# Competency Model of Leaders of World-Class Government Organizations

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**Abstract**

In the last decade, world-class leadership as a new approach to improving the competitive advantage of organizations has attracted the attention of many researchers in different fields. Global leadership is creating a culture that fits the global environment in the organization. Due to the integration of global markets, global leaders act as connectors of resources and talents across cultural and political boundaries to advance their organizations. A global mindset allows leaders to communicate and collaborate with people and organizations in different geographic locations to achieve the organization's goals. Global managers identify and manage the paradoxes of local and global orientation by simultaneously paying attention to the domestic and international environment and its requirements.

The purpose of this research is to provide a model of competence of leaders of government organizations in the world-class. In terms of paradigm, the approach of this research is in the interpretation group, and to collect data, an interview technique, and purposeful sampling method are used, and the research strategy is thematic analysis. The interviewees of this research were experts and prominent managers of government organizations. The research data was analyzed by open coding method and the conceptual, main, and macro categories were extracted finally the competency model of the leaders of government organizations in the world class was presented.

The main finding of this research is to provide a model of competence of leaders of government organizations in the world-class. This model is theorized in three levels causal conditions, interactive dimension, and consequential dimension. Based on the findings of the research, common demand in the global environment, environmental dynamics in the global market, and global competition as causal conditions on interactive dimension factors that include world-class leadership, creating a common goal and vision, joint venture, and international investment. It means that its result is known as a competitive advantage in the consequent dimension.

The model obtained from this research draws the attention of managers to the global environment to gain a competitive advantage. Based on research, to achieve world-class leadership competence, organizations should pay more attention to common demand, global dynamics, competition, leadership, creating a common goal and vision, joint venture, and international investment in their organizations. Also, the components of behavior,

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relationships, duties, leadership style, and external duties of world-class leadership should be paid more attention to organizational managers.

## 1. Introduction

Undoubtedly, trends and forces in the 21st century encourage leading organizations to define and apply new leadership concepts and philosophies. Global leadership is the creation of a culture appropriate to the global environment in the organization so that the organization aligns and adapts to global changes and becomes a learning organization. Due to the integration of global markets, global leaders act as connectors of resources and talents across cultural and political boundaries to advance their organizations. A global mindset allows leaders to communicate and collaborate with people and organizations in different geographic locations to achieve the organization's goals. Global managers identify and manage the paradoxes of local and global orientation by simultaneously paying attention to the domestic and international environment and its requirements. Today, business units that operate in turbulent environments are faced with rapid changes in the needs and preferences of customers and their unanticipated demands, requiring global leadership for management. The global leader is not afraid of change and welcomes new trends and innovations to preserve the competitive advantage of his organization.

The realization of global leadership depends on the interaction of three main pillars, which can be mentioned as the triad of leaders, followers, and situations. Assessing and developing global leadership competencies is an important issue in human resource development. Therefore, it is necessary to examine global leadership competencies, including personality traits, knowledge, skills, and behavioral traits, which are important factors in the development of organizations. There is scattered research on global leadership competencies and evaluation of these competencies.

Therefore, due to the globalization of markets and the importance of matching organizations with market requirements, it is inevitable to pay attention to global leadership. Despite the importance of paying attention to global leadership, its characteristics, and dimensions; A comprehensive and integrated study regarding the competency model of global leaders has not been done in the Iranian government organization. This article tries to gather these points to reach a comprehensive view of the global leadership model and fill the void formed by drawing a comprehensive picture.

## 2. Literature Review

- Global leadership

Leadership in turbulent, complex, turbulent environments full of characteristics such as change, diversity, and difference, as well as the increasing development of communication technologies and the emergence of social networks, is a complex and far more difficult task today than in the past, and the existence of capable and effective leadership is necessary [5]. World-class leadership enables organizations to respond to change faster. World-class management makes every person in the organization know what the organization's goals are and how they can achieve these goals. This management method cultivates a reliable and committed workforce, which in turn increases the productivity and profitability of organizations [9]. In the 21st century, globalization is a key issue, the presence of leaders influencing the globalization process is very important and can speed up the rapid movement of this process and bring it safely to its destination [6].

- Competence of global leadership

Due to global development, and technological advancements, global leaders must operate in different socio-cultural and

political value systems and complex, diverse, and uncertain business environments. Considering the business needs, unique knowledge, skills, and competencies required by global leaders, the existence of global leaders with high-level competence and expertise is very important [6]. The term "competency" is traditionally used to describe the specific knowledge, skills, and characteristics required to be effective in a job. Competence is related to various things, including characteristics, attributes, talents, skills, values, beliefs, abilities, attitudes, and behavior. The accelerated movement of globalization, as a process that requires guidance and leadership, is looking for leaders in its winding path to guide the passage of this path with correct and timely effect [4]. Lucia and Lepsinger's pyramid model can be used to identify global leadership. At the bottom and bottom of the pyramid, individual characteristics are placed, according to which it is determined how much leadership talent a person has. In the second part, which includes the middle of the pyramid, the level of skill and knowledge of the leader is determined, and at the top of the pyramid are behaviors that can be measured [2].

Numerous studies have been conducted in line with concepts related to competence (knowledge, skills, traits and characteristics, performance and intelligence) of global leaders concepts, in the table below briefly shows the diverse views of the research. In this table, a summary of the most important research conducted about world-class leadership has been examined:

Table 1 – The summary of the most important research conducted about world-class leadership

| Result | Title | Year | Authors |
|---|---|---|---|
| The necessity of implementing holistic leadership. It is expected that because of this article, world leaders should be able to cope with new norms and new paradigms in the future. | World-class leadership and visions and digital transformation | 2021 | Subandrija |
| Global leaders articulate a vision that can guide them toward achieving long-term economic viability and social well-being. They expect their leaders to motivate and inspire employees in consistent and effective ways. A global leader must inspire trust and confidence. Successful leadership depends not only on the knowledge, skills, and personality of the leader but also on the most important leadership competency known as emotional intelligence. Leaders need more than basic intelligence and job-related knowledge. These assets are the five components of emotional intelligence - self-awareness, self-regulation or self-management, empathy, motivation, and social skills. | Global Leadership Competencies | 2020 | Tetiana Buchinska |
| The Delphi technique identified 32 potential global leadership competencies. Of these, principal component analysis showed 29 significant competencies. These competencies were grouped using factor analysis. factor loadings, into five different competencies: rapid readiness; proper communication; Emotional Intelligence; leadership skills; And problem solving has led to emergency preparedness being the most important leadership competency | Global Leadership Competencies | 2019 | Vistigars and Singtai |

Table 1 – The summary of the most important research conducted about world-class leadership

| Result | Title | Year | Authors |
|--------|-------|------|---------|
| The results showed that there is a moderating effect of self-efficacy on goal achievement in the relationship between global leadership competence, innovation, and knowledge transfer. Fostering a positive context for social associations and providing useful feedback to global leaders is important in building self-efficacy, which precedes knowledge transfer. | Global leadership competencies and knowledge transfer in Korean multinational organizations: Self-efficacy as a moderating variable | 2018 | Yoon and Han |
| This study identified transformational leadership as an important competency to consider when selecting world-class leaders | Competencies analysis for effective virtual team leadership in creating successful organizations | 2018 | Madoka et al |
| By developing training programs, STEM organizations may find employees who are more productive and require less leadership development spending. | Developing leadership competencies for science, technology, engineering, and mathematics fields: The case of the Purdue Polytechnic Leadership Academy | 2018 | Akdere et al |
| To develop a leadership capacity model, special attention should be paid to complex global environments and local structures. | Global Leadership Capacity Cycle Comparing HRD leadership literature with global and indigenous leadership research | 2018 | Turner |

| Result | Title | Year | Authors |
|--------|-------|------|---------|
| As global communications, technology, and business become increasingly integrated through globalization, multinational organizations seek employees with global leadership skills. Given the rarity of ready-made global leaders, the development of global competence should be emphasized in business education programs. Global leadership competence requires moving beyond the cognitive domain of learning to create socially and culturally responsible global leaders. This requires greater attention to understanding the impact of specific learning methods, the dynamics between them, and their impact on desired outcomes. The presented theory was based on four learning theories including cognitive, social, experiential, and humanistic | Do methods matter in global leadership development? Testing the global leadership development ecosystem conceptual model | 2017 | walker |

Table 1 – The summary of the most important research conducted about world-class leadership

| Result | Title | Year | Authors |
|---|---|---|---|
| The purpose of this research is to critically review the literature on global leadership competencies and behaviors and provide an integrated global leadership framework. To review the literature, 14 global leadership competency models and 11 local studies on effective leader and manager behaviors in different countries published between 1995 and 2016 were reviewed. We adopted a framework of effective leader behavior that includes four super categories (e.g., task, change, relationship, and external conditions) and 15 specific behaviors within each category (e.g., planning, scheduling, monitoring, and problem-solving for task orientation). will be Examining the competency models, we found five: intercultural, interpersonal, global, change and insight, and personal characteristics and values that included ethics and openness/flexibility. | A critical review of global leadership literature: Towards an integrated global leadership framework | 2017 | Park et al |
| The development process of global leadership remains a challenging theoretical problem in the field of global leadership. To help address this issue, a process model of global leadership competency development was developed that addresses the dynamics involved in the adoption and promotion of cross-cultural competencies associated with global leadership. Competencies include readiness for growth, the naturalness of personal learning strategies, development of self-awareness of cognitive-behavioral relationships, commitment to the development, self-efficacy, | Developing Global Leadership Competencies: A Process Model | 2017 | Mendenhall et al |

Table 1 – The summary of the most important research conducted about world-class leadership

| Result | Title | Year | Authors |
|---|---|---|---|
| The four roles of global leadership include: leadership that expands business, facilitates operations, creates appropriate relationships, and creates coordination. Global leadership determines boundaries and interdependencies in the field of relationships. | Contextualizing leadership: A typology of global leadership roles | 2016 | Rich et al |
| Integrated Global Leadership: Three Individual, Organizational, and Executive Levels and Four Dimensions of Leadership Behaviors Leadership duties Leadership communication Change | Literature review of integrated global leadership competency framework | 2015 | Kim and McLean |
| Public services around the world have adopted the use of leadership competency models as part of their human resource management frameworks over the past few decades. This research examined many different models aimed at identifying key competencies that are more universal. Competencies include emotional intelligence and social/networking skills. Virtual teamwork. Universal mind/knowledge. | Leadership competencies for global public service | 2015 | Mao |
| Six Competencies for Virtual Global Leaders: Clear Direction Setting goals and expectations Time, resource, and schedule management Information Sharing Delegation of authority and consultation Create and share knowledge | Phenomenological research of the global virtual leadership model | 2014 | Ding |
| A process model focusing on three psychological competencies, the competency of understanding intercultural differences. Emotional Intelligence | Development model for global leaders | 2013 | Terrell and Rosenbush |

Table 1 – The summary of the most important research conducted about world-class leadership

| Result | Title | Year | Authors |
|--------|-------|------|---------|
| Six Competencies for Global Leaders: Building Morale Time, resource, and schedule management Evaluation of quality, output, and progress Identifying problems, their causes, and solving them Supervision of affairs Solving problems | Determining the competence of global leaders | 2012 | Bueno and Tubbs |
| Nine Competencies for Global Leaders: The Competency of Understanding Cross-Cultural Differences; Emotional Intelligence. Social/networking skills. Virtual teamwork. Universal mind/knowledge. ethics; Openness/Flexibility. and communication, understanding cultural differences, and building morale | Using the Delphi technique to investigate the characteristics of global leaders | 2011 | Boyd, Moore, Williams and Elbert |
| Four areas of individual, intercultural, group, and organizational competence and eight contextual factors of skills related to building convergence, ethics, openness/flexibility. and communication, care, personal relationships, organizational knowledge, clear direction, coaching, and mentoring employees, promoting learning | A step to develop global leadership | 2011 | Luxemo |
| Competencies include four levels: knowledge, attributes, attitudes, and skills | Literature review of the global leadership pyramid model | 2010 | Bird et al |
| Attention to the categories of predecessors, transformation processes | Evaluation of proposed theories of global leadership | 2008 | Iceland and the Bird |
| Three dimensions of main competencies, mental characteristics, behavioral competencies | Identifying and evaluating competencies for global leaders | 2003 | Goldsmith et al |

| Result | Title | Year | Authors |
|--------|-------|------|---------|
| Four Competencies for Global Leaders: Behaviors Organizing and planning, responding quickly, and assisting employees | Examining world-class leadership theories | 2003 | Mobley and Dorfman |
| Competencies include interpersonal competencies, global business competencies, and global organizational competencies | Literature review of personal characteristics and competencies of global leaders | 2001 | Adler, Brody, and Osland |

## 3. Methodology And Findings

Thematic analysis has been used in the qualitative part of the research. Based on the thematic analysis approach, the data analysis process has been carried out in three main stages as follows:

• Open coding, which is the process of breaking down, comparing, conceptualizing, and categorizing data. open coding method,

• Development of themes: It is a series of procedures that are carried out after open coding to connect the information in new ways with each other by establishing links between the categories and to produce the initial concepts. This stage not only leads to the discovery of categories but also clarifies their characteristics and dimensions.

• Focused coding: generating major categories.

In the first stage, open coding was done by conducting interviews through theoretical sampling after the initial coding of the interviews, extracting concepts and categories. The text of the interviews was counted as 25780 words and 3369 words with at least 3 characters. By doing initial coding in open coding, a total of 984 codes were identified, and by screening the initial codes, we reached 93 concepts, which were classified in the form of 8 main categories in focused coding. From the end of the 13th to the end of the 14th interview, there was no change in the concepts and categories formed during the research (including

creation or modification), which means the fulfillment of the "theoretical adequacy" criterion. After that, the interviews were saturated, so the interview and analysis process stopped.

The codes were extracted from the interviews conducted with 14 experts, and to identify these people, codes from a to n were assigned to them in the order of English letters. Open coding is presented in detail along with the researcher's final codes and technical notes. From the analysis of the sentences and views of the interviewees, the initial codes were extracted. In the next step, the common and emphasized codes of all the interviewees, including the important codes from the researcher's point of view, were identified as the final codes along with their sources:

Table 2 - The final codes and their source

| code Source | Final code |
|---|---|
| A,b,d,e,f,h | Global environment opportunities |
| B,c,j,k,l,m, n | Similarity of demand |
| A,b,d,g,k, I,n | Responding to global demands |
| A,d,e,f,h,m | Compatibility of products with global markets |
| B,c,d,e,f,m | environmental changes |
| A,b,c,d,e, i,m,n | Dramatic changes in technology |
| A,b,c,d,f,m ,n | Difficulty predicting market information |
| A,b,c,d,f,m ,n | Changing customer preferences |
| A,b,c,d,f,m ,n | Global competition |
| A,b,c,d,f,m ,n | Gaining information to succeed in the competition |
| A,b,d,e,h, I,n | Intensity of competition |
| A,c,d,f,h,m ,n | Competitors' strategies |
| A,f,g,h, I,m,n | Characteristics of world-class leadership |
| A,c,d, i,g, i | Skills related to creating convergence |
| B,c,d,g,h, I,g | Ability to understand intercultural differences |
| B,d,e f,g | Emotional Intelligence |
| A,c,d,g,h, i | Negotiation expertise |

Table 2 - The final codes and their source

| code Source | Final code |
|---|---|
| A,d,e,f,g,h | Social/networking skills |
| B,c,d,e,f,g, i | Virtual teamwork |
| A,b,d,e,f,h | Universal mind/knowledge |
| A,b,d,e,f,g, h, i | ethics; Openness/flexibility and communication |
| A,b,d,e,f,g, i | Understanding cultural differences |
| A,c,f,g,e,h, m | create morale |
| A,b,d,e,f,g, h, i,m | Caring and personal relationships |
| A,b,d,e,h,g | Organizational knowledge |
| B,c,d,f,h,m, n | Emotional connection with subordinates |
| A,b,c,g,f,h, i | Creating personal and close relationships |
| A,d,e,f,g,h | Build trust |
| B,c,d,e,f,g, | self-confidence |
| A,b,d,f, i,m | Duties of world-class leadership |
| A,b,d,e,f,h, g | Prioritizing, organizing, and planning |
| A,d,e,g,h,m | Clear direction |
| B,c,d,e,f,g, i | Setting goals and expectations |
| A,b,d,e,f, i | Time Management |
| A,b,d,e,f,g, i | Resources and programs |
| A,b,d,e,f,g, i | Evaluation of output quality and progress |
| A,b,c,f,g,e, i,m | Identifying problems, their causes, and solving them |
| A,b,d,e,f,h, i, | Creating global and organizational expertise |
| B,c,e,f,g, i,m,n | Information Sharing |
| A,b,c,d,e,f, g | Supervision of affairs |
| A,b,c,d,e,f, g,h, | Solving problems |
| A,b,d,e,f,g, h, I | World-class leadership communication (support/development/recognition/ empowerment) |
| E,f,g,h, I,m,n | Respond quickly and assist employees |
| A,b,d,e,f,h, g | Listening to the needs of employees |
| B,c,d,f,g,m, n | Recognition and reward |
| A,b,c,e,g,h, m | Staff coach and mentor |
| A,b,c,f, i,m,n | Delegation of authority and consultation |

Table 2 - The final codes and their source

| code Source | Final code |
|---|---|
| A,b,d,f,g,h | Creating and sharing knowledge |
| A,c,d,f,g, i,m | Promote learning |
| E,f,g,h, i,m,n | Show concern for others |
| A,c,d, i,g,m,n | Committed to standards |
| A,b,d,e,f,h, g,m,n | have flexibility |
| B,c,d,e,g,m | Promoting fairness |
| A,b,d,e,g,h, i | Change: imagine/encourage/support/facilitate |
| A,c,d,f,h, i | With a vision to lead, |
| E,f,g,h, I,m | Introducing innovations |
| A,b,c,f,g,e, i,m | Support for change |
| A,b,d,e,f,h, i, | Adapting work conditions |
| B,c,e,f,g, i,m,n | Managing motivation and emotions and having integrity |
| A,b,c,d,e,f, g | open communication |
| A,b,c,d,e,f, g,h, | Availability |
| A,b,d,e,f,g, h, I | External tasks: networking/creation of representation/creation of alliance, partnership |
| E,f,g,h, I,m,n | Partnership development |
| A,b,d,e,f,h, g J, K | Responding to customer needs |
| B,c,d,f,g,m, n | Analysis of environments |
| A,b,c,e,g,h, m | Managing opportunities and risks |
| A,b,c,f, i,m,n | Assess trends and technology |
| A,b,d,f,g,h | Member protection |
| A,c,f,g,e,h, I,m | Macro business knowledge and skills |
| A, d,e,f,g,h, i,m | Continuous learner of a global mindset |
| A, d,e,h,g, J, K | Business Thinking |
| B,c,d,f,h,m, n | Attention to global trade |
| A,b,c,g,f,h, i | Monitor the business environment |
| A,d,e,f,g,h | Objectives of different departments |
| B,c,d,e,f,g, J, K | Achieving common goals |

Table 2 - The final codes and their source

| code Source | Final code |
|---|---|
| A,b,d,f, i,m | The commitment of employees to the goals of the organization |
| B,c,d,f,g,m, n | Clear communication to create goals |
| A,b,c,e,g,h, m | Joint venture with other companies |
| A,c,d,f,g, i,m | Appropriate partnership between different departments of the organization |
| E,f,g,h, i,m,n | Participation to achieve high performance |
| A,c,d, i,g,m,n | Strategic cooperation with companies |
| A,b,d,e,f,h, g,m,n | The problem of funding |
| B,c,d,e,g,m | International investments |
| A,b,d,e,g,h, i J, K | Creating international joint capital |
| A,c,d,f,h, i J, K | Providing international capital |
| E,f,g,h, I,m | Attention to the latest trends and innovation |
| A,b,d,e,f,g, i | Attention to the development of organizational capabilities |
| A,b,c,f,g,e, i,m | Advantage over similar organizations |
| A,b,d,e,f,h, i, | Advantage over competitors |
| B,c,e,f,g, i,m,n | Improve operations |
| A,b,c,d,e,f, g | Maintaining current customers and acquiring new customers |
| A,b,c,d,e,f, g,h, | The popularity of the organization's products in the global market |
| A,b,d,e,f,g, h, I | Matching the organization's products with the needs of customers |

In the second stage, core coding and identification of concepts was done. In the process of analyzing the interviews, the primary indicators of identification and concepts are obtained from the integration of similar primary indicators. Open codes were grouped, and then central codes were formulated. Concepts were classified in the form of 8 main categories in axial coding, which can be seen in Table 3, which is the output of MAXQDA software.

Table 3- Axial coding

| Main categories | Axial codes |
|---|---|
| Common demand in the global environment | Global environment opportunities, similarity of demand, response to global demands, suitability of products with global markets, environmental changes |
| Environmental dynamics in the global market | Dramatic changes in technology, harder to predict market information, changing customer preferences |
| Global competition | Global competition, obtaining information for success in competition, intensity of competition, competitors' strategies |
| Creating a common goal and vision | The goals of different departments, achieving common goals, employees' commitment to the organization's goals, and clear communication to create goals |
| Cooperation | Joint ventures with other companies, appropriate cooperation between different departments of the organization, cooperation to achieve high performance, and strategic cooperation with companies. |
| International investment | The problem of providing capital, international investments, creating international joint capital, providing international capital |
| Global competitive advantage | Attention to the development of organizational capabilities, an advantage over similar organizations, an advantage over competitors, improvement of operations, attention to new trends, and innovation. |
| World-class leadership | World-class leadership qualities: skills related to building convergence, competence to understand intercultural differences; Emotional Intelligence; Negotiation expertise, and social/networking skills. virtual teamwork. Mind/universal knowledge. Ethics; Openness/flexibility and communication, understanding cultural differences, building morale, caring, and personal relationships. Organizational knowledge, emotional connection with subordinates, building personal and close relationships, building trust, self-confidence, |

Then the core codes were adjusted together and their relationship with each other was determined by the structural-interpretive modeling method. Interpretive structural modeling is a method to design a pattern of complex and multiple relationships between the variables of a phenomenon. This method is a type of structural analysis based on the interpretation paradigm. The purpose of this method is to identify the relationships between the underlying variables of a multifaceted and complex phenomenon, and it is suitable for management studies and social sciences. The obtained information is formed based on the method of interpretive structural modeling of summation and the final structural self-interaction matrix. Interpretive Structural Modeling (ISM) logic works according to non-parametric methods and is based on mode in frequencies.

Table 4- Structural-interpretive modeling

| global competitive advantage | International investment | Joint venture | creating a common goal and vision | world-class leadership | global competition | environmental dynamics in the | Common demand in the global | |
|---|---|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  | * | Common demand in the global environment |
|  |  |  |  |  |  | * | . | Environmental dynamics in the global market |
|  |  |  |  |  | * | . | . | Global competition |
|  |  |  |  | * | ١ | ١ | ١ | World-class leadership |
|  |  |  | * | ١ | . | . | ١ | Creating a common goal and vision |
|  |  | * | . | ١ | ١ | . | ١ | Cooperation |
|  | * | . | . | ١ | ١ | . | ١ | International investment |
| * | ١ | ١ | ١ | ١ | . | . | . | Global competitive advantage |

The third step: is communication between the core codes.

In the grouping of the categories, a statement about the contexts, processes, and consequences and the relationship between the research categories is consolidated. In this research, the contexts, processes, and consequences were identified as follows:

environment in the global market and global competition were identified. Also, the processes were identified in the form of interactive dimension, world-class leadership categories, creating a common goal and vision, joint venture, and international investment, and finally, the result of the presented model was also identified as a global competitive advantage. Also, the relationship between the core codes is shown in the form of the following model:

mechanisms, and the importance of global leader status, and review longitudinal and quantitative studies in this area.

The main finding of the present research was the competency model of leaders of Iranian government organizations in the world-class including causal conditions, interactive dimensions, and its consequences in the form of competitive advantage for organizations. The competence model of the leaders of the common demand categories in the global environment, environmental dynamics in the global market, and global competition were identified. Also, the processes were identified in the form of interactive dimension, world-class leadership categories, creating a common goal and vision, joint venture, and international investment, and finally, the result of the presented model was also identified as a global competitive advantage. Future research needs to check whether each of these three dimensions has a meaningful relationship with each other.

Although this overview has provided insights into the conditions and competencies of world-class leadership to achieve competitive advantage, the



Figure 1 - Competency model of leaders of Iranian government organizations in the world

## 4. Discussion

In the last 30 years, we have witnessed the growth of research in the field of global leadership. By delineating comprehensive characteristics of global leadership and a coherent theoretical framework, we hope that future research will go beyond the role of individual competencies and personal characteristics to understand the mediating

and how it affects organizations in the long run. A review of the articles has shown that very little research has been done longitudinally, considering the importance of the effect of time, it is suggested to conduct longitudinal studies in this regard so that the changes over time are well considered. This article is exploratory; therefore, a deeper analysis is needed for

decision-making in organizations. Finally, recent years have seen a growth in research on global leadership. The results of the review show that there is a lot of potential for future research on this topic. By presenting a comprehensive model of global leadership competency in government organizations, we hope that in the future, beyond this model, understanding mediation mechanisms and new ways at different levels to promote this competency will be analyzed and investigated.

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