



The Association of  
Accountants and  
Financial Professionals  
in Business

# Global Leadership

## Note-Taking Guide

*Presented by IMA Leadership Academy*



## TODAY'S AGENDA

1. Overview
2. What is Global Leadership?
3. Challenges of Global Leaders
4. Global Leadership and the Accounting and Financial Leader
5. Close



## LEARNING OBJECTIVES

After this session, you will be able to:

- Define what it means to be a global leader and the benefits of effective global leadership.
- Identify the skills, competencies, and perspectives of an effective global leader.
- List the most significant challenges facing global leaders.
- Describe best practices in addressing the challenges facing global leaders.
- Apply global leadership skills to the role of an accounting and financial leader.

### REFLECTION

How would you define global leadership?

What do you hope to get out of this webinar?

## DEFINITION OF A GLOBAL LEADER

Global leaders are an emerging class of professionals that are adept at operating in international and multicultural contexts.

*-Financial Times*

Source: See Bibliography [1]

## BENEFITS OF GLOBAL LEADERSHIP



Gives the ability to:

- Inspire visionary initiatives
- Connect across boundaries
- Orchestrate transformation

## CHARACTERISTICS OF GLOBAL LEADERS

Global Mind-set CONNECTING	Global Entrepreneurship CREATING	Global Citizenship CONTRIBUTING
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### GLOBAL MIND-SET - CONNECTING

- Cultivates multiple points of view
- Has an interest in other cultures
- Wants to understand other perspectives
- Suspends their own judgment
- Knowledgeable of global economies and politics
- Nurtures relationships around the world
- Transcends cultural barriers



### GLOBAL ENTREPRENEURSHIP - CREATING

- Uses connections to create new forms of value
- Bridges people and resources across boundaries
- Leverages differences or similarities
- Builds new or uses existing networks



### GLOBAL CITIZENSHIP - CONTRIBUTING

- Works across global boundaries to the benefit of all communities
- Finds solutions that create multidirectional value
- Brings prosperity to all



Source: See Bibliography [5]

## SKILLS OF A SUCCESSFUL GLOBAL LEADER

- Overseas experience
- Deep self-awareness
- Sensitivity to cultural diversity
- Humility
- Lifelong curiosity
- Cautious honesty
- Global strategic thinking
- Patiently impatient
- Well-spoken
- Good negotiator
- Presence



Source: See Bibliography [6]



## PERSONAL ASSESSMENT

1. Rate yourself on each of the 11 skills. Use a scale of 1 to 5 where 1 means you don't possess this skill at all, and 5 means you are highly competent with this skill.

Skill	Low					High
	1	2	3	4	5	
Overseas experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Deep self-awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sensitivity to cultural diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Humility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Lifelong curiosity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Cautious honesty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Global strategic thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Patiently impatient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Well-spoken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Good negotiator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Presence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

2. Now choose one skill that you want to improve. \_\_\_\_\_
3. Tweet the skill you want to improve upon on Twitter using #IMA\_Leader.

## UNCONSCIOUS BIAS

“In common is comforting,  
but different is dangerous.”

-Stephen Young

Unconscious bias refers to the **attitudes** or **stereotypes** that **affect our decisions in an unconscious manner**. These **biases**, which encompass favorable and unfavorable assessments, are activated involuntarily and **without an individual’s awareness or intentional control**.

## OTHER PERSONAL CHALLENGES

- Breaking away from past successes
- Maintaining integrity
- Personal stress

## CULTURAL CHALLENGES

- Different values and approaches
- Awareness of global events
- Inclusive vision
- Cultural sensitivity



## BEST PRACTICES FOR OVERCOMING CHALLENGES

- Build partnerships across the globe
- Be curious and seek to understand
- Practice “rooted cosmopolitanism”
- Develop a global perspective with conceptual frameworks and hard data
- Develop personal characteristics to nurture your global potential

## PERSONAL CHARACTERISTICS TO DEVELOP

- Self-awareness
- Collaborative skills
- Global perspective
- Resilience



## LAW OF INFLUENCE

While not everyone has to be *the* leader, they can be a leader at some level if they can influence others.

### YOUR ROLE AS AN ACCOUNTING AND FINANCE LEADER

- Stay at the forefront of economic and societal changes
- Assist in driving operational efficiency
- Assist in adapting to global and technological trends
- Create, develop, and lead stronger financially disciplined organizations
- Help organization invest in people, processes, and technology to increase value

### THE GLOBAL ACCOUNTING AND FINANCE LEADER

- Understands emerging countries' economic indicators and global economics
- Is familiar with technology and advancements in other countries
- Communicates proficiently with a variety of audiences
- Demonstrates professionalism, integrity, ethical conduct, and accountability
- Delivers sustainable business ideas and business models
- Is responsible for:
  - Own learning and advancement
  - Increasing management processes
  - Increasing performance forecasts
  - Major business decisions
- Is able to perform essential accounting and FP&A practices across borders

## TOMORROW'S MANAGEMENT ACCOUNTANTS



Today's management accountants are challenged to be more dynamic:

- Question "why things happened"
- Seek to find the story behind the numbers
- Analyze metadata to formulate strategic analysis and to see trends for operational groups





## THREE ACTIONS TO BECOME A GLOBAL LEADER

1. Get as much exposure to other cultures as you can
2. Understand the importance of communication
3. Make changes that challenge you

You can have brilliant ideas, but you cannot do anything with them unless you communicate them well.

- Andrew Likierman,  
Dean of London Business School

## ACTION PLAN

 What squared or agreed with what you already knew?	 What did you learn that completed a circle of knowledge?
 What did you see from a new angle?	 What action will you take as a result of the webinar?

## APPENDIX

# LEARNING FROM STORIES

### Instructions:

**Step 1:** Read through one story individually and silently. Then tell it to someone else using your most dramatic storytelling manner. If you aren't comfortable doing this, try it anyway. View it as a way to build your resilience. Imagine you are telling a story to young children if that helps uncover your inner thespian.

**Step 2:** After absorbing the story in a couple of different ways, spend a moment reflecting and responding to the individual questions below the story.

Source of all of the Stories: See Bibliography[4]

### STORY A: CONFLICTING HEADS OF THE BIRD

Once upon a time, there lived a bird with two heads. It was a very strange bird. It had one stomach that balanced on the same pair of legs, but on top it divided into two necks that then ended in two heads.

One day as the bird was walking along, one of the heads saw some delicious fruit lying on the ground. Delighted with itself, the head began eating the fruit, all the while licking its beak, making slurping sounds, and saying how good it was, how tasty, how utterly divine. Oh, it was amazing! It almost seemed as though with every bite, the fruit became tastier.

The other head said, "Well, if it's that good, won't you please let me share some, too? After all, we share the same body. We are really one person." But the first head would not allow the second head anywhere near the fruit. It kept twisting around and saying, "Oh, don't worry. You'll have the benefit of it when it reaches our stomach. If we are the same person, then we don't both need to have it." No matter how much the other head asked, the first head would not let it taste any of the fruit. The second head was very, very angry. It decided that it was going to get its revenge even if it was the last thing it ever did.

The next day as the bird was walking along, the second head saw some deadly poison on the ground and decided to eat it. The first head tried its best to stop it. "Don't do it! It will kill us! This is not right. We share the same body. You don't have the right to eat something without my agreement!" (Now it thinks of that.) But the second head would not listen. It ate the poison and killed both the heads.



### Questions:

1. What country do you think this story might be from? Think about how you pictured the countryside in your head as you consider what area of the world you automatically placed the story in. Describe the countryside you pictured in words or pictures below.

2. If you learned that the story was from India, would that have changed how you pictured the story?

How about if you learned it was from an American Indian tribe?

Or if you learned it was from Australia?

Which location matches most closely what you pictured?

3. What unconscious biases might have influenced how you responded to this story?

4. What lessons about global leadership and leadership in general might you extract from this story?

5. Can you think of a business context where this story might be helpful?

Go to <http://tharoorassociates.com/leadership/the-bird-with-two-heads/> for an analysis of this story as well as a video of someone telling this story.

### STORY B: THE MANGO STORY

Once upon a time, an old woman went to the market to buy mangoes. Her eyesight wasn't so good. Her hearing wasn't so good. Her back wasn't so good, either. She was a little bit stooped. The mango seller saw her coming. He put on his best, most charming smile, and invited the old woman to come and look at his basket of lovely, fresh mangoes. He said to her, "See, they are all fresh and firm and sweet. You don't even have to look. You can pick any mango and it will be perfect. They are all perfect."

But the old woman had an unusual request. She said she didn't want fresh, firm mangoes. She wanted to make a very special chutney and for this, she needed slightly overripe mangoes. She needed to buy mangoes that had started to go soft and bad. And since her eyes were so bad, it would be difficult for her to find these, so could he please help her. Would he please find for her all the slightly rotten mangoes in his basket?

The mango seller was delighted to help. It's not every day that someone offers to pay you for your bad product. He carefully separated all the bad fruit into a separate pile on the side and said, "There! There is all the rotten fruit. All the rotten mangoes. Go ahead, pick."

The old woman smiled sweetly, and she thanked him. And then she turned to the other pile of the fresh, firm fruit. From there she picked all of the mangoes that she needed.

### Questions:

1. Describe in words or pictures how you pictured the market and the characters in this story. Be as specific as you can, considering the backgrounds, the historic time frame, the clothes the characters are wearing, what they are wearing on their feet, what they are standing upon, and all the details you can.

2. If you learned that the story was from India, would that have changed how you pictured the story?

How about if you learned it was from Texas?

Or if you learned it was from France?

How might this information change how you envision the story?

3. What unconscious biases might have influenced how you responded to this story?

4. What lessons about global leadership and leadership in general might you extract from this story?

5. Can you think of a business context where this story might be helpful?

Go to <http://tharoorassociates.com/problem-solving/myth-and-management/> for an analysis of this story as well as a video of someone telling this story.

### STORY C: WHEN THE LION WORKS WITH THE CAT

Once upon a time, a lion lived in a cave at the top of the mountain. Coincidentally, a mouse also lived in the same cave, in a little tiny hole in the wall. One day, as the lion was resting, the mouse came out



of his hole looking for food. And for some reason—I really don't know why—the mouse bit the lion on his tail and ran back into his hole.

The lion was furious! But by the time he had jumped to his feet, the mouse had disappeared into his hole and the lion could not get to him. I mean, the hole was too small, and his paw was too large. The lion roared, and he growled, and he prowled, and he paced, but no matter what he tried, he could not get to the mouse. Now, all this roaring and growling and prowling went on for two days.

After two days of this futile effort, the lion came to a decision: One should not waste one's strength on trying to kill such an insignificant enemy. One should delegate. The mouse was not worthy of the lion's personal attention. He needed to find someone better suited to the job. And so, the lion went searching for a cat.

He found a cat in a nearby village, and with great difficulty, he gained the cat's confidence and finally brought it back with him to his cave. The lion's strategy was to feed little scraps of meat to the cat, and in return, the cat would guard the mousehole. If the lion heard even the smallest sound from the mousehole, he would bribe the cat with even more meat, and grateful for the meat, the cat would keep an even stricter watch over the hole. Both master and servant were happy. But of course, one day, the mouse tried to sneak out of the hole to look for something to eat, the cat was waiting, and he killed it.

The lion was very pleased. That was the end of the pesky little mouse. But now... now that the mouse was gone, the lion had no more need of the cat, either. And so the lion stopped feeding the cat. Unfortunately, the cat had by now gotten out of the habit of looking for his own food, so it laid in the corner mewling pathetically for more food. But the lion just wasn't interested, and very soon, the cat died of starvation.

### Questions:

1. Describe in words or pictures how you pictured the mountain and the cave. What kind of trees, if any, grew on the mountain? What was the climate like? What was the terrain like? Be as detailed as you can.
2. If you learned that the story was from India, would that have changed how you pictured the story?  
  
How about if you learned it was from an American Indian tribe?  
  
Or if you learned it was from Africa?  
  
How might this information change how you envision the story?
3. What unconscious biases might have influenced how you responded to this story?





4. What lessons about global leadership and leadership in general might you extract from this story?
5. Can you think of a business context where this story might be helpful?

Go to <http://tharoorassociates.com/problem-solving/the-lion-the-mouse-or-is-it-the-lion-the-cat/> for an analysis of this story as well as a video of someone telling this story.

### **STORY D: THE MONK GETS HIT ON THE HEAD**

Once upon a time, there lived a merchant who had at one time been very rich. Unfortunately, because of some bad decisions, he lost all his wealth. But his poverty made him so unhappy that that was all he could think of—waking, sleeping, eating, drinking—all he thought of was money.

One night he had a strange dream. In his dream, a voice said to him, “Tomorrow morning at 11 a.m. a monk will come to your house. He is not really a monk; he is actually all of your money in disguise. Hit him over the head with a stick and he will change back into all your lost gold.”

The next morning, the merchant decided to wait outside his house for the monk. He was very anxious. He didn’t want to take a chance of missing him by mistake. On the dot of 11 a.m., a monk arrived at the house. The merchant hit him on the head with a stick, and there in front of his delighted eyes, the man fell to the floor and turned into a great pile of gold.

Now just as all this happened, a barber was walking past the merchant’s house and thought, “What a great way to make money!” So the barber ran up to the temple, and under pretext of wanting to feed the monks, he invited a few of them to his house the next morning. As soon as the monks arrived, the barber started to beat them over the head with sticks. You can imagine the chaos. Some of them died from being beaten; others were badly injured and bleeding. Everyone was shouting. A soldier that was walking nearby heard the commotion. He came running onto the scene and immediately arrested the barber and took him into court, where the judge convicted him. The barber tried to explain that he was just using the same technique to make money as he watched the merchant do, but no one listened, and he was sentenced to death.

#### **Questions:**

1. In words or pictures, describe how each of the three main characters in this story appeared (merchant, priest, barber). Be as detailed as you can.
2. If you learned that the story was from India, would that have changed how you pictured the story?



How about if you learned it was from a Kentucky tribe?

Or if you learned it was from South Africa?

Which location matches most closely what you pictured?

3. What unconscious biases might have influenced how you responded to this story?
4. What lessons about global leadership and leadership in general might you extract from this story?
5. Can you think of a business context where this story might be helpful?

Go to <http://tharoorassociates.com/leadership/myth-and-management-monk/> for an analysis of this story as well as a video of someone telling this story.



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