

Talent Management and Development Professionals in Global Organizations

Dr. Mark Mendenhall and Dr. Joyce Osland, Co-presenters with Nancy Long

November 12, 2012

Part 1

Steve Fischer, Brocade:

My name is Steve Fischer. I'm with Brocade, in our Human Resources organization, part of our Organizational Effectiveness group, and on behalf of Brocade, I'd like to welcome you all to the session today chaired by Dr. Joyce Osland and my good friend Nancy Long, who used to be my boss a while back, at Hewlett Packard. And since the topic is on Global Leadership, I'm sure you're going to hear lots of interesting things. Nancy was just saying she just got back from Japan yesterday and was home, like what, all of two days in the last month. So, you're going to have some very interesting insight into this.

Before I turn the mic over to Joyce, I just want to lay a few numbers on you and tell you from my perspective why I think these guy's sessions are very important to us in Human Resources and in business in general.

So the first number is four. What's the significance of the number four? It's the number of generations that are working side by side today in business. And from a leadership and management perspective probably represents the greatest challenge in diversity that business has ever faced. 63% of executives today say most managers stall because they just don't understand their people, their workforce. And that's a leadership challenge.

Fifty. What's the significance of that number? What do we think? 50% of the work force in China are my children's age, the Millennials. 50%, half the workforce in China are Millennials.

Eight. Every eight seconds someone like me reaches retirement age. But not yet, because I just like it so much here.

Fifty. Another fifty. By 2020, 50% of the work force will be Millennials. By 2025, that'll be 75%. So the workforce from a generational perspective, is in transition. And I think that represents a huge leadership challenge. Why is this important? A quote here from the 2011 work force of the future research study:

"The race to capture and retain the best talent has always been challenging. But with even less talent available in tomorrow's world, we can expect a significant talent crunch with potentially profound impact on organizations, globally."

Globally. And so there's your leadership challenge. Maybe we'll hear some things in studies and best practices about how we're going to be able to work through that.

One last number, five. Five is the average number of web connected devices the average college student brings to school with them these days. Five. Five devices: phone; tablet; laptop; and two gaming consoles. This is very important to us at Brocade because we're in the business of seamlessly and smoothly transitioning organizations to a world where applications and data can reside anywhere. And this presents a huge challenge and opportunity for us as a

technology company. But I think even more importantly is we're also experiencing what the heck all those numbers mean from a leadership challenge perspective as well.

So, with that, I want you to think about those kinds of things as our panelists talk through the challenges of leadership in the future and from a global perspective and I will turn it over to Dr. Joyce Osland.

Dr. Joyce Osland (4:26):

I would like to thank Steve for having us here. You know you have friends when you put out the call and say "Hey, we need a place on Veteran's Day, which is a holiday". And Steve immediately sprang into action and then lent us Rachel Moussa, who was hugely helpful. So thank you so much.

I'm Joyce Osland. I think I probably know most of you here. One of the big things about these events is that it becomes old home week when a lot of the people that have been involved with our center come back which is always a pleasure. But for those of you who don't, I'm a Lucas endowed professor of Global Leadership. I've been focusing on Global Leadership since the early '90s, and have been doing seminars and consulting in that area since 1995. I also run the Global Leadership Advancement Center which I'll talk about later.

But, I would like to introduce our other panelists first.

Nancy Long is in charge of HR at Hitachi. She worked at HP for 24 years. She was the senior HR person at O'Connor Hospital. You did a lot of other things and I actually dragged Nancy into a video on Global Leadership. Someone wanted an academic, a business person and an education person, so I called her up and I said "look, can you do this?" and I knew what would sell her on this, they were flying up a professional make-up person from LA. How could we say no to this? the opportunity to get a makeover for free. And then I told the people that were hiring us "look, if you throw in the hair, we'll do it for nothing." So anyway, Nancy is here to talk to us about the Global Leadership programs at Hitachi. She's doing a lot of really interesting things there. She flew in last night, from Japan, a business trip. I said, "Nancy, you don't have to prepare, just come in your pajamas. You know this stuff." So, she didn't wear the pajamas, but she's here.

Then we have Mark Mendenhall who was originally a mentor of mine years ago, he was one of the faculty members at a Doctoral consortium, a conference that I was at. And, Mark actually saved me from a life of unemployment, because I was selling myself on the job market as a "Cross-cultural Management Professor". He said, "Joyce, those jobs don't exist yet. You're ahead of your time. Tell them you are just an OB professor, and then hope they let you teach Cross Cultural and Global." And that's what I did, otherwise I'd be on the dole yet.

So Mark is arguably the BEST professor in Global Leadership. He's a true thought leader. And one of the things I respect most about him is he looks at fields and figures out where the holes are and then writes conceptual pieces to guide the field and then the rest follow along

and do research along the paths that he has created. So, he is a well-known scholar and also a very active consultant and was instrumental in creating one of the, I would say, most valid assessment instruments that we use in this field. He is going to talk about Global Leadership development lessons. I am going to talk about, of course I am going to give you a few plugs about what we do, but really I am going to talk about, one of the lessons from research for HR in businesses.

This is what we're up to at San Jose State in the Global Leadership Advancement Center, which is advancing, fostering, and disseminating cutting edge knowledge on global leadership and its development. And the reason we do this is the quotation below. As Einstein said:

"We cannot solve today's problems with the same thinking that we used when we created them."

Well, we figure, it's not just the same thinking, it's also "We cannot solve those with the same leadership we used when we created them." So we see a huge need for Global Leadership and particularly since most of our problems these days are global or have some aspect of global related to them. We've known for years that companies have been saying we don't have enough global leaders. We don't have enough people to deal with the complexity that we face. This is just one of several studies. We have also known that a shortage of global leadership is predicted in all three sectors. So the Rand study said, we want Universities to spring into action and start adding Global Leadership to their curriculum.

I'm proud to say that San Jose State was really the first to do that. And we have an undergraduate course in global leadership, which is now taught by Gretchen Lester. Wave Gretchen. This is where I want you to see who's in the crowd so you can talk to them if you want to. We have two graduate courses, Global Leadership and Innovation and then Global Leadership Development and those people who take Global Leadership Development we call GL Lab Associates because they help facilitate the undergraduate course. And we have some of them here today too. Do you guys want to wave? And some of them came back, who graduated before our associates, so we're delighted to see them. They make some kind of lasting legacy to the center, so they helped us build this.

We have an in inter-disciplinary global leadership and innovation minor that is open to students all across campus.

And then we do this through a lab. We have an assessment center that we call the GL Lab. It functions like this. Like a regular assessment center that you see, that HR people use. But here's the point I want to make. Everything we do is based on research because we are also focused on creating and disseminating knowledge. So that's what I really want to talk about.

Here is one definition of Global Leadership, one of the easier ones to remember. Here's the easiest one to remember. You've heard of extreme sports, right? Well see I think global leadership is extreme leadership in the same way. In extreme sports, they start out doing regular sports, right? And then they like the challenge, or they are especially gifted and they go on and it becomes more international, they seek out ever greater challenges. So that to me, is what global leaders do. They don't have followers from just one nationality, they have followers from all over the world and they are dealing with much greater complexity. So this makes them extreme leaders.

And I would like to link this to Veteran's Day. I realize that some of you came here even though it's a holiday. And I also think it's fitting that we stop and think for a moment about what this country is asking its soldiers to do. It's not just about being warriors now, it's also about nation building which is a whole other skill set. And we are asking them to be, to do things that are more in keeping with global leadership.

I am on a research team that studies expert cognition in global leaders. And we stopped and thought, well who in the world are the people that are actually under the most pressure and the most complex demands to be global leaders? And one of those groups were commanders of coalition forces in the military. Think about it. They have militaries from different countries. They have to get organized very quickly, people are coming and going at those headquarters, and it's a life and death situation for them. The stakes are very high. So in some ways they are one of our very best examples of extreme leadership.

Mark and I were invited to a conference that the military had on culture. I served as a senior research fellow at the Army Research Institute for about 5 years. And my job was to help them learn about culture and multi-cultural teams so that they would survive better, they would do better, and maybe we wouldn't need to fight. So anyway, Mark and I were at this conference, and there was a particular speaker that impressed both of us the most. And it was a young, was he a Captain? And he was a reservist. And he had been in Afghanistan several times, and he said, "Well here's what I did. I got up every morning and I ran for Mayor." Isn't that interesting? That's how he framed his job, "I got up every morning and ran for Mayor". Those are very different skills than we have traditionally expected of the Military.

So, another thing that I love about global leadership, is that it's really relevant for any kind of diversity. If you develop good global leadership skills, then you're really good at working with people who are different. And I would say this to you, Steve, dealing with all these generations, these fields are very, very helpful in that respect.

Alright. We have a new book that's not really why we brought you here, but this was when Mark could come and it just so happened we had a new book that just came out. So I'm going to be talking mainly about an overview of the literature.

Today, this is what people have been working on. They have been working on what they actually do, what global leaders actually do, what competencies they have, how do we assess them? Because, of course it's good for our training programs and for selection if we know how to assess them (FULLY?) and get a bead on where they are when they fall into our clutches. And then finally, almost finally, how do we train and develop them? And then the question is always raised, well what is the difference between domestic and global leaders, anyway?

Well, let me show you something that Mark spearheaded. And this gets at what is the "global" in "global leadership"? What do we mean by that? And I think this relates to that last question of what is the difference between domestic and global leaders? It's a three dimensional concept. The first part is complexity. I mentioned that before. If you look at the context, it's clearly more complex for global leaders.

Secondly, there's an issue of flow and this has to do with whom do they relate to, and how?

Thirdly, it's the obvious question, the thing that comes to our mind first, well, they're traveling all over the world, or they're based in different countries, they have regional authority, etcetera.

So, let me explain this a little bit more. For some reason my computer decided it wanted to show you these things individually. But here is how the global context is defined: They're dealing with multiplicity; they're dealing with inter-dependence; they're dealing with ambiguity for sure; and then finally flux, constant change. And this adds up to complexity. And this thing at the bottom that you see there, that's actually the word "complexity" in, what is it? Wing, Wing Bats III, or something like that. I just threw that in there to see if you were awake.

Okay?

So all of this adds up to complexity. This is the context in which they work. And I think that has implications for us as trainers, right? If we can replicate this context for them in our training efforts, we'll be better off.

So, this is how this differentiates them. It's not about their position or their hierarchical power. Having the title, a global title, doesn't make you a global leader. What makes you a global leader is how much complexity you actually face in your work.

Flow. How many people do you have to boundary span with? And this is one of the big differences between domestic and global leadership. Boundary spanning is hugely important. And then how do you communicate with those people if you can see it's a matter of how frequent is your information flow? What's the volume of it and what is the scope of it?

And then presence, of course. How much do you have to be overseas? How often do you have to be dealing with stakeholders that are all over the place and actually be there with them.

So, this, I think, is a way that you can figure out how global do your people actually need to be? When you are examining global jobs, this would be a way to, in a way inform your training and selection.

Now, Mark and I have come up a couple of times tried to put some order into this unruly field of global leadership. It's unruly because people like you, and scholars like us do competency studies and come up with, you know at least 60 some different competencies. So this was one of the ways that we tried to put them into categories. It is a multi-dimensional construct. And Mark is going to talk about this more, so I'm not going to say much other than to show you that I've hi-lighted the cognitive orientation, because that's the area that my team and I study.

We are seeing some more consensus on the competencies and these are the competencies that are coming out again and again in the research. Alright.

And, I'm going to say just one thing, I think most of those are obvious, or the definition would be obvious except for perhaps behavioral complexity is what we call code switching, being able to adapt your behaviors appropriately in a situation.

Now, this is another one of our efforts to order the competencies. This is a competency model that we use in the GL Lab and that various people use.

The base is global knowledge. Of course global leaders need global knowledge as a basis and they are demanded to keep expanding that knowledge as they go throughout their career. The fact that it's at the bottom doesn't mean that that's where it stays.

And then there are threshold traits: integrity; humility; inquisitiveness; and resilience. We think that those are pretty good as selection criteria. Those things are difficult to develop in people. So if it were up to me, I would choose people that already have those feels.

Then we get into attitudes and orientations. Remember the cognitive complexity on the first page. If our environment is complex, then our people's brains need to be complex. So they need to have more cognitive complexity, global mindset, etcetera.

Interpersonal skills. They need to be able to communicate. They need to be able to build trust and relationships very quickly, and they need to be able to handle multi-cultural teams.

And then finally at the top, we have systems fields, because those are based on the skills that one develops on those lower skills, those lower categories. They have to be able to influence stakeholders. This includes the boundary spanning that we talked about. They seldom have complete authority, you know. They're working alongside people. It's about lateral leadership. They have to build community and social capital, make ethical decisions, build global organizations that actually work, which is architecting. And then at the top, they foster innovation. They create change. Otherwise they wouldn't be global leaders, they'd be global managers.

So what do we know about selection criteria? We don't know a lot today based on the literature. We do know that some people have used the big five measures and found that extroversion, openness, and lower neuroticism, if you couple that with some kind of cultural experience, that leads to good things. That predicts cultural flexibility, tolerance of ambiguity and low ethnocentrism.

Flexibility, ethnocentrism, openness did not change as a result of sending people on expatriate assignments. That's interesting. The research on openness is a little, you know we see different things on it but it's good to pay attention to it.

And then finally, international background in various ways seems to be helpful, although I have to tell you in our own research, we had some people who were really expert global leaders who did not have that background. What they did have was, they were very good learners, they were intelligent, and they wanted to succeed.

So, there are different profiles, different ways to get to global leadership, but this is, today, all we really know about selection.

Okay, expert cognition high tech global leaders. This is our research project and we studied global leaders who were really, really experts because a lot of the research did not and we wanted to make sure we were studying the people who really knew how to do this. This is how they described their work context. It's very similar to that description of the global context that I gave you before. That was a conceptual piece, here we have research to prove that, but also adding to this, they have high challenges and they have high stakes. Some of our subjects were trying to ward off the Asian economic crisis, others were trying to save companies from going bankrupt, etcetera. This is how they describe their tasks: complex; larger than normal; crisis driven; intense. So here again, if you're in charge of training and development of global leaders, this, if you can replicate this somehow in your training, and make sure people have exposure to jobs that involve this, that will be a way of accelerating their development.

And then, this is what they do, they deal with ambiguity, they read people very closely, they watch people like a hawk, they engage in conscious managerial code switching. That's the behavioral flexibility I mentioned, and they do it seamlessly, without looking like a phony. It's tricky. Engage in stakeholder dialog and boundary spanning and they use a lot of types of sense making to help them figure out what's going on.

So, this is what we know about global leadership development from the research, process of personal transformation that takes a lot of time. It involves learning, expanding and unlearning. It's not just a matter of throwing a cross cultural communication course onto our pre-existing leadership programs. I can't say that enough. If we do that, we'll risk missing out on what's really unique about global leadership, and there's more to it than that. It's unpredictable and non-linear. People might learn different lessons than we're hoping that they will learn. We can't predict how they're going to react to, say, more immersion in other cultures. And we know experiential learning is very important, multi-method designs.

The quick answer if you went back to work and someone said, how do we develop global leaders? You just remember the four Ts: travel; training; transfer; and teams, multi-cultural teams. And of those, the most important is transfer. Expatriate assignments are have been identified as the best way to develop people, but they're not the only way. And people go through transformational crucible experiences in their training. It's not a one shot thing that does it with them.

We also know that cross-cultural mentors are really important. So, you know, we've been trying to find cross cultural mentors for our students. If you have any in your company that you want to share with us, let me know.

And then non-work cross-cultural experiences play a big developmental role.

So that is really all that I want to say. You could inform selection and training by what we know. Presumably, there might be some help from research with competency models. If we can replicate the work context they face in our training programs, I think we're better off. And then finally, training could focus on what expert global leaders actually do.

So, that is me, done. And now I'd like to ask Nancy to tell us what they're doing.

Nancy Long (24:55):

So, thank you Joyce, for being here today, and Mark for joining us as well.

As Joyce mentioned, I did just return from a trip to Japan and that was right on the heels of a quick turn in LA, which was, I mean like a two day trip, and that was one day after I got back from a two and a half week trip to South Africa, and that was back...just after I got back from, I'm going to admit this, I don't remember. So, I honestly don't remember. I need to go look at my airline history to tell you where I've been. That's probably a sign of Steve's comment earlier about every 8 seconds, one of us is old enough to retire. I think that happened to me because I don't remember where I've been.

Anyway, it's great to be here, and certainly great to be affiliated with San Jose State University. As Joyce mentioned, I am the Chief HR Officer at Hitachi Data Systems and, we've really had quite a global experience.

So let me just give you a little bit of background on Hitachi. We are, by the way, friends with our host company here today, Brocade. We're a partner with Brocade. And we're in the business of storage software solutions, and so there's a lot of really exciting things going on out there. We've always said, there's never been a better time to be in storage technology and certainly storage technology solutions that there's never been a better time to be in it today because in this world of what we refer to as (...struction) data, videos, and music and content. There's so much information out there when you start thinking about what you can do with all

that information, and how that information can be used to make the world better and more efficient from a business perspective. It's really an exciting time to work in this business.

I've been here at HDS for seven years. And when I came to the company, I can't say that it was global. We did exist around the globe. We certainly were in many countries. I want to say 132 countries. But there really wasn't any global perspective. It was really very regional. And my first, I guess, assignment when I came in, and nobody gave it to me, I took it on myself, was as the head of global HR. I thought, well let me take a look at the company and see what's going on here.

Having come from Hewlett Packard, I spent twenty four years and I will put in a shameless plug for HP back in the day that HP really was best in class. And those of you who spend anytime in the barrel there know exactly what I'm talking about.

So I came to HDS and the first, oh, couple weeks on the job, I said to someone, "So how many employees do we have?"

"Well, quite a few."

And I said, "well, um, how many?"

And they said, "um, you know, a couple thousand."

And I said, "Well, do we have a headcount number?"

"Um, we can get you that."

And I said, "Okay, that's alright. I've got some things to do. This afternoon?"

And they said, "Oh, no, no. About two weeks."

And I said, "Two weeks! What do you have to do, count them?"

And they said, "Yes."

So, around the globe, in each country, somebody, maybe, kept track of people on maybe a word doc, or excel spreadsheet, or something.

And I said, "Oh dear, Todo. We are not in Kansas."

So that was lesson one. We didn't even know how many people worked for us. We did not have a global grading system. So in other words, everybody...we had thirty two hundred employees, by the way at that time. And our employees had thirty two hundred different job titles. So people just hung a job title on people when they hired them. And you could have many people doing the same job, but they didn't have the same job title.

And you know what that means. Everybody was paid differently. According to whatever their boss gave them at the time they hired them, how cheap or how expensive they could get them without really any scientific or methodical approach to being able to find out what the market would bear.

We didn't have grades assigned to jobs. We had no leadership development. People had not attended a class in over ten years around leadership. And in fact, to that end, this is seven years ago, by the way, to that end, when you asked people, "What are the leadership competencies we expect of our leaders?" um, you couldn't probably find ten people who could tell you what they were. But if you did, none of them would say the same thing. So they all had some idea of what it was, but it wasn't anything that I'd heard of. And on top of that, when you found the one guy within the company who was supposed to be responsible for it, he didn't know how to use a PC and he didn't know how to use Power Point or anything, and yet he was responsible for leadership development, and not that PowerPoint is where it's at, but let's face it, in today's world of technology, it kinda means you're going to have to use a PC.

Anyway, he had this fold out card that was about eleven feet long that had all these different competencies in it.

And I said, "Oh. Okay thanks."

And then I went on to look at recruiting. Recruiting was outsourced. All recruiters had been outsourced and we didn't have any methodology to manage head count. We didn't have any way of knowing how many openings we had. We didn't have any single posting system. We also didn't have any way to affirm whether or not the positions that we were posting were affordable. The company, at that time, was over budget, under revenue, and over head count affordability, and we had like 500 openings. So we said, "Oh, okay, opportunity."

And then, we looked, and there was no benefits alignment or coordination. We had benefits, but there was no global consistency around what we were offering, or why we were offering, or why we gave, frankly, no sense of what the annual cost might be around benefits.

So we didn't have any HR IS strategy. We had no talent acquisition strategy.

Oh employee relations, we didn't really have any consistent performance management methodologies. So performance reviews hadn't been done for more than half of the company. And of those that it had been done on, everyone was rated at the superior level, the highest possible rating, but yet the company hadn't been achieving the performance or the results.

Now this was around the globe. You can't just go to any one site and say this. And by the way, everyone was patting themselves on the back. They were good people, they really were good people, but there was no HR leadership. All of these things that I'm talking about, there was no HR leadership. Now that's one of those things that on the outside looking in you wouldn't have known it was that way.

But I thought, okay, this is good news. Some people said, "Oh my Gosh, didn't you just turn around and say I'm heading for the hills. This is not what I expected."

I said, "Oh no." I looked at this and said, "I could be a buffoon and I'll look good because I could just do...I could do one or two things and it will make a difference." And of course I had some really cool history that I was able to bring forward and um I looked at it and said, "Alright, what we're going to do", similar to Joyce's pyramid, I had a similar type of strategy that just said, "You know what, let's stop talking about all the neat, sexy stuff that HR does around organizational consulting, around being best in class business partners." And said, "Let's forget all that for the moment, and just go back to the fundamentals globally. So let's start out by just saying, fundamentally, you need to know how many people work for you and who they are, where they are, and how much they cost. And then you need to have a compensation system, globally, that around the globe, no matter where you go if you have a Marketing Specialist, or an RD Engineering, or a Sales Specialist, or a Financial Analyst, or an HR Business Partner, that you can be sure their job title is consistent, their responsibilities are consistent, and so forth."

The first thing that I did, frankly, in conjunction with the HR IS strategy, was to bring all recruiting back in house. I'm a big fan of believing that recruiters are your number one sales force. And so, we went and immediately brought that all back in house and ended all outsourcing on that. Brought it back in house and saved the company, um, millions. I want to say that we cut the cost by about \$10,000,000 by doing that, annually. And we increased the quality of hiring, increased our time to fill metrics in terms of improving them. And we have one of the most market competitive recruiting teams on the planet, according to Deloitte who recently audited us.

We really focused on having a model of, by the way, not everyone wanted to do what we wanted to do globally, but that's all part of the leadership, and I think we talked about and eluded to what got us here and will get us there, and in fact having common goals, and common objectives and having alignment with the leadership team.

We also then, set out to put leadership fundamentals in place. We weren't going to be talking about some of the more advanced aspects of leadership until we got in place Management 101, and we got performance reviews done around the globe.

So, we went after every single aspect of HR and put a foundational element in place and then we built these stair steps that said where we're going to go to be best in class. We set a vision to guide us and use it as our true north. And the vision that I set was, when people hear Hitachi, or Hitachi Data Systems, they'll say, "I dream of working there!" And what we said was, before our outside candidates will dream of working here, our internal people need to think their dreams have come true. And that helped guide us to going after being a great place to work, which many of your companies, perhaps had already achieved and or aspired to, but we had never made the list.

So we went after that with great gusto and I'm really pleased to say that for the past five years in a row, we have made the list of the local Bay Area, and the Fortune list we made for the first time when we tried last year, and we're aiming for the number one spot, but we'll take anywhere on that top 15. And we are working, obviously, to continue to be, in a very competitive market, to be a great place to work.

But we had to set all of this as a common goal and you can't do this in a vacuum of just the US, or just Santa Clara, or just the UK, or just Australia or Hong Kong or any other site on which we operate. We had to set a common goal.

And by the way, we had to take all of these key things that I just talked about, and we had to tie that into why that matters to the business, why the company would benefit from it. And during this time, this past seven years that I mentioned, the past five years in particular, our company darn near doubled in revenue growth. I can't give numbers, but we darn near doubled and we had multiple, year after year, record breaking quarters and our performance has continued to climb. So in other words, you've seen our morale and our internal HR processes go up, and by golly the business performance goes up as well. Certainly you can always do some of the basic ROI, return on investment, dialogs around the cost of hiring and so forth and we got our cost per hire numbers into a very, very, very marketable and competitive state.

So, these were all globally aligned though. And I want to kind of take a step back and tell you, that's a little bit about the journey that we've taken. And in the spirit of what got you here won't get you there, this is very similar to what Joyce is talking about, as well as Marshall Goldsmith talks a lot about this, We decided then from a leadership development perspective, a couple years ago, we said, "Alright, we've got all the fundamentals in place. Now we have to take it to the next level."

And so what we did is we pulled together an annual global leadership meeting where we brought in the 500 top leaders around the globe, and brought them in and basically indoctrinated them into what we wanted them to be as our leaders. We set out what the competencies are, we had the CEO deliver part of that message, we had the executive committee help us develop what those competencies are. And then we had a...it was a...well it's a week-long conference, but much of that's sales kick-off. We have a day and a half focused

on global leadership development, and I did a Meyer's Briggs session, I facilitated a Meyer's Briggs session for 500 people. And everyone said, "Oh my gosh, you can't do 500 people. That's nuts."

And we said, "Well it had to do with introversion and extroversion and is trying to get to the bare bones of emotional intelligence and being able to listen and understand what people need in relate to your people." And we thought, number one is communication. So we thought, well let's focus on how best to communicate because we have a pretty good balance of extroverts and introverts. Even though it's a predominately sales company, we've got a lot of extroverts.

But we thought we need to start with them and people said, "I don't know how you can do a Meyer's Briggs session with 500 people in one room."

And I said, "Yes, it is like herding cats, but I grew up with all boys", you know, I'm the only girl in a family of all boys, so I said, "I...it'll be okay, because I had to herd my brothers all the time." And it worked out really well.

But it got a dialog going, you see, it set a common language. Whether it's Meyer's Briggs or any other kind of tool that you use, just to get that alignment, to get people thinking about the same language and using the same language with one another.

So we started that. Each year we move forward with some type of common goal with the global leadership conference. And this year, or this last year in 2012 we had one, and the theme of that was innovation. So the year before, it was "The time is now". This year it was innovation under the spirit of "What got you here, won't get you there".

And we had to ask everybody, "Think about what you're doing that you can do differently, or stop doing all together, and think about who you surround yourself with, to surround yourself with people who don't think like you, so that you can get your blind spots filled, and maybe we can take this company to another level."

And that ties into some of the diversity opportunities, the storage business and technology (?) in the storage business tends to be more male dominated. There's a lot of female talent that we'd like to attract, that's around the globe. And it also tends to be an aging population and we need to bring in millennials. And we need to bring in young people and the contract between the employer and the employee has changed over the years and our young people don't work the same way, whether it's five devices or the flexibility of the working hours, or the dress code, or the work/life balance with all the amenities on site. Whatever it is, there's a big change, and we had to adapt our company to that. So we wanted to make sure our leaders had some sense of how to make those adjustments, and that's what we've really been working on.

From an HR perspective, we've evolved our HR function from being just really a pair of hands, to do the transactional work, to being a contributor to the business that helps the business run more efficiently and more effectively.

And in the coming year we looked and said, "Alright, what do we need to do in HR to be able to take it to the next level?"

When I came to HDS, I set three basic things that I said I could give to the company. And I said, "These are the things that I'll do, and when I'm done, it'll be time for me to move on, because what got us here, won't get us there. And someone with a different set, probably a better set of skills and capabilities will take my place."

"But I focused on three things. I'll give you the human capital data that will help you make the business decisions you need in order to be successful. I'll develop a leadership curriculum

that will have our leadership in this company be brand reputational”, that is, when someone hears that you were a leader at Hitachi, they’ll say, “Oh, they must be good” just like from Proctor and Gamble or Disney or the old HP, a number of companies have reputational brand.

And thirdly I said that I’ll create a culture that employees will be excited and delighted to work for. I’ll get us recognized as a great place to work.

Now there’s a whole lot of other things from an HR strategy that tie in to those, but those were the three things that I said I could make a contribution to. And I always said, “And when I do those, you’ll see the back of my head going out the door as I hand the baton to the next person.” And we’re very close to that. And I thought, “Oh gosh, already?” So I’m trying to think about what’s next.

But, um...what’s next in the company because it’s really been a great ride and a lot of fun.

Our goal for this next year when I look at what got us here, won’t get us there, from an HR perspective, what’s our business strategy as to help our leaders be more effective? We’re really looking at driving the workforce. And so we basically said, “We have three key areas we’re going to focus on.”

One is our technology in HR. How do we continue to have the leaders in the company be able to do more in leading the company, and less administrative work? So how do we...how do we improve the technology so that we can make things more efficient?

The next thing is around future skills of the company. We know that the skills that people have today, are not necessarily the skills that we’ll need tomorrow. I mean, we know that the rate of change is huge now, and we need to understand not only what the gap is today, from where we want to go, but say three years from now, five years from now. What are the skills that people will need, both at the leadership, and at the individual contributor level. And how do we begin to get ahead of that, so that we’re able to lead the company going forward?

And then lastly, onboarding. One of the greatest contributions you could make to a company is to have employees who come on board, hit the ground running as fast as possible because a productive employee is a...generally a profitable company, right? profitable employee, and probably a happy employee too. If they don’t get on board quickly, you could lose them.

Anyway, those were our kind of three things that we’re doing, and I will just simply, as I close my remarks, is to say the thing that we’re doing from the greater Hitachi company...Hitachi Data Systems is a wholly owned subsidiary of a privately held company. We’re owned by Hitachi, Ltd. We’re our own separate company. We have a board that we work with. However, we are 100% held by Hitachi, Ltd. And I was just in Japan meeting with leaders from 800 other Hitachi companies. They’re key leaders. There are about 108 of us. And one of the greatest things that we learned is as global leaders, is that the number one language of the world, this was a Japanese fellow who had done some research on global leadership.

He asked, “Do you know what the most common business language is, around the world?” And everybody said, “English.”

Not exactly. And a lot of us said, “Chinese.” Because Chinese is the most common language spoken on the planet, just in terms of raw numbers of people, right?

But we all assumed it was English. And he said, “No, you’re kind of right, but not really.”

He did a little survey in the room. There’s 108 of us, and he said, “How many of you have English as your first language?” Eight of us raised our hands. The other 100 had a number of

other languages, many of them Japanese, but many of them other languages, whether it was Hindi, or French, or German, or some other language from another country that was not English speaking.

And he said, "So there you see it. The big challenge in the global arena is communication." And he said, "The most common language in business is broken English." And he said, "And that's why all of you, all of you in the room are on equal footing, because none of you can understand each other."

And he was so right. Because the folks who had English as a second language, were struggling to understand the fast speaking English speakers, and the fast speaking English speakers were really struggling to understand the non-native speakers. And in the global arena, you have to be able to make those kinds of transitions and be able to understand that that's the way of the world going forward. And it was really a fascinating...we're actually looking now amongst all the Hitachi companies, they want to leverage what we've done. And they're saying, "Can we come and...Can you show us how you do that global HR IS system? Can you show us how to do global performance management? We want a global recruiting platform."

So now we're talking with 800 companies on how to maybe do this same thing for the big huge, 350,000, \$150 billion in revenue, Hitachi Ltd.. So, huge opportunity here going forward, and that started from our own little company.

So I think I've taken beyond my time to give you a quick overview, but that's a little bit what we do. And the best part of my world is that I spend time at San Jose State University teaching in the college of business one night a week. That's really one of the fun things that I do and it's coming up on eight years that I've been doing that. So that's my little way of giving back, so that's how I know...

Part 2

Nancy Long:

...Joyce.

Anyway, at that point, I think that I hand off to my colleague here, Mark (?)

Dr. Mark Mendenhall (Part 2, 0:05):

I'm not going to talk about the whole book. I'm just going to focus on the chapter on... Actually, that's a little off. Just pretend that that landed right there, "Global Leadership Development", okay?

One thing we do with the book is we take what we know from the research, not just, you know, what people think. What, you know, expert consultants, what they think. The book summarizes what we know from the research. So another title I suppose for this would be "The Brutal Facts of Global Leadership Development", okay. Some of this is not going to be good news in terms of ease of operation, but one way to look at this is to look at, you know, okay, so we need to develop global leaders, right? From an HR perspective, you can look at a lot of different questions and it really comes down to it's a make or buy issue, right? We're either going to buy people who already are very, very competent in global leadership competencies. Or, we have to develop them, if they're already here.

When Joyce and I were talking to these folks from the Army, we were talking about selection, you know, I mean for Officers and things like that, it might be easier just to go ahead

and select people who are already kind of competent in some of the things we, in some of the competencies we know make a huge difference.

And they said, "We can't do that."

I said, "Well what do you mean, you can't do that?"

They said, "Our ethos in the Army is 'We take everybody and develop them'. That's what we do".

So by definition, they're in a 'make' kind of situation. And frankly, most companies are too. Okay? They can't just... unless you, unless you have a zero in philosophy that we're really going after people with global competencies, you're going to have to develop people, right?

So, these are just some of the questions you can ask, and based on the answers they kind of come up ideally you could make or buy. But frankly, most people are in the 'make' column just by definition.

So if we have to develop global leaders, what do we know about doing that? Well, the million, trillion, whatever dollar question is: Well if we're going to develop global leaders, what should the competencies, you know, how should we develop them? What competencies should we develop them around?

Well it turns out that what we know so far from the research is there's about six different dimensions of competencies that relate to global leadership. Well, that's part of the bad news. Global leadership is a complex thing.

Three dimensions of competencies have lots to do with higher order global business skills. Three dimensions of competencies have to do with the more intercultural competencies. Exactly, you know, what Nancy was talking about in terms of broken English kind of stuff. That is not over in the global business competencies column. That's way over here.

So today, I would just like to really just talk about these competencies, because there's some research that would show these are pre-requisite to those. Okay? In other words, you're not good at this, you're going to have a really hard time doing that. Although in reality, you would have to develop those simultaneously, but a lot of times, some companies will skip these or just give kind of lip service to those and move right over in the other column.

Okay, so I'm not going to go through these, but some intercultural competencies will kind of be subsumed in to perception management competencies. Some people argue that if you had to... If somebody said "Well of all these intercultural competencies for global leadership, which one is critical?" We really can't say that from the research yet. Some scholars would say it's inquisitiveness. And they would argue if you can hire people who are naturally inquisitive about the world around them, and especially about ideas, people, processes that differ from them culturally, they'll be able to figure everything out on their own. That's probably an over-generalization. But the question is, "can you develop inquisitiveness in people?" or is that something that's just hard wired in? Just kind of think about that as we go through these. Can you develop these things or are these even possible, right?

There's also relation management competencies. Very, you know, straight forward. A lot of these relate to emotional intelligence kind of things like Nancy was talking about. Can you develop those? Is it possible? If it's not possible, you'd better 'buy', right, instead of 'make'. If it is possible, well maybe we can 'make and develop'.

Self-management competencies, the first one that's overlapped there is 'optimism'. This one, very, very, very critical, emotional resilience. I'm guessing Nancy's high in that, or she couldn't have been here today. I'm serious about that. Okay?

Now, there's the question. Can people really be developed to do this? Even in domestic leadership stuff there's arguments, right? People are either born leaders, or they're not.

I take a very pragmatic perspective. Personally, and from the research we also know people can be developed. But there's some bad news on that, but personal thing is, you know, when people ask me this and want to get philosophical, I go like, "Okay, so you have people who are married, have kids, and they're just not hard wired to be good parents. So we just go, hey, it's all done. There's nothing we can do. You cannot learn to be a better parent. So we just like to, that's it. Poor kids. It's all over". Well the answer's "no". You can learn to be a better parent, maybe incrementally, right? It's the same thing with leadership.

But, the answer's yes, but there's a couple of caveats that we know from the research. And this is where a lot of companies go astray. They don't pay attention to these caveats:

Number one: What we find is that people can increase in these competencies if they have high levels of developmental readiness. A lay person's term for that would be "self-motivation". We found that if people want to develop these competencies, they can. Now they're probably not going to become Ghandi within six months, okay. But we find that they can incrementally develop these, sometimes faster than you would think if they're high in developmental readiness.

So part of what a company needs to look at is "how do we motivate people to want to do this?". That's key.

The second one, which I'll be talking about today is: We find that developmental context makes a huge difference. There's a couple of dimensions that you have to pay attention to if you're really going to develop people, okay?

(8:24) And so this is what I'm talking about.

What we've found in the research is, you can develop these competencies but you have...they develop better when you extend yourself into experiential situations that are outside of your comfort zone.

Another dimension is, as you have those experiences, what's the power associated with the feedback sources that you're getting? Okay.

So. If a training or developmental approach is fairly low on people really digging-in in terms of actual experience, and the power of the feedback source is kind of low, in the sense of, you know, maybe you're in a traditional classroom setting with me, I'm talking to you, the feedback I give you is not all that powerful for your own self learning. It's useful, but it's not as powerful as if I'm in a situation where I'm trying to work through that broken English, not just learning about it conceptually, but actually doing it. And the feedback I'm getting about how I'm doing in that moment, that triggers high learning. So basically, what we do at Universities, this is what we do most places. We do this kind of stuff. It's not terrible, but what we find is it doesn't really develop those competencies that well.

What do most companies do? Well frankly, right around here as well. Okay. It's not terrible. But what we find is that companies that kind of move out this way, more power feedback sources, more actual experiential exposure through these kinds...This is where we see global leadership development actually happening.

I won't have time to go through, but actually what Joyce is doing here at San Jose State is up over in this other quadrant with Assessment Center stuff and all that, because she's really forcing these students to actually engage and experience stuff beyond a typical classroom setting. That's just, that's the bad news, okay? Because it's not simple. It takes issue.

For some of you who are younger, you won't recognize, even know what Sears Roebuck & Company is. It used to be, now some people are smiling, you used to get those catalogs in the mail, yah, yah. Used to get these big catalogs, sort of like Amazon.com before the internet. You'd get these big catalogs, thick, they'd have all these products in them. And often times products were related as good, better, and best. So you'd have a shoe that was rated as good, another shoe of the same style, kind of better, and then another shoe, best. And of course the price differential is... So, I'm just going to look at...give you a couple of case examples. I'll go through them quickly so that we have some...we can talk. But let's look at some...a prod...you know, a global leadership development approach, that based on what we know from the research, at least conceptually on paper, maybe not in implementation, I don't know, is good. Alright?

So let's look at GE, okay? Everybody knows about their center at Crotonville, it's just, you know, they have this huge leadership development program. In terms of global leadership development, they take people to places like Shanghai, China and they have them talk to customers and do all this kind of stuff and they meet around Europe, and they maybe have executive ed stuff, and IMD and (in see ott) and places like that. I'm not going to go through all this kind of thing, but essentially, it's about travel, exposure, meeting people, talking with people, okay?

Based on what we know, we'd probably put GE kind of over here. Maybe a little bit over here, because most of it is travel in a classroom...a high powered classroom type setting. But it's not really pushing these boundaries very strongly, okay. It's good. It's not bad, it's good.

But let's look at something that might be a little better.

A company maybe not a lot of you have heard of, Hollister, a medical supply manufacturer, a global organization. They came up with a 9 day management certificate program. Okay, well that sounds kind of traditional. But what they did is the top management made a big deal of the program, kind of what Nancy was talking about with the top 200. I mean, you know, top management is making a big deal of it, okay. They, kind of like GE, they get everybody together, they meet. But the CEO, the high level...they're also doing kind of this teaching and stuff like this and they're developing, you know they're teaching about competencies and things like that. But this is what's interesting...So everybody goes back to the workplace. We've all had that experience, right. You go back and then things dissipate and whatever. They actively don't allow that to happen. They send a packet of materials to you for review, and then about 6 – 8 weeks later, you're part of a conference call, along with your manager where you have to report how you applied what you learned back at work, okay. And the managers also receive that information so they're also expected to help you apply those competencies you've learned about. So there's this strong individual accountability aspect to this and this is what they report. And of course, these are company self rep...these are company reports, so, you know, we'll assume they're telling the truth. Pretty good positive results on competency improvement. Did everybody become Ghandi? No, but competency improvement, okay?

So they're doing a lot of the same stuff GE did, but they're also...they've also kind of increased the power of the feedback source because they've got this individual skill application accountability process going on, which a lot of companies don't do, frankly. You know, go to the exec ed seminar, whatever and then that's it. Okay, they had to account for that.

Now look, I'll give you a couple really quick best practices, good, better, best. And I want to kind of throw a caveat in on all of these things. I'm not saying these companies all implement these things perfectly, so conceptually, these are more like good, better, best.

IBM, you can get this out of their 2010 Developing Global Leadership Report. In 2008, San Paul Missano said, "We've got to become a more"... they called it a globally integrated enterprise, and that means everybody at IBM has to change. They went through...they consulted with a lot of people, actually Joyce was on this team they consulted with about what competencies they needed. This is what they decided. All employees need basic cross-cultural awareness, competencies. But then as the global factor intensified in terms of specific job descriptions, you see the more kind of nuanced, sophisticated, global competencies they said they needed.

These were the competencies they came up with. They developed some key measures to evaluate competency development. They literally changed their whole process in terms of how they were going to develop these competencies from the past to what they're trying to do now. Look what they did in language and cultural immersion, very, very interesting, in terms of expat assignments, interesting.

But, what I'll kind of focus on, one part of what they were doing. They developed a corporate service corps, modeled after the Peace Corps and they've had great success with that. Essentially, to make a long story short, what it is is this is more for high potential managers, it's not everybody in the company. They basically put them in teams, sent them to third world type countries, developing countries, and they work with local businesses and they try to help those local businesses, okay. And so it takes that broken English factor at more intense levels. They have to figure out how to do this, and it's pretty intensive.

This is what a Harvard Business School case study found out about this Corporate Global...Corporate Service Corps. This is really crucial, right? After participants went through this and had this experience, developed some competencies, they indicated a much higher level of commitment to stay with IBM for the rest of their careers than before.

Also, the local Business, or the most recent Business Week, there's a short article about this. You can read about it. Joyce just gave that to me this morning.

Okay, let's look at Price Waterhouse Coopers, Project Ulysses. They do a similar thing as IBM except I would say it's better than IBM's in a way, because they take the same team of high potentials and essentially put them in developing country, it has nothing to do with business what they're trying to solve. You can see the kind of projects, they have no expertise with these projects they're trying to solve.

This is their process they go through before sending them abroad.

Now, some colleagues of Joyce and I studied what happened to these people and what they found was spending two months in a situation completely alien to, you know. It just throws you off. You're in this team of people from Price Waterhouse Coopers from all over the world and essentially, they had to do these things. They were thrown into a world of paradox which made them have to construct a new kind of life world mind set about how to get the job done

under conditions where there's a lot of adversity and a lot of stress. It triggered them on cognitive, affective, and behavioral dimension. And that process produced these competencies.

We were at a conference a couple of years ago where some...they had some of these people come and talk. You couldn't get them to talk about Price Waterhouse Coopers. They're still talking about this experience years later and how it changed them and made them a better person and a better leader. I mean, they talked about business, but it was more in terms of how they were now better leaders from having gone through this experience.

Price Waterhouse Coopers can't do that for everybody, right? But they do have, sort of many versions of this. One is Project Belize, where people kind of at more middle managerial levels and even lower than that can engage in a similar type of project, but just not as intense, not as focused.

So, I could spend a lot of time on other things, but we don't have that time. But, I would just give you this graphic as a way to kind of look at, you know, how are we doing in our global leadership development, or where are we on this? What's the next phase we could go? Etcetera.

But in our consulting, I do some consulting with Joyce and we have seen that if you assess people on these competencies so they have self-awareness of where they're at, and if they have high levels of self-motivation, we've seen them increase. Of course, we've seen the opposite, where people, you know, they get assessed, they don't really care that much, nothing changes.

And I'll end on this, sometimes there's only so much you can do. You don't have a budget, right, to do all this kind of stuff. This is what I do in my leadership classes. I tell them, whether leadership and global leadership it's more about something comp...but just in leadership, I said, "Pick a weak...something that you're weak in in leadership, that you know you are, right now, first day of class." And for some people it's delegation, for others it's like conflict avoidance, whatever. And I said, "Put together a personal development plan this next week, and run it by me, and you're going to do that throughout the rest of this semester. And you're going to do it every week, and then you're going to send me an e-mail on Monday telling me how it went that week." Okay, so on the semester I'm in now, I'm up to 11 weeks. I've had 11 e-mails from these people. And I don't grade the e-mails, they just have to send it in. If they don't send it in, it's sort of minus points. I'm just the accountability coach. I tell them, "I'm not your psychologist. You just tell me what you did. You know, I might encourage you, I might give a thought here or there, but you know, I'm not...you know, this is your personal development plan."

I'm going to tell you something. I've had...I have one woman this semester who has made, not incremental progress, but significant progress in conflict avoidance, in understanding why she has it, experimenting with ways that she's...and she's broken through some thresholds. She has developed her own personal model of what kind of things she needs to intervene in quickly, what things she can wait on, all this kind...And now, it's come time for performance appraisals, and I just got an e-mail yesterday about how she's going to approach that which used to be this big terrible thing she hated to do.

So I'm here to say people can develop, but they're not going to develop down here. And there's got to be some kind of, you know, some kind of personal accountability, some kind of experience. You don't have to...I could go on and on. But other companies have shown you

don't even have to leave the country to develop very creative cultural immersion experiences for people that they can do in a week or two and competencies can develop. You don't have to send people on overseas assignments. But these principles seem to unfortunately be almost like gravity. You don't do this, people are not going to develop, so those are just the thoughts I have.

Question and Answer (25:32):

Nancy Long:

So, I think that now that we've all kind of given our overview of what we've got to say, that we'd love to entertain some questions. One of the things I'll also make pointed, that Mark had pointed out is around the things that will have a great deal of success on a leader's career is...we, in preparation for our leadership meeting found through a lot of research, that 70%...up to 70% of a leader's success will be based on their skills as a leader, and not their technology knowledge. So that means you can be the strongest technologist on the planet, but if your leadership skills are bad, you're probably not going to cut it. That's why it really raises the urgency of these things.

Question (...) I think Joyce has a microphone.

Q: One of the things that I do as far as leadership is work with high school Juniors in Leadership Conference and I'm kind of amazed at how unprepared they are for jobs. And you talked pretty much about how this is kind of a closed system working with your existing employees. How are you helping Universities develop better employees. You just said the fact that leadership is the greater part of success than the actual functional skills, and you work with leadership in specific classes, but what about the rest of University...Universities across specific...employment community?

A: Nancy Long: So, I'll answer a little bit of that, and then maybe I'll ask my colleagues here to tell you how they're interacting with other companies.

So for our company, for example, I know a number of other companies are doing this, is we've really increased our internship and our college hiring programs, so our internship program, frankly, is where we've put a lot of emphasis. This last, I guess a year ago, we put together a formal program that people just...it got a much better response that I think we even anticipated. We had taken a look at what are some of the skills and competencies of the people in our organization who do really well. We took a look at...of the high performers, the people who seemed to be very satisfied and are doing well, what are their competencies? So we did a little work on that and we discovered that a lot of the attributes were those of athletes. And so we went out to key Universities and we tagged their athletic departments and said, "We'd love to have a program", and in fact the first year we did we decided to focus on females because that's a diverse opportunity for us, as well as age. We'd love to get the millennials in and the Gen Y folks. So we actually went out and targeted those, and it was phenomenally successful. And this year what we did, is we took that to the next level by saying, "Let's go after college freshmen."

Typically, Universities don't go after freshmen. They usually go after juniors and seniors for their internship programs. But we began targeting the lower classmen to be able to get some of the University students so that they can have these experiences freshman, sophomore,

junior and senior year, and hopefully after senior year, they're ready to come and take a regular position with us.

That's one way we're doing it, and by the way, that's not just local, that's a global initiative that we have around the world.

So maybe Joyce, are there things at San Jose State that the different departments are working with any particular companies? I know AMD has had a big program.

Dr. Joyce Osland: There are some programs. With respect to global leadership though, I'd say what we did was have focus groups with companies and ask them, "What would be most helpful for us to do?" And that's why we created the curriculum we did, and that's why we created this Global Leadership Passport Program so that our students would have...kind of like the onboarding issue, so that they would have these skills before companies hired them, so that they then would not have to train them. That was...I would say that's my main contribution in that area. We are, of course always looking for internships, so I'll be talking to Nancy very seriously once this is over.

Nancy Long: Internship planning is starting right now. I think that they are hoping to be out in the Universities in January through March, but I don't have...I haven't been in the office, so I can't tell you what the latest that updated.

Mark, anything to add to that?

Dr. Mark Mendenhall: It's really kind of interesting, it's more what I'm doing kind of from the consulting end, well and I guess on the research end. We developed a rigorous assessment called the Global Competencies Inventory you know, for business people, but we realized there's a big need in Universities, High Schools and things. And so we took kind of a...kind of made an educational version of it that's shorter and we have a lot of different Universities using that. The Peace Corps is using that now. We don't have a lot of, you know High Schools using it yet. But what we found is that it's really hard for people to develop their competencies unless they kind of know what they're strong in already, or weak in.

And so once you kind of have a personal assessment, you can then kind of start to go somewhere if you have some self-motivation or if you have a faculty or coach.

And so that's what we're kind of doing is we're just trying to spread it out, you know with consultants and educators and, you know the educational version's not that expensive, so costs can be bourn really just by students in the classroom. And then...so we're trying to spread it all out that way. And so far, it's working out pretty well.

Q: Hi. My name is (?). I am a Brocade employee here and I work with the Global Recruitment team. Earlier you mentioned about four different generations are represented here in our workforce today. Considering that, how do we...do you feel like certain generations are more receptive to ideas of global leadership development and if certain generations are more resistant to buying into this idea, let me just focus on, you know this doesn't really add to the bottom line, how do we kind of get around that resistance and get them to buy into this?

A: Nancy Long: That's a great question. I'm going to let Joyce take that one.

Dr. Joyce Osland: Okay. I see...I see more acceptance of global in part with younger generations because they have grown up with more diversity. So they might not have all the skills, but I don't think we have to argue much that this is important. Now, is that true in every company, I don't know. I'm just speaking from what I've seen in my own work and consulting. And I think the difficulty with sometimes with older people is that they have to unlearn. You

know those same leadership skills or management skills that were so great in this country, got them fairly high up in this country, are not necessarily what will make them successful in dealing with other cultures or certain global issues. So it's hard for people, I think, to give up something that has worked so well for them. And sometimes I feel there's more of a convincing there, unless you can clearly make the business case which is always important.

So I guess, as far as convincing...I believe in starting with the business case, which it sounds like you clearly did, and Nancy is a great global leader. I hope you picked that up. She's a poster child for global leadership in HR.

But, I guess I would always try to figure out, what is going to convince that particular generation, that particular group. What would be the most telling, selling point for them that this is important. And sometimes what we do with companies is we take failure, cases of failure. I bet you almost all the companies that I have ever worked with say, "Boy, you just don't know how much money we lost on this when we tried to go into there when we went global." And they can tell you how much money they lost.

And so sometimes if it looks like there are people that are hard to convince, I'll say, "Why don't we write a case on that and we'll put that in the training...put that in the training session, and if people are willing to talk about it, even bring those people in, and kind of analyze it and talk about, okay, now what would have to be done differently to avoid something like that in the future.

So that's very real. And then I also always believe that if you can make some kind of case that touches people's emotions too, it's not just the facts and figures. It's good to have them but I think it's also good to have a...maybe a video that shows how you're failing in another...you know, a video of your suppliers in other countries, talking about how difficult it is to work with your company, and how much frustration it causes. That's hard to deny that kind of reasoning.

Nancy Long: One of the things that we did was with our younger generation, wanting to encourage Gen Y and the Millennials to come in was this...with our intern program: We actually asked our interns...first of all we got the CEO very involved in the dialog with our interns, and then we asked our interns to make a commercial for us, that we said...a video...we said, "We'd like you to make a video that we can show on College campuses that would have college students say, "ooh, I really want to work there". And our marketing folks, most of whom are industrialists, or like not really Gen X are they?...Boomers. And so a lot of Boomers and maybe a few industrialists, like that's that fourth generation. A lot of them we knew that...we asked our Marketing folks to kind of put together something that they would see. So we had a little blurb of very traditional, what you might expect to see. And then our interns put theirs together and they were doing summersaults on the grass, and they were...our fountain outside, they had their shoes off and their feet were in it, and they were playing ping pong, and they were in the gym, and they were in the really cool new cafeteria, and they were on their Blackberries, or actually their iPads. And all of a sudden, what you can see, is what attracted the new generation of workers was not necessarily what the existing generation of workers were recognizing as "cool". So we actually shared that, and then, and then...and believe me some eyebrows were raised. We also had included in our leadership training, which, by the way, we're not doing that great a job on it yet, but this is an ongoing thing, is we have a lot of managers, who have been good managers over time, who think that the way to measure your

success is how many hours per day your rear-end is in the seat. And everybody knows, in this generation, everyone is always on. They're always connected. So it doesn't matter where you are. It's really around setting common goals, setting the measurable measures for the impact of what you're going to be doing, and then having regular check-ins and milestones that you expect people to meet. In that case, it doesn't matter where they sit, they can sit in any country in the world, they can sit in any time zone as long as they have measurable objectives. That's what you have to teach leaders to do is manage by objective and not by the number of hours they physically see someone, and that's a huge transition for a lot of leaders.

Mark, what were you going to add?

Dr. Mark Mendenhall: Well, I'll...I was just going to back up really far, okay? I agree with everything that's been said. I do think the Millennials and GenYs are more globally friendly, or you know, open to it. The only caveat I would say to that is, okay, so cognitively, yah, you know we get the global thing, but then you still have a bell shaped curve of other competencies. So you can be like, open to all things global, but be low in emotional resilliance, right, low in tolerance of ambiguity, and maybe some other things that are going to impede you if you don't kind of improve on those, if you really want a career that's going to be heavily a global career, which almost all careers are now, right. I mean I live in a beautiful place, Chattanooga, TN. It's awesome. And you would think of Chattanooga, TN, what's global about that place?

Most, you know, many of my MBA students are working in global virtual teams with people from all over the world. And so it...I think, you know, it's true that younger people are much more open to things global, and maybe even more tolerant of differences. But it takes a lot more than that. And to me I think it's still, it's still takes understanding what your strengths are, learning how to deploy those more strategically in global, cross-cultural context, and also understanding what your weaknesses are so you can learn how to buffer those, and incrementally improve them. So that's the only think I would add, is that, yah, I think the generations are different, but I think the challenge is the same for anybody.

Dr. Joyce Osland:

Thank you all for coming. We're certainly grateful for your comments. I hope that this was helpful and we'll look forward to seeing you again.

Thank you.