

Global Citizen Leader: Successful Leaders Engaging in International Trade and Global Assignments



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INTRODUCTION

Currently, *Global Citizen Leaders* do not have specific global rights and obligations granted by any central authority, this lack of such authority gives these citizens special recognition in the global community. Global citizen leaders may agree to honor the laws of each country they do business with, or not; however, there is not a central authority over global citizen leaders granting them protection, rights and governance. These citizens are business people, environmental managers, politically conscious and global activists. “Five categories of global citizen leaders are:

1. Global reformers,
2. Global business people,
3. Global environmental managers,
4. Politically conscious regionalist, and
5. Trans-national activists” (Lagos, 2001, p. 6).

These global citizen leaders go on global assignments by practicing certain dimensions.

The dimensions of cultural intelligence, global competence, social responsibility and global civic engagement may be the basis for the global citizen leaders’ construct. By operating in these dimensions, a person can develop self-awareness, intercultural competence, global knowledge, and learn the importance of involvement in civic organizations and political voice (Morais & Ogden, 2011). Self-confidence enables these individuals to discuss global issues, be flexible, and secure with the knowledge that they may be limited in their understanding. However, as their experience grows, they may start to work with a better understanding of other cultures, develop a deep respect, and empathy toward others who are different than themselves. This development often results in the engagement of lifelong learning, the pursuit of social responsibility, and civic engagement in the world’s societies. This becomes much more than taking a course in global issues, it is becoming culturally intelligent, and then moving into global competence. It is a true commitment, and a strong desire for understanding, working for the greater good of humanity, and desire for personal mastery in a complex world. Through understanding, the world becomes a better place for all. Through education, a strong desire for personal mastery develops, and knowledge of a complex world!

BACKGROUND

In modern times, education may be the key to developing successful global citizen leaders. This not a simple concept, but rather a complex construct, and there is little proven information on what constitutes this new global citizen leader and what determines their success. Therefore, it is important that the education and training covers each category and dimension involving the concept of global citizen leadership; and it is through education and training that attitudes and behavior change.

Global economies are connected with the development of the G5, G7 and G20. With this new era of trade, businesses are developing stressors due to competition, while managing performance and cost; societies are changing, with a few having more, and most having less. The globalization of business, massive industrial development, declining resources, means the creation of possible long-term consequences, along with the large benefits (Senge, 1990). The creation of multinational NGO's may be one of the most important developments in monitoring the governance of this vast industrial development, and bridge a gap between business development and mindfulness and reflection, protecting humanity, and the environment.

The next twenty-five to fifty years may bring about a time of great stress with social and ecological stressors on a global scale, demands on governments, organizations, corporations, and educational institutions may be unparalleled to any other time in history (CSIS, 2011). Educational institutions have determined that educating society will result in social responsibility, global competence, and globally civic engaged citizens who are culturally intelligent. "This could be new construct of a 'global citizen leader'; who will have the ability to bring about solutions for the many of the economic, environmental and governance issues that face all societies" (Karlberg, 2010, p. 1).

The ancient civilization of the Toltec Empire demanded their philosophers practice *The Four Agreements* (Ruiz, 2012). These four agreements determined if someone was spiritually and intelligently fit:

1. Being impeccable in word and deed;
2. Do not take anything personally;
3. Don't make assumptions;
4. Always do your best.

One's own self-awareness, masterful listening, the ability to understand others, and be open for new thoughts and ideas, could be a simple requirement for global citizen leadership.

This ancient wisdom is consistent with cultural intelligence, global competence and global citizenship. When one is high in emotional intelligence, he or she automatically practices the four agreements, and thus will have a high level of cultural intelligence. Insights into the ancient Toltec philosophies are similar to modern humanistic concepts. An example of this in Ruiz's (2012) book, "all children are born to perfectly love", however, parents teach children conditions of worth. These are standards of behavior teach children to avoid criticism, eventually these are internalized into unconscious instructions for life (Johnson, 2010). These internalized perceptions may not be accurate; basically, the four agreements are a lesson in cognitive behavioral therapy (Johnson, 2010). Therefore, it is necessary to understand the complex construct of cultural intelligence and a global citizen leader in relationship to cognitive and metacognitive behaviors (Ruiz, 2012). History may determine the value of cultural intelligence, global competence and global citizen leadership; the success and failures of the ancient and recent societies might be determined by the greatness of their leaders.

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