

ADVANCES IN GLOBAL  
LEADERSHIP

# ADVANCES IN GLOBAL LEADERSHIP

Series Editors: Joyce S. Osland, Mark E. Mendenhall  
and Ming Li

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For the past decade *Advances in Global Leadership* has landscaped the contours and the anatomy of this evolving field. Volume 11 builds on previous exemplary contributions by bringing together a judicious collection of theoretical and empirical manuscripts with several carefully chosen contributions tackling the perennial question of whether global leadership can be taught. I wholeheartedly recommend it to scholars and practitioners alike for both its accessibility and its insights.

Michael J. Morley PhD, Professor of Management, Kemmy Business School, University of Limerick, Ireland

*Advances in Global Leadership* (AGL) is a unique and exemplary contribution to the field of global leadership. It has for the last decade been pushing the boundaries on rigorous foundational research on global leadership while also seeking to make contributions to practice. It is home to work by world-renowned scholars and newcomers to the field of leadership. Volume 11 highlights work on the all-important issue of the efficacy of university programs focused on developing global leaders. Given the significant resources expended on these programs such an in-depth review is long overdue. I commend the editorial team for their continuing and significant role in the development of the field of global leadership.

Nakiye A. Boyaciogiller, Sabanci University School of Management, Istanbul, Turkey

Global leaders are able to reach across cultures, building bridges of understanding, and the need for these capabilities has never been greater. *Advances in Global Leadership* consistently delivers the very latest in innovative academic research and practical experiences that define these capabilities. Volume 11 brings a special focus on Global Leadership development programs in academia, which is an important first step in defining what we must keep in mind when working to develop ourselves and the next generation of leaders.

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Developing global leaders has become a key priority in for-profit and non-profit organizations. Today's executives face unprecedented levels of complexity and challenges of huge proportions and consequence. Navigating these challenges requires "new" leadership competencies, such as agility, imagination, and the ability to engage a diverse set of stakeholders spread across the globe. The papers included in the present volume offer numerous insights into the nature of global leadership and how global leaders can be developed.

Günter Stahl, Professor, International Management, WU (Vienna University of Economics and Business), Vienna

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ADVANCES IN GLOBAL LEADERSHIP VOLUME 11

# ADVANCES IN GLOBAL LEADERSHIP

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INVESTOR IN PEOPLE

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Communication Association, and International Leadership Association. Some of the presentations have focused on the relationship between international students and faculty in complex classroom environments, pedagogy in higher education, and teaching needs of international students. Her passion for international education, and especially for international students, is apparent in her work at Indiana Tech where she is engaged in many activities with international students and serves as the Chair of International Committee.

# NEW RESEARCH ON GLOBAL LEADERSHIP: INTRODUCTION TO VOLUME 11

*Joyce S. Osland, Mark E. Mendenhall and Ming Li*

As one would expect from the name of this book and e-journal, *Advances in Global Leadership* publishes research and well-crafted essays that grow and advance the field. We seek articles that close the identified gaps in foundational research: construct definition clarification, theory development, identification of antecedents, outcomes and effective performance measures, assessment instruments for selection and development purposes, and developmental methods and processes, as well as richer descriptions and observations of phenomena and comprehensive literature reviews. We also echo calls for synergies between the field of traditional leadership and global leadership, given the limited theoretical and empirical cross-fertilization between these two fields.

There has been an upswing in global leadership research since 2010 (Mendenhall, Li, & Osland, 2016), and we are pleased to report that, according to a comprehensive systematic review (Vijayakumar, Morley, Heraty, Mendenhall, & Osland, 2018), *Advances in Global Leadership* is the most popular home for that research. The call for Volume 11 was unique in that it requested both traditional research topics and global leadership development in the university setting. Given the growth in university programs, we hoped the following suggested topics might foster effective university programs for future leaders:

- Creative pedagogies for global leadership skill development
- Institutional assessment of learning outcomes associated with global leadership skill and competency development
- “Best Practices” in curriculum program design that develops global leadership skills and competencies in students
- Faculty development programs that enhance global leadership knowledge, skills, and competencies in faculty and doctoral students
- Developing global leadership skills in students through formal relationships with foreign universities
- “Best Practices” in study abroad experiences specifically designed to develop the intercultural skills and competencies associated with global leadership

The majority of Volume 11 does in fact address these topics and serves as a wonderful primer for anyone tasked with creating or improving global leadership programs in a university setting.

## PART I – EMPIRICAL FINDINGS

Part I of Volume 11, however, contains empirical and theoretical articles on traditional global leadership topics. The first selection, Chapter 1, targets one of the most under-researched topics in the field – global change (Lane, Spector, Osland & Taylor, 2014). In “Here be Paradox: How Global Business Leaders Navigate Change,” Jan Ann Nelson describes a qualitative dissertation study of global business executives who described global changes in their globally integrated enterprises. The results indicated that they navigated complex, continuous change via paradox and sensemaking, aided by learning agility. This article furthers our understanding of the paradoxes faced by global leaders and the process they use to deal with them.

Chapter 2 presents “Leadership in the Global Context: Bibliometric and Thematic Patterns of an Evolving Field” by Pooja B. Vijayakumar, Michael J. Morley, Noreen Heraty, Mark E. Mendenhall, and Joyce S. Osland. This chapter systematically reviews the literature on leaders/managers/supervisors who hold global, expatriate, or international positions. This bibliometric analysis of 327 articles in key management and organizational behavior journals identifies the most cited articles, the most published first authors, the countries of first authors, and the most frequent publishing venues in this field. Next, content analysis identified two dominant themes, global leader development and global leader effectiveness, and the lenses used to study them, providing a point of departure for future research.

The fields of global leadership and global talent management have developed independently in research and practice, with the notable exception of Jürgen Deter’s book, *Global Leadership Talent Management: Successful Selection of Global Leadership Talents as an Integrated Process* (2017). We invited him to submit an excerpt from this book, entitled “Global Leadership Talent Selection as an Integrated Acquisition Process: What makes a Global Leader?,” which is found in Chapter 3. Deters takes a holistic HRM approach to selecting and developing global leaders in organizations that is useful for scholars and practitioners alike.

In Chapter 4, “Unpacking the Complexities of Global Mindset: A Multi-lens Analysis,” Jörg Hruby, Rodrigo Jorge A. de Melo, Eyden Samunderu and Jonathan Hartel carried out an extensive systematic review of the individual-level global mindset literature with the goal of assessing and evaluating its operationalization and measurement. Using an inductive thematic approach, they employed a multi-lens framework to enhance our understanding of this construct and its implications for the development of global mindset for HR professionals, coaches, and trainers.

Chapter 5 looks at behavioral manifestations of global mindset by exploring the intersection between organizational global mindset capability and



managerial practices. In “Managerial Practices of Strategic Global Mindset: Forging the Connection Between Individual Competence and Organizational Capability,” author Rikke Kristine Nielsen reports the results of a three-year case study of middle managers at Solar, a Danish multinational. In this innovative example of an embedded and engaged research design, Nielsen and her co-inquirers identified four emergent managerial practices that supported the company’s global strategic needs with respect to global mindset.

## **PART II – FEATURED PAPERS: UNIVERSITY GLOBAL LEADERSHIP DEVELOPMENT**

Chapter 6 is an example of a creative pedagogy used to teach global leadership skill development. In “The Use of Assessment Center Methodology to Develop Students’ Global Leadership Competencies: A Conceptual Framework and Applied Example,” Ann Herd, Denise Cumberland, William Lovely, III, and Allan Bird describe how they developed an assessment center at Northeastern University. This program, which targets international business majors, complements other international education opportunities, such as study abroad and a global cooperative work program.

Most descriptions of global leadership development programs in university settings make reference to David Kolb’s (1984) experiential learning theory and Mezirow’s (1978) transformative learning. The subfield of responsible global leadership shows that companies also rely on global experiences and reflection for developmental purposes (Stahl, Pless, Maak, & Miska, 2018). At the same time, both universities and companies are promoting online learning, prompting the question and title of Chapter 7: “Can Global Leadership Be Taught Online?” Mark Mendenhall answers this question and reflects on his experience moving to online teaching after decades of teaching global leadership in traditional, face-to-face classroom settings.

The next four chapters address study abroad in university settings. For many years, expatriation was heralded as the best way to develop global leadership (Black, Morrison, & Gregersen, 1999). More recently, short-term immersion programs including international service learning (Stahl et al., 2018) and even leveraged business travel (Johnson, 2014) have proven to be effective in global leadership development. Thus, it is not surprising that universities turn first to study abroad and international service learning as methods for developing global leadership or (its counterpart on some campuses) global citizenship.

Chapter 8 takes us on a deep dive into a small, carefully designed and researched study abroad program in Costa Rica. In “Developing the Next Generation of Global Leaders: Proposing an Iterative Framework for Student Global Leadership Development,” Stephanie Quirk and James “Gus” Gustafson took a grounded theory embedded mixed method approach to understand what type of study abroad experiences seem to lead to the development of global leadership competencies in a community college population. They also discussed personal characteristics that seemed to impact learning and personal growth. Based

on these findings, they are the first to propose a process model for Student Global Leadership Development.

Chapter 9 describes and compares three different study abroad programs in “Do All Roads Lead to Global Leadership? Three Approaches to Teaching Global Leadership in Modern Business Schools.” Authors Komal Kalra, Mike Szymanski, and Anna Olszewska describe their school’s programs. Next, they analyze them based upon [Brake’s \(1997\)](#) competency framework and [Oddou and Mendenhall’s \(2018\)](#) depiction of methods that are most likely to result in personal transformation. This chapter lists positive and negative aspects of these programs, underscoring the point that not all programs are equally effective.

Chapter 10 describes a very different and creative approach to study abroad in a master’s program in global leadership. “Canadian Global Leadership Students Engaged in Strategic Partnerships in Ecuador” was written by ten authors, an indication of a dynamic partnership: Wendy Rowe, Wanda Krause, Gary Hayes, Lisa Corak, Sean Wilcox, Gesow Azam, Shina Bopari, Major Fabricio Cordova, Lt Colonel Robert Vargas, and Lt Colonel Fabricio Varela. The authors describe how the program, with its purpose of developing global-minded citizens who are interculturally competent and capable of working in international partnerships, unfolded and developed. Based on student interviews, they identified key aspects of the network building process.

Chapter 11 provides an interesting look at global leadership as an emerging discipline. In “The Global Leadership Field and Doctoral Education: Advancing the Discipline Through a Targeted Curriculum,” Yulia Tolstikov-Mast, Franziska Bieri, Jennie L. Walker, Alicia Wireman, and Vlad Vaiman explain how disciplines develop and the impact this has on curriculum development and revision. They compare and contrast doctoral-level degree programs in global leadership. Finally, they describe the curriculum revision process at Indiana Tech’s doctoral program in Global Leadership as an example of the complex and multidisciplinary approach required to prepare global leadership scholars-practitioners.

## CONCLUSION

In our final chapter, “Global Leadership Development in the University Setting and Future Directions for Advancing Global Leadership Research,” the editors, with the help and wisdom of Martha Petrone, present the conclusions of an Internet search for global leadership programs and courses. They list helpful research and criteria for designing and assessing effective university global leadership programs and study abroad programs with similar goals. Benchmarks are suggested to maximize the potential impact of various development programs. Finally, we summarize the book’s research findings and address future research needed to advance the field of global leadership.

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- Mark: To Janet and my wonderful grandchildren: William, Thomas, Amy, James, Timothy, and Eleanor.
- Ming: To my son Riqian Li, with pride for what you have achieved during your first year at university.

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