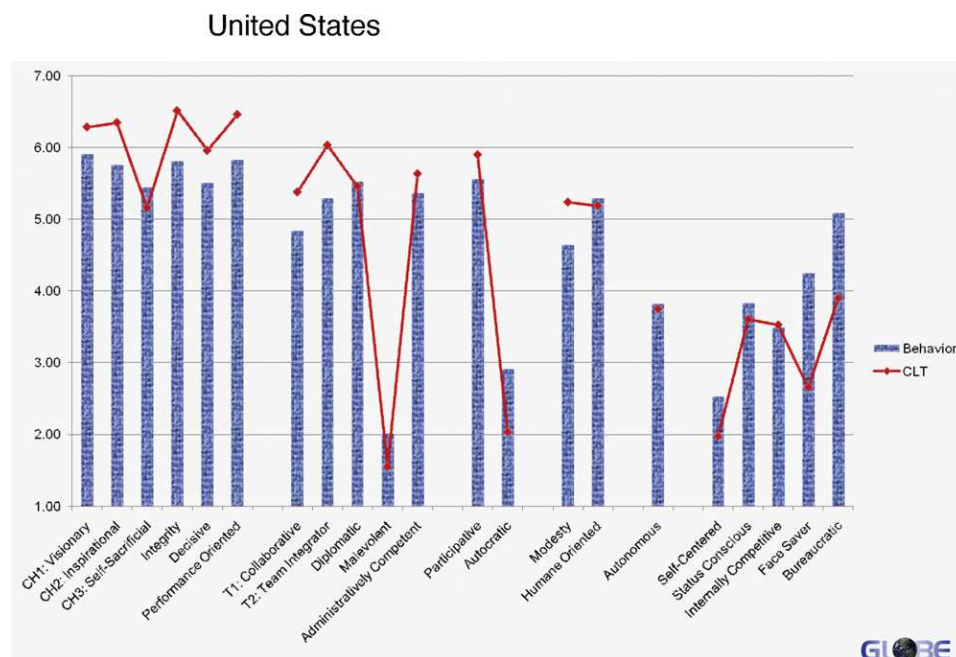


Fig. 1. Leadership expectations (i.e., societal CLTs) and CEO behavior for the United States.

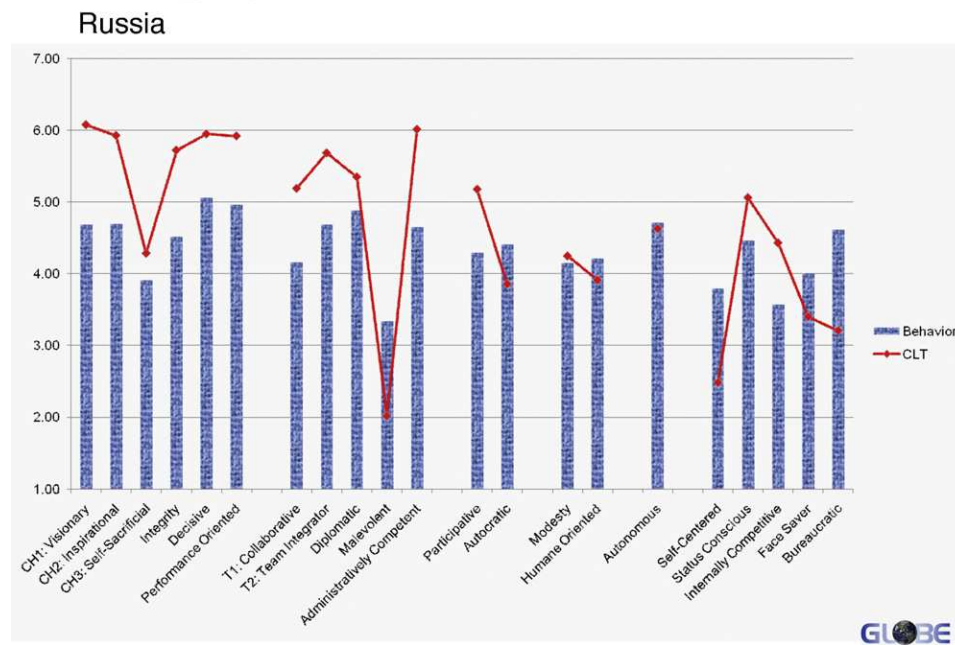


Fig. 2. Leadership expectations (i.e., societal CLTs) and CEO behavior for Russia.

understand leadership in different societies. It also further cautions against generalizing about leadership attributes across societies. In short, *the extent to which each leader's behavior is congruent with the culture's CLT counterpart determines the leader's effectiveness. For example, in societies whose CLT includes Team Oriented attributes, leaders who exhibit these attributes generate strong commitment, effort, and team solidarity among their direct reports.*

2.4. We found three types of leaders: those who fall short of expectations, those who meet expectations and those who exceed expectations

As discussed above, we found that the “fit” between behaviors that are expected and what actually is enacted for each CEO is critical for leadership success. Executives who violate cultural norms are not as effective as those that conform to cultural norms. Yet, there is much more to this story regarding “fit”. What do we know about the leadership of truly exceptional CEOs and those that are equally poor? To answer this question, it presupposes that we can identify exceptionally good, versus exceptionally poor CEOs. We did so in each country by determining the “set” of the most (and least) successful CEOs in each country with regard to *each criterion* (e.g., commitment of their direct reports). So for instance, using a statistical cutoff point based on the average level of TMT commitment, we might find that 8 of the 40 CEOs were very successful in that their direct reports were highly committed, and 12 were not (20 might be in the middle level of commitment). Then, we calculated the standardized “z score” of the CEOs leadership behavior in the high commitment group as to this group's average CEO leadership behavior *which exceeded or fell below the country CLT* on each leadership dimension (e.g., participatory leadership). We did this for each of the 6 global leadership dimensions and the 21 primary leadership dimensions.

In general, charismatic and team oriented leadership are particularly important in separating the superior from inferior CEOs. Fig. 3 below shows a comparison of the superior and the inferior CEOs based on the overall dedication of their direct reports. It shows that among the 1060 CEOs, superior leaders' charismatic and team oriented leadership behavior exceeds the societies' expectations represented by the “neutral or zero” line in the chart.

In contrast, inferior CEOs fall drastically short of their societies' expectations. Thus, we found that charismatic/VB and team oriented leadership is important for overall TMT dedication (a combined variable representing commitment, effort, and team solidarity). These two leadership dimensions were also predictive of firm performance.

Also notice in Fig. 3 that participative and humane oriented CEO leadership was also predictive of dedication. However, in contrast to charismatic and team-oriented, these behaviors did not have a significant relationship to firm performance (figure not shown). Overall, we found (amazing) consistency among findings among countries, but there also were surprises. For instance, sometimes differences among countries exist with regard to those leadership behaviors that are most critical, and for each criterion. In Guatemala for example, participative and humane leadership was more impactful than visionary leadership for employee commitment. Counterintuitive findings were also evident as self-protective leadership had a positive impact by most direct reports in most countries. This is in contrast to the general negative connotation for this leadership behavior which we found in GLOBE phases 1 and 2.

We can summarize our findings with respect to CEO effectiveness in the following manner. **To be at least reasonably effective, a CEO needs to match the society's expectations with regard to an**

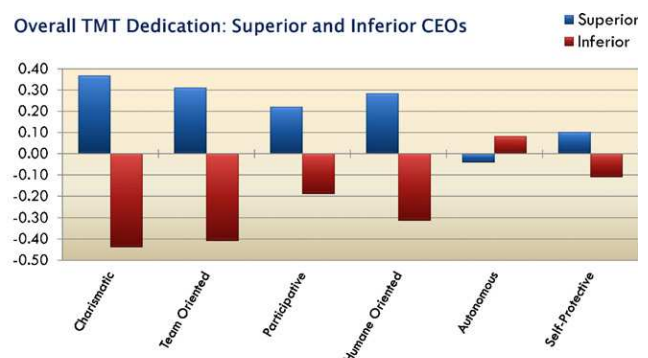


Fig. 3. Overall top management team (TMT) dedication: superior and inferior CEOs.

idealized level of leadership. CEOs that fall below this expectation most often results in negative outcomes either in the form of poor TMT attitudes or firm performance. The good news is that CEOs who exceed the society's expectations can expect to find superior TMT outcomes and firm performance.

In short, our findings show three types of leaders: (1) CEOs whose behavior falls short of the societies' expectations and end up with under-performing corporations and less dedicated direct reports. (2) CEOs whose behavior matches societal expectations and tend to lead reasonably successful corporations and dedicated direct reports. (3) CEOs who significantly exceed their societal expectations and produce superior results.

2.5. Leadership enactment and effectiveness depend on specific kinds of leadership exhibited. Further, enactment and effectiveness of certain behaviors vary across cultures, others do not

Regarding leadership enactment, we found that CEOs were rated relatively high on Charismatic/Value Based (C/VB) leadership behaviors in most of the organizations surveyed. In fact, it is the highest level of leadership enactment by far among our 6 global leadership behaviors (Mean = 5.59 for Global Charismatic dimension and 5.70 for the Charismatic 1: visionary dimension). See Table 6 for TMT ratings of all Global and Primary CEO Leadership Behaviors. We interpret this to mean that CEOs across countries often exhibit C/VB behaviors demonstrating behaviors such as vision, integrity, inspiration and self-sacrifice. This supports Bass's (1997) notion about the universal desirability of this leader behavior.

Regarding leadership effectiveness, we found that many CEO leadership behaviors have direct consequences in terms of TMT commitment, effort and team solidarity. Some of the consequences are universal and others are culturally contingent. In fact, 5 of the 6 global leadership behaviors increase *commitment and team solidarity* among top management teams regardless of the society. Perhaps as expected, *C/VB and team-oriented leadership were particularly impactful*. But, *participation and humane oriented CEO leadership also had significant and positive impacts*. Perhaps more surprising was that the less desirable *self-protective leadership also had positive impacts*. Only the autonomous CEO leadership had a neutral or negative effect.

The following quotes from our CEO interviews exemplify the importance of vision and inspirational motivation for effective leadership.

As a CEO, my main job is to develop the vision, and to communicate that so everybody sees the bigger picture about who, what, and why. I visit each and every branch to communicate on one-to-one basis with everybody over here. I also try to talk to people in the factories and in the field. The key to communication of vision is to ensure consistency, that makes sense to the company, and in what it means to employee. In this company there is no other way of going about it. (India)


In the '90 s ...they were looking for a flexible bank. . .they need a much more flexible bank especially oriented toward small and medium size businesses. Following the presentation of my project, my vision about such a bank and my ability to set up such a bank, I realized they share my proposal. . . Our project got the approval. . .It was a good idea, because our bank has grown along with SMEs dynamism. . .My vision worked! It inspired the managerial team – the proof is the bank's quick success. (Romania)

2.5.1. Evidence for unique leadership impact across cultures

We have evidence for both cultural universality (as in the above examples) as well as cultural differences regarding the effectiveness

Table 6

TMT leadership ratings of CEO leadership behaviors (global and primary).

Global CEO behavior dimensions	Primary CEO behavior dimensions
I. <i>Charismatic/value-based</i> (mean = 5.59, range = 4.63–6.17)	1. Charismatic 1: visionary (mean = 5.70) 2. Charismatic 2: inspirational (mean = 5.62) 3. Charismatic 3: self-sacrifice (mean = 5.21) 4. Integrity (mean = 5.62) 5. Decisive (mean = 5.64) 6. Performance oriented (mean = 5.75) 
II. <i>Team oriented</i> (mean = 5.43, range = 4.65–5.90)	7. Team 1: collaborative team orientation (mean = 5.25) 8. Team 2: team integrator (mean = 5.08) 9. Diplomatic (mean = 5.64) 10. Malevolent (mean = 2.35) 11. Administratively competent (mean = 5.52)
III. <i>Self-protective</i> (mean = 3.94, range = 3.61–4.42)	12. Self-centered (mean = 2.86) 13. Status conscious (4.54) 14. Conflict inducer (internally competitive) (mean = 2.92) 15. Face saver (mean = 4.30) 16. Procedural (bureaucratic) (mean = 5.06) 17. Autocratic (mean = 3.51)
IV. <i>Participative</i> (mean = 5.03, range = 4.13–5.70)	18. Participative (mean = 5.21)
V. <i>Humane oriented</i> (mean = 4.82, range = 3.79–5.30)	19. Modesty (mean 4.92) 20. Humane orientation (mean = 5.08)
VI. <i>Autonomous</i> (mean = 4.11, range = 2.72–5.09)	21. Autonomous (mean = 4.11)

Note: The italicized dimensions are global CEO leadership behaviors. They consist of primary CEO leadership behaviors. Numbers represent mean (and range scores) averaged across CEO behaviors from 24 nations on a 7-point scale ranging from 1 (strongly disagree) to 7 (strongly agree) with leadership behavioral statements (e.g., follows established rules and guidelines). Primary dimensions #10 and 17 were reverse scored when computing the associated global dimension.

of specific kinds of leadership. However, there were interesting differences in leadership effectiveness across cultures when examining the how leaders' influence individual *effort* (in contrast to commitment and team solidarity). In other words, while direct reports of CEOs who behave in a C/VB or team-oriented manner display extra effort in performing their duties, the amount of extra effort is higher in some cultures than in others. Furthermore, *humane orientation is most predictive of all CEO behaviors for TMT commitment*. And, humane oriented is a stronger predictor than participation for all 3 dependent variables!

The following quotes are indicative of the widely diverse beliefs of how leaders should behave in order to be effective. They were specifically selected for their contrast to the more conventional quotes previously presented. As you will see, these are much more self-protective and "in your face".

"I am a fighter because I got too many fists in my face and too many obstacles in my life. I am a very ambitious person. . .if you get the information before the others, you get first on the spot."

"Essential principles are discipline, obedience, diligence, and loyalty: That's all. If you want to be an effective manager, you should be able to pound the table, otherwise no one will listen to you."

2.5.2. Evidence of effectiveness beyond TMT attitudes and reactions

Finally, regarding the effects of specific leadership styles, our findings also show that C/VB and team-oriented CEOs produce results beyond the typical attitudinal measures. For these types of CEOs, their firms show higher levels of competitive sales performance and competitive ROI. Taking all five dimensions of effectiveness (internally and externally oriented), C/VB and team-oriented behaviors are highly productive and consequential. In

contrast, our findings show that Autonomous leadership behaviors are often deleterious. Bottom line, leadership matters, and it matters greatly.

2.6. Summary: what do we know that is important for strategic leadership across cultures?

GLOBE's twenty year journey endeavored to understand the intricate relationship between national culture and leadership expectations, behavior, and effectiveness. We have identified what societies expect from their leaders, how leaders behave in different societies and what it takes to succeed as a leader in different cultures. This is the first time in the literature that we are able to empirically and scientifically show these complex relationships.

Global leadership at the strategic level is much like the famous quote by Winston Churchill (October 1, 1939) when he discussed the conundrum with respect to Russia. He stated, "I cannot forecast to you the action of Russia. It is a riddle wrapped in a mystery inside an enigma. ..." Less widely known is the second part of this quote which is equally apt for referring to global leadership where he stated, "...but perhaps there is a key." The key and perhaps the crux for successful executive leadership in a global world is that executives tend to lead in a manner more or less consistent with the leadership prototypes that are consistent with their particular culture. To paraphrase the cliché "When in Rome so as the Roman's do", we might restate this as "Roman leaders lead in a manner expected in Rome".

As a second key, we found that since the "fit" between what is expected and what is enacted is critical, the phrase might be transformed again into "Roman leaders damn well best do what they are expected to do if they want to be successful". Yet, from previous GLOBE research and volumes of literature, we expected to find that there also are universal and consistent leadership actions required for success. This is exactly what we found as in almost all aspects of this GLOBE project, successful leaders enact core universally desired behaviors that comprise charismatic value based leadership. This forms the third key in our results. So, we can add another cliché "When in Rome and you don't know what to do, exhibit charismatic/value based leadership". This is easier said than done, but it means developing a vision, inspiring others, demonstrating integrity, being decisive, and creating a performance oriented culture.

As a fourth key, we might note that superior and inferior CEOs follow a pattern with respect to their society's expectations. The key is to match or exceed expectations. Although this might seem somewhat simplistic and tautological, we empirically determined what the society's expectations are with respect to various leadership qualities. Further, these expectations can be very different across societies and, in fact, certain valued CEOs behaviors in one nation may be undesirable in others. This is particularly true for many self-protective behaviors. While one may have predicted this would be true for behaviors such as being status conscious, other more neutral behaviors such as being humane and autonomous, which do not carry the same negative connotation, are quite variable in their impact. In short, woe be to the CEO that falls short of society's expectations.

A summary of this CEO study was recently presented at two Academy of Management Annual Meetings (2010 and 2011). The third major GLOBE book presenting the CEO results is forthcoming by Sage. It is tentatively titled "Strategic Leadership: The GLOBE Study of CEO Effectiveness Across Cultures", will be published in 2012. What follows are suggestions from GLOBE members as to potential future research activities. Some are currently underway, others are being planned, and still others are awaiting sponsorship.

3. What we still need to know – future globe research studies

The GLOBE project started with a research design that included four phases. We have completed the third phase and it is time to step back and contemplate future GLOBE studies. The purpose of the proposed fourth GLOBE phase was to further validate hypotheses in the original GLOBE model by conducting laboratory and field studies (House et al., 2004, p. 18). This fourth phase could include field studies of leadership development based on previous GLOBE findings. It could also explore a set of hypotheses that include structural contingency variables and determine how they fit into the picture. One could also initiate a field study on leadership in multinational corporations by comparing multinational corporations originating in the West versus those in the Far East. We believe this is a very timely subject and several GLOBE researchers have indicated interest in such a project. Furthermore, an obvious extension of the phase 3 research reported in this paper would be to obtain an international sample of women CEOs to further understand gender differences in leadership behavior and effectiveness. This is an ongoing activity but extremely difficult and time-consuming and it may be years before we have an adequate research sample.

Another avenue of future research would be to extend our knowledge regarding the CLT construct and how these leadership schemas are influenced by culture. The information processing model that drove our project was based on the classic symbolic information processing models that indicated that people held the content of different leadership categories in their memories. However, work in cognitive psychology has progressed beyond these symbolic models and the utility of connectionist information processing models has been discussed for almost 30 years. Connectionist models are different from symbolic models in that such models are more efficient, flexible, and provide more nuanced approach to understanding the connection between schemas and behavior. The initial empirical work testing this perspective has been quite promising (Hanges, Dorfman, Shteynberg, & Bates, 2006).

We need to understand more about the incorporation of emotions into the cross-cultural leadership process. Traditional leadership research has typically taken a cognitive and rational approach to understanding leadership-follower relationships. However, during the past decade the importance of emotions in these relationships has been increasingly recognized (e.g., Dasborough & Ashkanasy, 2002). The ability to identify and regulate the emotions of oneself and others is a critical skill for forming, maintaining, and managing healthy interpersonal relationships. The recent scientific literature refers to this set of abilities as emotional intelligence (EI); however, the area of EI has proven to be controversial. Given that leadership quality is a function of the relationships between followers and the leader, it seems reasonable to hypothesize that EI is a critical competency for effective leadership. How leaders regulate their emotions and the emotions of their followers and the role that societal culture plays in this process is a critical question that is one of the avenues of future research in GLOBE.

Perhaps the most frequent suggestion by the practitioner community has been to convert the GLOBE findings into a format friendly to practitioners. Several GLOBE researchers are currently actively engaged in writing practitioner books.

One frequent suggestion by GLOBE members has been to validate the GLOBE questionnaire at the individual level. As is well known, GLOBE emphasizes the validity of the questionnaire attributes/dimensions at the national level for both the cultural dimensions and leadership constructs. However, most researchers are not capable of collecting data on many countries as done in the GLOBE study. Therefore, it would be a major contribution to validate the questionnaire at the individual level, and/or to develop

a parallel value questionnaire which can be applied at the individual level. As a corollary to validation of the GLOBE scales at the individual level, it would be worthwhile to create a survey instrument whereby individuals could match their personal cultural values and assessment of critical leadership attributes to those of each culture in the GLOBE project.

The following two activities are not research studies per se, but are new initiatives that should promote cross-cultural research. The first is a GLOBE initiative to award “dissertation funds” to promising doctoral students. We will award at least one \$2000 stipend per year. Members of the GLOBE board will be responsible to advertise, collate, judge, and award promising doctoral student research. This award will be labeled the Robert House GLOBE dissertation award. Details will be provided in the GLOBE website. As a second imminent activity, we will make the GLOBE phase 1 and 2 *organizational* level data available for researchers. Instructions regarding the dissertation award and information needed to obtain the organizational level data will be found on the current GLOBE website <http://business.nmsu.edu/programs-centers/globe/>.

This concludes our review of the past 20 years of GLOBE research. Our journey has taken us in many directions, both planned and unplanned. As one might expect, it has taken us far longer time than originally expected. However, our results speak to the issues of leadership effectiveness for both middle-level and executive leadership in cross-cultural contexts. Much more can be learned, but we hope that you have found our efforts to be worthwhile in understanding leadership effectiveness across cultures.

Appendix A. GLOBE: a primer and suggestions for coordinating an international project team³

The “meta” purpose of the GLOBE project has been to increase available knowledge relevant to cross-cultural interactions with a focus on the intersection of culture, leadership, and organizational behavior. Perhaps obviously, there is an increased need today for greater cross-cultural acumen as intercultural interactions become more frequent. Even though the scope of the project metamorphosed numerous times during the past 20 years, we kept our focus on culture and leadership as its two major elements. To the credit of the GLOBE project founder, Robert House, GLOBE has followed a path that included organizing a group of like-minded researchers, obtaining research grants, providing for international meetings of GLOBE members, and even setting up a non-profit organization.

³ Additional Information Regarding GLOBE: Awards, Accomplishments, Membership & Recognition: 1. GLOBE has an up-dated list of GLOBE members. You can a list of members and GLOBE on the GLOBE website which has been moved from Thunderbird to New Mexico State University. <http://business.nmsu.edu/programs-centers/globe/>. 2. Organizational structure of GLOBE: GLOBE board of directors. a. Jagdeep Chhokar; India, jchhokar@gmail.com, b. Ali Dastmalchian; Iran; dastmal@uvic.ca, c. Miriam Erez; Israel meraz@ie.technion.ac.il, d. Ping Ping Fu; China ppfu@cuhk.edu.hk, e. Mary Sully; USA mary.sullydeluque@thunderbird.edu, f. Peter Dorfman pdorfman@nmsu.edu (president and chairmen of the board, Past board members include Paul Hanges and past presidents have been Robert House and Mansour Javidan) 2. National Awards include: a. American Psychological Association award for *Culture and Leadership Across the World: The GLOBE Book of In-Depth Studies of 25 Societies* had been chosen as the recipient of the 2008 Ursula Gielen Global Psychology Book Award; b. The Academy of Management Perspectives (formerly Academy of Management Executive awarded GLOBE members (2007). Best journal paper award for “In the Eye of the Beholder: Cross cultural Lessons in Leadership from project GLOBE.” i. Javidan, M., Dorfman, P. W., Sully de Luque, M., & House, R. J. (2006). In the eye of the beholder: Cross cultural lessons in leadership from Project GLOBE. *Academy of Management Perspectives*, 20(1), 67–90. c. The Society for Industrial & Organizational Psychology, Inc., Annual M. Scott Myers Award for Applied Research in the Workplace (2005) award to the GLOBE Project team for development, conduct & application of outstanding practice of industrial-organizational psychology in the workplace.

The three GLOBE phases consist of interrelated empirical studies. Results of phases 1 and 2 were reported in the first and second GLOBE book (Chhokar et al., 2007; House et al., 2004). GLOBE Phase 1 was devoted to the development of research instruments eventually used to measure cultural attributes of a society and culturally endorsed implicit theories of leadership. Phase 2 was devoted to the assessment of the nine core attributes of societal and organizational cultures (developed in phase 1) and when quantified, these attributes are referred to as cultural dimensions. They are: uncertainty avoidance, power distance, institutional collectivism, in-group collectivism, gender egalitarianism, assertiveness, future orientation, performance orientation, and humane orientation.

In phase 2, we also ranked 62 cultures according to their societal dimensions and tested hypotheses about the relationship between these cultural dimensions and several important dependent variables that ranged from macro measures of economic success to many aspects of the human condition such as the physical and psychological well being of societies. Phase 2 also investigated the mutual and interacting effects of societal culture and types of industry (finance, food processing, and telecommunications) on organizational practices and culturally endorsed implicit theories of leadership. As was presented in the body of this article, the third phase of project GLOBE investigated the impact and effectiveness of specific leader behaviors and styles of CEOs on TMT attitudes and firm performance.

Appendix B. History

As noted by Triandis (2004), the process through which the GLOBE questionnaires were developed demonstrates a collaborative and internationally inclusive exercise in cross-cultural research. Robert J. House conceptualized the methodology and research agenda in 1991. By 1993 the project received initial funding from the Dwight D. Eisenhower Leadership Education Program of the Department of Education. With this initial funding, the recruitment of country co-investigators (CCIs) began. The multinational team that we describe in this chapter is the GLOBE community of scholars which grew over the years to include a network of approximately 200 or more CCIs representing all continents in the world. The 62 societies reported on in the first phases of the GLOBE project were sampled from 59 different nations. Two samples were collected from three nations because these nations (e.g., South Africa) were comprised of large, distinctively different cultures, hence the nomenclature to describe the GLOBE sample as 62 societal cultures. Forty additional CCIs were recruited for the third phase of GLOBE which resulted in obtaining data from 17 of the original 62 countries and 7 new countries. The overlap of the 17 countries is particularly important for our third GLOBE phase as was discussed earlier in the article.

Appendix C. What we know: major findings for GLOBE phases 1 and 2 – the GLOBE culture dimensions

GLOBE distinguished between cultural values and practices because of its view that national culture can be broadly defined as “values, beliefs, norms, and behavioral patterns of a national group” (Leung, Bhagat, Buchan, Erez, & Gibson, 2005). The labels supplied for the nine culture dimensions were based on the several considerations. These labels were created based on theoretical, qualitative and statistical evidence. Many of the GLOBE culture dimensions that we measured are direct descendants of the prior cross-culture research and, for these, labels were already available (Hofstede, 1980, 2001; Triandis, 1995). Additional cultural

Table 7

Culture construct definitions and sample questionnaire items.

Culture construct definitions	Specific questionnaire item
<i>Power distance</i> : The degree to which members of a collective expect power to be distributed equally	Followers are (should be) expected to obey their leaders without question
<i>Uncertainty avoidance</i> : The extent to which a society, organization, or group relies on social norms, rules, and procedures to alleviate unpredictability of future events	Most people lead (should lead) highly structured lives with few unexpected events
<i>Humane orientation</i> : The degree to which a collective encourages and rewards individuals for being fair, altruistic, generous, caring and kind to others	People are generally (should be generally) very tolerant of mistakes
<i>Institutional collectivism</i> : The degree to which organizational and societal institutional practices encourage and reward collective distribution of resources and collective action	Leaders encourage (should encourage) group loyalty even if individual goals suffer
<i>In-group collectivism</i> : The degree to which individuals express pride, loyalty, and cohesiveness in their organizations or families	Employees feel (should feel) great loyalty toward this organization
<i>Assertiveness</i> : The degree to which individuals are assertive, confrontational and aggressive in their relationships with others	People are (should be) generally dominant in their relationships with each other
<i>Gender egalitarianism</i> : The degree to which a collective minimizes gender inequality	Boys are encouraged (should be encouraged) more than girls to attain a higher education (scored inversely)
<i>Future orientation</i> : The extent to which individuals engage in future-oriented behaviors such as delaying gratification, planning, and investing in the future	More people live (should live) for the present rather than for the future (scored inversely)
<i>Performance orientation</i> : The degree to which a collective encourages and rewards group members for performance improvement and excellence	Students are encouraged (should be encouraged) to strive for continuously improved performance

dimension labels were constructed with the assistance of the CCIs. The nine cultural dimensions are uncertainty avoidance, power distance, institutional collectivism, in-group collectivism, gender egalitarianism, assertiveness, future orientation, performance orientation, and humane orientation. We developed original scales for all dimensions. Respondents either reported their beliefs about their organization or their society, not both. In each referent, there were two forms of questions. One form of the question asked about actual *practices* in their organization (i.e., and we refer to these as “as is” indicators) and the second asked about *values* (the “what should be”). Thus we have 18 scales to measure the practices and values with respect to the core GLOBE dimensions of culture – the referents are either organizations or societies. The GLOBE book (House et al., 2004) details how all scales demonstrated validity within a nomological network.

Table 7 provides construct definitions and specific questionnaire items for the nine cultural dimensions studied in GLOBE. Each dimension was measured in 62 societal cultures for both cultural practices and cultural values.

To avoid common source bias, as was described above, two forms of the survey were developed and administered to two different groups of respondents. Form Alpha contained items measuring leadership effectiveness and organizational culture. Form Beta contained items measuring leadership effectiveness and societal culture. When analyzing the relationship between leadership and culture, we correlated the responses from one group on leadership with those from another group on culture, thus preventing common source bias.

The latest phase of GLOBE (phase 3), with its emphasis on executive strategic leadership, started early in the new millennium. More than 40 CCIs were recruited in this third phase which resulted in obtaining data from 1060 executives and more than 5000 direct reports in 24 countries. Sample results were presented earlier in the body of this paper.

Appendix D. GLOBE challenges and suggestions for coordinating an international team⁴

In this section we discuss five major challenges encountered by the GLOBE team. Most of the present authors have been in the GLOBE team since its inception – thus a 20 year history of

interaction. Not unlike a long-term marriage, the team dynamics continually varied. During the good times, we exhibited mutual admiration and wonderful collegiality, but there were also times where we resembled the bickering at the United Nations. Fortunately, for most of us, the positive greatly outweighed the negative and by most measures, we have survived and prospered. To support our discussion, we will allude to survey responses collected in after the major data gathering process in 1998 from 50 CCIs describing their experiences with the multinational team. Now that we are finishing our third major book, it was time to take stock and reflect on our effort. Throughout the project, the present authors have at various times discussed the functioning of the team in their numerous gatherings such as at the Academy of Management and through constant interactions in writing the third book. We discuss five challenges stemming from (a) the *long-term* nature of the GLOBE project, (b) the *evolving (growing) size* of the GLOBE team, (c) the *large membership size* of the GLOBE team, (d) the *virtual* nature of the GLOBE team's communications, and (d) the *cultural differences* of the GLOBE participants.

D.1. Challenges due to the long-term nature of the GLOBE project

The GLOBE project involved a long-term time commitment and considerable patience on the part of the CCIs. For many of us in the coordinating team, GLOBE became our major academic research project for two decades. It required a huge time commitment for CCIs and clearly, the GLOBE project was successful because the CCIs stayed motivated and on task. One significant problem we encountered was how to sustain motivation for the long haul. With large scale, long-term multinational teams, keeping everyone motivated and on track was a daunting task. To resolve problems associated with a multinational team working on a long-term project, we recommend that they:

1. Choose team members wisely (similar to the humorous saying, “one should choose their parents wisely”). While this may seem obvious, GLOBE researchers found it surprising as to who was most likely to both start and finish the project. Senior professors would hand-off operational details to others and not keep on top of the project; junior faculty sometimes had neither the expertise (therefore needing constant attention) nor the time before mandatory tenure decisions to fully contribute. As with Goldilocks and the Three Bears, the ideal CCI was “just right” –

⁴ This section is abstracted and updated from Hanges, Lyon, & Dorfman, 2005, Managing a Multinational Team: Lessons from Project GLOBE.

an associate professor who had achieved tenure and had time for the project to unfold and achieve tangible, publishable results.

2. Develop a social contract at the beginning of the project. Make it as specific as possible while maintaining some workable flexibility. Our social contract often helped resolve conflicts, yet differing interpretations still existed in spite of the concrete nature of the contract.
3. Build in success milestones such as conference presentations and fun group activities (e.g., pub gatherings and elaborate dinners).

D.2. Challenges due to the evolving (growing) size of the GLOBE team

Over time, the organizational structure of the project started to change to handle the growing number of CCIs. We formally started the project in 1993 with CCIs from 20 cultures. By August 1994 we had CCIs from 43 countries. By the end of 1997 over 170 CCIs from a total of 62 cultures were actively participating in the project. Currently, with the completion of GLOBE Phase 3 in 2010, we have a total of more than 200 members who have contributed to GLOBE during the various phases. Because of this evolving and growing membership, the timelines for new countries and collaborators were out of sync with the other more tenured members of our group. In addition, it was hard to determine when to stop admitting new countries and collaborators with new data versus staying on schedule with the publication timeline (caveat, we missed most self-imposed deadlines). The following are a few recommendations.

To resolve problems associated with the evolving size of a multinational team, we recommend that they:

1. Determine what additional skills or capabilities are needed on the team prior to inviting new members to join (e.g., statistical experts). If the new member provides a unique or valuable skill or replaces a critical member who has dropped out, this person should be allowed to join the team.
2. Determine in advance the windows of time when new members can join the team. We recommend that new team members join during transition phases of the project.
3. Develop a discussion strategy and organizational structure for decisions regarding team membership (e.g., a single decision maker versus a committee).

D.3. Challenges due to the large size of the GLOBE team

Our multinational team was and continues to be quite large. Once the principal investigator started recruiting team members, we soon had dozens of CCIs. Then, colleagues started calling the principal investigator and they were invited to join the project. This is the “good news.” The “bad news” about GLOBE’s evolving size was the enormous difficulty of keeping track of who was on the GLOBE team, who was actively participating, who was recently put on the team by nature of politics in a country or favors granted. The huge size of the GLOBE team prevented us from having many face-to-face meetings or conference calls. We eventually had two GLOBE conferences which allowed more direct communication and interaction among the CCIs. Language issues surfaced from time to time and made communications more difficult.

Because the GLOBE project became so large, it necessitated having a leader, a small governing body, and the large general team comprised of the CCI teams. One of the problems this created was the perception of differential status within the team. Those who perceived a status differential were less likely to be satisfied with the excellence of the project, less satisfied with the communica-

tions between colleagues, and less likely to meet publication timeliness. We believe that GLOBE was able to amicably overcome most major problems caused by this status difference by actively working to identify problems and include other members of the group in some of the informal conversations. There were a few times, however, where the European concept of industrial democracy clashed with an American propensity to view the project leader as a *primus inter pares*, or first among equals, having special privileges and decision-making rights.

To resolve problems associated with the large size of a multinational team, we recommend that they:

1. Develop a workable pattern of communicating frequently. Of course, face-to-face meetings are preferable. If face to face meetings are difficult, then establish smaller groups of team members to make the process feel more personal and to keep team members engaged.
2. From a particularly US centric perspective, we tentatively make the recommendation that a project have a strong leader with a straightforward vision for where the team is going, but one who engages in both transactional and transformational leadership. We suspect that the Europeans would have preferred a less dominant leader and one who practiced the industrial type democracy typical of this region.

D.4. Challenges due to the virtual nature of the GLOBE team’s communications

Communication problems are some of the most common complaints from virtual teams. Because GLOBE was a virtual multinational team, the types of communication challenges involved both language and technology issues. Let us consider the language issue first. While the official language of the GLOBE Project was English, most of the GLOBE CCIs were not native English speakers. Language proficiency differences compound the already difficult task of communicating at a distance. **We found that we had to have detailed discussions about the proper translation of even the most central concepts in our project. This was partially due to different languages having no direct, one-to-one English translation of critical words such as “leader” or “leadership.”**

Communication technologies presented other barriers for GLOBE participants. We initially sent all communications about the project by regular mail (yes, regular snail mail!). Luckily, early in the life of the GLOBE project, the Internet grew and spread internationally rather rapidly. We quickly switched to electronic communication (e.g., email and a website restricted to the GLOBE research community) after two years.

To resolve problems associated with the virtual nature of a multinational team’s communication, we recommend that they:

1. Provide training on virtual communication to team members *before* the project begins (or as new members join the group). To our regret, we didn’t do this.
2. Institute a mechanism by which any team member can get immediate attention (similar to the “stop the train” emergency lever) from project leaders to put a hold on activity until a communication problem is resolved.
3. Ensure that all team members have access to a common word processing program and email.

D.5. Challenges due to the cultural differences of the GLOBE participants

Perhaps naively, we did not expect the function and structure of the project itself to be so affected by the very constructs that we

were studying (i.e., leadership and culture). We eventually realized that the GLOBE research community was a microcosm of the phenomena that we were studying! Consider issues surrounding the perception of time and deadlines. Due to the complexity of the GLOBE project, researchers in the field as well as project leaders missed deadlines. Some of the CCI teams consistently completed their tasks on time, others did not. These cultural differences with regard to time created confusion, and sometimes great anger and resentment – it was not clear how much time had to pass before a deadline could be considered missed. And if missed, what should be the consequences to the researchers given that the project was voluntary and underfunded?

To resolve problems associated with the cultural differences of a multinational team, we recommend that they:

1. Remain cognizant of the practical implications related to cultural differences. For the unwary research team, power distance and uncertainty avoidance cultural dimensions can be cultural traps. High power distance cultures (or those socialized into a high PD culture) will expect deference due to status differences. Cultures varying in uncertainty avoidance will find team differences regarding the implementation of deadlines, organizational structure issues, and stress level differences when the best made plans go astray.
2. Continually remind team members (at least once a year) about their particular or peculiar cultural differences. We remain humble about recommending a mechanism to accomplish this. It would be best to have an interactive discussion that covers topics such as **"here is how my culture differs from yours with respect to the task at hand"**, and maybe most importantly, "here is what we need to agree on". As just mentioned, the construct of "deadlines" would be a clear candidate for continuing discussion.
3. Retain a good sense of humor. Realize at both emotional and intellectual levels that cultures really do differ.

In conclusion, these challenges are not unique to GLOBE but rather they are likely faced by all multinational teams. However, despite these all these challenges, the GLOBE project was successful by most standards including members indicating overall satisfaction with participating in the project. While most GLOBE participants indicated that they were very satisfied with the project, contentious issues sometimes surface. Authorship issues continue to be a problem, and status differences exist by the nature of the GLOBE organizational structure (having a board and a president of the GLOBE foundation).

Cumulatively, what enabled the culturally complex GLOBE team to succeed as it did was strong, yet flexible leadership. However, a good deal of shared leadership was present through several coordinating teams as the construct of "substitutes for leadership" comes to mind. Perhaps most obviously, we had a worldwide set of very competent GLOBE members who toiled for many years with formal recognition by the GLOBE leadership, but much delayed publications. It almost goes without saying that none of this would have been possible without the leadership of Robert House. As one GLOBE member said after learning of his death, "What a fine scholar and a real GLOBAL leadership researcher. He touched us all, intellectually and emotionally." We will miss him.

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