

ADVANCES IN GLOBAL
LEADERSHIP

ADVANCES IN GLOBAL LEADERSHIP

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ADVANCES IN GLOBAL LEADERSHIP VOLUME 10

ADVANCES IN GLOBAL LEADERSHIP

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INTRODUCTION: NEW ADVANCES IN GLOBAL LEADERSHIP

Welcome to Volume 10 of *Advances in Global Leadership (AGL)*. We are delighted to announce the following progress for *AGL* since our last volume was published in 2016:

1. The creation of an Editorial Board stocked with excellent researchers who work in global leadership or related fields.
2. The establishment of a double-blind review peer review process. Thus, all the research articles and some of the practitioner pieces in the current Volume 10 underwent a double-blind peer review process. The only exceptions were the essays by well-known practitioners, which were invited submissions reviewed by the editors.
3. The need for a more frequent publication schedule due to growth in the field.

The goal of the *AGL* series is captured in its title: specifically, to develop the field of global leadership by advancing the definition, conceptualization, and understanding of global leadership processes, as well as the development of global leaders. Our audience is composed of both scholars and practitioners who want to stay current on developments in the field. *AGL* continues to be a unique outlet for global leadership scholars and practitioners. In addition to high quality empirical research, it also welcomes well-crafted essays and innovative conceptual work and research. Given its designation as both a book and an e-journal, authors have the luxury of space to fully present their thinking and results without the page constraints found in most journals.

In the last *AGL* volume, we published a multidisciplinary review of global leadership literature and dissertations (Mendenhall, Li, & Osland, 2016) and promised to contact the over 400 authors cited and invite them to submit their research to *AGL*. Mark E. Mendenhall followed through on that promise and contacted all of the authors for whom he could find email addresses. Some of these authors submitted their work for consideration for publication in this volume, and though not all of them survived our new review process, we feel that the constructive feedback that was given will enable them to find a publication home in the future. We hope that *AGL* continues to be a place where global leadership scholars can find updates on the state of the field and directions for

future research so that the field of global leadership can be advanced in an integrated and collaborative fashion.

If you are a long-time reader, you know that the series previously defined global leadership in a broad fashion and solicited a wide variety of global topics related to various types of international, comparative and global leadership. Beginning with Volume 8, we predicted that the field of global leadership had grown and matured to the point where we could focus the series more narrowly on the emerging global leadership construct and closely related topics. Fortunately, the number and rate of global leadership publications and dissertations have increased (Mendenhall et al., 2016). To avoid confusion with the fields of comparative leadership and global management, we used these global leadership definitions in the call for contributions to Volume 10:

- *The process of influencing the thinking, attitudes and behaviors of a global community to work together synergistically toward a common vision and common goals (Adler, 2001; Festing, 2001)*
- *The process and actions through which an individual inspires and influences a range of internal and external constituents from multiple national cultures and jurisdictions in a context characterized by significant levels of task and relationship complexity (adapted from Mendenhall, Reiche, Bird & Osland, 2017).*

The primary focus in this particular volume is on foundational research and global leadership development. The chapters are introduced briefly below.

EMPIRICAL FINDINGS AND THEORY BUILDING

The first chapter, “The Nature of Global Leaders’ Work” by Tina Huesing and Jim Ludema, was written in response to a previous call for observational studies of global leaders (Osland, Li, & Wang, 2014). While Joyce S. Osland was explaining the holes in the global leadership literature to Benedictine University doctoral students, one of them accepted the challenge when she recommended, yet again, that someone should really replicate with global leaders Mintzberg’s (1973) seminal managerial observation study as a dissertation topic. This chapter, based on Tina Huesing’s dissertation and observation of five global leaders from five industries for five days, is the first behavioral observation study in the field of global leadership. Huesing and Ludema compared her findings with Mintzberg’s and provide a first-hand description of what global leaders actually do. Content analysis revealed 10 distinguishing characteristics of global leaders’ work. This chapter is a welcome addition to a recent focus on global work (Hinds, Liu, & Lyon, 2011; Nurmi & Hinds, 2016) and will hopefully inspire other scholars to focus more on global leadership behavior.

The second chapter also provides a fuller description of global work, specifically the work of global change and how experts think about it and describe

their behavior. This chapter exemplifies the cognitive approach to global leadership and extends our understanding of expert cognition in global leaders who are change agents (c.f., Osland, Oddou, Bird, & Osland, 2013). “Case Studies of Global Leadership: Expert Cognition in the Domain of Large-Scale Global Change” fills a gap in the limited literature on both global change and global leader cognition. It was written by Joyce S. Osland, an academic and organizational development consultant, and Michael Ehret and Lisa Ruiz, who are both working global leaders and doctoral students. They present two case studies, accompanied by cognitive task analysis interviews with expert global leaders directing large-scale global change initiatives. Cognitive task analysis (CTA) is a methodology designed to distinguish expert and novice thinking in a specific domain (Militello & Hutton, 1998). The authors’ findings include task diagrams of the global leaders’ change process, as well as knowledge audits that specify the cues and strategies they used with respect to various elements of expert cognition. The strategies are, in essence, self-reports of effective global leader behavior. Two of the most interesting findings in this chapter are the difficulties identified for novices and the cognitive demands on global leaders in large-scale change. Both the case studies and the CTA results provide useful guidance for training program design and accelerating the development of global leadership expertise.

The third chapter also sheds more light on global leader cognition and behaviors – in this case the domain in question is the formation of interpersonal connections. Farah Shakir and Yih-teen Lee address and unpack a new research topic in global leadership – the relationship between multicultural identity and global leadership (Fitzsimmons, Lee, & Brannen, 2013). In “Connecting across Cultures: An Empirical Examination of Multicultural Individuals as Global Leaders,” they used content analysis to analyze in-depth interviews with 26 multicultural individuals in global leader positions. These authors created a helpful model featuring competencies resulting from the experience of multicultural identities, the various actions that create connection, and the different types of connection that result – emotive, cognitive, and behavioral. Their chapter adds a greater level of sophistication to both interpersonal connection and multiculturalism.

The last chapter in this section describes a new theory-building effort in the domain of global leadership development. Mark E. Mendenhall, Todd J. Weber, Audur Arna Arnardottir, and Gary R. Oddou collaborated on “Developing Global Leadership Competencies: A Process Model.” Like many young fields, global leadership generally lacks theoretical models that can spur future research (for another exception, see Reiche, Bird, Mendenhall, & Osland, 2016). In response to a well-documented scarcity of global leaders, the authors created a theoretically grounded process model of global leadership competence development after reviewing the competency construct and extant models of global leadership development. Next, taking a multidisciplinary approach, they incorporated concepts from various fields and created

testable hypotheses. The result is a significant contribution to both research and practice.

THE PRACTITIONER'S CORNER

In the last volume of *AGL* we introduced “The Practitioner’s Corner,” a section of the volume dedicated to the application of theory and research to global leadership development and education and also as a forum for experts to share their wisdom based upon their past experiences in working as – or with – global leaders. Claudy Jules described his work with global leaders in the nonprofit sector. For this volume we invited two experts, J. Stewart Black and Martha Maznevski, to share their reflections on global leadership development in executive education and consulting. Finally, our last two selections come from teams of authors working in global leadership development at the university level.

In “Global Nonprofits: Leadership Ensembles Harness Value in Diversity,” Claudy Jules, Managing Director at Accenture Strategy, addresses global leadership issues that nonprofits face when they expand abroad and find themselves in unfamiliar territory. He provides a framework to guide top management at nonprofits who are “going global,” introducing readers to the concept of “leadership ensembles” and describing four ensemble configurations that can drive success for nonprofit senior management teams. Effective leadership ensembles require certain global skills in their members, and, after describing the nature of these skills through the use of case examples, he discusses various operating model blueprints that leadership ensembles can work off to ensure success. Dr. Jules’ framework provides a significant contribution to the practice of global leadership in a context that generally has been overlooked in the global leadership literature – the nonprofit sector.

In his chapter, entitled “Reflections on Global Leadership across 30 Years and 10,000 Executives,” J. Stewart Black condenses his 30 years of experience in teaching in and running executive development programs for global leaders at The Tuck School of Business at Dartmouth College, Thunderbird, The Ross School of Business at The University of Michigan, IMD, and INSEAD. He begins by discussing how the relevance of global leadership has evolved over the past three decades and then addresses the following question: “Based on my 32 years of experience with 10,000 executives, what would I say if I were asked, ‘What are the capabilities needed to be an effective global leader?’” In response, he delineates five key capabilities shared by excellent global leaders that he has observed over the years and illustrates the dynamics of each capability with short case examples from his personal experiences in working with global leaders. Readers interested in developing global leaders will find his insights particularly useful and relevant for their own consulting and research work in global leadership development.

Martha Maznevski has spent over 25 years working with global leaders in executive education programs at the Darden School of Business at University of Virginia, IMD, and most recently at Ivey Business School. In her chapter, “Self-Acceptance and Community Transcendence: Reflections on Global Leadership from an Irrepressible Scholar-Teacher” she encapsulates her “take-aways” of what she has learned about global leadership and global leaders. Using a case example of a global leader with whom she worked extensively (as well as sharing other experiences in working with global leaders), she illustrates two intangible dimensions of global leadership that have not yet appeared in the literature and are poorly understood by both scholars and practitioners in the field. Maznevski then fleshes out the nature of these intangible dimensions and discusses their implications for the field in terms of both future research and practice.

In their chapter, “Translating Theory into Practice: Developing Global Leaders through Undergraduate Experiential Education,” Henry W. Lane, Allan Bird, and Nicholas Athanassiou report how the Global Leadership Expertise Development (GLED) model (Osland & Bird, 2008) has been applied in a higher education context at Northeastern University. The program is an experientially intensive global leadership development process that employs aspects of Kolb’s experiential learning theory, concepts of instructional scaffolding and guided discovery, with an emphasis on the personal development of students within a cohort experience. They discuss, in detail, the design of the program, which allows interested readers to either gauge the degree to which Northeastern’s program could/should be reproduced at their own institution or assess which components of the program could be applied to their existing undergraduate program design. Additionally, individual instructors might fruitfully apply aspects of the program within their courses, and the article thus also can act as a catalyst for innovation in individual course design. The editors view this program as currently one of the “best practices” in business schools for the development of global leadership in undergraduate students.

In “The Global Leadership Advancement Center: Developing Global Leadership Expertise in a University Setting,” Joyce S. Osland, Linda M. Dunn-Jensen, Kyoung-Ah Nam, and Pamela Wells describe in depth the various programs at San Jose State University’s Global Leadership Advancement Center (GLAC). This center, established in 2007, has numerous programs in three focal areas: Knowledge Creation & Dissemination, Development & Training, and a community outreach Social Innovation Initiative. The chapter describes their unique research-based Global Leadership Laboratory and its assessment center approach, which is used in the university’s extensive global leadership curricula at both the undergraduate and graduate levels. The development of the first university-wide co-curricular Global Leadership Passport Program is also explained. GLAC was called a “best practice” by AACSB auditors.

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- Mark: To Janet, and my wonderful grandchildren: William, Thomas, Amy, James, and Timothy.

Joyce. S. Osland
Ming Li
Mark E. Mendenhall
Editors

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