

# **Cross-Cultural Motivation and Leadership**

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## **1. Overview/Goal**

By the end of unit 1, students should be able to understand what motivation is, importance of motivation and effects of motivation in the workplace.

By the end of unit 2, students should have learned about cross cultural research on motivation, motivational theories in an international context.

By the end of unit 3, students should have learned about leadership and its definition, difference between leadership and management, and leader behavior.

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## **2. Competencies**

Unit 1 - Students should have gained understanding of the concept of motivation and should have known the impact of motivation in the workplace.

Unit 2 - Students should have gained understanding of how to apply different motivational theories in an international context.

Unit 3 - Students should have understood the concept of leadership and should have gained knowledge on leader behavior.

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Unit 1: **Motivation**

### **3.1. Pre-activity discussion / UNIT 1 – Motivation**

In the beginning of the class, listen to this 4 min video from “Any Given Sunday”, where the football coach, played by Al Pacino, is giving a motivational speech to his players. After watching this video, answer the following questions. There are no correct answers. Answers are based on your personal views and understanding of the video.

ATTACHMENT 1:

Here is a motivational speech by the football coach in the movie “Any Given Sunday”

QUESTION:

What do you think, how did the coach motivate his players?

How did the coach’s speech affect the players?

SOURCES:

Video:

<http://video.google.com/videoplay?docid=2695983893929115900&q=any+given+ sunday&total=830&start=0&num=10&so=0&type=search&plindex=9>

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### **4.1: Learning activity**

**(Slide 7):** Motivation is an inner process that helps you to move forward your goal in definite motion, with purpose and vision.”

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SOURCES:

Article: [http://www.refresharticles.com/articles/inspirational/what\\_is\\_motivation.tx](http://www.refresharticles.com/articles/inspirational/what_is_motivation.tx)

**(Slide 8):** Importance of motivation is as follows:

Motivation is one of the three elements in performance:

Performance = f(Ability, Motivation, Opportunity)

It helps people to do their best.

The growth of industry depends on a motivated, productive work force.

If the employee is motivated, it will lead to increased task commitment and creativity.

Employee will be more creative and will have an optimistic outlook.

SOURCES:

Article source: <http://www.faculty.valenciacc.edu/srusso/chapter10.htm>

**(Slide 9):** A few ways of finding motivation at work are:

- 1) Visualize the desired outcome.
- 2) Take more responsibilities.
- 3) Change your environment.
- 4) Reward yourself.

SOURCES:

Article: <http://www.faculty.valenciacc.edu/srusso/chapter10.htm>

**(Slide 10):** There are different ways to motivate employees.

- 1) Meet and listen to employees.
- 2) Provide feedback to improve performance.
- 3) Recognize, reward, and promote high performers.
- 4) Give employees a chance to grow and learn new skills; encourage them to be their best by creating a partnership.
- 5) Strive to create a work environment that is open and trusting. Encourage new ideas, suggestions and initiative.

SOURCES:

<http://www.faculty.valenciacc.edu/srusso/chapter10.htm>

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### **5.1: Post Activity Discussion/Unit 1 – Motivation**

After watching the inspirational speech given by football coach in the movie “Any Given Sunday”, answer the following questions. There are no correct answers. Answers are based on your personal views and understanding of the video.

ATTACHMENT 1:

Here is a motivational speech by the football coach in the movie “Any Given Sunday”

QUESTION:

What motivational factors and forces did you see in this clip?

How might lessons and examples within this video be transferred to you, to employees, and organizations?

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SOURCES:

Video:

<http://video.google.com/videoplay?docid=2695983893929115900&q=any+given+sunday&total=830&start=0&num=10&so=0&type=search&plindex=9>

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## Unit 2: **Motivation in an International Context**

### **3.2. Pre-activity discussion / UNIT 2 – Motivation in an International Context**

ATTACHMENT 1:

The TIMSS score show that American 4<sup>th</sup> graders and 8<sup>th</sup> graders have plenty of room for improvement in both mathematics and science, whereas in contrast Japan remains constantly at the top internationally in both math and science.

QUESTION:

Why do you think the children in Japanese education system surpass the American one?  
How would you motivate American students to perform better and increase their ranking globally?

SOURCES:

<http://www.ed.gov/pubs/ResearchToday/98-3038.html>

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### **4.2: Learning activity**

**(Slide 15):** As mentioned in Unit 1, motivation is very much a function of the context of a person's work and personal life. That context is greatly influenced by cultural variables, which affects the attitudes and behaviors of individuals and groups on the job.

The view that high achievement need acts as an internal motivator presupposes cultural characteristics – a willingness to accept a moderate degree of risk and concerned with performance. This combination is found in Anglo American countries like US, Canada and Britain. On the other hand, these characteristics are relatively absent in countries such as Chile and Portugal.

Goal setting is also culture-bound. It is well adopted in US because its key components align well with American culture. It assumes that subordinates will be reasonably independent (not too high a score on power distance), that managers and subordinates will seek challenging goals (low in uncertainty avoidance), and that performance is considered important by both (high quality of life). Goal setting recommendations are not likely to increase motivation in countries such as Portugal and Chile, where the opposite conditions exist.

**(Slide 16):** Cross Cultural Research on motivation can be broken into 2 research works: Hofstede Research Based on Cultural Dimensions and George England Research based on Meaning of Work in Different Countries

**(Slide 17): Hofstede Research (www.geert\_hofstede.com)**

The four dimensions of the Hofstede cross-cultural classification model based on the motivation are

- Individualism
- Uncertainty avoidance
- Masculinity
- Power Distance

### **Individualism**

High individualism suggests people would be motivated by opportunities for individual advancement and autonomy; low individualism (collectivism) suggests that motivation will more likely work through appeals to group goals and support.

For example: The people from US score higher on individualism as compared to people from Japan. Americans have relatively loose bonds with others. They are more self-reliant and look out for themselves, whereas Japanese like to work in groups. They are integrated into strong, cohesive in-groups.

### **Uncertainty Avoidance**

High uncertainty avoidance suggests the need for job security, whereas people with low uncertainty avoidance are motivated by more risky opportunities for variety and fast-track advancement.

For example: Germany scores higher on uncertainty avoidance as compared to countries such as Denmark and Singapore. Germans are not too keen on uncertainty. They tend to plan everything carefully, they try to avoid the uncertainty. Germany is a society that relies on rules, laws and regulations. The German people tend to be low risk takers.

### **Masculinity**

High masculinity suggests that most people would be more comfortable with the traditional division of work and roles; in a more feminine culture, the boundaries could be looser, motivating people through more flexible roles and work networks.

For example: Japan scores high on masculinity as compared to Norway. The males in Japan dominate a significant portion of the society. This situation generates a female population that becomes more assertive and competitive although not at the level of the male population. Males and females in Norway tend to be equally assertive and have equal access to opportunity.

### **Power Distance**

High power distance implies that people are motivated by the level of control that a boss can exert over the subordinates. Low power distance implies that people are motivated by teamwork and relations with their peers.

For example: US scores higher on power distance as compared to Germany. Germany does not have a large gap between the levels of the people in an organization, whereas, the United States does.

### **SOURCES:**

Deresky, H. (2005). International Management: Management Across Borders and Cultures. Pearson/Prentice Hall

**(Slide 18):** Meaning of work ( studies were carried out in 8 countries by George England in order to understand work meanings, their developments and their consequences. Those

countries are Belgium, Israel, Japan, West Germany, the Netherlands, United Kingdom, United States and Yugoslavia.

The research sought to determine a person's idea of the relative importance of work compared to that of leisure, community, religion, and family. They called this concept work centrality.

The higher the mean work centrality score, the more motivated and committed the workers will be.

Example

In Israel, more importance is given to work, family and religion and less importance to leisure. In contrast, in countries like the US, Germany and Japan more emphasis is placed on leisure and relatively less importance to work.

**SOURCES:**

Deresky, H. (2005). *International Management: Management Across Borders and Cultures*. Pearson/Prentice Hall

**(Slide 19):** Some researchers have used Maslow's Hierarchy of needs to study motivation in different countries. A classical study by Haire, Ghiselli and Porter surveyed 3641 managers in 14 countries. They conclude that Maslow's upper level needs are important at the managerial level, although the managers reported that the degree to which their needs were fulfilled did not live up to their expectations.

Example

Russian managers, at a lower level of the needs hierarchy, are best motivated by salary level and thus degree bonuses are appropriate. In contrast, Swedish managers, who have their basic needs met and are therefore further up in the needs hierarchy, are better motivated by having an enjoyable working environment. These results provide strong support for needs hierarchy theory.

**Ronen's Need Clusters:**

Ronen concludes that similarities exist across nationalities and that there are common clusters of needs and goals for each country around the world.

These clusters are:

- Job goals, such as working area, work time, physical working conditions, fringe benefits, and job security
- Relationships with co-workers and supervisors
- Work challenges and opportunities for using skills

**Intrinsic-Extrinsic Dichotomy:**

Although, more cross-cultural research on motivation is needed, one can draw the tentative conclusion that managers around the world are motivated more by intrinsic than by extrinsic factors. Considerable doubt remains, however, about the universality of Herzberg's or Maslow's theories because it is not possible to take into account all of the relevant cultural variables when researching motivation. Different factors have different meanings within the entire cultural context and must be considered on a situation-by-situation basis.

Example:

A survey of employees was conducted in seven different health-care settings located in the south central region of Ontario, Canada. A total of 65 questions were gathered into scales measuring such factors as co-worker support, supervisor support and teamwork and

communication. These were factor-analyzed into intrinsic and extrinsic variables, and regressed against a satisfaction scale, with socio-demographic variables included. Based on the results, the following conclusions can be drawn: Extrinsic factors— pay, benefits and supervisor style – play the major role in determining QWL satisfaction. Decision-makers with an interest in improving QWL in a health-care institution can focus on these traits and pay correspondingly less attention to such intrinsic factors as enhancing staff autonomy or discretion.

On the contrary, the employees in the USA would be more motivated if they are given more decision making power. Intrinsic Factors are more emphasized.

Often times people think that there is little difference in American and Canadian societies, however the factors that motivate employees are very different.

#### SOURCES:

Deresky, H. (2005). *International Management: Management Across Borders and Cultures*. Pearson/Prentice Hall

Images: <http://artfiles.art.com/images/-/Challenge-Air-Tricks-Print-C10007517.jpeg>

<http://www.biblehelp.org/images/stacks%20of%20money.jpg>

**(Slide 20):** Incentives and rewards are an integral part of motivation in a corporation. Recognizing and understanding different motivational patterns across cultures lead to the design of appropriate reward system. Rewards usually fall into five categories: Financial, social, status, job content, career, and professional. Emphasis on one or more categories varies by country.

#### **Individualistic and Collectivistic Societies**

- More collectivist nations such as Singapore and Japan choose more group-based approaches to the rewards system.
- In nations identified as individualistic (US, UK, Canada), compensation and rewards would support employability and individual and performance-based pay.

#### **High Power Distance and Low Power Distance**

- Countries with high power distance scores such as Malaysia, Singapore, China, India, and Mexico, which exhibit a great number of groups of employees and distance between them, have similar pay structure within a group.
- Countries with low power distance such as Australia, US, Canada, and Netherlands, which exhibit fewer number of groups of employees, tend toward performance based pay.

#### SOURCES:

Deresky, H. (2005). *International Management: Management Across Borders and Cultures*. Pearson/Prentice Hall

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## **5.2. Post-activity discussion / UNIT 2 – Motivation in an International Context**

The Japanese Cultural Dimensions and Management Style are shown below.

ATTACHEMENT:

**Japanese Management Style**

- In Japan, managers have an authoritative management style.
- Training provides corrective discipline and motivation among workers.
- Japanese management is characterized by lifetime employment, a seniority wage system, vague job classifications (which means an unspecified range of responsibilities and power) and groupism.

QUESTION:

- Based on the information provided what suggestions would you give to international managers working in Japan?
- How should international managers motivate Japanese employees?

SOURCES:

[http://imagecache2.allposters.com/images/pic/CAN/CAP\\_5288~Japan-Posters.jpg](http://imagecache2.allposters.com/images/pic/CAN/CAP_5288~Japan-Posters.jpg)

<http://library.thinkquest.org/05aug/01746/Japan%20flag.gif>

[www.geert\\_hofstede.com](http://www.geert_hofstede.com)

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Unit 3: **Leadership in an International Context**

**3.3. Pre-activity discussion / UNIT 3 – Leadership in an International Context**

This quiz has been adapted from the LeadershipNowCommunity and will help give you a rough idea as to whether or not you have the attributes of a good leader.

ATTACHMENT 1: Do you have what it takes to be a leader? The answer depends on some subjective variables. However, this quiz will help give you a rough idea as to whether or not you have the attributes of a good leader. Place a check mark next to the abilities and habits you honestly feel you have. Then ask a friend or co-worker to rate you and compare the results. Better yet, get a 360-degree performance evaluation - that is get the opinion of some people below you, beside you, and above you. Make special note of those areas where people are in disagreement on a particular point and take corrective action

SCORING: If you scored 11 or higher, your leadership potential is high

SOURCES:

<http://www.leadershipnow.com/quiz.html>

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**4.3: Learning activity**

**(Slide 25):**

- Is leadership a function of nature or nurture?
- Are leaders born or made?
- Can leaders be created?

It's a debate as timeless as the age old controversy about the chicken and the egg. General belief is that the leaders are born. But research suggests that leadership can be learnt. Good leaders come to appreciate the value of candor and trust. They seek to understand and be

understood, and they know that communicating and relating well with people are the only ways to achieve the caliber of leadership that endures.

### **Definition of Leadership**

Leadership is 'the lifting of people's vision to a higher sight, the raising of their performance to a higher standard, the building of their personality beyond its normal limitations' (Peter Drucker).

**(Slide 26):** A lot of people think that managers and leaders perform the same duties, but in essence that is not exactly the case. Managers and leaders have separate tasks in an organization.

**(Slide 27):** Global leadership is the ability to inspire and influence peoples' attitude and behavior anywhere in the world by unleashing the human potential and leveraging the richness that lies in cultural diversity (Rosinski, 2003, pp. 7-8) . It is a process that leads to driving the development of curiosity, discovery, accountability, and trust (Whitfield & Mattson, 2003).

**(Slide 28):** Managers on an International assignment have the following roles:

- They are a representative of the parent firm and at the same time perform the duties of manager of the local firm.
- They are a citizen of either the host country or of another country and a resident of the local community as well.
- They can be a member of family or profession.

**(Slide 29):** Factors affecting global leadership can be understood in terms of the content - which comprises the attributes of the leader and the decisions to be made, and Context - which comprises all those variables related to the particular situation.

The content factors include attributes of the person (e.g., job position, knowledge, experience and expectations etc.), and characteristics of decisions situation ( e.g., degree of complexity, uncertainty and risk ).

The context factors include Attributes of Job or Position (e.g., longevity, past successes, technical requirements and relative authority of power) and characteristics of firm business environment (e.g., firm structure such as size, location, technology used and firm processes such as decision making and staffing control).

**(Slide 30):** Technology has affected leadership in different ways:

- Actions need to be taken fast and decisions need to be made quickly.
- Flexibility must be maintained.
- Visions need to be clear at all times.
- Technology has changed the style of leadership and the way leaders interact with their employers. They have to be really adaptive to the fast environment of e-business.

### **SOURCES**

Image Source:

[http://www.cdl.com.sg/cdl2.nsf/imageFiles/corporate@@images@@image\\_ebusiness.jpg/\\$FILE/corporate@@images@@image\\_ebusiness.jpg](http://www.cdl.com.sg/cdl2.nsf/imageFiles/corporate@@images@@image_ebusiness.jpg/$FILE/corporate@@images@@image_ebusiness.jpg)

Video Source: <http://www.youtube.com/watch?v=M8y1hSRLkDo>

**(Slide 31):** The purpose of the globe project is to understand the impact of cultural variables and leadership in organizational processes. This program is comprised of a network of 170 scientists and they collected data from 18000 managers from 62 countries.

This research gave an insight of the leadership behaviors that are universally accepted and behaviors that are culturally contingent.

Findings of the GLOBE Project

According to this research, the generally accepted leadership behaviors are being: trustworthy, encouraging, effective bargainer, a skilled communicator and administrator, and a team builder. The negatively regarded traits are being uncooperative, egocentric, ruthless and dictatorial.

Another stage of this ongoing research project concludes that the status and influence of leaders varies across countries according to cultural variations.

Examples of the GLOBE Project

- For instance, Americans, Arabs, Asians, English, Eastern Europeans, French, Germans, Latin Americans, and Russians tend to glorify the concept of leadership and consider it reasonable to discuss leadership in the context of both the political and the organizational arenas. People of the Netherlands and Scandinavia often have distinctly different views of leadership. Traditionally, they put less emphasis on the position of leadership as decisions are made on the basis of consensus of group.
- The French appreciate two kinds of leaders. De Gaulle and Mitterand are examples. De Gaulle is an example of a strong charismatic leader. Mitterand is an example of a consensus builder, coalition former, and effective negotiator.

Example: Comparison of Germany and Hong Kong according to Hofstede's dimensions.

SOURCES:

Images: <http://www.poster.net/anonymous/anonymous-leadership-5000373.jpg>

[http://www.lakewoodconferences.com/direct/dbimage/50127539/Floating\\_Globe.jpg](http://www.lakewoodconferences.com/direct/dbimage/50127539/Floating_Globe.jpg)

Article: [www.geert\\_hofstede.com](http://www.geert_hofstede.com)

**(Slide 32):** This slide depicts an integrative model of the leadership process and pulls together research on culture, leadership, and motivation—and demonstrates the powerful affect of culture on the leadership role. Reading from left to right, this slide presents culture from the broad environmental factors to the outcomes affected by the entire leadership situation. As shown, the broad context in which the manager operates necessitates adjustments in leadership style to all those variables relating to the work and task environment and the people involved. Cultural variables (values, work norms, the locus of control, and so forth), as they affect everyone involved—leader, subordinates, and work groups—then shape the content of the immediate leadership situation. The leader–follower interaction is then further shaped by the leader's choice of behaviors (autocratic, participative, and so on) and by the employees' attitudes toward the leader and the incentives. Motivation

effects—various levels of effort, performance, and satisfaction—result from these interactions, on individual and group level. These effects determine the outcomes for the company (productivity, quality) and for the employees (satisfaction, positive climate). The results and rewards from those outcomes then act as feedback (positive or negative) into the cycle of the motivation and leadership process. Clearly, then, international managers should take seriously the impact of culture in their leadership application. They must adjust their leadership behaviors according to the context, norms, attitudes, and other variables in that society.

**SOURCES:**

Image Source: [http://www.learning-to-lead.org/userimages/leadership\(1\).jpg](http://www.learning-to-lead.org/userimages/leadership(1).jpg)

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**5.3. Post-activity discussion / UNIT 3 – Leadership in an International Context**

The global Leaders of the Future Inventory has been developed based on research involving future leaders from over 120 of the world's leading organizations. Use this feedback to determine which areas of leadership development you will focus on. This tool may also be used to evaluate the leadership capabilities of your managers, peers and employees.

**ATTACHMENT 1: Global Leaders of the Future Inventory: Self Assessment**

This survey will help you consider and improve your own or other person's effectiveness in different areas.

Moreover, it will help you know what skills need to be worked on to improve your global leadership skills.

**SOURCES:**

Goldsmith Marshal, Greenburg L Cathy, Robertson Alastair, Hu-Chan Maya. (2003). *Global Leadership: The Next Generation*. Pearson/Prentice Hall

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**6. Assignment specifications**

Choose any two e-businesses, for e.g., Amazon and Google. Analyze the differences in their business methodologies. What kind of leadership style and motivational strategies does each company use?

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**7. Assessment**

Q1. What is the importance of motivation?

- A. Achievement drive, creativity and task commitment
- B. Innovation, ability and opportunity
- C. Both A and B

Q2. Is motivation culture bound? Explain your reasons.

Q3. What's the relationship between work centrality between work centrality and motivation?

- A. They are inversely related

- B. They are directly related
- C. There is no relationship

Q4. Managers and leaders perform the same tasks in an organization.

- A. True
- B. False

Q5. The roles of the global leaders are the following, except:

- A. They are a representative of the parent firm
- B. They can be a resident of a local community
- C. They have all the authority in an organization

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## **8. References**

### Books:

- Deresky, H. (2005). *International Management: Management Across Borders and Cultures*. Pearson/Prentice Hall
- Goldsmith Marshal, Greenburg L Cathy, Robertson Alastair, Hu-Chan Maya. (2003). *Global Leadership: The Next Generation*. Pearson/Prentice Hall

### Websites:

- [http://www.refresharticles.com/articles/inspirational/what\\_is\\_motivation.tx](http://www.refresharticles.com/articles/inspirational/what_is_motivation.tx)
- <http://www.faculty.valenciacc.edu/srusso/chapter10.htm>
- [www.geert-hofstede.com](http://www.geert-hofstede.com)
- <http://www.ed.gov/pubs/ResearchToday/98-3038.html>
- <http://library.thinkquest.org/05aug/01746/Japan%20flag.gif>
- <http://www.leadershipnow.com/quiz.html>

### Image source:

- <http://artfiles.art.com/images/-/Challenge-Air-Tricks-Print-C10007517.jpeg>
- <http://www.biblehelp.org/images/stacks%20of%20money.jpg>
- [http://imagecache2.allposters.com/images/pic/CAN/CAP\\_5288~Japan-Posters.jpg](http://imagecache2.allposters.com/images/pic/CAN/CAP_5288~Japan-Posters.jpg)
- [http://www.cdl.com.sg/cdl2.nsf/imageFiles/corporate@@images@@image\\_ebusiness.jpg/\\$FILE/corporate@@images@@image\\_ebusiness.jpg](http://www.cdl.com.sg/cdl2.nsf/imageFiles/corporate@@images@@image_ebusiness.jpg/$FILE/corporate@@images@@image_ebusiness.jpg)

### Movie clips:

- <http://video.google.com/videoplay?docid=2695983893929115900&q=any+given+sunday&total=830&start=0&num=10&so=0&type=search&plindex=9>
- <http://www.youtube.com/watch?v=M8y1hSRLkDo>

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## **Appendix 1**

### **SOURCE:**

*Here is a motivational speech by the football coach in the movie “Any Given Sunday”*

<http://video.google.com/videoplay?docid=2695983893929115900&q=any+given+sunday&total=830&start=0&num=10&so=0&type=search&plindex=9>

Comments about the video.

“I love this speech my friend showed me it a couple of weeks ago. I’ve probably watched it at least once every day since then. This speech means a lot to me because I play football and it is my dream to play in the NFL. I know that it’s a long shot but hell if I work at it who knows what can happen right? But anyway I suggest to anybody to watch this clip”

“A favorite performance by Pacino, and a favorite movie speech. I’m hardly a football fan, but “Any Given Sunday,” in general, and this speech, in particular, prove why there’s such enthusiasm for the game. Heart wrenching and motivating. “

“I like this speech in that its not fake. In this one he talks about his personal life mistakes and shows concern for the players. He motivates the players by talking about them and not about him or the game”.

## **Appendix 2**

SOURCE:

The TIMSS score show that American 4<sup>th</sup> graders and 8<sup>th</sup> graders have plenty of room for improvement in both mathematics and science, whereas in contrast Japan remains constantly at the top internationally in both math and science.

<http://www.ed.gov/pubs/ResearchToday/98-3038.html>

**Table 1.-TIMSS rankings of Japan and the United States at the 4th and 8th grade levels (rank/no. of participating countries)**

Grade and Subject	Japan	U.S.
4th grade Math	3rd/26	12th/26
4th grade Science	2nd/26	3rd/26
8th grade Math	3rd/41	28th/41
8th grade Science	3rd/41	17th/41

The **Trends in International Mathematics and Science Study** (TIMSS) provides reliable and timely data on the mathematics and science achievement of U.S. students compared to that of students in other countries. The TIMSS score show that American 4<sup>th</sup> graders and 8<sup>th</sup> graders have plenty of room for improvement in both mathematics and science, whereas in contrast Japan remains constantly at the top internationally in both math and science.

Reasons for excellent Japanese school rankings

The Japanese education system actively builds student's motivation to learn. The Japanese Education Ministry highlights creating well-rounded students at the elementary and junior high school level through the various subject areas in the national curriculum. They set standard hours per subject in the national elementary school curriculum, emphasizing subjects such as music, arts and handicrafts, homemaking, physical education, and moral education, as well as math and science. The standards also devote a large amount of time to Japanese language and life activities, a subject that gives younger students personal life experiences in preparation for classroom-oriented science. Focusing on all of the subjects in a well-rounded education serves several purposes:

**Student Engagement:** The elementary school curriculum recognizes the importance of interactive activities, because young children cannot sit still for such long days. The junior high school curriculum recognizes the value of fun and interaction by allowing time for socialization and special nonacademic activities, such as camping trips.

**Strong Classroom Relationships:** The well-rounded curriculum allows students frequent and varied opportunities to interact, creating a welcome classroom community.

**Student Motivation:** When students find subjects they enjoy and feel welcome at school, they identify positively with school and feel motivated to learn.

In a Japanese class-room, students of all ability levels cover one subject at the same pace. For example, instead of strictly lecturing, math teachers ask individual students to stand up to present their solutions to the class, and then ask members of the class to evaluate each solution. Class-room instruction is used in the majority of Japanese elementary school and junior high school classrooms. This helps in motivating students by:

- Emphasizing Effort Over Ability
- Engaging Students
- Building Strong Classroom Relationships
- Unifying the Classroom

According to TIMSS study findings, Japanese and U.S. eighth-grade students on average spend the same amount of time--between 30 minutes to an hour--studying math and science homework each day. Japanese adolescents do not spend more time than U.S. adolescents on homework, but the structure of their daily routines provides more consistent support for educational experiences. Japanese students' participation in other after-school activities may encourage their in-school striving and high academic performance. Friendships formed in school clubs and supplementary classes contribute to School Values.

The Japanese school system does not use an authoritarian, top-down system of school management that emphasizes obedience of students to teachers and of teachers to administrators. Japanese schools actually employ a much more collegial system than most American schools, a system that cultivates an atmosphere of high-quality instruction and learning. As mentioned earlier, Japanese elementary school classroom instruction encourages students to respond to each other's learning, emphasizing that the teacher's way

is not the only way to solve a problem. In addition, instead of placing blame on a particular student for discipline problems, teachers let students discuss and resolve classroom conflicts on their own. At the high school level, teachers encourage collegial management by having students run their own clubs. Japanese education system cultivates collectivism.

### **American Education System**

The American system promote an individualistic approach by giving student individual projects rather than group projects. The teaching practices a more authoritative style in the elementary and junior school levels. Teachers provide students with ready solutions, thus inhibiting their problem solving skills.

### **Appendix 3**

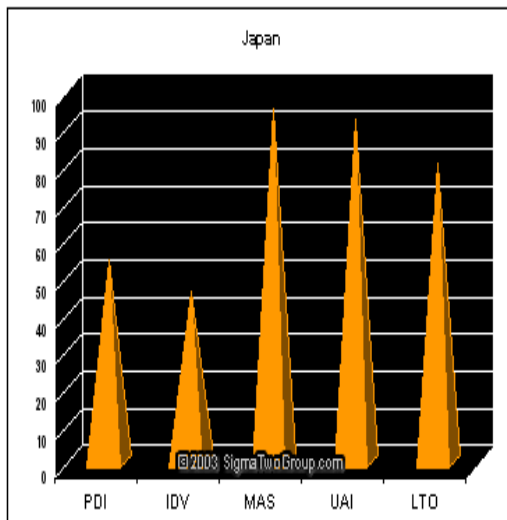
*In Japan, managers have an authoritative management style.*

*Training provides corrective discipline and motivation among workers.*

*Japanese management is characterized by lifetime employment, a seniority wage system, vague job classifications (which means an unspecified range of responsibilities and power) and groupism.*

<http://library.thinkquest.org/05aug/01746/Japan%20flag.gif>  
[www.geert\\_hofstede.com](http://www.geert_hofstede.com)

- *Low Power Distance*
- *Low Individualism*
- *High Uncertainty Avoidance*
- *High Masculinity*



### **Appendix 4**

SOURCE:

Do you have what it takes to be a leader? The answer depends on some subjective variables. However, this quiz will help give you a rough idea as to whether or not you have the attributes of a good leader. Place a check mark next to the abilities and habits you honestly feel you have. Then ask a friend or co-worker to rate you and compare the results. Better yet, get a 360-degree performance evaluation - that is get the opinion of some people below you, beside you, and above you. Make special note of those areas where people are in disagreement on a particular point and take corrective action.

<http://www.leadershipnow.com/quiz.html>

### [Take the Leadership Quiz!](#)

Do you have what it takes to be a leader? The answer depends on some pretty subjective variables. However, this quiz will help give you a rough idea as to whether or not you have the attributes of a good leader.

Place a check mark next to the abilities and habits you honestly feel you have. Then ask a friend or co-worker to rate you and compare the results. Better yet, get a 360-degree performance evaluation - that is get the opinion of some people below you and beside you and above you. Make special note of those areas where people are in agreement on a particular point and take corrective action.

Do you:

- Communicate in terms people can understand and embrace
- Get things done - deliver on commitments
- Learn and improve procedures
- Understand how your responsibility relates to the big picture
- Listen expertly to others
- Actively work to improve yourself and to know your strengths and weaknesses
- Analyze problems and take sound decisions
- Connect developments and spot patterns
- Accept risk and take on difficult assignments
- Inspire excellence and commitment in others
- Have emotional strength and stand up when under fire
- Learn from your mistakes
- Have a deep interest in other people and exhibit strong social and interpersonal skills
- Have people acumen - able to judge, grow and coach people
- Have integrity - honest with yourself and others
- Focus on the end product
- Demonstrate a high tolerance for stress and pressure
- Confront reality - do what reality demands and not what you might want to do
- Hold yourself and others accountable

**SCORING:** If you scored 11 or higher, your leadership potential is high.

## **Appendix 5**

### **SOURCE:**

Global Leaders of the Future Inventory: Self Assessment

This survey will help you consider and improve your own or other person's effectiveness in different areas.

Moreover, it will help you know what skills need to be worked on to improve your global leadership skills.

Goldsmith Marshal, Greenburg L Cathy, Robertson Alastair, Hu-Chan Maya. (2003). *Global Leadership: The Next Generation*. Pearson/Prentice Hall

Take the Global Leadership Survey

# **GLOBAL LEADER OF THE FUTURE INVENTORY**

As you complete this questionnaire, please note that each item is preceded by the question, *How satisfied are you with the way this person..?* Please indicate your response by circling your choice to the right of each of them.

Highly Dissatisfied  
Dissatisfied  
Neither Satisfied nor Dissatisfied  
Satisfied  
Highly Satisfied  
No Information

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### Thinking Globally

1. Recognizes the impact of globalization on our business	1	2	3	4	5	N
2. Demonstrates the adaptability required to succeed in a global environment	1	2	3	4	5	N
3. Strives to gain variety of experiences needed to conduct global business	1	2	3	4	5	N
4. Makes decisions that incorporate global considerations	1	2	3	4	5	N
5. Helps others understand the impact of Globalization	1	2	3	4	5	N

### Appreciating Diversity

6. Embraces the value of diversity in people	1	2	3	4	5	N
7. Effectively motivates people from different cultures or backgrounds	1	2	3	4	5	N
8. Recognizes the value of diverse views and opinions	1	2	3	4	5	N
9. Helps others appreciate the value of diversity	1	2	3	4	5	N

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<b>10.</b> Actively expands his/her knowledge of other cultures(through interaction, language, study, travel )	1	2	3	4	5	N
<b>Developing Technological Savvy</b>						
<b>11.</b> Strives to acquire the technological knowledge needed to succeed in tomorrow's world	1	2	3	4	5	N
<b>12.</b> Successfully recruits people with the needed technological expertise	1	2	3	4	5	N
<b>13.</b> Effectively manages the use of technology to increase productivity.	1	2	3	4	5	N
<b>Building Partnerships</b>						
<b>14.</b> Treats partners as co-workers, not competitors	1	2	3	4	5	N
<b>15.</b> Unites his/her organization into an effective team	1	2	3	4	5	N
<b>16.</b> Builds effective partnerships across the company.	1	2	3	4	5	N
<b>17.</b> Discourages destructive comments about other people or groups.	1	2	3	4	5	N
<b>18.</b> Builds effective alliances with other organizations	1	2	3	4	5	N
<b>19.</b> Creates a network of relationships that can help get things done	1	2	3	4	5	N
<b>Sharing Leadership</b>						
<b>20.</b> Willingly Shares leadership with business partners	1	2	3	4	5	N
<b>21.</b> Defers to others when they have more expertise.	1	2	3	4	5	N
<b>22.</b> Strives to arrive at an outcome with others	1	2	3	4	5	N
<b>23.</b> Creates an environment where people focus on the larger good(avoid sub-optimization or "turfism")	1	2	3	4	5	N
<b>Creating a shared vision</b>						
<b>24.</b> Creates and communicates a clear vision for our organization	1	2	3	4	5	N
<b>25.</b> Effectively involves people in decision making	1	2	3	4	5	N
<b>26.</b> Inspires people to commit to achieving the vision	1	2	3	4	5	N
<b>27.</b> Develops an effective strategy to achieve the vision	1	2	3	4	5	N
<b>28.</b> Clearly identifies priorities.	1	2	3	4	5	N
<b>Developing People</b>						
<b>29.</b> Consistently treats people with respect and dignity	1	2	3	4	5	N
<b>30.</b> Asks people what they need to do their work better	1	2	3	4	5	N
<b>31.</b> Ensures people receive the training they need to succeed.	1	2	3	4	5	N
<b>32.</b> Provides effective coaching	1	2	3	4	5	N
<b>33.</b> Provides developmental feedback in a timely manner	1	2	3	4	5	N
<b>34.</b> Provides effective recognition for others achievements	1	3	3	4	5	N

<b>Empowering People</b>						
<b>35.</b> Builds people's confidence	1	2	3	4	5	N
<b>36.</b> Takes risks in letting others make decisions	1	2	3	4	5	N
<b>37.</b> Gives people the freedom they need to do their job well	1	2	3	4	5	N
<b>38.</b> Trusts people enough to let go	1	2	3	4	5	N
<b>Achieving Personal Mastery</b>						
<b>39.</b> Deeply understands his/her own strengths and weaknesses	1	2	3	4	5	N
<b>40.</b> Invests in ongoing personal development	1	2	3	4	5	N
<b>41.</b> Involves people who have strengths that he/she does not possess.	1	2	3	4	5	N
<b>42.</b> Demonstrates effective emotional responses in a variety of situations	1	2	3	4	5	N
<b>43.</b> Demonstrates self confidence as a leader.						
<b>Encouraging Constructive Dialogue</b>						
<b>44.</b> Asks people what he/she can do to improve	1	2	3	4	5	N
<b>45.</b> Genuinely listens to others.	1	2	3	4	5	N
<b>46.</b> Accepts constructive feedback in a positive manner(avoid defensiveness)	1	2	3	4	5	N
<b>47.</b> Strives to understand the other persons frame of references	1	2	3	4	5	N
<b>48.</b> Encourages people to challenge the status quo.	1	2	3	4	5	N
<b>Demonstrates Integrity</b>						
<b>49.</b> Demonstrates honest ethical behavior in all situations	1	2	3	4	5	N
<b>50.</b> Ensures that the highest standards of ethical behavior are practiced throughout the organization.	1	2	3	4	5	N
<b>51.</b> Avoids political or self serving behavior	1	2	3	4	5	N
<b>52.</b> Courageously stands up for what he or she believes in	1	2	3	4	5	N
<b>53.</b> Is a role model for living our organizations values(leads by example)	1	2	3	4	5	N
<b>Leading Change</b>						
<b>54.</b> Sees change as an opportunity, not a problem	1	2	3	4	5	N
<b>55.</b> Challenges the system when change is needed	1	2	3	4	5	N
<b>56.</b> Thrives in ambiguous situations	1	2	3	4	5	N
<b>57.</b> Encourages creativity and innovation in others	1	2	3	4	5	N
<b>58.</b> Effectively translates creative ideas into business results	1	2	3	4	5	N

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<b>Anticipating Opportunities</b>						
<b>59.</b> Invests in learning about future trends	1	2	3	4	5	N
<b>60.</b> Effectively anticipate future opportunities	1	2	3	4	5	N
<b>61.</b> Inspires people to focus on future opportunities	1	2	3	4	5	N
<b>62.</b> Develops ideas to meet the needs of the new environment	1	2	3	4	5	N
<b>63.</b> Effectively translates creative ideas into business results	1	2	3	4	5	N
<b>Ensuring Customer Satisfaction</b>						
<b>64.</b> Inspires people to achieve high levels of customer satisfaction	1	2	3	4	5	N
<b>65.</b> Regularly solicits input from customers	1	2	3	4	5	N
<b>66.</b> Consistently delivers on commitments to customers	1	2	3	4	5	N
<b>67.</b> Understands the competitive options available to his/her customers.	1	2	3	4	5	N
<b>Maintaining a Competitive Advantage</b>						
<b>68.</b> Communicates a positive, “can do” sense of urgency toward getting the job done.	1	2	3	4	5	N
<b>69.</b> Holds people accountable for their results.	1	2	3	4	5	N
<b>70.</b> Successfully eliminates waste and unneeded costs	1	2	3	4	5	N
<b>71.</b> Provides products and services that can help our company have a clear competitive advantage.	1	2	3	4	5	N

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**WRITTEN COMMENTS**

What are your strengths? Or, if you are evaluating someone, what does this person do that you particularly appreciate? (Please list two or three specific items).

What specifically might you do to be more effective? Or, if evaluating someone, what suggestions would you have for this person on how he/she could become even more effective?(Please list two or three specific items).