

APPROACH 4 : INTEGRATED FRAMEWORK MODEL

Theme: *Effective multicultural leadership requires the integration of EI, CQ, leadership style, and management systems.*

Slide 1 – Title & Framing Context

Purpose: Set the intellectual and practical context.

Content:

- Title of presentation
- Edith Heard quotation
- Brief explanation of her “horizontal”, empathetic leadership
- Context: global, multicultural, collaborative organisations

Academic signal:

- Introduces leadership as *relational and contextual*, not positional
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Slide 2 – Aim, Learning Outcomes & Structure

Purpose: Demonstrate alignment with assessment criteria.

Content:

- Aim: to critically evaluate EI and CQ in leadership
 - Learning outcomes:
 - Evaluate leadership and management complexities
 - Evaluate strategies for leadership effectiveness
 - Overview of structure (theories → integration → application)
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Slide 3 – Classical Management Foundations

Purpose: Establish traditional assumptions to critique later.

Content:

- Fayol's 14 principles (focus on authority, unity of command, discipline, centralisation)
- Strengths:
 - Efficiency
 - Clarity of roles

- Limitations:
 - Mechanistic
 - Limited focus on emotions and culture

Critical evaluation:

- Argue Fayol is insufficient for multicultural collaboration
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Slide 4 – Management Assumptions About People

Purpose: Introduce human motivation as a leadership issue.

Content:

- Theory X:
 - Control, supervision, autocratic leadership
- Theory Y:
 - Trust, empowerment, participative leadership
- Theory Z:
 - Collectivism, long-term commitment, shared values

Critical evaluation:

- Theory Y/Z align more closely with EI and CQ
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Slide 5 – Leadership Styles in Context

Purpose: Link management assumptions to leadership behaviour.

Content:

- Autocratic leadership:
 - High control, low EI/CQ
- Democratic leadership:
 - Participation, empathy
- Transformational leadership:
 - Vision, inspiration, emotional connection
- Servant leadership:
 - Listening, humility, empowerment

Critical evaluation:

- Autocratic leadership may hinder multicultural collaboration
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Slide 6 – Emotional Intelligence (EI): Model & Relevance

Purpose: Introduce first core concept.

Content:

- Definition of EI
- Goleman's five components
- Application to leadership:
 - Self-awareness → ethical judgement
 - Empathy → trust and inclusion

Link:

- EI supports democratic and servant leadership
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Slide 7 – Cultural Intelligence (CQ): Model & Relevance

Purpose: Introduce second core concept.

Content:

- Definition of CQ
- Earley & Ang's four dimensions
- CQ as context-specific capability

Link:

- CQ supports leadership in multicultural teams
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Slide 8 – Critical Comparison: EI vs CQ

Purpose: Demonstrate analytical depth.

Content:

- Similarities:
 - Both relational competencies
- Differences:

- EI = emotional awareness
- CQ = cultural sense-making

Critical evaluation:

- EI without CQ risks cultural misinterpretation
 - CQ without EI risks instrumental behaviour
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Slide 9 – Integrated Leadership Framework (Key Slide)

Purpose: Demonstrate synthesis.

Content:

- Introduce EI × CQ 2×2 matrix:
 - High EI / High CQ → effective collaborative leadership
 - High EI / Low CQ → well-intended misalignment
 - Low EI / High CQ → technical but cold leadership
 - Low EI / Low CQ → autocratic, ineffective leadership

Academic strength:

- Original synthesis grounded in theory
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Slide 10 – Mapping Leadership Styles onto the Framework

Purpose: Apply theory to leadership behaviour.

Content:

- Autocratic → Low EI / Low CQ
- Democratic → High EI / Moderate CQ
- Transformational → High EI / High CQ
- Servant → High EI / High CQ

Critical insight:

- Style effectiveness is context-dependent
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Slide 11 – Business Examples Applied to the Framework

Purpose: Evidence-based evaluation.

Content:

- Google → High EI / High CQ (psychological safety)

- Microsoft → Transformational empathy-led leadership
- Starbucks → Attempted CQ development
- Airbnb → CQ embedded in governance systems

Each example:

- Brief explanation + critical note
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Slide 12 – Strategy Design & Implementation

Purpose: Address learning outcome on strategy.

Content:

- How organisations develop EI and CQ:
 - Recruitment
 - Leadership development
 - Performance management
 - Link to future organisational needs
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Slide 13 – Risks, Limitations & Ethical Considerations

Purpose: Critical evaluation.

Content:

- Emotional labour burden
 - Cultural stereotyping
 - Over-reliance on training without systems
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Slide 14 – Conclusion

Purpose: Analytical closure.

Content:

- Revisit Edith Heard's leadership philosophy
 - Conclude EI and CQ are *necessary but insufficient* without supportive structures
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Slide 15 – References