Abstract
Purpose
The purpose of this qualitative research study was to explore the requirements of leading in a global environment as perceived by the leaders participating in this study as well as the way these leaders learn and develop their global mindset.

Design/methodology/approach
The research methodology informed by social constructivism included in-depth interviews with 24 global leaders that were analyzed using constant comparative and content analysis. The findings presented in this paper are part of a larger study on the meaning of global leadership and mindset. The framework for this research was guided by the Global Leadership Mindset (GLM) model developed by the authors and their colleagues.

Findings
Transcendence, plasticity of the mind (flexibility, thinking differently, rebalancing, openness, having multiple frames of reference), mindfulness, curiosity, and humility emerged as requirements of leading in the global environment. The global leaders' learning journeys were characterized by informal learning during everyday work and life experiences including learning from mistakes, and from and with others. Self-reflection leading to the “self-awareness of otherness” as well as reflection with others were at the core of learning and developing the global mindset of these leaders.

Practical implications
The findings of this study highlight the role of human resource development (HRD) professionals in facilitating self-reflection and reflection with others – core processes for the learning and development of global mindset. HRD professionals are called to address both the “you don't know what you don't know” phenomenon by offering cross-cultural training programs and experiential learning opportunities and the “you know what you don't know” daily challenges of global leaders and their team members. Initiatives that will incorporate self-reflective and reflective processes will allow the participants to make meaning of their learning.

Originality/value
This is an initial attempt to explore the development of a global leadership mindset as informed by the GLM model with a focus on its learning component. The findings of this study could inform leaders preparing to work in global environments and HRD professionals called to develop learning environments and a learning culture in global workplaces.

Keywords
Global leadership mindset, Global mindset, Global leadership, Learning and development, Globalization, Self-reflection and reflection, Human resource strategies, Learning, Self development
Global leadership is no longer the preserve of expats or senior executives. A global leader is anyone who works across geographic and cultural boundaries. Global leaders can be found at the most senior levels or at the front line of your organization. Even early career professionals are working regionally and globally, interacting with an increasingly diverse range of colleagues and customers. This means that a wider cadre of leaders must develop the unique skillset necessary for global leadership success. Share. A Model for Success. Through research and collaboration with clients around the g... Leaders with a global mindset research the history, geography, and other factors that influence their business. This helps to make a good first impression when working across cultures, and it also gives you more background so you can adapt while remaining authentic. In addition to having curiosity conversations with people from other cultures, our Country Profiles, one-page Pocket Guides, and other resources are great starting points for learning the basics of other cultures. Be Open to Continuous Learning and Diversity Appreciation It’s come up several times in this post, but I’ll say it again: Leaders with a global mindset are curious. They seek to understand themselves and the world around them, and strive to use their experiences to continually develop their leadership abilities. The global leaders’ learning journeys were characterized by informal learning during everyday work and life experiences including learning from mistakes, and from and with others. Self-reflection leading to the “self-awareness of otherness” as well as reflection with others were at the core of learning and developing the global mindset of these leaders. Practical implications. – This is an initial attempt to explore the development of a global leadership mindset as informed by the GLM model with a focus on its learning component. The findings of this study could inform leaders preparing to work in global environments and HRD professionals called to develop learning environments and a learning culture in global workplaces. Keywords. Global leadership mindset. The topic of developing a global mindset and exposing leaders to multicountry and multicultural experiences is gaining increasing interest. Indeed, as Thomas Friedman asserted in his 2005 book on globalization, The World Is Flat, it’s a flat world and getting increasingly flatter. Tech advances have shortened the distance between countries, businesses and employees. The expansion of economic and intellectual power has led to the need for truly global leaders. To expand the pipeline of effective global leaders, Gallup Analytics has isolated four specific strategies that companies can adopt to develop global leadership. 1. Start early. Early multicountry and multicultural experiences are essential. Developing a Global Mindset. If you want to become more effective in your regional or global role, this course is for you. You will learn what it means to have a global mindset, develop the cross-cultural skills, knowledge and perspectives required to succeed in the international workplace. You will become more aware of your own strengths and take away a personal action plan. Who’s it for? This course is for global talent, cross-border merger and acquisition teams, international assignees and leaders driving global strategy. Takeaways. An understanding of the knowledge and skills needed for a global...