

**Processes of Leader Identification, Leadership Development, and Influence of
Context in the Formation and Practices of Global Leaders: Evidence from
Nigerian International Banking Sector**

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Doctor of Philosophy (Ph.D)

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September 2021

Abstract

This thesis, explores ‘Processes of Leader Identification, Leadership Development, and Influence of Context in the Formation and Practices of Global Leaders from Nigerian International Banking Sector’. The study addresses three gaps in the existing literature; notably a dearth of research in multi-nationals from emerging economies (EMNCs) with western subsidiaries, lack of definitive description of global leadership competencies, and lack of common understanding of what is required to develop and prepare global leaders. Specifically, the study addresses: (i) how global leadership is perceived by Nigerian MNCs, and the challenges of global leadership, (ii) essential global leadership competencies and, (iii) the influence of context in the formation and practice global leaders.

The study utilised a multiple-case study design, a sample of four cases of Nigerian multi-nationals (MNCs) with UK subsidiaries. Primary data was collected through 47 in-depth semi-structured interviews, conducted with top management, HR directors, senior managers, and line managers of other functional departments in the UK subsidiaries and Nigerian headquarters respectively.

The study findings revealed that Nigerian MNCs have a standard approach to global leadership development process comprising of four stages: (i) Analysis of internal and external cultural and contextual contingencies, (ii) the identification of high-potential, (iii) the selection process of high-potentials, and (iv) intervention programmes for the development of high-potentials. It was also revealed that Nigerian Global leaders in the United Kingdom faces three common challenges including; (i) gaining collaboration and acceptance, (ii), building trust and public image, and (iii) managerial challenges.

The findings contribute to knowledge in various ways: First, despite the influence of culture and context on global leadership, culture and context does not constrain global leaders from adopting universal practices. The finding contributes to the situational and contingency leadership theoretical arguments that different situations, contingencies, culture, and contexts influence how global leaders adapt and lead across national borders (Avio, 2009; Bass 1990; Lock and Ree 2020). Second, the study expands knowledge on the existing debate regarding what constitutes effective global leadership.

Acknowledgement

I would like to cease this medium to express my unequivocal gratitude to God Almighty the giver of wisdom and His dear son Jesus Christ for helping me throughout this thesis. It would not have been possible without the help and guidance of the Holy Spirit. I would also like to specially thank my Director of Studies and the entire supervisory team; Dr Fatan Baddar Alhusan and Dr. Andrew Lindridge who did not only played a supervisory role but also were sources of inspiration and motivation. Their unflinching support, patience, feedback, corrections and guidance led to the successful completion of this thesis. My special thanks go to all the academic and non-academic staff of Newcastle University for creating an enabling environment that aided the completion of this thesis. I would also want to thank fellow research colleagues who contributed massively to the success of my study. My gratitude also goes to Dr Amarachi Ngozi Amaugo of De Montfort University for her academic, moral, and spiritual support.

My unalloyed thanks to my parents Mr Obena and Pst. Mrs. Mercy for their spiritual and wellbeing support during this academic sojourn. Special thanks to Mansi and Idiko's family for moral and spiritual support. My sincere thanks go to my elder brother (Amb. Amen Nick Asuobite Idiko) and his wife (Dr. Tolumere Amenpraiz), my nephews and niece: Dean, Vision, and Voice for their spiritual and moral support. A very big thanks also goes to Amenpraiz crew for their moral and spiritual support.

My elastic appreciation also goes to Pst. Mr and Mrs Deji Fayoyin and the entire Impact Gospel Centre family for the spiritual and wellbeing support. I would also like to appreciate the Leadership and Management of Niger Delta University, through Tertiary Education Trust Fund (TETFund) for availing me the opportunity to benefit from this life-time competitive scholarship scheme.

Finally, my profound appreciation goes to my ever loving and dependable wife (Linda Uche) for always being there for me, my first daughter (Bliss), and the twins (Royalty and Majesty) who were a wonderful gift and a welcomed distraction.

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List of Abbreviations

For the case studies

BANKO1	Parent company of the first case study
BANKOS1	United Kingdom's Subsidiary of the first case study
BANKO2	Parent company of the second case study
BANKOS2	United Kingdom's Subsidiary of the second case study
BANKO3	Parent company of the third case study
BANKOS3	United Kingdom's Subsidiary of the third case study
BANKO4	Parent company of the fourth case study
BANKOS4	United Kingdom's Subsidiary of the fourth case study
EM	Emerging Markets
SUB	Subsidiary
EMNCs	Emerging Multi-national Companies
HQ	Headquarters
HR	Human Resources
HRM	Human Resource Management
IHRM	International Human Resource Management
MNC	Multi-national Company
UK	United Kingdom
HC	Host Country
PC	Parent Country
GL	Global Leadership
GLD	Global Leadership Development
GTM	Global Talent Management
GL	Global Leadership
TM	Talent Management
USA	United States of America

Chapter 1. Overview of the Study

1.1 Introduction

In this chapter, a brief overview on the emergence of globalisation and its impact on international business as well as the need for MNCs to develop global leaders who can manage foreign subsidiaries will be examined, followed by a brief overview on the emergence of emerging economies and its characteristic. The chapter will also discuss the context and rationale of the study by highlighting how MNCs from emerging economies have increased in recent times in the global markets and the need for global leaders who can manage their foreign subsidiaries. Thereafter, key research gaps will be highlighted with the aim of addressing them within the research question and objectives. Lastly, a summary on the outline of the research methodology and the structure of the thesis will also be highlighted.

1.2 Background of the study

Given that, the world of today is a rather globalized one, a fact mirrored in the nature of modern business, many companies nowadays are not restricted to merely one country but are present in a number of countries as in the case of multi-national companies (MNCs). These multi-national companies face the challenge of managing their enterprise across national borders (Mendenhall et al., 2017). This global and dynamic environment is something that MNCs must manage effectively to achieve sustainable growth and thus need employees and managers that are capable of handling global issues (Liu et al., 2020). Because of the growing need for global leaders to manage foreign subsidiaries, an arguably new breed of leaders has emerged so called global leaders (Mendenhall et al., 2017).

Global leaders are those who work with colleagues from different countries, manage risk on a worldwide basis for their unit, interact with internal clients from different countries, manage a budget on a worldwide basis for their unit, interact with external client from different countries, manage foreign suppliers or vendors, negotiates in other countries, supervise employees from different nationalities, and develop strategic business plan on a worldwide (Caligiuri 2004, 2006). However, despite the use of global

leaders worldwide and the growing attention, the literature and research in the field of International human resource management (IHRM) and Organisational behaviour (OB) have tended to be narrowly focused regarding global leaderships and its development processes. Why? Because much of the literature has focused on western global leadership and developments models with the postulation of general global leadership competencies and development programs, processes and strategies without considering global leadership in different context (Mendenhall, 2017). This is a problem because; generic global leadership competencies cannot be applied in all contexts. This suggests the needs for multi-nationals to develop global leaders who can lead across different national cultures.

Consequently, despite the enormous needs for global leaders who are capable of leading across national borders, these global leaders are ‘currently in short supply’ and that ‘the concern regarding the supply of global leaders is exacerbated by the speed in which future leaders will need to be developed and the status of effectiveness in developing them’ (Caligiuri and Dragoni, 2014, p. 226). Ready and Conger (2007) corroborated the above in a survey of 40 global companies highlighting that, virtually all the MNCs sampled stated that they were unable to fill important global strategic positions of their firms and suffered financially because of it. In the same vein, Gregerson (1998) found that more than 80% of their survey multi-national companies did not have sufficient global leaders in their multi-national companies – and 67% of these stated that their global leaders did not have the appropriate skills for their position, and that the lack of global leaders led to financial or organisational troubles. Additionally, the significance of this issue, has been reflected, in the views of Global Chief Human Resource Officers (CHROs) who identified ‘developing future leaders’ as their most important deliverable for the future of their multi-national corporations’ global competitiveness, noting that their ability to identify, develop and empower effective, agile leaders is of crucial imperative in the next few years for them (IBM Corporation, 2010, p.4).

Furthermore, regarding essential global leadership competencies several competency have been suggested (Andersen and Berdolt, 2017; Reiche, 2015; Reiche et al., 2017). Global leadership competencies are set of behaviour patterns and skills that contribute to the effectiveness of the global leader (Hassanzadeh et al., 2015). These competencies include cross-cultural communication skills, interpersonal skills, cultural sensitivity, cultural intelligence, global mind-set, and global business savvy (Conor, 2020). Yet,

these competencies might not be relevant in all international contexts, as there are claims that global leadership competencies are still not known (Andersen and Berdolt, 2017; Mendenhall et al., 2017; Salicru et al., 2016). One criticism of these competencies has been whether they can be applied across all international business considering differing cultures, contingencies, and situations. Therefore, multinationals need to put into consideration international contexts when designing and implementing global leadership development programs to equip global leaders with essential competencies for effective performance.

Andersen and Berdolt (2017) argued that, before the identification, selection, and development of global leaders, it is necessary to know which global leadership competencies to focus on. This is fundamental because most MNCs might not know what global leadership competencies to focus on because only a few MNCs have formal global leadership development processes (Conor, 2020). Corroborating the above, the the world Economic Forum and McKinsey and Company reported that the global leadership vacuum in international organisations for companies in 2020 and beyond is among the ten most urgent issues needed to be addressed (cf. Conor 2020; Kim et al., 2019; Maznerski, Stalh and Mendenhall in 2013).

Furthermore, Bartrain (2013) revealed that whilst approximately 60% of MNCs planned to increase their international presence in the next three years, only one in every 15 professional possesses the competencies needed to be an effective global leader. Additionally, just one in every five organisations emphasised global leadership development, with just one-third of their leaders been effectively leading across national cultures (ibid). Consequently, for MNCs to optimise global competitiveness, they require global leaders who can successfully lead across national cultures (ibid). Thus, the need to explore global leadership competencies becomes inevitable in this study.

Finally, despite many ways scholars have viewed global leadership, there has not been a common understanding regarding the concept of global leadership (Friel 2019, Liu et al., 2020; Mendenhall et al., 2017), nor has there been an agreed-upon understanding of what is required to prepare people for global leadership role because what is available in literature predominantly comes from corporate western worldviews (ibid), and little is known about the global leadership processes in different contexts. In the same vein, while there tend to be various contingencies and contextual factors influencing global

leadership development processes, there has been limited research that explains how various contingencies and contextual factors influence the design and implementation of global leadership development programs (Bolden et al., 2016; Reiche et al., 2017; Sparrow et al., 2017; Swailes, 2015). The next section will give a brief overview on the emergence and characteristics of emerging economies, and how it applies to this study.

1.3 African and Nigerian leadership and management practices

Theories of leadership and management have over the years centred on western perspective without giving attention to developing/emerging economics perspective (Calas, 1992; Jack and Westwood, 2009; Nkomo, 1992; Prasad, 1997, 2006; Westwood, 2006). Western leadership and management discourse have been the ones used to define, shape and determine the management and leadership styles in developing and non-western countries because leadership theories primarily come from the USA based on studies of American leaders and are enormously applied universally across nations. Minnick (1990) as faulty generalization or non-inclusive universalization that produces significant error in knowledge has criticized this approach. Also, western studies on leadership has neglected non-western countries inclusion but tends to have a universal applications across the globe despite the fact that Nelson Mandela (former South African President was cited as an epitome of extra-ordinary transformation leadership and servant leadership, Thabo Mbeki was seen as an example of rigid leadership in Barbara Kellerman's (2004) book about Bad Leadership etc. The emergence of development studies came as a result of the decolonization process unfolding in Asia, North Africa and Sub-saharan Africa and approaches to their economic and social development as used by the western countries to unfold these regions with the emergent capitalist order (Jack and Westwood, 2009). These approaches to development management in developing/ emerging countries were sum up to refer to as "orientation transformed into a science for action. According to Cooke, (2004); Jack and Westwood (2009), the representation of "African' management development ends up continuing the binary categories regarding developing and enormously reinforces western management and leadership as the panacea to complex social, economic and political problems of the continent. Said (1978) highlighted that strengthening the hegemony of prescription for leadership and management weakened and led to the incapability of Africans to leader globally.

Therefore, there is need for ‘African’ leadership and management to be reclaimed and re-institutionalized in the continent (Madisan, 2018). Similarly, Blunt and Jones, (1997); Horwitz (2002); Jackson (2004) added that African leadership and management challenges are embedded in different cultural, political, economic and social context. African leadership and management have argued it philosophical scholars that the application of Eurocentric practices is inadequate thereby calling for an indigenous solution or cultural turn to development that is anchored in local cultures and values of the African continent (Dia, 1999; Eyong, 2017, 2019; Adeola, 2020). Additionally, Bruton et al., (2021) and Filatochev et al., (2021) recently argued, the assumption that universal theories developed based on western realities are widely applicable is likely to be “inaccurate in some (or many different) settings since such theories in fact emerged and are locked into their own specific cultural and ideological context” (Bruton et al., 2021, p.3).

Similarly, Nzelibe (1986), opposed western management thought and practices in developing countries and advocating for the adoption and incorporation of developing countries philosophy in leadership and management (Anyansi-Archibong, 2001; ngambi, 2004; Mbigi 1997, 2005; Edoho, 2001; Khoza, 2006). This rejected the belief that colonialism brought management to Africans but rather argued and criticized that the importation of scientific management (Taylorism) and European notions of administration and bureaucracy destroys Africans management thought and practice. It was stated by Nzelibe (1986:9) that: *‘development of the principles of management was marred, however, by contact with western world that was marked by decades of economic exploitation, social oppression and the importation of scientific management, all of which have left acute problems for management today’*.

Also, it has been argued by Mbigi (1997); Mangaliso (2001) that Ubuntu can be fixed into the practices of leadership and management for competitive advantage in a universal basis instead of just Africa. It was asserted by Mangalilso (2001:32) argued that incorporating Ubuntu principles in management hold the premise of superior approaches to managing organizations. Organizations infused with humaneness, a pervasive spirit of caring and community, harmony and hospitality, respect and responsiveness will enjoy more sustainable competitive advantage as shown in the Figure 1.1 below:

Ubuntu philosophy	Description
Interdependence	Solidarity and team approaches; think as part of a community. Xhosa: <i>Intaka yakha ngoboya benye</i> translated as: "A bird builds with the other (bird's) feathers". Success as communal rather than individual.
People-Orientation	One cannot exist without the existence of others; mutual understanding and the active appreciation of the value of human difference. Love, for self and others. Leader engages with follower and vice versa.
Closer Affinity	Interconnectedness, selflessness through closer mutual social relationships. Xhosa: <i>Isandla sihlamba esinye</i> translated as: "Each hand washes the other". Enhanced work ethics due to solidarity and team work and reciprocity.
Humanity	Compassion, kindness, empathy, altruism and respect of the other. Transcendental outlook on life by caring about fellow workers. Leadership as service to others. Authoritative but paternalistic and humble.

Figure 1.1 Main dimensions of themes of Ubuntu

Adopted from: Eyong, (2019)

Eyong (2019) argued that, although, collective practices that are similar in construct to Ubuntu such as participatory, collaborative and shared leadership have been proposed in contemporary literature, the meaning and application of these values within Ubuntu would look and feel different given its cultural origin amongst indigenous communities in Africa. According to Eyong (2019), the signifiers of differences could be how long it takes to engage in conversation, or show concern in non-work-related family matters. He also posit in his Africa model of leadership that, indigenous and rural Africa characterized with indigenous population and tribe sees leadership as: (customs, rituals, symbols, dance, historical cultural hegemony, belief systems, mythology, transcendental). Semi-urban African, characterized with (mixed traditional populations) sees leadership as: (mixed local culture and traditions, community, issues, local politics, and various mixed Africa thought process). Lastly, Urban African, characterized with (learned educated and exposed) sees leadership as: national politics, urban development, individual aspiration, universal perceptions, output-driven) as shown in Figure 1.2 and 1.3 below:

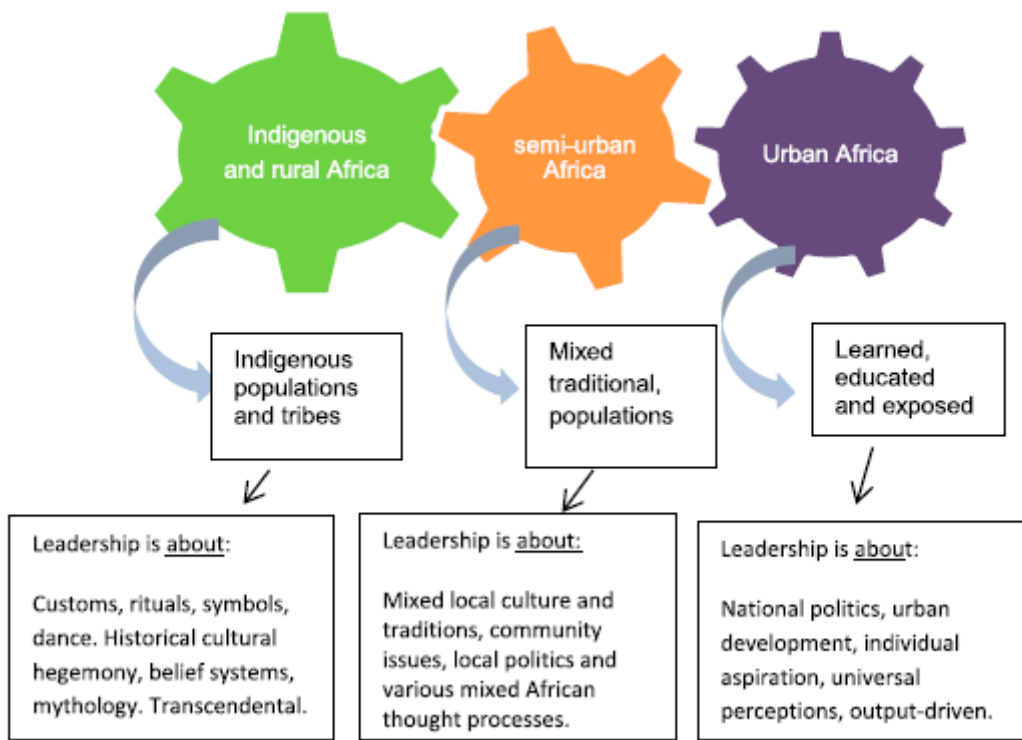


Figure: 1.2 Three-Africa model of leadership
 Source: (Eyong, 2019)

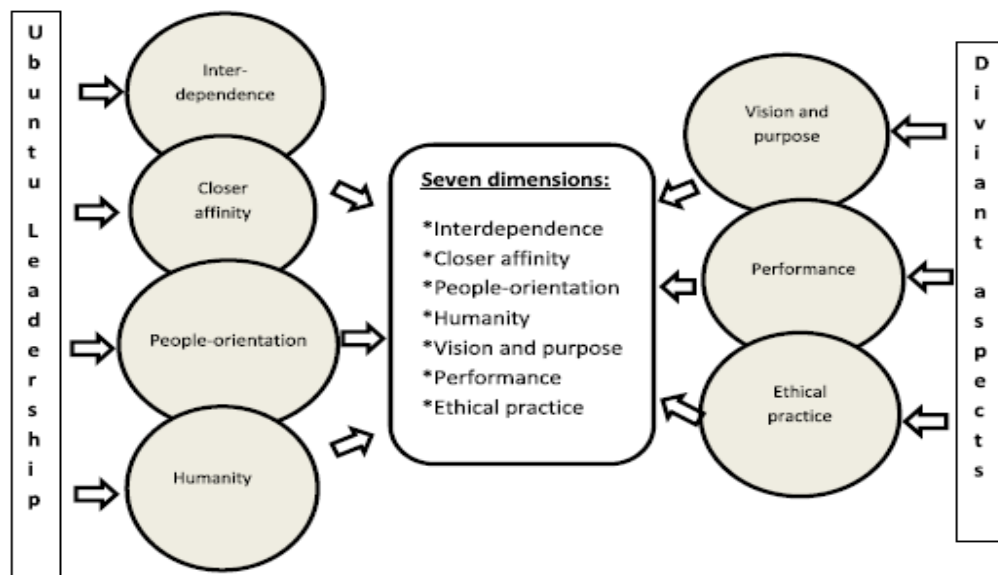


Figure 1.3: Seven dimension of Ubuntu leadership
 Source: Eyong, (2019)

Eyong, in his seven dimension of Ubuntu leadership shown above, explained that at the 'interdependence' dimension, a recurrent expression was the need for both leaders and followers to comply with historical perceptions of leadership. At the 'People-Oriented' dimension both leaders and followers were more interested with maintaining good harmonious and stable relationship with a high propensity for tolerance, extensive flexibility, a conciliatory approach to conflict resolution and quite relaxed application of a work discipline ethnic in time management as much as in focus. At the 'Closer Affinity, the need to build closer affinity between leaders and followers was a dominant discourse.

Similarly, in the GLOBE study, African culture was portrayed as a homogenous concept based on a very small observation of few African countries. Similarly, there has been a binary opposition set up between African culture and western culture. For instance, Nnadolic (2001) advised that African and American cultural dimensions should be compared using Hofstede's theoretical framework. He pointed out that African portrays a more relaxed attitude towards time compared to the Americans and as such perceives time as flexible not always rigid, leading to the so called 'African time' (Nnadozie, 2001). These portrayals tend to be similarly to the one offered by Harris, Moran and Moran (2004) in their description of culture in Africa. Thus, the need to know how leaders and managers of developing economies response to the dual pressure of globalization and local need is paramount for competitiveness. The Ubuntu as earlier mentioned tends to position leadership and management as a transformative concept which can be used by managers or leaders as a means of competitiveness in organization.

Eyong (2017), in his study of indigenous African leadership with a focus on 12 communities in West and Central Africa centering on identifying aspects of local leadership thinking and practice that contrast the assumptions and tenets of Anglo-Saxon writings highlighted that: first, power dynamics of African leadership can be characterized as: dramaturgical, substitutive, non-linear and collective. Secondly, leadership meaning is constructed in mythology and knowing is symbolically and materially embodied in tress and the animals. Thirdly, that leadership is located with metaphysical and transcendental ontologies that implicit both human and non-human actors in context-specific ways (Eyong, 2017). There is a reliance of African upon spiritual, cosmic and supernatural forces whose manifestation defies scientific explanation (Eyong, 2017; Temple, 2012; Ozumba, 2004; Omoregbe, 1990). This commitment has been classified as a 'mythology of African metaphysics (Ozumba, 2004; Eyong, 2017). The scholars argued that it is by relying on the mythologies that underpin this science that locals are able to make

sense of the uncertainties of their world (Asouzou, 2004) and attain ontological settlement (Temple, 2012).

These constructions are very different from dominant Anglo-Centric thinking typically represented in political, cross-cultural and in organizational studies (Eyong, 2017). These differences corroborate with the view that leadership is culturally and contextually contingent (Eyong, 2017; Collinson, 2011). Within this context, leadership is undergirded by a mind-set and discursive frame that derive from particular Afro-Centric cultural history and which have constructed contextually aligned conceptualizations, enactments and discourse. The unique aspects of this construct are inextricably entwined to the immediate context and therefore undetectable from the cultural codes from which they materialized (Ford, 2010; Hofstede, 1991; Turnbull et al., 2012).

However, theories of leadership and management have over the years centred on western approach of leadership and management (Calas, 1992; Jack and Westwood, 2009; Nkomo, 1992; Prasad, 1997, 2006; Westwood, 2006). Western leadership and management discourse have been the ones used to define, shape and determine the management and leadership style of Nigerians and Africans because these theories comes primarily from US based studies of American leaders and are enormously applied universally. Minnick (1990) as faulty generalisation or non-inclusive universalisation that produces significant error in knowledge has criticized this approach. In addition, US studies on leadership has neglected non-western countries inclusion but tends to have a universal applications across the globe despite the fact that Nelson Mandela (former South African President was cited as an epitome of extra-ordinary transformation leadership and servant leadership, Thabo Mbeki was seen as an example of rigid leadership in Barbara Kellerman's (2004) book about Bad Leadership etc. The emergence of development studies came as a result of the decolonisation process unfolding in Asia, North Africa and Sub-saharan Africa and approaches to their economic and social development as used by the western countries to unfold these regions with the emergent capitalist order (Jack and Westhood, 2009).

Blunt and Jones, (1997); Horwitz (2002); Jackson (2004) said that, owing to the fact that Nigerian leadership and management challenges are embedded in a very different cultural, political, economic and social context, the application of eurocentric practices is inadequate thereby calling for an indigenous solution, cultural turn, or shift to global leadership development that is anchored in local cultures and values of the continent

(Dia, 1999). This implies that Nigerian leadership's style should not be derived from European leadership style rather contextualized. Furthermore African portrays a more relaxed attitude towards time compared to the Americans and as such perceives time as flexible not always rigid, leading to the so called 'African time' (Nnadozie, 2001).

Similarly, in the GLOBE study, Africa was portrayed as a homogenous concept based on a very small observation of few African countries. Additionally, there has been a binary opposition set up between African culture and western culture. Thus, the need to explore how African and Nigerian leaders responds to the dual pressure of globalization and local need becomes the central focus of this study.

1.4 The emergence and characteristics of emerging economies

Following the recent internationalisation of business operations in western economies by multi-nationals from emerging economies, there is need to examine how emerging economies' multinationals develop their global leaders to lead in western countries (Ithurbide and Bellaich, 2019). Therefore, this section will give a brief origin of emerging economies and the internationalisation of business activities and operations. However, this study will only focus on Nigeria as a single emerging economy. The concept of emerging economies dated from 1980's, and as strange as it may seem, there is no real definition for an emerging (Daziano 2013; Herve and Bellaiche, 2018; Ithurbide and Bellaiche, 2019). From an economic point of view, an emerging economy may be considered to be a country with a GDP per capita and a human development index (HDI) that is lower than those of developed countries, but that is experiencing rapid economic growth, and whose standard of living and economic, political and social structures are converging with those of developed countries (Ithurbide and Bellaiche, 2019). Emerging country is also a country whose economy is open to the rest of the world, undergoing far reaching structural and institutional transformations and has strong growth potential (ibid) as shown in Figure 1.4 below:

MSCI ACWI & FRONTIER MARKETS INDEX									
MSCI ACWI INDEX					MSCI EMERGING & FRONTIER MARKETS INDEX				
MSCI WORLD INDEX			MSCI EMERGING MARKETS INDEX			MSCI FRONTIER MARKETS INDEX			
DEVELOPED MARKETS			EMERGING MARKETS			FRONTIER MARKETS			
Americas	Europe & Middle East	Pacific	Americas	Europe, Middle East & Africa	Asia	Europe & CIS	Africa	Middle East	Asia
Canada	Austria	Australia	Brazil	Czech Republic	China	Croatia	Kenya	Bahrain	Bangladesh
United States	Belgium	Hong Kong	Chile	Egypt	India	Estonia	Mauritius	Jordan	Pakistan
	Denmark	Japan	Colombia	Greece	Indonesia	Iceland	Morocco	Oman	Sri Lanka
	Finland	New Zealand	Mexico	Hungary	Korea	Lithuania	Nigeria		Vietnam
	France	Singapore	Peru	Kuwait	Malaysia	Kazakhstan	Tunisia		
	Germany			Poland	Philippines	Romania	WAEMU ²		
	Ireland			Qatar	Taiwan	Serbia			
	Israel			Saudi Arabia	Thailand	Slovenia			
	Italy			South Africa					
	Netherlands			Turkey					
	Norway			United Arab Emirates					
	Portugal								
	Spain								

Figure 1.4: Classification of emerging economies

Source: adopted from MSCI Index (2021)

Figure 1.4 provides us with a means for identifying various emerging economies development. For example, Nigeria is classified as an emerging economy with a GDP per capita of (US \$2250), and a human development index (HDI) that is lower than those of developed countries are. However, Figure 1.4 also suggests Nigeria is experiencing relatively steady economic growth with standard of living and economic, political, and social structures converging with those of developed countries. Changes are potentially attributable to Nigeria’s economy undergoing far reaching structural and institutional transformation (Daziano 2013; Herve and Bellaiche, 2018; Ithurbide and Bellaiche, 2019).

In addition, Nigeria is classified as an emerging economy in Africa, which provides huge foreign investment opportunities (Ithurbide and Bellaiche, 2019). Its relevance in the oil market has brought much attention to the country, which is the ninth largest exporter of crude oil to the United States of America (Ithurbide and Bellaiche, 2019). For-

Foreign investors have been attracted in especially from the USA, which is Nigeria's largest foreign investor. This suggests, Nigeria is a country that features prominently in current depiction of 'emerging Africa, owing to its combination of assets and potential as a West African hub. Since returning to democracy in 1999, the country has witnessed significant economic and some political reforms, which along with rising demand for its natural resources, have helped ignite unprecedented economic growth (Ithurbide and Bellaiche, 2019). Furthermore, Nigerian Industrial Training Fund (Amendment Act, 2011) promotes and regulates the training and development of employees of both private and public sector. Under this Act, all private and public organisations whether domestic or foreign subsidiaries are required by law to provide, promote and encourage the acquisition of skills in industry and commerce with a view to generating a pool of indigenous trained workforce sufficient to meet the needs of the private and public sectors of the economy (Ithurbide and Bellaiche, 2019).

Furthermore, MNCs from emerging economies have increased drastically in the international market (Merger and Xin, 2018). For example, Research and Development (R and D) from top investors has also doubled over the past years (Merger and Xin, 2018). The numbers of emerging markets multi-nationals companies (EMNCs) across borders have also increased in recent times (Zhang et al., 2014). This suggests MNCs from emerging economies needs global leaders who can manage international subsidiaries. For example, the impact of emerging MNCs is evident in several structures and ownership of industry; so many western brands have now been taken over by EMMCs ranging from a famous brand tea brand, Tetley, taken over by Indian Tata group (Zhang et al., 2014). Emerging MNCs are on a journey for acquisition from different industries. In 2006, for example, more than 1,100 merges and acquisitions (M and A) were valued at US \$126 billion (Meyer and Xin, 2018). This suggests internationalisation opportunities for African firms.

1.5 Internatioalisation opportunites and challenges for African firms

The increased level of internationalisation of African firms can be hugely attributed to progress in private-sector development and regional integration, as well as the ability of Pan-African firms to overcome institutional voids in the challenging landscape that characterises other countries on the continent (Boso et al., 2019). The last decade or so has seen a substantial growth in African economies. This peaked at around 11.8% in

2004, and hovered around 5% for several years until the great plunge in commodity prices lowered Africa's growth rate to below 3% in recent years, and to 1.3% in 2016 (World Bank, 2017a). At the firm level, the private sector in Africa is growing faster, albeit from a low base. This phenomenal growth over the last decade has resulted in local firms becoming domestic champions and then using the power and experience gained at home to expand internationally.

However, while there are opportunities and potential for increased internationalisation of African firms, several challenges also exist. These include; global competitiveness challenge, limited management and cross-cultural capabilities, overcoming the liability of Africanness (Ovade, 2006).

First, global competitiveness challenge: The issue of global competitiveness remains a serious challenge to African firms, at national, sectorial, and corporate level (Adeleye and Esposito, 2018). At the firm level, some of the key obstacles to competitiveness are infrastructure, skills, and regulations (Newman et al., 2016). Beyond these systemic issues, limited economies of scale and relatively poor quality of services also contribute to the lack of competitiveness of African firms (Amankwah-Amoah, 2018). In the case of internationalisation of firms, many are faced with the liabilities of smallness and newness, as they struggle to compete against stronger and more established firms (Ngwu et al., 2015). For example, the emerging pan-African banks, many of which were established within the last 30 years, have to compete within the region against French and British banks that have significant global footprint and have operated in the region for about a century (Adeleye et al., 2018). Such competition against international giants in a globalised economy poses considerable challenges to these African banks, although many appear to be rising to the challenge (Boso et al., 2019). In other sectors, like extractive, technology, and manufacturing industries, this competition represents a much more serious threat to the growth and international expansion of African firms. These firms need to step up their performance and grow rapidly to remain internationally competitive, as firm size and ownership of capital resources are critical to internationalisation in African firms (Boso et al., 2019).

Second, limited management and cross-cultural capabilities challenge: despite being seldomly covered in the growing literature on the internationalisation of African firms, there have been several cases of failed internationalisation attempts (Boso et al., 2019).

An important question that arises when these failures occur is the extent to which these were caused by external factors (such as volatile social, political, or economic environment of business) or internal factors (such as poor strategy execution). Drawing from an exploratory study of failed internationalisation attempts of three South African firms (Woolworths, Nando's, and Mocality), Ajai (2015) argues that the primary contributors to these failures were ineffective handling of strategy, management, and organisation issues, rather than external factors. This makes sense given that in the markets where these firms failed, others survived and were better able to manage the external constraints stemming from the business environment. In the case of smaller, entrepreneurial firms, a recent study shows that their performance in export markets is dependent on "export resources transformation capability-their ability to find new ways to configure their existing export-related assets or resources (Boso et al., 2019). This infers developing these rare strategic capabilities is, however, a major challenge. Thus, in line with the third research question and objective, this study seeks to explore how Nigerian international banking develops strategic capabilities for global competitiveness.

Additionally, the ability to execute effective human resource management strategies is also imperative (Debrah, Oseghale, and Adams, 2018; Ibeh et al., 2012). A recent study by Adams et al., (2017) suggests that South African multinationals were able to build competitive advantage in Ghana by leveraging global HR best practices. However, many prospective or newly internationalising African firms do not appear to have developed sophisticated management systems and practices like the more mature South-African firms. Leadership and management bandwidth tends to be overstretched as the internationalisation journey tends to be driven by the CEO or few executives who may not have limited or no international business experience. Thus, this will explore the essential competencies for global leadership position.

Third, overcoming the liability of Africanness: Despite the increasingly campaign for "Proudly Made in Africa" across the continent, internationalising African firms face several challenges in winning the hearts and minds customers. The liability of Africanness often arises from earlier-discussed historical baggage and complicated relationships between countries, persisting stereotypes, and deficits in social capital and trust levels (Ngwu et al., 2015). The level of interpersonal trust in many African countries is low, according to the results of a recent survey by Ortizospina and Roser (2017): the percentage of people agreeing with the statement "most people can be trusted" was

found to be 24% in South Africa, 23% in Ethiopia, 15% in Nigeria, 8% in Tanzania, and 7% in Zimbabwe. The corresponding figures for Scandinavian countries are 74% in Norway, 64% in Sweden, and 58% in Finland. A study by Algan and Cahuc (2007) suggests that if the trust levels in Africa were the same as Sweden, the region's GDP per capita would vary by over 120% (compared to Latin America's 40%). This statistic would improve further if more African countries follow the rare examples in Botswana, Rwanda, South Africa, Senegal, Namibia, and Ghana in exiting the bottom half of corruption perception surveys (Transparency International, 2017). African firms in international markets continue to struggle in attracting large market share and patronage because of high trust deficit. Thus, in line with the first research objective, this study seeks to explore challenges faced by Nigerian global leaders when working internationally.

This brings us to the next section which is the context and rationale of the study.

1.6 Context and rationale of the study

Despite the increasing number of EMNCs operating (Zhang et al., 2014), EMNCs face major challenges in developing and deploying global leaders to manage their international operations (Conor, 2020; Cooke et al., 2019; Liu, 2020; Meyer and Xin, 2018). To implement such ambitious growth strategies, EMNCs need people who can lead their international operations (Friel 2019; Meyer, 2014; Wang, Luo et al., 2014). Therefore, the challenges for EMNCs to attract, develop, and retain talent with a global mindset, to lead international operations, and to implement growth strategies is inevitable (Stahl et al., 2012). Their often-short history of international operations, their lack of in-house developed talent, and the shortage of internationally experienced managers in their home country (Meyer, 2018) intensify this challenge. In the past, this shortage has forced established EMNCs to fill leadership positions by bringing in overseas expatriates from Western economies (Meyer, 2018).

Recently, EMNCs have shifted towards developing local employees within a domestic talent pool (Joss, 2018; Meyer, 2018; Schmidt et al., 2014). Hence, developing potentially local talented employees into potential global leaders has become inevitable for global competitiveness in MNCs from emerging economies (Meyer and Xin, 2018). In order to develop these potentially local talented employees, EMNCs tend to accelerate the development of international management competencies by hiring people with in-

ternational experience (Meyer and Xin, 2018). This includes returnees from overseas assignments, home country nationals educated abroad, individuals from the overseas diaspora, and foreign nationals. However, while these individuals offer international perspectives, their contribution varies considerably. Also, attracting and retaining external talented individuals from advanced economies is challenging for EMNCs because these individuals are normally accustomed to organisations with a more transparent and supportive human resource management (HRM) environment than that of a typical EMNCs (Tan and Meyer, 2018). Global leadership development is a process of building the competencies and capability of potential global leaders in an organisation through different intervention methods for strategically positioning MNC organisations for global competitiveness (Harzing and Pinnington, 2011). Regarding, global leadership development processes, EMNCs tend to send high-potential young employees to overseas at the expense of the company to study abroad or undergo internships with partner firms.

Specifically, despite the internationalization activities of African firms over the last two decades, our understanding of this phenomenon is limited, as empirical research, examining the nature of internationalization of African firms is scarce, and research directly investigating drivers, outcomes, and boundary conditions of the internationalization of African firms is lacking (Boso et al., 2019). For instance, the internationalisation of Nigerian banks has been notable in the last decade as they expand in the west, East and Central Africa and into Europe and America respectively (Alade, 2014). For example, in the last decade all the leading Nigerian banks were listed on London Stock Exchange, among the few SSA firms capable of this achievement, demonstrating the trust of financial investors in their capabilities (Nachum and Ogbechie, 2019). This suggests how Nigerian banks have stand out in relation to the rest of the world, contributing 54.13% GDP to Nigerian economy (Nachum and Ogbechie, 2019; IMF, 2021). Thus, need to explore and investigate the phenomenon of global leadership in the Nigerian banking industry context becomes central focus in this study.

Conclusively, despite the increasing interest in global leadership and the growing importance of emerging markets multi-nationals globally; EMNCs continue to struggle due to shortage of effective global leaders to manage foreign subsidiaries (Adler and Osland, 2016; Fernandex-Araoz et al., 2015; Wintersberger, 2017). To contribute to

global leadership and its development processes argument, some research gaps were highlighted with the aim of addressing them with research questions and objectives.

1.7 Outlining the research gaps

Despite the enormous use of global leaders worldwide, the literature and research in the field of global leadership and global leadership development appears to be narrowly focused. Four limitations were distinguished. First, despite the growing attention brought to the topic of global leadership and the several scientific contributions made to understanding it, there is lack of common understanding of what is meant by global leadership and the challenges that global leaders face when working internationally (Conor 2020; Friel 2019; Kim et al., 2019; Liu et al., 2020; Mendenhall et al., 2017; Suutari et al., 2018). This suggests that the concept of leadership or global leadership could vary from one context to another.

Secondly, irrespective of the increased demand for competent global leaders, as well as a proliferation of lists of competencies purportedly required for successful global leadership, the specific competencies and abilities constituting the required skill set remain unclear. Although some clarity may be emerging regarding the competencies that are essential for global leaders, the results are far from conclusive and there is no definitive description of global leadership competencies due to the influence of context in the formation and practice of global leaders. (Conor 2020; Mendenhall et al., 2015; Kim et al., 2019; Lui et al., 2020; Reiche et al., 2017; Terrell and Rosenburch, 2013).

Thirdly, there is limited research on the process of global leadership development and the most effective means through which individuals develop as global leaders is uncertain, with no common understanding of what is required to develop and prepare leaders for global leadership roles (Conor 2020; Kim et al., 2019; Liu et al., 2020; Mendenhall et al., 2015). Corroborating the above, Bruton et al., (2021) and Filatochev et al., (2021) recently argued, the assumption that universal theories developed based on western realities are widely applicable is likely to be “inaccurate in some (or many different) settings since such theories in fact emerged and are locked into their own specific cultural and ideological context” (Bruton et al., 2021, p.3). This suggests influence of context in the formation and practice of global leaders. Additionally, Dinh and colleagues (2014) reported 23 distinctive themes of leadership research to describe the maturity and

breadth of the field, including disposition/traits, ethics/morality, social exchange/relationships, diversity/culture, contingency, error, and recovery concluding that most leadership perspectives are grounded in Western views. This infers more indigenous and cross-cultural perspectives in developing global leadership theories are required (ibid). To address the above highlighted research gaps, some research questions, and objectives were developed.

1.8 Research questions

The research question as formulated for this study is:

What are effective global leadership development strategies for people from emerging countries?

Three secondary questions are proposed to explore this concept more fully.

1. What is the context-oriented challenge Sub-Saharan global leaders face when working internationally?
2. What competencies are essential to be an effective global leader from Sub-Saharan perspective?
3. How do different contingencies and context influences Sub-Saharan leader identification, leadership development, formation, and practices of global leader?

1.9 Research Objectives

Key objectives to achieve the research questions are as follows:

- 1 To understand Nigerian perspective of global leadership, and the challenges Nigerian global leaders face when working internationally
2. To explore essential global leadership competencies for effective global leadership
3. To explore the influence of context in the formation and practice of global leaders.

1.10 Theoretical lens of the study

This study draws from the contingency/situational theory to explore the influence of context to the study of leadership and global leadership respectively. According to Avolio (2009), for a leader to be effective, their leadership style must fit the situation. The contingency/situational theory supposes that a leader's effectiveness is contingent on whether their leadership style suits a particular situation and context (Avolio, 2009). This suggests an individual can be an effective leader in one context or situation and an ineffective leader in another.

The delineation of the relationships between persons, situation, and leadership outcomes is the hallmark of the contingency approach. During the 1960s and 1970s, there had been an increase in the number of researchers who were enthusiastic in how the context, environment (situation) influenced leadership (Congo 2004; Eyong 2019; Mendenhall et al., 2017; Reiche et al., 2017). This approach arose from the belief that a leader's situation or context influence effective leadership. This suggests, different contexts or situations influence leadership outcomes. For example, Bass (1990) argued that organisational constraint, tasks, goals, and functions within a situation, and subordinates, make-up key elements of the situation / context approach. However, despite the relevance of the contingency/situation to the study of leadership and global leadership, only about one percent of studies published in the last decades in leadership quarterly, centre on contingency/situations theories (Lock and Rees 2020). This has accelerated the need for broader contextual approach to leadership to explore how contexts and situations influence leadership approach of global leaders (Lock and Rees 2020). Hence, this study draws from the contingency/situational theory to explore the influence of context in the formation and practice of global leaders within a Sub-Saharan context, i.e., the Nigerian banking industry.

1.11 Philosophical perspective of the study

Supported by natural and behavioural science, pragmatism believes that values plays a large role in conducting research and in drawing conclusions from studies, and they see no reason to be concerned about that influence (Saunders, et al., 2012). Cherryholmes (1992) claims that, for pragmatists, values, visions of human action and interaction precedes a search for descriptions, theories, explanations, and narratives. Similarly, Ted-

dlie (2005) states that pragmatic researchers decide what they want to research, guided by their personal value systems; that is, they study what they think is important. Consequently, they study the topic in a way that is congruent with their own value system, including variables and units of analysis that they feel are the most appropriate for finding answers to their research questions. Furthermore, these researchers also conduct their studies in anticipation of results that are congruent within their value system. This general description of the way in which pragmatists conduct their own studies suggests the manner in which many researchers in the social and behavioural sciences actually do conduct their studies, especially research with important social consequences. However, Mertens (2000) is not convinced that the values of the researcher are in practice the guide rather the value of clients, policy-makers, and other in positions of power prevails.

Further, pragmatism asserts that there many are different ways of interpreting research; that no single point of view can ever give the entire picture and that; there may be multiple realities (Saunders, 2009). This does not mean the pragmatist should always use multiple methods, rather they use the method or methods that enable credible, well founded, reliable and relevant data to be collected that advance research (Saunders, 2009). Pragmatism supports then the view that concepts are only relevant where they support action. Consequently, pragmatism strives to reconcile objectivity and subjectivity, facts and values, accurate and rigorous knowledge and different contextualised experience. It also views knowledge as being both constructed and based on the reality of the world we live in, recognises the existence and importance of the natural or physical world as well as the emergent social and psychological world (Robson and McCartan, 2016).

Some of the benefits of pragmatism include: first, creating room for the exploration of how individuals' experience, knowing, and acting are shaped through social interaction and context. This corroborates with the social constructionist research paradigm that focused on how individuals construct and make sense of their world. Second, it supports the use of an inductive research method by helping the researcher to: understand research context, apply a more flexible structure in the interview questions to permit changes as the research progresses, understand that the researcher is part of the research process, and demonstrate less concern with the need to generalise study findings (Saunders et al., 2000).

Conclusively, Pragmatism was adopted in this study to allow the researcher to use a suitable research method that enabled credible, reliable, and relevant data to be collected that advanced the research understanding (Kelemen and Rumens, 2008). Specifically, because leadership is a social construct that could mean different things to different people, in different contexts, the adoption of pragmatism helped the researcher to explore the processes of leadership identification, leadership development and influence of context in the formation and practices of global leaders in multi-national companies. In addition, the adoption of Pragmatism helped the researcher to critique the notion of global leadership, arguing that, leadership is a social construct influenced by cultural and contextual contingencies as against a holistic or best approach to the study of global leadership.

1.12 Scope of the study

The scope of this study is to understand and explain how the Nigerian context gave rise to a disparate response to the demand of leadership through in-depth interviews. This study involved perceptions, theories, and practices of leadership and global leadership. Multiple cases were derived from four Nigerian MNCs in the banking industry to gain in-depth data from all respondents.

The findings of this study are limited to the Nigerian context and are therefore, limited in their generalisation. The scope of this study was important for understanding how various contingencies and situations in both Nigeria and United Kingdom context gave rise to disparate responses to the demand of leadership in the global context. As delimitation is used to limit the scope of the study or to state the intention of the research (Creswell, 2005), the study's respondents were drawn from the middle, and top leadership levels of Nigerian MNCs banks because these level of managers are most able to provide in-depth data on global leadership. Additionally, delimiting the scope of the study to four MNCs was essential to reduce the complexities associated with interpreting findings from numerous case studies because, interpreting findings from numerous case studies could lead to errors and biases (Cresswell, 2005).

1.13 Outline of the research methodology

This study is exploratory and seeks to examine global leadership and the development processes of MNCs from Nigeria origin, which is an under-researched area in international human resource management (HRM), Organisation Behavior (OB) and International Business. To enable the researcher, address this study's research questions and objectives, data were collected from both secondary and primary sources. The focus of the secondary research centres on reviewing existing literature in the areas of IHRM regarding global leadership, challenges those global leaders face when working internationally, perceive global leadership competencies, global leadership development process and the criteria and factors influencing global leadership development process. The information from the literature helped in the research question formulation, assisting the researcher in deciding the type of data to be gathered and the choice of EMNCs.

Primary data as collected from four in-depth case studies were conducted of EMNCs from Nigeria origin with United Kingdom (UK) subsidiaries. The research established close contact with Nigerian headquarters' and UK's subsidiary senior managers to gather the "explicit experience of social settings and fashioning an understanding of social world.

The study was carried out over a three-year period, divided into three stages. During the first stage, an initial pilot study was conducted where data was collected on the regarding global leadership, challenges those global leaders face when working internationally, perceive global leadership competencies, global leadership development process and the criteria and factors influencing global leadership development process from senior managers and top management across all functional departments at the headquarters and UK subsidiary respectively. The second and third stages involved semi-structured interviews drawn from participants from the organisational case studies of Nigerian headquarters and UK subsidiaries to explore emerging questions and themes. These EMNCs are from Nigeria origin with subsidiaries across the globe including UK in the banking industry. All interviews were recorded with interviews lasting approximately one hour.

1.14 Structure of the thesis

This thesis consists of ten chapters. The first chapter gives a summary of the area being explored providing the context and rationale of the study. This chapter then highlights the research gaps, the research questions and objectives, outlines the research methodology and, lastly the structure of the study.

Chapter Two and Three provides a holistic review of literature on international HRM and organisation behaviour regarding global leadership, the challenges that global leaders face, perceive global leadership competencies, global leadership development process, and contextual factors and criteria influencing global leadership development process are also discussed. The chapter concludes by highlighting the literature review implication on the study's context and rationale.

Chapter Four explains the study's methodology, explaining the use of, collection of and analysis of qualitative, multiple-case method data.

Chapters Five, Six, Seven, and Eight discuss the four case studies respectively (Banko1, Banko2, Banko3, and Banko4). In these chapters, each case is given a within-case analysis providing a general view of the company, a description of what global leadership means, the challenges that global leaders face, perceive global leadership competencies, global leadership development process, and contextual contingencies influencing global leadership development process.

Chapter Nine compares the findings from the four case companies, identifying areas of similarities, differences, and comparison with the literature.

Lastly, Chapter Tens highlights the study's key findings, contributions to theory and practice, study limitations, and future research areas.

1.15 Brief overview of Nigerian economy

The Nigerian economy is a middle-income, mixed economy and emerging market with expanding manufacturing, financial services, communications, and technology and en-

tertainment sectors. Nigerian economy ranked as the 27th largest economy in the world in terms of nominal gross domestic product (GDP), and the 24th largest in terms of purchasing power parity. History of Nigerian economy dated back before independence in October 1960. Colonialism played a vital role in the history of Nigerian economy. Before, the discovery of fossil fuel, Nigerian economy had its basis on tax generated from companies established by European along the Nigerian coasts (IMF, 2021). These companies were established as trading posts by Europeans, including the British. Before, the discovering of oil, agriculture contributed a great deal to Nigerian economy. Virtually all Nigerians were farmers long before the British came to conquer the land. Farming continued incessantly and soon; Nigerian started venturing into production of cash crops. These cash crops were used locally, but most of them were exported abroad. This brought in more foreign exchange and shot Nigerian economy to the limelight. Consequently, Nigeria was not just the country with the largest number of black people on earth: Nigeria was also the giant of Africa in terms of economic growth (IMF, 2021).

Furthermore, the discovering of oil between 1970s and 1980s boosted Nigerian economy accounting for about 10% of the country's GDP, 70% of government revenue, and more than 83% of the country's total export earnings, according to OPEC. Nigeria is the world's eighth oil exporter, and its oil reserves estimated at about 35 billion barrels (IMF, 2021). Nigeria also has become one of the lead exporters of liquefied natural gas, which accounts for an additional 15.5% of exports. Nigeria also extracts tin ore and coal for domestic use. Nigeria's other natural resources include iron ore, limestone, niobium, lead, zinc and arable land. Another key sector of the Nigerian economy is agriculture, which employs 34.7% of the workforce and contributes for about 21.9% of GDP (IMF, 2021). The Southern and Central regions of the country produce yam, rice, and maize while the Northern regions produce sorghum, millet, rice, and livestock farming. On the other hand, the industrial sector makes up 27.4% of the GDP and employs 12.2% of the workforce. The service industry including financial sector, telecommunications, and retail represent 54.39% of the GDP and employs 53.1% of the population (IMF, 2021).

1.16 The evolution of Nigerian banking industry: From colonisation to liberalisation

The Nigerian banking industry, since inception in the late nineteenth century, has undergone extensive changes including:

- (i) Colonization in the late nineteenth and early twentieth century, where a few British banks emerged to finance international trade between Nigeria and Britain,
- (ii) Nationalization in the 1970s following independences from British rule, and
- (iii) Liberation since mid-1980s under the auspices of the World Bank.

We shall highlight key occurrences in each of the phases with brief explanations on how the changes have influenced the structure of the industry.

During the colonization phase, a few banks emerged in the country to facilitate trade between local and European traders, thereby providing a standard medium of payment and exchange in place of commodity money that was the common means of settlement at that time (Adeyemi, 2002). These were all foreign banks, and their services were essentially limited to foreign trading companies and colonial government. The two parties are the ones that dominated Nigerian export-driven agricultural economy with the Anglo-Dutch giant Unilever and its local branch, the United Africa Company controlling about 80% of the total external trade of Nigeria (Falola and Heaton, 2008). The Board primary aim was to provide international financing for colonial and foreign firms in the West Africa region, as well as issue a local currency, which was convertible to British pounds sterling. Other attempts were made to regulate the banking system in the early 1950s, given that, only three or four colonial banks dominated the sector in order to encourage the establishment of locally owned banks. The agitation for locally owned banks, which was largely orchestrated and driven by nationalist movements led to the establishment of about 26 banks by 1952. In line with the 1952 Banking Ordinance, the first major legislative attempt to regulate the sector stipulated criteria for ownership of banks, established a minimum paid up capital for banks, and put in place measures to ensure adequate liquidity of banks. In view of the above, all the existing banks were required to comply with the provisions of the ordinance within three years, but only three locally owned and three foreign-owned banks met the requirements. Indigenous banks were major casualties of the reform, as most of them could not meet even the lower minimum paid up capital stipulated for them by the regulator. Thus, foreign banks regained their dominance of the sector.

In the second stage, the nationalization of banks was a response by the Federal Military Government of Nigeria to the dominance of colonial and foreign firms in all key sectors of the economy. Additionally, in 1965, foreign private investments accounted for over 60% of

all paid capital with 110 firms fully owned by foreigners compared to 52 locally owned (Heaton and Falola, 2008). The Nigerian government felt that the foreign banks were not financing local business and government development projects and programmes, as they focused more on the big foreign-owned corporations. Similarly, the Nigerian Enterprises Promotion Decree, promulgated in 1972, enabled the government forcefully to acquire a 40% equity stake in the three largest foreign-owned banks. Consequently, the decree amended in 1976 to allow the federal government to acquire an extra 20% holding in the three largest foreign-owned banks, which were earlier “indigenized” and 60% equity ownership in all the other foreign-owned banks. The government also introduces credit allocation and priority sector funding to suit its national development plans after taking nearly a full control of the sector. However, Adeyemi (2002) argued that these interventions by government were harmful to many of the banks, resulting to many banks accumulating huge portfolio of bad debts and became insolvent.

This made the federal government to solicit for assistance from the World Bank, culminating in the introduction of Structural Adjustment Programme (SAP) in 1986. The liberalization of the Nigerian economy was under way. The World Bank needed tough and wide-ranging reforms as part of its lending conditionality to the country, including currency devaluation, removal of price controls, privatization of nationalized enterprises and removal of consumer subsidies. The banking industry was a major target of these reforms, and the government was required to privatize the banks which had been nationalized in 1970s, liberalise banking licences to allow easier entry for new local and foreign players, and remove interest rate controls. Additionally, as several individuals and organisations sought to take advantage of the liberation of licences, the number of banks was another major setback for the industry: about half of the banks were financially insolvent or distressed, with over 60% of assets and nearly 75% of total bank deposits at risk (Lewis and Stein, 2002). During 1998, about 48 banks were still considered distressed by the Central Bank and about 26 Licences were subsequently revoked. The minimum capital requirements of banks increased to five hundred million naira and by 1999, 82 banks had recapitalized to meet the new requirement (Stein et al., 2002). The recapitalization programme was said to have strengthened the surviving banks as the industry experienced rapid growth in the five-year period from 1999 to 2003, with total assets growing by 309% from N723 billion to N3 trillion (Restral, 2005).

This perceived seemingly accelerated growth was however not uniform across the sector.

In 2005 for instance, out of the 89 banks the top eleven accounted for 60% of industry assets, 75% of industry deposits, and 55% of the core industry capital (KPMG, 2008). Several of the other players were weak and fragile by the central Bank, prompting a major industry restructuring. The most critical issue was the increase in the minimum capital requirements for all banks from N2 billion to N25 billion. The objective of this new round of recapitalization was not only to enhance the financial strength of the banks but also to spur a consolidation of banks to something around twenty “Mega banks” (KPMG, 2008). This made many banks to go to capital markets to raise funds as well as several others going into mergers and acquisitions. For instance, one of the merger and acquisition was the one done in 2008 between Stanbic Bank, a member of the standard Bank Group of South Africa and IBTC Chartered Bank, bringing the number of players in the sector to 24.

Nigeria according to the McKinsey Company (2020) is the 27th largest economy in the world and largest economy in Africa. Nigeria over the years has been dependent on the oil sector, which has contributed immensely to the GDP of Nigeria. One major misconception held about Nigeria especially from non-Nigerians is that the oil and gas sector is more dominant and is the hallmark of the growth of the nation’s economy (Mckinsey, 2019). However, McKinsey (2019) reported that the rebasing exercise conducted by National Bureau of Statistics (NBS) and supervised by the World Bank and IMF revealed that there are other sectors that contributes to the country’s GDP. These sectors include: (i) The Agricultural sector (ii) Financial industry, and (iii) Aviation industry.

The choice of the companies was because Nigerian financial sector has undergone a number of significant changes over the years resulting to increase in capitalisation and rapid expansion of banking operations internationally (Anaeto, 2016). The banking industry has reached \$177.9 billion in 2020 resulting to 14.7% growth of the industry (Marketline, 2020). In addition, the service industry including financial sector, telecommunications, and retail represent 54.39% of the GDP and employs 53.1% of the population (IMF, 2021).

Chapter 2. Literature Review

2.1 Introduction

To give a better understanding of global leadership, the first part of this chapter will cover mainstream, and universal leadership, followed by more emergent or critical dimensions of leadership. This will deepen our understanding on the origin of leadership, leadership development and the link to global leadership. The chapter will also give insight on challenges faced by global leaders, essential global leadership competencies, as well as how global leaders are developed. Lastly, it states the organisational theories applied in the study.

2.2 Mainstreams and universal leadership thinking

2.2.1 *Leadership Literature review*

This section highlights some definitions of leadership, followed by a chronological brief examination of leadership theories and their evolution. This section will give us a brief insight on what leadership is, its origins, and approaches to the study of leadership.

2.2.2 *What is leadership?*

Yukl (2013, p.7) defined leadership as “the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives. The GLOBE studies also defined organisational leadership as “the ability of an individual to influence, motivate, and enable others to contribute towards the effectiveness and success of the organisations of which they are members” (House et al., 2004. p.15). These two definitions demonstrate that organisational leadership is a collective effort involving the ability to influence others into achieving common goals.

Conclusively, despite the similarities found in various definitions of leadership, there is no universally acceptable definition of leadership (Mendenhall et al., 2017). The concept of leadership, therefore, is socially constructed and interpreted to mean different things to different people. This suggests leadership may mean different things to different people. Thus, individuals are likely to approach leadership in different ways, leading to various approaches to the study of leadership.

2.3 Approaches to the study of leadership

Following how the concept of leadership is socially constructed and interpreted to mean different things to different people, this section will examine different approaches to the study of leadership. This will help to trace the link between leadership and global leadership.

2.3.1 *Trait theory*

Trait theory was born out of the idea that if leaders have special characteristics that explained their abilities to lead, it should be possible to analyse these traits (Bass, 1990). Trait is a distinguishing quality, ability, skills, or characteristic of a person (Conor, 2020). This suggests for one to be a leader, one must possess certain, motives, personality characteristics, skills, and values of a leader. Bass (1990, p. 87) posits that, some traits such as strong drive for responsibility and completion of tasks, vigour and persistence in the pursuit of goals, venturesomeness and originality in problem solving, drive to exercise initiative in social situations important for one to be seen as a leader. Trait Theory when applied to leadership is not without its critics. For example, research can neglect the context that leaders will be operating within or the perceptions of followers in that context (Lock and Rees, 2020). Whilst Bass (1990, p.511) posits that, trait theory was unable to proffer in-depth understanding on leadership dynamics, the behavioural approach to the study of leadership emerged.

2.3.2 *The behavioural approach*

The behavioural leadership approach argues that the success of a leader depends on their behaviour rather than their natural attributes (Mendenhall et al., 2015). Started in the 1950s, the behavioural approach posits that managers behaviours can be linked to “initiating structure (task-oriented) or “consideration” (people-Oriented) (Bass, 1990). The initiating structure portrays how leaders’ initiate activities within a group; form groups, and shows how work could be done (Bass, 1990). These can include: maintenance of performance standards, meeting deadlines, job assignment-oriented decision making, setting up communication and work organisation amongst others are part of initiating structure. In contrast, “consideration” places concern on the welfare of the

other member of the group by a leader (Bass, 1990). Here “consideration also considers things like; showing appreciation for performance, job satisfaction of workers, self-esteem of all workers, reducing tension in workers, listening and acting on suggestion from subordinates etc. (Bass, 1990). However, according to Yukl, (2006), because of the ambiguous nature of how initiating structure and consideration relates to each other in a dynamic way with diverse forms of various work and social situations, this approach did not predict exhaustively who could emerge as a global leader among peers. Hence, the situation approach to the study of leadership emerged.

2.3.3 *The situational/ contingency approach*

The contingency theory of leadership supposes that a leader’s effectiveness is contingent on whether their leadership style suits a particular situation (Avolio, 2009). This suggests an individual can be an effective leader in one circumstance and an ineffective leader in another circumstance. The delineation of the relationships between persons, situation, and leadership outcomes is the hallmark of the contingency approach. During the 1960s and 1970s, there had been an increase in the number of researchers who were enthusiastic in how the context, environment (situation) influenced leadership. This approach arose from the belief that one’s situation or context influenced effective leadership, trait theory and the behavioural approach. In the situational/ contingency approach, different contexts or situations influence leadership outcomes. This suggests situations critically influenced leadership outcomes. For example, Bass (1990) argued that organisational constraint, tasks, goals, and functions within a situation, and subordinates, make-up key elements of the situation/contingency approach.

However, the contingency approach has been criticised. First, some contingencies are very complex, making it difficult to get specific testable propositions, with less rigorous methodologies designs in their empirical studies (Yukl, 2006). Second, despite the relevance of the contingency approach, only about one percent of studies published in the last decades in *Leadership Quarterly*, centre on contingency theories, which have accelerated the need for broader contextual approach to leadership (Lock and Rees 2020).

The contingency approach differs from and builds on the trait and behaviour theories, as the one best way to lead evolves into a complex analysis of the leader and the situation (Kang and Shen, 2017; Sparrow et al., 2017; Wintersberger, 2017). The inability of the

Contingency Theory to solve all leadership challenges gave birth to the integrative approach to the study of leadership.

2.3.4 *The integrative approach*

The integrative approach is a novel leadership approach that draws from varying leadership concepts and practices to foster collective action across many types of boundaries in order to achieve the common good (Bratton, 2020). The integrative approach believes that the physical, emotional, mental, and relational wellbeing of a leader is linked to leadership and business success (Avolio, 2009). Although there are many examples of the Integrative Approach that could be developed, a few examples include: (i) Zaccaro's (2007) hybrid framework of executive leadership linking cognitive, behavioural, strategic, and visionary leadership theory perspectives and taking an overlapping perspective of leadership and, (ii) Day et al., (2009) connection between the relatively disparate fields of expertise, expert performance, identity, self-regulation, and adult development.

Conclusively, the four approaches to leadership explained in this section offer varying approaches to leadership, suggesting no universal approach. Thus, the next section will briefly examine the origin and concept of global leadership.

2.4 *The origin and concept of global leadership*

Global leadership means operating effectively in a global environment while being respectful of cultural diversity (Harris et al., 2004). The concept of global leadership emerged in the late 1980s and early 1990s (Kim et al., 2019). Globalisation, internationalisation of businesses, and the need for MNCs to manage their foreign subsidiaries are key drivers of global leadership (Mendenhall, Li, and Osland, 2016). This section, therefore, reviews varying definitions of global leadership and how it differs from domestic leadership.

2.4.1 *What is global leadership?*

Global leadership is the process of influencing the thinking, attitudes, and behaviours of a global community to work together synergistically towards a common vision and common goals (Osland and Bird, 2006). Global leaders are individuals who effect sig-

nificant positive change in organisations by building communities through the development of trust, and arrangement of organisational structures and processes in context involving multiple cross-boundaries take holders, multiple sources of external cross-boundary authority, and multiple cultures under conditions of temporal, geographical and culture complexity (Mendenhall et al. 2008). Global leadership, therefore, is the process of influencing others to adopt a shared vision through structures and methods facilitating positive change while fostering individual and collective growth in a complex context, flow and presence (Mendenhall et al., 2012). Global leadership then is an organisation's leadership talent who work across geographic and cultural boundaries (Conger and O'Neil, 2012) possessing unique skills to lead diverse employees and understand different countries' legal systems and business operations (Hassanzadeh et al., 2015; Hui, 2013). These definitions as summarized in the Table 2.1.

Authors	Definition
Hamel and Prahalad (1986)	Global leaders, unlike their domestic counterparts, must be able to articulate a globally encompassing vision and to communicate that vision to people around the world in ways that inspire them to work together to achieve individual, organisational, and societal goals.
Adler (1997)	Global leadership involves the ability to inspire and influence the thinking, attitude, and behaviour of people from around the world. Global leadership can be described as “a process by which members of the world community are empowered to work together synergistically toward a common vision and common goals resulting in an improvement in the quality of life on and for the planet. Global leaders are those people who most strongly influence the process of global leadership.
Spreitzer et al., (1997)	An executive who is in a job with some international scope, whether in an expatriate assignment or in a job dealing with international issues more generally.
Brake (1997, p. 38)	Global leaders- at whatever level or location- will 1) embrace the challenges of global competition, 2) generate personal and organisational energies to confront those challenges, and 3) transform the organisational energy into world-class performance.
Gregersen et al., (1998, p. 23)	Leaders who can guide organisations that span diverse countries, cultures, and customers.
Petrick et al., (1999, p. 58)	Global strategic leadership consists of the individual and collective competence in style and substance to envision, formulate, and implement strategies that enhance global reputation and produce competitive advantage.
McCall and Hollenbeck (2002, p. 32)	Simply put, global executives are those who do global work. With so many kinds of global work, again depending on the mix of business and cultural crossings involved, there is clearly no one type of global executive. Executives, as well as positions, are more or less global depending upon the roles they play, their responsibilities, what they must get done, and the extent to which they cross borders.
Suutari (2002, p.229)	Global leaders are managers with global integration responsibilities in global organisations
Harris, et al., (2004, p. 25)	Global leaders can operate effectively in global environment while being respectful of cultural diversity
Osland and Brid (2005, p. 123)	Global leadership is the process of influencing the thinking, attitudes, and behaviours of a labour community to work together synergistically toward a common vision and common goal.
Javidan (2006)	Global leaders are those who are able to quickly change their ways from one situation or country to another.
Caligiuri (2006, p. 219)	Global leaders, defined as executives who are in jobs with some international scope, must effectively manage through the complex, changing, and often-ambiguous global environment.
Caligiuri (2006, p. 219)	Global leaders, defined as executives who are in jobs with some international scope, must effectively manage through the complex, changing, and often-ambiguous global environment.
Hope (2007)	Tomorrow’s global leaders will encounter an environment that is constantly changing, replete with uncertainty and ambiguity, and increasingly complex – with greater cultural diversity and technological advancement.
Hope (2007)	Global leaders are those who are able think beyond their own organisations, predetermined categories of culture, gender, religion, or social class, and continuously transform themselves and others.
Osland (2008, p. 34)	Anyone who leads global change efforts in public, private, or non-profit sectors is a global leader.
Caligiuri and Tarique (2009, p. 336)	Global Leader are high level professional such as executives, vice presidents, directors, and managers who are in jobs with

	some global leadership activities such as global integration responsibilities. Global leaders play an important role in developing and sustaining a competitive advantage.
Caligiuri and Tarique (2009)	Global leaders are high-level professionals such as executives, vice- presidents, directors, and managers who are in jobs with some global leadership responsibilities. Global leaders play an important role in developing and sustaining global competitive advantage.
Youssef and Luthans (2010, p. 541)	Positive global leadership as “ the systematic and integrated manifestation of leadership traits, processes, intentional behaviours, and performance outcomes that are elevating, exceptional of the strengths, capabilities and developmental potential of leaders, their followers and their organisations over time and cross culture.”
Cohen (2010, p. 3)	A leader who will not only have to be generally effective in traditional skills expected but also with additional knowledge, skills and above all mind-set to navigate through the complexities brought on by moving beyond traditional border.
Terrell and Rosenbusch (2013, p.41-42)	...there is not just one type of global leader, the term “global leader” was defined as someone “who do[es] global work”(McCall and Hollenbeck, 2002, p. 32), meaning his or her normal, day-to-day work responsibilities involved leading other organisational members in multiple countries, time zones, languages, national cultures or organization cultures.
Maryam Hassanzadeh (2014)	...global leadership can be defined as a leader who operates on a global stage with the global Mindset in an environment that is complex and diverse with competencies such as networking and flexibility.
Lim, and Park’s (2016)	Global leadership as the leadership of individuals who influence and bring about significant positive changes in firms, organisations, and communities by facilitating the appropriate level of trust, organisational structures and processes and involving multiple stakeholders, resources, cultures under the various conditions of temporal, geographical and cultural complexity (p. 290).
Reiche et al., (2017, p.553)	Global leadership is the process and actions through which an individual influences a range of internal and external constituents from multiple national cultures and jurisdictions in a context characterised by significant levels of task and relationship complexity while, domestic leaders are domiciled in one national context.
Mendenhall et al., (2017, p.17)	Global Leaders are individuals who effect significant positive change in organizations by building communities through the development of trust and the arrangement of organisational structures and process in context involving multiple cross-boundary stakeholders, multiple sources of external cross boundary authority, and multiple cultures under conditions of temporal, geographical, and cultural complexity.

Table 2.1: Chronological definitions of global leadership

Source: Adapted from Mendenhall et al., (2017)

Consequently, the varying definitions of global leadership portrays global leadership as the process through which an individual influences a range of internal and external constituents from multiple national cultures as against domestic leadership, which is domiciled in one national context. Also, inherent in the definitions of global leadership are the challenges associated with leading across national cultures. This suggests global leadership practices are contingent to national cultures and context as against universal practices. Therefore, we can argue that global leadership practices can vary across cultures and context due to country-specific challenges that global leaders will face when leading across national cultures and context. These challenges are caused by globalisation, internationalisation of businesses, and the need for MNCs to manage their foreign subsidiaries globally. Thus, the next section will explore challenges faced by global leaders when working internationally.

2.5 Challenges faced by global leaders when working internationally

This section explores challenges faced by global leaders when working internationally. The life of modern-day organisational leaders appears to be more demanding owing to the need to motivate a diverse group of women and men working across organisational boundaries, thereby improving efficiency and growth. To help companies clarify global leadership challenges, the Centre for Creative Leadership (2018) conducted a survey regarding the main challenges global leaders face around the globe and whether the challenges differ depending upon geographic location. Data was collected from 763 participants of leadership development programs from seven different places in the world: China/Hong Kong, Egypt, India, Singapore, Spain, United Kingdom, and United States. For example, the most frequently mentioned challenge for India, China, and the United States leaders were developing managerial effectiveness (ibid). This required a focus on very specific skills such as prioritization, time management, and decision-making overcome by setting SMART goals (ibid). Inspiring others was top challenge in Singapore. Developing employees was top challenge in Egypt, whilst leading a team was top challenge in Spain (ibid). Whilst, the most frequent mentioned challenges in the UK included: guiding change, leading team, developing managerial effectiveness, developing employees, managing internal stakeholders and politics, inspiring others, navigating globalisation, managing process, leading vision, and driving growth (ibid). Thus, EMNCs need to equip their global leaders with global leadership competencies to manage these challenges for successful business operations and global competitiveness. Through their

own words, the most significant challenges these leaders face are relatively similar across all seven locations as shown in Table 2.2 below:

Rank	China % mentioned	Egypt % mentioned	India % mentioned	Singapore % mentioned	Spain % mentioned	UK % mentioned	USA % mentioned
	Developing managerial effectiveness 26.3%	Developing employees 20.8%	Developing managerial effectiveness 23.0%	Inspiring others 23.2%	Leading a team 40.4%	Guiding change 30.0%	Developing managerial effectiveness 26.0%
2	Inspiring others 22.2%	Developing managerial effectiveness 18.9%	Developing employees 19.0%	Managing internal stakeholders and politics 20.5%	Inspiring others 20.2%	Leading a team 20.8%	Managing internal stakeholders and politics 24.0%
3	Developing employees 20.2%	Guiding change 17.0%	Guiding change 17.0%	Developing employees 18.8%	Achieving results 17.9%	Developing Managing effectiveness 20.8%	Guiding change 22.6%
4	Mobilizing collaboration 18.2%	Leading a team 17.0%	Managing process 16.0%	Managing retention and selection 18.8%	Communicating effectively 17.0%	Developing employees 17.0%	Developing employees 15.3%
5	Managerial internal stakeholders and politics 17.2%	Inspiring others 16.0%	Inspiring others 15.0%	Leading a team 17.9%	Guiding change 17.0%	Managing internal stakeholders and politics 16.0%	Inspiring others 15.3%
6	Managing retention and selection 15.2%	Leading vision 14.2%	Managing retention and selection 14.0%	Developing managerial effectiveness 15.2%	Developing employees 17.0%	Inspiring others 16.0%	Leading vision 13.0%
7	Managing process 11.3%	Managing process 11.3%	Leading vision 14.0%	Leading vision 15.2%	Mobilising collaboration 14.9%	Navigating globalisation 15.15%	Leading team 11.0%
8	Leading vision 11.3%	Managing performance 10.4%	Leading a team 13.0%	Guiding change 15.2%	Developing managerial effectiveness 13.8%	Managing process 11.3%	Mobilizing collaboration 10.3%
9	Leading team 10.1%	Managing internal stakeholders and politics 10.2%	Managing internal stakeholders and politics 13.0%	Managing talents 10.7%	Managing external environment 10.6%	Leading vision 11.3%	Being recognised as a leader 9.6%
10	Guiding change 10.1%	Managing conflict 9.4%	Mobilizing collaborations 10.10%	Managerial performance 9.8%	Managing internal stakeholders and politics 10.6%	Driving growth 9.4%	Leading with less 0.5

Table 2.2: Global leadership challenges

Source: Centre for Creative Leadership, (2018)

Additionally, Lakkesmoe (2009) also highlighted some challenges relating to negotiating intercultural interactions. These include:

- (i) *Communication*: referred to language differences, as well as spoken and written communication.
- (ii) *Being understood*: The challenge of being understood reflected the need to understand people from different cultural backgrounds. This goes beyond verbal communications and includes non-verbal communication, as well as underlying cultural values and beliefs.
- (iii) *Understanding local needs*: understanding local needs refers to understanding the needs of the local group from their perspective without interpreting those needs based on one's own criteria and cultural worldview, the challenge of transferability refers to the ability to translate a policy or strategy into another environment, including determining the potential fit and the adaptations that may be required.
- (iv) *Transferability*: The challenge of transferability refers to the ability to translate a policy or strategy into another environment, including determining the potential fit and the adaptations that may be required.

These challenges corroborate with the challenges highlighted previously by Centre for Creative Leadership (2018). This suggests global leaders face generic and context-specific challenges. Therefore, there is high need for global leaders to be flexible in managing, mobilising, leading, and dealing with change by incorporating change management and enhancing resourcefulness in their forefront of leadership initiatives (Reiche et al., 2017). Global leaders, therefore, need to cope with volatile, uncertain, complex, and ambiguous business environments (Herve and Bellaiche, 2018), thereby reducing ambiguity, having control over the situation, and enabling people to become proactive change agents (Liu et al., 2020). In summary, global leaders from EMNCs are faced with the following challenges: guiding change, leading teams, developing managerial effectiveness, developing employees, managing internal stakeholders and politics, inspires others, navigating globalisation, managing process, leading vision, and driving change. However, these challenges could be country-specific and generic challenges. Thus, we can argue that the challenges faced by global leaders could be depend-

ent on different context, contingencies, and national cultures. Considering the challenges of global leadership and the need for global leaders to continuously manage these challenges, EMNCs need to develop and equip global leaders with global leadership competencies to manage these challenges (Centre for creative Leadership, 2018). Therefore, the next section seeks to explore essential global leadership competencies for successful global leadership.

2.6 Global leadership competencies

Global leadership competencies are competencies and skills that help global leaders to lead successfully in an international environment (Conor, 2020). For example, Moran and Riesenberger (1994) identified 12 different global leadership competencies, with five of these competencies addressing managing cultural differences while three dealt exclusively with global leadership. These competencies were organised around four categories or characteristics: (i) attitudes, (ii) leadership, (iii) interaction, and cultural understanding. Each category or characteristic containing three competencies: (a) facilitating organisational change, (b) creating learning systems, and (c) motivating employees to excellence.

Subsequently, Rhinesmith (1996) identified a wider set of global leadership competencies than those developed by Moran and Riesenberger (1994). Global leaders' needs a combination of 24 distinct competencies and these competencies are structured around what he believes are the three main responsibilities of global leaders. These includes: (i) strategy and structure (ii) corporate culture (iii) and people (Rhinesmith, 1996). Two characteristics were further identified: (i) skills, actions (ii) mindsets. In managing strategy and structure, global leaders need to be both knowledgeable and analytical (ibid). They also manage both complexity and competition and embrace both a broad global picture (ibid). Although, Rhinesmith's model tends to be complicated when trying to differentiate between what is a responsibility, characteristics, skills, action, and mindset. Thereafter, the academic global leadership competency model emerges.

Brake (1997) presented a model of global leadership called the "global leadership triad containing three characteristics:

- (i) Relationship management - has five distinct components or competencies: change agency, community building, conflict management and negotiation, cross-cultural communication, and influencing (ibid).
- (ii) Business acumen - has three separate components or competencies: depth of field (an ability to switch perspective from local to global), entrepreneurial spirit, professional organisational astuteness (Brake, 1997).
- (iii) Personal effectiveness - has five distinct competencies: accountability, curiosity, and learning, improvisation, maturing, and thinking agility (ibid).

At the centre of the triad is the “transformational self” or the “drive toward meaning and purpose through activity strengthened by reflection, personal mind management, and openness to change. When the components are all added up, global leaders tend to demonstrate competencies in all fifteen areas, demonstrating strong transformational selves (ibid).

However, Black et al. (1999) argued, about two-thirds of the characteristics of effective global leaders are generalizable and the other third are idiosyncratic or context-specific. They identified four major context-specific factors that have impact on idiosyncratic characteristics: (i) company affiliation, (ii) managerial position, (iii) country affiliation, and (vi) functional responsibility. Each of these four factors influence the types of characteristics required for effective global leadership (ibid). Additionally, highlighting the importance of idiosyncratic competencies, Black et al. (1999) argue every global leader needs three core distinct characteristics of effective global leaders: (i) demonstrating savvy, (ii) exhibiting character, (iii) embracing duality, (vi) global business savvy, and (v) global organisational savvy to lead successfully irrespective of context. These characteristics are relevant to leaders regardless of the company they work for, the position they hold, their country of origin, or their functional orientation (ibid).

Alternatively, Black et al. (1999) defined the second dimension of character integrity as “a strong commitment to personal and company standards.” Integrity operates on two levels: (i) external activities carried out by the leader through which the company is inevitably evaluated by the outside world, and (ii) internal activities or interactions that place significant pressures on leaders to adopt a checkerboard approach to ethics. For

example, in external matters, local norms may allow for or even encourage leaders to engage in activities that would not be tolerated at home country. Black et al. (1999) identified a fourth component – inquisitiveness - as a kind of “glue” holding the leadership model together and giving it life. Unlike ‘character’, inquisitiveness is not competency-based but is rather a state of mind producing actions associated with learning (ibid). Without ‘inquisitiveness’, an individual will tend to never develop a solid understanding of global markets nor establish the type of vibrant internal relationships necessary to effectively access the global organisation’s resources, such as an eagerness to learn about employee conditions, new cultures, and values (ibid). Inquisitiveness allows the global leader to learn enough about local conditions to connect with people and make difficult ethical decisions. Consequently, inquisitiveness drives global leaders to ask questions about industry conditions, competitors, and customers’ values both at micro and macro levels for successful global leadership and business operations (ibid). In contrast, Gillis (2010) offered their list of global leadership competencies, as shown in Table 2.3 below:

<i>Global Leadership Competencies’ Descriptions</i>	
Global Leadership Competency	Description
Engagement in Personal Transformation	The knowledge to commit to ongoing development of personal knowledge, skills and abilities
Knowledge	The knowledge of business literacy (opportunities, systems, standards, issues) and savvy needed to perform
Networking Skills	The skill to create and maintain relationships on an organizational level
Social Judgment Skills	The skill to have a big picture and long-term orientation (cause-effect, interdependencies, consequences) considering multiple constituents’ perspective
Self Awareness	The ability to have self-confidence, reliance, and insight, as well as social and cultural awareness
Self Regulation	The ability to control impulses, maintain integrity and remain flexible as one adapts to new situations

Table 2.3: Global leadership competencies

Source: Adopted from Gillis (2010)

The above mentioned competencies ensure that global leaders have:

- i. the knowledge to commit to ongoing development of personal knowledge, skills and abilities,
- ii. the knowledge of business literatre (opportunities, systems, standards, issues) and savvey needed to perform,

- iii. the skill to create and maintain relationships on an organisational level,
- iv. the skill to have a big picture and long-term orientation (cause-effect, interdependencies, consequences) considering multiple constituents' perspective,
- v. the ability to have self-confidence, reliance, and insight, as well as social and cultural awareness, and
- vi. the ability to control impulses, maintain integrity and remain flexible as one adapts to new situations (ibid). Consequently, global leaders are effective in cross-cultural settings where they demonstrate good personal adjustment, self-awareness, self-regulation, social judgement skills, networking skills, engage in personal transformation, and good interpersonal relationship (Gillis 2011).

Caligiuri and Dragoni (2014) argued that global leadership competencies encompass competencies affecting self-management, relationship-management, business-management, and response-management competencies. Successful global leaders, irrespective of the context they operate in, need to exhibit these four competencies (ibid):

First, self-management competencies, which includes inquisitiveness, learning attitude, curiosity, receptivity to diverse ideas, ability to foster innovation, ability to influence stakeholders, ethical decision making, ability to network globally, open-mindedness, and ability to keep to commitment, integrity, honesty and accountability affect the leaders' ability to maintain their composure and adjust to the ambiguity of working in multicultural and intercultural environment (Caligiuri and Dragoni, 2014). These competencies help global leaders to work quickly and comfortably with people from different national cultures (Morrison et al., 2014).

Second, relationship-management competencies, which include interpersonal skills, perspective taking and ability to form relationship, communications skills, negotiation and conflict management skills, emotional intelligence, and social flexibility. These competencies help global leaders to build strong dyadic relationships with people from different cultures (ibid). They also help global leaders to build rapport and develop relationships in different cultures and with people from different cultures.

Third, business-management competencies, which include global business and organisational perspective, broader perspective of business, result-oriented, ability to maximise business opportunities and minimise potential threat, develop a strategic business plan

on a worldwide basis, manage risk on a worldwide basis and interact with internal client from other countries (ibid). These set of competencies help global leaders to maximise business opportunities and minimise potential threats to gain competitive advantage (ibid).

Fourth, response-management competencies, which includes cross-cultural communication, cultural sensitivity, cultural intelligence, global mind-set, cross-cultural communication, and cultural intelligence. These competencies help global leaders to respond with cultural agility rather than always adapting to behavioural norms of the cultural context. At times, global leaders might use cultural minimisation to communicate and influence to minimise the differences across cultures and maintain some necessary standard (e.g., safety, quality, and ethics). In other situations, such as leading a team, the situation might dictate the use of cultural integration, where team and facilitation skills help create an entirely new approach, one that represents no individual's culture completely.

Corner et al. (2020) argued that, effective successful global leaders must possess three core competencies: (i) ability to recognise different perspectives (ii) ability to manage diverse relationships, and (iii) ability to manage navigates uncertainty.

In summary, the literature shows similar competencies irrespective of the context a global leader is operating. However, one main concern is whether these competencies can be applied in all contexts and situations. Thus, we can argue that universal global leadership competencies might not be applicable in all context and situations. Once a company identifies the competencies critical to the next step is to design and provide learning and development opportunities aligned with those competencies. Therefore, this study explores what skills and competencies are essential to be an effective global leader in the banking industry.

2.7 Global leadership development process

Global leadership development process refers to the process of equipping global leaders or high-potentials with competencies, skills, and capabilities that are essential to organisational effectiveness and competitive advantage (Mendenhall et al., 2017). This section explores then the how global leaders develop.

2.7.1 *Talent identification process: MNCs approaches to global talent identification and development*

In this study, the words ‘talent’ and ‘high-potential’ are used interchangeably. Although the word ‘talent’ is difficult to define as each organisation has its own definition (CIPD, 2011; Stainton, 2005), talent relates to people with high performance ability and potential (Lewis and Heckman, 2006). Talent can be taken to include anyone at any level who can help an organisation reach its goals and drive performance (Michaels, Handfield-Jones, and Axelrod, 2001). In most cases when researchers define and discuss talent management, they specifically refer to a certain pool of individuals with capabilities and abilities (Brittain 2007; CIPD, 2011; Stahl et al., 2007). This understanding refers to talent as a small, selection of group of employees rather than entire workforce (Shahl et al, 2007) with talent identification referring to ‘finding the person, at the right time, to put in the right position (Conger and Fulmer, 2003; Philips and Edwards, 2009; Stainton, 2005; Watkin, 2007). In terms of high-potential, Brittain (2007) argued high-potentials encompass managers and leaders within the organisation and involves a small fraction of the entire internal workforce (ibid).

2.7.2 *Approaches to identifying high-potentials*

Conner (2000) argued that one of the most important initiatives put in place by many organisations around the world are a structured approach for identifying and developing high-potentials. The structured approach begins with identifying people who show the potential to advance, plan and implement career moves early on, communicate openly with people about their careers, and support competitive pay practices (Conner, 2000). Consequently, there are standard processes and approach used identifying high-potentials (Silzer and Church, 2010). This can be a formal, structured process with carefully defined steps and deadlines, or it can be a semi-formal, or even informal, process that tries to ensure that senior managers are at least aware of the exceptional talent in the organisation (Silzer and Church, 2010). Larger organisations are more likely to formalise the process to make sure all business units are meeting identification goals and times line and discussing developmental moves (ibid). Consequently, larger organisations have a need for more talent and ensure they are not overlooking anyone currently in the organisation (ibid). The formal process also helps to ensure that all managers are taking

responsibility for identifying talent. According to Silzer and Church (2010), smaller organisations are likely to take a more informal approach since there is less need to coordinate broadly across many business units and that talented individuals are more likely already be known by senior management. For example, Silzer and Church (2010) highlighted a typical identification process for high-potential as shown in Table 2.4. below:

S/No	High-potential Identification steps
1	Agreement on potential categories and definitions A key first step is to reach agreement on the definition of potential and to identify the specific categories of potential (role, level, breadth, performance record, strategic position, strategic area, etc) and how deep in the organisation the definition and categories will be applied
2	Solicitation Senior managers ask for nomination of high-potential candidates
3	Nomination Individuals are identified and nominated by a manager who is familiar with the individuals' performance, abilities, and career aspirations. Nomination often includes current and past performance evaluations, career and educational history and reasons for the nomination
4	Assessment Additional assessment data is collected on the nominated candidates. this may include data from leadership competency ratings, interviews, tests, and inventories, assessment centres, and individual assessments
5	Review and Acceptance Candidates and their portfolio are reviewed by one or more levels of senior management. First, candidates were reviewed at business unit or functional review meetings, if accepted, then reviewed again at the senior management level. Discussion often eliminates some nominated candidates.
6	Development Once accepted, the high-potentials are often given accelerated development opportunities and experiences, and slated for future roles.

Table 2. 4: High-potential identification steps

Source: Silzer and Church (2010)

Silzer and Church (2010) highlighted few distinctions to help clarify the practice of identifying high-potentials talent. These include:

- (i) Identifying high-potential talents does not include job selection decisions, replacement planning, or even successor planning but based on whether the individual has the capability and fungibility to develop and grow to handle a range of positions (such as executive positions).
- (ii) There is a difference between performance and potential. Whilst many organisations look at a person's past performance record as a qualifier to be a high-potential, there is agreement that past or even current performance does not always lead to effective performance in broader future roles.

- (iii) Potential is a dynamic state, not an end state. Individuals who are seen as high-potential generally have the capability to learn, grow, and develop. Therefore, we assume that the high - potential person is a dynamic person who will develop beyond her current skills and abilities. One key challenge is to assess a person's growth potential.
- (iv) Identifying potential is different from assessing development needs.

2.7.3 *Talent identification criteria*

Talent identification criteria are benchmarks used to predict the future capacity of an individual, identify those that can potentially become elite competitors, and provide these individuals with opportunity to join a training environment where they can be developed (Mendenhall et al., 2017).

Edward and Bartlett, (1983) highlighted some criteria but not limited to: leadership, delegation, initiative, decisiveness, professional competence, and problem analysis. Connor (2000) identified some criteria MNCs should use to identify high-potentials such as;

- (i) The potential should be ready to be promoted to a general manager or senior function role within five years.
- (ii) The individual must be willing to accept either a two-to-three year rotational assignment outside his or her geographical division, preferably a permanent international career outside the home country.
- (iii) The individual must achieve exceptional results during the last two to five years of their employment.
- (iv) The individual must demonstrate the ability to learn and develop the skills and capabilities necessary to excel in a senior global leadership position.

Alternatively, the Corporate Leadership Council (2003) argued that another approach is to look at capability frameworks. These were designed to capture personal traits, specif-

ic competencies, and the capacity to develop, including cognitive ability, learning ability cognitive complexity/capacity, emotional intelligence, and personality traits. Thereafter, another talent identification process emerged known as Organisational Talent Review (OTR) (2009) emerged. During an OTR, high-potentials go through an evaluation of different criteria, including learning agility, people skills, and their ability to drive change (Aguirre, Post, and Hewlett, 2009).

Silzer and Church (2010), in a survey of 20 organisations, highlighted several criteria for identifying high-potentials for global leadership positions. These include;

- (i) High-potential's leadership competencies (such as engaging, motivating, and developing others).
- (ii) Performance record (such as past work experience).
- (iii) Career drive/motivation to advance (such as ambition, motivation, and drive with the believe that an individual has to be motivated to advance her career in order to effectively deal all the challenges and setbacks along the way and still want to be in a senior leadership positions)
- (iv) Mobility (such as willingness and ability to move to new locations for career opportunities).
- (v) Adaptability/flexibility (such as ability to adapt to different situations and work demands).
- (vi) Specific experience/tenure (such as specific work experience).
- (vii) Learning ability (such as learning skills and ability, ability to learn, the motivation to learn, an openness to new information and ideas, the cognitive ability to process and understand the information, a willingness to integrate the information with what a person already knows and apply it to new situations and contexts).
- (viii) Commitment to company (such as loyalty, engagement, and involvement).

- (ix) Personality variables (such as interpersonal skills trust, integrity, respect for others, interpersonal skills, humility, positive attitude, and self-awareness).
- (x) Specific abilities (specific abilities to the job role).
- (xi) Career growth potential for future requirements (such as judgement of a person's past career growth, where the person is now in her career, and how far a person might go in the remainder of her career).
- (xii) Development orientation (such as evaluating a person's ability to progress rapidly in the future by tracking his past developmental records, major development objective achieved in the past, current development plan and recent development progress).
- (xiii) Cultural fit (such as aligning the identification process with the culture of the organisation).
- (xiv) Fungibility (such as individuals who can be effective in a broad range of roles and be interchangeable with others at the same level in other functions. Such individual portrays both adaptability and learning ability (Silzer and Church, 2010).

The most widely used identification criteria are leadership competencies, past performance, and career aspiration, followed by adaptability, commitment, specific experience, and mobility, learning ability (Silzer and Church, 2010). However, one concern is whether these identification criteria can be applied in all contexts and situations. Thus, this study seeks to explore context-specific high-potential identification criteria within the Nigerian banking industry.

2.7.4. Talent selection tools

Talent selection tools are pre-hire assessment platform that helps business make scalable, confident hiring decision (Meyer, 2018). Talent selection tools help to measure the traits, skills, and abilities to perform a job (Meyer, 2018). Regarding the selections tools for identifying talent, a variety of tools are applied across organisations for the identification and selection of external talent, including curricula vitae, interviews, references, testimonials, work sample tests, role plays, simulations, multi-source assessments, and psychometric testing (e.g. personality tests, cognitive ability tests, integrity tests, and situational judgement tests) (Church and Rotolo, 2013; Corstjens et al., 2017; O'Leary et al., 2017; Salgado, 2017). Alternatively, internal talent identification includes experience-based online search and choice (Makela *et al.*, 2010) accompanied by performance appraisals (Cascio, 2012). In addition, cognition-based offline search, and choice, which includes interviews and talent reviews, is applied (Makela *et al.*, 2010; McDonnell *et al.*, 2017). Conclusively, different selection tools are used by MNCs to select their high-potentials for global leadership positions. These tools are likely to vary across organisations. One concern is whether these selection tools can be applied in all contexts and situations. Once organisations have identified and selected their high-potentials, the next step is to design and provide leaning and development opportunity for the development of high-potentials. The next section will discuss global leadership development.

2.7.5 Global leadership development

Global leadership development is a process of building the competencies and capability of potential global leaders in an organisation through different intervention methods for strategically positioning MNC organisations for global competitiveness (Harzing and Pinnington, 2011). Black and Gregerson (2000, p.175) state that: 'the primary objective of global leadership development is stretching someone's mind beyond narrow domestic borders and creating a mental map of the entire world'. Caligiuri and Desanto (2001) add that, there are two assumptions underpinning global leadership development: (i) global competence could be defined in terms of developmental dimensions, and (ii) once defined, these dimensions are amenable to development through global experience.

These assumptions manifested themselves in the design of global leadership development programmes for global leaders. Consequently, international organisations are increasingly

making use of global as opposed to domestic leadership development programmes to groom their future leaders (ibid). Global leadership programmes are not designed to develop leaders from scratch but rather to enhance the skills of existing outstanding leaders to help to make them outstanding global leaders (ibid). Global leadership development programmes should encourage leaders to be sensitive to their own assumptions and the assumptions of those around them, helping global leaders to exploit diversity by understanding a wide range of heritages and experiences thereby supplying a larger pool of business solutions (Harzing and Pinnington, 2011).

Lastly, global leadership development programmes should help global leaders tolerate and address ambiguity to adapt appropriately. Connor (2000) argued that the following observation should be considered regarding the implementation of a global leadership development strategy: (a) prioritise work experience, (b) align leadership development practices, (c) mechanisms must be designed for following up on the development plans, and (d), the full value of the leadership development strategy will be realised when senior executives and general managers take ownership of the global high-potential program. Connor's study also highlighted practical steps managers can take in developing global leaders, including getting personally involved, providing career planning support, communicating with your promising talent, and using a variety of learning experiences.

Furthermore, Connor (2000); Tan and Willins (2006); and ITAP International (2011) highlighted different global development processes as shown in Table 2.5. The scholars explained that organisations must follow a standard approach to develop global leader

Connor (2000)	Tan and Wellins (2006)	ITAP International (2011)
Global Development Leadership Process	Key Practices for Global Leadership Development	Framework for Llobal Leadership
<ol style="list-style-type: none"> 1. The individual is identified as having potentials to be promoted to a general manager or senior function role within five years 2. The individual must be willing to accept either a two-to-three year rotational assignment outside her/his geographical division, preferably a permanent international career outside the home country 3. The individual has to achieve exceptional results during the last two to five years of their employment 4. The individual must demonstrate the ability to learn and develop the skills and capacities necessary to excel in a senior global leadership position. 	<ol style="list-style-type: none"> 1. Develop a company-specific leadership success profile that is sync with future business practices 2. Make leadership promotions decisions with the same level of due diligence as any other crucial business decision, looking at both capacity and motivation 3. Identify potential leaders early on 4. Invest time and resources to create world-class HR functions 5. Development breeds higher retention 6. Take a systematic approach to using different learning mediums, including classes, coaching, assignments, etc with management support 	<ol style="list-style-type: none"> 1. Identification of talent 2. Assessment of the talent capabilities, this should include cultural assessment for global leaders 3. Gap analysis (one to Identify needs for each individual and general one regarding the talent pool so the organisation can leverage needs across large employee populations 4. A variety of development approaches that address culturally appropriate learning styles measure process to task actual development.

Table 2.5: Approaches to global leadership development processes

Source: Adopted from Schmidt et al., (2014)

However, one concern is whether these approaches can be applied in all contexts and situations. Thus, one can argue that context and situation could influence the design and implementation of global leadership development processes.

In summary, there appears to be no universal approach for identifying and developing high-potentials for global leadership positions. Instead, different organizations use different approaches and development methods. This study, therefore, will explore how EMNCs identify, select and develop their global leaders. This help to address third research question: How are global leaders developed, and what are the contextual contingencies influencing the development process? Thus, the next section briefly examines contextual contingencies influencing global leadership development processes.

Chapter 3. Literature Review

3.0 Contextual and critical dimensions of leadership

Following the previous chapter, this section will deepen our understanding on critical dimensions of leadership that considers context and culture in the study of leadership.

3.1 Implication of Post-colonialism on leadership and global leadership development in emerging and developing economies

There has been an increased attention on the need for developing/emerging economies to face reality in leadership, management, political, economic and other related issues (Modisane, 2018). This move has revolutionised developing countries leadership and management perspective by advocating for contextualisation of leadership and management theories within its cultural, institutional, and economic domain (Eyong, 2017; 2019; 2020). The revolution in leadership and management has necessitated the need for African and developing countries to look inward in establishing contextualised leadership and management practices.

Leadership and management revolution suggests, developing/ emerging economies MNCs will need to draw up a global leadership development framework that is peculiar to its institutional, cultural, economic heritage as against borrowing from western countries because what could be seen as global competencies in one context might not be applied in another context (Banu, 2008; Boso et al., 2019; Modisane, 2018).

Furthermore, research in emerging/developing economies are beginning to question the so call ‘best practices’ of western leadership and management practices and advocating for ‘best-fit’ approach that will put the economic, institutional and cultural perspective of a nation into consideration in the identification, development and formation of global leaders (Banu, 2008; Boso et al., 2019; Modisane, 2018). This suggests a context-based approach in the identification, development, and formation of global leaders and such corroborates with the research questions and objectives of this study.

3.2 Nigerian and African leadership

The Nigerian and African leadership challenges are from different cultural, political, economic, and social context (Westwood, 2006). This suggests cultural beliefs, political

ideologies, economic and the social contexts influenced African leadership and management approach. Mangaliso (2001) suggests incorporating Ubuntu principles in management. This suggests offering the premise of superior approaches to managing organisations by infusing humaneness, a pervasive spirit of caring and community, harmony and hospitality, respect and responsiveness will lead to a more sustainable competitive advantage. The Ubuntu theory is about how Africans views themselves, interact with others, their environment, and their spiritual beings and how outsiders out to interact with them (Westwood, 2006). Ubuntu theory emphasised on the need for leaders to foster respect, dignity, values, acceptance, social justice, fairness, morality, group solidarity, compassion, joy, and love in leadership approach (Westwood, 2006). This suggests leaders need to imbibe the spirit of Ubuntu to be good leaders. However, Eyong (2019) argued that, although, collective practices that are similar in construct to Ubuntu including: participatory, collaborative, and shared leadership have already been proposed in contemporary literature. However, the meaning and application of these values within Ubuntu would look and feel different given its cultural origin amongst indigenous communities in Africa as illustrated in the following:

- (i) In indigenous and ritual African societies, leadership is derived from customs, rituals, symbols, dance, historical cultural hegemony, beliefs systems, and mythology (ibid).
- (ii) In Semi-Urban Africans societies, leadership is derived mixed local cultures and traditions, community issues, local politics and various mixed African thought process (ibid).
- (iii) In Urban Africans societies, leadership derived from principles and practices from national politics, urban development, individual aspirations, universal perceptions, and output driven (ibid).

This suggests African leadership is embedded in cultural values and beliefs.

Eyong (2017), in a study of indigenous African leadership of 12 communities in West and Central Africa, centring on identifying aspects of local leadership thinking and practice contrasted the assumptions and tenets of Anglo-Saxon writings, noting:

- (i) Power dynamics of African leadership can be characterized as: dramaturgical substitutive, non-linear and collective.

- (ii) Leadership meaning is constructed in mythology and knowing is symbolically and materially embodied in trees and the animals.
- (iii) Leadership is located with metaphysical and transcendental ontologies that implicate both human and non-human actors in context-specific ways (ibid). There is a reliance of Africans upon spiritual, cosmic, and supernatural forces whose manifestation defies scientific explanation (Eyong, 2017; Temple, 2012; Ozumba, 2004; Omoregbe, 1990). This commitment has been classified as a 'mythology of African metaphysics (Ozumba, 2004; Eyong, 2017). It is by relying on the mythologies that underpin this science that locals can make sense of the uncertainties of their world (Asouzou, 2004) and attain ontological settlement (Temple, 2012).

These constructions differ from dominant Anglo-Centric thinking typically represented in political, cross-cultural and in organisational studies, corroborating the view that leadership is culturally and contextually contingent (Collinson, 2011; Eyong, 2017). Here, leadership is undergirded by a mind-set and discursive frame derived from Afro-Centric cultural history, constructed and contextually aligned with conceptualisations, enactments and discourse. (Collinson, 2011; Eyong, 2017). The unique aspects of this construct are inextricably intertwined to the immediate context and therefore undetectable from the cultural codes from which they materialized (Ford, 2010; Hofstede, 1991; Turnbull et al., 2012). However, western leadership and management discourse have defined, shaped, and determined the Nigerian and Africans' management and leadership style because these theories come primarily from US based studies of American leaders and are enormously universally applied. Dia (1999), argued that because the application of eurocentric practices is inadequate of solving leadership and management challenges in Nigeria and Africa, there is need for an indigenous solution, cultural turn, or shift to leadership and management practices that are anchored in local cultures and values of the continent.

Conclusively, the differences in leadership perception and approaches support the view that leadership is culturally and contextually contingent globally (Eyong, 2017; Collinson, 2011). In addition, the acceleration of globalisation has created a chaotic state of change as MNCs struggle to adapt to new paradigms of leadership across national cultures and context. This suggests cultural diversity and context affects the way leaders

discharge leadership responsibilities. Thus, the next section explores the organisational theory applied in the study.

3.3. Organisational theories Applied in the study

This section will explore some organisational theories applied in the study to deepen our understanding on the theoretical lens of the study.

3.3.1 *The culturalist approach*

Studies on cross-cultural leadership have begun to examine whether the qualities of desired and effective leadership are contingent or universal (Bird and Mendenhall, 2016; Cornor, 2020; Eyong, 2019; Reich et al., 2017). Yet, even though the construct of integrity may be seen as desirable and universal across cultures, other scholars have acknowledged that it could be observed in a variety of forms and still be referred to as high-integrity leadership (Bass, 1997). The cultural approach to leadership argued that may not be viewed in the same way by different leaders or followers within the same culture or between cultures (Lord & Brown, 2004). For example, according to Triandis (1995), allocentrics define themselves or their identity in terms of the in-groups to which they belong. Allocentrics are more likely to view the actions of leadership as being more desirable and effective to the extent that these focus on what is good for the group versus individual self-interests (Bass, 1985). In contrast, idiocentrics view the individual as having primacy over in-group goals. Idiocentrics are more motivated to satisfy self-interests and personal goals, whether at the expense of group interests or not (Markus and Kitayama, 1991; Triandis, 1995). Idiocentrics may view leadership behaviors that reinforce actions that are good for the overall group as conflicting with their self-interests and, therefore, less desirable. The emerging field of cultural approach to leadership has underscored the importance of examining how the inclusion of the context in models of leadership may alter what constitutes effective or desirable leadership.

Furthermore, Cultural approach to leadership is the recognition and adaptation to varying national cultural beliefs, values and norms when leading in a country different from one's national country (Jackson, 2012). For example, Hofstede (1980) opened the eyes of the business world to the importance of culture to global leadership and management. The study highlighted four key cultural dimensions, namely: individualistic vs collectivism, masculinity vs femininity, power distance index, and uncertainty avoidance (ibid).

- Individualism vs. Collectivism:** This refers to the extent to which individuals are incorporated into groups. For example, in individualistic societies, the intimacy between individuals is weak; individuals are after themselves and their immediate family. Whilst collectivists exhibit a indestructible bond between themselves, they often look out for extended family relatives and promote group bonding and extreme loyalty (ibid).
- Masculinity vs. Femininity:** In masculine societies, largely competitive, emphasis is on achievement, success, material reward, assertiveness, and bravery. Contrarily, in a feminine society emphasis is on quality of life, care for the weak, modesty and collaboration with a consensus mind-set (ibid).
- Power Distance Index:** This has to do with the way members of any society accept or expect the unequal distribution of power. The interesting thing here is how inequalities are managed amongst people in the society by embracing hierarchy relationships (ibid).
- Uncertainty Avoidance Index (UAI):** This deals with tolerance of uncertainty by a society; it refers to the extent by which members of any culture feel safe or unsafe in conditions that are not organised. Unorganised conditions are new and rather amazing events that are divergent from the usual. Societies that tend to avoid uncertainties put in place safety regulations, policies, laws, beliefs, and codes that would minimise such tendencies. Societies that have a weak UAI tend to be more relaxed, practices are uphold more than principles.
- Long-term vs Short-term Orientation:** Countries with short-term orientation are concerned with the establishment of unequivocal truth with a

lot of emphasis placed on respect for traditions, a comparatively small proclivity to save for the future, and focused on achieving immediate results. Contrarily in countries where long-term orientation is prevalent, people tend to consider truth to depend on some factors such as situation, context, and time. They seem to adapt to certain traditions and changes with a strong propensity to save and invest frugally.

This suggests different cultural environments need different leadership behaviours.

Furthermore, the GLOBE study reveals societal values as the most important influence on desired leadership within organisations (House et al., 2004). The GLOBE study explained how history and culture shape leadership practices and follower expectations by explaining how values, ideas, and beliefs of a culture or culture cluster determine conception of effective leadership (ibid). Thus, leadership is a cultural construct with its meaning embedded in diverse cultures and changes accordingly (Bratton, 2020). For example, in individualistic societies, leadership typically refers to a single person who takes charge and ‘leads’ the organisation to targeted performance (Iszatt-White and Saunder, 2020). In collectivistic societies (e.g., Korea, Japan, Nigeria and China), leadership is often less associated with individuals and more closely aligned with group endeavours (Hayward, 2015). In egalitarian societies (e.g., Sweden, Denmark), leaders are often seen as more approachable and less intimidating (Lock and Rees, 2020). This means that leadership has globally different meanings encouraging the exploration of leadership from an EMNC perspective. One outcome from the cross-cultural leadership literature is that, global leadership is quite different from domestic leadership. For example, leadership approach in one country is unlikely to work in another (Mendenhall et al., 2017). Reiterating the influence of national cultures on global leadership, Yeung and Ready (1995), in a study of ten multi-national corporations from eight different countries, found significant differences in leadership approaches, capabilities and competencies across national cultures. Their study revealed that:

- (i) Whereas Australians believed that leaders need to be catalyst for cultural change, Japanese and Koreans did not think this was a critical capability of leaders.
- (ii) Korean and German leaders placed a high value on integrity and trust.

- (iii) French employees wanted leaders who can demonstrate skills at managing internal and external networks.
- (iv) U.S.A, German, Australian, Italian, Korean, and British managers appeared to care less about these skills.
- (v) Italian leaders believe that flexibility and adaptiveness are critical competencies for effective leadership.
- (vi) Australians and Americans generally did not agree with the Italian perspective. Consequently, leadership have varying connotation globally, suggesting the pivotal role cultures plays in shaping global leadership approaches, capabilities, and competencies.

This suggests the danger in promoting an ethnocentric leadership model cannot be overemphasised. Therefore, for EMNCs to become global, their global leaders must develop competencies that go beyond what is familiar in their home country. Globalization— whether at the level of the industry, business, or individual leader—is all about overcoming national differences and embracing the best practices from around the world as against adopting an American, European, or Asian approach to leadership (Friel, 2019; Lui et al., 2020). In addition, the processes of leader identification, leadership development, and influence of context in the formation and practice of global leaders should be put into cognisance in leadership literature.

Thus, the next section will focus on what constitutes successful global leadership across national cultures and in different contexts.

3.4 Context and leadership

Despite leadership studies dating back to the early 20th century focused more on the leader than on the context of leadership in which it was observed (Ayman, 2003; Avolio, Sosik, Jung, and Berson, 2003; Day, 2000), there have been some fundamental inquiries into what constitutes leadership throughout human history that included reference to the context (Modisane (2018). For instance, Plato’s philosophical discussions of the moral and ethical purpose of leadership highlighted the relevance of the context in leadership. Like to discussions of ethical leadership, early writings on what constituted charismatic leadership also

centred on the context. According to Weber (1924, 1947) there were certain unique qualities of leaders that differentiated the bureaucratic from the charismatic leader. Weber argued that a social crisis was necessary to promote the emergence of charismatic leaders. Although subsequent research on the emergence of charismatic leadership has challenged Weber's base assumption (Bass, 1990), the stability of the context remains an important feature in both theoretical and empirical work on what constitutes charismatic leadership (Bass, 1985; Beyer, 1999; Nungo, 1988; Klein and House, 1995).

Further, several contingency models of leadership such as Fiedler's (1967) trait contingency model, Vroom and Yetton's (1973) normative contingency model, House and Mitchell's (1974) path– goal theory, and Hersey and Blanchard's (1969) situational theory all linked different leadership styles to specific contextual demands that resulted in better performance outcomes—including, in some instances, the nature of the follower in the leader-and-follower equation. Contingency theories of leadership emerged in the literature primarily because prior empirical research examining the link between leadership traits and performance had produced conflicting results (Stogdill, 1974). This led to claims that the achievement of desired outcomes was a function of what some authors termed the fit or match between a leader's traits, style, and orientation and follower maturity and situational challenges. Reinforcing this direction, Shartle (1951) reported the best predictors of leadership effectiveness were the values or culture of the organisation and the behaviours of the leader's supervisor. Tannenbaum and Schmidt (1958, p.101) defined the contingency theorist (and, by extension, the contingency theorists' approach to explaining leadership) as “one who is keenly aware of the forces which are most relevant to his behaviour at any given time (and) who is able to behave appropriately in the light of these.” Stogdill (1974, pp. 63– 64) sharpened this contextualised view of leadership, stating that “the evidence suggests that leadership is a relation that exists between persons in a social situation, and that persons who are leaders in one situation may not necessarily be leaders in other situations”

Additionally, contingencies have been incorporated both ad hoc and post hoc into leadership theory by distinguishing between internal contingencies and external contingencies. External contingencies include facets of the context such as strategy, technology, organisational structure, position, stability, tasks, climate strength, social and physical distance, and culture. Yukl (1999) also suggested that leadership scholars should consider differentiating between these external contingencies, using what he termed hard versus soft contingencies. For example, for Weber (1924, 1947) and Fiedler (1967), the

stability of the social context was a hard contingency integrated into their respective theories of leadership. In contrast, Hofmann, Morgeson, and Gerras (2003) suggested that an organization that has a psychologically safe climate in which workers feel comfortable questioning practices, admitting mistakes, and voicing dissent may represent a soft contingency that moderates the relationship between the leader's style and follower safety citizenship role behaviours.

Similarly, leadership theories, such as path– goal theory (see House and Mitchell, 1974), have included in their revised formulations internal contingencies such as personal qualities of leaders, experience of followers, personality of followers, gender, motivation, capability, and cultural orientation. With respect to leadership development, motivation to learn and to develop oneself could be considered soft internal contingencies, potentially influencing what constitutes the rate or impact of leadership development is conceptualised (Avolio, 2005; Avolio & Luthans, 2006; Maurer, 2002). These contingencies now include cultural differences, environmental stability, industry type, organizational characteristics, task characteristics, nature of the goals, nature of the performance criterion, characteristics of followers, and group membership.

One might ask a very practical question: Should the context approach to leadership, like starts with a more integrative focus that included a broader array of potential contingencies? It can be inferred from Marion and Uhlbien's (2001) comments that researchers need to stop underestimating the many potential elements that should be considered from the outset to “fully” explain the complexity of leadership. Conger (2004) clearly answered the above question, criticising authors who have produced normative theories of leadership such as transformational leadership, stating “we have been losing an appreciation for the fact that leadership approaches do indeed depend on the situation” (p. 138). It seems many theories in the field of leadership have been “back-filled” with a very narrow set of contingencies rather than from the outset using a broader and more integrative strategy that encompasses whatever the field of leadership deems to be core elements to theory building.

The context approach to the study of leadership criticised the so-called global leadership best practices by arguing that leadership is contingent to several situations, contingencies, and context surrounding a leader. These contingencies include: personal qualities of leaders, experience of followers, personality of followers, gender, motivation, capability, cultural orientation, cultural differences, environmental stability, industry type, or-

organisational characteristics, task characteristics, nature of the goals, nature of the performance criterion, characteristics of followers, and group membership. These contingencies are likely to influence the processes of leader identification, leadership development, formation, and practices of global leaders. According to Modisane (2018), the contextualisation of leadership practices would help organisation to develop a new crop of leadership who would champion organisational performance.

3.6 Conclusion and propositions

Global leaders from EMNCs working internationally are likely to face several challenges, including: (i) guiding change, (ii) leading teams, (iii) developing managerial effectiveness, (iv) developing employees, (v) managing internal stakeholders and politics, (vi) inspiring others, (vii) navigating globalisation, (viii) managing process, (ix) leading vision, and (x) driving change. Considering the challenges of global leadership and the need for global leaders to continuously manage these challenges, EMNCs need to develop and equip their global leaders with global leadership competencies (Centre for creative Leadership, 2018).

Secondly, although the components of global leadership competencies are built on several Western models, there is no convergent application of these competencies across different countries. These competencies include: (i) self-management competencies, (ii) relationship-management competencies, (iii) business-management competencies, and (iv) response-management competencies. This suggests that the context in which global leaders operate within determines the type of competencies required to be an effective global leader (CIPD, 2017; Dragoni et al., 2014; Mendenhall et al., 2017), providing an opportunity for understanding why specific competencies are perceived essential in one context compared to another.

Third, although the literature shows the process of global leadership development begins with identification of talents, selection process, and the development process, there is no universal approach to global leadership development process (ITAP International 2011; Jooss, 2018; Meyer, 2018; Zhang et al., 2014; Schmidt et al., 2014; Silzer and Church, 2010; Stahl et al., 2012; Tan and Wellins, 2006; Wiblen, 2016). Hence, MNCs adopt different approaches to global leadership development process. Finally, both internal external factors influence the implementation of global leadership process. From the literature, the following propositions were made:

- P1. Global leadership challenges varies across countries
- P2. Global leaders would need to possess both generic and country-specific competencies for successful global leadership
- P3. There is no universal method for identifying, selecting, and developing high-potentials.
- P4. The process of global leadership development is usually influenced by several contingencies and contextual factors

The next section will discuss the research methodology adopted for this study.

Chapter 4. Research Methodology

4.1 Introduction

This chapter discusses the rationale and justification for the study's methodology, followed by the research philosophy and paradigms. Justification for the selection of an interpretivist research paradigm, and justification for a case study methodology were also discussed. This was followed by a discussion on the criteria for the choice of multiple case selections with holistic design, and the process of data collection. Finally, the method of data analysis, limitations of the study, as well as ethical considerations were presented.

4.2 Research philosophy

The study reviewed several philosophies, approaches, strategies, techniques, as well as procedures of conducting research. Previously, researchers have expressed the need to pay attention to the research strategy chosen when conducting research work within the business and management field, emphasising a researcher's commitment to a particular paradigm because of the huge implication on the investigation process (Johnson and Clark, 2006; Saunder et al., 2007). Guba and Lincoln (1994) define a research paradigm as a set of philosophies regarding how the world operates and a person's position in it. This involves patterns of beliefs, values and mind-set shared by participants within a particular specialized body or endeavour (Carson et al., 2001; Cunliffe, 2008). It is suggested that a paradigm offers guidelines on how research could be undertaken (Prasad, 2005), including positivism, realism, pragmatism, and interpretivism (Saunder et al., 2007). This suggests it is important to understand different research paradigms for proper application.

4.2.1 *Positivism*

Supported by natural scientists, the positivist paradigm is fundamental to quantitative research methods (Creswell, 2014). A paradigm describes working with an observable social reality. The product of such research can be law-like generalisations similar to those produced by the physical and natural scientists (Remenyi et al., 1998). Positivism believes the world is predictable, as the law of cause and effect exist; using a scientific

method, these effects are real, offering a means of getting at the truth via science to understand the world, and therefore, predict and manage it (Trochim, 2000). The hallmark of positivist approach is the notion of empiricism in conducting a scientific work with observation and measurement. This suggests why experiment is promoted to understand natural laws through holistic observation and manipulation. Hence, science is seen as an automated part of the positivist approach with a deductive approach where postulated theories are tested.

4.2.2 Pragmatism

Supported by natural and behavioural science, pragmatism believes that values plays a large role in conducting research and in drawing conclusions from studies, and they see no reason to be concerned about that influence (Robson and McCar, 2016). Pragmatic views knowledge as being both constructed and based on the reality of the world we live in, recognising the existence and importance of the natural or physical world as well as the emergent social and psychological world (Robson and McCar, 2016).

Cherryholmes (1992) claims that, for pragmatists, values, and visions of human action and interaction precede a search for descriptions, theories, explanations, and narratives. Similarly, Teddlie (2005) says that pragmatic researchers decide what they want to research, guided by their personal value systems; that is, they study what they think is important. They then study the topic in a way that is congruent with their value system, including variables and units of analysis that they feel are the most appropriate for finding answers to their research questions. Pragmatists also conduct their studies in anticipation of results that are congruent within their value system. This general description of the way in which pragmatists conduct their studies portrays the way many researchers in the social and behavioural sciences do conduct their studies, especially research with important social consequences. Mertens (2000), however, is not convinced that the researcher values in practice guide the values of clients, policy-makers and others in positions of power.

Further, pragmatism asserts that there are many different ways of interpreting research with no single point of view ever capturing the entirety of the data or the multiple realities that may exist between the data (Saunders, 2009). The pragmatists usually use the method or methods that enable credible, well-founded, reliable and relevant data to be collected that advance the research rather than multiple methods (Saunders, 2009).

Pragmatism supports then the view that concepts are only relevant where they support action. Consequently, pragmatism strives to reconcile objectivity and subjectivity, facts and values, accurate and rigorous knowledge and different contextualised experiences.

Some of the benefits of pragmatism include: pragmatic creates room for the exploration of how individuals' experience, knowing, and acting are shaped through social interaction and context. This corroborates with the social constructionist research paradigm that focuses on how individuals construct and make sense of their world. Second, it supports the use of the inductive research method by helping the researcher to; understand the research context, apply a more flexible structure in the interview questions permitting changes as the research progresses, understand that the researcher is part of the research process, and less concern with the need to generalise findings of the study (Saunders et al., 2000).

Conclusively, this study adopted pragmatism to enable the researcher use a suitable research method that enables credible, reliable, and relevant data to be collected that advance the research (Kelemen and Rumens, 2008). Specifically, because leadership is a social construct that can have differing perspectives, in different cultural and institutional contexts, the adoption of pragmatism helps the researcher explore the processes of leadership identification, leadership development, and influence of context in the formation and practices of global leaders in multi-national companies. In addition, the adoption of pragmatism helps the researcher to critique the notion of global leadership, from the perspective of leadership being a social construct, possibly, influenced by cultural and contextual contingencies compared to a holistic or best approach to the study of global leadership.

The Table 4.1 summarises the two research paradigms discussed above.

Research Paradigms		
Ontology	Positivism	Pragmatism
<p>Ontology deals with the nature of reality (Saunders et al., 2016; Bryman, 2012).</p>	<p>Positivism holds the believe that only one objective reality exists and that things are structured</p>	<p>Pragmatism believes that reality is multiple and socially constructed.</p> <p>Rich and complex insight which often results in multiple meaning</p> <p>Knowledge is viewed as being both constructed and based on the reality of the world we experience and live in (Robson and McCartan, 2016)</p> <p>Theories are viewed instrumentally (they become true and they are true to different degrees based on how well they currently work; workability is judged especially on the criteria of predictability and applicability (Robson and McCartan, 2016)</p> <p>Pragmatism seeks middle ground between philosophical dogmatism and sceptisim (Saunders et al., 2016; Robson and McCartan, 2016)</p> <p>Rejects traditional dualisms (e.g. rationalism vs. empiricism, facts vs. values) and generally prefers more moderate and commonsense versions of philosophical dualisms based on how well they work in solvig problems (Saunders et al., 2016; Robson and McCartan, 2016)</p>
<p>Epistemology This approach deals with what is acceptable (Saunders et al., 2016; Bryman, 2012).</p>	<p>Positivist focuses on discovering facts that are observable and measurable.</p> <p>Causal relationship leading to law-like generalisations.</p> <p>Scientific methods are employed</p>	<p>Pragmatism believes that the complexity of the social world of business cannot be framed into definite theories and laws as is obtainable in sciences (Saunders et al., 2016).</p> <p>“Direct experience of social settings and fashioning an understanding of social worlds” (Bryman and Bell, 2007:627).</p> <p>Endorses eclecticism and pluralism (e.g. different, even</p>

		<p>conflicting, theories and perspectives can be useful; observation, experience, and experiment are all used ways to gain understanding of people and the world (Saunders et al., 2016; Robson and McCartan, 2016).</p> <p>Places high regard on the reality of, influence of, the inner world of human experience in action (Robson and McCartan, 2016; Saunders et al., 2016).</p> <p>Pragmatism believes that what we do in our day-to-day lives as we interact with our environment is viewed as being analogous to experimental and scientific enquiry. Thus, we try out things to see what works, what solves problems, and what helps us to survive (Saunders et al., 2016; Robson and McCartan, 2016).</p> <p>Pragmatism views current truth, meaning, and knowledge as tentative and as changing over time. Thus, what we obtain daily in research should be viewed as provisional truth (Robson and McCartan, 2016; Saunders et al., 2016).</p>
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Table 4.1: Research Paradigms

Source: Adapted from Saunders et al., (2016)

4.3 Research strategies

Robson (1993) defines a research strategy as the broad orientation that is engaged in addressing the proposed research questions. Research strategies, can be categorized as: experiments, surveys, and case studies (Grill and Johnson, 1997; Robson, 1993; Saunders et al., 2012; Yin, 2009). We shall be discussing case study approach as it applies to this study (Saunders et al., 2012).

4.3.1 Justification for chosen research strategy

Different strategies are useful for different studies. For example, experiments are considered suitable for exploratory studies, surveys are suitable for descriptive research, and case studies are appropriate in conducting exploratory research (Robson, 1993; Zikmund, 2000). Research strategies can be beneficial in three ways; (i) the research question should be well crafted, (ii) the extent of the investigator’s control on the events should be assessed, and (iii) it should be specified if the emphasis of the study is on existing or previous events. Table 3.2 provides a summary of these approaches (Yin, 2003).

Strategy	Research Question	Requires control over behavioural events	Focus on contemporary events	Important to the study
Experiment	how, why	Yes	Yes	No
Survey	who, what, why many, how, much	No	Yes	No
Archival Analysis	who, what, where, how, many, how, much	No	yes/no	Partially when determining the case background
History	how, why	No	No	No
Case study	how, why	No	Yes	Overall strategy, primary focus on in-depth interviews

Table 4.2: Research strategy chosen

Source: Yin (2003)

In Table 3.2, the “how” and “why” are utilised when conducting an experiment; however, the behavioural events are under the control of the investigator and are centred on contemporary issues. Surveys are used when answering the questions “who,” “what”,

“where”, “how many”, “how much.” The behavioural events are not under the control and like the latter one, contemporary issues are also the focus. Likewise, there are several reasons why a survey would not be applicable for this study:

- (i) Surveys will not provide in-depth insights regarding how EMNCs constitutes global leadership and its development processes.
- (ii) The contextual factors influencing the MNCs’ global leadership and its development processes suggest they are not compatible with numerical measurement.
- (iii) There are difficulties in conducting exploratory studies using surveys (Saunders et al., 2007).
- (iv) Questionnaires require a lot of time for interpreting and analysing data, the open-ended questions were suitable for this qualitative study.
- (v) Finding a suitable sample representation to generate population validity and generalisation is difficult for this study due to the small number of EMNCS investigated.

The researcher also had the opportunity to review and draw information from internal reports and documents, company values, mission and vision statement, HR policies and employee handbook alongside with some confidential documents and materials. The researcher reviewed other fundamental documents through various sources to gain a better understanding about the policies and regulations of the bodies concerned. This was very crucial for this study because valuable information was provided concerning the various themes and research questions. According to Yin (2009), documentation could take different shapes and that data collection plans should not be unambiguous. Examples of the forms are report of past events, minutes of meetings newsletters proposals internal records, newspaper articles etc. These are considered as useful sources of information in case studies. However, on the other hand, absolute reliance on these sources has been strongly criticised. During this research, several internal documents were accessed including the company’s website but were not included in the appendices due to the anonymity of this study.

Physical artefacts could also be a source of data collection (Yin, 2009). These artefacts refer to instrument or a tool that could include art works or other physical material. In course of this study, company's brochures, fliers, billboards, and other materials were reviewed. Recalling some of my experiences during the visit, some of the companies had a big suggestion box placed near the offices where employees could anonymously drop their feedback and comments regarding the leadership style of the organisation. According to Robson (2002, p. 178), a case study is defined as "a strategy for doing research which involves an empirical investigation of a particular contemporary phenomenon with its real-life context using multiple sources of evidence." Case studies are applied in a context where little is known and the researcher is keen to understanding certain context when access is granted from individuals involved (Yin, 1994). The significance of the context is emphasised by Yin (2003). This suggests boundaries between phenomenon and contexts are not evident. Consequently, a case study approach helps the researcher to answer the "how" and the 'why' questions (Saunders et al., 2007; Stake, 1995). Case studies are utilised when the investigator does not have control over the events and the focus is on contemporary issues. Putting Yin's view into consideration, experiments are not included in this research as it would be an uphill task to have segments of trial and control clusters within the organisation. Considering the contextual factors of the study, it will be complex to gather in-depth data and as such using an experiment strategy as the focus would be a little number of variables and would separate the context from the phenomenon (Yin, 1994, 2003).

Alternatively, a case study is considered in this study for the following reasons: This study is complex as it concerned with exploring the concept of global leaders and the challenges global leaders face when working internationally.

- (i) To evaluate the perceived competencies needed for successful global leadership.
- (ii) To analyse contextual factors influencing global leadership development process.
- (iii) The "how" and "why" question is used in research that centres on understanding contemporary issues and in addressing phenomenon that socially constructed.

- (iv) The complexities encompassing real-life interventions cannot be explored via experiment or survey strategies.

Advantages of case studies include:

- (i) An avenue through which specific responses are identified and expounded, particularly those associated with the respondent's attitude.
- (ii) Provides a platform through which real-life proceedings are investigated whilst retaining the meaning and holistic nature of the events.
- (iii) Complex social phenomena are understood, and flexibility afforded as the researcher could adjust the design.
- (iv) Different cases are selected from originally chosen without falsifying the aim and objective of the research.

Limitations of case studies include:

- (i) Miles (1997) criticises this method on the ground that it is primeval, spontaneous and could fall apart. He further reiterates that if an improved methodological enquiry is not established; qualitative research on organisations would merely become storytelling.
- (ii) Yin (1981, 1994) argues that case studies introduce direct and indirect respondent biases, which may affect the findings and analysis, study completion times, and issues surrounding generalisation.
- (iii) Bryman (1989) argued that the reason why case study is not considered reliable is due to the complexities in generalizing the findings originating from several cases.

Whilst widening the focal point being examined to consider the context of international human resources management (IHRM) activities and organisational behaviour (Varadarjan 1996; Welch, 1994). Thus, an interpretivist approach using case studies is adopted

ed for this study because it fits into the research questions and objectives as against quantitative approach, which if adopted, may leave the researcher with inaccurate result (Chew, 2001; Napier and Vu, 1998; Yin, 2003). How a case study approach was applied is discussed next.

4.4 Case studies – application

Stake (1995) argues there are five significant steps to follow in conducting case research: (i) Determining and defining research questions, (ii) case research design, (iii) necessary data collection, (iv) case description, and (v) case analysis. We shall examine each of these steps briefly below.

4.4.1 Case research design

Case research design ensures the data collected are linked to the initial research questions and the conclusions reached. It involves the unit of analysis and the measures. Unit of analysis is the major entity analysed in a study (Creswell, 2009). For instance, it is important to choose between undertaking an analysis independently as a unit, or multiple cases one at a time.

Case Description

In this step, several methods can be adopted, ranging from descriptive to exploratory. Here holistic information regarding the situation is provided using descriptive case as well as ensuring objective case information is provided. The researcher is seen as an expert who has in-depth knowledge in the field with the aim of simplifying the ambiguities.

Case Analysis

Qualitative data analysis emphasises the importance of validity as against reliability. Thus, the researcher needs to understand and present people experiences as authentic as they appear. In interpreting data, Hammersley and Artkinson (1993) suggest, the context in which they are studied must be taken into consideration.

4.4.2 *Single or multiple case studies*

According to Yin (2003), there are two alternatives for case study research. First, a single the researcher or a combination of more than one case to form a multiple case could adopt case study. A single case study relies on a particular case, whereas, a multiple case investigates several cases, conducted for three main reasons (ibid). First, an existing theory is being critically tested. Second, there exists an exceptional and uncommon case. Third, the case might the expository. However, attention is drawn when using a single-case design as eventually the case may not reflect what the study initially appeared to indicate from the beginning. Similarly, a single case study opportunities for generalisability are limited, and biases are bound to exist where a single event is misinterpreted or guessed because of ‘unconscious anchoring’ (Leonard-Barton, 1990).

Alternatively, Yin (2003) proposes the use of multiple case studies. Consequently, multiple-case design offers (i) improved generalizability (external validity), (ii) extensive understanding and elucidation, and (iii) observer biases are contained (ibid). The use of multiple case studies allows for results based upon a greater number of cases that are related. Miles and Hubberman (1994) argue multiple case studies offer the researcher more adverse cases to reinforce theory, by linking and exploring similarities and dissimilarities through the cases. Here Yin (2003) makes a distinction between ‘literal’ and ‘theoretical’ replication. Literal replication occurs when similar results are obtained from all the case studies for predictable reasons, whereas theoretical replication occurs when dissimilar results are obtained from the cases for foreseeable reasons. Consequently, multiple-case studies and their findings are more likely to be more convincing as the replicated results owing to persuasiveness, strength, and thoroughness of the data informing the study, thereby increasing reliability and validity (Denzin, 1989; Saunders et al., 2007; Yin, 2009). A multiple case study design was selected for this study because it offers opportunities for an iterative process of analysing within and across case data aimed at producing relevant new variables and relationship and exploring theoretical explanations for these emerging relationships (Yin, 2003). The next section will examine the holistic or an embedded approach.

4.4.3 *Holistic or an embedded approach*

Multiple case study design can be either holistic or embedded (Yin, 2003). A holistic approach is employed when a single unit of analysis is employed for each of the case studies. Alternatively, if the organisation’s sub-units are examined, then an embedded approach should be adopted. Therefore, the holistic design is seen suitable for this study as against an embedded” approach to gather data from EMNCs for the following reasons.

- (i) Theoretical and empirical literature exists in IHRM and organisational behaviour.
- (ii) A holistic approach encourages a reflection of the research questions and objectives, and existing literature encouraging further development within this field.

See Figure 4.1 for multiple case studies in four EMNCs.

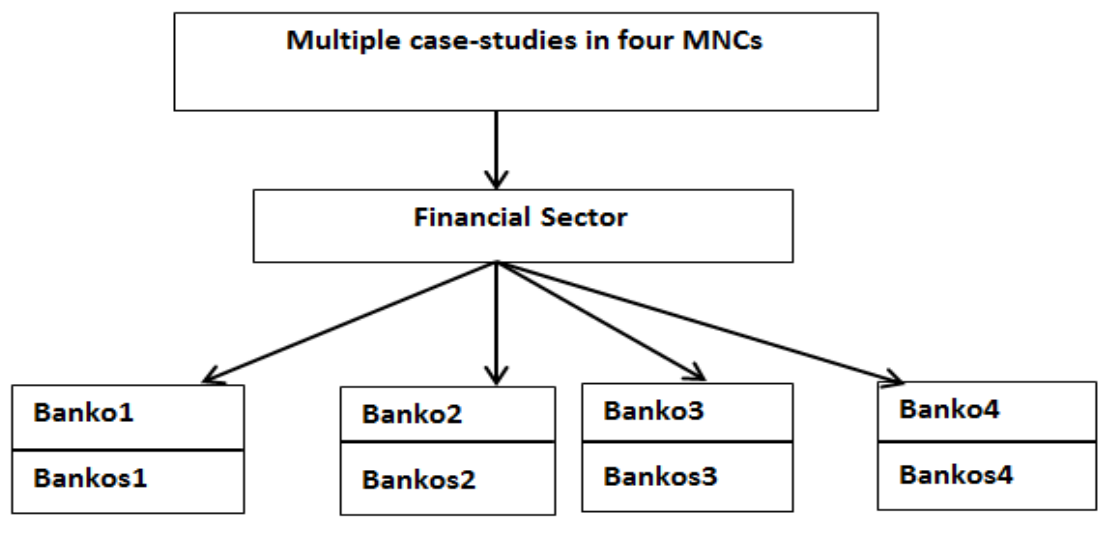


Figure 4.1: Multiple case studies

Source: Author (2021)

Figure 3.1 represent the four case companies adopted for the study. They are all from the financial sector with international subsidiaries.

4.4.4 *Evaluating the quality of the case study design*

According to Anney (2014) and Carson (2001), the quality of a case study centres on trustworthiness criteria and authenticity in its application to the findings of the study. Also, Lincoln and Guba (1985) highlighted four criteria to determine the rigor of qualitative research: credibility, dependability, conformability, and transferability.

Credibility

Credibility relates to the truthfulness of the research findings ensuring the data collection is both credible and believable (Holloway and Wheeler, 2002; Leininger, 1994; Lincoln and Guba, 1985; Macnee and McBabe, 2008; Polit and Tatano Beck, 2006). According to Yin (2003), credibility can be increased through:

- (i) Peer debriefing. Peer debriefing is likely to make the interpretation of the researcher's data more credible provided peers (Casey, 2007) define them the same way. This can also be supported by external colleague or an expert to corroborate the findings (Lincoln and Guba, 1985). For example, two colleagues were asked to code some of the interview transcripts and the codes were compared with that of the researcher to see if they agree with the data label and how they were arrived at in this study (Granehein and Lundman, 2004).
- (ii) *Transferability*: Whether the findings applicable beyond the existing case study (Yin, 2009). Generalisations tend to be more analytical with logic repetition, with results compared with existing literature (Yin, 2009). Consequently, transferability is enhanced with the presentation of rich data from the research findings (Granehein and Lundman, 2004). According to Kelle et al. (1995) in the interpretivist research, one is not testing propositions from existing theories, but it is creating new theoretical concepts.
- (iii) *Dependability* another researcher, producing similar results (Yin, 2009), can replicate Ensures the study. Cohen et al. (2011), and Tobin and Begley (2004) note that dependability includes the study's evaluation of findings, data interpretation and conclusions are sustained by data generated from the study. To increase de-

pendability, an audit trail, a code-recode strategy, stepwise replication, and triangulation and peer debriefing should be (Ary et al., 2010; Chilisa and Preece, 2005; Schwandt et al., 2007; Krefling, 1991).

- (iv) *Construct validity* : According to Yin (2009), construct validity ensure that the case studies can be compared to each other, and any emerging differences are attributable to differences between the case studies and not in how the data was collected from dissimilar organisations. However, construct validity has been greatly criticised on the grounds of an insufficient “operational set of measures” and that “subjective” judgment is applied in the collection of data (Yin, 2009). This study utilised construct validity because data was gathered from different sources comprising of semi structure interviews, companies’ reports, website, periodicals, fliers, and billboards (Denzin and Lincoln, 2011).
- (v) *Internal validity*: Miles and Hubberman (1994) define internal validity as the degree of reliability and accuracy of results. This study uses Matching patterns to match data with the literature in the analysis section to establish internal validity within cross-case analysis. This helps to attain reliable results that will form part of the conclusion.
- (vi) *External validity*: Determines whether the study’s results applicable beyond the existing case study (Yin, 2009). Yin adds that generalisations tend to be more analytical. Logic repetition is utilised and findings are compared with existing literature in a qualitative research. This study utilised a multiple case study approach to attain external validity. The use of triangulation (discussed earlier) in this study is based on information from each of the four cases to provide a comprehensive understanding regarding global leadership and its development. Triangulation was also used to promote rigor in data collection process.
- (vii) *Reliability test*: Establishes certainty that if a subsequent investigator repeats the study, it will produce similar results (Yin, 2009). To achieve reliability, it is suggested that a case study protocol be developed at the early phase of the study in data collection and strengthen the case database. In addition, it was recommended that the database should be updated and easy to access by the researcher if needed. This study attained reliability through the documentation of data col-

lected and the use of interview protocols tested in previous studies as tools. The next section explained the details of data collection.

Furthermore, Yin (2003) postulated four standards for evaluating the quality of case study research summarised in Table 3.3.

Test	Case study tactics	General application	Study application
Construct validity	<ul style="list-style-type: none"> - Use of multiple sources - Establish chain of evidence - Have key informants review draft case study report 	<ul style="list-style-type: none"> - Data collection - Data collection - Report documents and analysis of data 	<ul style="list-style-type: none"> - The use of multiple interviews, company websites and documents (reports)
Internal validity	<ul style="list-style-type: none"> - Do pattern matching - Do explanation building - Addressing rival explanations 	<ul style="list-style-type: none"> - Data analysis - Data analysis - Data analysis 	<ul style="list-style-type: none"> - Uses cross case analysis
External validity	<ul style="list-style-type: none"> - Replication logic used in multiple case analysis 	<ul style="list-style-type: none"> - Research design 	<ul style="list-style-type: none"> - Multiple case study research was chosen instead of a single-case study.
Reliability	<ul style="list-style-type: none"> - Use case study protocol - Develop case study database 	<ul style="list-style-type: none"> - Data collection - Data collection 	<ul style="list-style-type: none"> - Apply interview protocol

Table 4.3: Case study tactics for different design criteria

Source: Yin (2009)

Now we have established the theoretical framework, it is now time to talk about how it was applied in data collection.

4.4.5 *Case study protocol*

According to Yin (1994), and Ellinger et al. (2009), case study protocol is an important aspect of research design involving the guidelines used to structure the case research. Case study protocol provides and outline as to how this research is conducted, and the governing rules applied to ascertain reliability. Within the context of multiple case studies, case study protocol can be summarised as (Yin, 2009):

Case study protocol	Implementation
<ul style="list-style-type: none"> • A summary of the case study plan, purpose, appropriate literature and subject 	<p>The researcher outlined purpose and rational of the study and review relevant literature. All the sub-headings in the interview questions were chosen as the criteria to be reviewed by the researcher during the interview process.</p>
<ul style="list-style-type: none"> • Field plan, field access, information sources and routine reminders 	<p>The researcher to discuss the purpose of the study and gather preliminary data in line with the aim and objective of the study conducted a pilot study. The researcher also establishes contact with case companies and potential participants.</p>
<ul style="list-style-type: none"> • The case study question highlights the key protocol which reflects the main investigation that compromise of precise question which would be used by the researcher in gathering information. 	<p>The researcher developed interview questions. An introductory section was provided for the participant highlighting the aim and objectives of the study. A consent form to participate in the interview process was also sent to all participants.</p>
<ul style="list-style-type: none"> • Provides a template for case study report which comprises of a format, presentation template, relevant references, and documents to the study 	<p>The researcher developed a template to record all data collected</p>

Table: 4.4: Case study protocol

Source: (Author, 2021)

4.4.6 *Criteria for selecting the EMNCs*

In course of this study, four case companies were selected from the Financial Sector using the following criteria:

- (i) All case companies are EMNCs with operational subsidiaries across the globe including London, United Kingdom. They all have more than three subsidiaries globally exceeding the minimum benchmark (Ithurbide, 2019). For example, the first case study has 10 subsidiaries including UK, USA, France, AUE, Sierra Leone, Guinea, Ghana, and Paris, Gambia Senegal. The second case study has subsidiaries has 23 subsidiaries including: UK, USA, France, AUE, Sierra Leone, Guinea, Ghana, Paris, Gambia and Senegal, Uganda, Kenya, Cameroon, Liberia, Tanzania, Burkina Faso, Cote d'ivoire, Cogo, Gabon, Chad, Zambia and Mozambique (Company Annual Report, 2020). The third case study has six international subsidiaries in London, Paris, Johannesburg, Beijing, Arab Emirates, and Democratic Republic of Congo (Company Annual Report, 2020). The fourth case study has nine subsidiaries including Cote D'Ivoire, Gambia, Libera, Kenya, Rwanda, Tanzania, Uganda, Sierra Leone, and United Kingdom. This is summarised in Table 3.5

S/No	Name of company	No. of subsidiaries
1	Banko1	10
2	Banko2	23
3	Banko3	6
4	Banka	9

Table 4.5: Case studies and subsidiaries

Source: Author, (2021)

- (ii) The selection of these companies was majorly based on the size and their contribution to the significant growth of the Nigerian economy (Marketline, 2015). In addition, it was very challenging to find MNCs from Nigeria with operational subsidiaries in Western countries due to benchmark set for the study. In this study, the decision for the selection of the MNCs was based on the benchmark set and how accessible they were.

- (iii) All the case engaged in foreign direct investment (FDI) and owns or controls value adding activities in more than one country (Ithurbide, 2019).

Similarly, all the MNCs selected were from an emerging country. This was done because of the focus of this study on multi-nationals from emerging countries with operational subsidiaries in western countries. This contributes to the rationale of the study. Furthermore, semi-structure interviews were conducted with global leaders of different portfolios, both at the headquarters and UK subsidiaries respectively. The participants are considered more aware of the issues regarding global leadership and its development processes in the various case companies. Lastly, there were challenges of accessibility. It is usually a complex task accessing companies in emerging economies. According to Ghuri (1992), it could also be difficult to negotiate access and even moving on to identify suitable respondents who will be willing to provide useful information regarding the aspect of the study could be very challenging. This is key in case selection. However, to overcome this complexity, a prior contact was established through LinkedIn, relatives, friends and colleagues for the purposes of gaining access to the case companies and to facilitate data collection process.

To maintain confidentiality and easy reading, all the cases have been coded 'Banko1' for first case study (headquarters) and 'Bankos1' for (UK Subsidiary) respectively. 'Banko2' for second case study (headquarters) and, 'Bankos2' for (UK Subsidiary). 'Banko3' for third case study (headquarters), 'Bankos3' for (UK Subsidiary), and 'Banko4' for fourth case study (headquarters) and 'Bankos4' for (UK Subsidiary). In this study, the researcher only collected data from headquarters and UK subsidiaries of the four case companies due to time and financial constraints. Although, the researcher was able to gain access to the case companies, the study was limited in scope by not collecting data from participants in other international subsidiaries.

4.5 Data collection

This section will discuss the sources of the data collected. According to Eisenhardt (1998), it is not good to select case studies randomly; rather a focused strategy should be used to select cases. The rationale behind the selection of the cases was because in-depth data will be provided. Personal experiences of the respondents will be provided in line with their respective positions in the organisation. According to Yin (2003), if a

single unit is chosen for different case studies, then it is seen as a holistic-multiple case design; thus, this research follows this design because it involves four case studies. This study had forty-seven (47) interviews from four cases considered as the unit of analysis, surpassing a minimum of fifteen interviews required for qualitative research (Bertaux, 1981; Guest et al., 2006). However, gathering more data does not necessarily provide more information rather, an occurrence in a data set is an importance aspect of an analysis. In qualitative research, a single occurrence in a data set could be useful in providing a better understanding of the development of the study as against the frequency of an occurrence (Manson, 2010). This study utilised a multiple case study approach to attain external validity. The use of triangulation (discussed earlier) in this study is based on information from each of the four cases to provide a comprehensive understanding regarding global leadership and its development. Triangulation was also used to promote rigor in data collection process. Furthermore, the use of multiple-case studies therefore enables the researcher to gain deeper insight into the four case studies. For example, if there were similar findings across the cases in multiple-case studies, then it would be said that literal replication has occurred and findings are stronger when more replications occur. These cases, despite in the same sector, were selected because they are likely to provide rich data given their disparity. If findings differ between the cases after the analysis is completed, it will represent theoretical replication (Blumber et al., 2008; Yin, 1994, 2003).

4.5.1 *Interviews*

According to Yin (2009), a fundamental aspect of a case study protocol is the interview protocol, utilised to give answer to the three research questions posed in the Introduction Chapter and to facilitate the analysis. To facilitate the interview process, the researcher established and communicated the objective of the study to all participants, set up instruments for the interview, seek the consent of participants to involve in the interview process, conduct the interview, and analyse the interview as shown in Figure 3.2

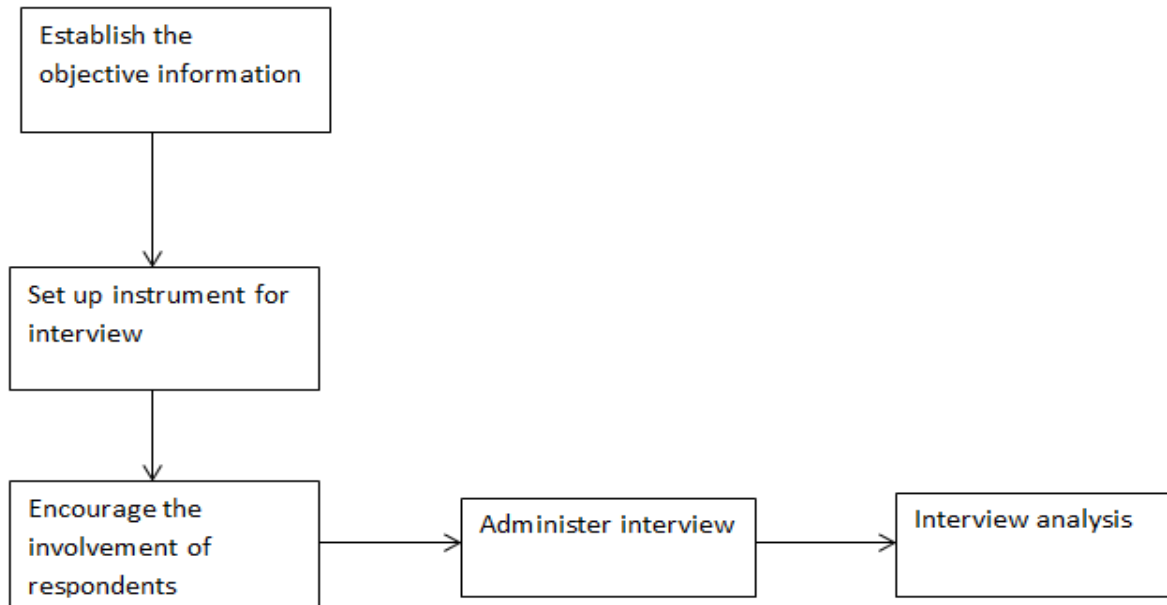


Figure 4.2: Interview procedure

Source: Author (2021)

4.5.2 *Establish the objective of information*

First, it is pivotal to understand what information was required for the study. This should be in line with the research questions and objectives. Research has shown two main approaches: (i) approach the study without an unanticipated presumption (Eisenhardt, 1989), (ii) adapting, or corroborating an operational theory (Yin, 1994). It is believed that if the study is conducted without unanticipated presumption, this would lead to more open-ended conversation within an aspect to drive interviews. In view of the approaches, several studies in line with the research area were reviewed before the interview session to ensure coherence in the conversations. During this study, studies within this area were reviewed for the researcher to familiarize with previous studies. Hence, this study was not approached with preconceived views.

4.5.3 *Set up the instrument for interview*

The instruments for the study were developed in the process of reviewing other studies that were successfully conducted within this area. This was a challenging task to achieve because most studies do not provide their interview schedule which could have been useful to give guideline for the interviewer in order to stay on course and serve as

a basis for result comparison across different cases. Interviews were designed to be semi-structured as this approach is appropriate for use in this study (Bowling, 2009). Robson (2002) and Saunders et al. (2012) explained that this type of interview gives the research the opportunity of inquiring for more explanation from the interviewees, especially when an interpretivist approach is being adopted and it is important to understand how the participants attributes meaning to certain phenomena. This goes in line with the aim of the research that seeks to exploring global leadership and its development processes. In addition, despite the fact, face-to-face interview is time-consuming and expensive; it is rewarded hugely by the reliability of data as against mail survey (Anderson et al., 2001). Moreover, interviews were adopted because the depth of the data is more important than its wideness. In exploring the concept global leadership under different themes, depth of data is needed from participants in order to gain a comprehensive understanding clearly. Similarly, interviews provide an opportunity to develop a relationship with the respondents, giving room for truthful responses. It also establishes a platform where respondents could be contacted in the future during the study for subsequent clarification. The researcher established close contact with respondents at the headquarters and subsidiaries through friends and relatives working in the case companies. In addition, all respondents were asked to suggest convenient time, place, and method for the interview process.

4.5.4 *Encourage the involvement of participants*

To facilitate access to respondents, a preliminary contact was established through social media and was followed through personal contacts including colleagues, family, and friends. A personal contact with the respondents was made through introductory emails and telephone calls to establish their willingness to participate in the study and understand their level of knowledge. A consent form was received from all the participants through the letter of consent presented to them highlighting the aims of the study, the duration of the interview, nature of the data collection. The letter also explained to the respondents why they were chosen for the research and made it clear that participation is voluntary and they can decline at any point in course of the process. All participants were also notified they could review the scripts after transcription prior to analysis, and that there is need to have their contact details for subsequent consultation if necessary. All participants were informed the data provided would be utilised to write up PhD thesis and findings will be published in academic journals. See appendix A. Some inter-

views were conducted at the participants' convenience within office hours at both subsidiaries and headquarters. Some participants who were not comfortable with interviews within the office complex suggested other suitable venues to conduct the interviews. Other interviews were conducted through Skype, telephones, zoom and WhatsApp respectively as suggested by the participant. The consent form was a major strategy to increase the confidence of the participants stating that information provided would not be used against them and that their wellbeing is paramount. The purpose was to ensure that participants were not under pressure to participate in the interview. The names of companies and participants were kept anonymous which was duly explained before the interview begins. All data gathered during the study was kept securely in an electronic format in a laptop with a protected password making it inaccessible to anyone else.

One major challenge was gaining acceptance of top management to participant in the interview process due to their busy schedule and the difficulties booking appointments. This resulted to rescheduling several meetings and interviews with all attempts to reach them through their secretaries and personal assistants proved abortive. Despite the challenges attached to managing these contingencies, the researcher was not discouraged from achieving accessing interviewees. Another challenge was the impression that the researcher as a PhD student on a scholarship represented having too much money for the research. Hence, "I need to buy drink" meanings meant the researcher had to give potential interviewees money to secure an interview. This was very difficult to manage because the researcher had to go through various gatekeepers to gain access to the interviewees requiring extensive effort, time, resources, and money. Furthermore, gaining access to participants in UK subsidiaries was challenging because of interviewees limited time. This resulted in some interviews via the telephone, Skype, and Zoom. This process was challenging compared with face-to-face interview. In addition, there would have been a strong basis for analysing these issues when minimum of two or more host countries were compared; but due to time, covid-19, and financial constraints in conducting this study, a single host country and headquarters was used to ensure an in-depth data collection and thorough analysis. Lastly, Covid-19 pandemic also affected further data clarification and verification because government's restrictions and isolations rules. Hence, respondents were reluctant and not willing to grant me audience.

4.5.5 *The interviewees*

Interviews were conducted then with top management and senior managers from both UK subsidiaries and headquarters respectively, who were obliged to participate in the interview process following the introduction letters, see Table 4.6 and appendix A.

Case studies	Position	Total years of (GL) experience	No of years in current position	Years of Experience in UK subsidiary	Educational Background	Nationality	Gender
Banko1	Managing Director/CEO	26	4+	2	BSc, MBA, ICAN	Nigerian	M
Banko1	Chief Operations Officer/Manager	19	5+	2	BSc, MBA, ICAN, NIM	Nigerian	M
Bankos1	General Counsel/Talent Management	21	6+	6+	LLB (UK), MBA (UK)	British	M
Banko1	Head, Human Resources	22	5+	2+	BSc, ICAN	Nigerian	M
Bankos1	Managing Director/CEO	24	2	2+	BSc, MBA, ACCA, CIBN	Nigerian	M
Bankos1	Head, Marketing and Linkages	18	6+	6+	ACCA MBA,	Nigerian/British	M
Banko1	Head, Marketing and Linkages	23	3+	2	HND, MBA, ICNB, ICAN	Nigerian	F
Bankos1	Chief Operations Officer/Manager	20	7+	7+		British	M
Bankos1	Acting Chief Financial Officer	24	5+	5+	BSc (UK),PhD (UK) ICAN	Nigerian	M
Bankos1	Executive Director, Head of Business and Development	28	8+	8+	BSc (UK), MBA (UK) ACCA (UK)	Nigerian	M
Bankos1	Chief Risk Officer	25	2+	2+	BSc (UK) MBA (UK)	Nigerian/British	F
Banko2	Managing Director/CEO	21	2+	2	BSc, MBA IMS(Switzerland)	Nigerian	M
Bankos2	Managing Director/CEO	22	2+	2+	MBA (US), BSc (US)	Nigerian	M
Bankos2	Head, Human Resources	20	2+	2+	BSc (UK), CIPD (UK)	Nigeria/British	F
Banko2	Group Head, Human Resources	27	5+	5+	MA, LCM(UK), CIPD	Nigerian	M
Bankos2	Head of Legal & Company Secretary	19	2+	2+	LLM, LLB	British	F
Bankos2	Chief Operating Officer	21	7+	7+	MBA, PG (UK)	British	M

Banko2	Chief Operating Officer		4+	2	BSc, MBA, ICAN, CIBN CITN, AMP (Pennsylvania)	Nigeria	M
Bankos2	Head, Marketing	20	6+	6+	BSc, MBA, ACCA	Nigerian/British	M
Banko2	Head, Marketing	23	4+	2+	BSc, MBA, ACCA (UK) ICAN, ICNA	Nigerian	F
Banko3	Group Managing Director	26	17+	3	ICAN, HND, ACA(US), ICAN, FCA(UK), PGD(UK)	Nigerian	M
Bankos3	Chief Executive Officer	27	3+	3+	BSc, MBA	Nigerian	F
Bankos3	Executive Director, Business Management	26	2+	2+	BSc, MBA, FCA, IIA(UK),CITN, CIBN	Nigerian	M
Bankos3	Chief Operating Officer	19	13+	13+	BSc(UK), ACCA(UK)	British	M
Bankos3	Head, Marketing	18	4+	4+	BSc, MBA	British	M
Banko3	General Manager	20	3+	2	BSc, MPA(USA), MBA (USA), IMC, ICMA, HCIB, NIM	Nigerian	M
Banko3	Head, Human Resources	19	6+	2	BSc, MBA	Nigerian	M
Bankos3	Head of Compliance and MLRO	17	8+	8+	BSc, MBA	British	M
Banko3	Company Secretary/Legal Adviser	15	8+	2+	LLB, LLM, N.B.A, HCIB, FITC, CIBN	Nigerian	M
Banko3	Chief Risk Officer	16	6+	2	BSc, MBA, ICAN	Nigerian	M
Banko4	Managing Director/CEO	20	1+	2+	BSc (USA) MBA (USA)	Nigerian	M
Bankos4	Head of Operations	17	2+	2+	BSc, MBA MSc ICAN, ICBN	British	M
Bankos4	Head of Human Resources/Admin	22	6+	6+	MBA (UK), ACCA (UK)	Nigerian/British	M
Bankos4	Head of Marketing	16	4+	4+	MBA, ACCA	British	F
Bankos4	Head, trade and transaction money	21	3+	3+	ICAN, ICBN MBA, BSc	Nigerian	M
Bankos4	Head of Financial Control	19	3+	3+	HND, BSc, ICAN, ICBN	Nigerian	M
Bankos4	Head of Treasury	17	6+	6+	MBA (UK), ACCA (UK)	British	M

Banko4	Managing Director/CEO	21	4+	2	BSc (USA) MBA (USA)	Nigerian	M
Banko4	Head of Operations	18	3+	2	BSc, MBA, ICAN, ACCA(UK), ICBN	British	M
Banko4	Head of Human Resources	26	5+	2	ICBN, ICAN, MBA, BSc	Nigerian	M
Banko4	Head of Marketing	25	3+	2	MBA, ACCA	Nigerian	F

Table 4.6 Respondents' profile

Source: Author (2021)

Table 4.7 gives a breakdown of the number of cases investigated.

EMNCs	Nationality	First inter-view	Second inter-view	Total no of interviews
Banko1 Bankos1	Nigerian	2 2	4 4	12
Banko2 Bankos2	Nigerian	2 2	5 4	13
Banko3 Bankos3	Nigerian	2 2	5 3	12
Banko Bankos4	Nigerian	1 1	4 4	10
				47

Table 4.7: Cases investigated

Source: Author, (2021)

The interviews were conducted in Nigerian (headquarters) and UK subsidiary respectively. The pilot study helped the researcher to define the research questions and structure the interview questions to achieve the objective of the study (Creswell, 2009). After the pilot study, the researcher was able to redesign the research questions to achieve the objective of the study. The pilot study also helped the researcher to establish initial contacts with case companies and prospective participants before the full interview process.

Part (A) of the interview schedule, we begin by asking some general questions that would give personal information regarding the respondents' nationality, position, gender, years of experience, academic background, duration in the current position/ company, duration in relevant profession (both in UK and elsewhere). The other part gives an overview of the MNCs including the vision, mission, location, size, and their business strategy.

Part B started with information regarding global leadership and the challenges that global leaders from Nigeria MNCs face when working in western economies. Questions about what global leadership is, sharing of global leadership experiences, and challenges global leaders when working in western economies.

Part C of the interview schedule gathers information regarding essential global leadership competencies for successful global leadership. For example, what competencies do you think are essential for successful global leadership and why? Are the competencies

the same with the competencies your organisation develops in their global leaders? Part D analyses global leadership development process by asking question like; how are global leaders identified, selected, and developed? Are there criteria and factors influencing the development process? How and why?

In line with Figure 3.2, it is notable that the different sections were related to the research question. These questions join; give an insight to the research Question when considered separately may not relate to the research problem. All the questions were asked to gather the necessary data from all the sources to satisfy the objectives of the research outlined in chapter one. Looking from a methodological perspective, the questions align with the literature review, objectives, and the methods adopted to pick out the data to satisfy the objective of the research.

While administering the interview, it was necessary for the interviewer to be familiar with the interview schedule to be constantly looking at it. A conducive environment to ensure that respondents are comfortable during the interview was created. Although, most respondents were not happy with tape recording; this must be utilised for the purpose of the study so that responses are transcribed and collated thereafter. The interview started by exchanging pleasantries and giving a short synopsis regarding the rationale of the study. Respondents were also reassured of confidentiality of the information by promising a copy of the interview would be provided after transcription. English was used to conduct all interviews to ensure language uniformity and to avoid drawbacks because of translation. In the end, an interview analysis was conducted. To ensure that observations and thoughts are not forgotten, hand-written notes were taken during the interview. Similarly, some answers were recorded in spreadsheets, as this would facilitate a comparative analysis. All interviews were recorded and transcribed verbatim. Interviews transcripts were kept in a database including notes taken for ethical and confidential reason. All the interviews were safely kept with notes to help ensure data were well structured. The pilot interviews as well as the transcripts and references were made available to participants several times while analysing the data.

4.6 Data analysis

All the data collected from the case studies were used to investigate and evaluate the research question under the four main themes (Miles and Hubberman, 1994; Yin, 2009). The validity of a qualitative study is enhanced through effective data analysis (Yin, 2009). The study collected data separately from four different companies. Interviews conducted provided a comprehensive text, which was organised and prepared for the analysis. It involves transcription of interviews, sorting and arrangement of data based on the company (Yin, 2009). The researcher also gained an overall impression of the respondents' ideas by reading through the text. According to Yin (2003), it is important for data to be analysed in a systematic manner in order to produce a better outcome.

In the same vein, it is important that a systematic approach is adopted while analysing data, to produce credible outcomes (Attride-Sterling, 2001). Therefore, the study conducted a methodical procedure for qualitative transcript-based data analysis, which involved the iterative stage process. During fieldwork, it involved immersion and co-creation (Cunliffe, 2008). Off the field analysis consisted of transcription, reduction, and linking (Braun and Clarke, 2006). This process is related to the stage process postulated by Bonoma (1985). The process gives a detailed definition and holistic boundaries of major constructs as it identifies and explores the relationships between these constructs. This method encompasses both comparative (Martin and Turner, 1986) and inductive reasoning processes (Lincoln and Guba, 1986).

This study also implemented Miles and Huberman's (1994) framework for qualitative data analysis which include three processes that are interlinked such as;

i. Data reduction

A process that involves the reduction of the data collected to a manageable size and organized. For example, during this stage, the researcher writes summaries and eliminates inconsequential information.

ii. Data display

A process involving the first and second level of coding. In this stage, data were presented in different forms, which gives the researcher the opportunity to extrapolate some systematic patterns and interrelationships base on the data.

iii. Conclusion drawing and verification

The last stage of the analysis, the researcher develops conclusions and previous conclusions are verified by referring to further data (Grinnell and Unrau, 2011; Miles and Huberman, 1994).

According to Punch (2006), the data reduction and data display are dependent on the process of the coding and memo writing; and these major processes are important for the smooth implementation of the analysis. The researcher started by coding data that might have relevance for gaining insight into the global leadership and writes notes about thoughts related to the analysis of data.

The data analysis process starts with coding. According to Rossman and Rallis (2012), coding involves the arrangement of raw data by bracketing chunks (or text) and words representing a segment in the margins. See Figure 3.3 and Figure 3.4 for an excerpt of data structure and codes. Figure 3.3 and Figure 3.4 shows how the first order concept, second order themes, and the aggregate dimension of data codes and structure was applied in the data analysis process.

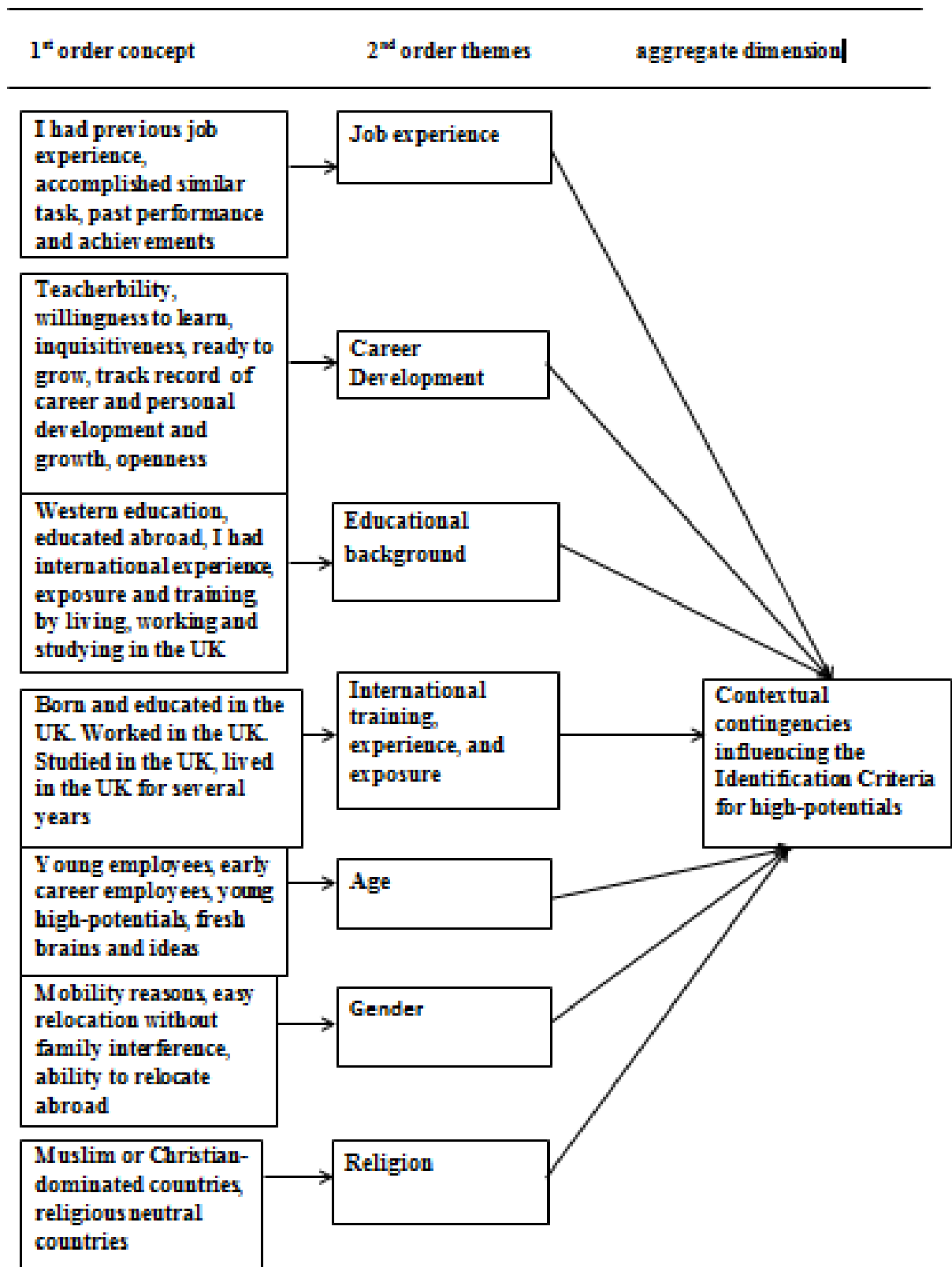


Figure 4.3: Excerpt of Data structure and codes

Source: Author, (2022)

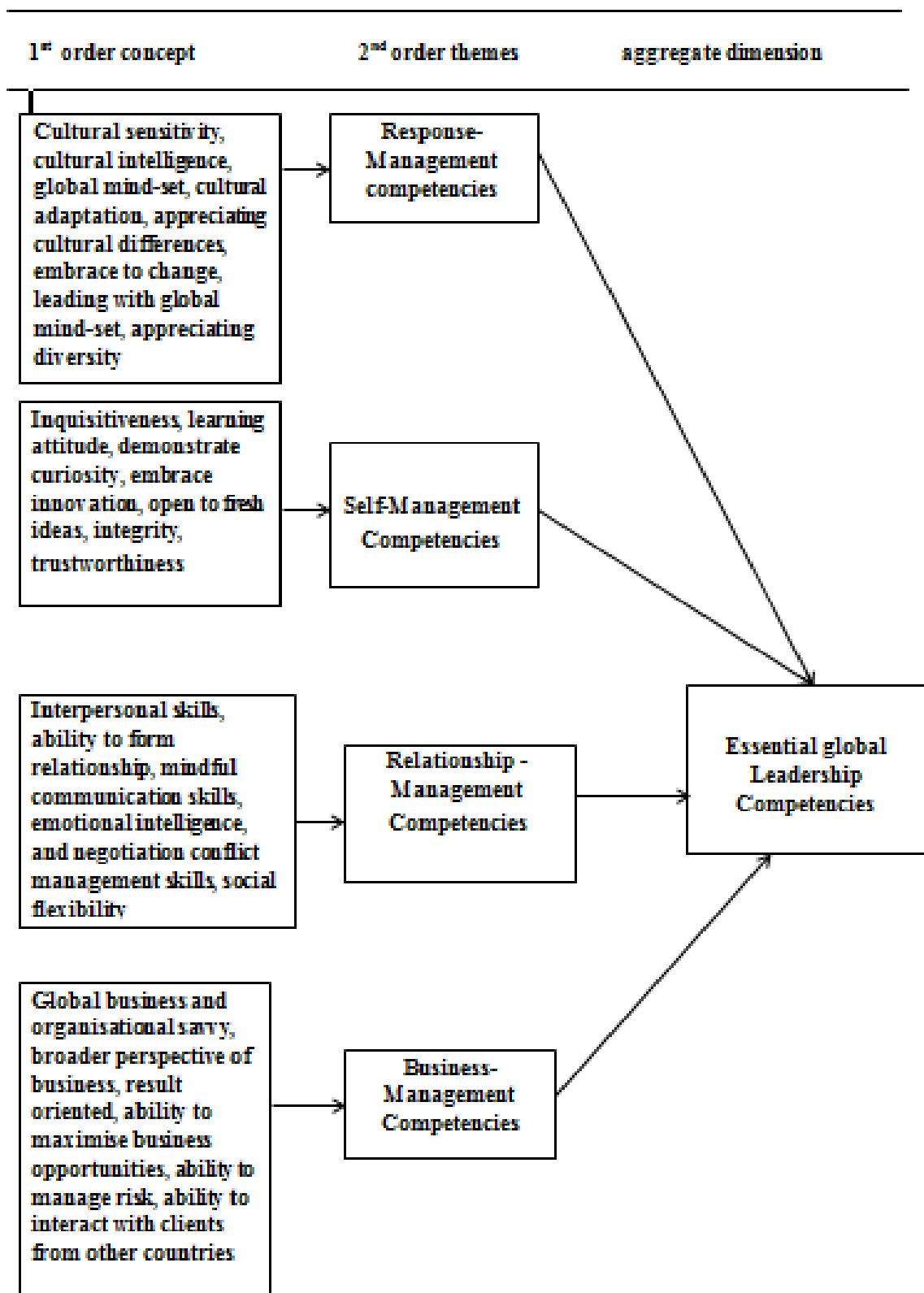


Figure 4.4: Excerpt of Data structure and codes

Source: Author, (2022)

The researcher implemented the three stages of coding such as coding, pattern codes and memoing. A coding list was developed in line with the research questions (Attride-Sterling, 2001). This is classified as “inductive coding” (Ryan and Bernard, 2010). In course of re-examining the data, codes were revised, and in the process; some codes emerged as new codes, some codes did not align to any category, whereas some codes were highlighted once the category had codes, which gives room for drawing a code-book of the data (Miles and Huberman, 1994)

In course of this study, the first stage of coding was implemented following a review and organisation of data into manageable size by highlighting relevant ideas. The process also involved recognising meaningful sets of one word, incomplete or complete sentences, and a paragraph. However, the identified meaningful sets could be changed after the first review. Also, during coding, revision of data led to the development of an organised list of codes which had more meaning and was more significant (Saunders et al., 2007).

In the same vein, meaningful units were tentatively grouped into specific segments according to the unique codes created for their categories, which were based on their similarities with or differences from the others; that is, if the first two meaning units have related qualities. Consequently, differences in the highlighted qualities of the first two meaning units resulted in the creation of a different category if it differed; a third category and code were created. The researcher repeated this process to access the remaining meaning units (Burnard, 1994; Maykut and Morehouse, 1994).

Furthermore, the research questions were the basis for the creation of the categories, and they reflected the crucial parts of the participants’ narratives, which resulted to the enlargement of the categories as soon as a different meaningful unit compared to the existing ones was identified. All unclassified meaning units and ambiguous ones that were not placed in any category were set apart but were examined during the reassessment of all the categories with the intention of placing them in a new category based on the similarities of their qualities (Grinnell and Unrau, 2011). Additionally, all codes were allocated to the categories and were written on the margin beside the meaning units. Hence, the codes were longer, and the data analysis was more complicated (Miles and Huberman, 1994). The study also developed initial codes using meaning which was very use-

ful for organising and recording author's thoughts and ideas I got during the process which were considered necessary for the conceptual stage of the analysis (Birks et al., 2008; Punch, 2006).

The researcher also looked through data to verify that analysis is a reflection of the information provided by the respondents to avoid unanticipated error, which may happen at the end of the analysis by revisiting the raw data several times.

In the same vein, the researcher re-examined his thoughts by clarifying and ratifying the basis for placing each meaning unit into specific categories. This re-examination was done in all categories (Grinnell and Unrau, 2011). To ensure that the approach was correct, the researcher employed one senior colleague to code three of new interviews while another colleague coded two interviews (Miles and Huberman, 1994). However, the interviews of the new participants did not lead to novel categories and the meaning units align with the researcher's present classification structure. As suggested by Glaser and Strauss, (1967) and Strauss and Corbin, (1998), at this stage, the first-level coding termed "category saturation" was concluded.

The researcher also implemented "conceptual ordered display," which has to do with using a conceptually clustered matrix for building display and drawing conclusions by reading across the rows and down the columns. The researcher went further to create a display layout that showed all the important responses of the key participants and documents extract on a sheet, create room for comparing participants responses, which was very useful in subsequent analysis, simple for cross-case analysis, and specified the initial standardisation. This resulted to having a sheet that contains all the respondents and responses to the same codes from both documents and interviews (Miles and Huberman, 1994).

The next step involving inputting of data into the coded categories linked to the research questions and interviews through the cutting-and-pasting method data into the coded categories (Grinnell and Unrau, 2011).

The next step involving drawing of conclusions by reading across both the rows and down the columns to compare and contrast between participants (Miles and Huberman, 1994).

After completing the analysis separately, a cross-case analysis for the multiple cases was implemented through the implementation of a mixed strategy, which involved a combination, or integration of case and variable-oriented approaches (Miles and Huberman, 1994). To achieve this, the study used the “staking comparable cases” approach by generating the results in each case in order compare them across the three cases utilised. Additionally, the researcher arranged the case level display in a meta-matrix, which makes room for further systematic comparison. The researcher was able to write up each of the four cases that utilised a standard set of themes (Miles and Huberman, 1994).

The last step in the data analysis was reporting of the case studies. According to Yin (2009), there are four approaches for writing the report such as:

- i. the classic single case study which involves the use of a single narrative to describe and analysis the case,
- ii. the multiple-case studies version of the classic single case which involves multiple narratives covering each case,
- iii. the multiple-case studies without separated chapters or sections allocated to the individual, and
- iv. as well as a multiple or single-case study with a classic narrative. Therefore, the researcher implemented the multiple-case with a classic single case, containing multiple narratives covering each of the cases individually and detailing the cross-case analysis with the results.

Conclusively, all the data collected were used to investigate and evaluate the research questions (Miles and Huberman, 1994; Yin, 2009). Interviews conducted provided a comprehensive text, which was organised and prepared for the analysis. It involved

transcription of interviews, sorting and arrangement of data based on each company (Yin, 2009). The researcher also gained an overall impression of the respondents' ideas by reading through the text. According to Yin (2003), it is important for data to be analysed in a systematic manner to produce a better outcome. This study used two forms of analysis within-case and cross-case analysis (Saunders et al., 2009; Yin, 2009). Within-case analysis helps the researcher to make analyse by comparing and searching for patterns within a case (one subsidiary). Cross-case analysis is utilised to make a data comparison collected across the four different EMNCs to establish differences or similarities amongst them, such as following the same method in developing their global leaders. In the same vein, it is important that a systematic approach is adopted while analysing data to produce credible outcomes (Attride-Sterling, 2001). Therefore, this study conducted a methodical procedure for qualitative transcript-based data analysis involving the Iterative Stage Process (Bonoma, 1985). An iterative process involves a systematic repetition of a sequence of tasks executed the same manner multiple times, providing a deeper understanding of the research data, and bringing a standard of reliability to the research (Creswell, 2009). The last step in the data analysis was reporting of the case studies. According to Yin (2009), there are four approaches for writing the report. These include:

- (i) The classic single case study which involves the use of a single narrative to describe and analysis the case.
- (ii) The multiple-case studies version of the classic single case, which involves multiple narratives covering each case.
- (iii) The multiple-case studies without separated chapters or sections allocated to the individual.
- (iv) A multiple or single-case study with a classic narrative.

The researcher implemented the multiple-case with a classic single case, containing multiple narratives covering each of the cases individually and detailing the cross-case analysis with the results (Yin, 2009).

4.7 Ethical considerations

The major concern in conducting this research was to ensure it is done in an ethical manner. It is pivotal for researchers to put into consideration the laid-down guiding principles of the university's professional ethical body. Therefore, an ethical consideration for the respondents, especially confidentiality, consent, and non-disclosure must be considered (Illing, 2010; Wood and Ross-Keer, 2010). Ethical approval was obtained from the Newcastle University's Ethics Committee. Assurances were given to participants regarding data protection and non-disclosure of persons or company, minimising the challenges of gaining access. In the process of negotiating the access, it was fundamental to make available necessary all paperwork for ethical approval as this was given to all participants once access was achieved.

3.8 Conclusion

This study adopted a qualitative research method. A case-study design was adopted. Semi-structured interviews were conducted. The methodology helps the researcher to achieve the objective of the study.

The next chapter will analyse the findings of the first case study.

Chapter 5. Banko1

5.1 Introduction

This chapter reports the first case study. At the initial stage, information is provided on the historical background of the company, its mission, vision, and core values, and structure of the company, key services, and operations. Thereafter, information regarding the UK subsidiary is given. Subsequently, attention turns to the findings obtained from the case study in line with the research questions and objectives. Finally, a concluding section summarises all the key findings emerging from the case study.

5.2 The company: a brief profile

Banko1 was established in May 1990 and commenced operations in July of the same year as commercial bank (Company Website, 2020). The Bank became a public limited company on June 17, 2004, and was listed on the Nigerian stock exchange (NSE) on October 21, 2004, following a highly successful initial public offering IPO (Company Website, 2020). Banko1 currently has a shareholder base of about one million. It is Nigeria's biggest bank by tier-1 capital. In 2013, Banko1 was listed \$850 million US dollars' worth of its shares at \$6.80 US dollar each on the London Stock Exchange (LSE). The MNC has grown over the years to become one of the leading financial institutions in Africa (Company Website, 2020). It has been ranked as the sixth biggest Bank in the continent.

Banko's headquarters in Nigeria has over 500 branches in Nigeria, 71,616 staff strength in Nigeria, and 21,000 staff globally. Its vision is to become the leading Nigerian, technology-driven, global financial institution that provides distinctive range of financial services (Company Website, 2020). Its mission is to build the bank into reputable international financial institution recognised for innovation, superior performance and creation of premium value for all stakeholders (Company Website, 2020). Banko1 upholds integrity, professionalism, corporate governance, loyalty and excellence services as its core values. Banko1's strategic objective includes: (i) continuous improvement of capacity to meet the customers increasing and dynamic financial needs, (ii) sustain high quality growth through investments that impact the quality of services to its customers

with constant upgrade of ICT infrastructure, (iii) unwavering investment in training and re-training of all employees at least once yearly, and (iv) reinforcing its customers' services delivery charter in line with continuously customers' needs (Company Website, 2020). Banko1 places high premium on the pivotal role of exceptional service delivery in its drive to consistently exceed expectations. Banko1 has in place, a well-articulated strategy to not only meet and surpass customer's expectation but ensure that plans are fine-tuned to address the changing taste and sophistication of the customer. The underlying philosophy of the bank is to remain a customer-centric institution with a clear understanding of its markets and environment (Company Website, 2020). Banko1's core businesses include corporate and investment banking, commercial and consumer banking, personal and private banking, trade service and foreign exchange, treasury and cash management services, and other non-bank financial services (Company Website, 2020). In March 2007, the Financial Services Authority (FSA) of the United Kingdom to establish an operational subsidiary in the (UK) as the United Kingdom subsidiary licensed Banko1. Banko1 also has subsidiaries in Ghana, China, Guinea, Senegal, Sierra Leone, South Africa, United Arab Emirates, Paris, France, Gambia, and London, United Kingdom (Company Website, 2020). The leadership composition of Banko1 is shown in Table 4.1 and 4.2 respectively.

Position	Repondents' code	Nationality	Educational background	Career Experience	No. of years in current position	Gender
Chairman		Nigerian	BSc, MBA	Banko1, Bankos1, West/Pan- African	4+	F
Chief Executive Officer	1, Banko1	Nigerian	BSc, MBA	Banko1, Bankos1 Citibank, KPMG, Afribank	4+	M
Deputy Managing Director		Nigerian	ICAN, BSc	Merchant Banker, Banko1, Bankos1,	8+	M
Executive Director Public Sector		Nigerian	HCIB, BSc	Merchant Banker, Banko1, Bankos1	2+	M
Executive Director/Corporate Banking		Nigerian	BSc, MBA, MSc, CIBN	Standard chartered Bank, Banko1, Bankos1	4+	M
Independent Non-Executive Director		Nigerian	ACCA (UK) BRIPAN, ICAN, ACTI	Banko1, Bankos1	3+	M
Independent Non-Executive Director		Nigerian	BSc, ICAN	Citibank, SAN, Banko1, Bankos1	4+	F
Independent Non-Executive Director		Nigerian	BSc, MSc, PhD, NIM, CIPM	ESUT business school, TETFund, Banko1, Bankos1,	4+	F
Non-Executive Director		Nigerian	ICAN, MBA, BSc	Diamond bank, Deloitte, Banko1, Bankos1	4+	M

Table 5.1: Banko1 Headquarter's Board of Directors

Source: Author, (2021)

Executive Officer						
Position	Repondents Code	Nationality	Educational back-ground	Career Experience	No. of years in current position	Gender
Managing Director/CEO	1, Banko	Nigerian	BSc, MBA, ICAN	Banko1, Bankos1,, West/Pan- African	4+	M
Deputy Managing Director		Nigerian	ICAN, BSc	Banko1, Bankos1	8+	M
Executive Director Corporate Banking		Nigerian	BSc, MBA, PhD, CIBN, ELAN, NVMA	Banko1, Bankos1,	8+	M
Executive Director Public Sector		Nigerian	HCIB, BSc, MBA	Banko1, Bankos1	2+	M
Group Executive International Banking Group		Nigerian	BSc, ICAN, MBA	Banko1, Bankos1,	4+	F
Group Executive, Treasure and financial Institutions		Nigerian	BSc, MSc	Citigroup, CBN, First Bank, Banko1, Bankos1	4+	F
Group Executive Technology and Services		Nigerian	ICAN, MBA	Banko1, Bankos1,	4+	M
Group Executive, Commercial Banking		Nigerian	ICAN, BSc	FBN Ghana, Banko1, Bankos1	4+	M
Group Executive Retail Banking Lagos and West		Nigerian	BSc, MBA, FCA, FCTI, MNIM	CBN, Merchant Bank, KPMG, Zenith Bank, Access Bank, Diamond, Banko1, Bankos1	4+	M
Group Executive Chief financial Officer		Nigerian	MBA, BSc, FCA, FCTN	FCMB, Booz Allen Hamilton(New York), L.EK, Consulting (Boston) Banko1, Bankos1,	4+	M
Group Executive Chief Risk Officer		Nigerian	BSc, MSc, ACA, ANIM, CIBN	Banko1, Bankos1,	4+	M
Group Executive Retail Banking Group		Nigerian	BSc, MBA, FCA, AC-TI, FICA, AMIMC	GTB, UBA, IBTC, Banko1, Bankos1,	8+	M

Head, Marketing and Linkages	7, Banko1	Nigerian	HND, MBA, ICNB, ICAN	Diamond, Public Sector Banko1, Bankos1	4+	F
Head, Human Resource Management	4, Banko1	Nigerian	BSc, ICAN, MBA	Banko1, Bankos1	5+	M
Chief operation officer	2, Banko1	Nigerian	BSc,MBA, ICAN, NIM	Banko1, Bankos1	3+	M

Table 5.2: Banko1 Headquarter’s Executive Officers

Source: Author, (2021)

5.3 The UK subsidiary

Bankos1 has been operating in the United Kingdom since 1982. Bankos1 was initially established to service the UK banking requirement of Nigerian companies. In November 2002, Bankos1 was incorporated in the UK as a registered and a wholly owned subsidiary with office located at 28 Finsbury Circus, London, EZ2M 7DT. Bankos1 is authorised by the Prudential Regulation Authority (PRA) and regulated both the Financial Conduct Authority (FCA) and PRA to provide a range of domestic and international banking and financial services. At the subsidiary level, there is a small HR team consisting of 51 employees. The UK subsidiary offers an extensive range of Trade Finance, Lending and Treasury products and services to Nigerian Corporations and European Corporations. The UK subsidiary also participates in Trade and Project financing for Nigerian and other West African borrowers. Following the successful implementation of its initial wholesale-based strategy, the UK subsidiary has expanded its activities to include a range of loan and saving products and services tailored to the needs of high-net-worth individuals (Company Website, 2020). Bankos1 promotes flexible approach towards the management of its overseas operations. Despite, the headquarters recruit for top and senior management positions, the subsidiaries have the responsibility to recruit for lower-level staff. All training and development are designed from the headquarters in collaborations with top management at the subsidiaries. Table 4.3 and 4.4 highlights the composition of board of directors and executive officers of Banko1 at the UK subsidiary.

Board of Directors						
Position	Repondents Codes	Nationality	Educational back-ground	Career Experience	No. of years in current position	Gender
Chairman		Nigerian	BSc (USA)	Member of the Order of the federal republic MFR, Banko1, Bankos1	5+	M
Non-Executive Director		Nigerian	BSc (UK) MBA (UK)	African Finance, Citibank, KPMG, Afribank Banko1, Bankos1,	4+	M
Non- Executive Director		Nigerian	BSc (UK),MBA, MSc, CIBN, ELAN, NVMA	Chartered Bank Banko1, Bankos1	3+	M
Non- Executive Director		Nigerian	Fellow, Institute of Directors BSc MBA, MSC	Nigeria House of Representative Merchant bank, NNPC, LNG, Banko1, Bankos1	9+	M
Independent Non- Executive Director		British	BSc (UK), MBA (UK)	KPMG Banko1, Bankos1	8+	M
Independent Non- Executive Director		British	ACIB (UK)	HSBC Banko1, Bankos1	3+	F
Chief Executive Officer and Executive	5, Bankos1	Nigerian	BSc, MBA	Banko1, Bankos1	1+	M
Executive Director, Head of Business and Devel- opment	10, Bankos1	Nigerian	BSc (UK), ACCA (UK) CIBN	KPMG, Standard Bank Banko1, Bankos1B,	8+	M

Table 5.3: Banko1 UK subsidiary Board of Directors

Source: Author, (2021)

Executive Officers						
Position	Respondents codes	Nationality	Educational background	Career Experience	No. of years in current position	Gender
Chief Executive Officer and Executive	5, Bankos1	Nigerian	BSc, MBA, ACCA, CIBN	Banko1, Bankos1	1+	M
Executive Director, Head of Business and Development	10, Bankos1	Nigerian	BSc (UK), ACCA (UK) CIBN	KPMG, Standard Bank Banko1, Bankos1	2	M
Chief Risk Officer	11, Bankos	Nigerian/Bristish	BSc (UK) MBA (UK)	Citigroup, Lloyds Banko1, Bankos1,	2+	F
Chief Operation Officer	8, Bankos1	British	BSc (UK), MBA (UK) ACCA (UK)	Barclays Banko1, Bankos1,	7+	M
General Counsel/Talent Management	3, Bankos1	British	LLB (UK), MBA (UK)	HSBC, Lloyds, SEB Bank Banko1, Bankos1	6+	F
Head of Compliance and MLRO		British	BSc (UK),ACCA (UK) MBA (UK)	PRA, FCA Banko1, Bankos1	8+	M
Acting Chief financial Officer	9, Bankos1	Nigerian	BSc (UK),PhD (UK) ICAN	Standard Chartered, ICAAP, Group Finance UK Banko1, Bankos1,	5	M
Head, Marketing and Linkages	6, Bankos1	British	ACCA MBA,	Barclays, Banko1, Bankos1	4+	M

Table 5.4: Banko1 UK subsidiary Executive Officers

Source: Author, (2021)

5.4. Global leadership

This section examines how Banko1 perceived global leadership. Banko1 views global leadership as the process of leading in a global environment. It is also leadership beyond national boundaries. Banko1 portrays global leadership as leadership that is different from domestic leadership because of its wider international scope. Banko1 believes that, while domestic leadership is narrowed to one country; global leadership encompasses leadership across different countries that are characterised by different cultures and business environments. Banko1's global leaders are those who operate on a global stage with an open mind set in a complex and diverse environment. This requires them to understand the international business environment, lead with a global mindset, ensure they embrace and appreciate cultural and institutional differences for them to lead successfully. For example, the Chief operations officer headquarters highlighted:

When leading in an international environment, one is involved in intercultural leadership, leadership across borders. This kind leadership is different from national or domestic leadership. Personally, when we talk of global leadership we are referring to leadership across national borders. My experience leading across national cultures was insightful. I learnt about different national cultures, individual differences, managing a diversified workforce, coping with different government laws (2, Bankos1)

In addition, acting financial officer subsidiary corroborated that:

Appreciating and embracing diversity was fundamental in my global leadership experience. For example, when I was leading locally, I was only dealing and managing people from one country with similar cultural background as mine. This was quite different when I was leading internationally. I had to lead, manage, and relate people from different, cultural background, educational background, orientations and so on. This was a huge challenge gaining collaborations with a diversified workforce and environment.' (9, Bankos1)

5.5 Cultural and contextual challenges faced by global leaders

This section examines the cultural and contextual global leadership challenges of Banko1. First, according to all the respondents, attracting investors and clients is one key challenge facing their global leaders in the UK. This has hitherto been a very big concern for the subsidiary since inception. Global leaders acknowledged the difficulties of getting investors and customers to invest in their bank. Potential customers showed discrimination against African banks preferring to invest in trusted and credible finan-

cial institutions due to the fear of liquidations, lack of trust, and confidence in African banks as highlighted by the marketing manager subsidiary:

Gaining acceptance has always been a major problem because some clients do not have confidence in our bank. The few who invest with us usually do it with little capital. I personally had instances where my offers were turned down in one of my expatriate roles in the UK because of lack of trust for African banks. The client replied; I do not have trust for Nigeria banks because they have disappointed many people in the past when they liquidated and folded operations. (6, Bankos1)

The above account suggests that, lack of trust for Nigerian banks is one of the reasons their operating in the UK finds it difficult to attract potential clients and investors. This negative impression on Nigerian banks makes potential clients afraid of investing with them banks. Other reason potential clients are afraid investing with them is the fear liquidation. Over the years, some Nigerian banks operating in the UK liquidated. This fear of liquidation made potential clients and investors to invest in western banks where their monies and investments perceived to be more secure and safe. As a way of solving this issue, Banko1 have being working hard to gain public reputation by promoting and ensuring all its UK business operations are characterised by trust, integrity, and accountability. Although, the Managing Director subsidiary acknowledged that, it will take the organisation some years to compete with western banks in the UK, they are working steadily to bridge the gap through continuous training and retraining of its workforce and promoting an organisational culture that promotes trust, integrity, transparency, and accountability. Hence, Nigerian global leaders were faced with the challenge of 'building trust' in their host country for successful global leadership and business operations.

Second, another challenge Nigerian global leaders faced in the UK is developing effective time management skills. The Managing Director at the UK subsidiary explained that staffs have a positive attitude toward work, meeting schedules, timely in all official time. This poses some leadership and management challenges to global leaders in the UK to get rid of lateness to; meetings, appointments, office, official events and imbibe the UK time management culture with emphasis on managerial effectiveness. Therefore, global leaders in the UK were required to place emphasis on effective and efficient time management when dealing with investors, clients, and stakeholders. This reflected in a statement made by the Managing Director subsidiary:

As part of strengthening my time management skill for successful leadership in the UK subsidiary, I engage in several time-management face-to-face and online conferences, seminars, and workshops with the aim of developing my time management skills in order to relate with clients, investor, stakeholders, and staff members. Hence, although, there were times I fell short of my time management in some of my official meetings and appointments by not arriving or closing meetings at the scheduled time, I was able to adjust myself in line with UK time management culture. (2, Bankos1)

This was a big cultural issue for Nigerian global leaders trying to exhibit western time management culture. For instance, at the headquarters, subordinates were expected to be sited before their boss arrives for any meeting because of high power distance between superiors and subordinates. For example, the Managing Director explained that:

...at the headquarters subordinates need to be sited before the arrival of the superiors in any official meeting. (2, Bankos1)

Additionally, subordinates cannot question their boss if he or she arrived or closed late for a meeting. It will be seen as highly disrespectful. On the contrary, such practices were not applicable in the UK subsidiary because, the UK falls under low power distance. In addition, it was unethical for global leaders in the UK to exert unlawful influence on subordinates rather; they need to promote fairness, equality, accountability, and leadership by example. In view of the above, Nigerian global leaders in UK subsidiary had to lead by example to avoid been cautioned by staff members for incompetence and gross misconduct.

5.6 Essential competencies for successful global leadership.

This section examines Banko1's essential global leadership competencies for successful global leadership. First, the Managing Director subsidiary explained that, Banko1 equips global leaders with the following competencies. These include: (i) cultural sensitivity, (ii) cultural intelligence, (iii) global mind-set, (iv) cultural adaption, and (v) appreciating cultural differences. Banko1's ensures that global leaders are equipped with these competencies to enable them engage effectively in cross-cultural communication, remain cultural sensitive, possess cultural intelligence, lead with a global mind-set, open to change, adapt to cultural differences, appreciate cultural diversity, helped global leaders to function effectively across cultures, think and act appropriately, communicate and work with people from different cultural background. Banko1's global leaders

through these competencies adapted to new work environment and prevent culture shock, adapted to differences relating to time management, labour laws, and work ethics. For example, the Head of Human resources headquarters stated:

We cannot replicate our leadership approach at the headquarters in our UK subsidiaries because, the UK has a well regulated work environment that is characterised by honesty, fairness, trust, integrity, transparency, accountability openness as well as structured labour and employment laws. This means that, we have to demonstrate; cross-cultural communication, cultural sensitivity, cultural intelligence, global mind-set, engage in cross-cultural communication, remain culturally sensitive, possess cultural intelligence, lead with a global mind-set that is open to change, adapt to cultural differences and appreciate cultural diversity in order to be effective as global leaders. (4, Banko1)

Second, the Chief Operations Officer headquarters acknowledged that Banko1's global leaders are equipped with the following competencies including; (i) inquisitiveness, (ii) learning, attitude, (iii) curiosity, (iii) receptivity to diverse ideas, (iv) ability to foster innovation, (v) ability to influence stakeholders, (vi) ethical decision making, (vii) ability to network globally, (viii) open-mindedness, (ix) ability to keep to commitment, (x) integrity, (xi) honesty, and (xii) accountability. For instance, the Managing Director subsidiary noted:

We ensured that all our global leaders are trained and developed to acquire; learning attitude, integrity, and cultural flexibility skills to lead successfully. (5, Bankos1)

These competencies helped Banko1's global leaders to approach individual's situation and conversations with curiosity and sense of inquiry. Banko1 also ensured that global leaders possessed these competencies to foster innovation, new ideas, information, and knowledge. For example, the Head General Counsel, and Talent Management subsidiary:

I built my leadership approach on honesty, trust and integrity, openness, transparency, and accountability because these are the pillars that characterised the UK work and business environment. I was inquisitive, I demonstrated learning attitude, foster innovation, was flexible to network globally, was honest, and accountable. The British people are straightforward people with transparent leadership style that promotes fairness, equality and justice at all levels. (3, Bankos1)

Conclusively, these competencies helped Banko1's global leaders to be innovative, generate new ideas, and collaborate with host country nationals for smooth business operations.

Third, the general counsel talent management explained that, Banko1 ensured global leaders are acquired the following competencies. These include: (i) interpersonal skills, (ii) perspective taking, (iii) ability to form relationship, (iv) mindful communications skills, (v) negotiation conflict management skills, (vi) emotional intelligence, and (vii) social flexibility. For instance, sharing his experience, The Executive Director, Head of Business and Development acknowledged:

...my global leadership training and development programmes helped to learn how to develop my interpersonal skills, communication skills and build my emotional intelligence for successful global leadership. (10, Bankos1)

These competencies helped Banko1's global leaders to connect with others from different cultures and nationalities, communicate appropriately, build trust, and gain necessary credibility. According to the Managing Director subsidiary, he would have led successfully without possessing the ability to form new relationships, good communication skills and socially flexible. He went to share his experience by highlighting that:

My interpersonal relationship skills helped me to develop and foster strong working relationships with team members and clients resulting to organisational productivity. In addition, my ability to demonstrate interpersonal skills, perspective taking, and ability to form relationship, mindful communications skills, negotiation conflict management skills, emotional intelligence, and social flexibility helped me to gain collaboration with my clients and staff. It also made my job easy. (5, Bankos1)

Conclusively, these competencies helped Banko1's global leaders to communicate effectively with clients and staff members in UK subsidiary.

Fourth, the Executive Director, and Head Business and Development subsidiary explained that Banko1 equipped their global leaders with the following competencies including; (i) global business and organizational savvy, (ii) broader perspective of business, (iii) result-oriented, (iv) ability to maximise business opportunities and minimise potential threat, (v) develop a strategic business plan on a worldwide basis, (vi) manage risk on a worldwide basis, (vii) and interact with internal client from other countries. For instance, the Acting Chief Operating Officer stated:

Our global leaders must out of necessity have knowledge of international business environment, understand the dynamics of the international business environment and use such information to establish strategic alliance for successful integration, business operations and global competitiveness. (9, Bankos1)

These competencies helped Banko1's global leaders to operate from an international-strategic perspective, maximise business opportunities to enhance their competitive advantage, integrate and gain collaboration in the host country for successful business operations and activities. These competencies were considered strategic to the success of all global leaders in western countries. For example, the Managing Director headquarters stated:

...personally, having broader perspective of business, result-oriented, ability to maximise business opportunities and minimise potential threat, develop a strategic business plan on a worldwide basis, manage risk on a worldwide basis and interact with internal client from other countries has helped me over the years to lead successfully as a global leader. (1, Banko1)

Conclusively, Banko1 ensured that global leaders are equipped with the above-mentioned competencies to maximise business opportunities and minimise potential threats for successful and business operations. To achieve this, Banko1 used different intervention methods to equip their global leaders with these competencies. Although, the relevance of these competencies varies from respondents. For example, some of the respondents who have lived studied or worked in western countries care less about these competencies because of their international experience and exposure. However, those without international experience and exposure were trained to acquire these competencies for successful global leadership.

5.7 Global leadership development process

This section examines global leadership development process of Banko1.

5.7.1 Stage one: The identification stage of high-potentials and criteria

Regarding the identification stage of high-potentials, Banko1 highlighted certain criteria for identifying high-potential for global leadership positions. First, work experience and seniority: The head of human resources at the headquarters explains that, Banko1 considers high-potential work experience to match them with the new global leadership role or position. This exercise helps Banko1 to see high-potentials already possesses some experience, skills, competencies, or if the workload, nature of work, tasks, managerial and leadership positions held is like the new global leadership role. For instance, the Chief operating Officer stated that:

I was given global leadership role because I had similar global managerial and leadership experience from my previous employer... It gave me an edge over my colleagues during the selection process. (11, Banko1)

Banko1 believes that, if high-potentials' previous job experience does not match the new global leadership role; the organisation might choose to train and develop the potential global leader for the new role, or decide to choose a more suitable candidate. The information from this review gave top management a deep insight on the possible competencies that the high-potential already possessed and those lacking. For example, the Head of Human Resources subsidiary, reiterating why Banko1 considered past and present job role of high-potentials stated:

We consider past and current job description of high-potentials because it gives us ideas of possible experience, skill, competencies that the potential global leader might already possess in relation to the new global leadership role. This helps us to select potential who have demonstrated similar job characteristics, experience, and competencies to undergo further development process. It helps us to minimise training and development cost for the organisation and put a square peg in a square hole. (4, Banko1)

Top management in line with top HR consultants and specialist twice a year carries out this process. The process conducted without the knowledge of high-potentials. Conclusively, Banko1 gave priority to high-potentials who possessed similar leadership and managerial competencies to the new global leadership role.

Second, career development: the Managing Director headquarters explained that Banko1 considers the career development plan of high-potential when identifying them for global leadership positions. Career development plan refers to the process an individual make plans for long-term learning. The aim is to identify high-potentials who are following their career progression plan. This is done by assessing their development trajectory. For instance, the Head of Human Resources headquarters stated:

Every staff after joining Banko1 is usually assigned a mentor who will be responsible to guide them through their career development pathway. (1, Banko1)

Top management and Human Resource consultants always conduct this process twice a year to identify those who are progressing in career advancement plan. Banko1 believes that, those who strive for career advancement are always willing to accept more global leadership responsibilities for will career advancement, hence, making them more suitable

ble for global leadership positions. For example, the Head, General Counsel and Talent Management subsidiary highlighted:

My organisation set a clear career plan to employees to drive their career growth, which is broken into short, medium, and long-term plan with corresponding action-plan. In addition, our organisation does not identify people who are not following their career development plan because it shows lack of focus and passion for the job. (3, Bankos1)

This suggests Banko1 does not identify global leaders who do not have clear career progression trajectory; rather, Banko1 looks for high-potential who are ready to learn and advance their career for optimum performance. To encourage career progression, Banko1 promotes career development opportunities to all staff annually. However, the findings reveal not all staff members maximise this development opportunities. Some staff members are happy with their current job positions and as such, show little or no interest for global leadership position. Therefore, those who do not have progressive career advancement are not usually identified for global leadership positions. Banko1 does not force global leadership position on staff members who are not willing to occupy such positions for personal reasons. For example, Managing Director subsidiary highlighted:

We do not obliged high-potentials to take up global leadership role forcefully. It is not mandatory to accept global leadership role if the individual is not interested. (5, Bankos1)

Conclusively, Banko1 gave priority to high-potential that have clear career progression record.

Third, educational background: The Acting Financial Officer subsidiary, sharing his experience, explained that, Banko1 considered the educational background of high-potentials, especially, those who got their degrees in the UK and other western countries. Those who were educated in the UK or other western countries are likely to be considered for global leadership positions because of their international training, experience, and exposure. The findings suggest that Banko1 give priority to potential global leaders who were educated in western countries when identifying high-potentials for global leadership roles. For example, the Managing Director headquarters highlighted:

Our organisation prefers to identify high-potentials who work or studied abroad. We believe they will deploy their international training and experience into their new global leadership role compared to those who were

educated locally. We often give priority to global leaders have studied or worked abroad for minimum 2 to 3 years. (1, Banko1)

Banko1 believed that those who were educated locally with no international exposure, education, experience and training, need more time to develop and acquire global leadership competencies compared to those who were educated in western countries. Banko1 acknowledged that over the years, global leaders who studied, lived, and worked in western countries tend to excel in their global leadership role with satisfactory performance compared to other who does have such experience. The explanation from the Managing Director corroborated the explanation of the Head General Counsel and Talent Management subsidiary stating that:

We have over the years assessed and compared both performances with result showing a significant difference in favour of those who have lived or studied abroad. This has made us over the years to give priority to potential global leaders who have studied or lived in western countries. (3, Bankos1)

The finding revealed that global leaders, who studied, lived, worked in western countries tend to integrate easily into the international business environment and workplace because of their intercultural, international exposure, education experience, and training. This process is usually conducted by top management and top HR consultants twice annually without the knowledge of high-potentials. Conclusively, Banko1 gave priority to high-potentials who studied in western countries for global leadership positions during the identification and selection stage.

Fourth, international training, experience, and exposure: The Chief Risk Officer subsidiary explained that Banko1 gave priority to high-potentials who have demonstrated some level of international exposure. Banko1 believed that high-potential who have international exposure through studying or working in western countries for a minimum of two years need less time to integrate into the host country. In addition, such global leaders must have acquired and developed some competencies including; intercultural skills, interpersonal skills, perspective taking, ability to form relationship, mindful communications skills, negotiation conflict management skills, emotional intelligence, and social flexibility because of their international experience, exposure and trainings. Some of the respondents acknowledged that how they were considered for global lead-

ership roles because of their international experience, training, and exposure. For example, the Managing Director subsidiary noted:

It is very important for a global leader to have some background information of the national culture, economic environment, government laws and regulations, work and business ethics, political environment, technological environment, labour and employment laws of the host country. This will facilitate their integration and enhance their performance. For instance, because I was privileged to live, study and work in the UK before joining my organisation, it was easy for me to integrate into the UK culture and business environment. I was already familiar with the cultural and institutional terrene. In addition, because of the complexities associated with international business and the strategic role that global leader plays, our organisation has over the years seen the need to identify high-potentials or existing global leaders who have prior western international experiences, exposure or training especially those who studied, lived or have international work experience. (2, Bankos1)

In addition, the Head of General Counsel and Talent Management subsidiary highlighted that:

We believe that high-potentials who have international experience, training, and exposure will integrate faster into the host country compare to those with no international experience. Therefore, our organisation when identifying and selecting often give priority to high-potentials who have lived, studied, and worked in western countries for a minimum two to three years before joining our organisation. It also help the organisation to reduce training time and cost. (3, Bankos1)

Conclusively, Banko1 gave priority to high-potential who have previous international experience, training, and exposure when identifying high-potentials for global leadership positions for easy integration and less training and development time and cost.

Fifth, regarding age, the Head of Marketing explained that Banko1 do give priority to high-potentials who are in their 30s to 40s years old. Banko1 used this strategy to promote succession planning, fresh ideas, creativity, and innovation. Banko1 believed that high-potentials in their 50 years upward would soon catch up with retirement age. Another reason is, younger people are more curious for fresh and new ideas, innovation, and knowledge compared to older people. For example, the Managing Director subsidiary noted:

As an organisation, we do not necessarily discriminate potential global leaders based on age differences, rather; we believe that when we identify, select, and develop young high-potentials they will deploy their skills and competencies on long-term basis towards the success of the organisa-

tion. This helps us to prepare high-potentials for both present and future global leadership positions. (5, Bankos1)

In addition, the Head of Human Resources headquarters corroborated by stating that:

...we believe that young people are always curious for fresh ideas and new ways of doing thing. (4, Banko1)

Conclusively, Banko1 does not identify high-potentials above 50 years old for global leadership positions. This approach helped Banko1 to promote innovation, fresh ideas, and succession planning for sustainable business operations and activities.

Sixth, regarding *gender*, the Head Human Resources headquarters explained that, Banko1 considered gender as another criterion when identifying high-potentials. For instance, the Head of Marketing explained that:

...because women over the years have not been able to balance their family and work lives, they face difficulties relocating abroad with family; they are often denied of global leadership positions. Other issues like maternity leave are also part of the reasons why women are seldom assigned global leadership role because, they could either be pregnant, nursing children or carrying out some household domestic responsibilities when needed'. (7, Bankos1)

This is manifested in the leadership and management composition of Banko1 where there are more men compared to women. The finding revealed that Banko1 practiced is sexism and patriarchal in their identification and selection of high-potentials by giving priority to men. However, this is illegal in the UK and inapplicable. Therefore, Banko1 UK subsidiary cannot promote more men against women because of the UK equality of Act of 2010.

For example, the Managing Director subsidiary highlighted:

...because over the years female global leaders, especially the married, were not flexible to balance their work and family lives with negative implication on their job performance compared to male global leaders, we tend to give more priority to males when identifying and selecting global leaders to fill in present and future global leadership positions for mobility and flexibility reasons. (5, Bankos1)

Conclusively, Banko1 seldom appoints women for global leadership positions because of challenges associated with balancing their work, family life, and mobility challenges.

Seventh, regarding religious background, the Chief Operations Officer explained that Banko1 usually considers high-potentials religious background when identifying high-potential. The finding revealed that Banko1 preferred sending Muslim global leaders to Muslim dominated countries, and Christian leaders in Christian dominated countries. For instance, some respondents explained that in Saudi Arabia were 90% of the clients, business stakeholders, investors and workforce are Muslims, a Christian global leader will find it very difficult to integrate into the business and work environment. However, Banko1 explained since Christians, Muslims or any other religion, do not dominate the UK; they are neutral on the religious background high-potentials. The above reflected in a statement made by the Managing Director at the subsidiary:

We also consider the religious background of potential global when identifying and selecting global leaders, especially if they would be deployed to religious dominated countries. (5, Banko1)

However, religious background becomes a criterion when high-potentials are to be deployed to religious-dominated countries. The whole idea is to help their global leaders integrate into the host countries easily for successful business operations. For In addition, the Acting Chief financial Officer subsidiary explained that:

...despite been a Muslim, I was deployed to work in the UK. My religious background did not affect my performance because the UK is religious neutral. (9, Banko1)

Conclusively, Banko1 does not place emphasis on religion background of high-potentials if they were to be deployed to religious neutral countries like the UK.

Eight, commitment, and Loyalty: The Executive Director and Head of Business and Development subsidiary while sharing his experience explained that Banko1 gave priority to high-potentials who have been committed and loyal to the overall goal of the organisation for global leadership positions. Hence, high-potentials who have demonstrated high level of commitment and loyalty to the overall success of the organisation are considered for global leadership positions against others whose commitment and loyalty is questionable. For example, the Managing Director headquarters stated:

We always give priority to high-potentials who have shown commitment and loyalty to the organisation. We cannot assign global leadership position to employees who have not shown maximum commitment to their job description and overall goal of the organisation over the years. (1, Banko1)

Conclusively, Banko1 gave priority to high potential that showed good commitment and loyalty over the years. This approach helped Banko1 to foster employees' commitment and loyalty for successful business operations.

Ninth, mobility: The Managing Director headquarters explained that Banko1 also gave priority to high-potentials who are willing to relocate abroad if given global leadership roles. Therefore, high-potentials who demonstrate readiness to relocate abroad without mobility challenges are usually identified and selected against others who have mobility challenges. The Head of General Counsel and Talent Management stated:

Only those are willing to relocate abroad are usually promoted to global leadership position. We do not force global leadership positions on employees who are not will to relocate abroad due mobility and personal challenges. (3, Banko1)

In addition, the Chief Operations Officer acknowledged that because he is allergic to coal, he was not interested to work in the UK subsidiary. He stated that:

... because I struggled to cope with the weather condition in the UK especially during winter, I do not always accept global leadership positions in countries with coal weather condition. (2, Banko1)

This criterion helped Banko1 to know whether high-potentials are willing to accept minimum of two years rotational assignments outside their geographical division, preferably a permanent international career outside their home country. It also helped Banko1 to avoid similar antecedents where after high-potentials undergoing necessary training and development programmes, they declined from relocating abroad for personal or family reasons. Conclusively, Banko1 gave priority to high-potentials who are willing to relocate abroad without mobility challenges.

5.7.2 *Stage two: Selection process of high-Potentials and methods*

This section examines the selection process of Banko1. First, Banko1 used psychometric test to assess and evaluate the psychological and mental state of their high-potentials. This helped Banko1 to ensure that each candidate completes a written test that will be used to measure their differences in areas such as: aptitude, ability, attainment, and intelligence. This type of test has helped Banko1 to measure the candidates' cognitive ability and indicate if high-potentials have the skills, or ability to learn new skills. Banko1 utilises the services of occupational psychologist alongside with Human Re-

sources consultants and specialist to conduct this test during the selection process. Banko1 believed that high-potentials who scored 68 percent upward in the aptitude, ability, attainment, and intelligence should be considered for the new job role. For example, the Head of General Counsel and Talent Management:

We use psychometric test, personality test and different forms of interviews to select our global leaders. This has helped us to select high performing global leaders. I hope you know we are in a service industry where competition is high, and we are judged by how we serve and relate with our clients, investors and stakeholders. (3, Banko1)

Second, Banko1 uses personality test to get detailed information regarding candidates' individual differences and characteristics patterns of thinking, feeling and behaviour. To achieve this, Banko1 uses the Myers-Briggs type Indicator (MBTI) to know the psychological preference on how potential global leaders perceived the world and how they will make decision within these four categories: (Introversion/Extraversion, Sensing/Intuition, Thinking/Feeling, and Judging /perception). This exercise is used by Banko1 to gather information on specific personality characteristics, which underpinned global leadership position.

Third, Banko1 uses competency-based interviews to select high-potentials for global leadership positions. Interviews are structured around job-specifics. Interview questions are tailored towards how global leaders can lead successfully in a global environment, and how they can solve global leadership challenges. Top management alongside with HR consultants, specialist, and directors conducts the interview process. For instance, the Head of Human Resources headquarters explained that:

The interview process help the organisation to identify some key competencies such intercultural competencies, global business savvy, organizational savvy, global mind-set, and communication, time management skills, innovative skills, adaptability skills and interpersonal in high-potentials.(4, Banko1)

In addition, the Managing Director subsidiary explained that knowing the competencies that potential global leader already possesses and the ones they need to acquire help the organisation to tailor training and development programs to high-potentials' training and development needs. He added that Banko1 does not just go ahead to train high-potentials without knowing their training and development needs. This has helped

Banko1 to be strategic in the design and implementation of the intervention programs.

For example, the Head of General Counsel and Talent Management stated:

I was asked to share some strategies I would use to integrate into the UK business environment if selected and deployed to lead in the UK. For instance, coming from a collective society where business activities are characterised by bribery and corruption, I learnt to do things right, legally, straightforward in the UK without cutting corners through bribery and corruption as commonly practiced in African countries. My value for time helped me to build and attract trust from my team members, clients, and stakeholders resulting to successful integration and collaboration. (3, Bankos1)

Conclusively, Banko1 used psychometric test, personality profiling, and interviews to select high-potentials. High-potential that score 68% upward were selected for global leadership positions.

5.7.3 Stage three: Training and development methods for high-potentials

This section examines various training and development methods used by Banko1. Banko1 utilises various development methods such as in-house training, expatriate assignment, shadowing (i.e., on-the-job training), and mentoring, to train and develop global leaders after identifying and selecting them. First, Banko1, as part of its intervention programmes, organises in-house- training programmes quarterly to build and equip their global leaders with skills and competencies required to become successful leaders at all levels. Banko1 has a Training Academy called ‘First Academy.’ It is located at the headquarters where all in-house-trainings are conducted. The Training Academy, established in 2011, is used to strengthen the leadership programs of organisation. The training academy is affiliated with the Global Association of Corporate Universities and Academics and the World Institute of Action Learning. The Academy promotes e-learning, physical classroom, and virtual libraries, to avail training and development opportunities to employees at all levels. For instance, the Head of Human Resources headquarters stated:

This has helped to equip high-potentials with latest information, skills, and competencies for successful service delivery. (4, Banko1)

Banko1 used in-house- training to provide intercultural and pre-departure training for expatriates and global leaders. It helped to give high-potentials some information regarding different national cultures, business, and government laws to avoid or minimise

culture shock. Additionally, Banko1 utilises the services of top HR consultants and specialist from western countries to facilitate leadership development programmes such as intercultural trainings and coaching for high-potentials. For example, the Managing Director headquarters stated:

All our pre-departure trainings programmes for high-potentials are conducted in our Training Academy. This is done in collaboration with our e-learning and virtual libraries platforms. Through in-house training programmes, our high-potentials are given specific information regarding the host country's culture, business environment, labour laws and employment laws for successful integration and global leadership. (1, Banko1)

Second, Banko1 promotes e-learning platforms to help the organisation address and minimise time and cost associated with face-to-face training methods. Additionally, Banko1 used e learning to promote flexibility, autonomy, and control for global leaders. For example, the Managing Director headquarters stated that:

E-learning has helped our employees to decide the time and place of training. It also helped to sequence and pace their learning programmes by promoting a learning process that is delivered electronically. (1, Banko1)

The type of training method is purely online delivery of instructional content with associated support services to trainee. The findings revealed that Banko1 utilises e learning as an effective way to provide both a personalised learning experience while simultaneously offering opportunities for collaborative learning and support through discussion forums and instant messaging technologies. For instance, the Head of Humans headquarters acknowledged that e-learning has helped them to be more proactive with well-honed reflective practice skills. Corroborating the above, the Chief Risk Officer subsidiary highlighted that:

Through the utilisation of e-learning platform, our organisation was able to save training and development cost, reduced learning time, retained employees, enhanced global collaboration; promote flexible learning style, as well as ensuring consistency and standardization in the design and implementation of our intervention programs. (11, Bankos1)

Third, Banko1 used mentoring as a long-term development strategy to prepare and develop staff at all levels for senior managerial and leadership positions. As part of its overall development policy and strategy, Banko1 always assign all newly employed staffs to a mentor who guides them during their first two to five years of employment.

In this case, the mentor may, or may not be the employee's direct manager or supervisor, rather the mentor helps to guide the mentee in formulating a five-year's career development plan with regular meetings with mentees to discuss their progress on goal achievement, future assignment and so forth. For example, the Acting Chief financial Officer stated that:

My mentor helped me to develop a career development pathway in my early years of career. The relationship with my mentor helped me to develop progressively through the completion of different task assigned to me by my mentor. (9, Bankos1)

Additionally, all newly employed staff spends their first three months in orientation programme with an assigned mentor before they are deployed to their primary assignment. There are supervisors who provide regular on-the-job training and coaching to mentees with mentees required to attend short-term courses at the training Academy. Mentees also engaged in online training to ensure they are to date with the essential knowledge, skills, and competencies. Banko1 has been able to build its talent pool through mentoring process. It has also enhanced succession and workforce planning via continuous training and retraining of the mentees. Mentoring has also helped the organisation over to produce competent global leaders. The example, the Head of Business, and Development subsidiary stated that:

Our mentorship programme taught me several things such as: management and leadership skills, and interpersonal relationship, and so on. My mentor taught me the things I needed to do in my early career to fast track my career progression. He also shared his experiences, including failures, mistakes and success stories to enable me learn from them and become better. My mentor was very enthusiastic and committed in ensuring I achieve all my career milestones progressively. (10, Bankos1)

Fourth, Banko1 used shadowing (on-the-job training) as a long-term method to train and develop global leaders. In this process, high-potentials were placed on the job and are expected to do the job if the current leader vacates the positions or goes on vacation. To achieve this, Banko1 assigns shadow leaders to current leaders who were given the responsibility to teaching and coaching the shadow leader the job description. The shadow leader was given the responsibility from the beginning to act on behalf of the current leader, but cannot take decisions without the permission of the current leader. The shadow leader's initiative was usually seen as an effective strategy for leadership development. Banko1 used shadowing as an intervention method to promote talent manage-

ment, workforce, and succession planning. For example, the Head of General Counsel and Talent Management stated:

Our organisation uses shadowing by placing someone to shadow the current leader such that when the current leader leaves the position, the shadow leader will occupy the position. The practical aspect of this method is that the shadow leader already knows more about the job position and roles. This method is applicable in various leadership and managerial positions with the aim of training and developing leaders who will be capable of occupying vacant leadership and managerial positions when the need arises. (3, Banko1)

Fifth, Banko1 also used expatriate assignment as a means of training and developing the skills and competencies of high-potentials. Banko1 believed that through expatriate assignment, global leaders were exposed to different national cultures and institutions have deeper perspective of international business environment, practices, policies, and national business systems. Five respondents attested to the fact that with expatriate assignment, they have been able to acquire and develop self-management competencies, relationship management competencies, business management competencies, and response management competencies. These competencies, according to them, helped them to be mentally and emotional stable, adapt to change, and embrace diversity in their host country. For example, the Operating Officer/Manager headquarters:

My expatriate assignment made me to know that, every country is characterised with varying cultural values, work ethics, business systems, government laws and regulations, labour and employment laws. These differences influence all business operations and activities. My expatriate experience gave me a deeper perspective of different business environment, work ethics, thus, helping me to develop intercultural skills, build foreign alliances and relationships, learn some foreign languages, and learn from other global leaders. I can say that it made my job easier as a global leader because I was able to gain collaboration and integration with host country's nationals resulting to successful business operations. (2, Banko1)

Banko1 has a short-term expatriate assignment program for 1 to 12 months, and a long-term expatriate for 24 to 36 months. Banko1 used short expatriate assignment when specific skills need to be transferred to, or acquired from subsidiary to solve a problem. Long-term expatriate assignments were used to fill present or future global leadership position. However, the findings revealed that before sending staff on expatriate assignment, Banko1 usually consider whether or not, the staff possessed technical competencies, personal traits or relational abilities, has the ability to cope with environmental var-

ables, and the family situation of the potential global leader. This has helped Banko1 to design intervention programme to match the training and development needs of high-potentials.

Additionally, the Head Human Resources headquarters highlighted that:

The content and focus of the expatriate assignment programme is usually contingent upon several contingencies including: (i) the individual's cultural background, (ii) cultural-specific features of the host-country environment, (iii) the individual's degree of contact with the host environment, (iv) the assignment length, (v) the individual's family situation, and (vi) the individual's language skills. (4, Banko1)

Corroborating the above, the Managing Director subsidiary also explained how his several expatriate assignments helped him to acquire intercultural skills, openness to diversity, time management skills, interpersonal and communication skills, and global mindset competencies by noting that:

I was opportune to go on several short-term and long-term expatriate assignments in the UK, USA, and African countries respectively in my early global leadership career. The experiences deepened my understanding on different culture, international business environment, institutions, and work ethics across the globe. For instance, I came from a collective society where lobbying and bribery are seen as common practices and the rule of the game in business and work environment. This was quite different from western countries like the UK where such practices are characterised as illegal and prohibited in business and work environment. I learnt to do things right by imbibing the UK work and business culture that is characterised by trust, transparency, integrity, honesty and meritocracy. The decision to do things right redefined my leadership approach. This no doubt helped me to integrate and collaborate with clients and staff members for successful business operations. (5, Bankos1)

Conclusively, Banko1 used in-house training, mentoring, on-the-job training, e learning, and expatriate assignment to develop their global leaders. The findings revealed that these intervention methods have helped global leaders to build collaboration and integration, develop intercultural competencies, acquire global business skills, and gain international exposure for successful global leadership.

5.8 Cultural and contextual contingencies influencing global leadership development processes

This section addresses factors influencing global leadership development process under the umbrella of internal and external context. This is in line with the third research objective of the study.

5.8.1 Internal context and contingencies

First, Banko1 has 10 subsidiaries including; UK, USA, France, AUE, Sierra Leone, Guinea, Ghana, Paris, Gambia Senegal. It has global staff strength of 21000, 51 staff members at the UK subsidiary, and 7,616 employees at the headquarters. Banko1 invests in continuous training and development of its workforce at all levels. Banko1 believes that as organisation expands internationally, the demand for global leaders to manage these subsidiaries becomes inevitable and strategic to the success of the business. The findings revealed that Banko1 proactively identify and select potential global leaders who can be further developed to fill in both present and future global leadership positions across the globe through quarterly needs assessment exercises. The finding suggests that Banko1 does not just embark on training and development without carrying out a holistic present and future training and development needs assessment. The assessment helped the organisation to achieve its training and development objectives. For instance, the Head of Human Resources headquarters explained that:

...if intervention program are not targeted towards strategically addressing present and future training and development needs, it will result to waste of time, effort, money and resources... (4, Banko1)

Therefore, Banko1 usually conducts training and development needs assessment quarterly through the help of top HR consultants, directors, and experts to align global leadership intervention programs with present and future training and development needs. Banko1 also adopted this approach to enhance succession planning. For example, the Chief Operating Officer headquarters expressed that:

Our strategic workforce and succession planning has helped us to be very proactive in filling both present and future global leadership positions. Although, as an organisation, we do not just react and respond to unplanned situations, requiring urgent attention to fill vacant positions, the implementation of our training and development programmes has been tailored towards training and development needs. In addition, it will in-

terest you to know that the implementation of our training and development programmes is always targeted towards meeting the strategic aim and objective of the organisation. As an organisation, we do not just go ahead to implement training and development programmes as a means of rewarding or motivating employees. (2, Banko1)

Second, Banko1 has an annual budget for training and development. Banko1 believes in human capital development as a source of enhancing organisational performance and gaining competitive advantage. Although, Banko1 tend to stick to its annual budget for training and development, they are also flexible in the implementing the budget. The findings revealed that Banko1's annual budget could either increase or decrease depending on their annual profit margin, national and global economic trends as well as training and development needs. For instance, the Chief Risk Officer subsidiary acknowledged that:

...during national or global economic recession, the annual budget usually reflects the economic realities of the season in other avoid liquidation, deficit, and bankruptcy. (11, Bankos1)

However, budget increases during favourable economic trends. This suggests that Banko1 does not have a stable or fixed annual budget for training and development; instead, they operate a flexible budget that reflects internal and external economic and business contingencies. For example, the Acting Chief Financial Officer subsidiary stated:

We have had several reductions in our budget for training and development over the years due to national and global economic recession. Our budget is flexible; it can be increased or reduced to reflect economic realities. During economic recessions, our primary focus is to sustain business operations and remain in the market. Every other activity is secondary. (10, Bankos1)

Conclusively, the findings revealed that Banko1 implemented a flexible budget that reflects national and global economic and business realities.

Third, the Managing Director subsidiary explained that Banko1 adopts a standard approach towards training and development. Banko1 takes into consideration host country's cultural and institutional environment when designing and implementing global leadership development programs. Banko4 acknowledged the facts that, despite there are some generic global leadership competencies, there are also country-specific global leadership competencies, and that these competencies are different across countries.

Banko1 usually equip global leaders with country-specific and generic competencies for successful global leadership. For instance, the Managing Director subsidiary noted:

Over the years, we have trained and developed our global leaders to be mindful, cope, deal, manage, and maximise cultural and institutional differences for successful business operations. All global leaders are usually equipped with generic and country-specific competencies. These competencies have helped me in particular to adapt to host country's business and cultural environment for successful integration and collaborations. (5, Bankos1)

5.8.2 External context and contingencies

First, the Chief Operating Officer explained that Banko1 usually equip global leaders with global business competencies to cope with host country's dynamic government laws and regulations. One strategy used by Banko1 is conducting a quarterly environmental scanning through a SWOT analysis. This is conducted to identify areas of strength, weakness, potential opportunities, and threats in the business environment. For example, the Chief Operation Officer subsidiary noted:

Our SWOT analysis exercise is aimed at incorporating the information into the design and implementation of global leadership development programmes. (8, Bankos1)

Banko1 used the result of the SWOT analysis to know core competencies needed for successful global leadership across different host countries. The process is usually facilitated and conducted by top HR consultants and business analyst every quarter. This has helped Banko1 to optimise performance and global competitiveness. For example, the Managing Director headquarters stated:

...because different countries faces political turbulence and instability resulting to insecurity, restiveness, and recession with adverse effect on business operations, our bank implements intervention programmes that will equip our global leaders with global business competencies to manage these uncertainties. (1, Banko1)

Conclusively, the findings revealed that Banko1 trains and develops global leaders to possess Business-management competencies to enable them to adapt and localise their business operations to meets the local demands of clients and stakeholders of the host country.

Second, the Chief Risk Officer subsidiary explained that in period of favourable economic conditions, Banko1 usually invests more in human capital development. Howev-

er, in periods of economic recession, the implementation of intervention programs usually declines. During economic recession, the priority of the organisation is usually centred on sustaining business operations as against training and development programmes. This implies that Banko1's training and development programmes were influenced by global or national economic trends. Thus, Banko1 trains, develops and equip global leaders with business management competencies to enable them manages these uncertainties. For example, the Chief Risk Officer subsidiary highlighted:

...because the economic environment is dynamic, having an up-to-date understanding of the economic environment helped me to react and manage these uncertainties. In addition, our organisation does not invest in countries where our return on investment will be very low due poor economic conditions. We minimise our intervention programmes during global or national economic recessions with focus on sustaining business operations. (11, Banko1)

Conclusively, the findings revealed that global and national economic indicators influence the implementation of global leadership development of Banko1.

Third, the Managing Director headquarters explained that Banko1 has an organisational culture that promotes training and development. Every staff is entitled to minimum, one training programme annually. For example, the Head of Human Resources acknowledged that because the Nigerian Industrial Training Fund (Amendment Act, 2011) regulates the training and development of employees of both private and public sector, Banko1 ensured that staffs members at all level are given opportunity to attend training and development programmes at least ones annually to enhance their skills, competencies, and performance. Under this Act, all private and public organisations, whether domestic or foreign subsidiaries were required by law to provide, promote, and encourage the acquisition of skills in industry and commerce with a view to generating a pool of indigenous trained workforce sufficient to meet the needs of the private and public sectors of the economy. In addition, every employer having more or less than five but with a turnover of N50 million Naira and above per annum is required by law to set aside special budget for the training and development of their employees annually. The training design is always in line with the training needs of the individual. Furthermore, host country's culture also influences the design and implementation of global leadership intervention programmes of Banko1. This is due to the need for global leaders to understand socio-cultural environments and acquire cultural skills and competencies for

effective global leadership. For example, the Head of General Counsel and Talent Management noted that:

...if global leaders are not trained and developed to embrace cultural diversities, they will find it difficult to integrate into their various host countries'. (3, Bankos1)

Banko1 ensured that high-potentials were sent on expatriate assignments to learn different national cultures. The experience will help global leaders to embrace, appreciate, and maximise cultural diversities. For example, the Managing Director headquarters sharing his experience stated that:

I had culture shock especially in the UK, where the culture is very different from Nigeria. For instance, in the UK, superiors cannot be greeted by their first names; there is open communication, promotion of equality and prohibition of any form of discrimination. This is uncommon in my country due to cultural beliefs. For example, in Nigeria, subordinate are not allowed to greet superiors by their first or last name. It is disrespectful and gross misconduct with severe disciplinary measures. However, my intercultural experience through some of expatriate assignments helped me to adapt and integrate into UK culture without struggle. (1, Banko1)

Conclusively, the findings revealed that Banko1 puts into consideration host country's cultural environment when designing global leadership development programmes. Therefore, global leaders are equipped with cross-cultural skills to foster their integration into host countries.

Fourth, the Head of Marketing subsidiary explained that because the organisation provides financial services at national and subsidiary level, they believe in continuous training and development of global leaders. This has resulted to quality and timely financial service delivery with focus on addressing clients, investors, stakeholders, and customers' needs. For instance, Chief Operations Officer subsidiary highlighted that:

...because of the nature of the industry, we were trained to acquire and develop analytical skills, technical skills, honesty, leadership skills, confidences, and cultural awareness to help them serve our customer satisfactorily. (8, Bankos1)

These skills have helped global leaders render quality services customers satisfactorily. Banko1 believes that if clients, investors, stakeholders, and customers are satisfied with their services, it will promote retention and attract large market share, and high profit margin. The implementation of on-the-job training, mentoring, and expatriate assign-

ment has helped global leaders to build strong relationship with host countries' regulators, reduce regulatory interference, adapt more swiftly to regulatory change, and reduce the amount of time top management need to resolve issues. It has also helped to optimise performance, attract large market share, optimise profit, provide and create a customer-focused experience, retain customers, stay competitive, and increase staff value. For example, the head of marketing at the subsidiary noted:

...because our industry is a competitive service-oriented industry, we consolidate on continuous training and retraining of our team to enable us provides customers' satisfaction focused services. (6, Bankos1)

5.9 Conclusion

Conclusively, the findings revealed that Banko1 defined global leadership as 'leadership across national cultures.' Two primary challenges faced by Banko1's global leaders in the UK includes: (i) Attracting customers and investors, (ii) Managerial effectiveness. To manage these challenges, Banko1 highlighted several competencies including: Self-management competencies, relationship-management competencies, business-management competencies, and response-management competencies. Furthermore, Banko1 followed three stages of global leadership development processes. These include: (i) the identification stage, (ii) selection stage, and (iii) training and development stage. In addition, Banko1 identified several internal and external contextual contingencies influencing global leadership development process. The internal factors include: (i) International orientation, (ii) availability of funds, and (iii) operational expansion and growth strategy. The external factors include: (i) the political environment, (ii) economic environment, (iii) industry characteristics, and (iv) national cultures.

The next chapter will examine the findings of the second case study.

Chapter 6. Banko2

6.1 Introduction

This chapter, like the first case study, reports the second case study. At the initial stage, information is provided on the historical background of the company, its mission, and vision, and core values, structure of the company, key services, and operations. Thereafter, information regarding the UK subsidiary is given. Subsequently, attention turns to the findings obtained from the case study in line with the research questions and objectives. Finally, a concluding section summarises all the key findings emerging from the case study.

6.2 The company: a brief profile

Banko2 is one of the leading financial services institutions in West Africa. It offers universal banking. It was quoted on the Nigeria stock exchange (Annual Report, 2020). The Head office is located in Lagos, Nigeria. The bank was integrated in 1961 after Nigeria gained independence from Britain, and took over business from the British and French Bank Limited (BFB). Banko2, unlike, the first case study has 23 subsidiaries including: UK, USA, France, AUE, Sierra Leone, Guinea, Ghana, Paris, Gambia and Senegal, Uganda, Kenya, Cameroon, Liberia, Tanzania, Burkina Faso, Cote d'Ivoire, Cogo, Gabon, Chad, Zambia and Mozambique. It has a global staff strength of 20, 000 employees, 63 staff members at the UK subsidiary located in London, and 8, 212 employees at the headquarters, Nigeria (Annual Report, 2021). Banko2 offers several financial services including; Pension custody, wealth management, life insurance, investment banking, and stock-broking. The findings reveal that, Banko2 strongly believe people are critical to the business success. Banko2 also believe in building a sustainable and dominant business in the country they operate across Africa and beyond. Banko2 go a very long way to source, attract, recruit, develop, and retain the best talent globally. For example, the Managing Director headquarters:

We are always striven to provide a non-threatening environment that encourages and rewards role model performance, help our work-force maintain a healthy balance between work and their personal lives, provide competitive compensation and benefits that rank amongst the top-tier competitors in each of the countries we operate. We also ensure adequate avenues for career growth and exploration- whether functional or across country lines, and develop a culturally diverse pool of talented professionals. Our bank understands that the only way to get the best results and

continually stay ahead of the curve is to continually sharpen our most important asset-our employees. This has made us to set up a training Academy for continuous training and retraining of our workforce. (1, Banko2)

Banko2's corporate culture varies seriously, and undertakes proactive steps to enshrine it in the hearts of employees. The finding revealed that Banko2's culture is driven by core values such as: enterprise, excellence, and execution. The core values help to meet customers' expectations. Banko2 runs a robust goal-driven performance management system, which measures each employee's performance against defined targets, their level of teamwork and the organisation's performance. Banko2 strives to ensure that every employee understands how he contributes to the organisations bottom-line in strategic intent of becoming the leading financial services institution in Africa. Table 5.1 and 5.2 highlights the composition of board of directors and executive officers of Banko2 at the headquarters.

Board of Directors						
Position	Nationality	Respondents codes	Educational background	Career Experience	No. of years in current position	Gender
Chairman	Nigerian		MBA (US) BSc (US)	United Nations, Energy for all Initiative (SE4ALL), USAID's, Private Capital, Group Partners Forum (PCG), Banko2 Bankos2	4+	M
Vice Chairman	Nigerian		BSc (Netherlands) Diploma MSc ((Netherlands)	Permanent Secretary, Nigeria Ambassador, Banko2 Bankos2	3+	M
Group Managing Director/CEO	Nigerian	1, Banko2	BSc, MBA IMS(Switzerland)	Banko2 Bankos2	4+	M
CEO, Africa	Nigerian		BSc (UK), MSc (UK) MBA (UK), CIBN	Finbank (FCMB) Banko2, Bankos2	6+	M
Executive Director	Nigerian		BSc, MBA, NIM	Banko2, Bankos2	5+	M
Executive Director/Group Chief Operating	Nigerian		BSc, MBA, ICAN, CIBN, CITN, AMP(Pennsylvanian), HSBC (UK)	Diamond, CBN, NIBSS, Banko2, Bankos2	1+	M
Executive Director, Retail and Payment	Nigerian		BSc, MBA, ICAN	Banko2, Bankos2	2+	M
Executive Director, Risk Management, Governance and Compliance	Nigerian		BSc, MBA, ICAN	Banko2, Bankos2	3+	M
Executive Director, Treasury and International Banking	Senegalese		MSc (Paris) Advance Diploma (US)	Citibank, Standard Bank, Ecobank Banko2, Bankos2	4+	M
Executive Director	Nigerian		BSc	Savannah Bank Universal Trust Bank, Banko2, Bankos2	4+	M
Non- Executive Director	Nigerian		BSc (US), MSc Institute of Director	CBN, Commissioner, Julius Berger Banko2, Bankos2	4+	F

Non- Executive Director	Nigerian		MBA, MBA, PhD	Commercial Banks Banko2, Bankos2	4+	M
Non- Executive Director	Nigerian		BSc	Public Servant UNCTAD, Banko2, Bankos2	3+	F
Non- Executive Director	Nigerian		MBA, ICAN, CITN, CNBN	Public Servant CBN, Banko2, Bankos2	4+	M
Non- Executive Director	Nigerian		M.Phil (UK)	Public Servant, Dangote foundation DN Meyer PLC, Banko2, Bankos2	4+	F

Table 6.1: Banko2 Headquarter’s Board of Directors

Source: Author, (2021)

Executive Officer						
Position	Nationality	Respondents codes	Educational background	Career Experience	No. of years in current position	Gender
Group Managing Director/ CEO	Nigerian	1, Banko1	BSc, MBA, AMP(US) IMS (Switzerland)	Banko2 Bankos2	1+	M
Group Company Secretary	Nigerian		LLB, CIA(UK), NBA	Banko2 Bankos3	4+	M
CEO, African	Nigerian		BSc, MSc, MBA, CIBN	Finbank (FCMB), Academia, Banko2 Bankos2	3+	M
Regional CEO, West Africa 2	Senegalese		BSc (Senegal) 3 MSCs (Senegal)	BUMHQ, BUMSUB	5+	M
Regional CEO, CEMAC Africa	Nigerian		BSc (Cameroon) MBA (UK)	Ecobank, Union Bank, Banko2, Bankos2	2+	M
Regional CEO, West Africa 1	Nigerian		BSc, LLB(UK), Diploma (Ghana), Leadership Certificates (UK, Switzerland)	Zenith Bank, Standard Chartered Bank CAL Bank, Banko2, Bankos2	3+	F
CEO New York	Nigerian		BSc, MBA CMI (UK)	Banko2, Bankos2	4+	F
CEO, UK	Black American		BSc (US), MBA (US)	BACB, London Based Pan-African Bank Ecobank, CIB (Egypt) ABN (AMRO) US, Banko2, Bankos2	4+	M
Head, Representative Office and Global Account Manager	French		MSc (France), MSc (France), Diploma (Germany)	Banko2, Bankos2	3+	M
Executive Director/Group Chief Operating Officer	Nigerian		BSc, MBA, ICAN, CIBN CITN, AMP (Pennsylvania)	Diamond Bank, NIBSS, Banko2, Bankos2	4+	M

Executive Director, Risk Management, Governance and Compliance	Nigerian		BSc, MBA ICAN	Banko2, Bankos2	4+	M
Executive Director, Treasury and International Banking	Senegalese		MSc (Paris) Advance Diploma (US)	Citibank, Standard Bank Ecobank, Banko2, Bankos2B	3+	M
General Manager, Corporate Bank	Nigerian		BSc, ICAN	Standard Trust, Diamond Bank, Banko2, Bankos2	2+	M
General Manager Energy Risk	Nigerian		BSc, MBA (UK)	Citibank, Standard Chartered Bank, Banko2, Bankos2	4+	M
Group Head Corporate Communications	Nigerian		BSc, MBA	Public Servant	4+	F
Group Head, Group Internal Control	Nigerian		BSc, ICAN	Banko2, Bankos2	2+	M
Group Head, Human Resources	Nigerian	4, Banko2	MA, LCM(UK), CIPD	Banko2, Bankos2	5+	M
Group Chief Compliance Officer	Nigerian		BSc, MBA, CIBN, NIM	Citibank Union bank, Banko2, Bankos2	3+	M
Group Chief Internal Audit	Nigerian		BSc, ICAN, PGD	Citibank Access Bank, Banko2, Bankos2	4+	M
Group Treasurer	Nigerian		BSc, ICAN, CITN	Diamond bank, FCMB, Banko2, Bankos2	2+	M
Group Head, Consumer and Digital	Indian		MBA(India)	Citigroup Banko2, Bankos2	4+	M
Head, Marketing	Nigerian	9, Banko2	BSc, MBA, ACCA (UK) ICAN, ICNA	Banko2, Bankos2	5+	F
Head, Finance and Budget	Nigerian	10, Banko2	BSc, MSc, CIBN, CITN	Deloitte, Banko2, Bankos2	3+	M

Chief Operating Officer	Nigerian	7, Banko2	BSc, MBA, ACCA (UK) ICAN, ICNA	Citigroup Banko2, Bankos2	4+	M
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Table 6.2: Banko2 Headquarter’s Executive Officers

Source: Author, (2021)

6.3 The UK subsidiary

Bankos2, located in the central heart of the city of London is a limited liability company incorporated in England and Wales in 1995. Bankos2 later became a wholly owned subsidiary in 2013. At the subsidiary, there is a small HR team consisting of 63 staff. The UK subsidiary offers various services including: trade finances by tracking trade transactions, treasury services by delivering a strong treasury and capital markets proposition to its client base. They also offer FX services in Africa currencies, G10 currencies, money market services, and Eurobond executive, distribution and sourcing (Annual Report, 2019). Other services include; lending and banking services and asset distribution. The parent company promotes flexible approach towards the management of its overseas by aligning with the labour laws and employment laws of the host country. Bankos2 does not apply company-wide HR policies across its subsidiaries. Subsidiaries have the freedom to apply common principles as against common policies in recruitment of managerial positions, performance management systems, training, and development, career management, succession planning, compensation and benefits, trade unions relations, and social partnership. The leadership structure at the subsidiary tends to be slightly different from the parent country. At the subsidiary level, the bank is governed by a strong independent board, consisting of a balance composition of independent non-executive directors and non-executive directors as shown in Table 6.3 and 6.4 respectively. For example, the Head of Legal and Company Secretary subsidiary noted:

Despite the fact that we deploy some of our senior managers from parent country to subsidiaries, the subsidiary is responsible to source high potentials for some managerial positions, middle and lower positions. We do this in line with UK's equality Act 2010. One major reason behind is that, host nationals can influence and attract customers easily compared to expatriates from parent country. Therefore, having host country's nationals into our staff composition has helped us to build trust and confidence in our target market, potential clients, and investors. We do not impose common policies across our subsidiaries and as such, each subsidiary is expected to align with the labour and employment laws of the host countries. (5, Bankos2)

Board of Directors						
Position	Nationality	Respondents codes	Educational background	Career Experience	No. of years in current position	Gender
Chief Executive Officer and Executive Director	Black American	2, Bankos	BSc (US), MBA (US)	BACB (UK), Ecobank, Commercial Intl. Bank (Egypt) ABN, AMRO (US), Banko2, Bankos2	1+	M
Chairman and non-Executive Director	Nigerian		MBA ICAN ACCA(UK)	CBN AMCON, Banko2, Bankos2	5+	M
Non- Executive Director	Nigerian		MBA, CIBN, IoB (UK)	Banko2, Bankos2	6+	M
Non- Executive Director	Nigerian		BSc, MBA, AMP IMS (UK)	Banko2, Bankos2	6+	M
Independent Non- Executive Director	British		FCIB	Diamond, Central Bank of Kenya, World Bank, Banko2, Bankos2	6+	M
Independent Non- Executive Director	French		ACA, FCA, Diploma	FCE Bank DeLoitte Pricewater House Coopers, Banko2, Bankos2	5+	M
Executive Director, Head of Business and Development	Nigerian		BSc (UK), ACCA (UK) CIBN	KPMG, Standard Bank Banko1, Bankos1B,	8+	M

Table 6.3: Bankos2 UK subsidiary Board of Directors

Source: Author (2021)

Executive Officers						
Position	Nationality	Respondents codes	Educational background	Career Experience	No. of years in current position	Gender
Head of Legal and Company Secretary	Nigerian	5, Bankos2	LLM, LLB	Banko2, Bankos2	1+	F
Head of Human Resources	British	3, Bankos2	BSc (UK), CIPD (UK)	Diamond Bank, Banko2, Bankos2	2+	F
Chief Financial Officer	British		CIMA	Banko2, Bankos2	5+	F
Chief Operating Officer	British	6, Bankos2	MBA, PG (UK)	Public Sector, Banko2, Bankos2	7+	M
Chief Executive Officer and Executive Director	British	2, Bankos2	MBA (US), BSc (US)	BACB (London-based Pan-African Bank, Ecobank, CIB (Egypt) ABN, AMRO, Banko2, Bankos2	1+	M
Chief Risk Officer	British		BSc (UK)	Foreign Owned Bank (UK), Banko2, Bankos2	4+	M
Head, Marketing	Nigeria/ British	8, Bankos2	BSc, MBA, ACCA	Banko2, Bankos2	6+	M

Table 6.4: Bankos2 UK subsidiary executive officers

Source: Author, (2021)

6.4 Global leadership

This section examines how Banko2 perceived global leadership. Sharing his experience, the Managing Director explained that global leadership is leading in an international environment different from one nationality. Therefore, global leaders need to relate with people from different cultural backgrounds, manage culture shock, gain acceptance, build trust, confidence, and integrate into host country's cultural and business environment. He described global leadership as leading in a global environment that is characterised by diversity. Sharing his experience, the Head of Marketing explained that he had to acquire and develop skill to enable him work with colleagues from different countries, interact with external clients from different countries, interact with internal clients from different countries, and supervise employees who are of different nationalities. Additionally, he was also able to develop a strategic business plan on a worldwide basis for their unit, manage a budget on a worldwide basis for their unit, negotiate in other countries with people from other countries, manage foreign suppliers or vendors, and manage risk on a worldwide basis for their unit. He explains that these tasks characterise global leadership. The Managing Director subsidiary expressed that:

Global leadership encapsulate leadership in an international environment that is different from one's national environment. It is leadership across national borders with different cultures, institutions, and business environment. Therefore, as global leaders we need to acquire skills to lead successful in such an environment. In addition, because leadership approach will definitely vary across nationalities, we need to be flexible to adapt to these differences for successful business operations and global leadership. (2, Bankos2)

6.5 Cultural and contextual challenges faced by global leaders

This section examines Banko2's global leadership challenges. First, sharing his experience, the Head of Human Resources subsidiaries explained that staff in UK subsidiary has a positive attitude toward work, meeting schedules, timely in all official time. This poses leadership and management challenges to Nigerian global leaders in the UK to get rid lateness to; meetings, appointments, office, official events and imbibe the UK time management culture. Therefore, Nigerian global leaders in the UK were required to place emphasis on effective and efficient time management when dealing with investors, clients, and stakeholders. For example, the Head Human Resources subsidiary stated:

I had to lead by example in the UK. For instance, I cannot tell my subordinates to be punctual for official appointments and meeting and arrived or close late. I realised that the easy way to lead in the UK is leading by example. In addition, because time is essential in this part of the world, I have to ensure that I place priority to effective time management in all my dealings with stakeholder, clients and colleagues in the office. This helped me to gain acceptance and collaboration from parties involved. (3, Bankos2)

As explained in the first case study, this suggests a big cultural issue for Nigeria global leaders trying to exhibit western time management culture. For example, the Managing Director subsidiary stated:

...at the headquarters subordinates were expected to be sited before their boss arrives in a meeting because of high power distance between superiors and subordinates. (2, Bankos2)

Additionally, subordinates cannot question their boss if he or she arrived or close late for a meeting. On the contrary, such practices were inapplicable in the UK subsidiary because, the UK falls under low power distance meaning, superiors were expected to exert unethical influence on their subordinates rather, promote fairness, equality, and accountability. In view of the above, Nigerian global leaders in UK subsidiary had to lead by example in order avoid caution by staff members for incompetence and gross misconduct.

Second, the Head of Human Resources subsidiary explained that coordinating team in the UK is another challenge for global leaders. Narrating her experience, she explained that global leaders who do not lived, work or study in the UK before joining the organisation must possess effective time management skills, get to know their team members' backgrounds and perspectives, encourage open communication process, and lead by example. Sharing her experience, she noted that:

I promoted openness, honesty, fairness and equity, respect and, maintains professional relationships, remain competent, and display integrity as a global leader in the UK. (3, Bankos)

Furthermore, Banko2 ensured that global leaders are flexible, adaptive and incorporate UK work ethics and value into their leadership approach. This is different from headquarters business environment, which is based on relationships and social interactions. In addition, at the headquarters, subordinate cannot question superior's authority; in-

stead, they adhere to superior's instructions. For example, the Head of Human Resources at the subsidiary highlighted:

No one can lead successfully in the UK without promoting; openness, honesty, fairness and equity, respect, maintain professional relationships, remain competent, and display integrity. Leading teams in the UK is different from headquarters. For example, when I was at the headquarters, some of the team members are my friends and junior colleagues. This makes them to listen and do whatever I ask them to do without objection and hesitation even when it is not convenient sometimes. In addition, because our national culture promotes respect for hierarchy within and out the organisation, gaining the support of team members was easier to compare to UK business and cultural environment that promote equality, fairness, and justice. (3, Banko2)

Third, the Marketing Manager subsidiary highlighted that attracting investors and client is one key challenge facing Nigerian global leaders in the UK. The findings revealed that a good number of UK clients prefer investing with trusted and credible financial institutions due to the fear of liquidations, lack of trust and confidence for Nigerian banks. She explained that:

I have had instances where my business offers, and proposals were turned down because of lack of trust for Nigerian banks. Some of the potential clients narrated some past antecedents where Nigerian banks operating in the UK closed their operations because they cannot sustain the subsidiary. Several clients usually replied to me after making business offers and proposal. (8, Bankos2)

Like the first case study, the above account means that lack of trust for Nigerian bank is one of the reasons why Nigerian banks in the UK find it difficult to attract potential clients and investors. For example, the Chief Operating Officer subsidiary noted that

This negative impression on African countries makes potential clients afraid investing with Nigerian banks in the UK. Another reason is the fear liquidation. (6, Bankos2)

Over the years, some Nigerian banks in the UK liquidated. This fear of liquidation made potential clients and investors to invest in western banks where their money could be secured and safe. To solve this challenge, Bankos2, like Bankos1 promotes an organisational culture that is characterised by trust, integrity, accountability, and transparency in all business operations. Currently, majority of the existing clients are Africans who resides in UK and few Asians. Hence, Nigeria global leaders were faced with the challenge of 'building trust' in their host country for successful global leadership and busi-

ness operations. However, this can be achieved by understanding of the local context of host country.

6.6 Essential competencies for successful global leadership

This section examines Banko2's essential global leadership competency for successful global leadership. The Managing Director subsidiary explained that Banko2 ensured that global leaders were trained, developed, and equipped with several competencies to enable them lead successfully. He explained that these competencies are considered essential and none is greater than the other. He added that, the competencies facilitate the integration of global leaders into host country's environment for successful business operations and global leadership.

First, sharing his global leadership experience, the Chief Operating Officer subsidiary explained that Banko2 equipped global leaders with the following competencies: cross-cultural communication, cultural sensitivity, cultural intelligence, global mind-set, cultural adaption, and appreciating cultural. These competencies enable global leaders to effectively engage in cross-cultural communication, remain culturally sensitive, possess cultural intelligence, lead with a global mind-set that is open to change, adapt to cultural differences and appreciate cultural diversity for easy integration. These set of competencies were considered important to Banko2's because global leaders leading in the UK need to be flexible to adapt UK's work and cultural values for successful business operations. For example, the Chief Operating Officer subsidiary noted that:

As a global leader, I needed to possess cross-cultural communication, cultural sensitivity, cultural intelligence, global mind-set, cultural adaption to help me effectively engage in cross-cultural communication, remain cultural sensitive, possess cultural intelligence, lead with a global mind-set that is open to change, adapt to cultural differences and appreciate cultural diversity for easy integration into the UK cultural and business environment. These competencies helped me to gain acceptance, integrate, and collaborate with stakeholders, clients, and staff members in the UK. (6, Bankos2)

Second, the Managing Director while sharing his experience explained that Banko2 places emphasis on the need for global leaders to acquire the following competencies such as; inquisitiveness, learning attitude, curiosity, receptivity to diverse ideas, ability

to foster innovation, ability to influence stakeholders, ethical decision making, ability to network globally, and open-mindedness. For example, the Head of Marketing noted that:

I was able to integrate into the UK environment because of my ability to keep to commitment, integrity, honesty, and accountability, ability to approach individuals, situation, and conversations with curiosity and sense of inquiry. (8, Bankos2)

According to Managing Director subsidiary, these competencies were considered strategic to the success of global leaders and business operations. In addition, because UK's cultural and business environment is characterised by honesty, fairness, trust, integrity, transparency, and accountability, global leaders need to possess; inquisitiveness, learning attitude, curiosity, receptivity to diverse ideas, ability to foster innovation, ability to influence stakeholders, ethical decision making, ability to network globally, and open-mindedness. They also need to demonstrate the ability to keep to commitment, integrity, honesty, and accountability, ability to approach individuals, situation, and conversations with curiosity and sense of inquiry will help global leaders to attract and build trust and confidence in the UK. Therefore, global leaders need to be equipped with these competencies to gain trust from clients and staff members for easy collaboration and integration. For example, the Managing Director subsidiary:

I had to promote honesty, trust, integrity, openness, transparency, and accountability while leading in the UK subsidiary to be successful. You and I know that the British people transparent in anything they do. Unlike Nigerian work and business environment, where leaders we can micromanage subordinates and get away with it. I had to lead by example in all my official tasks, promote a flat communication channel with less emphasis on leadership hierarchy as against the practice in headquarters where we as superiors always exercises superiority over subordinates. (2, Bankos2)

Third, Banko2 also places emphasis on the need for global leaders to acquire the following competencies: interpersonal skills, perspective taking, and ability to form relationship, mindful communications skills, negotiation conflict management skills, emotional intelligence, and social flexibility to lead successfully in the UK and internationally. For example, Managing Director acknowledged that:

Possessing interpersonal skills, communications skills, and social flexibility skills helped me competencies have helped to connect with others from different cultures, nationalities, communicate appropriately, build trust and gain necessary credibility to lead in different host countries, especial-

ly in the UK, resulting to better performance and business operations. (2, Banko2

Through these competencies, global leaders leading in the UK can establish strategic alliance and collaboration between clients, investors, and staff members in the UK. The UK with individualistic characteristics needs global leaders that can demonstrate high social flexibility skills to integrate and gain collaborations with clients, team members, and stakeholders. This in turns enhances organisational performance and global competitiveness. For example, the Head of Human Resources subsidiary noted:

One must know how to manage local and international relationships if they must succeed as global leaders. Building strong strategic alliance and collaboration with clients, investors, stakeholders, and members of staff is one of the hallmarks of successful global leadership in the UK. I had to develop my interpersonal skills, perspective taking, ability to form relationship, mindful communications skills, negotiation conflict management skills, emotional intelligence, and social flexibility to lead successfully in the UK and other western countries. (3, Bankos2)

The Head of Marketing subsidiary corroborated the above by explaining that:

Through interpersonal skill, communication skills, and flexibility skills I was able to integrate, relate, and communicate with clients, investors, stakeholders, and team members. I was also able to create a team spirit among team members resulting to an enhanced organisational performance. (8, Bankos2)

Fourth, according to Managing Director headquarters, Banko2 also ensured that global leaders acquires the following competencies including; business and organisational skills, have broader perspective of business, result-oriented, and ability to maximise business opportunities and minimise potential threat. Banko2 trained their global leaders to develop a strategic business plan on a worldwide basis, manage risk on a worldwide basis, and interact with internal and external client from other countries. These competencies have helped global leaders leading in the UK to operate from an international strategic perspective due to different laws and regulations in the UK. The business environment in the UK is different from headquarters, hence having a broader international business perspective helped Nigerian global leaders in the UK to maximise business opportunities and minimise threats and losses. This has helped Bankos2 subsidiary to optimise performance, organisational success, and global competitiveness. For example, the Managing Director headquarters stated:

In order to maximise business and investment opportunities, our organisation ensured that global leaders are trained and developed to exhibits a

deep knowledge of international business environment. My global leadership trainings and experience, through several expatriate assignments, helped me to acquire global business and organizational savvy, have broader perspective of business, result-oriented, ability to maximise business opportunities and minimise potential threat. I was also able to develop a strategic business plan on a worldwide basis, manage risk on a worldwide basis, and interact with internal and external client from other countries for successful global leadership in the UK. (1, Banko2)

Conclusively, these competencies have helped global leaders leading in the UK to operate from an international strategic perspective due to different laws and regulations in the UK. In addition, because the business environment in the UK is different from headquarters, having a broader perspective of UK business environment helped Nigerian global leaders in the UK to maximise business opportunities, minimise threats, and losses resulting to successful business operations and organisational performance.

6.7 Global leadership development process

This section examines global leadership development processes of Banko2.

6.7.1 Stage one: The identification stage of high-potentials and criteria

Under the identification stage of high-potentials, Banko2 used the following criteria to identify high-potentials/potential global leaders: First, Banko2 like, Banko1 give priority to high-potentials who have some level of western training, experience, and exposure in the identification stage. Banko2 believes such individual will need less time to integrate intentionally. These set of individuals were believed to have acquired and developed some global leadership competencies. Some of the respondents who studied and worked in the UK before joining the organisation highlighted that, their international training, experience and exposure in the UK helped them to easily adapt, localise and integrate into the UK work and business environment. For instance, the Managing Director subsidiary noted:

Due to the challenges associated with international business and the strategic role global leader play in managing these uncertainties, we usually prefer to identify high-potentials who have prior minimum of two to three years western international experiences, exposure or training. We usually consider especially those who studied or had work experience in western countries with the believe that they will integrate faster and perform better compared to those with no international experience, exposure and training. For example, I did not struggle to lead in the UK when I was deployed to head the UK's subsidiary because I had my first and second de-

gree with other professional qualifications in the UK. I was already familiar with the cultural and business environment. (2, Bankos2).

In addition, the Head of Marketing subsidiary noted that:

Working in the UK was easy for me because I have lived in the UK for several years before joining this organisation. I know the culture and the lifestyle of the people. (8, Bankos2)

Second, Banko2 like Banko1 considered previous and current job description of high-potential when identifying them for global leadership position. This helped Banko2 to match high-potential previous experiences with the new global leadership role. For example, the Managing Director headquarters noted:

We use this criterion to evaluate whether or not, high-potentials already possesses some experience, skills, competencies, or if the workload, nature of work, tasks, managerial and leadership positions currently or previously held is similar to the new global leadership role. (1, Banko2)

Corroborating the above, the Head of Human Resources headquarters highlighted the importance of this stage by explaining that if the high-potential's previous experience does not match with the new global leadership role; the organization might choose to train and develop the potential global leader for the new role, or decide to choose a more suitable person. The information from this evaluation helped top management to ascertain high-potentials' suitability. It has also helped Banko2 to minimise training and development time and cost if they found high-potentials with similar job experience. For instance, the Head of Human Resources subsidiary reiterating on the need why Bankos2 considers past and present job role of high-potentials stated that:

Our organisation ensures that we evaluate past and current job descriptions of high-potential. This gives us information of possible experience, skill, competencies that high-potential might already possess in relation to the new global leadership role. The information helps us to identify high-potential that tend demonstrate similar job characteristics, experience and competencies. This has helped the organisation to minimise training and development time, resources, and cost. (3, Bankos2)

Top management in line with top human resources consultants, and specialist twice a year conducted this exercise. During this process, Banko2 evaluates high-potential performance record without their knowledge to gather the information about their previous and current work experience.

Third, analysing information about potential global leaders' career progression plan is another criterion Banko2 used to identify and select high-potential for global leadership positions. The aim is to identify high-potentials who are following their career progression pathway. In addition, in Banko2 like Banko 1, every staff, after joining the organisation is assigned a mentor who will be responsible to guide them through their career development pathway. Top management and HR consultants usually conduct this process, unlike Banko1, quarterly to identify those who are progressing in career advancement. Banko2 extracts this information from high-potential staff file with their knowledge. Banko2 believes that those who strive for career growth are always willing to accept more global leadership responsibilities that will advance their career trajectory. For example, the Chief Operating Officer subsidiary noted that:

No one rises in our organisation just by sitting and folding their hands. All our top global leaders had clear career development plan, which they followed meticulously. For example, I would not have risen to this position in my career if I had not followed my career growth and advancement programme. I had a clear career plan that was broken into short, medium, and long-term plan from my mentor. My mentor was always following my progress and giving me necessary training and support towards my career advancement. I even went extreme to spend personal resources to undergo some strategic trainings courses. I have always demonstrated an inquisitive disposition for career advancement. I think this was what gave me an edge over colleagues. (6, Bankos2)

The findings revealed that Banko2 does not identify high-potentials without a progressive career progression trajectory record, rather, they look for high-potential who are ready to learn and advance their career for optimum performance. For example, the Head of Human Resources headquarters noted that:

...as a means of encouraging career progression of all staff members, we promote career development opportunities for staff at all levels annually to facilitate their career progression. (4, Banko2)

However, the findings showed that not all staff members maximise this development opportunities because of complacency reasons. Some staff members are happy with their current job role with little or no interest to take up global leadership. Therefore, those who do not have progressive career advancement records were identified for global leadership positions. Like Banko1, Banko2 does not impose global leadership position on staff members who are not willing to occupy such positions for complacency and personal reasons.

Fourth, Banko2 like Banko1 also evaluate educational background of their global leaders, minimum twice a year. They do this, especially those who got their degrees in the UK and other western countries. Banko2 over the years holds a strong believe that, those who were educated in the UK or other western countries have proven to be better global leaders by reason of their international training, experience and exposure. The findings revealed that Banko2 gives priority to high-potentials who were educated in western/industrialised countries when identifying global leaders. For example, the Head of Human Resources subsidiary stated:

We usually give priority to global leaders who have worked, lived or studied in western and industrialised countries. We believe they will deploy their international training and experience into their new global leadership role compared to those who were educated locally. (3, Banko2)

In addition, the Managing Director subsidiary noted that:

We believe that high-potentials who have western education, exposure, training, and experience will perform better than their colleagues without such experience will. We have over the years compared the performances of those who studied, lived, or worked in western countries with those who studied locally and discovered that those who have lived, worked, or studied in western countries tend to perform better compared to those who were educated locally. This information has made us to give priority to high-potential global leaders who have studied or lived in western countries when identifying and selecting global leaders. (2, Bankos2)

Banko2, like Banko1 believe that those who were educated locally with no international exposure, education, experience, and training will need more time to develop and acquire global leadership competencies compare to those who were educated western countries. The Managing Director subsidiary acknowledged that over the years, global leaders who studied in western countries tend to excel in their global leadership role and assignment with satisfactory performance compared to others without international experience, training, and exposure. The findings revealed indirect discrimination against local high-potentials. This will demotivate employees' morale at the workforce because only high-potentials with international training, exposure, and experience are promoted to global leadership positions. However, Banko2 believe that such high-potential will integrate easily into the international business environment. Top management and HR Consultants minimum usually conduct this exercise twice a year without the knowledge of the high-potentials.

Fifth, Banko2 like Banko1, usually give priority to high-potentials who are in their early 20s to early 40s years old. This helps Banko2 to make provision for succession planning, promote fresh ideas, creativity, and innovation. For Example, the Group of Human Resources headquarters stated that:

We prefer to identify high-potentials who are in their 20s to early 40s years to enhance workforce planning. However, in urgent situation where we cannot find someone within the age range, we will definitely use who is available and willing to accept the role. (4, Banko2)

The reason behind the age limit is because, Banko2, like Banko1 believes that high-potentials who are in their 50s and above will soon catch up with retirement age. Another reason is that young people are more curious to fresh and new ideas, innovation, and knowledge compared to older people. This strategy has helped Banko2 optimise performance and competitive advantage. For example, Managing Director headquarters noted:

As an organisation, we do not necessarily discriminate high-potentials on age differences; rather, it is a strategic way of selecting those who, if trained and developed, can deploy their skills and competencies on long-term basis towards the success of the organization. (1, Banko2)

However, because there is no policy backing this criterion, it is inapplicable in the UK where equality is prevalence at the workplace.

Sixth, Banko2 considers gender as another criterion when identifying high-potentials. For example, the Managing Director headquarters that explained the challenge associated with women balancing their work and family over the years made it difficult for women to take up global leadership role requiring international relocation. These challenges are associated with maternity and domestic responsibilities. He further explained that because, women could either be pregnant, nursing children or carrying out some household domestic, taking up global leadership role will add to their challenges resulting to inefficiency and ineffectiveness. This reflected in the leadership and management composition of Banko2 with more men in the board of directors and executive management cadre compared to women. However, gender discrimination was inapplicable in the UK during promotion because of UK Equality Act, 2010. Therefore, Banko2 needs to be mindful of host countries' institutional framework when implementing policies. For example, the head of Human Resources subsidiary:

Women are rarely given global leadership positions because of the challenges of balancing their work and family life. The job of a global leader

is enormous and it requires many commitments. Mobility challenges are also common among women. We need global leaders who are willing to relocate abroad at any time. (3, Bankos2)

Contrarily, a female respondent in UK subsidiary highlighted that the discrimination of women for global leadership role is illegal. She highlighted that:

We should be considered for global leadership roles as part of their career progression. Not all women are not capable of balancing their family and work life. We should be given the opportunity to decide instead of indirect discrimination (5, Banko2)

Conclusively, the findings revealed the identification and selection of high-potentials was influenced by sexism and patriarchal cultural tendencies. This practice was considered illegal and inapplicable in the UK subsidiary.

Seventh, Banko2 also considers high-potentials religious background when identifying high-potentials. Banko2, like Banko1 also believes that in Muslim dominated countries they prefer sending Muslim global leaders. Whereas in Christian dominated countries they would prefer sending a Christian global leader. However, Banko2 like Banko1 acknowledge that because the UK is not dominated or characterised by either Christians, Muslims or any other religion, they are neutral on the religious background when identifying high-potentials. The findings revealed that social institutions influence business operations and social interactions. For instance, the Managing Director headquarters noted that:

Our organisation considers the religious background of high-potentials when identifying and selecting global leaders especially if they would be deployed to religious dominated countries. (1, Banko2)

Eight, Banko2 also gives priority to high-potentials who are willing to relocate abroad if given global leadership positions. Therefore, high-potentials who demonstrate readiness to relocate abroad without mobility challenges are usually identified and selected against others who have mobility challenges. For example, the Head of Human Resources at the subsidiary stated:

Our organisation, as a policy, only identifies and selects high-potentials who are willing to relocate abroad for global leadership positions. Those who have mobility challenges cannot be forced to relocate abroad. (3, Bankos2)

Another reason why Banko2 considers mobility when identifying high-potentials is to ascertain the readiness of potential to relocate abroad. With this criterion, high-potentials are assessed whether or not they will be willing to accept either two or more year's rotational assignment outside their geographical division, preferably a permanent international career outside their home country. This consideration is important because, Banko2 usually considers high-potentials who are willing to relocate abroad. For example, the head of human resources at the subsidiary stated:

As an organisation, all identified and selected high-potentials would need to sign a bond form stating that they will not leave the organisation or decline to relocate abroad after going through the global leadership training and development exercise for a minimum of five years. We do this to avoid similar situations where global leaders after undergoing the entire necessary interventions programme leave the organisation for another, or decline to relocate abroad for personal reasons. (3, Bankos2)

6.7.2 *Stage two: The selection Process of high-potentials and methods*

This section examines Banko2's selection method for high-potentials. Banko2 uses similar selection method like Banko1. First, Banko2 like Banko1 uses psychometric test to assess the psychological and mental state of high-potentials. During this process, high-potentials were asked to complete a written test. This test was used to measure their differences in areas such as aptitude, ability, attainment, and intelligences. Through this test, Banko2 will be able to measure high-potentials' cognitive ability and indicate if they have the skills, or the potentials to learn new skills to perform successfully in new job role. Banko2 like Banko1 utilises the services of occupational psychologist alongside with HR consultants and specialist to conduct the test.

Second, Banko2 like Banko1 also used personality test in order to get detailed information regarding high-potentials' individual differences and characteristics patterns of thinking, feeling and behaviour. To achieve this, Banko2 like Banko1 also uses the Myers-Briggs type Indicator (MBTI) to determine high-potentials level of introversion/extraversion, sensing/intuition, thinking/feeling, and judging /perception). This exercise was used by Banko2 to gather information on specific personality characteristics.

Third, Banko2 like Banko1 also used competency-based interviews to select high-potentials for global leadership positions. Banko2 uses competency-based interviews to identify some key competencies such as; intercultural competencies, global business, organisational skills global mind-set, communication skills, time management skills, innovative skills, adaptability skills and interpersonal. The interview, like Banko1 questions were tailored on how global leaders can lead successfully in a global environment, and how they can solve global leadership challenges. Top management alongside with HR consultants, specialist, and directors conducts the interview process. Banko2 believe that, knowing the competencies, that potential global leader already possesses and the ones they need to acquire will help the organisation to tailor training and development programmes with training needs. Banko2 does not just go ahead to train and develop high-potentials without knowing what competencies they already possessed. The explanation reflected in a statement made by Managing Director headquarters:

During my interview process, I was asked to describe a situation in which I led a local and international team. I was asked to give an example of a time I handled conflict at workplace, how I can maintain good relationship with clients and colleagues. I was also asked to talk about a big decision I have made recently. Overall, all interview questions were tailored towards how global leaders can lead successfully in a global environment and how they can solve global leadership challenges. My told them I need to demonstrate cultural flexibility, communication skills, embrace diversity, openness, global business savvy, time management skills, interpersonal skills be an effective global leader in the UK. (1, Banko2)

6.7.3 Stage three: Training and development method for high-potentials

This section examines Banko2's training and development methods for high-potentials. First, Banko2 used expatriate assignment as a means of training and developing the skills and competencies of high-potentials. Banko2 used expatriate assignment to expose global leaders to different national cultures and institutions. Expatriate assignment also helped Banko2 high-potentials to have deeper perspective of international business environment, practices, policies, and national business systems for easy integration and better performance at different host countries. Through expatriate assignments, Banko2 send global leaders to gain international exposures and experience, work and learn from other global leaders. For instance, the Managing Director headquarters acknowledged that:

We usually send high-potentials to western countries and BRICS economies to prepare them for global leadership positions. Banko2 believes that

if global leaders are sent to these countries they will meet, interact, and learn from top global leaders. (1, Banko2)

The international experience helps global leaders to be mentally and emotionally stable, adapt to change, and embrace diversity in their host countries for successful business operations. For example, the Managing Director subsidiary while sharing his expatriate experience explained that:

In course of my expatriate assignments, I was exposed to different national cultural values, work ethics, business systems, government laws and regulations, labour and employment laws different from my home country. The experience helped me to develop intercultural skills, build foreign alliances and relationships, learn some foreign languages and from other global leaders. The experience also helped me to integrate and gain collaborations among foreign clients, stakeholders, investors, and team members across the globe. (2, Bankos2)

Banko2 like Banko1 also have short-term expatriate assignment program that last between one to twelve months, and long-term expatriate assignment for 24 to 36 months respectively. Short-term expatriate assignments were used when specific skills need to be transferred, or acquired from either the subsidiary or the head office. Long-term expatriate assignments were used with the aim of filling present or future global leadership positions. The content and scope of the expatriate assignment program is usually contingent upon several factors such as; high-potential's cultural background, cultural-specific features of host-country environment, the high-potential's degree of contact with the host environment, the assignment length, the high-potential's family situation and, the high-potential's language skills. It helped Banko2 to align the intervention programmes with the training and development needs of high-potentials. For example, if the high-potential already have international exposure and experience, their training needs will not focus on gaining intercultural skills and competencies, instead, on other areas of training needs deficiencies. Sharing his experience, the Head of Marketing subsidiary agrees that expatriate assignment has helped him to gain international awareness of the business environment, build collaboration and integration, develop intercultural competencies, and acquire global business savvy because he was able to learn from other top global leaders.

Second, just like Banko1, Banko2 also utilises e-learning platforms to help the organisation address and minimise time and cost associated with face-to-face training methods. It is also uses e-learning to promote flexibility, autonomy, and control. Like,

Banko1, the type of training method is purely online delivery of instructional content with associated support services to trainee. The findings revealed Banko2 utilises e-learning as an effective way to provide both personalised learning experience while simultaneously offering opportunities for collaborative learning and support through discussion forums and instant messaging technologies. For example, the Head of Finance and Budget headquarters explained that, e-learning has helped the organisation to minimise training cost amongst other benefits:

As an organisation, we have been able to minimise training and development costs through the implementation of e-learning platform. Only trainings programmes that cannot be taken online are conducted face-to face such as expatriate assignments, on-the-job-trainings etc. Through e-learning, we are always engaged in one virtual training session or the other. (10, Banko2)

The findings revealed that it is more cost effective to organise online trainings sessions compared to physical training sessions by Banko2.

Third, Banko2, depending on the training needs also organises in-house- training programmes on a flexible routine. In-house training sessions is used to build and equip staff at all levels with skills and competencies required to become successful leaders and managers at various leadership and managerial positions. Banko2, like Banko1 also have a Training Academy located at the headquarters where all in-house-trainings are conducted. The Training Academy, established in 2008, is to strengthen the leadership programs of the organisation and bridge the skill and competency gap of the workforce for optimum performance and global competitiveness. For example, the Managing Director headquarters noted:

We have a training academy where we conduct in-house trainings from time to time. During in-house-training sessions, our employees are able to share experiences and discussed as a team. We learn from each other experiences and mistake for better services delivery. (1, Banko2)

The training Academy, promotes e-learning, physical classroom and virtual libraries. This help to give training and development opportunities to employees at all level for equipping them with contemporary information, skills, and competencies for quality service delivery. Banko2 also used in-house- training to provide pre-departure training for expatriates and global leaders. During in-house training sessions, high-potentials were given specific information regarding host country's national cultures, business environment, and government laws and regulation. Additionally, Banko2 like Banko1 uti-

lises the services of top Human Resources consultants and specialist globally to facilitate the implementation in-house-training programmes. The training programmes includes international training, intercultural trainings, how to gain collaboration and acceptance in host countries, managing a diversified workforce, how to integrate in a global environment, and to gain competitive advantage in global environment amongst others. The content of the on-house training session was designed by top management and Human Resources, and Talent management consultants and specialist from western countries and industrialised countries. For example, the Managing Director headquarters stated:

All our pre-departure trainings for high-potentials are usually conducted in our training academy in collaboration with our e-learning and virtual libraries platforms. This is done in order to give high-potentials information regarding host country's culture, business environment, and government laws. We do this to minimise culture shock. (1, Banko2)

Fourth, Banko2 like Banko1 also assigns all newly employed staff to a mentor who guides them during their first two to four years of employment. Banko2 like Banko1 used mentoring as a long-term development strategy to build a talent pool for present and future senior leadership and managerial positions. In addition, all newly employed staff like Banko1, spends their first three months in an orientation program with an assigned mentor before deployment. For example, the Group Head of Human Resources headquarters highlighted that:

Every employee have mentors who who provide regular on-the-job training and coaching to them with constant reviews, feedbacks and appraisals. (4, Banko2)

The mentees also engage in online training to ensure they are up to date with the expected knowledge, skills, and competencies to be effective. Mentoring helped Banko2 to build its talent pool and enhanced its succession and workforce planning. Some of the respondents explained how mentoring has helped the organisation to produce very competent staff to occupy senior managerial and leadership position at national or global level. This has also resulted to improved individual and organisational performance, profit maximisation, and global competitiveness. For example, the Managing Director headquarters stated:

My global leadership career would not have been possible if I was not assigned a mentor who taught me the things I needed to do in my early career. The relationship with my mentor fast tracked my career progression.

I was taught how to set SMART goals. I was always willing to accept and execute greater task assigned to me by my mentor. (1, Banko2)

Fifth, Banko2 used shadowing (on-the-job training), as a short or long-term method. To achieve this, Banko2 assigned high-potentials to current leaders who are saddled with the responsibility of teaching, mentoring, and coaching the high-potentials while on the job. This has helped Banko2 to promote talent management, and succession planning. Through the implementation of on-the-job training, Banko2 always have a pool of talents to fill in planned or spontaneous vacant managerial and leadership positions. Banko2 also promotes on-the-job training to reduce long-term staffing cost. For example, the Head of Human Resources stated:

My shadowing experience helped me to receive on-the-job training from my mentor. I acquired and developed practical skills and competencies during my on-the-job training. (3, Bankos2)

Corroborating the above, the Head of Finance and Budget stated that:

We have been able to reduce long term staffing cost by implementing on-the-job training programmes annually.

Conclusively, the findings revealed reduction of long-term staffing cost is one of the core reasons why Banko2 used on-the-job training.

6.8 Cultural and contextual contingencies influencing global leadership development processes

This section addresses factors influencing global leadership development process under the umbrella of internal and external context of Banko2. This is in line with the third research objective.

6.8.1 Internal context and contingencies

First, Banko2 like Banko1 also have an annual budget for training and development for global leaders. Although Banko2 stick to its annual budget, there is some flexibility in the implementation of the budget. Banko2 annual budget can increase or decrease depending on internal and external contingencies. These contingencies include: annual profit margin, national and global economic trends, and training and development needs. For example, the Head of Finance and Budget acknowledged that in seasons of

national or global economic crisis, annual budget for training and development usually reduced. However, there is always a corresponding increase on the budget during favourable economic trends. This suggests that Banko2 does not have a fixed annual budget for training and development, instead, operate with a flexible budget that reflects internal and external contingencies. Speaking on budget, the Head of Finance, and Budget headquarters noted:

We usually invest more in human capital development when we have favourable economic conditions for the purposes of maximising business and investment opportunities. However, when we are facing economic recession, we usually minimise our training and development expenditures. (10, Banko2)

Second, Banko2 adopted a standard approach towards training and development. Banko2 takes into consideration host country's cultural and institutional environment when designing and implementing global leadership development programmes. Banko4 like Banko1 acknowledge that despite there are some generic global leadership competencies, there are also country-specific global leadership competencies different across countries. Banko4 usually equips global leaders with country-specific and generic competencies for successful global leadership. For example, the Managing Director headquarters noted:

We provide training and development opportunities that will enable global leaders acquire and develop both country-specific and generic competencies because of our international orientation. We have over the years, trained, and developed our global leaders to be mindful of the cultural and institutional differences when leading in different host countries. This is aimed at ensuring global leaders adapt to host country's business environment as well as labour and employment for successful integration and performance. (1, Banko2)

Third, Banko2 unlike Banko1, have 19 subsidiaries including UK, USA, France, AUE, Sierra Leone, Guinea, Ghana, Paris, Gambia and Senegal, Uganda, Kenya, Cameroon, Liberia, Tanzania, Burkina Faso, Cote Divoire, Cogo, Gabon, Chad, Zambia and Mozambique. It has global staff strength of 20, 000, 63 staff members at the UK subsidiary, and 8, 212 employees at the headquarters. Banko2 believes in continuous training and development of its workforce at all levels. Banko2 believes that as the organisation expands across national borders, the demand for global leaders to manage these subsidiaries becomes inevitable and strategic to the success of the business. This agrees with

literature (Harzing and Pinington, 2011; Mendenhall et al., 2017). Banko2 also proactively identify and select potential global leaders who can be further developed to fill both present and future global leadership positions globally. To achieve this, Banko2 conducts a training needs assessment exercise twice every year. For Example, the Managing Director headquarters stated:

We do not just embark on training and development without carrying out a holistic present and future training and development needs assessment. (1, Banko2)

Banko2 also believes that if intervention programs are not targeted towards strategically addressing present and future training and development needs, it will result to time wastage, effort, money, and resources. Similarly, Banko2, through the help of top HR Consultants and directors carried out a training and development needs assessment to align global leadership intervention programmes with present and future training and development needs. Corroborating the above, the Group Head of Human Resources headquarters stated:

Over the years, we have been able to fill global leadership positions via our proactive training and development needs assessments. As an organisation, we promote career development pathway that avail staff members at all level training and development the opportunity to advance their career. (4, Banko2)

6.8.2 External context and contingencies

First, Banko2 places emphasis on training and retraining of its staff members across all levels. Banko2 also believes that if clients, investors, stakeholders, and customers are satisfied with the services they receive, it will promote retention and attract large market share. Banko2, as an organisation that provides financial services at national and subsidiary level, believes in continuous training and development of global leaders. This has helped their global leaders to build strong relationship with host countries' regulators, reduce regulatory interference. It has also helped global leaders to adapt more swiftly to regulatory change, and reduce the amount of time top management will need to resolve issues. For example, the Managing Director subsidiaries explained that the nature of their industry requires constant training and retraining of employees to help serve customers better. He stated:

Our training and development programmes is used to equip members of staff at all level with the essential knowledge, skills and competencies to provide and create a customer focused experience, retain customers, stay competitive, increase staff value both at the headquarters and subsidiaries. (2, Banko2)

Over the years, Banko2 through the implementation of various intervention programmes was able to promote better customers service, promote better workflow and teamwork, promote a better relationship among employees, promote employee's retention, and increase the overall performance profit margin of the organisation. For instance, Managing Director subsidiary:

I believe you know the nature of our industry as a service-oriented industry that can only optimise profit when our customers, clients, stakeholders and investor are satisfied with the services they received. We are trained to provide customers' focus service on regular basis. (2, Bankos2)

Second, Banko2, like Banko1 usually invest more in human capital development during favourable economic conditions and investment opportunities. In periods of economic recession, the implementation of intervention programs usually declines because, the priority of the organisation is usually centred on sustaining the business. This implies the implementation of intervention programs is influenced by global or national economic conditions. As a way of managing these economic uncertainties, Banko2 equips global leaders with business-management competencies. These trainings has helped global leaders to cope and maximise global economic and market uncertainties for successful business operations. For example, the chief operating officer at the headquarters stated:

You and I know we cannot predict and control the economic environment. As an organisation, we try to maximise potential business investment opportunities and minimise threats and losses. Through business environmental scanning, we have also been very mindful not to invest in countries with unfavourable market and economic conditions via continuous environmental scanning. (7, Banko2)

Third, national cultures influence the design and implementation of global leadership intervention programmes of Banko2. Banko2 ensured that global leadership development programmes were designed to equip global leaders to embrace, appreciate, and maximise cultural diversity through the acquisition of cultural flexibility competencies. Banko2 believes that cultural flexibility skills will foster integration of global leaders in different national cultures for successful global leadership and business operations. This

corroborates Hofstede cultural dimension (1980), highlighting the need for MNCs and global leaders to understand different national cultures for successful global leadership and business operations. Also, the managing director at the headquarters acknowledged that, because the Nigeria Industrial Training Fund (Amendment Act, 2011) regulates the training and development of employees of both private and public sector, Banko2 ensures that staffs members at all level are given opportunity to attend training and development program at least ones yearly to enhance their skills, competencies and performance. Under this Act, all private and public organisations, whether domestic or foreign subsidiaries are required by law to provide, promote, and encourage the acquisition of skills in industry and commerce with a view to generating a pool of indigenous trained workforce sufficient to meet the needs of the private and public sectors of the economy. Similarly, every employer having more or less than five but with a turnover of N50 million Naira and above per annum is required by law to set aside special budget for the training and development of their employees annually. For example, the managing director at the subsidiary stated:

We ensure that we align our training and development programmes with Nigerian Industrial Training Fund (Amendment Act, 2011) that regulates the training and development of employees of foreign and domestic organisations. (2, Bankos2)

Fourth, due to the volatility of the political environment and possible effects on Business operations and activities, Banko2 like Banko1 usually equip global leaders with global business competencies. These competencies enable global leaders to cope with dynamic government laws and regulations of host countries. For example, the Head of Marketing subsidiary noted that:

... with expatriate assignments, they were able to keep abreast with different countries' government laws and regulations. (8, Banko2)

One strategy used by Banko2 is to conduct a biannual environmental scanning through a SWOT analysis. This has helped Banko2 to identify areas of strength, weakness, potential opportunities, and threats with the aim of incorporating the information into the development process of global leaders. This process is usually facilitated top Human Resources consultants and business analyst twice yearly. This exercise has helped Banko2 over the years to optimise performance and global competitiveness. The head of legal and Company Secretary Subsidiary explained that:

We are very conscious of the fact that different countries around the world experience some level of political turbulence and instability resulting to change in government policies, labour, and employment laws. Therefore, our organisation always strives to implements intervention programmes that will equip our global leaders with global business competencies to cope with these uncertainties. This has helped our global leaders to manage and maximise these uncertainties over the years resulting to successful business operations. (5, Bankos2)

Conclusively, the findings revealed that Banko2 have a standard approach towards global leadership development by putting into consideration different national and global contingencies into consideration when designing and implementing global leadership development programmes.

6.9 Conclusion

Conclusively, the findings revealed, Banko2 constitute global leadership as ‘leadership across national cultures.’ The challenges global leaders face in includes managing and coordinating team, gaining collaboration and acceptance, and developing managerial effectiveness. Banko2 also ensured that global leaders are equipped with; self-management, relationship-management, business-management, and response-management competencies Banko2 also considers several criteria and contingencies when identifying, selecting and developing global leaders.

The next chapter will examine the findings of the third case study.

Chapter 7. Banko3

7.1 Introduction

This chapter reports the third case study. At the initial stage, information is provided on the historical background of the company, its mission, vision, core values, and structure of the company, key services, and operations. Thereafter, information regarding the UK's subsidiary is given. Subsequently, attention turns to the findings obtained from the case study in line with the research questions and objectives. Finally, a concluding section summarises all the key findings emerging from the case study.

7.2 The company: a brief profile

Banko3 with headquarters in Nigeria was founded in 1894. It has 10000 employees worldwide. It has a total asset of about five trillion. It is one of the leading century old global financial institutions that operate in continents of Africa, Europe, and Asia. Banko3 has subsidiaries in London, United Kingdom; Paris, Johannesburg, Beijing, Arab Emirates, and Democratic Republic of Congo. Banko3 employs more than 10,000 culturally diverse staff in 12 subsidiaries. Banko3 operates along four key strategic business units. These include retail banking, corporate banking, commercial banking, and public sector banking. Banko3 has a vision to be recognised as a leading diversified financial institution in the markets by providing a superior customer and employee experience. Banko3 has a mission to collaborate with their customers to achieve their financial goals through responsive, knowledgeable, and caring employees that are committed to shareholder value and the well-being of customers. Banko3's core values include honesty, respect, responsiveness, collaborations, agile, innovative, committed to quality, customer, and community focused.

Banko3 deliberately recruits from all tribes in Nigeria to balance intertribal relationships. Banko3 provides training that contributes to a good work environment by investing heavily in-house training yearly. Table 6.1 and 6.2 highlights the composition of board of directors and executive officers of Banko3 at the headquarters respectively.

Board of Directors						
Position	Nationality	Respondents codes	Educational background	Career Experience	No. of years in current position	Gender
Chairman	Nigerian		Order of the Niger (CON) MBA(US) BSc(USA)	Philanthropist, CNN, CNBC, Bloomberg, Arise TV, Banko3, Bankos3	3+	M
Group Managing Director/CEO	Nigerian	1, Banko3	ICAN, HND, ACA(US), ICAN, FCA(UK), PGD(UK)	Citizen International Bank limited, Banko3, Bankos3	3+	M
Deputy Managing Director	Nigerian		BSc, MBA, PhD(US), CIBN, ICA, NIM, ICPA, ICMC	Pink Breath Cancer, Care Foundation Catholic Bankers, Association of Nigeria, Banko3, Bankos3	2+	F
Executive Director	Nigerian		BSc, MSc, NIM, CILRM, CIB, ANAN	Citibank, Liberty bank Banko3, Bankos3	3+	M
Executive Director	Nigerian		BSc, MSc, PhD, NIM, CIBN, FITC	Merchant Bank, Banko3, Bankos3	2+	M
Executive Director	Nigerian		MBA, FCA, FCIB, ACIT	Nigeria commercial Banks Banko3, Bankos3	4+	M
Executive Director	Nigerian		BSc, MBA, LLB(UK), ICAN, CIBN	Citibank Banko3, Bankos3	3+	M
Non-Executive Director	Nigerian		BSc, MSc (USA), PhD (USA)	Academia(USA) Banko3, Bankos3	2+	M
Non-Executive Director	Nigerian		CIB(UK), MSc(UK), MBA	Union Bank (UK) Banko3, Bankos3	3+	M
Non-Executive Director	Nigerian		BSc, M. Math, PhD Professor (Canada)	Academia, World bank, UNDP, UNESCO, ILO Banko3, Bankos3	4+	M
Non-Executive Board Member	Nigerian		Graduate Diploma(UK) MSc (UK)	PwC, International Auditing and Consulting Firm	2+	M
Non-Executive Board Member	Nigerian		B.Engr.	Nigerian Army, NIPC, CAC, WTO, Banko3, Bankos3	3+	M
Non-Executive Board Member	Nigerian		BSc(UK) ACA, ICAN	Financial sector, Deloitte Banko3, Bankos3	4+	M

Table 7.1: Banko3 Headquarter’s Board of Directors

Source: Author, (2021)

Executive Officer						
Position	Nationality	Respondents codes	Educational background	Career Experience	No. of years in current position	Gender
Group Managing Director/CEO	Nigerian	1, Banko3	ICAN, HND, ACA(US), ICAN, FCA(UK), PGD(UK)	Citizen International Bank limited, Banko3, Bankos3	3+	M
Deputy Managing Director	Nigerian		BSc, MBA, PhD(US), CIBN, ICA, NIM, ICPA, ICMC	Pink Breath Cancer, Care Foundation Catholic Bankers, Association of Nigeria, Banko3, Bankos3	+3	F
Executive Director	Nigerian		BSc, MSc, NIM, CILRM, CIB, AN-AN	Citibank, Liberty bank, Banko3, Bankos3	+2	M
Executive Director	Nigerian		BSc, MSc, PhD, NIM, CIBN, FITC	Merchant Bank Banko3, Bankos3	3+	M
Executive Director	Nigerian		MBA, FCA, FCIB, ACIT	Nigeria commercial Banks, Banko3, Bankos3	1+	M
Executive Director	Nigerian		BSc, MBA, LLB(UK), ICAN, CIBN	Citibank, Banko3, Bankos3	3+	M
General Manager	Nigerian	6, Banko3	BSc, MPA(USA), MBA (USA), IMC, ICMA, HCIB, NIM	Banko3, Bankos3	3+	F
Company Secretary/Legal Adviser	Nigerian	9, Banko3	LLB, LLM, N.B.A, HCIB, FITC, CIBN	UBA , Banko3, Bankos3	8+	M
Chief Financial Officer	Nigerian		B. Ed (Ghana), MSc(UK) MBA(UK), PhD (UK) ICAN, CITN,	Banko3, Bankos3	4+	M
Head, Human Resources	Nigerian	7, Banko3	BSc, MBA,	Banko3, Bankos3	6+	M
Head, Marketing	Nigerian		BSc, HND, MBA	Banko3, Bankos3	4+	F

Table 7.2: Banko3 Headquarter's Executive Officers

Source: Author, (2021)

7.3 The UK subsidiary

Banko3 UK's subsidiary was established in 2007. At the subsidiary level, Banko3 has a small human resources (HR) team of 47 staff. Business activities includes; managing corporate banking activities relating to trade and commodity finance, cash management and payment solutions, asset backed leading, structured finance corporate lending and advice, and money market solution. Other business activities include; managing institutional banking relating to loan syndication and distribution, trade finance, correspondent banking, and money market solutions, and cash management and payment solutions, managing private banking services relating to investment, wealth protection, personal banking, property investment, and lifestyle. The parent company promotes flexible approach towards the management of overseas subsidiaries. Tables 6.3 and 6.4 highlights the composition of board of directors and executive officers of Banko3 at the UK subsidiary.

Board of Directors						
Position	Nationality	Respondents codes	Educational background	Career Experience	No. of years in current position	Gender
Chairman	Nigerian		BSc MSc	Academia	3+	M
Senior Independent	British		FCCA	Middle East and far East , Banko3, Bankos3	2+	M
Non-Executive Director	British		BSc(UK) ACCA(UK)	HSBC(UK) Chemical Bank (UK) Banko3, Bankos3	1+	M
Non- Executive Director	British		LLB	African Expert Bank Banko3, Bankos3	3+	M
Non-Executive Director	Nigerian		FCIB (UK),MSc (UK) MBA(UK)	Union bank(UK) Barclay bank Intl (UK) Banko3, Bankos3	2+	M
Chief Executive Officer	Nigerian	2, Banko3	BSc, MBA	Consulting Firm, Multicultural, Conglomerates and Private Banking Banko3, Bankos3	3+	F
Executive Director- Business Development	Nigerian	3, Banko3	BSc, MBA,FCA, CIBN IIA(UK), CITN	Pricewater House Cooper Banko3, Bankos3	2+	M

Table 7.3: Banko3 UK subsidiary Board of Directors

Source: Author, (2021)

Executive Officers						
Position	Nationality	Respondents code	Educational back-ground	Career Experience	No. of years in current position	Gender
Chief Executive Officer	Nigerian	2, Banko3	BSc, MBA	Consulting Firm, Multicultural, Conglomerates and Private Banking CZMHQ, CZMSUB	3+	F
Executive Director-Business Development	Nigerian	3, Banko3	BSc, MBA, FCA, IIA(UK),CITN, CIBN	Price, water House Cooper Banko3, Bankos3	2+	M
Chief Operation Officer	British	4, Banko3	BSc(UK), ACCA(UK)	HSBC(UK) Chemical Bank (UK) Banko3, Bankos3	7+	M
Head of Compliance and MLRO	British	8, Banko3	BSc, MBA	Middle East Bank, UK Retail Bank Banko3, Bankos3	8+	M
Head, Marketing	British	5, Banko3	BSc MBA	Nedbank (UK) Merchant Bank, Postipankki, and Bank of Boston Banko3, Bankos3	4+	M
Head, human resources	Nigeria/British	11, Banko3	BSc, MBA, ACCA	Banko3, Bankos3	6+	F

Table 7.4: Banko3 UK subsidiary Executive Officers

Source: Author, (2021)

7.4 Global leadership

This section examines how Banko3 perceived global leadership. For example, the Chief Executive Director explained that global leadership is complex and ambiguous because, it is leadership across national borders. She reiterated that, because every country has different business and social cultural environment, the job of global leaders becomes enormous. For instance, she explained that despite the huge influence of the political, economic, socio-cultural, technological, and legal environment of host countries on MNCs business operations globally, these factors are beyond the control of the global leaders. Therefore, global leaders need to be trained and equipped with competencies to manage these contingencies successfully. Our job as global leaders are to manage these differences for successful business operations. Banko3 believe that for them to succeed internationally, they must train and develop global leaders who can manage their foreign subsidiaries. Banko3 believes that without competent global leaders the organisation will not gain global competitiveness. For example, the Chief Operations Officer headquarters highlighted:

Leading in a global setting has to do with intercultural leadership, leadership across national borders. This type of leadership is different from domestic leadership where one is exposed to only one country. (3, Bankos3)

7.5 Cultural and contextual challenges faced by global leaders

This section examines challenges Banko3 global leaders face when working internationally. First, The Executive Director revealed that leading team in the UK is another challenge for global leaders. She explained that because the UK is business environment promotes fairness and equity, global leaders in the UK need to possess effective time management skills, get to know their team members' background, and perspectives, encourage open communication process for them to lead successfully in the UK. Sharing her experience, she explained that she was able to integrate and gain acceptance of the clients, stakeholders and colleagues because she promoted openness, honesty, fairness and equity, respect, maintain people's dignity and privacy, maintain professional relationships, remain competent, display integrity, and trust in all business operations. This is different from headquarters business environment where subordinate cannot question superior's authority. The fear of losing their jobs also makes employees to obey all instructions given by superiors. For example, Chief Executive Director subsidiary highlighted:

Leading team in UK is different from headquarters. For example, at the headquarters some of the team members are my relatives and junior colleagues. This made them to listen and do whatever I ask them to do without any objection and hesitation. Sometimes, my actions and instruction go against their wish, but they will obey because Nigerian culture promotes and recognises hierarchy and seniority at the workplace. However, when I was deployed to lead in the UK, I had to ensure that I promote openness, honesty, fairness and equity, respect and maintain people's dignity and privacy, maintain professional relationships, remain competent, display integrity, and trust. In addition, because fairness and equity is the hallmark of good leadership in UK, I had to lead to example. This strategy helped me to gain support from my teams and employees, enhanced collaboration, integration, and facilitate team spirit for successful business activities and operations. (2, Banko3)

Second, the Managing Director subsidiary while sharing his experience revealed that staff members in UK subsidiary have a very positive attitude toward work, meeting schedules, timely in all official meetings compared to staff at the headquarters. This poses some leadership and management challenges to Nigerian global leaders in the UK to ensure that they jettison lateness to; meetings, appointments, office, official events and imbibe the UK's time management culture. To this effect, global leaders ensured they deal with investors, clients, and stakeholders timely. Banko3 ensured global leaders are trained and develop to acquire time management skills for effective service delivery in the UK. For example, the Managing Director subsidiary noted:

In the bid of acquiring time management skill for successful leadership in the UK subsidiary, I engaged in several time-management face-to-face and online conferences, seminars, and workshops. This helped me to relate with clients, investor, stakeholders, and staff timely. I found it useful because, leading with Nigerian mentality of time-management that is characterised by lateness to; official meeting and appointments unethical and unacceptable in the UK workplace. Hence, although, there were times I fell short of my time management, I kept putting effort to be better. I made effort to be prompt in all official meetings and appointments for easy collaboration and integration with my internal and external stakeholders, clients, and staff members. (2, Bankos3)

This was a big cultural issue for Nigerian global leaders trying to exhibit western time management culture. For instance, at the headquarters, the finding revealed that subordinates were expected to be sited before their boss arrived in any meeting. Subordinates cannot question their boss for arriving late or closing late because of respect for hierarchy. In view of the above, Nigerian global leaders in UK subsidiary had to start leading

by example. This helps them not to be called to order by staff members for incompetence and gross misconduct.

Third, sharing her experience, the Head of Marketing subsidiary explained that one core challenge is securing customers' patronage. According to her, attracting investors and clients was a challenge facing global leaders in the UK in the banking industry. This challenge has been a major concern for the subsidiary since inception. Like Banko 1 and Banko2, the findings revealed that a good number of clients in UK prefer investing in trusted and credible financial institutions. This is due to the fear of liquidation, lack of trust, and confidence for African banks, especially Nigerian banks. For example, the Marketing Manager subsidiary further explained:

Attracting investors has always been a major challenge. Some clients do not have confidence in our bank... However, the few who invest, invest with little capital. In course of my marketing experience, I have had instances where my offers were tuned down. This is because, people do not trust in African banks, and as such, declined to invest their money with us. (5, Bankos3)

This suggests a lack of trust for Nigerian banks is one of the reasons why it is difficult to attract potential clients and investors. This negative impression on Nigerian banks makes potential clients to be afraid to invest in Nigerian banks. Additionally, the fear liquidation was another reason behind poor patronage for Nigerian banks. The fear of liquidation made potential clients and investors to invest in western banks where their monies and investments are secured and safe. However, as a way of solving this issue, Banko3 have being working very hard to gain public reputation. For instance, the Head of Marketing subsidiary noted:

We find it difficult to convince British clients to invest with us because of their perception about Africans. (5, Bankos3)

Conclusively, to solve the challenge of poor patronage, Bankos3 strive to promote and ensure that all business operations are characterised by trust, integrity, and accountability. Although, Banko3 like the other cases acknowledged that it would take the organisation some years to compete with western banks in the UK, they are working steadily to bridge the gap through continuous training and retraining of its workforce, and promoting an organisational culture that is characterised by trust, integrity, transparency, and accountability. Hence, Nigerian global leaders are faced with the challenge of

‘building public trust, image and reputation’ for successful global leadership and business operations.

7.6 Essential competencies for successful global leadership.

This section examines essential competencies for successful global leadership of Banko3. Banko3 also highlighted several essential competencies for successful global leadership. Banko3 believes the following competencies help their global leaders to integrate into host country for successful business operations and global leadership. First, the Executive Director, Business, and Management subsidiary revealed that Banko3, ensured that global leaders are equipped with the following competencies such as cross-cultural communication, cultural sensitivity, cultural intelligence, global mind-set, and cultural adaptation. For instance, the Executive Director Business Management subsidiary acknowledged that:

We are trained to effectively engage in cross-cultural communication, remain culturally sensitive, possess cultural intelligence, lead with a global mind-set that is open to change, adapt to cultural differences and appreciate cultural diversity. (3, Banko3)

According to the Head of Operations subsidiary, these competencies has helped him global leaders to function effectively across cultures, think and act appropriately, communicate and work with people from different cultural background. He was also able to adapt to new work environment and prevent culture shock, adapt to the differences relating to time management, adapt to labour laws, and work ethics in the UK and other countries. Corroborating the above, the Chief Operations Officer subsidiary highlighted that:

Nigerian leadership is inapplicable and will never work in the UK business and work environment. UK’s business and work environment is well regulated and characterised by honesty, fairness, trust, integrity, transparency, accountability, and openness. Therefore, acquiring cross-cultural communication, cultural sensitivity, cultural intelligence, and global mind-set helped me to effectively engage in cross-cultural communication, remain culturally sensitive, possess cultural intelligence, lead with a global mind-set that is open to change, adapt to cultural differences and appreciate cultural diversity resulting to successful global leadership in the UK. (3, Banko3)

Conclusively, Banko3 equips global leaders with these competencies to facilitate their integration and collaboration with staff, stakeholders, and clients in the host country for successful business operations and activities.

Second, The Chief Executive Director revealed that Banko3 ensured that potential global leaders are equipped with the following competencies including; inquisitiveness, learning attitude, curiosity, receptivity to diverse ideas, ability to foster innovation, ability to influence stakeholders, ethical decision making, and ability to network globally, open-mindedness, ability to keep to commitment, integrity, honesty and accountability. These competencies helped Banko3's global leaders to approach individuals, situation, and conversations with curiosity and sense of inquiry resulting to innovation, new ideas, information, and knowledge. Therefore, Banko3, like Banko1 and Banko2 ensured global leaders are equipped with these competencies to build 'trust, integrity, and reputation' among clients and staff members for successful global leadership. For example, the Chief Executive Officer subsidiary explained that:

As part of my strategy to lead successfully in the UK, I placed priority on; honesty, trust and integrity, openness, transparency and accountability. I demonstrated inquisitiveness, learning attitude, and curiosity. I was also receptive to diverse ideas, ability to foster innovation, ability to influence stakeholders, ethical decision making, and ability to network globally, open-mindedness, ability to keep to commitment, integrity, honesty, and accountability. These competencies have helped me over the years to get along with my clients and members of staff in the UK and other countries.
(2, Bankos3)

Conclusively, the findings revealed that Banko3 equips global leaders with self-management competencies to facilitate their integration and collaboration with staff and clients in the host country for successful business operations and activities. These competencies were not just peculiar for UK environment but across other western countries.

Third, the Head of Human Resources subsidiary revealed that Banko3 also ensured that global leaders acquire the following competencies including; interpersonal skills, perspective taking, ability to form relationship mindful, communications skills, negotiation conflict management skills, emotional intelligence, and social flexibility. According to the Group Managing Director headquarters, these competencies helped Banko3's global leaders to connect with others from different cultures and nationalities, communicate appropriately, build trust, and gain necessary credibility to lead in host countries. It also

helps global leaders to establish strategic alliance and collaboration between clients, investors, and staff for successful business operations in the host country. In addition, the Group Managing Director headquarters added that because the job of global leaders is dynamic, global leaders need to be flexible when dealing with clients and colleagues globally. Justifying the importance of these competencies, the Head of Human Resources subsidiary stated:

My interpersonal skills fostered and facilitated my integration and collaboration with clients, investors, and staff members when I was deployed to our UK subsidiary. As a human resource manager, I was able to build trust and integrity by promoting interpersonal skills, perspective taking, and ability to form relationship, mindful communications skills, negotiating conflict management skills, emotional intelligence, and social flexibility. (11, Bankos3)

Conclusively, this competency helps global leaders to communicate effectively with clients and staff in the UK and other countries. They do this by learning and adapting UK's business communication style business operations and activities.

Fourth, the Chief Executive Director subsidiary explained that Banko3's equips their global leaders with the following competencies including global business and organisational competencies, broader perspective of business, result-oriented, ability to maximise business opportunities and minimise potential threat, develop a strategic business plan on a worldwide basis, manage risk on a worldwide basis and interact with internal client from other countries. Banko3 ensured that their global leaders are equipped with these competencies to help them operate from an international strategic perspective for successful business operations. For instance, Chief Executive Director subsidiary noted:

Possessing global business and organisational competencies helped me gain in-depth knowledge of international business environment, understand the dynamics of the international business environment; use such information to establish strategic alliance, gain collaboration. I strive to demonstrate global business and organizational practical understanding, have broader perspective of business, result-oriented, maximise business opportunities and minimise potential threat. In addition, I was able to develop a strategic business plan on a worldwide basis, manage risk on a worldwide basis, and interact with internal client from other countries. (2, Bankos3)

Conclusively, the findings revealed that Banko3 equips their global leaders with these competencies to help them maximise business opportunities in host country's business environment. These competencies were considered essential for successful global lead-

ership owing because every country has its unique business environment that is influenced by internal and external contingencies. In addition, because global leaders need to manage these internal and external contingencies for successful business operations, these competencies become essential for their day-to-day business operations and interactions with stakeholders, clients, colleagues.

7.7 Global leadership development process

This section examines global leadership development process of Banko3.

7.7.1 Stage one: *The identification stage of high-potentials and criteria*

First, Banko3 like the previous cases believed that because women over the years have not been able to balance their family and work lives making it difficult for them to take up global leadership role that will require them relocate abroad, they are rarely assigned global leadership roles. Banko3 also highlighted other issues like maternity leave as other reasons why female staff are seldom assigned global leadership role because they could be either pregnant, nursing children or carrying out some household domestic responsibilities. This reflected in the leadership and management composition of Banko3 where you have more male in the board of directors and executive management team compared to women. For example, the Group Managing Director headquarters stated:

Over the years, we have found female global leaders especially the married, not flexible enough to balance their work and family lives with negative implication on their job performance compared to male global leaders. This is why we usually give priority to male staff when identifying and selecting global leaders to fill present and future global leadership positions. (1, Banko3)

This finding corroborates with literature (Harzing and Pinnning, 2011; Caliguiri and Tung, 1999; Stroh et al., 2000b) that whereas the number of women leaders working domestically has increased, the proportion of women assigned global leadership role outside their home country remains very low because many companies continue to doubt the suitability of women for global leadership role.

Second, Banko3 also considers potential global leader's religious background as another criterion when identifying potential global leaders. Banko3, like the previous cases prefers sending a Muslim global leader to Muslim dominated countries, whereas, in Chris-

tian dominated countries they prefer sending a Christian global leader. For instance, the Group Managing Director headquarters noted:

We prefer to deploy global leaders to with the same religion to religious dominated countries for easy integration and collaboration. (1, Banko3)

Corroborating the above, some of the respondents explained that in like Ethiopia dominated by Muslims, a Christian global leader would find it difficult to integrate into the business and work environment of majority of the clients, business stakeholders, investors, and workforce are Muslims. This will pose unavoidable management and leadership challenges to a Christian or non-Muslim global leader resulting to underperformance. However, Banko3 like the previous case acknowledged that because the UK is not known for, or dominated by any religion, they are usually neutral on the issue of religious background when identifying potential global leaders to fill in global leadership positions in the UK. The findings corroborate with literature (Harzing and Pinnington, 2011), explaining how social forces can act as constraints on the degree of international transfer of HRM when MNCs adopt local institutional norms and rules for structuring companies learning and development programmes and managing activities. For example, the Head of Marketing subsidiary noted:

Our organisation considers religious background of potential global leader when identifying and selecting global leaders especially if they would be deployed to a religious dominated country. (5, Banko3)

Third, Banko3, like Banko1 gives priority to high-potentials who have been committed and loyal to the overall goal of the organisation for global leadership positions. Hence, high-potentials who have over the years demonstrated high level of commitment and loyalty to the overall success of the organisation are given priority against others whose commitment and loyalty is questionable. For example, the Head of Human Resources subsidiary acknowledged that this strategy has helped to enhance employees' commitment and loyalty at all levels for optimum performance and productivity. The findings revealed that all employees knew that their promotions were determined by their level of commitment and loyal to the mission and vision of the organisation. In addition, Banko3 used these criteria as a motivational tool to promote employee engagement, involvement, commitment, and loyalty at the workplace. For example, the Managing Director headquarters stated:

Our bank usually place priority on employees who have shown commitment and loyalty to the overall mission and vision of the organisation. We cannot assign global leadership role to employees who have not shown maximum commitment to their job description, and overall goal of the organisation over the years. (6, Banko3)

Fourth, Banko3 like the other two cases considered potential global leaders' previous and current job description to match them with the new global leadership role. This helped Banko3 to know if the individual already possesses similar job experience, skills, competencies, or if the work load, nature of work, tasks, managerial and leadership positions to the new global leadership role. For example, the General Manager highlighted that:

If we find high-potentials who possessed similar competencies, skills and experience to the new role, we will definitely choose them against others who do not have such experience. We believe it would save us training cost, time, and resources. (6, Banko3)

In addition, the information from this exercise gives top management and HR consultants a deep insight on their suitability for the new job role. Corroborating the above, the Group Managing Director headquarters stated:

Our organisation usually evaluates potential global leaders past and current job description to identify similar job experience, skill, and competencies to the new global leadership role. (1, Banko3)

The exercise is conducted by top management and Human consultants annually without high-potentials' knowledge. After the identification process, those who meet the criteria will be short-listed, notified, and invited further screening during the selection process.

Fifth, reviewing, and assessing information about potential global leaders' career progression plan is another criterion Banko3 used to assess, identify high-potentials for global leadership role. The aim is to identify potential global leaders who were following their career progression plan. Like the previous cases, Banko3 assigned a mentor to their employees who will be responsible to guide them through their career development pathway. Top management and HR consultants' minimum always review this process once annually. It helped Banko to identify high-potentials who are progressing in career advancement plan for global leadership role. Banko3 like the previous cases believe that those individuals who strive for career growth tend to always be willing to

accept more global leadership responsibilities that will advance their career trajectory.

For example, the Head, Human Resources subsidiary:

For you to grow in the banking industry you must be ready and willing to take career development responsibilities. I would not have reached this position in my career if I had not followed the career development plan set by my mentor. (11, Bankos3)

Like the previous cases, Banko3 preferred to identify global leaders who have been following their progressive career development trajectory. Additionally, to encourage career progression, Banko3 promotes career development opportunities to all staff at all levels annually. However, like the previous case, the findings revealed that not all staff members maximise this development opportunities for personal reasons. Some staff members are happy with their current job role with little or no interest to take up global leadership. Therefore, those who do not have progressive record for career growth and those who are complacent with their current positions selected for global leadership role. Like the previous cases, Banko3 does not enforce global leadership position on staff that is not willing to occupy such positions for personal reasons.

Sixth, Banko3 is very keen in assessing the educational background of their global leaders annually especially those who got their degrees in the UK and other western countries. For instance, high-potentials who were educated in the UK or other western countries were given priority against others without such experience. Banko3 placed priority on potential global leaders who are educated in western countries when identifying potential global leaders. For example, the Chief Managing Director subsidiary stated that:

We prefer to identify high-potentials who have worked, lived, or studied in western countries because we know that they will deploy their international training and experience into their new global leadership role compare to those who were educated locally. In addition, over the years, we have over the years assessed and compared the two set of high-potentials and realised that those who have lived, worked, or studied in western or industrialised countries were able to integrate, and gain collaborations with host country's business environment for successful business operations. (2, Bankos3)

Banko3 like the previous cases believe that those who were educated locally with no international exposure, education, experience, and training will need more time to develop and acquire global leadership competencies compare to those educated in western and industrialised countries. Banko3 acknowledged that over the years, global leaders who studied, lived, or worked in western countries tend to excel in their global leader-

ship role with satisfactory performance compared to global leaders without such experience. This exercise is usually conducted by top management and human resources consultants' minimum once yearly without the knowledge of high-potentials. The finding revealed that Banko3's global leaders, who have studied, lived, worked in western countries integrate easily into the international business environment because of their international exposure, education experience, and training resulting to successful performance. Banko3 believe that such global leaders must have in one way or the other acquired some intercultural competencies.

Seventh, age was another criterion highlighted by Banko3 when identifying potential global leaders. According to the Executive Director Business Management, Banko3 prefers to identify potential global leaders who are in their early 20s to 40s years old. This helped Banko3 to promote fresh ideas, creativity, and innovation. Another reason is that Banko3, like the previous cases believe that high-potentials who are in their 50s and above will soon catch up creating to talent gap, hence they train and develop young high-potentials who would deploy their skills and competencies on long-term bases for the success of the organisation as against who will soon retire. Banko3 also believed that young employees are more curious for fresh and new ideas, innovation, and knowledgeable compared to aged employees. This strategy has over the years helped the Banko3 to enhance workforce planning. For example, the Head of Human Resources headquarters:

As an organisation, we do not necessarily discriminate potential global leaders based on age differences rather we prefer assigning global leadership role to young employees who are curious for fresh and new ideas, innovation, and knowledge. In addition, as part of our workforce planning strategy, we train and develop high-potential who would deploy their skills and competencies on long-term bases for the success of the organisation as against aged high-potentials who will soon retire. (7, Banko3)

Eight, Banko3 like the previous cases also give priority to high-potentials who have acquired international exposure, experience, and training through living, studying or working in western countries. Banko3, like the previous cases believed that, this group of individuals would need less time to integrate into the host country deployed to western countries. For example, the Chief Executive Office subsidiary acknowledged that

overqualified for the job because of my international training, experience, and exposure before joining the organisation. She quoted:

In my own case, I was privileged to live, study and work in the UK before joining my organisation some years ago. It was easy for me to fit into the UK culture and business environment because I was already familiar with the cultural and institutional terrene. (2, Bankos3)

The findings revealed that high-potentials previous t international experience, training, and exposure facilitated their integration and enhances their performance as global leaders. Speaking on the importance of international experience, training, and exposure, the Chief Operating Officer subsidiary noted:

...our organisation, when identifying high-potentials for global leadership positions, like some other competitors often give priority to global leaders have lived, studied, or worked abroad, especially in western countries for a minimum of two years before joining our organisation. We believe that such individual already has some background information regarding host- country's cultural and business environment, and intercultural skills to facilitate their integration and enhance their performance for successful business operations. (4, Bankos3)

7.7.2 Stage two: The selection process of high-potentials and methods

This section examines the selection process and methods of Banko3. First, Banko3 used psychometric test to analyse the psychological and mental state of the global leaders. The test helps Banko3 to measure potential global leaders' aptitude, ability, attainment, and intelligences level. Psychometric test has helped Banko3 to measure high-potential's cognitive ability and indicate if they have the skills, or ability to learn new skills, for the new job role. Banko3, like Banko1 and Banko2 utilises the services of occupational psychologist alongside with human resources consultants and specialist to conduct this test during the selection process with the several benchmarks. For example, the Head of Human Resources subsidiary noted:

We use psychometric test, personality test, and different forms of interviews to selection our global leaders. These methods have over the years helped us to select high-performing global leaders that have helped the organisation to lead successfully. (11, Banko3)

Second, like the previous cases, Banko3 also used personality test in order to get detailed information regarding candidate's individual differences and characteristics pat-

terns of thinking, feeling, and behaviour. This process has helped Banko3 to know the psychological preferences, and how they will make decision in different context and situations. Top HR professionals and consultants conduct this exercise during the selection process to collect information on specific personality characteristics underpinning global leadership position. For example, the managing director at the headquarters stated:

Personality test has helped us to know the psychological preference of our high-potentials. It also helped us to know how high-potentials will make decision in different global leadership context and scenarios. During the personality test, we gather information on specific high-potentials' personality characteristics that will help global leaders to solve global leadership challenges. (6, Banko3)

Third, regarding the use of interviews, unlike the previous cases, Banko3 uses competency-based interviews to establish the candidate's ability to perform the new role. The interviews were used to ask potential global leaders to describe situations they led a local or international team, handled conflict at workplace, maintain good relationship with their clients and colleagues, and talk about a big decision made recently. The interview questions, like the previous cases were tailored towards how global leaders can lead successfully in a global environment, and how they can solve global leadership challenges. For example, the Managing Director headquarters noted that:

We conduct interviews face-to-face interviews establish the suitability and readiness of the high-potentials for global leadership role. (1, Banko3)

Top management alongside with HR consultants and specialist conducts the interview process. The interview process runs through Monday to Friday with some flexibility. According to the findings, the selection process enables the organisation to identify some key global leadership competencies like including intercultural competencies, global business savvy, communication, time management skills, innovative skills, adaptability skills, and interpersonal from high-potentials. The findings revealed that knowing the competencies that potential global leaders already possessed, and the ones they need to acquire has helped them to tailor their training and development programmes to global leaders' training and development needs. For example, the Head of Human Resources subsidiary noted:

For instance, during my interview process, I was requested to highlight some competencies that I think are necessary for successful global leadership. I was also asked to give reasons why I should be considered for

global leadership role instead. I was also asked to explain what I would do differently to enhance the overall performance of the subsidiary if selected. (11, Banko3)

7.7.3 *Stage three: Training and development methods for high-potentials*

This section examines Banko3 training and development methods. First, Banko3, like the previous cases uses on-the-job training as a short and long-term method to train and develop global leaders. To achieve this, Banko3 like the previous cases also assign high-potentials to global leaders responsible for teaching and coaching high-potentials. Banko3 like the previous cases uses this method to promote enhance workforce planning. For example, the Managing Director headquarters explained that on-the-job training helped the organisation to fill both planned and spontaneous global leadership positions. In addition, high-potentials are to senior global leaders to learn on the job. Reiterating the importance of on-the-job training, the General Manager headquarters highlighted:

We use shadowing as a training tool to prepare our potential global leaders to take over global leadership positions from their predecessor through on-the-job training. To achieve this, we usually place a potential global leader to a current global leader to learn while on the job. This method helped high-potentials to gain insight and knowledge on the new job role. We have used this method in various leadership and managerial positions with good outcome. (6, Banko3)

During this process, high-potentials were able to build skills, competencies, and gain mastery of the job. According to the Chief Executive Director on-the-job training has helped organisation to enhance employees' performance, reduced mistake, reduces employees' turnover rate, and reduced long-term staffing cost in her quote:

We have been able to enhance employee's performance reduce employees' turnover rate, and reduce long-term staffing cost. (2, Banko3)

Second, Banko3 also uses expatriate assignment as a means of training and developing the skills and competencies of potential global leaders. Banko3 uses expatriate assignment to expose potential global leaders to different national cultures and institutions. This experience helps global leaders to have in-depth perspective on international business environment, government policies, and labour and employment laws. This experience enhances and facilitates Banko3's global leaders to integrate into the host coun-

tries. The expatriate experience helped global leaders to be mentally and emotional prepared, adapt to change, and embrace cultural diversity in host countries. For example, the Executive Director, Business Management explained:

In course of my expatriate assignment, I was made to know that every country is characterised with distinct cultural values, work ethics, business systems, government laws, and regulations, labour and employment laws that influences all business operations and activities. My expatriate experience gave me a deeper perspective of different international business environment and work ethics, it helped me developed intercultural skills, build foreign alliances and relationships. I also learn some foreign languages, learn from other global leaders. Through my international experience, exposure, and training I acquired and developed intercultural skills, developed a global mind-set, interpersonal relationship skills, global business insight, and flexibility skills. These competencies helped me to integrate and collaborate clients, stakeholders, and colleagues in host countries. (3, Banko3)

Banko3's short-term expatriate assignment programme like the previous cases lasts for one to twelve months. The long-term expatriate that last for 24 to 36 months. Banko3, like Banko1 and Banko2 uses short expatriate assignment when specific skills need to be transferred or acquired from subsidiary to solve a problem. Long-term expatriate assignments were used with the aim of filling present or future global leadership position. However, the findings revealed that before sending high-potential on expatriate assignment, Banko3, Like Banko1 and Banko2 usually consider whether, the high-potential possesses the technical competencies required for the job, possesses personal traits or relational abilities, has the ability to cope with environmental diversities, and the family situation of the potential global leader. The information helped Banko3 to design the intervention programme to match the training and development needs of the high-potential. In addition, Banko3, like Banko1 and Banko2 highlighted that the content and focus of the expatriate assignment programme is usually contingent upon several factors including the individual's cultural background, cultural-specific features of the host-country environment, the individual's degree of contact with the host environment, the assignment length, the individual's family situation and, the individual's language skills. These factors helped Banko3 to match the intervention programmes with the training and development needs of high-potentials. The Chief Executive Director subsidiary noted:

Our organisation usually puts into consideration potential global leaders' individual's cultural background, the cultural-specific features of the host-country environment, the individual's degree of contact with the host

environment, the assignment length, the individual's family situation and, the individual's language skills when designing and implementing expatriate assignment programme. Considering these factors helped us to match intervention programmes with the training and development needs of high-potentials. (2, Banko3)

Third, Banko3 like Banko1 and Banko2 also promotes e-learning platforms to help the organisation minimise time and cost associated with face-to-face training methods. Banko3 also uses e-learning to promote flexibility, autonomy and control. For instance, the Managing Director explained that through e-learning potentials global leaders can decide the time and place of training. Like the previous cases, the type of training method is purely online delivery of instructional content with associated support services to trainees. Banko3 utilises e-learning as an effective way to provide both a personalised learning experience and provide opportunities for collaborative learning and support through discussion forums and instant messaging technologies. Emphasising on the usefulness of e-learning, the Chief Operating Officer highlighted:

Promotion of e-learning platform as a training and development method has helped our organisation to save training and development cost, reduced learning time, and promote flexible learning system. (4, Banko3)

Fourth, Banko3 like Banko1 and Banko2 also uses mentoring as a long-term development strategy to prepare and develop staff at all levels for senior managerial and leadership positions. Banko3 like Banko1 and Banko2 usually assigns all newly employed staffs to mentors who guide them during career with the organisation. These mentors help to guide the mentee in formulating a 5-year's career plan with regular meetings with mentees to discuss their progress on goal achievement and future assignments. Also, like Banko1 and Banko2, all newly employed staff spends their first three months in an orientation program with an assigned mentor before deployment. There are supervisors who provide regular on-the-job training to mentees. Mentees are required to attend short-term courses at the training Academy and engage in online training to ensure that they are up to date with knowledge, skills, and competencies to be successful in their job. Mentoring has also helped the organisation over the years to produce competent staff for senior managerial and leadership position for both domestic and global leadership positions. For instance, the Head of Compliance MLRO subsidiary noted:

Mentoring is one major training method that most organisations uses including my organisation to enhance employees' performance at all level. I personally benefited from a mentoring process. No one is too big to be mentored. I am still been mentored directly and indirectly by my superiors. For instance, in my early career, I was taught by my mentor how to grow to senior managerial position within a short time. I had a lot of check and balances from my mentor. He ensured that I was developing and enhancing my skills, abilities, and competencies daily. My capabilities and competencies were progressively enhanced through continuous mentorship. In this industry, no one attains global leadership without been mentored. (8, Banko3)

Fifth, Banko3 like Banko1 and Banko2 also organises in-house- training programs twice every year. Banko3 uses in-house-training to build and equip global leaders with skills and competencies required to become successful leaders at all levels. Banko3 has a Training Academy located at the headquarters where all in-house-trainings are conducted. The training Academy promotes: e-learning, physical classroom, and virtual libraries. All employees can attend training and development programmes annually. Through in-house- training Banko3 were able equip global leaders with latest information, skills, and competencies for successful service delivery. For example, the Head of Human Resources headquarters acknowledged that they use in-house- training to provide intercultural pre-departure training for expatriates and global leaders give them information regarding national culture, business environment, and labour and employment laws in host countries. Depending on the content of the training programme, Banko3 utilises the services of internal and external HR consultants, specialist, and professional trainers within the financial industry around the world to facilitate the process. For example, the Executive Director, Business Management subsidiary:

Our training academy is used for all kinds of training and development programmes across all levels. For example, we conduct pre-departure/ intercultural awareness trainings programmes, to give potential global leaders and expatriates information regarding the host country's culture, business environment, labour and employment laws, and political environment to facilitate their integration in the host country. (5, Banko3)

7.8 Cultural and contextual contingencies influencing global leadership development processes

This section addresses internal and external contingencies influencing global leadership development processes of Banko3.

7.8.1 *Internal context and contingencies*

First, Banko3 with headquarters in Nigeria was founded in 1894. It has 10000 employees worldwide. It has total assets of about ₦ 5 trillion. Banko3 is a leading global financial institution that operates in continents of Africa, Europe, and Asia. It has international presence in London, United Kingdom; Paris, South Africa, United Arab Emirates; and Democratic Republic of Congo. Because of Banko3 international presence worldwide, Banko3 has a proactive approach to identify and select high-potentials to fill present and future global leadership positions. To achieve this, Banko3 conducts training needs assessments biannually. For example, the Head of Human Resources headquarters noted that:

To help us have global leaders for all our subsidiaries, our intervention programmes are targeted towards addressing present and future training and development needs. (7, Banko3)

Corroborating the above, the Head of Human Resources subsidiary explained that through training needs assessment exercises, the organisation has been able to strategically match global leadership intervention programmes with present and future managerial and leadership roles. Banko3 adopted this approach to enhance talent management, and succession planning to fill both present and future global leadership positions. For example, the Head of Human Resources subsidiary:

Being proactive in our workforce planning has helped us fill both present and future global leadership positions as we expand globally. We do not usually wait to have a vacancy before sourcing for global leaders. Our strategy gives room for proactive training and retraining of employees for present and future global leadership positions. (7, Banko3)

Second, regarding availability of funds, Banko3 like Banko1 and Banko2 has an undisclosed annual budget for training and development. Although, Banko3 tends to stick to its annual budget, they are also sometimes flexible in the implementation of the budget for internal and external contingencies. Banko3's annual budget depends on the annual profit margin, national and global economic trends, and the training needs of the organisation. For instance, the head of operations acknowledged that during national or global economic recession, the annual budget for training and development usually reduces to reflect economic situation. This suggests that Banko3, like Banko1 and Banko2 does not have a stable or fixed annual budget for training and development, instead operates a

flexible budget that reflects internal and external contextual contingencies. For example, the Chief Risk Officer at the subsidiary:

Despite we believe in training and developing employees annually, the implementation of these programmes training, and development are determined by national and global economic trends. You agree that the financial industry, especially the banking industry is very volatile and characterised with uncertainties. These uncertainties demand high level of financial intelligence to maximise business opportunities and minimise losses. We are very mindful of these uncertainties with the view of making the best out of them business survival. (10, Banko3)

Third, the Chief Operating Officer headquarter explained that, Banko3, like the previous cases have a standard approach towards training and development. Banko3 takes into consideration host country's cultural and institutional environment when designing and implementing global leadership development programmes. The General Manger acknowledged that despite there are some generic global leadership competencies, there are also country-specific competencies, and that these competencies are different across countries. Banko3 always ensure that global leaders were equipped with country-specific and generic competencies for successful global leadership. For example, the Chief Operating Officer highlighted:

Our organisation ensures that global leaders are equipped with both country-specific competencies and generic global leadership competencies so that they can all be successful in their respective host. For instance, I received training regarding different national cultural and institutional frameworks through expatriate assignment, and in-house-trainings. These experiences helped me to adapt, appreciate, and maximise cultural differences for easy integration and collaboration with host country's nationals. (4, Banko3)

7.8.2 External context and contingencies

First, owing to the volatility of the political environment of parent and host countries, Banko3 usually equip global leaders with global business competencies to cope with dynamic government laws and regulations in parent and host countries. The use of expatriate assignments has helped Banko3's global leaders to get familiar with different national labour and employment laws, national business systems, and government business regulations. Banko3 usually conduct regular environmental scanning through a SWOT analysis to identify areas of strength, weakness, potential opportunities, and

threats with the aim of incorporating the information into the training and development programme. This process is usually facilitated and conducted by top HR consultants and business analyst minimum twice a year. It has helped Banko3 to optimise performance and global competitiveness. Reiterating the need for environmental scanning, the Group Managing Director/CEO headquarters noted:

We are very commitment to environmental scanning because it helps us to identify our strength, weaknesses, opportunities, and threat for strategic decision-making. For instance, because different countries faces political turbulence and instability resulting to insecurity, restiveness, economic recession with negative impact on business operations, our organisation usually implements intervention programs that will equip our global leaders with global business competencies. These competencies help global leaders to manage these uncertainties with the aim of optimising performance and maximising profit for the organisation. (2, Banko3)

The findings suggest that, Banko3 train and develop global leaders to possess global business management competencies to enable them adapt and localise their business operations and leadership style to meets local demands of clients, and stakeholders. Global leaders were also trained to embrace and act in accordance with host country's labour and employments laws, work and business ethics, government laws and regulations for successful business operations.

Second, Banko3 usually invest more in human capital development to maximise and optimise profit during favourable economic conditions. However, during economic recession, like the previous cases the implementation of intervention programmes usually declined. This implies that the implementation of intervention programmes of Banko3 was determined by global or national economic conditions. For instance, the Chief Risk Officer headquarters highlighted:

We are very sensitive about the volatility of the economic environment. Therefore, we ensure all global leaders have an up-to-date understanding of the global and national economic trends. Personally, I have been able to manage risk and minimise losses for the organisation through my trainings as a risk and investment analyst. (10, Banko3)

In addition, because the economic environment determines the success of any international trade, Banko3 ensured that global leaders are abreast with employment and unemployment ratio, income level, inflation rates, interest rates, currency exchange rate, and customers' propensity to save. Corroborating the above, the Chief Risk Officer

headquarters acknowledged that understanding of economic indicator, variables, and trend helped him to manage risk and minimise losses for the organisation.

Third, Banko3's training and development programmes was influenced by both national and host country's culture. Banko3 ensured that high-potentials are trained to acquire cultural flexibility skills to help them adapt to the socio-cultural environment. For example, the Head of Human Resources subsidiary quoted:

...if global leaders lack cultural flexibility skills, they would find it difficult to integrate into their host countries. (11, Banko3)

Therefore, Banko3 ensured that global leaders were trained to; embrace, appreciate, and maximise cultural diversity. Headquarters' cultures promote social interactions. Nigeria is a collective society that promotes social interactions. In addition, the Managing Director headquarters acknowledged that because the Nigerian Industrial Training Fund (Amendment Act, 2011) regulates the training and development of employees of both private and public sector, the organisation ensures that employees are given training opportunities yearly to enhance their skills, competencies, and performance. As explained in the previous case, this Act obliged private and public organisations, whether domestic or foreign subsidiaries to provide promote and encourage the acquisition of skills in industry and commerce with a view to generating a pool of indigenous trained workforce sufficient to meet the needs of the private and public sectors of the economy. Furthermore, every employer having more or less than five but with a turnover of fifty million Naira upward per annum is by law to set aside special budget for the training and development of their employees annually. The training was designed to meet the training needs of the employees. Therefore, global leaders, irrespective of their host countries are trained to socialise and gain collaborations with members of the public. This is crucial because equipping global leaders with cultural flexibility skills foster their integration in different national cultures for successful global leadership and business operations. Reiterating the importance of culture in the design and implementation of global leadership programmes, the head of Human Resources subsidiary stated:

My experience in the UK was unique! The weather conditions, the culture of the people characterised by openness, transparency, value for time, accountability, fairness and equity, promotion of equal opportunities and so one was lovely. You can tell me more because you have live in the UK for a while! I had to adapt to these cultural differences by appreciating and embracing differences. I promoted open communication system to en-

hance free flow of information and promote openness and friendly environment for successful business operations. (11, Bankos3)

Fourth, owing to kind of services the banking industry provides, Banko3, like Banko1 and Banko2 ensured their global leaders are with to acquire human relations skills to help them interact with client and colleague. For example, the Managing Director explained because they provide services to the public, customers must be satisfied with the services they received for the organisation to remain in business. In addition, he acknowledged that customers are the reason why they exist by stating that:

Customers are the king in our business. They are the reason why we exist, and we must make them happy by providing qualitative, timely, and valuable customers' focused services at all times. (1, Banko3)

These competencies help potential global leaders to provide customer-focused services to customers. For example, the Chief Operation Officer explained that:

Owing to the kind of services we provide, our organisation uses different training and development programmes like expatriate assignment, on-the-job training, and mentoring, e-learning programs to equip us with the essential knowledge, skills, and competencies. These trainings have helped us to provide customer focused experience, retain customers, and increase staff value both at the headquarters and at subsidiaries. (4, Banko3)

7.9 Conclusion

The findings revealed that Banko3 perceives global leadership as 'leadership beyond national boundaries. Banko3 global leaders faced three core challenges including; (i) leading and managing employees, (ii) developing managing effectiveness, and (iii) securing customers' patronage. Banko3 ensured that their global leaders are equipped with cultural flexibility skill, communication skills, interpersonal skills, global business and organisational skills, time management skills, honesty, and accountability. Banko3 have a standard approach to global leadership processes. Lastly, several internal and external contingencies determined the design and implementation of Banko3 training and development programmes. The next chapter will examine the finding of the fourth case study.

Chapter 8. Banko4

8.1 Introduction

This chapter reports the last case study. At the initial stage, information is provided on the historical background of the company, its mission, vision, core values, structure of the company, and key services and operations. Thereafter, information regarding the UK subsidiary is given. Subsequently, attention turns to the findings obtained from the case study in line with the research questions and objectives. Finally, a concluding section summarises all the key findings emerging from the case study.

8.2 The company: a brief profile

Banko4, established in 1990, is a foremost financial institution with business outlays spanning Anglophone and Francophone West Africa, East Africa and Europe. It has international presence in Cote D'Ivoire, Gambia, Liberia, Kenya, Rwanda, Tanzania, Uganda, Sierra Leone and United Kingdom. Banko4 has an asset base of over ₦3.287 trillion. It has over 10,000 employees across West Africa and Europe. Banko4 promotes excellence, professionalism, and best practices. In 2007, Banko4 entered the history books as the first Nigerian financial institution to undertake a 350 US\$ dollars million regulation Eurobond issue and a US\$ 750 million Global Depositary Receipts (GDR) offer. This listing of the GDRs on the London Stock Exchange in July 2007 made Banko4 the first Nigerian Company and African Bank listed on the main market of the London Stock Exchange (Company website 2020). Banko4 ensured that employees always remain professional in their business practices. For instance, the Managing Director headquarters stated:

We are high quality financial services provider with the urge to be the best at all times whilst adding value to all stakeholders. We are a team driven to deliver the utmost in customer services. We are synonymous with innovation, building excellence and superior financial performance; and creating role models for society. (8, Banko4)

The above suggests that Banko4 believes in adding value to customers by promoting innovation and excellence in service delivery. Banko4 also conducts annual board of directors' review and appraisal covering all aspects of the board's structure, composition, responsibilities, processes, and relationships.

Tables 8.1 and 8.2 shows Banko4's board of directors and executive management team at the headquarters respectively.

Board of Directors						
Position	Nationality	Respondents codes	Educational background	Career Experience	No. of years in current position	Gender
Chairman	Nigerian		BSc (Moscow), Diploma (Russia), HRMA, NSA CIPMN, CIBN	CBN, NSIFE, NIPC, NEPZA Banko4, Bankos4	4+	F
Managing Director/CEO	Nigerian	8, Banko4	BSc (USA), MBA (USA)	Ernst and Young (USA) Banko4, Bankos4	3+	M
Non- Executive Director	Nigerian		BSc, MSc(UK)	Project Mgt Industry in Nigeria, CPM, ACEN, FIDIC, CPMS, Banko4, Bankos4	4+	M
Non-Executive Director	Nigerian		BSc, ICAN	Pricewaterhouse Coopers, Citibank, Public sector, Banko4, Bankos4	4	M
Non-Executive Director	Nigerian		BSc(Ghana), MBA(USA)	Schlumberger group of Nigerian, Banko4, Bankos4	2+	M
Non-Executive Director	Nigerian		B.Tech, MSc (UK)	Oil and Gas Banko4, Bankos4	4+	M
Non-Executive Director	Nigerian		B.Eng(UK), MSc (UK) MBA (France)	International Finance Corporation, Banko4, Bankos4	4+	M
Non- Executive Director	Nigerian		B.Eng (UK), MBA (UK)	Helio Investment Partners LLP (UK), T PG Capital Telecom Intl. Singapore, Banko4, Bankos4	3+	M
Non-Executive Director	Nigerian		LL.B, LL.M (Texas)	Alstorn, Michelin Nigerian Limited, WHITGIFT Law Firm, Banko4, Bankos4	4+	F
Executive Director	Nigerian		ICAN, CISN, CITN, B.Ed, MSc, PhD	FCMB, Banko4, Bankos4	4+	M

Executive Director	Nigerian		BSc, MSc(UK), MSc	Retail & Commercial banking, Public Sector, Banko4, Bankos4	3+	M
Executive Director	Nigerian		LL.B, B.L, MSc (UK)	Citibank Banko4, Bankos4	4+	M
Executive Director	Nigerian		BSc, MBA (UK)	Banko4, Bankos4	4+	F

Table 8.1: Banko4 Headquarter’s Board of Directors

Source: Author, (2021)

Executive Officer						
Position	Nationality	Respondents codes	Educational back-ground	Career Experience	No. of years in current position	Gender
Managing Director/CEO	Nigerian	8, Banko4	BSc (USA) MBA (USA)	Ernst and Young (USA) Banko4, Bankos4	3+	M
Executive Director	Nigerian		BSc MBA (UK)	Banko4, Bankos4	4+	F
Executive Director	Nigerian		BSc, MSc(UK), MSc	Retail and Commercial banking, Public Sector, Banko4, Bankos4	2+	M
Executive Director	Nigerian		BSc MSc(UK) MSc	Retail and Commercial banking, Public Sector, Banko4, Bankos4	3+	M
Executive Director	Nigerian		BSc MBA (UK)	Banko4, Bankos4	3+	F
Executive Director	Nigerian		BSc, MSc(UK), MSc	Retail and Commercial banking, Pub- lic Sector, Banko4, Bankos4	3+	M
Head, ofMarketing	Nigerian	11, Banko4	MBA, ACCA	Banko4, Bankos4	4+	F
Head of Operations	Nigerian	9, Banako4	BSc, MBA, ICAN, ACCA(UK), ICBN	Banko4, Bankos4	4+	M
Head of Human Re- sources	Nigerian	10, Banko4	ICBN, ICAN, MBA, BSc	Banko4, Bankos4	5+	M

Table 8.2: Banko4 Headquarter’s Executive Officers

Source: Author, (2021)

8.3 The UK subsidiary

Bankos4's UK subsidiary is in central London. It is a limited company incorporated in England and Wales in 2007. Bankos4's UK subsidiary was authorised by the prudential regulation authority and regulated by the financial conduct of authority and the prudential regulation authority. Bankos4's UK subsidiary offers both retail and wholesale banking products and services to private, corporate, and institutional clients. Bankos4's products and services were designed to address the needs of individuals, and corporate clients visiting, or residents in the United Kingdom. Bankos4 deliver exceptional customer service to customers with well-experienced staff, good infrastructure facilities, and a strategic location in central London. Bankos4 is committed to treating customers fairly. Bankos4's UK subsidiary maintains a culture of excellence, professionalism, integrity, and superior service delivery. Bankos4 also maintains an open-door policy that reinforces the informal atmosphere and breeds a feeling of equality were everyone is accessible and approachable. Bankos4's work environment promotes quality management with the promotion of excellence in everything they do. Bankos4 sees quality as an integral part of the organisation and improvements is not just in the hands of a few but in the hands of every member of staff. Regarding staff conduct, Bankos4 ensures all staff act with integrity, care, skill, and diligence. Bankos4 is open and cooperative with all regulators, pay due regard to the interests of customers, treat them fairly, and observe proper standards of conduct (Company website, 2021).

At the subsidiary level, there is a small HR team consisting of 52 employees. The UK subsidiary offers various services including: (i) trade finances by tracking trade transactions, treasury services by delivering a strong treasury and capital markets proposition to its client base, (ii) money market services, (iii) Eurobond executive, (iv) distribution and sourcing. Other services include lending and banking services, and asset distribution. The parent company like previous cases promotes flexible approach towards the management of overseas subsidiaries by aligning with the labour and employments laws of host countries. For example, the Head of Human Resources and Administration subsidiary stated:

Although, we can deploy senior managers and global leaders to subsidiaries globally, our subsidiaries are also given the power to source and recruiting high-potentials for top positions, middle, and lower position internally. (3, Bankos4)

Banko4 does not have standardised human resource policies across subsidiaries. Subsidiaries have the freedom to apply common principles as against headquarters policies in recruitment to managerial positions, performance management systems, training, and development, career management, succession planning, compensation and benefits, and trade unions relations and social partnership. These decisions were made in line with host countries labour and employment laws. For example, the Head of Human Resources subsidiary:

As a financial institution, we do not promote standardised human resources practices across our subsidiaries. Subsidiaries, where necessary, are expected to act in accordance with host country's labour and employment laws of host countries for successful business operations. We believe every country has distinct labour and employment laws as well as institutions regulating business activities and operations. Therefore, for us to succeed as a subsidiary, we must be flexible to adapt to these changes. A good example is UK's Equality Act 2010 amongst other policies. (3, Bankos4)

Table 8.3 and 8.4 shows Bankos4 board of directors and executive management team at the UK subsidiary.

Board of Directors						
Position	Nationality	Respondents code	Educational background	Career Experience	No. of years in current position	Gender
Chairman	Nigerian		BSc (USA), MBA (USA)	Ernst and Young (USA) Banko4, Bankos4	+4	M
Managing Director	Nigerian	1, Bankos4	BSc, MBA, ICAN	Banko4, Bankos4	1+	M
Executive Director	British		MBA, ACCA	Banko4, Bankos4	4+	M
Non-Executive Director	Nigerian		ICAN, CISN, CITN, B.Ed, MSc, PhD	FCMB, Banko4, Bankos4	3+	M
Independent Non-Executive Directors	British		BSc, MBA, ACCA	Banko4, Bankos4	4+	M
Independent Non-Executive Directors	British		ACCA, MBA	Banko4, Bankos4	3+	M

Table 8.3: Banko4 UK Subsidiary Board of Directors

Source: Author, (2021)

Executive Officers						
Position	Nationality	Respondents codes	Educational background	Career Experience	No. of years in current position	Gender
Managing Director	Nigerian	1, Bankos4	BSc, MBA, ICAN	Banko4, Bankos4	1+	M
Executive Director	British		MBA, ACCA	Banko4, Bankos4	5+	M
Head of Trade	Nigerian/ British		BSc, MBA, ACCA	Banko4, Bankos4	6+	F
Head of Compliance, Risk Management and MLRO	British		MBA, ACCA	Banko4, Bankos4	8+	M
Head of Customer on boarding and Review	British		BSc, MBA, ACCA	Banko4, Bankos4	5+	F
Executive Director	British		BSc, MBA, ACCA	Banko4, Bankos4	7+	M
Head of Operation	Nigerian	2, Bankos4	BSc, MBA MSc ICAN, ICBN	Banko4, Bankos4	2+	M
Head of Financial Control	Nigerian	6, Bankos4	HND, BSc, ICAN, ICBN	Banko4, Bankos4	1+	M
Head of International Premium Banking	Nigerian		BSc, ICAN, ICBN, MBA	Banko4, Bankos4	2+	M
Head of Treasury	British	7, Bankos4	MBA (UK), ACCA (UK)	Banko4, Bankos4 Public sector	6+	M
Head of Non-Resident Banking	Nigerian/British		ACCA, MBA, BSc	Banko4, Bankos4	5+	M
Chief Information Officer	Nigerian		ICAN, ICBN MBA, BSc	Banko4, Bankos4	2+	M
Head of Internal Audit	Nigerian		ICAN, ICBN MBA	Banko4, Bankos4	1+	F
Head of Human Resources and Administration	Nigerian/British	3, Bankos4	MBA (UK), ACCA (UK)	Banko4, Bankos4	6+	M

Head, Trade and Transaction Monetary	Nigerian	5, Bankos4	ICAN, ICBN MBA, BSc	Banko4, Bankos4	2+	M
Head, Marketing	British	4, Bankos4	MBA, ACCA	Banko4, Bankos4 Lloyd,	4+	F

Table 8.4: Banko4 UK Subsidiary Executive Officers

Source: Author, (2021)

8.4 Global leadership

This section examines how Banko4 perceived global leadership. Several respondents of Banko4 acknowledged that global leadership has to do with leadership across national cultures and boundaries that is characterised by different institutional frameworks. For them, they must lead in a country different from their country of origin. It is leadership with a wider international coverage. It is leadership across national borders that reflect global perspective. For instance, the Head of Trade and transactions money subsidiary explained:

Leading in a global environment means leadership beyond ones national boundary that is characterised by different cultures and institutions different from domestic leadership. It requires global leaders to possess global leadership competencies lead successfully. (5, Bankos4)

In addition, the Managing Director sharing his global leadership experience corroborated by stating that:

My global leadership experience exposed me to different cultural and business environments. It was more complex compared to domestic leadership. I met, relate, and worked with people from different cultural backgrounds and perspectives. I had to adapt to different national labour and employment laws, cultural differences, political environment, and economic environments for successful business operations. (1, Banko4)

8.5 Cultural and contextual challenges faced by global leaders

This section examines challenges that Banko4's global leaders face when leading internationally. First, navigating collaboration: According to the Managing Director subsidiary, attracting investors and clients is a reoccurring challenge facing global leaders in the UK in the banking industry. The Managing Director subsidiary acknowledged that a good number of clients in the UK prefer investing in trusted and credible financial institutions due to the fear of liquidations, lack of trust and confidence for African banks, especially Nigerian banks. Lack of trust for Nigerian bank is one of the reasons why Nigerian banks operating in the UK find it difficult to attract potential clients and investors and gain collaboration. This negative impression on African countries makes potential clients afraid of investing in Nigerian banks operating in the UK. Therefore, Banko4's global leaders are faced with the challenge of building trust. To solve this

challenge, Bankos4 at the UK subsidiary promotes organisational culture that promotes trust, integrity, accountability, and transparency to enable them gain collaborations from customers and investors. For example, the Head of Human Resources and Administration subsidiary stated:

Because of the challenges we face in attracting investors and clients, our organisation's culture promotes trust, integrity, accountability, and transparency to enable us gain collaborations from customers and investors. (3, Bankos4)

Corroborating the above, the Head of Financial Control noted that:

We are faced with the challenge of attracting clients and customers because of lack of trust for Nigerian banks. Not because we cannot provide the services our client needs, but they do not just have trust on our banks and prefer investing with western banks. (6, Bankos4)

Second, managing the fear of liquidation by potential clients was another reason why there is low patronage for Nigerian in the UK. The fear of liquidation made potential clients and investors prefer investing in western banks where their monies were secured. For instance, while sharing her marketing experience, the Head, Marketing subsidiary explained that:

My team and I have at sundry times encountered several disappointments when marketing our financial services to potential client and investors in the UK. Several of our business offers and proposals declined because of lack of trust for Nigerian banks. Some of the potential clients narrated some past antecedents where Nigerian banks operating in the UK closes their operations because they cannot sustain business operations and activities. (4, Bankos4)

Third, developing managerial effectiveness was another reason for low patronage for Nigerian bank in the UK. For example, the Head, Marketing subsidiary acknowledged that staff in UK subsidiary have positive attitude toward work, meeting schedules, timely in all official meetings compared to staff at the headquarters. Therefore global leaders leading in the UK need to ensure they avoid been late to all official meetings and appointments. To achieve this, global leaders ensured they deal with investors, clients, and stakeholders timely. Banko4 ensured global leaders were trained to acquire and develop time management skills for effective service delivery in the UK. For example, the Head of Marketing subsidiary noted:

I made it a point of duty to be timely and prompt in all official appointments. This helped me to build trust and good reputation. In addition, I Kept on learning from other senior global leaders on how they relate, manage and build collaboration with clients and customers in the UK. This approach helped me to develop effective time management skills and enhanced my performance as a global leader. (8, Bankos4)

Conclusively, these challenges appeared common across the four case companies. For instance, like in Banko 1, Banko2, and Banko3, at the headquarters, subordinates need to be sited before their boss arrives for any official meeting. Subordinates cannot question their boss for arriving or closing late for any meeting due to respect for hierarchy. However, this approach is inapplicable in the UK work environment because of low power distance between superiors and subordinates; therefore, Nigerian global leaders in UK were compelled to exhibit western time management skills for successful business operations and integration.

8.6 Essential competencies for successful global leadership

This section examines essential competencies for successful global leadership of Banko4. First, Banko4 ensured that global leaders are equipped with; cross-cultural communication skills, cultural sensitivity, cultural intelligence, global mind-set, cultural adaption as well as appreciating cultural enable global leaders to effectively engage in cross-cultural communication, remain culturally sensitive, possess cultural intelligence, lead with a global mind-set that is open to change, adapt to cultural differences and appreciate cultural diversity. According to Head of Human Resources subsidiary, these competencies helped him to function effectively across cultures, think and act appropriately, communicate and work with people from different cultural background, adapt to new work environment and prevent culture shock. These competencies were considered essential by Banko4 for successful global leadership because it help their global leaders to integrate into the host country. For example, the Managing Director subsidiary explained:

The UK's work and business environment is characterised with strong institutions emphasising on honesty, fairness, trust, integrity, transparency, accountability, and openness amongst others. Therefore, we are trained and developed to demonstrate; cross-cultural communication, cultural sensitivity, and cultural intelligence to help them lead successfully in the UK. Personally, these skills and competencies facilitated my integration into UK environment and my team members. I was able to build collabo-

ration with clients, stakeholders, and team members for successful integration and business operations. (1, Bankos4)

Second, Banko4 also places emphasis on the need for global leaders to acquire; inquisitiveness, learning attitude, curiosity, receptivity to diverse ideas, ability to foster innovation, ability to influence stakeholders, ethical decision making, ability to network globally, open-mindedness, ability to keep to commitment, integrity, honesty and accountability. For example, the Managing Director subsidiary acknowledged that:

I was able to approach individuals, situation, and conversations with curiosity and sense of inquiry that will result to innovation, new ideas, information, and knowledge for successful global leadership and business operations because of my learning attitude, inquisitiveness, networking skills, and honesty. (1, Bankos4)

These competencies were considered essential to the success of global leaders and business operations because the UK is cultural and business environment is characterised by honesty, fairness, trust, integrity, transparency, and accountability and openness compare to Nigerian business environment. Corroborating the importance of these competencies, the Head of Human Resources, and Administration subsidiary explained that:

One cannot lead successfully in the UK without promoting honesty, trust, integrity, openness, and transparency. In my own case, I was trained and developed through various intervention programmes to demonstrate inquisitiveness, learning attitude, curiosity, receptivity to diverse ideas, ability to foster innovation, ability to influence stakeholders, ethical decision making, ability to network globally, open-mindedness, ability to keep to commitment, integrity, honesty and, accountability. These competencies helped me to manage individuals, situation, and conversations with curiosity and sense of inquiry. It also helped me to search for new ideas, information, and knowledge for successful global leadership. Through these help of these competencies, I was able to work with my team, and build collaboration with some investors, clients, and stakeholders. (3, Bankos4)

Third, Banko4 like the other three cases also places emphasis on the need for global leaders to acquire the following competencies including; interpersonal skills, perspective taking, ability to form relationship, mindful communications skills, negotiation conflict management skills, emotional intelligence, and social flexibility to lead successfully in the UK and other western countries. For example, the Head of Trade and Transaction Money stated that:

Personally, these I was able to settle well, connect with other people from different cultures and nationalities, communicate appropriately, build trust and gain necessary credibility in the UK because I demonstrated and foster interpersonal skills, willing to form relationship, communications skills, negotiation and conflict management skills, emotional intelligence, and especially social flexibility. (5, Bankos4)

Banko4 global leaders were able to establish strategic alliance and collaboration between clients, investors, and staff members as stated the Managing Director headquarters explained that:

My interpersonal skills, ability to form relationship, communications skills, negotiation and conflict management skills, emotional intelligence, and social flexibility skills amongst other helped me to connect with people from different cultures and nationalities, communicate appropriately, build trust, and gain necessary credibility to lead in different host countries especially in the UK. These competencies helped me to integrate into the UK workforce and business environment resulting to better performance and business operations. (8, Banko4)

Fourth, Banko4, like the other three cases ensured their global leaders are equipped with global business and organizational competencies, have broader perspective of business, result-oriented, ability to maximise business opportunities and minimise potential threat, develop a strategic business plan on a worldwide basis, manage risk on a worldwide basis and interact with internal and external client from other countries. Through these competencies, Banko4's global leaders were able to operate from an international strategic perspective. The Managing Director headquarters shared that he was able to understand and integrate with the host country, balance the demands of global integration with local responsiveness via these competencies. Corroborating the above, the Head of Financial Control subsidiary noted that:

Our organisation ensure that every global leader demonstrate an in-depth understanding of international business environment. This helps us as global leaders to maximise business opportunities. Demonstrating an in-depth understanding of international business has helped me to maximise investment business opportunities in the UK (6, Bankos4)

Conclusively, the above-mentioned competencies helped Banko4's global leaders to integrate and gain collaboration in the UK business and cultural environment for successful business operations. This suggests that global leaders in the UK must demonstrate the above-mentioned competencies to lead successfully in the UK.

8.7 Global leadership development process

This section examines global leadership development process of Banko4.

8.7.1 *Stage one: The identification stage of high-potentials and criteria*

Banko4, Like Banko1, Banko2, and Bank3 uses the following criteria to identify high-potentials for global leadership positions. First, Banko4, like Banko1, Banko2, and Banko3 gives priority to potential global that have western international training, experience, and exposure when identifying and selecting global leaders. Banko4, like Banko1, Banko2, and Banko3 believes that such individuals will need less time to integrate into the host countries when deployed. The Managing Director explained that such individuals would need less training compared to others who do not have prior international exposure, training, and experience. three respondents who studied and worked in the UK before joining the organisation highlighted that their international training, experience and exposure helped them to easily adapt, localise and integrate into the work and business environment. In addition, their international experience, training, and exposure helped them to acquire soft-skills and gain real-world global understanding that facilitated their integration in host country. For example, the Head of Financial Control stated:

*Over the years, our global leaders who have prior western international experience, exposure and training before joining the organisation have proven more successful compared to others without such experience. Personally, I was able to integrate into UK's business environment with less effort because of my international experience, exposure, and training.
(6, Bankos4)*

Second, learning ability: Analysing information about potential global leaders' career progression plan is another way Banko4 used to identify potential global leaders for global leadership position. The aim was to identify potential global leaders who were following their career progression plan. In Banko4, every staff, after joining the organisation were assigned mentors who are responsible to guide them through their career development pathway. Top management and HR consultants usually conduct this process quarterly to identify those who are progressing in career advancement plan. Like Banko1, Banko2, and Banko3, Banko4 believed that those who strive for career growth are always willing to accept more global leadership responsibilities that will advance

their career trajectory compared to those who do not strive for career growth. For instance, the Head of Human Resource and Administration reiterated that:

Some of us have over the years worked very hard to attain the positions that we currently occupy. In addition, because our organisation does not invest in staff members who do not place priority on career development, I took it upon myself to reach the zenith of my career through continuous career development process made available by my employer. I remembered how I kept attending several local and international training and developments programmes organised by my organisation. Although, it took a lot of effort, time, and discipline, I was tenacious, focus and dogged to pursue my career development. I can tell you; I am reaping the benefits now. (3, Bankos4)

The findings suggest that like the three cases Banko4 does not identify global leaders who do not have a progressive career progression record rather, they look for potential global leaders who were ready to learn and advance their career for optimum performance. Those who do not have records of career advancement and growth trajectory were not identified for global leadership roles. Top management in line with top HR consultants and specialist twice a year usually carries out this process. During this process, information was extracted from potential global leaders' staff files without their knowledge.

Third, educational background: Banko4 considered the educational background of potential global leaders when identifying them for global leadership position. Banko4, like Banko1, Banko2, and Banko3, believe that those who were educated in western countries have proven to be better global leaders because of their international training, experience, and exposure. Banko4 gave priority to high-potentials who were educated in western countries when identifying global leaders. For instance, the Managing Director subsidiary highlighted that:

While identifying and selecting potential global leaders to occupy global leadership positions across our subsidiaries, our organisation give priority to high-potentials who have worked, lived or studied in western countries because we believe that they will deploy their international training and experience into their new global leadership role compared to those who were educated locally. In my own case, owing to the fact that, I got my first and second degree alongside with other professional qualifications in UK and USA respectively, I was given express consideration. (1, Bankos4)

Banko4 believed that those who were educated locally with no international exposure, education, experience, and training would require more time to develop and acquire

global leadership competencies compare to those who were educated western countries.

For example, the Head of Operations subsidiary attested to the fact that:

Over the years, global leaders who studied in western countries have excelled in their global leadership role and assignment with satisfactory performance compare to other who do not have prior international exposure, training, education and experience before taking up global leadership position. (2, Banko4)

The findings revealed that Banko4 gave priority to high-potentials who were educated in western countries because they will easily integrate into the international business environment and workplace. Top management and top HR Consultants conduct this process annually. During this process, information regarding potential global leaders' educational background is collated and analysed from their staff files without their knowledge.

Fourth, age: Banko4 also gave priority to potential global leaders who were in their early 30s to early 40s years of age to make provision for succession planning and promote fresh ideas, creativity, and innovation. The reason behind the age limit is that Banko4 believed that potential global leaders who were in their 50s and above would soon catch up with a retirement. Therefore, Banko4 like the other three case gave priority to young potential global leaders when identifying and selecting global leaders with the believe that younger potential global leader will be more curious for fresh and new ideas, innovation, and knowledge compared to aged employees. The age limit also helped Banko4 to reduce long-term staffing cost by training and developing young high-potentials who can deploy their expertise on long-term bases. This strategy has helped Banko4 to enhance workforce planning as highlighted by the Head of Human Resources headquarters:

As an organisation, we prefer to identify and select young potential global leaders who are in their 20s and early 40s for the purposes of succession and workforce planning. This strategy has helped us to minimise training and development cost by promoting a continuous and sustainable long-term talent management strategy. We also believe that young global leaders will deploy their skills and competencies on long-term basis towards the success of the organization. (10, Banko4)

Fifth, gender was also another criterion that Banko4 considered when identifying global leaders. Banko4, like the other three cases believed that because of the challenge associated with women balancing their work and family life, it is difficult for women to take

up global leadership role that will require them to relocate abroad. For example, Managing Director headquarters explained that issues like maternity leave were also part of the reasons why women are rarely assigned global leadership role because they could be either pregnant, nursing children or carrying out household domestic responsibilities. In addition, the Managing Director subsidiary explained that parenting challenges affects women availability, mobility, and job performance as stated:

Despite we do not discriminate against women, we have found women global leaders especially the married, not able to balance their work and family lives to take up global leadership roles due to parenting and household responsibilities. We usually give priority to men when identifying and selecting global leaders to occupy long-term strategic global leadership positions that require relocating abroad due to their flexibility and mobility. Men are more dependable for global leadership positions compare to women. (1, Bankos4)

The findings also reflect in Banko4's composition of board of directors and executive management team where they have more men compared to women in the Board and executive team.

Sixth, Banko4 considered potential global leaders' religious background when identifying and selecting potential global leaders. Banko4 believed that if a country is dominated by a particular religion, it is strategic to deploy a staff with similar religious background to facilitate global leaders' collaboration and integration in host country. The findings revealed that, because the UK is not dominated or characterised by one religion, it was not considered as a criterion for global leadership positions. Banko4 were neutral on the religious background of high-potentials when identifying and selecting to lead in the UK. For example, the Head of Trade and Transaction money noted:

Although our organisation does not consider potential global leaders' religious background for global leadership in the UK because religious neutrality, our organisation usually considers potential global leaders' religious background if they would be deployed to religion-dominated countries to facilitate their integration, collaborations and business operations in the host countries. (5, Bankos4)

Seventh, mobility: Banko4 gives priority to high-potentials who are willing to relocate abroad if given global leadership positions. Thus, high-potentials who demonstrated readiness to relocate abroad without mobility challenges were identified and selected

against others who have mobility challenges. For example, the Managing Director subsidiary stated:

As a multinational organisation, we only select high-potentials who are willing to relocate abroad for global leadership positions. We do not usually force staff members to take up global leadership position against their wish, especially when it requires relocating abroad. (1, Banko4)

Eight, work experience: Banko4 evaluate and analyse potential global leaders' previous and current job description to match them with the new global leadership role. This process helped Banko4 to identify high-potentials' with similar experience, skills, competencies to the new global leadership role. The Head of Human Resources headquarters highlighted the importance of this process explaining that if potential global leader's previous experiences are not similar with the new global leadership role; the organisation, of necessity can decide to train and develop the potential global leader for the new global leadership. The information from this process gives top management a deep insight on the possible competencies that potential global leaders already possessed and those lacking to ascertain their suitability for the new job role. For example, the Managing Director headquarters stated:

...we make sure we match potential global leaders' past and current job descriptions with the new global leadership role. This helps us to know essential experience, skill, competencies that potential global leaders already possess. We use the information to identify potential global leaders who possess or demonstrate similar job characteristics, skills, expertise, experience, and competencies that are similar to the new job role. (8, Banko4)

In addition, the Head of Human Resources and Administration subsidiary corroborated the above stating that:

...because I have lived, worked, and educated in the UK, I was given global leadership opportunity easily. (3, Banko4)

Conclusively, the findings revealed that Banko4 considered high-potentials' work experience, age, gender, educational background, mobility, career progression plan, religious background, international experience, exposure, and training when identifying high-potentials. Top management, top HR consultants, and specialist usually carry out this exercise twice a year. The information was collected from high-potentials' staff performance file without their knowledge.

8.7.2 *Stage two: The selection process of high-potentials and methods*

First, psychometric test: Banko4 utilises psychometric test to evaluate the psychological and mental state of their high-potentials. Banko4 used psychometric test to measure potential global leaders' aptitude, ability, attainment, and level of intelligence. Banko4 also used this type of test to measure the cognitive ability of potential global leaders. Banko4 utilises the services of occupational psychologist, HR consultants, and specialist to conduct this test during the selection process. Those who scored 70% upward using undisclosed criterion were selected for global leadership roles. For example, the Managing Director subsidiary stated:

Our bank uses psychometric test, personality test, and different forms of interviews to select global leaders. During this process, we analyse high-potentials' numerical reasoning, verbal reasoning, spatial reasoning, logical reasoning, and learning agility. These methods have helped us to select high-performing global leaders with positive results. (1, Banko4)

Second, interviews: Banko4 used competency-based interviews to select their global leaders. In terms of competency-based interviews, interviews were structured around job-specifics. This helps Banko4 to identify potential global leaders who have some global leadership competencies. The interview questions were focused on how global leaders can lead successfully in a global environment, and how they can solve global leadership challenges. Top management, HR consultants, specialist, and directors conducted the interview processes. Interviews could be online or face-to-face method. For example, the Head, Human Resources headquarters noted:

As an organisation, we do not just go ahead to train and develop potential global leaders without knowing what competencies they already possessed. This helps us to design and implement intervention programmes to meet high-potentials training needs. We have also been able to save training and development cost and time through interviews. (10, Banko4)

Third, personality test: Banko4 also uses personality test to get detailed information regarding candidate's individual differences and characteristics patterns of thinking, feeling, and behaviour. To achieve this, Banko4 set a written test alongside with several leadership and managerial case studies. Banko4 used this selection method to know the psychological preference and how potential global leaders perceive the world, and how they will make decision within the following dimension such as: Introver-

sion/Extraversion, Sensing/Intuition, Thinking/Feeling, and Judging /Perception. Those who score (68%) upward on extraversion, intuition, thinking, and perception were considered more suitable for global leadership roles. For instance, the head of Human Resources and Administration subsidiary stated:

Our organisation uses personality test to know the psychological preferences of our high-potentials. It also helped to know and how will make decisions in different global leadership challenges. During the personality test, we gather information on specific high-potentials' personality characteristics that will help them to solve global leadership challenges. (3, Bankos4)

Conclusively, Banko4 uses personality test, psychological test, and interviews to select their global leaders. These methods have helped Banko4 to select high-potentials who were suitable for global leadership role.

8.7.3 *Stage three: Training and development method for high-potentials*

This section examines various training and development methods used by Banko4 to train and develop their high-potentials. First, Banko4 like the three cases assigns new employees to mentors who guide them during their early career life. The mentor helps to guide the mentee in formulating a career development plan. Banko4 uses mentoring as a long-term development strategy to build a talent pool for both present and future senior leadership and managerial roles. At Banko4, all newly employed staff spends some months in an orientation programme with an assigned mentor before deployed to their work assignment. In addition, there are supervisors who provide regular on-the-job training to the mentee. The mentee is required to attend short-term courses at the Training Academy as well as engaging in online trainings. Banko4, like Banko1, Banko2, and Banko3, used mentoring to build talent pool. Mentoring has helped Banko4 to produce competent employees who can occupy senior managerial and leadership position at national and global level. This has improved overall performance of the organisation. For example, the Managing Director headquarters highlighted:

Our organisation usually assigns new staff member to a mentor who guides them during their career life. Mentor helps the mentee to formulate a long-term career development plan. During this period, the mentor monitors the mentee to ascertain their progress by assessing and evaluating short and long-term milestones. (8, Banko4)

Second, Banko4 also utilises e-learning platforms to help the organisation address and minimise time and cost associated with face-to-face training methods, promotes flexibility, autonomy and control for global leaders. The type of training method like the previous cases is purely online delivery of instructional content with associated support services to trainee. Banko4 utilised e-learning as an effective way to provide both a personalised learning experience while simultaneously offering opportunities for collaborative learning and support through discussion forums to employees at all levels. Speaking on the importance of e-learning, the Head of Treasury subsidiary explained:

E-learning platforms has helped our organisation minimise training and development cost, promotes flexibility, autonomy, and control for every member of staff because, through the promotion of e-learning platforms, staff members at all levels can decide the time and place to take their online courses, the sequenced and pace their learning methods and times. High-potentials can also engage in remote training programmes to boost their skills. Personally, I am always engaged in one form of online training or the other. (7, Bankos4)

Third, Banko4 uses expatriate assignment as a means of training and developing the skills and competencies of high-potentials. With expatriate assignment, potential global leaders were able to learn from different cultures and institutions, have deeper perspective of international business environment, practices, policies, and national business systems for easy integration and better performance. Banko4 also used expatriate assignments to help potentials global leaders acquire international exposure and experience. Banko4's expatriate assignments program helps potential global leaders to work across different national cultures, adapt to change and embrace diversity in their host countries for successful business operations. For example, the Managing Director headquarters explained:

Through the promotion of expatriate assignment, our global leaders were exposed and familiar with different national culture, values, work and business ethics, business systems, government laws and regulations, labour and employment laws globally. Personally, Expatriate has helped me to develop intercultural skills, build foreign alliances and relationships, learn some foreign languages, and learn from other successful global leaders and business operations. (8, Bankos4)

Banko4, like, Banko1, Banko2, and Banko3, has a short-term expatriate assignment programme lasting for one to twelve months, and long-term expatriate for 24 months. Banko4 uses short-term expatriate assignments when they need to transfer or acquire

specific skills from either the subsidiary or the headquarters. Long-term expatriate assignments were used to fill present or future global leadership positions. Banko4 also considered high-potentials' cultural background, cultural-specific features of the host-country environment, high-potential's degree of contact with the host environment, the assignment length, the individual's family situation and, the individual's language skills when designing the content of the training and development programmes. For instance, if the potential global leader has lived or studied in the host country's environment, his training programme will be different from someone who is not familiar with the host country's environment. This helps Banko4 to align the intervention programmes with the training and development needs of the high-potential. For example, the Head of Financial Control subsidiary stated:

Through expatriate assignment, I was able to gain international awareness of the business environment, build collaboration and integration, develop intercultural competencies, and acquire global business skills. I was exposed to different national business environments, cultural values, business ethics, government regulations, labour and employments as well as working and relating with people from different cultural backgrounds. These exposures and experiences built my global leadership competencies, skills, and ability for successful adaptation, integration, and collaboration in host country's business environment. (4, Banko4)

Fourth, Banko4 usually organises routine in-house- training programmes to build and equip employees at all levels with skills and competencies. Banko4, Like, Banko1, Banko2, and Banko3, have a Training Academy situated at the headquarters, Lagos, Nigeria, where several in house trainings were conducted. The Training Academy, accredited in 2014, was to strengthen the leadership programmes of the organisation and bridge the skill and competency gap of the workforce for optimum performance and global competitiveness. The training Academy promotes e-learning, physical classroom and virtual libraries. This help to avail training and development opportunities to employees at all levels and equip them with contemporary information, skills, and competencies for quality service delivery. Banko4, Like, Banko1, Banko2, and Banko3, utilises the services of top management, HR consultants and specialist in western and industrialised countries to facilitate in-house-trainings. For instance, the Head of Human Resources subsidiary whilst sharing the usefulness of in-house-training method highlighted that:

Through our in-house- training programs, we provide pre-departure trainings for expatriates and potential global leaders to give them some information regarding different national cultures, labour and employment laws, government policies, and other regulatory financial authorities in host countries. This minimises culture shock and other contextual leadership complexities for successful global leadership. (3, Banko4)

Fifth, Banko4, like, Banko1, Banko2, and Banko3 uses on-the-job training as a short or long-term training method to train and develop global leaders. Banko4 assigns high-potentials to current leaders. Through on-the-training, potential global leaders were able to learn on-the-job and develop essential skills and competencies. This method has helped Banko4 to promote workforce planning. For example, the Head of Human Resources headquarters:

Through on-the-job training, our organisation has been able to enhance talent pool, and workforce planning, because there is always a pool of talents to fill in both present and future global leadership positions. On-the-job training has been working for us over the years with positive results both at corporate and subsidiary level. For me, I learn better and faster when I am on-the-job (11, Banko4)

Conclusively, Banko4 used mentoring, expatriate, e-learning, on-the-job, and in-house-training to training and develop their global leaders for global leadership roles.

8.8 Cultural and contextual contingencies influencing global leadership development processes

This section addresses internal and external factors influencing global leadership development process of Banko4. This is in line with the third research objective of the study.

8.8.1 Internal context and contingencies

First, Banko4 have an annual budget for training and development of its global leaders that was not disclosed for confidentiality reasons. However, depending on internal and external contingencies, the budget can increase or decrease. For instance, during national or global economic recession, Banko4's annual budget for training and development usually reflects economic realities. They do to avoid liquidation, balance deficit, and bankruptcy. During economic recessions, the focus of the organisation centred on sustaining business operations instead of trainings. Banko4 does not have a fixed annual

budget for training and development instead; operate a flexible budget that put into context several contingencies. For example, the Head of Treasury subsidiary stated:

As an organisation, we do not have a fixed annual budget for training and development instead, we operate a flexible budget that put into context several contingencies and situations. This could be internal and external contingencies. (7, Bankos4)

Second, operational expansion and growth strategy: Banko4 is a foremost financial institution with international presence in D'Ivoire, Gambia, Libera, Kenya, Rwanda, Tanzania, Uganda, Sierra Leone, and United Kingdom. Banko4 believes in continuous training and development of its workforce. Because Banko4 have several subsidiaries, they have a proactive way of identifying and selecting potential global leaders to fill in both present and future global leadership positions globally. To achieve the above, Banko4 usually conduct training need assessment every quarter with the aim of identifying present and future training needs. Banko4 does not just embark on training and development without carrying out a holistic present and future training and development needs assessment. This approach has helped Banko4 to fill both current and future global leadership positions when the need arises. For example, the Managing Director subsidiary stated:

...we do not just go-ahead implementing training and development programmes without carrying out a holistic present and future training and development needs assessment. We ensure that training and development programmes address both present and future training and development needs of the organisation. (1, Bankos4)

Third, international orientation: Banko4 adopts a standard approach towards training and development. Banko4 takes into consideration host country's cultural and institutional environment when designing and implementing global leadership development programmes. Banko4 acknowledged the facts that despite there are some generic global leadership competencies; there are also country-specific global leadership competencies different across countries. Banko4 usually equip global leaders with country-specific and generic competencies for successful global leadership. For instance, the Head of Human Resources subsidiary highlighted that:

Our organisation ensures that all global leaders are equipped with general global leadership competencies and host country's specific that will help them integrate properly for successful business. These help global

leaders to integrate and lead successfully in different host countries. (1, Banko4)

8.8.2 External context and contingencies

First, industry characteristics: Because of the nature of the banking industry and the type of services, they provide to the public, Banko4 places emphasis on training and retraining of staff members across all levels to equip them with contemporary skills and competencies in line with their job description. Banko4's global leaders were trained and developed to provide quality and timely financial service delivery that are targeted toward addressing clients, investors, stakeholders, and customers' needs. Banko4 believes that, if clients, investors, stakeholders, and customers are satisfied, it will promote retention and attract large market share with corresponding profit maximisation. The training and development programmes aimed at helping global leaders to build strong relationship with host countries' regulators and reduce regulatory interference. It also helped global leaders to adapt more swiftly to regulatory change, reduce the amount of time top management will need to resolve issues, and attract more clients, investors, stakeholders, and customers. Banko4, through the implementation various intervention programmes have been able to promote better customers service, promote better workflow and teamwork, promote a better relationship among employees, promote employee's retention, and finally, increase the overall performance and the profit margin of the organisation. For example, the Head of Operations headquarters:

The banking industry is purely a service-oriented industry that optimises profit via customer's satisfactions. Therefore, our organisation ensures that employees at all levels are constantly trained to acquire contemporary skills and competencies to help them provide customers focused services. Personally, I was able to provide quality and timely financial services that are targeted toward addressing clients, investors, stakeholders, and customers' needs through continuous trainings. (9, Banko4)

Second, the economic environment: Banko4 promotes human capital development programmes to help the organisation maximise and optimise profit in favourable economic conditions. However, in periods of economic recession, Banko4's priority centred on sustaining the business with little or no emphasis on training and development programmes. In addition, as a way of managing these economic uncertainties, global leaders are equipped with business-management competencies to cope with these global

economic and market uncertainties for successful business operations. For example, the Head of Marketing subsidiary explained:

Our bank implements training and development programmes that will help us to maximise and optimise business opportunities for successful business operations especially when there are favourable economic conditions and investment opportunities. However, in periods of economic recession, the implementation of our intervention programmes usually declines. The organisation's priority at that point is centred on sustaining business operations with little or no emphasis given to training and development programmes. (4, Banko4)

Third, national cultures: Banko4 put into consideration host country's national cultures when designing and implementing global leadership intervention programmes. Banko4 ensures that global leaders were trained to acquire cultural skills by understanding the socio-cultural environment. Banko4 believes that if global leaders are not trained and developed to embrace and maximise cultural diversity, they will find it difficult to integrate into their various host countries. Hence, through the implementation of various intervention programmes, especially expatriate assignments, Banko4 ensures that global leaders were trained and developed to embrace, appreciate, and maximise cultural diversity through the acquisition of cultural flexibility skills. This is crucial because equipping global leaders with cultural flexibility skills foster integration of global leaders in different national cultures for successful global leadership and business operations. For instance, the Head of Human Resources headquarters highlighted:

...because all our global leaders are expected to lead across different national cultures, our bank usually ensure that we implement intervention programmes such as expatriate assignment that will equip global leaders with intercultural skills. These competencies have helped me to embrace, appreciate, and maximise cultural diversity for successful leadership and business operations in various host countries. (11, Banko4)

Fourth, the political environment: Due to the volatility of the political environment of parent and host countries and its possible effects on business operations and activities, Banko4 usually equip global leaders with global business competencies to help them cope with these uncertainties. Banko4 used expatriate assignments to keep global leaders abreast with different countries' government laws and regulations, labour and employment laws, national business, cultural environment. To achieve the above, Banko4 usually conduct a quarterly environmental scanning through a SWOT analysis to identify areas of strength, weakness, potential opportunities, and threats. This helps Banko4 to incorporate the information into the design and implementation of the intervention

programmes. The assessment is usually facilitated and conducted by top HR consultants and business analyst every quarter. Environmental scanning has helped Banko4 to optimise performance and global competitiveness because, all training and development programmes were targeted towards equipping global leaders with global business competencies to help them adapt and maximise business opportunities and mitigate threats and weakness for successful business operations. For example, the Head of Operations headquarters highlighted:

Our training and development programmes such as expatriate assignment are usually designed to equip global leaders with global business competencies. Personally, it helped me cope with dynamic government laws and regulations in both parent and host countries for successful integration and business operations. You and I know that the political environment influences business operations and activities. As government changes, business laws and policies also change. Therefore, we need to constantly manage these uncertainties for successful business operations. (9, Banko4)

8.9 Conclusion

The findings revealed that Banko4 perceives global leadership as ‘leadership beyond national boundaries. Banko4 global leaders faced three core challenges including; (i) navigating collaborations (ii) managing the fear of liquidation (iii) developing managerial effectiveness. Banko4 ensured that their global leaders are equipped with cultural flexibility skill, communication skills, interpersonal skills, global business and organisational skills, time management skills, honesty, and accountability. Banko4 have a standard approach to global leadership processes. Lastly, several internal and external contingencies determined the design and implementation of Banko4 training and development programmes.

The next chapter compares and discusses the findings from the four cases with literature.

Chapter 9. Comparison of Cases and Discussion

9.1 Introduction

Whilst the four chapters discussed the findings from the individual cases, this chapter compares the four cases in line with the objectives including; understanding global leadership and the challenges that global leaders face when working internationally, exploring essential global leadership competencies, and analysing the criteria and contingencies influencing global leadership development process. This chapter is divided into three main sections shown in Figure 8.1. First, a discussion on global leadership and the challenges global leaders face when working internationally, second, a discussion on the essential global leadership competencies for successful global leadership, and third, a discussion on the criteria and contingencies influencing global leadership development processes.

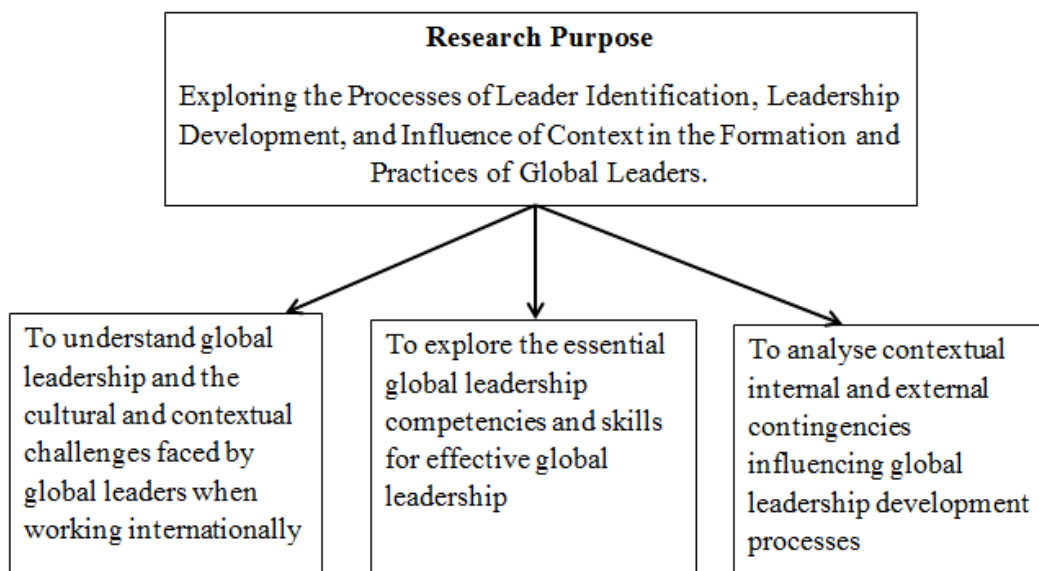


Figure 9.1: Diagrammatic representation of the research objectives

Source: Author (2021)

9.2 Case studies background information

In this section, the main similarities and differences of the case studies background information were summarised in Table 9.1

	BANKO1	BANKO2	BANKO3	BANKO4
Background of Cases	Staffing 11 directors and 14 executive officers at the headquarters from different nationalities Seven(7) directors and eight (8) executive officers at the subsidiary from different nationalities	Staffing 11 directors and 23 executive officers at the headquarters with different nationalities Six(6) directors and seven(7) executive officers at the subsidiary with different nationalities	Staffing 13 directors and 12 executive officers at the headquarters from different nationalities Six(6) directors and six(6) executives officers at the subsidiary from different nationalities	Staffing 14 directors and 8 executive officers at the headquarters from different nationalities. Six(6) directors and 17 executive officers at the subsidiary from different nationalities
	Over 21000 employees globally, 7616 at the headquarters and about 51 at the subsidiary	Over 20000 employees globally, 12,908 employees at the headquarters and about 63 at the subsidiary	Over 10000 employees globally, 5,982 employees at the headquarters and about 50 employees at the subsidiary	Over 10000 employees globally, 3,509 at the headquarters and 67 employees at the subsidiary
	No. of subsidiaries 10 subsidiaries globally including UK, USA, France and UAE	No. of subsidiaries 25 subsidiaries globally including US, UK and France	No. of subsidiaries 6 subsidiaries globally including UK, USA and China	No. of subsidiaries 10 subsidiaries globally including USA and UK
	No. of Nigerian expatriate in UK sub-	No. of Nigerian expatriate in	No. of Nigerian expatriate in	No. of Nigerian expatriate in

	<p>subsidiary Six (6) directors and four (4) executive officers</p>	<p>UK subsidiary Four (4) directors and two (2) executive officers</p>	<p>UK subsidiary Four (4) directors and three (3) executive officers</p>	<p>UK subsidiary Three (3) directors and eight (8) executives.</p>
	<p>Vision: “To be recognised as a leading diversified financial institution in the markets we serve by providing a superior customer and employee experience.” Mission: “We partner with our customers to achieve their financial goal through responsive, knowledge and caring employee who are committed to shareholder value and well-being of our communities.”</p>	<p>Vision: “To be a role model for African business by creating superior value for all our stakeholders, abiding by the utmost professional and ethical standards, and by building and ending institution.” Mission: “To provide investors and business a reliable efficient an adaptable exchange hub in Africa, to save and to access capital.” Business Strategy: “Focus on supporting people and business to succeed across Africa, Europe, and North America. Through our diverse range of financial products and services, we help people fulfil their goals and enable business to prosper.”</p>	<p>Vision: “To make the bank brand a reputable international financial services network recognised for innovation, superior customer services, and performance while creating premium value for all stakeholders.” Mission: “To build the bank brand into a reputable international institution recognised for innovation superior performance and creation of premium value for all stakeholders.” Business Strategy: “To achieve organic growth in our core markets, enter adjacent and new markets, use technology to drive deeper automation and service improvement, employ the best people, develop the organisation “MAAS” ecosystem, and acquisition of value business.”</p>	<p>Vision: “We are a team driven to deliver the utmost in customer service. We are synonymous with innovation, building excellence and superior financial performance, and creating role models for society.” Mission: “We are a high-quality financial service provider with urge to be the best at all times whilst adding value to all stakeholders.”</p>

Table 9.1: Comparison of case studies’ background information

Source: Author, (2021)

9.3 The concept of global leadership

All the four cases revealed that global leadership is conceptualised as a process of leading in a global environment characterised with different cultural and institutional differences. The managing director of Banko2 highlighted that global leadership has to do with leadership across national borders. Banko1 and Banko4 explained that global leadership is different from domestic leadership because of its wide international scope. All the four cases also shared similar views, explaining that, there is no one approach to global leadership; rather, global leadership is context-specific. Banko2 and Banko3 highlighted that, the context in which a global leader operates; determines the competencies they need to possess to lead successfully. The four cases exhibited some similarities in their understanding regarding the concept of global leadership. For example, the head of marketing of Bankos2 subsidiary stated:

When leading in an international environment, one is involved in intercultural leadership, leadership across boarders that is different from national or domestic leadership if I may use that word... personally when we talk and think global leadership; we are referring to leadership across national borders. (3, Bankos1)

Corroborating the above, the Managing Director of Bankos2 subsidiary explained that:

Global leadership encapsulate leadership in an international environment that is different from one's national environment. It is leadership across national borders with different cultures, institutions, and business environment. Therefore, as global leaders we need to acquire skills to lead successful in such an environment. In addition, because leadership approach will definitely vary across nationalities, we need to be flexible to adapt to these differences for successful business operations and global leadership. (2, Bankos2)

The finding revealed that all the cases interpret the concept of global leadership to mean leadership beyond local and national boundary. In addition, eight respondents from Banko1, Banko2, and Banko4 reported that global leaders must be sensitive, reactive, adaptive, and responsive to its host country's internal and external environment by thinking globally and acting locally for successful business operations. Conclusively, previous research, for example, Mendenhall et al., (2017) supports the finding of this study by stating that global leaders are those who inspire employees and group of people to willingly pursue a positive vision in an effective organised fashion whilst fostering individual and collective growth in a context characterized by significant levels of complexity, flow, and presence. Additionally, Jeong et al.,'s (2016) perspective on

global leadership also supports this finding by stating that global leaders are required to adapt to change and deal with the complexity of interpersonal relationship to flourish in an environment of ambiguity comprised of cultural differences, values, beliefs, attitudes, and behaviours.

9.4 Cultural and contextual challenges faced by global leaders

The findings revealed that all the four cases face similar challenges when working internationally as shown in Table 9.2.

	BANKO1	BANKO2	BANKO3	BANKO4
Global Leadership Challenges	Attracting investors and client Developing managerial effectiveness	Developing managerial effectiveness Managing and coordinating team Gaining collaboration and Acceptance	Leading and managing employees Developing managerial effectiveness Securing customers' patronage	Navigating collaborations Building trust Developing managerial effectiveness

Table 9.2: A Comparison of global leadership challenges

Source: Author, (2021)

Table 8.2 summarises and compares different challenges global leaders in all the cases face when leading in the United Kingdom (UK). The challenge of gaining collaboration and acceptance was common in all the cases as shown in Table 9.2.

First, gaining collaborations and acceptance: The findings revealed that all the cases identified attracting investors and clients as one key challenge facing global leaders in the UK. Banko, Banko4, and Banko1 acknowledged this as a continuous challenge from the inceptions of their subsidiaries. The findings revealed that, due to the fear of liquidations, lack of trust and confidence in African banks, a good number of UK clients preferred to engage or invest with trusted and credible financial institutions. As a way of solving fears of liquidation, the findings revealed that Nigerian banks were beginning to work very hard to gain public reputation by promoting and ensuring that all its UK subsidiary business operations are characterised by trust, good leadership, and management structure, integrity, accountability. Although, it was acknowledged by 12 respondents

across the four cases that it would take several years for Nigeria banks to compete with western banks in the UK, they were working steadily to bridge this trust gap through continuous training and retraining of its workforce and promoting an organisational culture characterised by trust, integrity, transparency, and accountability. For example, the marketing manager of Banko3 subsidiary noted

I think almost every bank from developing economies operation in western economies are faced with the challenge of attracting investors and clients because some clients and investors do not have confidence in our bank . Nevertheless, the few who invest with us usually do it with little capital. In course of my marketing experience, I have had instances where my offers were tuned down because of lack of trust for Nigeria banks because of past antecedents. The client replied to me; 'I do not have trust for Nigerian banks because they can close up any time'. (5, Bankos3)

Corroborating the above, the Marketing manager of Bankos2 subsidiary explained that:

I have had instances where my business offers and proposals were turned down because of lack of trust for Nigerian banks. Some of the potential clients narrated some past antecedents where Nigerian banks operating in the UK closed their operations because they cannot sustain the subsidiary. Several clients usually replied to me after making business offers and proposal. (8, Bankos2)

Conclusively, the findings revealed that 'gaining collaborations and acceptance' was a common challenge among Nigerian global leaders in the UK. The findings challenged previous research, for example, Centre for Creative Leadership (2018) for not including gaining collaboration and acceptance as one of the challenges global leaders face in the UK. The finding suggests that there are no generic global leadership challenges rather, the context that global leaders operate determines the type of global leadership challenges they will face. Therefore, this finding contributes to existing literatures.

Second, developing managerial effectiveness: Another challenge common across the four cases was time management. While Banko2 and Banko4 explained that time management was a minor challenge for their global leaders in the UK, six respondents of Banko1 and Banko3 of Nigerian origin explained how the UK had a very high esteem for business and official time. An appreciation of time portrayed through positive attitudes towards work and meeting schedules. Consequently, it was a big challenge for them to practice effective and efficient time management skills. For instance, Banko1 and Banko2 ensured that global leaders from Nigeria in the UK emphasised effective

and efficient time management when dealing with investors, clients, and stakeholders. Furthermore, they were trained to acquire and develop time management skills for effective service delivery in the UK. The managing director of Banko2 subsidiary reflected these skills:

As part of strengthening my time management skill for successful leadership in the UK subsidiary, I engage in several time-management face-to-face and online conferences, seminars, and workshops with the aim of developing my time management skills in order to relate with clients, investor, stakeholders, and staff with time consciousness. Hence, although, there were times I fell short of my time in some of my official meetings and appointments by not arriving or closing meetings at the scheduled time which appears common in headquarters, I kept enhancing my time management skills resulting to been timely and prompt in all official meetings and appointments and successful leadership (2, Bankos2).

Supporting the above, the Managing Director of Bankos3 subsidiary noted:

In the bid of acquiring time management skill for successful leadership in the UK subsidiary, I engaged in several time-management face-to-face and online conferences, seminars, and workshops. This helped me to relate with clients, investor, stakeholders, and staff timely. I found it useful because, leading with Nigerian mentality of time-management that is characterised by lateness to; official meeting and appointments unethical and unacceptable in the UK workplace. Hence, although, there were times I fell short of my time management, I kept putting effort to be better. I made effort to be prompt in all official meetings and appointments for easy collaboration and integration with my internal and external stakeholders, clients, and staff members. (2, Bankos3)

Developing managerial effectiveness was big cultural issue in all the cases. For instance, all the four-case headquarters, subordinates were expected to be sitted before their boss arived for a meeting. This appears to be a common practice in Nigeria business and work environment between superiors and subordinates reflective high-power distance (Hofstede 1980). Similarly, subordinates could not question their manager if arrived or closes late for a meeting. The managing director of Banko1 at the subsidiary acknowledged that if subordinates questioned their managers, it would be considered as disrespect and insubordination resulting to loss of job, for a subordinate to reports a superior boss. He reported that, on the contrary, such practices cannot be replicated in the UK subsidiary because of low power distance (Hofstede, 1980), meaning that superiors cannot exert unethical influence on their subordinates, rather, they are expected to promote fairness, equality, accountability and leadership by example. Therefore, Nigerian global leaders in UK subsidiary were leading by example. According to Ryan (2013), the challenge of time management could be overcome through setting goals, as well as

setting the timelines and deadlines required to meet those goals. Ryan (2013) also added that it is crucial to delegate more because in delegating one can be more productive by empowering the people to whom you have given work. Conclusively, the Centre for Creative Leadership (2018) noted passing how global leaders in the UK were faced with the challenge of managerial effectiveness, in this research we can extend this finding by noting that Nigerian and African global leaders in the UK were faced with the challenge of time management. The UK had a very high esteem for business and official time. An appreciation of time portrayed positive attitudes towards work and meeting schedules in the UK. Consequently, it was a big challenge for Nigerian global leaders to practice effective and efficient time management skills. The finding challenged and extends existing research by arguing that global leaders' cultural background determines the challenges they face in host countries.

Third, Banko2 and Banko3 identified leading and managing employees as another challenge facing global leaders in the UK. For example, the executive director Banko3 at the subsidiary explained that global leaders need to know their team members' backgrounds and perspectives as well as encouraging open communication process to lead successful in the UK. Sharing is experience, Managing Director of Banko4 subsidiary explained that, whilst leading in the UK he demonstrated openness, honesty, fairness and equity, respect and maintained people's dignity and privacy, maintained professional relationships, remained competent, display integrity, and trusted in her leadership approach. Similarly, the head of human resources of Banko1 subsidiary explained that, managing and coordinating teams in the UK is different from their Nigerian headquarters. He added that, whilst Nigeria is a collective society, the UK is an individualistic emphasising on openness, honesty, fairness and equity, respect, integrity, and trust. He reiterated that, at the headquarters, subordinates cannot question superior's authority, and that the fear of losing their jobs made employees obey all superior's instructions. However, leading and managing employees at Banko1 and Banko4 was considered a minor challenge because their organisational cultures promoting team spirit, employee engagement and involvement at all levels. For example, Chief Executive Director of Banko3 subsidiary highlighted:

Leading team in UK is different from headquarters. For example, at the headquarters some of the team members are my relations and junior colleagues. This makes them to listen and do whatever I ask them to do with-

out any objection and hesitation. Sometimes, my actions and instruction might go against their wish, but they will still obey because, Nigerian's culture promotes and recognises hierarchy and seniority in leadership. However, When I was deployed to lead in the UK, I had to ensure that I promote openness, honesty, fairness and equity, respect and maintain people's dignity and privacy, maintain professional relationships, remain competent, display integrity, and trust. In addition, because fairness and equity is the hallmark of good leadership, I had to lead to example by walking my talk. This strategy helped me to gain support from my teams and employees, enhanced collaboration, integration and team spirit for smooth running of business activities and operations. (2, Banko3)

Conclusively, although the Centre for Creative Leadership (2018) noted slightly how global leaders in the UK were faced with the challenge of leading a team, in this research we can extend this finding by noting that African and Nigerian global leaders in the UK were faced with the challenge of building trust with employees and clients. Furthermore, whilst Nigeria is a collective society, the UK is an individualistic emphasising on openness, honesty, fairness and equity, respect, integrity, and trust. The finding challenged and extended existing research by arguing that global leaders' cultural background determines the challenges they face in host countries. For instance, when there is different between host country and parent country's cultural orientation such as Nigeria and UK, there are bound to be global leadership challenges. Reverse would be the case when host country and parent country have similar cultural orientation.

9.5 Essential competencies for successful global leadership

This section compares the findings of the four cases on the essential competencies for successful global leadership. The findings revealed similarities across the four case companies as shown in Table 8.3. The under-listed competencies were revealed as essential competencies for successful global leadership across the four cases.

<i>Global Leadership Competencies</i>			
BANKO1	BANKO2	BANKO3	BANKO4
<ul style="list-style-type: none"> - Self-management competencies - Relationship-Management competencies - Business- Management competencies - Response Management competencies 	<ul style="list-style-type: none"> - Business- Management competencies - Relationship-Management competencies - Response- Management competencies - Self-management competencies 	<ul style="list-style-type: none"> - Response- Management competencies - Business- Management competencies - Self-management competencies - Relationship-Management competencies 	<ul style="list-style-type: none"> - Business- Management competencies - Response- Management competencies - Relationship-Management competencies - Self-management competencies

Table 9.3: A Comparison of global leadership competencies

Source: Author, (2021)

The findings revealed that the four cases equip their global leaders with similar competencies for successful global leadership. These competencies were classified into four categories as shown in Table 9.3

Classification of competencies	Breakdown of competencies	Usefulness of competencies
Response-Management Competencies	<ul style="list-style-type: none"> - Cross-cultural communication - Cultural sensitivity - Cultural intelligence - Global mind-set - Cultural adaption - Cultural integration - Appreciating cultural diversity 	<p>Help global leaders to function effectively across cultures, think and act appropriately, communicate and work with people from different cultural background, adapt to new work environment and prevent culture shock, while enhancing their cultural awareness, knowledge, and practical skills.</p>
Self-Management Competencies	<ul style="list-style-type: none"> - Inquisitiveness - Leaning attitude - Curiosity - Receptivity to diverse ideas - Ability to foster innovation - Ability to influence stakeholders - Ethical decision making - Ability to network globally - Open-mindedness - Ability to keep to commitment - Ability to stay focus - Ability to take responsibility - Ability to keep to your work - Integrity - Honesty, accountability, trustworthy - Time management skill - Ability to set SMART goals - Set priorities - Self-awareness - Self-motivation - Decision making - Planning - Communication with confidence - Delegation/outourcing - Stress management - Record keeping 	<p>It helps global leaders to approach individuals, situation, and conversation with curiosity and sense of inquiry. Eager for innovation, new ideas, information, and knowledge, acting with honour truthfulness and integrity. It also helps global leaders to ensure that most important task is completed quicker and with less stress.</p>

Relationship-Management Competencies	<ul style="list-style-type: none"> - Interpersonal skills - Perspective taking - Ability to form relationship - Mindful communications skills - Conflict management - Emotional intelligence - Relationship interest - Social flexibility 	<p>Connect with others from different cultures, communicate appropriately, build trust and gain necessary credibility to lead</p>
Business-Management Competencies	<ul style="list-style-type: none"> - Global business and organisational savvy - Broader perspective of business environment - Result-oriented - Ability to maximize business opportunities and minimize potential threat - Develop a strategic business plan on a world-wide basis - Manage risk on a worldwide basis - Foresight - Interact with external clients from other countries. 	<p>Understanding the business environment and growth drivers including the institutional, geographic, cultural, and economic factors.</p> <p>To understand the influence dynamics of the organisation and use that information to establish alliances to achieve organisation's objectives.</p>

Table 9.4: Global leadership competencies and their usefulness

Source: Author, (2021)

First, response-management competencies: The findings in the four cases revealed that (Banko1, Banko2, Banko3, Banko4) ensured that their global leaders are equipped with response-management competencies. These competencies include cross-cultural communication, cultural sensitivity, cultural intelligence, global mind-set, and cultural adaptation. These competencies enabled global leaders in the four cases to effectively engage in cross-cultural communication, remain culturally sensitive, possess cultural intelligence, lead with a global mind-set that is open to change, adapt to cultural differences and appreciate cultural diversity. Whereas Banko4 and Banko3 ensured that their global leaders function effectively across national cultures, think and act appropriately, communicate and work with people from different national cultural background, adapt to new work environment and prevent culture, Banko1 and Banko2 explained that these competencies helped their global leaders to remain flexible to adapt to global situations. Similarly, 11 respondents from Banko1 and Banko2 also acknowledged that these competencies helped them to integrate into the UK's cultural and business environment characterised by honesty, fairness, trust, integrity, transparency, and accountability and openness. For example, the Executive Director, Business and Management of Banko2 subsidiary:

Possessing and demonstrating cross-cultural communication skill, cultural sensitivity, cultural intelligence, global mind-set, cultural adaptation as well as appreciating cultural enable me to effectively engage in cross-cultural communication, remain culturally sensitive, possess cultural intelligence, lead with a global mind-set that is open to change, adapt to cultural differences, and appreciate cultural diversity when leading in the UK. (6, Banko2)

For example, the Executive Director Business Management Bankos3 subsidiary acknowledged that:

We are trained to effectively engage in cross-cultural communication, remain cultural sensitive, possess cultural intelligence, lead with a global mind-set that is open to change, adapt to cultural differences and appreciate cultural diversity.(3, Bankos3)

Conclusively, the findings revealed that Nigerian global leaders in the UK demonstrated the following competencies including cross-cultural communication, cultural sensitivity, cultural intelligence, global mind-set, and cultural adaptation skills. These competencies helped Nigerian global leaders to effectively engage in cross-cultural communication, remain cultural sensitive, possess cultural intelligence, lead with a global mind-set that is open to change, adapt to cultural differences, and appreciate cultural diversity. Previ-

ous studies for example Conor, (2020), Kim et al., (2019), and Liu et al., (2020) supports the finding of this study emphasising on the need for global leaders irrespective of their nationalities to possess cross-cultural communication, cultural sensitivity, cultural intelligence, global mind-set, and cultural adaptation skills to help them integrate and gain collaboration in host countries.

Second, self-management competencies: The findings revealed that all four cases (Banko1, Banko2, Banko3, and Banko4) emphasised the need for their global leaders to acquire self-management competencies for successful global leadership. For instance, thirteen respondents from Banko3, Banko2, and Banko1 respectively acknowledged that inquisitiveness, learning attitude, curiosity, receptivity to diverse ideas, ability to foster innovation, ability to influence stakeholders helped them to be innovative. Additionally, ethical decision-making, ability to network globally, open-mindedness, ability to keep to commitment, integrity, honesty, and accountability helped them to approach individuals, situation, and conversations with curiosity and sense of inquiry that resulted to innovation, new ideas, information, and knowledge. Similarly, the Managing Director of Banko4 headquarters explained that owing to the UK cultural and business environment characterised by honesty, fairness, trust, integrity, transparency, and accountability and openness, these competencies are strategic to successful business operations and activities. In addition, because of the competitive nature of the banking industry and the services they provide, the four cases acknowledged that they equip their global leaders with these competencies to help them gain and attract clients, investors, and employees' confidence and trust for successful business operations. For example, the Head of General counsel, and Talent Management of Banko1 subsidiary:

Inquisitiveness, learning attitude, curiosity, receptivity to diverse ideas, ability to foster innovation, ability to influence stakeholders, ethical decision making, ability to network globally, open-mindedness, ability to keep to commitment, integrity, honesty, and accountability helped be to lead successfully as a global leader. I built my leadership approach on honesty, trust and integrity, openness, transparency and accountability because western people are straight forward with transparent leadership style that promotes fairness, equality and justice, leadership by example at all level.
(3, Bankos1)

For example, the Chief Executive Officer of Bankos3 subsidiary corroborated the Head of General Counsel and Talent Management of Banko1 by explaining that:

As part of my strategy to lead successfully in the UK, I placed priority on, honesty, trust and integrity, openness, transparency and accountability. I demonstrated inquisitiveness, learning attitude, and curiosity. I was also receptive to diverse ideas, ability to foster innovation, ability to influence stakeholders, ethical decision making, and ability to network globally, open-mindedness, ability to keep to commitment, integrity, honesty, and accountability. These competencies have helped me over the years to get along with my clients and members of staff in the UK and other countries. (2, Bankos3)

Conclusively, the findings revealed that Nigerian global leaders demonstrated the following competencies including inquisitiveness, learning attitude, curiosity, receptivity to diverse ideas, ability to foster innovation, ability to influence stakeholders. Additionally, they also demonstrated ethical decision-making, ability to network globally, open-mindedness, ability to keep to commitment, integrity, honesty, and accountability. These competencies helped Nigerian global leaders to approach individuals, situation, and conversations with curiosity and sense of inquiry resulting to innovation, new ideas, information, and knowledge. These competencies also helped Nigerian global leaders to attract confidence and trust from clients, investors, and staff members. Furthermore, Previous studies for example Conor, (2020), Kim et al., (2019), and Liu et al., (2020) supports the finding of this study emphasising on the need for global leaders irrespective of their nationalities to possess inquisitiveness, learning attitude, curiosity, receptivity to diverse ideas, ability to foster innovation, ability to influence stakeholders. Additionally, they also demonstrated ethical decision-making, ability to network globally, open-mindedness, ability to keep to commitment, integrity, honesty, and accountability to help them lead successfully.

Third, relationship-management competencies: The findings revealed that all the four cases also ensured that their global leaders possess the following competencies including; interpersonal skills, perspective taking, ability to form relationship, mindful communications skills, negotiation conflict management skills, emotional intelligence, ability to manage inferiority complex, and social flexibility. According to Managing Directors of Banko3 and Banko4, these competencies helped them to connect with other people from different cultures, nationalities. Additionally, these competencies also helped them communicate appropriately, built trust and gained necessary credibility, established strategic alliance, and collaboration in the UK .For example the head of human resources of Banko2 subsidiary noted:

One must know how to manage local and international relationships to lead successfully. I was able lead successful in UK because I demonstrated interpersonal skills, perspective taking, ability to form relationship, mindful communications skills, negotiation conflict management skills, emotional intelligence, social flexibility, and manage inferiority complex (3, Bankos2)

Corroborating the importance of these competencies, the Head of Human Resources of Bankos3 subsidiary stated:

My interpersonal skills fostered and facilitated my integration and collaboration with clients, investors, and staff members when I was deployed to our UK subsidiary. As a human resource manager, I was able to build trust and integrity by promoting interpersonal skills, perspective taking, and ability to form relationship, mindful communications skills, negotiating conflict management skills, emotional intelligence, and social flexibility. (11, Bankos3)

Through these competencies, global leaders across the four cases were able to build strong clients and investors alliances and collaborations for successful business operations and activities. Conclusively, the findings of this research revealed one uncommon competency for African and Nigerian global leaders in the UK such as ability to ‘manage inferiority complex’. This finding challenged existing literature (Conor, 2020; Kim et al., 2019; and Liu et al., 2020) for not including ‘ability to inferiority complex’ as among the list of competencies required for successful global leadership. The finding challenged existing research by arguing that global leaders’ country of origin and the context they operate determined essential competencies for successful leadership.

Fourth, business-management competencies: The findings revealed that all the four cases ensured that their global leaders equipped with the following competencies. These include global business and organisational competencies, broader perspective of business, result-oriented, ability to maximise business opportunities and minimise potential threat, develop a strategic business plan on a worldwide basis, manage risk on a worldwide basis and interact with internal client from other countries. According to some of the respondents from Banko4 and Banko3, these competencies helped them to operate from an international strategic perspective. Banko1 believes that global leaders must have the ability to deal with business uncertainties to lead successfully. Similarly, Banko2 reiterated the need why their global leaders operate from international strategic perspective by explaining that, because the international business environment is dynamic, their global leaders were trained to demonstrate global business savvy to mini-

mise threats and maximise business opportunities. For instance, the Chief Executive Director subsidiary noted:

Possessing business-management competencies has helped me gain in-depth knowledge of international business environment, understand the dynamics of the international business environment, and use such information to establish strategic alliance. I was also able to demonstrate broader perspective of business, result-oriented, ability to maximise business opportunities and minimise potential threat, develop a strategic business plan on a worldwide basis, manage risk on a worldwide basis and interact with internal client from other countries. (2, Bankos3)

In addition, the Acting Chief Operating Officer of Bankos1 subsidiary stated:

Our global leaders must out of necessity have knowledge of international business environment, understand the dynamics of the international business environment, and use such information to establish strategic alliance for successful integration, business operations and global competitiveness. (9, Bankos1)

Conclusively, the findings revealed that Nigerian global leaders in the UK demonstrated the following competencies including; global business and organisational savvy, broader perspective of business, result-oriented, ability to maximise business opportunities and minimise potential threat, develop a strategic business plan on a worldwide basis, manage risk on a worldwide basis and interact with internal client from other countries. These competencies helped Nigerian global leaders to operate from an international strategic perspective and deal with business uncertainties for successful global leadership in the UK. Previous studies for example, Conor, (2020), Kim et al., (2019), and Liu et al., (2020) supports the finding of this study, emphasising on the need for global leaders, irrespective of their nationalities, to possess global business and organisational savvy, have a broader perspective of business, result-oriented, ability to maximise business opportunities and minimise potential threat, develop a strategic business plan on a worldwide basis, ability to manage risk on a worldwide basis, and ability to interact with internal client from other countries for successful global leadership.

9.6 Cultural and contextual contingencies influencing global leadership development processes

This section uses Figure 8.2 to compare and discuss the findings from the four cases, identifying areas of similarities, differences, and comparison with the literature.

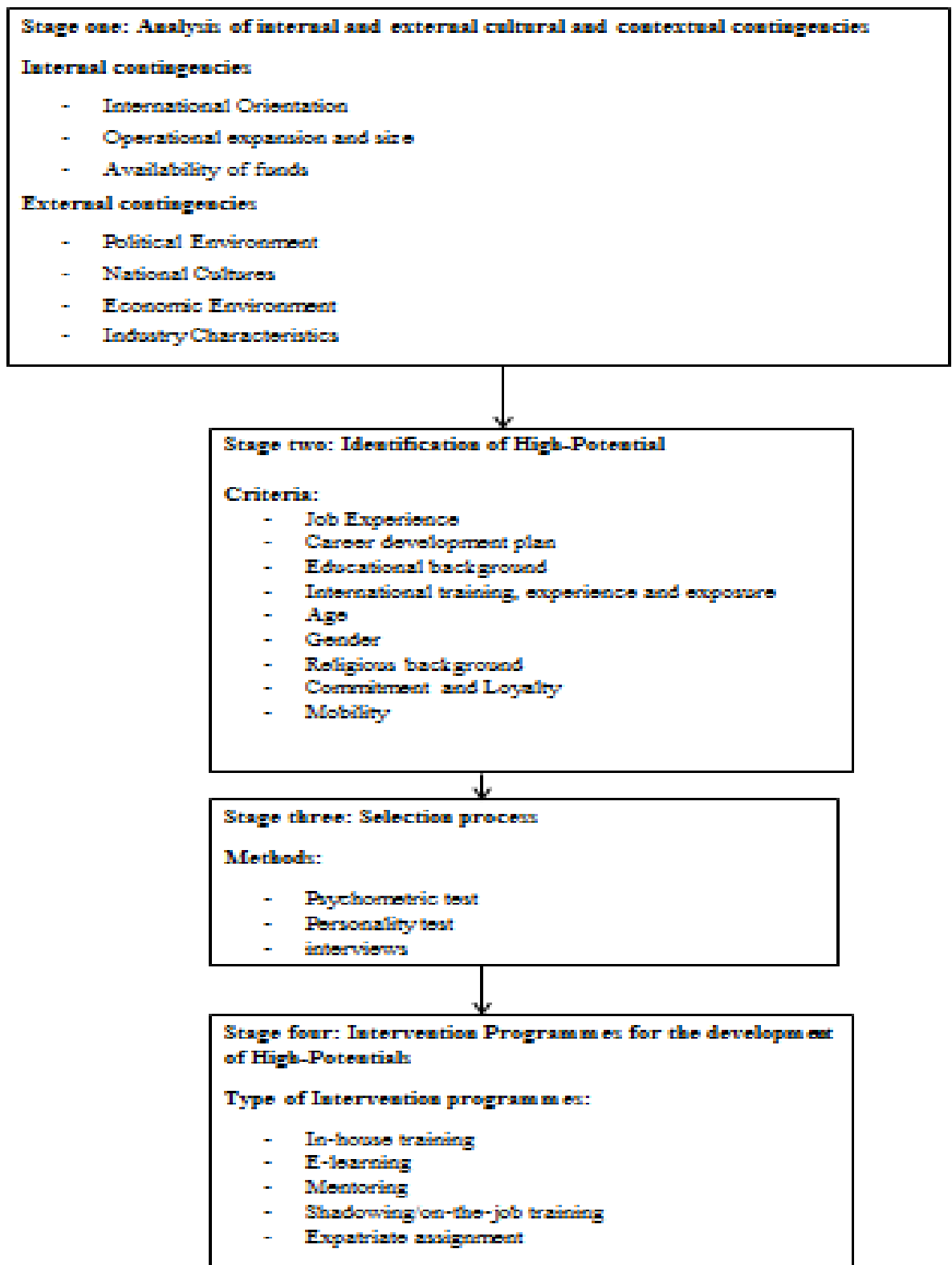


Figure 9.2: Conceptual framework of global leadership development process

Source: Author, (2021)

Cultural and Contextual contingencies influencing Global Leadership Process			
BANKO1	BANKO2	BANKO3	BANKO4
<p>Internal contingencies</p> <ul style="list-style-type: none"> - Budget - Operational expansion and growth strategy - International orientation <p>External contingencies</p> <ul style="list-style-type: none"> - Industry characteristics - National cultures - Political environment - Economic environment 	<p>Internal contingencies</p> <ul style="list-style-type: none"> - International orientation - Operational expansion and growth strategy - Availability of funds <p>External contingencies</p> <ul style="list-style-type: none"> - Economic environment - Industry characteristics - National cultures - Political environment 	<p>Internal contingencies</p> <ul style="list-style-type: none"> - Operational expansion and growth strategy - budget - International orientation <p>External contingencies</p> <ul style="list-style-type: none"> - Industry characteristics - National cultures - Political environment - Economic environment 	<p>Internal contingencies</p> <ul style="list-style-type: none"> - Budget - Operational expansion and growth strategy - International orientation <p>External contingencies</p> <ul style="list-style-type: none"> - Economic environment - Industry characteristics - National cultures - Political environment

Table 9.5: Comparison on Cultural and Contextual contingencies influencing global leadership process

Source: Author, (2021)

9.6.1 Stage one: Analysis of internal and external cultural and contextual contingencies

This section shows how internal and external cultural and contextual contingencies influences the design and implementation of global leadership development process across the four cases.

Internal context and contingencies

According to Liu et al., (2020) and Mendenhall et al., (2017), MNCs usually faced the challenge of managing controllable (internal) contingencies when designing and implementing global leadership intervention programmes. These internal contingencies are strategic, and thus, influence the overall outcome of global leadership development process.

First, operational expansion and growth strategy: The findings revealed that operational expansion influenced decision-making process of global leadership development in all the four cases. All the four cases have subsidiaries in more than ten countries including United Kingdom. For instance, four Managing Directors from the four cases acknowledged that as business activities expands across national borders, the demand for global leaders to manage these subsidiaries becomes inevitable for successful business operations. They all ensured that there are global leaders who can fill global leadership roles by implementing both short-term and long-term training programmes. For example, the Chief Operating Officer of Banko1 headquarters expressed that:

Our workforce planning strategy has helped us to be very proactive in our strategy for filling both present and future global leadership positions. Although, we sometimes react and respond to unplanned situations where we need to fill urgent global leadership positions, the implementation of our training and development programmes to has helped us to have global leaders to handy. Similarly, it will interest you to know that the implementation of our training and development programmes are always targeted towards meeting the strategic training and development needs of the organisation. As an organisation, do not just implement training and development programmes as a means of rewarding or motivating employees. (2, Banko1)

In addition, the Head of Human Resources of Banko3 headquarters corroborated the Chief Operating Officer of Banko1 headquarters by stating that:

Being proactive in our manpower planning has enabled us to fill both present and future global leadership positions as we expand in operations and activities because we do not usually wait to have a vacancy before training and developing global leaders. We are very proactive in training and retraining employees for future global leadership positions when we expand our international coverage. (7, Banko3)

Conclusively, the findings challenged and contribute to existing literature (Liu et al., 2020; Mendenhall, 2017; Schmidt et al., 2014; Silzer and Church, 2010) because their studies did not address issues relating to internal contingencies influencing the design and implementation of global leadership development programmes. Therefore, this research makes a novel contribution by noting that Nigerian MNCs considers their growth strategy and operational expansion when designing and implementing global leadership development programmes. This suggests that MNCs' growth and operational strategy influences the design and implementation of their training and development programmes.

Second, the findings also revealed that all the four cases have an annual budget for training and development for staff members at all levels. None of the cases disclosed their budget for confidentiality reasons. However, eight Managing directors from the four cases acknowledged that their budget is flexible and subject to internal and external contingencies. Additionally, they all acknowledged that during favourable economic conditions the budget for training and development increases. However, in season of internal and external economic recession they minimise expenditure on training and development to avoid liquidation and budget deficit. For instance, speaking on budget, the Head of Finance and Budget of Banko2 headquarter noted that:

We usually invest more implement more training and development programmes when we have favourable economic conditions that will help us maximise business and investment opportunities. (10, Banko2)

Corroborating the above, the Chief Risk Officer of Banko3 subsidiary explained that:

Despite the fact that we have a talent management policy that promotes proactive intervention programs, our training, and development budgets is usually influenced by the national and global economic realities. You and I know that the financial industry, especially the banking industry is very volatile with uncertainties, we are very mindful about these uncertainties with the view of maximising them for successful business operations and global competitiveness. (10, Banko3)

Conclusively, the finding challenged and contributes to existing literature (Liu et al., 2020; Mendenhall, 2017; Schmidt et al., 2014; Silzer and Church, 2010), because their studies did not address issues relating to how availability of funds influences the design and implementation of global leadership development programmes of MNCs. Therefore, this research makes a novel contribution by noting that Nigerian MNCs with western subsidiary have a flexible budget for training and development that reflects internal and external economies contingencies. This suggests that during favourable economic conditions, they tend to invest more in training and development, whilst dur-

ing unfavourable economic conditions they reduce their budgets for training and development in order to sustain business operations and avoid liquidation.

Third, the finding also revealed all the four cases have a 'standard approach' towards training and development. They all take into consideration host country's cultural and institutional environment when designing and implementing global leadership development programmes. Eight Head of Operations from the four cases acknowledged that while there are some generic global leadership competencies, there are also some country-specific global leadership competencies. All the four cases acknowledged that they equipped their global leaders with both country-specific and generic competencies for successful global leadership. For instance, the Managing Director of Banko2 headquarters:

We provide training and development opportunities that will enable global leaders to acquire and develop both country-specific and generic competencies. We train and develop global leaders to be mindful of the cultural and institutional differences when leading in different host countries. This approach has helped our global leaders to adapt host countries resulting easy integration and successful global leadership. (1, Banko2)

Additionally, the Head of Human Resources of Banko4 subsidiary corroborated the Managing Director of Banko2 by highlighting that:

As a financial institution that provides financial services to the public, we ensure that all global leaders are equipped with competencies that will help them to integrate and lead successfully in the host country. (1, Banko4)

Conclusively, despite previous research, for example, Silzer and Church, (2010) and Schmidt et al., (2014) supports the need for MNCs to have a 'standard approach' towards training and development, in this research, we can extend this finding by noting that Nigerian MNCs with western subsidiaries have a standard approach toward training and development. The approach has helped the Nigerian MNCs to proactively design and implement global leadership programmes to enhance their workforce planning to fill both present and future global leadership positions as the need arises.

External context and contingencies

According to Liu et al., (2020) and Mendenhall et al., (2017), MNCs usually faced the challenge of managing uncontrollable (external) contingencies when designing and implementing global leadership intervention programmes. These internal contingencies are strategic, and thus, influence the overall outcome of global leadership development process.

First, the finding revealed that all the four cases put into consideration the host country's political environment and its volatility when designing and implementing global leadership intervention programmes. It helps them to equip their global leaders with global business competencies to cope with dynamic government laws and regulations in their parent and host countries. All the four cases used expatriate assignments as a major global leadership intervention programme to help global leaders familiar with the international business environment. Owing to government laws and regulation changes over time, some of the respondents across the four cases pointed to the fact that, it is very important for global leaders to be equipped with global business savvy competency to help them adapt and manage these uncertainties for successful business operations. All the four cases, conducts a regular environmental scanning through SWOT analysis to identify potential opportunities and threats. The information was incorporated into the design and implementation of training and development programmes. Additionally, all the four cases utilised the services of internal and external top Human Resources Consultants and Business Analyst to implement this process. They also ensured that training and development programmes were aimed towards equipping global leaders with contemporary competencies for successful global leadership. For example, Chief Operating Officer/Manager of Banko1 subsidiary:

...because different countries faces political turbulence and instability resulting to insecurity, restiveness, recession with negative impact on business operations, our bank implements intervention programs that will equip our global leaders with global business savvy and organisational savvy, business-management competencies in order to manage these uncertainties with the aim of optimising performance and maximising profit. (8, Bankos1)

Furthermore, the Head of Operations of Banko4 headquarters corroborated why their organisation considered the political environment when designing and implementing global leadership development programmes by stating that:

Our training and development programmes such as expatriate assignment are usually designed to equip global leaders with global business competencies. Personally, it helped me cope with dynamic government laws and regulations in both parent and host countries for successful integration and business operations. You and I know that

the political environment influences business operations and activities. As government changes, business laws and policies also change. Therefore, we need to constantly manage these uncertainties for successful business operations. (9, Banko4)

Conclusively, the finding challenged and contributes to existing literature (Liu et al., 2020; Mendenhall, 2017; Schmidt et al., 2014; Silzer and Church, 2010), because their studies did not address issues relating to how the political environment of host countries influences the design and implementation of global leadership development programmes of MNCs. Therefore, this research makes a novel contribution by noting that Nigerian MNCs with western subsidiary put into consideration host country's political environment when designing and implementing global leadership programmes in order to equip global leaders with country-specific competencies for successful global leadership. For example, in countries where the political environment is characterised by bribery and corruption, global leaders would be equipped with essentials competencies for successful integration and collaboration with host country's nationals.

Second, all the four cases attested to the fact that during favourable economic conditions, they usually invest more in training and development. However, in periods of internal and global economic recession, the implementation of intervention programmes usually declined. For example, four Head of Operations of Banko 2, Banko3, and Banko4 acknowledged that, during economic recession, the priority of the company is usually centred on sustaining business activities with little or no emphasis placed on implementation of training and development programs. For instance, the Chief Risk Officer of Banko3 headquarters highlighted:

We are very sensitive about the volatility of the economic environment by ensuring that all global leaders have an up-to-date understanding of the global and national economic trends. We do not usually implement many intervention programs during global economic recession because our priority is usually focused on sustaining our business operations. (10, Banko3)

Corroborating the above, the Head of Marketing of Bankos4 subsidiary acknowledged that the economic environment influences the implementation of their training and development programmes by explaining that:

Our bank implements training and development programmes that will help us to maximise and optimise business opportunities for successful business operations especially when there are favourable economic conditions and investment opportunities. However, in periods of economic recession, the implementation of our intervention programmes usually declines. The organisation's priority at that point is centred on sustaining business operations with little or no emphasis given to training and development programmes. (4, Bankos4)

Conclusively, the finding challenged and contributes to existing literature (Liu et al., 2020; Mendenhall, 2017; Schmidt et al., 2014; Silzer and Church, 2010), because their studies did not address issues relating to how the economic environment of host and parent's countries influences the design and implementation of global leadership development programmes of MNCs. Therefore, this research makes a novel contribution by noting that Nigerian MNCs with western subsidiary put into consideration host country's economic environment when designing and implementing global leadership programmes in order to equip global leaders with country-specific competencies for successful global leadership. Therefore, in this research we can contribute to existing literature by noting that Nigerian MNCs with western subsidiaries put into considerations host countries' economic environment when designing and implementing global leadership development through regular environmental scanning. This suggests that during any form of economic recession, Nigerian MNCs reduces the implementation of training and development programmes by focusing on sustaining business operations.

Third, all the four cases acknowledged that host country's national culture influences the design and implementation of their global leadership intervention programmes. For example, the Managing Directors of Banko3 and Banko1 at the subsidiary explained that due to the need for global leaders to understand, embrace, and adapt the host country's socio-cultural environment they put into consideration host country's national culture when designing and implementing global leadership development programmes. Additionally, the Head of Human Resource Management of Banko2, Banko4, and Banko1 acknowledged how Nigerian labour and employment laws places demand on organisation, domestic or international to give training and development opportunities to employees annually. For example, the Nigerian Industrial Training Fund (Amendment Act, 2011) regulates the training and development of employees of both private and public sector, they give staff the opportunity to attend training and development yearly to enhance their skills, competencies and performance (Ithurbide and Bellaiche, 2019). Under this Act, all private and public organisations, domestic or international are required by law to provide, promote, and encourage the acquisition of skills in industry and commerce with a view to generating a pool of indigenous trained workforce sufficient to meet the needs of the private and public sectors of the economy (Ithurbide and Bellaiche, 2019). Furthermore, every employer having more or less than five but with a turnover of ₦50 million Naira and above per annum is required by law to set aside special budget for the training and development of their employees annually (Ithurbide and Bellaiche, 2019). Therefore, all the four

cases ensured that employees were given training and development opportunities yearly in line with the training needs. The finding revealed that all the four cases ensured that global leaders were trained and developed to: embrace, appreciate, and maximise cultural diversity to help them lead successfully. For example, the Head of Human Resources headquarters highlighted that:

...because all our global leaders are expected to lead across different national cultures, our bank usually ensures that we implement intervention programmes such as expatriate and international assignments that will equip global leaders with intercultural and response-management competencies. These competencies help global leaders to embrace, appreciate, and maximise cultural diversity for successful leadership and business operations. (11, Banko4)

Reiterating how national cultures influence the design and implementation of training and development programmes, the Managing Director of Banko2 subsidiary stated:

We ensure that we align our training and development programmes with Nigerian Industrial Training Fund (Amendment Act, 2011) that regulates the training and development of employees of foreign and domestic organisations. (2, Bankos2)

Conclusively, the finding challenged and contributes to existing literature (Liu et al., 2020; Mendenhall, 2017; Schmidt et al., 2014; Silzer and Church, 2010), because their studies did not address issues relating to how national cultures of host countries influences the design and implementation of global leadership development programmes of MNCs. Therefore, this research makes a novel contribution by noting that Nigerian MNCs with western subsidiary put into consideration host country's socio-cultural environment when designing and implementing global leadership programmes to equip global leaders with country-specific competencies for successful adaptation, integration, and collaboration with host country's nationals. Additionally, all Nigerian MNCs are by law, under the Nigerian Industrial Training Fund (Amendment Act, 2011), to avail employees with training and development opportunities yearly to enhance their skills, competencies and performance. Therefore, in this research all employees knew that it is their constitutional and legal right to be given training and development programmes. This suggests that both host and parent's country socio-economic environment influences the design and implementation of training and development programmes, thus MNCs should always put into consideration host and parent's country's socio-economic environment when designing and implementing global leadership development programmes.

Fourth, all the four cases highlighted that because the banking industry is purely a service-oriented industry that optimise profit via customers satisfactions, they emphasise training and retraining of

their staff members across all levels. These continuous training and development programmes helped to equip staff members with contemporary skills and competencies to enhance their performance. For example, Banko, Banko3, and Banko4 explained that, because the industry is highly competitive, they train and develop employees who can provide quality and timely financial services targeted toward addressing clients, investors, stakeholders, and customers' needs and satisfaction. Eleven respondents in from the four cases explained that if clients, investors, stakeholders, and customers are satisfied with the services they receive, it will promote retention and attract large market share with corresponding profit optimisation. All the four cases explained that because, they render financial services at national and global level, they promote continuous training and development for global leaders. All the four case implement similar training and development programs to help global leaders acquire current knowledge, skills, and competencies to provide and create a customer-focused experience, retain customers, gain competitive advantage, increase staff value at both headquarters and subsidiaries. For instance, the Head of Marketing of Banko1 subsidiary explained that:

Because the industry we operate is a service-oriented industry that is very competitive, we consolidate on continuous training and retraining of our team so that they can provide customers' satisfaction focused services. (6, Banko1)

Corroborating the Head of Marketing of Banko1 subsidiary, the Managing Director subsidiaries explained that the nature of their industry requires constant training and retraining of employees to help serve customers better. He stated:

Our training and development programmes is used to equip members of staff at all level with the essential knowledge, skills and competencies to provide and create a customer focused experience, retain customers, stay competitive, increase staff value both at the headquarters and subsidiaries. (2, Banko2)

Conclusively, the finding challenged and contributes to existing literature (Liu et al., 2020; Mendenhall, 2017; Schmidt et al., 2014; Silzer and Church, 2010), because their studies did not address issues relating to how industry characteristic influences the design and implementation of global leadership development programmes of MNCs. Therefore, this research makes a novel contribution by noting that Nigerian MNCs with western subsidiary put into consideration industry characteristics when designing and implementing global leadership programmes to equip global leaders with competencies and skills that will help them provide and create a customer-focused experience, retain customers, and gain competitive advantage.

9.6.2

Stage two: The identification stage of high-potentials and criteria

Identification criteria for high-potentials/potential global leaders			
BANKO1	BANKO2	BANKO3	BANKO4
<ul style="list-style-type: none"> - Work experience - Career pathway - Commitment and loyalty - Educational background - International training, experience and exposure - Age - Gender - Religious background - Mobility 	<ul style="list-style-type: none"> - International training, experience and exposure - Work experience - Learning ability - Educational background - Age - Gender - Religious background - Mobility 	<ul style="list-style-type: none"> - Mobility - Career progression - Educational background - International training, experience and exposure - Age - Work experience - Gender - Religious background - Commitment and Loyalty 	<ul style="list-style-type: none"> - Work experience - Learning Ability - Educational background - Age - Gender - Religious background - mobility - International training, experience and exposure

Table 9.6: Comparison on the identification criteria of high-potentials

Source: Author, (2021)

The four cases use similar identification criteria to identify their global leaders. These include work experience, career pathway, commitment and loyalty, educational background, international training, experience and exposure, age, gender, religious background, and mobility. These criteria will be discussed

First, work experience: The revealed that all the four cases usually assess potential global leaders' previous and current job description to match them with the new global leadership role or position. For example, while Banko1 and Banko4 assess high-potential work experience to see whether the potential global leader already possesses some experience, skills, competencies, Banko2 and Banko3 assess potential-global leaders' work experience to see if the work load, nature of work, tasks, managerial and leadership positions held is similar to the new global leadership role. The information was collected employees' staff file. During this exercise, the four cases collected information regarding employee's performance and achievement of the years and matched them with the new global leadership role. The four cases usually utilised the services of senior management and HR consultants from within and outside Nigeria yearly to conduct this exercise. Similarly, the head of human resources of Bankos1 subsidiary while reiterating on the need to review past and present job role of potential global leaders highlighted that:

We reviewed past and current job description of potential global leaders because it gives us ideas of possible experience, skill, competencies that the potential global leader might already possess in relation to the new global leadership role. This helped us to select potential who have demonstrated similar job characteristics, experience, and competencies to undergo further development process. This also minimise training and development cost for the organization. (4, Bankos1)

Corroborating the Head of Human Resources of Bankos1subsidiary, the General Manager of Banko3 headquarters highlighted that:

If we find high-potentials who possessed similar competencies, skills and experience to the new role, we will definitely choose them against others who do not have such experience. We believe it would safe us training cost, time, and resources. (6, Banko3)

Conclusively, Connor, (2000), Silzer and Church (2010), and Schmidt et al., (2014), noted in passing how only employees with similar job experience were promoted to higher managerial roles, in this research we can extend these findings by noting blatant discrimination against employees who do not have similarly job experience. Previous studies for example, Connor, (2000), Silzer and Church, (2010), and Schmidt et al., (2014), support the findings of this study highlighting how job experience of high-potentials determines their suitability for global leadership position or role.

Second, career development plan: The findings revealed that all the four cases reviewed information about potential global leaders' career progression plan. Banko3 acknowledged that those who have clear career progression plan have always strived for career growth and advancement and as such

suitable for global leadership positions. Similarly, Banko1 and Banko2 acknowledged their high-potentials who have progressive career plan are always willing to accept more global leadership responsibilities making them more suitable for global leadership positions. For example, the Chief Operating Officer of Banko2 subsidiary stated that:

No one rises in our organisation just by sitting and folding their hands...all our top global leaders had clear career plan they followed meticulously. For example, I would not have risen to my current position without career development plan. I had short, medium, and long-term career development plan with corresponding action-plan and milestones. My mentor gave me necessary training and support during this period. I also spent personal resources for some strategic trainings courses to enhance my career advancement. (6, Bankos2)

In addition, the Head of Human Resources of Bankos3 subsidiary corroborated:

For you to grow in the banking industry you must be ready and willing to take career development responsibilities. I would not have reached this position in my career if I had not followed the career development plan set by my mentor. (11, Bankos3)

Conclusively, Connor, (2000), Silzer and Church (2010), and Schmidt et al., (2014), noted in passing in their studies how employees with no career development plan were seldom promoted to higher managerial roles, in this research we can extend these findings by noting blatant discrimination against employees who do not have progressive career development plan.

Third, educational background: the findings revealed that the four cases acknowledged that they considered the educational background of their high-potentials when identifying them for global leadership positions. For example, Banko4 and Banko1 explained that knowing the educational background of their potential global leaders helped to know those who got their degrees locally or abroad. The four cases agreed they gave priority to high-potentials who have lived, worked, trained, and educated in western and industrialised countries because of their international training, experience, and exposure. Furthermore, the majority of Board of Directors, Executive Management, and Senior Management in the four cases were trained and educated in western countries.

For instance, the Managing Director of Bankos4 subsidiary highlighted that:

When identifying and selecting potential global leaders to occupy global leadership positions across our subsidiaries, our organisation give priority to global leaders who have worked, lived or studied abroad with the believe that they will deploy their international training and experience into their new global leadership role compared to those who were educated locally. In my own case, due to the fact that I was educated in UK and USA for my first and second degrees, I was given express consideration during the identification and selection exercise because of my international train-

ing, experience and exposure with the believe that I already possess some global leadership competencies.(1, Bankos4)

In addition, the Chief Managing Director of Bankos3 subsidiary corroborated the Managing Director of Bankos4 subsidiary by stating that:

We prefer to identify high-potentials who have worked, lived, or studied in western countries because we know that they will deploy their international training and experience into their new global leadership role compare to those who were educated locally. In addition, over the years, we have over the years assessed and compared the two set of high-potentials and realised that those who have lived, worked, or studied in western or industrialised countries were able to integrate, and gain collaborations with host country's business environment for successful business operations. (2, Bankos3)

Conclusively, Silzer and Church, (2010), and Schmidt et al., (2014), noted passing how employees who were educated locally were seldom promoted to higher managerial roles; in this research, we can extend this finding by noting blatant discrimination against employees who were educated locally because of lack of international exposure, training, and experience. Furthermore, whilst no policy would state this for legal purposes, in this research all employees knew that western education alone determines one's promotion opportunities. The approach de-motivated employees who were educated locally leading to grievances and conflicts of interest in the organisation.

Fourth, age: the findings showed that all the four cases preferred to identify potential global leaders who are in their 30s to 40s of age. For example, the Managing Directors of Banko1 and Banko4 acknowledged they identified high-potentials who are aged 30s to 40s years. Banko3 acknowledged identifying high-potentials promoted fresh ideas, creativity, and innovation in their global leaders. Banko3 believed that young people are more curious for fresh ideas, innovation, and knowledge compared to older people. However, Banko3 unlike the other cases explained that, in situation where the position or role is strategic with no other qualified staff for replacement, the organisation assigned the position to the available employees. For example, the head of human resources at the headquarters:

Our organisation does not necessarily discriminate potential global leaders based on age differences rather a strategic way of identifying and selecting employees, if developed, can deploy their skills and competencies on long-term basis towards the success of the organisation. (7, Banko3)

This strategy also helped Banko4 to enhance workforce planning as highlighted by the Head of Human Resources of Banko4 headquarters:

As an organisation, we prefer to identify and select young potential global leaders who are in their 20s and early 40s for the purposes of succession and workforce planning. This strategy has helped us to minimise training and development cost by promoting a continuous and sustainable long-term talent management strategy. We also believe that young global leaders will deploy their skills and competencies on long-term basis towards the success of the organization. (10, Banko4)

Conclusively, the findings revealed that there is obvious discrimination against employees aged 50 years and above based on economic loss for and organisation arising from retirement and lack of innovation. Whilst no policy would state this for legal purposes, in this research all employees knew that age alone determines one's promotion opportunities. The findings challenge and contribute to existing literatures (Schmidt et al., 2014), for not including 'age' as one of the criteria for global leadership positions.

Fifth, gender: all the four cases highlighted gender as a key criterion when identifying global leaders. For instance, Banko2, Banko1 and Banko3 explained that because women over the years have not been able to balance their family and work lives, it is difficult for them to take up global leadership role that will require them relocate abroad with family implications. Additionally, six respondents from Banko2 and Banko3 raised issues regarding maternity leave as others reasons why women are seldom assigned global leadership role. For instance, the Head of Human Resources of Banko4 explained that, women could be either pregnant, nursing children or carrying out household responsibilities affecting their mobility and job performance globally. For example, the four cases have few women representation in the Board of Directors and Executive management team compared to men. This suggests patriarchal and sexism practices as against feminism at the workplace. However, such practices were inapplicable in the UK subsidiary because of the Equality Act of 2010. For example, the Group Managing Director of Banko3 headquarters stated:

Over the years, we have found female global leaders especially the married not flexible enough to balance their work and family lives. Their family responsibilities affect their job performance compared to male global leaders. As an organisation, we give more priority to male employees when identifying and selecting global leaders to fill present and future global leadership positions that required relocating abroad. (1, Banko3)

In addition, the Managing Director of Banka subsidiary corroborated the above by explaining that parenting challenges affects women availability, mobility, and job performance as stated:

Despite we do not discriminate against women, we have found women global leaders especially the married, not able to balance their work and family lives to take up global leadership roles due to parenting and household responsibilities. We usually

give priority to men when identifying and selecting global leaders to occupy long-term strategic global leadership positions that require relocating abroad due to their flexibility and mobility. Men are more dependable for global leadership positions compare to women. (1, Bankos4)

Wolfe and Werhane, (2018) noted in passing how women were seldom promoted to higher leadership positions, in this research we can extend this finding by noting obvious gender discrimination based on economic loss to the organisation arising from maternity leave and women domestic responsibilities. Additionally, previous studies for example, Schimidt et al., (2014) and Silzer and Church, (2010) did not identify 'gender' as one criterion for global leadership position, hence, this finding challenged and contribute to existing literatures by arguing that African MNCs considers gender differences when identifying high-potentials for global leadership positions.

Sixth, religious background: Regarding religious background, all the four cases considered potential global leader's religious background as another criterion when identifying and selecting potential global leaders. For instance, Banko1, Banko2 and Banko4 preferred sending Muslim global leaders to Muslim dominated countries, whereas, in Christian dominated countries they preferred sending Christians global leaders. However, the four cases acknowledged that because the UK does not promote a mono-religion, they were neutral on high-potentials religious background. For example, the Head, Trade and Transaction Money of Banko4 subsidiary stated:

Despite the fact that our organisation do not consider potential global leaders' religious background if they are to be deployed to the UK subsidiary due to religious neutrality, our organisation usually considers potential global leaders' religion if they are to be deployed to a religion-dominated country to ensure smooth collaborations and business operations. (5, Bankos4)

In addition, the Acting Chief financial Officer of Banko1 subsidiary explained why their organisation considered religious background of the high-potentials by explaining that:

...despite been a Muslim, I was deployed to work in the UK. My religious background did not affect my performance because the UK is religious neutral. (9, Bankos1)

Harzing and Pinnington, (2011) noted in passing how social forces influences international HRM and the need for MNCs to consider host countries' institutional norms and rules when designing and implementing leadership and development programmes, in this research we can argue that religion was not a criteria for global leadership position in the UK. However, whilst no policy would state this for legal purposes, in this research all employees knew that religion determined their deployment to any religious-dominated countries, especially Muslim dominated countries. The find-

ings also challenged previous studies for example, (Schmidt et al., 2014 and Silzer and Church, 2010) for not including religion among the criterion for global leadership positions by highlighting that Nigeria MNCs considers high-potentials' religious background if they would be deployed to religious dominated countries.

Seventh, commitment, and loyalty: While Banko1 and Banko3 gave priority to high-potentials, who have been committed and loyal to the overall goal of the organisation for global, Banko2 and Banko4, did not consider commitment and loyalty as a major criterion. The Head of Human Resources of Banko1 and Banko2 acknowledged that only employees who were devoted to the success of organisation and who believed that being an employee of the organisation is in their best interest are identified for high leadership and managerial roles. The two cases have been able to promote employees' commitment and loyalty through this strategy. For example, the Managing Director of Banko1 headquarters stated:

We always give priority to high-potentials who have shown commitment and loyalty to the organisation. We cannot assign global leadership position to employees who have not shown maximum commitment to their job description and the overall goal of the organisation. (1, Banko1)

For example, the Managing Director of Banko3 headquarters also emphasised on the need for total commitment and loyalty by stating that:

Our bank usually place priority on employees who have shown commitment and loyalty to the overall mission and vision of the organisation. We cannot assign global leadership role to employees who have not shown maximum commitment to their job description, and overall goal of the organisation over the years. (6, Banko3)

Conclusively, previous research for example, Liu et al., (2020), Mendenhall, (2017), Schmidt et al., (2014), and Silzer and Church, (2010) support the findings of this study corroborating the need for MNCs to identify high-potentials who have demonstrated strong commitment and loyal to the organisation over the years for global leadership positions.

Eight, mobility: All the four cases gave priority to high-potentials who were willing to relocate abroad. Therefore, high-potentials who demonstrated readiness to relocate abroad without mobility challenges were identified. Additionally, all the four cases explained that this criterion helped to ascertain the flexibility of high-potentials to cope with global leadership role. For example, Banko1's General Consel and Talent Management subsidiary stated:

Only those who are willing to relocate abroad are usually given global leadership positions. We do not enforce global leadership positions on employees who are not willing to relocate abroad because of mobility challenges. (3, Bankos1)

In addition, the Managing Director of Bankos1 subsidiary corroborated the General Counsel and Talent Management of Bankos4 by stating that:

As a multinational organisation, we only select high-potentials who are willing to relocate abroad for global leadership positions. We do not usually force staff members to take up global leadership position against their wish, especially when it requires relocating abroad. (1, Bankos4)

Conclusively, previous research for example, Liu et al., (2020), Mendenhall, (2017), Schmidt et al., (2014), and Silzer and Church, (2010) supports the findings of this study corroborating the need for MNCs to identify high-potentials who have demonstrated strong commitment and loyal to the organisation over the years for global leadership positions.

Ninth, international training, experience, and exposure: The four cases gave priority to high-potentials that have lived, worked, and studied in western countries. Whilst Banko2 and Banko4 believed that, potential global leaders with such experience need less time to integrate into other countries, Banko1 and Banko3 believed that international experience enhanced the performance of their global leaders. For instance, nine respondents from Banko1 and Banko4 acknowledged that their international experience, training, and exposure helped them to acquired soft-skills and gained real-world global understanding. For example, Chief Operating Officer of Bankos3 subsidiary noted:

Personally, I was privileged to live, study and work in the UK before I joined my organisation years ago. It was easy for me to integrate into the UK culture and business environment because I was already familiar with the cultural and institutional terrene. Additionally, our organisation has over the years seen the need to identify high-potentials who have prior western international experiences, exposure, and training with the belief that they can integrate faster into the international environment compared to those with no such experience. (4, Bankos3)

In addition, the head of Human Resources/Admin of Banko4 subsidiary highlighted:

Our organisation give priority to potential global leaders have lived, studied, or worked abroad, especially in western and industrialised countries for a minimum of two years before joining our organisation. As an organisation, we believe that such individuals must have acquired some global leadership competencies, especially intercultural skills that will facilitate their integration and enhance their performance as global leaders. (3, Bankos4)

Conclusively, Jooss (2018), Meyer and Xin, (2018), and Schmidt et al., (2014), noted passing how employees with no international experience and exposure were denied promotion opportunities to higher leadership and managerial roles, in this research we can extend these findings by noting blatant discrimination against local employees with no international experience, exposure and training. Furthermore, whilst no policy would state this for legal purposes, in this research, all employees knew that western experience, training, and exposure alone determines one’s promotion opportunities. The approach de-motivated local employees with no international experiences resulting to grievances and conflicts of interest in the organisation.

9.6.3 *Stage three: The Selection process of high-potentials and methods*

The section compares the selection processes of high-potentials across the four cases in to identify areas of similarities and differences. The findings across the four cases shows that the four cases use similar selection methods to select high-potentials for global leadership positions as indicated in Table 9.7

Selection process and tools for high-potentials			
BANKO1	BANKO2	BANKO3	BANKO4
- Psychometric test	- Psychometric test	- Psychometric test	- Psychometric test
- Personality test	- Personality test	- Personality test	- Personality test
- Interviews	- Interviews	- Interviews	- Interviews

Table 9.7: Comparison on the selection process, methods, and tools

Source: Author, (2021)

All the four cases used psychometric test, personality test, and interviews to screen potential global leaders.

First, psychometric test: All the four cases used psychometric test to assess the psychological and mental state of the global leader. For example, Banko1 and Banko4 ensured that each candidate completes a test that was used to measure their differences in areas such as aptitude, ability, attainment, and intelligences. All the four cases used psychological tests to measure the candidates’ cognitive ability indicating if they have the skills, or the potential to learn new skills, required to perform successfully in new job role. Banko2, Banko3, and Banko1 also set some written test to measure the numerical reasoning, verbal reasoning, and logical reasoning. Banko4 uses psychological

test to measure high-potentials' learning ability, spatial ability, perceptual speed and accuracy. The findings revealed that all the four cases utilised the services of occupational psychologist alongside with Human Resources consultants and specialist, especially those from western countries and industrialised countries to conduct this test during the selection process. For example, the Head of Human Resources of Bankos3 subsidiary noted:

We use psychometric test, personality test and different forms of interviews to select our global leaders. These methods have helped us to select high-performing global leaders that have helped the organisation optimise profit and maximise global competitiveness. (11, Bankos3)

For example, the Managing Director of Banko4 subsidiary supported above by stating that:

Our bank uses psychometric test, personality test, and different forms of interviews to select global leaders. During this process, we analyse high-potentials' numerical reasoning, verbal reasoning, spatial reasoning, logical reasoning, and learning agility. These methods have helped us to select high-performing global leaders with positive results. (1, Banko4)

Second, Personality test: All the four cases also used personality test to get detailed information regarding high-potentials' individual differences and characteristics patterns of thinking, feeling and behaviour. To achieve this, the four Managing Directors of the cases acknowledged that they used Myers-Briggs type Indicator (MBTI) to know the psychological state of high-potentials, and their ability to make decisions in global settings. The personality test questions used to assess high-potentials: degree of introversion/extraversion, sensing/intuition, thinking/feeling, and judging/perception. For example, high-potentials who score high (70%) on extraversion, thinking, intuition and perception are considered more suitable for global leadership positions compared to who score low. Top Human Resources professionals and consultants conduct this exercise during the selection process to collect information on potential global leaders' specific personality characteristics underpinning global leadership position. For instance, the Head of Human Resources/Administration of Banko4 subsidiary stated:

As an organisation, the use of personality test has helped us to know the psychological preference of our high-potentials and their ability to make decision in global setting. During the personality test, we gather information on specific high-potentials' personality characteristics that will help them to solve global leadership challenges when leading internationally. (3, Bankos4)

Third, interviews: The four cases used competency-based interviews to analyse past high-potentials' ability to perform the new role. For example, eleven respondents from Banko1 and Banko4

acknowledged that, during their interview section, they were asked to describe situations in which they led a local and international team, giving an example of a time they handled conflict at workplace. Eleven respondents from Banko2, Banko4, and Banko3 shared their experiences regarding on how they maintained good relationship with their clients and colleagues, and talked about a big decision they recently made. In addition, in course of the interview process, the four cases ascertained potentials global leader's mobility by asking whether, they would be willing to relocate abroad, how they would balance their career opportunities and family priorities. Interview questions were tailored towards how global leaders can lead successfully in a global environment, and how they can solve global leadership challenges. For example, the head of Human Resources of Bankos3 subsidiary noted:

For instance, during my interview process, I was requested to highlight some competencies that I think are necessary for successful global leadership. I was also asked to give reasons why I should be considered for global leadership role instead of others, and finally what I can do differently to enhance the performance of the subsidiary if I am selected. (11, Bankos3)

The explanation also reflected in a statement made by Managing Director of Banko2 headquarters:

During my interview process, I was asked to describe a situation in which I led a local and international team. I was asked to give an example of a time I handled conflict at workplace, how I can maintain good relationship with clients and colleagues. I was also asked to talk about a big decision I have made recently. Overall, all interview questions were tailored towards how global leaders can lead successfully in a global environment and how they can solve global leadership challenges. My told them I need to demonstrate cultural flexibility, communication skills, embrace diversity, openness, global business savvy, time management skills, interpersonal skills be an effective global leader in the UK. (1, Banko2)

Conclusively, previous studies for example, Salgado, (2017) supports the finding of this study noting passing how MNCs used personality tests, cognitive ability tests, integrity tests, interviews, and situational judgement tests to select high-potentials for global leadership positions. Additionally, in this research we can extend this finding by corroborating that Nigerian MNCs used interviews, personality test, and psychometric test to select high-potentials for global leadership positions.

9.6.4 *Stage four: Training and development methods for high-potentials*

This section discusses the training and development methods used by the four cases as shown in Table 9.8.

Training and Development Methods for High-Potentials			
BANKO1	BANKO2	BANKO3	BANKA
- Expatriate as- - assignment - In-house-training - Mentoring - Shadowing/on- - the-job-training - E-learning	- Shadowing/on- - the-job-training - Expatriate as- - signment - In-house-training - E-learning - Mentoring	- Mentoring - In-house-training - E-learning - Shadowing/on- - the-job-training - Expatriate as- - signment	- In-house-training - E-learning - Mentoring - Shadowing/on- - the-job-training - Expatriate as- - signment

Table 9.8: Comparison on the training and development methods for high-potentials

Source: Author, (2021)

Table 9.8 summarised the similarities in the four cases. The findings revealed that the four cases implemented similar training and development method including in-house training, e-learning, expatriate assignment, shadowing/ on-the-job-training, and mentoring to train and develop their global leadership development programmes.

First, in-house-training: All the four cases as part of their intervention programs organised in-house-training programmes to train and develop employees. The finding revealed that, whilst Banko3 organised in-house-training twice every year, Banko1 organised every quarter, Banko4 and Banko2 have a flexible routine for in-house-training. All the four cases acknowledged that they used in-house-training to build and equip global leaders with skills and competencies required for successful global leadership. All the four case companies have a Training Academy located at the headquarters where all in-house-trainings are conducted. Although, some in-house-training are also conducted at the subsidiary when necessary, the training Academy in the four cases promoted e-learning, physical classroom and virtual libraries. These platforms helped all the cases availed training and development opportunities to employees at all levels. Similarly, all four cases used in-house- training to provide intercultural and pre-departure training for expatriates and global leaders. The four cases utilised the services of internal and external top Human Resources consultants and specialist from western and industrialised countries to facilitate the process. For example, the Head of Human Resources subsidiary explained that:

Through our in-house- training programs, we provide pre-departure trainings for expatriates and potential global leaders to give them some information regarding different national cultures, labour and employment laws, government policies and other financial regulatory authorities in host country. It helped us avoid and minimise culture shock and other contextual global leadership challenges. (3, Bankos4)

Corroborating the above, the Managing Director of Banko2 headquarters noted:

We have a training academy where we conduct in-house trainings from time to time. During in-house-training sessions, our employees are able to share experiences and discussed as a team. We learn from each other experiences and mistake for better services delivery. (1, Banko2)

Conclusively, Carbeery and Cross, (2019) noted in passing how MNCs used in-house-training method to train and develop global leaders, in this research we can extend these findings by noting that Nigerian Banks operating in western countries have 'Training Academy' where all in-house-trainings are conducted. This finding contributes and extends existing literatures noting that in-house-training methods are commonly used among MNCs to train and develop their global leaders globally.

Second, regarding e-learning, the findings revealed that all the four cases also pro-moted e-learning platforms to help the organisation address and minimise time and cost associated with face-to-face training methods. Additionally, eight respondents of Banko1 and Banko3 acknowledged that, their organisation used e-learning to provide online training to employees yearly. The head of Human Resources of Banko2 and Banko4 headquarters explained that their on-line training courses were designed to meet the training needs of high-potentials. All the eight Managing Directors from the four cases agreed that their organisation used e-learning to promote flexibility, autonomy and control for global leaders. Through e-learning, high-potential decides the time and place of training and sequence and pace of their learning process by promoting a learning process that is facilitated by digital technology. The type of training method is purely online delivery of instructional content with associated support services to trainee. The findings revealed that all the four cases utilised e-learning as an effective way to provide both a personalised learning experience while simultaneously offering opportunities for collaborative learning and support through discussion forums and instant messaging technologies. Some of the respondents of the four case companies acknowledged that e-learning have helped them to be more proactive in their development process. They can be learning things ahead of their future high responsibilities. For example, the Head of Finance and Budget of Banko2 headquarters explained that e-learning has helped the organisation to minimise training cost as amongst other benefits as stated:

As an organisation, we have been able to minimise training and development costs through the implementation of e-learning platform. (10, Banko2)

For example, the Managing Director of Banko1 headquarters acknowledged the usefulness of e-learning training methods by stating that:

E-learning has helped our employees to decide the time and place of training. It also helped to sequence and pace their learning programmes by promoting a learning process that is delivered electronically. (1, Banko1)

Corroborating the above, the Chief Risk Officer of Bankos1 subsidiary highlighted that:

Through the utilisation of e-learning platform, our organisation was able to save training and development cost, reduced learning time, retained employees, enhanced global collaboration; promote flexible learning style, as well as ensuring consistency and standardization in the design and implementation of our intervention programs. (11, Bankos1)

Conclusively, Carbeery and Cross, (2019) noted in passing how several MNCs used learning method to train and develop their global leaders, in this research we can extend this finding by noting that Nigerian Banks with western countries used e-learning method to reduce training and development cost and promotes flexible training and development platforms.

Third, the finding revealed that all the four cases used mentoring as a long-term development strategy to prepare and develop employees at all levels for senior managerial and leadership positions. All the four cases, as part of their overall development policy and strategy, assigned all new employees to a mentor who guides them during their first 2 to 5 years of employment. For example, six respondents from Banko1 and Banko2 shared their experiences how their mentors helped them to formulate a five year's career plan. The six respondents also shared their experiences how they spent their first three months in an orientation program with their mentors and supervisors who provide regular on-the-job training to them. During this period, all mentees are required to attend short-term courses at the Training Academy. The four cases acknowledged that mentoring has helped them to equip their employees at all levels with contemporary knowledge, skills and competencies for successful service delivery. For instance, the Managing Director of Banko4 headquarters stated:

Our organisation usually assigns employees to mentors who guide them during their career progression. The mentors and mentees set out a long-tern career development plan for the advancement of the mentee. Mentoring has helped us to produced competent employees for higher local and global managerial roles. (8, Banko4)

Corroborating the Managing Director of Banka headquarters, the Acting Chief financial Officer of Bankos1 subsidiary stated that:

My mentor helped me to develop a career development pathway in my early years of career. The relationship with my mentor helped me to develop progressively through the completion of different task assigned to me by my mentor. (9, Bankos1)

Conclusively, Carbeery and Cross, (2019) noted in passing how several MNCs used mentoring method to develop their global leaders, in this research we can extend these findings by noting that Nigerian Banks with western subsidiaries used mentoring as a long-term development strategy to develop employees at all level for senior managerial and leadership roles.. Hence, this finding and contributes and extends existing literatures.

Fourth, concerning on-the-job training, the findings revealed that all the four cases also used on-the-job training as a short and long-term method to train and develop global leaders. The Head of Human Resources from Banko1 and Banko4 acknowledged that on-the-job training helped the organisation to prepare high-potentials who can step in place of the current global leaders if they retire or go on vacations and holidays. Both Banko1 and Banko4 implemented on-the-training by assigning high-potentials to global leaders who were saddled with the responsibility of teaching and coaching the high-potential. During on-the-job training, high-potentials were given responsibilities from the beginning to act on behalf of the global leader but cannot take decisions without the permission of the global. High-potential's initiatives were seen as effective strategy for leadership development. Additionally, the Head of Human Resource from acknowledged that, they implemented on-the-job training to promote talent management and succession planning because high-potentials were used to fill planned and spontaneous senior leadership and managerial roles. For example, the Head of General Counsel and Talent Management of Banko1 headquarters stated:

Our organisation usually attached high-potentials to global leaders to learn from them. The practical aspect of this method is that the high-potentials will learn while on the job. This method is applicable in various leadership and managerial positions with the aim of training and developing leaders who will be capable to occupy vacant leadership and managerial positions anytime. (3, Banko1)

Reiterating the importance of on-the-job training, the General Manager of Banko3 headquarters highlighted:

We use shadowing as a training tool to prepare our potential global leaders to take over global leadership positions from their predecessor through on-the-job training. To achieve this, we usually place a potential global leader to a current global leader to learn while on the job. This method helped high-potentials to gain insight and knowledge on the new job role. We have used this method in various leadership and managerial positions with good outcome. (6, Banko3)

Conclusively, Carbeery and Cross, (2019) noted in passing how several MNCs used on-the-job training method to train and develop their global leaders, in this research we can extend this finding by noting that Nigerian MNCs used on-the-job training method as a short and long-term training method to train and develop their global leaders. This finding contributes and extends existing literatures on the use of on-the-job training methods across several domestic and international organisations.

Fifth, regarding expatriate assignments, the findings revealed that all the four cases used expatriate assignment as a means of training and developing their global leaders. The Managing Directors of Banko1, Banko3, and Banko4 explained that they used expatriate assignment to expose potential global leaders to different national cultures and institutions. Additionally, 14 respondents from Banko3, Banko1, and Banko2 shared their expatriate experiences by acknowledging that, they were able to have in-depth perspective on international business environment, different national government policies and regulations, different national labour and employment laws, different national cultures, and different national business systems. For example, six Managing Directors from the four cases acknowledged that expatriate assignment helped them to develop self-management competencies, relationship management competencies, business management competencies, and response management competencies for successful global leadership. The Head of Operations and the Head of Marketing of Banko1, Banko and Banko2 acknowledged that, expatriate assignment helped them to be mentally and emotional stable, adapt to change, and embrace cultural and institutional diversity in various host countries. For example, the Executive Director and Business Management of Banko3 subsidiary stated:

In course of my expatriate assignment, I was made to know that every country is characterised with distinct cultural values, work ethics, business systems, government laws and regulations, labour and employment laws that influences all business operations and activities. My expatriate experience gave me a deeper perspective of different international business environment and work ethics. It helped me to developed intercultural skills, build foreign alliances and relationships, learn some foreign languages, and learn from other global leaders for easy integration with clients, stakeholders, and staff members (3, Banko3)

Additionally, the Managing Director Bankos4 subsidiary corroborated that:

Through the promotion of expatriate assignment, our global leaders were exposed and familiar with different national culture, values, work and business ethics, business systems, government laws and regulations, labour and employment laws globally. Personally, Expatriate has helped me to develop intercultural skills, build foreign

alliances and relationships, learn some foreign languages, and learn from other successful global leaders and business operations. (8, Bankos4)

All the four cases promote similar short-term expatriate assignment program for one to twelve months, and long-term expatriate for 24 to 36 months. For example, Banko1, Banko2 and Banko4 used short-term expatriate assignment when the need to transfer specific skills or acquired from subsidiary to solve a problem whilst, long-term expatriate assignment is used to fill present or future global leadership position. However, Banko3, Banko1, and Banko4 acknowledged that, before sending potential global leaders on an expatriate assignment, they usually consider whether, the potential global leader has some technical competencies, traits, relational abilities, ability to cope with environmental variables, and the family situation of the potential global leader. This information helped the four cases to design the intervention program to match the training needs of the individual. For example, the Managing Directors and Head of Human Resources of four cases highlighted that the content and focus of their expatriate assignment program depends on the individual's cultural background, cultural-specific features of the host-country, the individual's degree of contact with the host country, the assignment length, the individual's family situation and, the individual's language skills. For example, the Chief Executive Director subsidiary stated:

Our organisation usually put into consideration potential global leaders' cultural background, cultural-specific features of the host-country environment, their degree of contact with the host environment, their assignment length, their family situation, and their language skills when designing and implementing expatriate assignment programs. The information helps us to align the intervention programs with the training and development needs of the potential global leader. (2, Bankos3)

Conclusively, Carbeery and Cross, (2019) and Mendenhall et al., (2017) noted in passing how several MNCs used expatriate assignments to train and develop their global leaders, in this research we can extend this finding by noting that Nigerian MNCs in the Banking Industry only assigned global leadership roles to high-potentials who have successfully completed some expatriate assignments. This portrays blatant discrimination against employees without expatriate assignment experience. Hence, this finding contributes and extends existing literatures on the use of expatriate assignment for training and developing high-potentials for global leadership positions. MNCs uses expatriate assignment expose high-potentials to different national cultures and institutions to build their global leadership competencies.

The next chapter will discuss the key findings of the research.

Chapter 10. Conclusion

10.1 Introduction

This chapter highlights the main findings emerging from the literature, followed by research questions and objectives. Consequently, the research contributions were given. Lastly, the limitations of the study and future research suggestions were highlighted.

10.2. Summary of key findings

For easy readability, the findings were highlighted under each component of the study. This includes; global leadership challenges, essential competencies for successful global leadership, global leadership development processes, and factors influencing global leadership development processes.

10.2.1 *Global leadership challenges*

- (i) The findings revealed that ‘gaining collaborations and acceptance’ was a common challenge Nigerian global leaders in the Banking Industry faced in the UK. Previous research, for example, Centre for Creative Leadership, (2018) did not include this challenge as one of the challenges global leaders in the UK face. This makes this finding novel to existing research.
- (ii) Although, the Centre for Creative Leadership, (2018) noted passing how global leaders in the UK were faced with the challenge of managerial effectiveness, in this research we can extend this finding by noting that Nigerian and African global leaders in the UK were faced with the challenge of time management. The UK had a very high esteem for business and official time. In the UK, an appreciation of time portrayed positive attitudes towards work and meeting schedules. Consequently, it was a big challenge for Nigerian global leaders to practice effective and efficient time management skills due to cultural differences.
- (iii) Although the Centre for Creative Leadership, (2018) noted slightly how global leaders in the UK were faced with the challenge of leading teams, in this research we can extend this finding by noting that Nigerian global leaders in the UK were faced with the challenge of building trust with employees and clients. Additionally, whilst Nigeria is a collective society, the

UK is an individualistic emphasising on openness, honesty, fairness and equity, respect, integrity, and trust. This required Nigerian global leaders to lead by example at the workplace.

10.2.2 *Essential global leadership competencies*

- (i) The findings revealed that Nigerian global leaders in the UK demonstrated the following competencies including cross-cultural communication, cultural sensitivity, cultural intelligence, global mind-set, and cultural adaptation. These competencies enabled global Nigerian leaders to effectively engage in cross-cultural communication, remain culturally sensitive, possess cultural intelligence, lead with a global mind-set that is open to change, adapt to cultural differences and appreciate cultural diversity. Furthermore, previous studies, for example Conor, (2020), Kim et al., (2019), and Liu et al., (2020) support the finding of this study.
- (ii) The findings of this research revealed one uncommon competency for African and Nigerian global leaders in the UK such as ‘ability to manage inferiority complex’. This finding contributes to existing literature on global leadership competencies by noting that Nigerian global leaders were trained and develop to manage inferiority complex in the UK. The findings revealed that global leaders’ country of origin and the context they operate determines essential competencies for successful leadership. This finding was not included among the list of global leadership competencies highlighted in previous studies (Conor, 2020; Kim et al., 2019; Liu et al., 2020). Hence, this finding challenged, contributes, and extends existing literature regarding essential global leadership competencies by noting that Nigerian global leaders need to acquire the ability to manage inferiority complex when leading in western countries due to personality clash arising from cultural differences.
- (iii) The findings revealed that Nigerian global leaders in the UK demonstrated the following competencies including global business and organizational savvy, broader perspective of business, result-oriented, ability to maximise business opportunities and minimise potential threat, develop a strategic business plan on a worldwide basis, manage risk on a worldwide basis and interact with internal client from other countries. These competencies helped Nigerian global to operate from an international strategic perspective and deal with business uncertainties for successful global leadership in the UK. Furthermore, previous studies, for

example, Connor, (2020), Kim et al., (2019), and Liu et al., (2020) supports the finding of this study emphasising on the need for global leaders to demonstrated wider understanding of international business environment to maximise business opportunities and minimise potential threats.

- (iv) The findings revealed that Nigerian global leaders demonstrated the following including inquisitiveness, learning attitude, curiosity, receptivity to diverse ideas, ability to foster innovation, ability to influence stakeholders. Additionally, they also demonstrated ethical decision-making, ability to network globally, open-mindedness, ability to keep to commitment; integrity, honesty and accountability. These competencies helped Nigerian global leaders to approach individuals, situation, and conversations with curiosity and sense of inquiry resulting to innovation, new ideas, information, and knowledge. These competencies also helped Nigerian global leaders to gain attract confidence and trust from clients, investors, and staff members. Furthermore, previous studies, for example, Connor, (2020), Kim et al., (2019), and Liu et al., (2020) supports the finding of this study emphasising on the need for global leaders to exhibit integrity, honesty and accountability for successful integration and collaboration with host country's nationals.

10.2.3 High-potentials identification stage and criteria

- (i) Concerning job experience, Connor, (2000), Schmidt et al., (2014), and Silzer and Church (2010) noted in passing how only employees with similar job experience were promoted to higher managerial and leadership roles, in this research we can extend these findings by noting blatant discrimination against employees who do not have similarly job experience.
- (ii) With regards to career development, Connor, (2000), Schmidt et al., (2014), and Silzer and Church (2010) noted in passing how employees with no career development plan were seldom promoted to higher managerial and leadership roles, in this research we can extend these findings by noting blatant discrimination against employees who do not have progressive career development plan.
- (iii) Regarding education, Silzer and Church, (2010) and Schmidt et al., (2014) noted in passing how MNCs gives priority to employees who were educated in western countries for higher

managerial and leadership roles, in this research we can extend these findings by noting blatant discrimination against employees who were educated locally on the basis of lack of international exposure, training and experience. Furthermore, whilst no policy would state this for legal purposes, in this research all employees knew that western education alone determines one's promotion opportunities. The approach de-motivated employees who were educated locally leading to grievances and conflicts of interest in the organisation.

- (iv) Concerning age, the findings revealed that there is obvious discrimination against employees aged 50 years above. Whilst no policy would state this for legal purposes, in this research all employees knew that age alone determines promotion opportunities. Additionally, the findings challenged existing previous studies, for example, Schmidt et al., (2014) for not including 'age' as other criterion for global leadership positions. Hence, this finding challenged and contributes to existing literatures by arguing that high-potentials' age determines their suitability for global leadership positions.
- (v) With regards to gender, Wolfe and Werhane, (2018) noted in passing how women were seldom promoted to higher leadership positions, in this research we can extend these findings by noting obvious gender discrimination based on economic loss to the organisation arising from maternity leave and women domestic responsibilities. Additionally, the finding also challenged previous studies for example, Schmidt et al., (2014), and Silzer, and Church, (2010) for not including gender among the criteria for identifying high-potentials for global leadership position. Hence, this finding challenged and contributes to existing literatures by arguing that high-potentials' gender determines their suitability for global leadership positions.
- (vi) With regards to religion, Harzing and Pinnington, (2011) noted in passing how social forces influence international HRM and suggesting the need for MNCs to consider host countries' institutional norms and rules when designing and implementing leadership and development programmes, in this research we can argue that religion is not a criterion for global leadership in the UK. However, whilst no policy would state this for legal purposes, in this research all employees knew that religion determined their deployment to any religious-dominated countries, especially Muslim dominated countries. Additionally, the finding challenged previous studies for example, Schmidt et al., (2014), Silzer and Church, (2010)

for not including ‘religion’ as one of the criteria for identifying high-potentials for global leadership positions. Hence, this finding challenged and contributes to existing literatures by arguing that high-potentials’ religion determines their suitability for global leadership positions in religious dominated countries.

- (vii) Concerning mobility, previous studies (Schmidt et al., 2014; Silzer and Church, 2010), supports the finding of this study by noting the need for MNCs to ascertain high-potentials’ readiness to relocate abroad before assigning global leadership position to them. However, in this research we can extend this finding by noting that only employees who were willing to relocate abroad were assigned global leadership positions.
- (viii) With regards to international experience and exposure, Jooss (2018), and Meyer and Xin, (2018), noted passing how employees with no international experience, and exposure were denied of promotion opportunities for higher managerial roles, in this research, we can extend this findings by noting blatant discrimination against local employees without international experience and exposure. Furthermore, whilst no policy would state this for legal purposes, in this research, all employees knew that western training, experience, and exposure alone determines one’s promotion opportunities for global leadership roles. The approach de-motivated local employees with no international experiences resulting to grievances and conflicts of interest in the organisation.

10.2.4 Selection methods

Concerning the selection methods, previous research, for example, Salgado, (2017) noted passing how MNCs used personality tests, cognitive ability tests, integrity tests, and situational judgement tests to select their global leader, in this research we can contribute and extend this finding by noting that the Nigerian MNCs used interviews, personality test, and psychometric test to select potential global leaders.

10.2.5 *Development methods*

- (i) Regarding in-house-training, Carbeery and Cross, (2019) noted in passing how MNCs uses in-house-training method to train and develop global leaders, in this research we can extend this findings by noting that Nigerian Banks with western subsidiaries have ‘Training Academy’ where all in-house-trainings are conducted.
- (ii) Concerning e-learning, Carbeery and Cross, (2019) noted in passing how several MNCs uses e-learning method to train and develop their global leaders, in this research we can extend these findings by noting that Nigerian Banks with western subsidiaries used e-learning method to reduce training and development cost and promotes flexible training and development platforms.
- (iii) Concerning mentoring, Carbeery and Cross, (2019) noted in passing how several MNCs used mentoring method to develop their global leaders, in this research we can extend these findings by noting that Nigerian Banks operating in western countries used mentoring as a long-term development strategy to develop employees at all level for senior managerial and leadership roles. Additionally, all new employees were assigned mentors who helped them to formulate their career progression development plan.
- (iv) With regards to on-the-job trainings, Carbeery and Cross (2019), noted in passing how MNCs uses on-the-job training method to train and develop their global leaders, in this research we can extend this finding by noting that Nigerian MNCs used on-the-job training method as a short and long-term training method to train and develop their global leaders.
- (v) Regarding expatriate assignments, Carbeery and Cross, (2019) and Mendenhall et al., (2017) noted in passing how several MNCs uses expatriate assignments to train and develop their global leaders, in this research we can extend this finding by noting that Nigerian MNCs only assigned global leadership roles to high-potentials who have successfully completed some expatriate assignments. Additionally, in this study all employees knew that successful com-

pletion of expatriate assignments determined one's promotion opportunities to global leadership and managerial roles.

10.2.6 *Cultural and contextual contingencies influencing global leadership development process*

- (i) The findings challenged and contributed to existing literature (Liu et al., 2020; Mendenhall, 2017; Schmidt et al., 2014; Silzer and Church, 2010) because their studies did not address issues relating to internal contingencies influencing the design and implementation of global leadership development programmes. Therefore, this research makes a novel contribution by noting that Nigerian MNCs considers their growth strategy and operational expansion when designing and implementing global leadership development programmes. This suggests that MNCs' growth and operational strategy influences the design and implementation of their training and development programmes.

- (ii) The finding challenged and contributed to existing literature (Liu et al., 2020; Mendenhall, 2017; Schmidt et al., 2014; Silzer and Church, 2010), because their studies did not address issues relating to how availability of funds influences the design and implementation of global leadership development programmes of MNCs. Therefore, this research makes a novel contribution by noting that Nigerian MNCs with western subsidiary have a flexible budget for training and development that reflects internal and external economies contingencies. This suggests that during favourable economic conditions, MNCs tend to invest more in training and development, whilst during unfavourable economic conditions they reduce their budgets for training and development in order to sustain business operations and avoid liquidation.

- (iii) Despite previous research, for example, Silzer and Church, (2010) and Schmidt et al., (2014) supports the need for MNCs to have a 'standard approach' towards training and development, in this research, we can extend this finding by noting that Nigerian MNCs with western subsidiaries have a standard approach towards training and development.

The approach has helped Nigerian MNCs to proactively design and implement global leadership programmes to enhance their workforce planning to fill both present and future global leadership positions as the need arises.

- (iv) The finding challenged and contributed to existing literature (Liu et al., 2020; Mendenhall, 2017; Schmidt et al., 2014; Silzer and Church, 2010), because their studies did not address issues relating to how the political environment of host countries influences the design and implementation of global leadership development programmes of MNCs. Therefore, this research makes a novel contribution by noting that Nigerian MNCs with western subsidiary put into consideration host country's political environment when designing and implementing global leadership programmes to equip global leaders with country-specific competencies for successful global leadership. For example, in countries where the political environment is characterised by bribery and corruption, global leaders would be equipped with essentials competencies for successful integration and collaboration with host country's nationals.

- (v) The finding challenged and contributed to existing literature (Liu et al., 2020; Mendenhall, 2017; Schmidt et al., 2014; Silzer and Church, 2010), because their studies did not address issues relating to how the economic environment of host and parent's countries influences the design and implementation of global leadership development programmes of MNCs. Therefore, this research makes a novel contribution by noting that Nigerian MNCs with western subsidiary put into consideration host country's economic environment when designing and implementing global leadership programmes to equip global leaders with country-specific competencies for successful global leadership. Therefore, in this research we can contribute to existing literature by noting that Nigerian MNCs with western subsidiaries put into considerations host countries' economic environment when designing and implementing global leadership development through regular environmental scanning. This suggests that during any form of economic recession, Nigerian MNCs reduces the implementation of training and development programmes by focusing on sustaining business operations.

- (vi) The finding challenged and contributed to existing literature (Liu et al., 2020; Mendenhall, 2017; Schmidt et al., 2014; Silzer and Church, 2010), because their studies did not address issues relating to how national cultures of host countries influences the design and implementation of global leadership development programmes of MNCs. Therefore, this research makes a novel contribution by noting that Nigerian MNCs with western subsidiary put into consideration host country's socio-cultural environment when designing and implementing global leadership programmes to equip global leaders with country-specific competencies for successful adaptation, integration, and collaboration with host country's nationals. Additionally, all Nigerian MNCs are by law, under the Nigerian Industrial Training Fund (Amendment Act, 2011), to avail employees with training and development opportunities yearly to enhance their skills, competencies and performance. Therefore, in this research all employees knew that it is their constitutional and legal right to be given training and development programmes. This suggests that both host and parent's country socio-economic environment influences the design and implementation of training and development programmes, thus MNCs should always put into consideration host and parent's country's socio-economic environment when designing and implementing global leadership development programmes.
- (vii) The finding challenged and contributed to existing literature (Liu et al., 2020; Mendenhall, 2017; Schmidt et al., 2014; Silzer and Church, 2010), because their studies did not address issues relating to how industry characteristic influences the design and implementation of global leadership development programmes of MNCs. Therefore, this research makes a novel contribution by noting that Nigerian MNCs with western subsidiary put into consideration industry characteristics when designing and implementing global leadership programmes to equip global leaders with competencies and skills that will help them provide and create a customer-focused experience, retain customers, and gain competitive advantage.

10.3 Research questions

The research question as formulated for this study is:

What are effective global leadership development strategies for people from emerging countries?

Three secondary questions were proposed to explore this concept more fully.

1. What challenges do global leaders face when working internationally?
2. What skills and competencies are essential to be an effective global leader?
3. How are global leaders developed, and what are the contextual contingencies influencing development processes?

10.4 Research objectives

Key objectives to achieve the research questions are as follows:

1. To understand global leadership and the challenges that global leaders face when working internationally
2. To explore essential global leadership competencies and skills for successful global leadership.
3. To analyse the influence of context in the formation and practice of global leaders

Table 10.1 summarises the findings and showed how they answered the research questions.

<p>Q1: What are the global leadership challenges</p>	<p>Overall, the findings revealed that Nigerian global leaders in the UK faces the following challenges: (i) attracting investors and client, (ii) building trust, (iii) gaining collaboration and acceptance (iv) developing managerial effectiveness</p>
<p>Q2: What are the essential global leadership competences for successful global leadership in western economies?</p>	<p>Overall, the findings revealed that Nigerian MNCs equipped their global leaders with following essential competencies for effectively global leadership. These include:</p> <p>(i) Response-management competencies This category of competencies include: Cross-cultural communication, cultural sensitivity, cultural intelligence, global mind-set, cultural adaptation, as well as ability to appreciate cultural differences.</p> <p>(ii) Self-management competencies This category of competencies include: inquisitiveness, learning attitude, curiosity, receptivity to diverse ideas, ability to foster innovation, ability to influence stakeholders, ethical decision making, ability to network globally, open-mindedness, ability to keep to commitment, integrity, honesty and accountability.</p> <p>(iii) Relationship-management competencies This category of competencies including interpersonal skills, ability to manage inferiority complex, perspective taking, and ability to form relationship, mindful communications skills, negotiation conflict management skills, emotional intelligence, and social flexibility.</p> <p>(iv) Business-management competencies This category of competencies includes global business and organizational savvy, broader perspective of business, result-oriented, ability to maximise business opportunities and minimise potential threat, develop a strategic business plan on a worldwide basis, manage risk on a worldwide basis and interact with internal client from other countries.</p>

<p>Q3: How are global leaders developed as well as the criteria and contingencies influencing the development processes?</p>	<p>The findings revealed that Nigerian international banking sector have a standard approach to global leadership development processes. This approach comprises of four stages:</p> <p>i. Stage one: Analysis of internal and external contextual and cultural contingencies.</p> <p>Internal contingencies</p> <ul style="list-style-type: none"> - International orientation - Operational expansion/growth strategy - Budget <p>External contingencies</p> <ul style="list-style-type: none"> - Political environment - National cultures - Economic environment - Industry characteristics <p>ii. Stage two: The Identification stage</p> <p>Criteria: The findings revealed that Nigerian MNCs used the following criteria for the identifying high-potentials. These include: (i) work experience, (ii) educational and professional qualifications, (iii) career development plan, (iv) international training, experience and exposure, (v) age, (vi) gender, (vii) religious background, (viii) commitment/loyalty, and (ix) mobility</p> <p>iii. Stage three: The selection stage</p> <p>Tools: The findings revealed that Nigerian MNCs used the following selection method to select their global leaders. These includes: (i) competency-based test (ii) personality test, (ii) interviews.</p> <p>iv. Stage four: The development stage</p> <p>Methods: The findings revealed that African and Nigerian MNCs used several intervention methods to develop their high-potentials. These include: (i) expatriate assignment (ii) mentoring (iii) in-house-training (iv) shadowing/on-the-job (v) e-learning.</p>
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Table 10.1: Summary of findings

Source: Author, (2021)

10.5 Research contribution

The contributions of this study to knowledge were stated under the following two sub-headings: contribution to theory, and contribution to practice.

10.5.1 *Contribution to Theory*

The findings contribute to knowledge in various ways: First, despite the influence of culture and context on global leadership, culture and context does not constrain global leaders from adopting universal practices. The finding contributes to the situational and contingency leadership theoretical arguments that different situations, contingencies, culture, and contexts influence how global leaders lead across national borders (Avio, 2009; Bass 1990; Lock and Ree 2020). This suggests culture and context does not constrain global leaders from adapting to universal practices, rather, global leaders are trained to adapt to both universal practices as well as internal and external situational, cultural, and contextual contingencies when leading internationally.

Second, despite Wolfe and Werhane, (2018) noted in passing how women are seldom promoted to higher managerial and leadership roles, in this research we can extend these findings by noting obvious gender discrimination based on economic loss to the organisation arising from maternity leave and women domestic responsibilities. Additionally, previous studies for example, Schimidt et al., (2014) did not identify 'gender' as criteria for global leadership. In addition, their study did not look at Nigerian, African, and EMNCs with western subsidiaries, hence, this finding challenged and contribute to existing literatures.

Third, the findings contribute to the cultural theory of patriarchal and sexism theory as against feminism by noting that Nigeria is a patriarchal culture that promotes more men for higher global leadership and managerial role than men. This discrimination has demotivated women and limits the opportunities to capitalise on women potentials, ability, and skills. However, Wolfe and Werhane (2018) stressed the importance for organisations to maximise both women and men's leadership and managerial potentials, skills, and abilities for better organisational outcome. In addition, the synergy between men and women's potentials, skills, and abilities is strategic to organisational success and global competitiveness (Wolfe and Werhane, 2018).

Fourth, the findings contribute to knowledge by noting how Nigerian Banks are deliberately viewing, understanding, and addressing cultural differences in international markets by capitalising on talented employees who were trained, educated, and worked in western countries to develop their international expansion. Nigerian Banks believed that high-potentials who have international experience, exposure, and training, especially from western countries would facilitate their entry and integration into the international markets for successful business operations. This finding was not discussed in existing research; for example, Centre for Creative Leadership, (2018) hence, this finding challenged and contribute to existing literatures.

Fifth, concerning internal policies to facilitate Nigerian Banks entry and integration into international markets, Nigerian Banks in the UK are working very hard to build trust by promoting openness, honesty, fairness, equity, integrity, and appreciation of time in their day-to-day operations policy. Additionally, whilst Nigeria is a collective society, the UK is an individualistic emphasising on openness, honesty, fairness and equity, respect, integrity, and trust. Furthermore, an appreciation of time portrayed positive attitudes towards work and meeting schedules in the UK. Therefore, Nigerian Banks in the UK ensured that their employees incorporate these cultural values in their respective leadership and managerial roles. This finding was not discussed in existing research; for example, Centre for Creative Leadership, (2018), hence this finding challenged and contribute to existing literatures.

Sixth, despite Harzing and Pinnington, (2011) noted in passing how social forces influenceces international HRM and suggested the need for MNCs to consider host countries' institutional norms and rules when designing and implementing leadership and development programmes, in this research we can argue that religion is not a criteria for global leadership in the UK. However, in religious-dominated countries, whilst no policy would state this for legal purposes, in this research all employees knew that religion determined their deployment to any religious-dominated countries, especially Muslim dominated countries. Additionally, previous studies for example, Schimidt et al., (2014) did not identify 'religion' as criteria for global leadership. In addition, their study did not look at Nigerian, African, and EMNCs with western subsidiaries, hence, this finding challenged and contribute to existing literatures.

Seventh, despite Silzer and Church, (2010) and Schmidt et al., (2014) noted passing how employees who were educated locally were seldom promoted to higher managerial roles, in this research; we can extend this finding by noting blatant discrimination against employees who were educated locally based on lack of international exposure, training, and experience. Furthermore, whilst no policy would state this for legal purposes, in this research all employees knew that western education alone determines one's promotion opportunities. The approach de-motivated employees who were educated locally leading to grievances and conflicts of interest in the organisation. In addition, the findings also contribute to the Upper Echelon Theory confirming that the place of education, international exposure, training and experience of top management influences their decisions on the criterion for identifying, selecting and developing high-potentials because majority Board of Directors and Executive members were educated, trained and worked in western countries. Additionally, previous studies did not look at Nigerian, African, and EMNCs with western subsidiaries, hence, this finding challenged and contribute to existing literatures.

Eight, the findings contribute to knowledge by noting obvious discrimination against employees aged 50 years and above. Whilst no policy would state this for legal purposes, in this research all employees knew that age alone determines promotion opportunities. Additionally, previous studies for example, Schimidt et al., (2014) and Silzer and Church, (2010) did not identify 'age' as criteria for global leadership. In addition, their study did not look at Nigerian, African, and EMNCs with western subsidiaries, hence, this finding challenged and contribute to existing literatures.

Ninth, the findings of this research contribute to knowledge by revealing one uncommon competency Nigerian global leaders in the UK such as the ability to 'manage inferiority complex'. This finding contributes to existing literature on global leadership competencies by noting that Nigerian global leaders were trained and develop to manage inferiority complex in the UK arising from cultural differences. Additionally, previous studies for example, Conor (2021) and Mendenhall et al., (2017) did not identify 'managing inferiority complex' as essential competency for successful global leadership in the UK. In addition, their study did not look at Nigerian, African, and EMNCs with western subsidiaries, this finding challenged and contribute to existing literatures.

Tenth, the findings of this research expand knowledge on the existing debate regarding what constitutes successful global leadership, the typology of global leadership competencies, and the criteria influencing the identification, selection, and development process of high-potentials.

Eleventh, the findings also extend knowledge on the convergence debate and how that there is convergence among EMNCs with western MNCs in terms of global leadership competencies and global leadership development processes.

Twelfth, the study also contributes to the Upper Echelon Theory confirming that the education, international exposure, training and experience of top management influences their decisions regarding the criteria for identifying, selecting and developing high-potentials as well as the overall global leadership development processes.

10.5.2 *Contribution to practice*

This study has contributed to practice in three areas regarding global leadership and its development processes.

First, this research could serve as a tool and guide to lawmakers, government, and the Chartered Instituted of Personal Management Nigeria (CIPMN) in formulating HR policies, which could influence the implementation of human resources practices in Nigeria.

Second, this study contributes significantly to practice through involving senior manager and top management. This study was achieved by exploring how global leadership processes were approached and operationalised by Nigerian MNCs with western subsidiaries.

Third, this research could serve as a tool and guide to Nigerian and African banks in designing and implementing global leadership development programmes. The study also offers several important lessons for policy makers as they design their policies towards the banking industry. For example, Sub-Saharan African and Nigerian banking industry needs to design and implement policies that will foster international collaboration and intergration for global competitiveness in international banking.

Overall, the contributions of this research provide a wider perspective on global leadership and its development processes of EMNCs. However, there are some limitations which are discussed next.

10.6 Limitation of the study

There are four limitations in this study. First, the information collected was only in the Banking Sector from Headquarters (Nigeria) and UK subsidiaries respectively. Therefore, the researcher had limited data to make generalisation on the findings.

Second, the methodology's use of a semi-structured interview has its own drawbacks as the informant might express some bias in responding to the questions (Saunders et al., 2003). The researcher observed that some respondents were not willing to give detailed information on some of the interview questions for personal reasons. Additionally, some respondents were not willing to give adequate time for the interview because of tight business schedules. However, the researcher was able to facilitate the process through friends and relatives in the working in the organisation (Marshall and Rossman, 1999)

Third, the outbreak of Covid-19 pandemic impeded further consultations with respondents. This denies the researcher the opportunity to verify and clarify some data collected during the interview process. Additionally, the emotional, psychological, and financial trauma via covid-19 pandemic on my studies affected the quality of this study because working at home remotely with three children and a wife was not a good experience.

Fourth, lack of funding in the write-up year (4th year), made me to engage in extra part-time job to enable me carter for my living expenses and maintenance cost. In addition, owing to the premature delivery of my twin children during the peak of covid-19 pandemic, which were kept in Intensive Care Unit for more than a year, I was unable to dedicate adequate time to my studies because of the emotional, psychological, financial, mental, and fatherhood trauma. These challenges amongst others affected the quality of this research and the completion period.

10.7 Future research

Different avenues for further research were suggested to enhance the understanding of the following:

- (i) Exploring how blatant gender discrimination affects morale and productivity in these EMNCs. Does it make women less productive? In addition, what are the dangers of excluding women as a resource in the long-term?
- (ii) Do historical tribal, religious alliances and animosities acted out in workplace? Are people promoted over others based on the tribe or religion? On the other hand, does money conquer everything?
- (iii) It is necessary to conduct this study in various contexts to validate and enhance the generalisability of the findings of this study by increasing the number of emerging MNCs with subsidiaries in western countries i.e., (Brazil, China, India, Singapore, South Africa, and UAE).
- (iv) Furthermore, given that this study adopted a qualitative approach, a quantitative approach could be used to further test the findings of this study and enhance the credibility of this study.
- (v) Additionally, EMNCs are still in the process of transition and until they reach their threshold, further research should explore the challenges that global leaders from emerging economies face when leading in western economies, essential competencies for successful global leadership, and how EMNCs develop their global leaders to manage their western subsidiaries.

In conclusion, this study has shed some light in the area of international human resource management and organisational behaviour regarding the challenges that global leaders from emerging economies face when leading in western economies, essential competencies for successful global leadership, global leadership development processes, and factors influencing global leadership development processes of Nigerian MNCs with western subsidiaries.

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Appendix A: interview protocol

Research Title: Processes of Leader Identification, Leadership Development, and Influence of Context in the Formation and Practice of Global Leaders: Evidence from Nigerian International Banking Sector

Part A

Introduction

Thank you for finding out time to contribute to this research. Permit me to briefly explain my role and how this interview is designed to fit this study.

Purpose of this research

The general aim of this research is to explore ‘Processes of Leader Identification, Leadership Development, and Influence of Context in the Formation and Practice of Global Leaders from Nigerian International Banking Sector’

Ethical consideration

The data generated from this study is very confidential. This means that, your company name, your name, and any other information to identify you or your company will be coded or changed for confidential purposes. The information gathered in this research will be solely used for this research and not passed on to third parties. By signing this document means, I have read and understands the above and agree that the data obtained from this interview is added in a doctoral thesis and published following the ethical considerations listed above.

Name.....signature.....

Date.....

I will be willing to share the final analysis expected in 2021 with you if requested by you.

Email: b.idiko@newcastle.ac.uk; zibadiko@gmail.com

Interview Guide

Date:

Time interview started:

Time interview ended:

Part A: General Information about the Interviewee:

1. Interviewee's Gender: Age: Nationality:
2. Interviewee's position and grade:
3. Duration in the current position:
4. Duration in the current company:
5. Duration in relevant profession (both in Nigeria, United Kingdom and elsewhere):
6. International experience:
7. Total duration in service:
8. Academic background:

Information regarding the parent company: vision, mission, history, size, activities, subsidiaries, locations

Company name: Ownership and Structure

What is the staff strength in Nigeria?

What is the composition of the board of Directors and Senior Executive Officers?

Who are they?

General information of the subsidiary: date of operation, activities, objectives, target market, market share,

Part B – Global Leadership and the challenges of Global Leaders:

Research Objective 1- *To understand global leadership and the challenges that global leaders from Nigeria MNCs face when working in western economies.*

1. What is global leadership? and what does it mean to you?
2. Can you please share your global leadership experience with us?
3. Can you share some of the challenges you face as a global leader when working in western economies? And why? (Prompt: attracting investors, gaining collaborations, managerial challenges, leading teams, building trust)

Part C – What are the essential Competencies for Successful Global Leadership

Research Objective 2- To explore essential global leadership competencies for successful global leadership by Nigerian MNCs with subsidiaries in western economies.

1. What competencies do you think are essential for successful global leadership?
And why?
2. Are the competencies the same with the competencies your organization develop in their global leaders? Why?

Part D – The influence of context in the formation and practice of global leaders

Research Objective 3- To analyse the influence of context in the formation and practice of global leaders

1. Please can you share your experience with regard to how context influences the formation and practice of global leader
2. Can you please share how your organisation identify, select, and develop global leaders, and why?
3. What criterias are use to identify high-potentials for global leadership positions (prompt: which criteria are used most frequently and why e.g., educational background, career development pathway, learning ability, religion, international training, experience and exposure, gender, age commitment, loyalty, mobility?)
4. How are high-potentials selected? (Prompt: what methods or tools are commonly used, and why? E.g interviews, personality test, psychometric test etc)
5. How are global leaders developed? (Prompt: what are the most useful development methods, and why? E.g., e-learning, expatriate assignment, shadowing, on-the-job training, mentoring, in-house-training.)
6. Can you share your experience in this regard?
7. Are there internal and external contingencies that influence the identification, selection and development process, and why?(Prompt: What are the internal and external contingencies i.e., international orientation, finance and budget, economic condition, national culture, political system, Industry characteristics, business strategy.)

Appendix B: Interview transcript Excerpt

Qs. 1: What is global leadership and the challenges that challenges faced by global leaders when leading internationally.

When leading in an international environment, one is involved in intercultural leadership, leadership across borders that is different from national or domestic leadership if I may use that word... personally when we talk and think global leadership; we are referring to leadership across national borders. Global leadership encapsulate leadership in an international environment that is different from one's national environment. It is leadership across national borders with different cultures, institutions, and business environment. Therefore, as global leaders we need to acquire skills to lead successful in such an environment. In addition, because leadership approach will definitely vary across nationalities, we need to be flexible to adapt to these differences for successful business operations and global leadership. I guess most African banks with operation in western economies are faced with the challenge of attracting investors and clients because some clients and investors do not have confidence in our banks. Nevertheless, the few who invest with us usually do it with little capital. In course of my marketing experience, I have had instances where my offers were tuned down because of lack of trust for Nigeria banks because of past antecedents... The client replied to me; 'I do not have trust for Nigerian banks because they can close up any time'. I have had instances where my business offers and proposals were turned down because of lack of trust for Nigerian banks. Some of the potential clients narrated some past antecedents where Nigerian banks operating in the UK closed their operations because they cannot sustain the subsidiary. Several clients usually replied to me after making business offers and proposal. As part of strengthening my time management skill for successful leadership in the UK subsidiary, I engage in several time-management face-to-face and online conferences, seminars, and workshops with the aim of developing my time management skills to relate with clients, investor, stakeholders, and staff with time consciousness. Hence, although, there were times I fell short of my time in some of my official meetings and appointments by not arriving or closing meetings at the scheduled time which appears common in headquarters, I kept enhancing my time management skills resulting to been timely and prompt in all official meetings and appointments. In the bid of acquiring time management skill for successful leadership in the UK subsidiary, I found it useful because, leading with Nigerian mentality of time-management that is characterised by lateness to; official meeting and appointments unethical and unacceptable in the UK workplace. Hence, although, there were times I fell short of my time management, I kept putting effort to be better. I made effort to be prompt in all official meetings and appointments for easy collaboration and integration with my internal and external stakeholders, clients, and staff members. Leading team in UK is different from headquarters. For example, at the headquarters some of the team members are my relations and junior colleagues. This makes them to listen and do whatever I ask them to do without any objection and hesitation. Sometimes, my actions and instruction might go against their wish, but they will still obey because, Nigerian's culture promotes and recognises hierarchy and seniority in leadership. However, When I was deployed to lead in the UK, I had to ensure that I promote openness, honesty, fairness and equity, respect and maintain people's dignity and privacy, maintain professional relationships, remain competent, display integrity, and trust. In addition, because fairness and equity are the hallmark of good leadership, I had to lead by example by walking my talk. This strategy helped me to gain support from my teams and employees, enhanced collaboration, integration, and team spirit for smooth running of business activities and operations and minimize cultural clash

Qs. 2: What are the essential global leadership competencies?

Possessing and demonstrating cross-cultural communication skill, culturally sensitivity, cultural intelligence, global mind-set, cultural adaptation as well as appreciating cultural enable me to effectively engage in cross-cultural communication, remain cultural sensitive, possess cultural intelligence, lead with a global mind-set that is open to change, adapt to cultural differences, and appreciate cultural diversity when leading in the UK. I was trained to effectively engage in cross-cultural communication, remain culturally sensitive, possess cultural intelligence, lead with a global mind-set that is open to change, adapt to cultural differences and appreciate cultural diversity. Inquisitiveness, learning attitude, curiosity, receptivity to diverse ideas, ability to foster innovation, ability to influence stakeholders, ethical decision making, ability to network globally, open-mindedness, ability to keep to commitment, integrity, honesty, and accountability helped be to lead successfully as a global leader. I built my leadership approach on honesty, trust, and integrity, openness, transparency and accountability because western people are straight forward with transparent leadership style that promotes fairness, equality and justice, leadership by example at all levels. As part of my strategy to lead successfully in the UK, I placed priority on; honesty, trust and integrity, openness, transparency and accountability. I demonstrated inquisitiveness, learning attitude, and curiosity. My brother! I was also receptive to diverse ideas, ability to foster innovation, ability to influence stakeholders, ethical decision making, and ability to network globally, open-mindedness, ability to keep to commitment, integrity, honesty, and accountability amongst others... These competencies have helped me over the years to get along with my clients and members of staff in the UK and other countries. My friend you know one must know how to manage local and international relationships to lead successfully. I was able lead successful in UK because I demonstrated interpersonal skills, perspective taking, ability to form relationship, mindful communications skills, negotiation conflict management skills, emotional intelligence, social flexibility, and manage inferiority complex. My interpersonal skills fostered and facilitated my integration and collaboration with clients, investors, and staff members when I was deployed to our UK subsidiary. As a person, I was able to build trust and integrity by promoting interpersonal skills, perspective taking, and ability to form relationship, mindful communications skills, negotiating conflict management skills, emotional intelligence, and social flexibility. For example, possessing business-management competencies has helped me gain in-depth knowledge of international business environment, understand the dynamics of the international business environment, and use such information to establish strategic alliance at all levels... I was also able to demonstrate broader perspective of business, result-oriented, ability to maximize business opportunities and minimize potential threat, develop a strategic business plan on a worldwide basis, manage risk on a worldwide basis and interact with internal client from other countries. Our global leaders must have knowledge of international business environment, understand the dynamics of the international business environment and use such information to establish strategic alliance for successful integration, business operations and global competitiveness...

Qs. 3: What are cultural and contextual contingencies influencing global leadership development processes

Internal contingencies

Our workforce planning strategy has helped us to be very proactive in our strategy for filling both present and future global leadership positions. Although, we sometimes react and respond to unplanned situations where we need to fill urgent global leadership positions, the implementation of our training and development programmes has helped us to have global leaders handy... Similarly, it will interest you to know that the implementation of our training and development programmes are always targeted towards meeting the strategic training and development needs of the organisation. As an organisation, we do not just implement training and development programmes as a means of rewarding or motivating employees but to meet present and future training needs... Being proactive in our manpower planning has enabled us to fill both present and future global leadership positions as we expand in operations and activities because we do not usually wait to have a vacancy before training and developing global leaders... We are very proactive in training and retraining employees for future global leadership positions when we expand our international coverage. Also, we usually invest and implement more training and development programmes when we have favourable economic conditions that will help us maximise business and investment opportunities. Despite the fact that we have a talent management policy that promotes proactive intervention programs, our training, and development budgets is usually influenced by the national and global economic realities. You and I know that the financial industry, especially the banking industry is very volatile with uncertainties, we are very mindful about these uncertainties with the view of maximising them for successful business operations and global competitiveness. We provide training and development opportunities that will enable global leaders to acquire and develop both country-specific and generic competencies. We train and develop global leaders to be mindful of the cultural and institutional differences when leading in different host countries. This approach has helped our global leaders to adapt host countries resulting easy integration and successful global leadership. As a financial institution that provides financial services to the public, we ensure that all global leaders are equipped with competencies that will help them to integrate and lead successfully in the host country.

External contingencies

...because different countries faces political turbulence and instability resulting to insecurity, restiveness, recession with negative impact on business operations, our bank implements intervention programs that will equip our global leaders with global business savvy and organisational savvy, business-management competencies in order to manage these uncertainties with the aim of optimising performance and maximising profit. Our training and development programmes such as expatriate assignment are usually designed to equip global leaders with global business competencies. Personally, it helped me cope with dynamic government laws and regulations in both parent and host countries for successful integration and business operations. You and I know that the political environment influences business operations and activities. As government changes, business laws and policies also changes. Therefore, we need to constantly manage these uncertainties for successful business operations. We are very sensitive about the volatility of the economic environment by ensuring that all global leaders have an up-to-date understanding of the global and national economic trends. We do not usually implement many intervention programs during global economic recession because our priority is usually focused on sustaining our business operations. Our bank implements training and development programmes that will help us to maximise and optimise business

opportunities for successful business operations especially when there are favourable economic conditions and investment opportunities. However, in periods of economic recession, the implementation of our intervention programmes usually declines because at that point our organisation's priority at that point is centred on sustaining business operations with little or no emphasis given to training and development programmes... also, because all our global leaders are expected to lead across different national cultures, our bank usually ensures that we implement intervention programmes such as expatriate and international assignments that will equip global leaders with intercultural and response-management competencies. These competencies help global leaders to embrace, appreciate, and maximise cultural diversity for successful leadership and business operations. We also ensure that we align our training and development programmes with Nigerian Industrial Training Fund (Amendment Act, 2011) that regulates the training and development of employees of foreign and domestic organisations. Another thing is that, because the industry we operate in is a service-oriented industry that is very competitive, we consolidate on continuous training and re-training of our team so that they can provide customers' satisfaction focused services. Our training and development programmes is used to equip members of staff at all level with the essential knowledge, skills and competencies to provide and create a customer focused experience, retain customers, stay competitive, increase staff value both at the headquarters and subsidiaries...

Identification criteria of high-potentials

...We reviewed past and current job description of potential global leaders because it gives us ideas of possible experience, skill, competencies that the potential global leader might already possess in relation to the new global leadership role. This helped us to select potential who have demonstrated similar job characteristics, experience, and competencies to undergo further development process. This also minimise training and development cost for the organization. For example, if we find high-potentials who possessed similar competencies, skills and experience to the new role, we will definitely choose them against others who do not have such experience. We believe it would save us training cost, time, and resources. Also, no one rises in our organisation just by sitting and folding their hands...all our top global leaders had clear career plan they followed meticulously... For example, I would not have risen to my current position without a clear career development plan. I had short, medium, and long-term career development plan with corresponding action-plan and milestones. My mentor gave me necessary training and support during this period. I also spent personal resources for some strategic trainings courses to enhance my career advancement. For you to grow in the banking industry you must be ready and willing to take career development responsibilities... I would not have reached this position in my career if I had not followed the career development plan set by my mentor. Also, when identifying and selecting potential global leaders to occupy global leadership positions across our subsidiaries, our organisation give priority to global leaders who have worked, lived or studied abroad with the believe that they will deploy their international training and experience into their new global leadership role compared to those who were educated locally. In my own case, due to the fact that I was educated in UK and USA for my first and second degrees, I was given consideration during the identification and selection exercise because of my international training, experience and exposure with the believe that I already possess some global leadership competencies... regarding age, our organisation does not necessarily discriminate potential global leaders based on age differences rather a strategic way of identifying and selecting employees, if developed, can deploy their skills and competencies on long-term basis towards the success of the organisation. As an organisation, we prefer to identify and select young potential global leaders who are in their 20s and early 40s for the purposes of succession and workforce planning...this strategy has helped us to minimise training and development cost by promoting a continuous and sustainable long-term talent management strategy. We also believe that young

global leaders will deploy their skills and competencies on long-term basis towards the success of the organisation. On the area of gender, over the years, we have found female global leaders especially the married not flexible enough to balance their work and family lives...their family responsibilities affect their job performance compared to male global leaders. As an organisation, we give more priority to male employees when identifying and selecting global leaders to fill present and future global leadership positions that required relocating abroad. Despite we do not discriminate against women, we have found women global leaders especially the married, not able to balance their work and family lives to take up global leadership roles due to parenting and household responsibilities... We usually give priority to men when identifying and selecting global leaders to occupy long-term strategic global leadership positions that require relocating abroad due to their flexibility and mobility. Men are more dependable for global leadership positions compare to women...Regarding religion, despite the fact that our organisation do not consider potential global leaders' religious background if they are to be deployed to the UK subsidiary due to religious neutrality, our organisation usually considers potential global leaders' religion if they are to be deployed to a religious-dominated country to ensure smooth collaborations and business operations... in my own case, despite been a Muslim, I was deployed to work in the UK. My religious background did not affect my performance because the UK is religious neutral...Regarding loyalty and commitment, we always give priority to high-potentials who have shown commitment and loyalty to the organisation. We cannot assign global leadership position to employees who have not shown maximum commitment to their job description and the overall goal of the organisation. Furthermore, our bank usually place priority on employees who have shown commitment and loyalty to the overall mission and vision of the organisation. We cannot assign global leadership role to employees who have not shown maximum commitment to their job description, and overall goal of the organisation over the years. Also, only those who are willing to relocate abroad are usually given global leadership positions. We do not force global leadership positions on employees who are not willing to relocate abroad because of mobility challenges. As a multinational organisation, we only select high-potentials who are willing to relocate abroad for global leadership positions. We do not usually force staff members to take up global leadership position against their wish, especially when it requires relocating abroad. As a way of sharing my experience, I was privileged to live, study and work in the UK before I joined my organisation years ago, and thus, it was easy for me to integrate into the UK culture and business environment because I was already familiar with the cultural and institutional terrene. Additionally, our organisation has over the years seen the need to identify high-potentials who have prior western international experiences, exposure, and training with the believe that they can integrate faster into the international environment compare to those with no similar experience. Our organisation give priority to potential global leaders have lived, studied, or worked abroad, especially in western and industrialised countries for a minimum of two years before joining our organisation. As an organisation, we believe that such individuals must have acquired some global leadership competencies, especially intercultural skills that will facilitate their integration and enhance their performance as global leaders...

The selection process, methods, and tools of high-potentials

We use psychometric test, personality test and different forms of interviews to select our global leaders. These methods has helped us to select high- performing global leaders
Our bank uses psychometric test, personality test, and different forms of interviews to select global leaders. During this process, we analyse high-potentials' numerical reasoning, verbal reasoning, spatial reasoning, logical reasoning, and learning agility. These methods have helped us to select high-performing global leaders with positive results. As an organisation, the use of personality test

has helped us to know the psychological preference of our high-potentials and their ability to make decision in global setting. During the personality test, we gather information on specific high-potentials' personality characteristics that will help them to solve global leadership challenges when leading internationally. For instance, during my interview process, I was requested to highlight some competencies that I think are necessary for successful global leadership. I was also asked to give reasons why I should be considered for global leadership role instead of others, as well as what I can do differently to enhance the performance of the subsidiary if selected. Also, during my interview process, I was asked to describe a situation in which I led a local and international team. I was asked to give an example of a time I handled conflict at workplace, how I can maintain good relationship with clients and colleagues. I was also asked to talk about a big decision I have made recently. Overall, all interview questions were tailored towards how global leaders can lead successfully in a global environment and how they can solve global leadership challenges...

Qs. 4: Training and development methods for high-potentials

Through our in-house- training programs, we provide pre-departure trainings for expatriates and potential global leaders to give them some information regarding different national cultures, labour and employment laws, government policies and other financial regulatory authorities in host countries. It helped us avoid or minimise culture shock and other contextual global leadership challenges... We have a training academy where we conduct in-house trainings from time to time. During in-house-training sessions, our employees are able to share experiences and ideas... We learn from experiences... Also, as an organisation, we have been able to minimise training and development costs through the implementation of e-learning platform. E-learning has helped our employees to decide the time and place of training. It also helped to sequence and pace learning programmes by promoting a learning process that is delivered electronically. Through the utilisation of e-learning platform, our organisation was able to save training and development cost, reduced learning time, retained employees, enhanced global collaboration; promote flexible learning style, as well as ensuring consistency and standardization in the design and implementation of our intervention programmes. Another area is mentoring.. Our organisation usually assigns employees to mentors who guide them during their career progression. The mentors together with mentees set out a long-term career development plan for the advancement of the mentee. Mentoring has helped us to produced competent employees for higher global managerial roles. Personally, my mentor helped me to develop a career development pathway in my early career. The relationship with my mentor helped me to develop progressively through the completion of different task assigned to me by my mentor. Our organisation usually attaches potential to global leaders to learn from other senior global leaders. The practical aspect of this method is that the high-potential will learn while on the job. This method is applicable in various leadership and managerial positions with the aim of training and developing leaders who will be capable to occupy vacant leadership and managerial positions any-time. We also use shadowing as a training tool to prepare our potential global leaders to take over global leadership positions from their predecessor through on-the-job training. To achieve this, we usually attach a potential global leader to a current global leader to learn while on the job. This method helped high-potentials to gain insight and knowledge on the new job role. We have used this method in various leadership and managerial positions with good outcome. In course of my expatriate assignment, I was made to know that every country is characterised with distinct cultural values, work ethics, business systems, government laws and regulations, labour and employment laws that influences all business operations and activities. My expatriate experience gave me a deeper perspective of different international business environment and work ethics. It helped me to developed intercultural skills, build foreign alliances and relationships, learn some foreign lan-

guages, and learn from other global leaders for easy integration with clients, stakeholders, and staff members. Through the promotion of expatriate assignment, we become exposed to different national culture, values, work and business ethics, business systems, government laws and regulations, labour and employment laws globally. Personally, expatriate assignment has helped me to develop intercultural skills, build foreign alliances and relationships, learn some foreign languages, and learn from other successful global leaders and business operations. Our organisation usually put into consideration potential global leaders' cultural background, cultural-specific features of the host-country environment, their level of contact with the host environment, their assignment length, their family situation, and their language skills when designing and implementing expatriate assignment programmes. The information helps us to align the intervention programmes with the training and development needs of the potential global leader.

Appendix C: Coded Interview Excerpt (Part C and D)

