GLOBAL LEADERSHIP

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<u>Global Leadership</u>

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Introduction

Global leadership is the study of leadership in the global context. Reiche, et al. 2017 (cited under Theories and Models of Global Leadership) states that the global context forces leaders to influence a wider range of internal and external constituents compared to leaders who operate in a domestic context. Further, these constituents reside in multiple national cultures and jurisdictions, which increases the task and relationship complexity of leaders who work in the global context. In Adler, et al. 2000, global leadership is characterized as being neither domestic (focused only on leadership theory and practice in a specific country) nor multidomestic (comparing leadership theory and practice between specific countries) in nature. Rather, global leadership focuses on the competencies, processes, behaviors, and roles leaders must effectively engage in when simultaneously leading diverse groups of people and managing stakeholder relationships globally across multiple cultures. The demands, challenges, ambiguity, and unpredictability associated with global versus domestic and multidomestic leadership are argued by scholars in the field to constitute global leadership as being a different type or category of leadership that requires not only higher levels of commonly accepted leadership skills, but also skills that are unique to the demand of leadership in the global context. In Reiche, et al. 2017 global leadership is said to constitute the ways that leaders in a global context influence their constituents who reside in different nations within a milieu that is high in both task and relationship complexity.

Reference Sources

Two of the four reference sources are especially useful for scholars and others interested in gaining a comprehensive overview of the research findings in global leadership: *Global Leadership: Research, Practice, and Development* and *Advances in Global Leadership*. The former is an ongoing volume that provides an update on the scope of new and past global leadership research with each new volume that is published. It is currently in its third edition. The latter volume is the primary publication outlet for global leadership research. Zander's 2020 research handbook takes stock of global leadership research in and across organizations, while also discussing the perspective of universities and business schools as the main providers of global leadership training and development. *The Blackwell Handbook of Global Management: A Guide to Managing Complexity* was designed by a team of international management scholars to address varying aspects of global leaders' roles and challenges and remains an excellent resource for global leadership processes related to boundary-spanning, leading global teams, and global competencies. Books that are more dated but have significantly contributed to the understanding of global leadership are listed in the History and Trends section.

Advances in Global Leadership. Bingley, UK: Emerald Publishing, 2009–.

This volume, published yearly, is both an e-journal and an edited book series. It is included in the reference resources due to its sole focus of publishing only research that involves global leadership. It operates like a journal, wherein authors submit research for review. It has developed the reputation as being the primary global leadership-focused publication outlet in the field and is an excellent resource to gain a sense of what the most recent, cutting edge research is in the field.

Lane, Henry W., Martha L. Maznevski, Mark E. Mendenhall, and Jeanne McNett. *The Blackwell Handbook of Global Management: A Guide to Managing Complexity*. Oxford: Blackwell Publishing, 2004.

This handbook was created by scholars from the International Organizations Network (ION), a loosely coupled research network of international management scholars, with the purpose of bringing the best knowledge the field had to offer into one volume that thoughtful practitioners and other scholars could use as a primary resource for their work. The handbook addresses key processes that global leaders must navigate in order to be successful.

Mendenhall, Mark E., Joyce S. Osland, Allan Bird, et al., eds. *Global Leadership: Research, Practice, and Development*. New York & Abingdon, UK: Routledge, 2018.

Currently in its third edition, the purpose of this volume is to provide a comprehensive review of the existing research literature in the field of global leadership. Each new edition integrates the research in the field that has taken place since the publication of the previous edition. It is an excellent starting point for anyone desiring to enter into the field as a scholar or as a way of understanding the dynamics of global leadership.

Zander, Lena (ed.). *Research Handbook of Global Leadership: Making a Difference*. Cheltenham: Edward Elgar, 2020.

This edited book brings together many renowned global leadership scholars to reflect on the extant scholarly knowledge about global leaders, including their necessary competencies, virtues and attributes, the various societal and cultural expectations they face, their roles and responsibilities, all the way to advancing our understanding of Global Leadership Development. While the compendium is primarily a research handbook, the contributors also translate their ideas to a wider audience, highlighting areas of particular relevance for both educators and practitioners.

Journals

As in all other topics that are studied under the conceptual umbrella of international management, most scholars opt to publish their research in scholarly journals. Journals vary in their reputation for scholarly rigor and in their editorial policies; thus, while rigorous, some have editorial policies that are not oriented

towards publishing articles that address global leadership topics and vice versa. Based on a recent bibliometric analysis of leadership in the global context, the following list of journals reflects the degree to which they have published global leadership-related topics. It is essential, however, to be aware that global leadership articles are widely spread throughout the universe of management and international management-related journals. For example, *Advances in Global Leadership* focuses solely on publishing research on global leadership, while *Journal of International Business Studies*, *Journal of World Business*, and *European Journal of International Management* publish research studies within the wider realm of international business, of which global leadership is a subset. Some global leadership-oriented research studies appear in human resource management journals (*International Journal of Human Resource Management*, *Human Resource Management*); leadership and management journals (*Organizational Dynamics*, *Leadership Quarterly*, *Academy of Management Learning & Education*); and cross-cultural management/psychology journals (*International Journal of Intercultural Relations*, *Cross-Cultural & Strategic Management*).

Academy of Management Learning & Education. 2002–.
Published by the Academy of Management, this journal was not included in the research sample that this listing is based upon, but AMLE publishes both theoretical and empirical articles on managerial and business school student learning and development and as such has attracted the attention of global leadership scholars. A variety of global leadership articles have been published over recent years in AMLE.

Advances in Global Leadership. 2009–.
This scholarly book series and e-journal is published yearly. It can be argued that it is more of a journal series in spirit than an edited book series, as it operates like a journal wherein authors submit research for peer review. It has developed the reputation as being the primary global leadership-focused publication outlet in the field and is an excellent resource to gain a sense of what the most recent, cutting-edge research is in the field.

Cross-Cultural & Strategic Management. 1994–.
Published by Emerald Publishing; CCSM was previously known as *Cross-Cultural Management: An International Journal* and has long had a focus on publishing articles related to the various subdisciplines of global management.

European Journal of International Management. 2007–.
Published by Inderscience Publishers, EJIM contains both theoretical and empirical articles on international management-related topics. In 2013 a special issue of EJIM was devoted to global leadership research.

[Human Resource Management](#). 1961–.
Published by John Wiley & Sons, HRM has long been interested in how human resource management issues such as developing global leaders take place in the global context. In 2000 the journal published a two-part special issue devoted to global leadership.

[International Journal of Human Resource Management](#). 1990–.
Published by Taylor & Francis, IJHRM focuses on publishing research on human resource management–related issues within the context of globalization, thus various global leadership-related articles have been published within this journal.

[International Journal of Intercultural Relations](#). 1977–.
Published by Elsevier, IJIR is an official publication of the International Academy for Intercultural Research and has long been a respected journal in the field of cross-cultural psychology. Research that focuses on intercultural competencies associated with global leadership effectiveness can often be found in this journal.

[Journal of World Business](#). 1965–.
Published by Elsevier, JWB is a long-standing and well-regarded journal in the field of international business. Originally titled *The Columbia Journal of World Business*, over the years it has published many articles that either directly or indirectly address global leadership issues and topics.

[Journal of International Business Studies](#). 1970–.
Published by the Academy of International Business, JIBS is the premier journal in the field of international business and has published some articles that both, directly and indirectly, address global leadership topics.

[The Leadership Quarterly](#). 1990–.
Published by Elsevier. As its title suggests, LQ focuses on research on leadership and as such welcomes articles that analyze leadership in its global context. The journal also has an openness to the study of leadership from a variety of disciplinary perspectives.

[Organizational Dynamics](#). 1972–.
Published by Elsevier, OD is a journal that mostly focuses on organizational behavior and development topics and, as such, has published a variety of articles that study leadership processes in a global context.

Textbooks

Because global leadership is a nascent field, business schools typically do not offer specific classes on the topic; instead, global leadership is often covered at both the undergraduate and graduate levels in international management and human resource management courses. Thus, there are comparatively few textbooks dedicated solely to global leadership because there are relatively few courses in business schools that are designed solely around the topic. That said, some textbooks do exist and are often useful sources to gain a solid overview of the field of global leadership. Some of the textbooks are "cross-over" in nature; that is they can be used for either upper-level undergraduate or graduate courses (e.g., Lane and Maznevski 2019; Perruci 2019; Pucik, et al. 2023; and Wibbeke and McArthur 2014). Others, such as Gehrke and Claes 2014 and Mendenhall, et al. 2018 are geared more toward advanced graduate-level elective courses or doctoral seminars.

Gehrke, Bettina, and Marie-Thérèse Claes, eds. *Global Leadership Practices: A Cross-Cultural Management Perspective*. New York: Palgrave Macmillan, 2014.

This is an edited textbook with multiple contributing authors and caters to advanced level students. It focuses on the intersection of cross-cultural management models with globalization and addresses the specific implications of this integration for global leaders. An excellent treatise for students with a solid foundation in domestic and multidomestic leadership theory and practice.

Lane, Henry W., and Martha L. Maznevski, *International Management Behavior: Global and Sustainable Leadership*. 8th ed. Cambridge, UK: Cambridge University Press, 2019.

This textbook focuses on global leadership with chapter sections that address the global context, leading people in the global context, executing strategy in the global context, and leading with integrity at both the personal and corporate levels. Time-tested cases are inserted into each chapter section as well. It is a well-proven textbook for anyone teaching undergraduates or graduates with a desire to develop them as global leaders.

Mendenhall, Mark E., Joyce S. Osland, Allan Bird, et al., eds. *Global Leadership: Research, Practice, and Development*. New York and Abingdon, UK: Routledge, 2018.

This book reviews the existing research on global leadership and categorizes it into conceptual subdomains, allowing students to gain a "big picture" view of what is currently known about the dynamics of global leadership and revealing areas requiring future research. This book has become a popular textbook for doctoral programs with an emphasis on global leadership in their programs and in some master's and undergraduate level programs.

Perruci, Gama. *Global Leadership: A Transnational Perspective*. London: Routledge, 2019.

This textbook addresses the understanding of global leadership through four predominant approaches: transactional, participatory, transformational, and directive. It addresses the competencies that global leaders need to in order to use each approach effectively and the textbook is applicable to both upper-level undergraduate and graduate levels.

Pucik, Vladimir, Ingmar Björkman, Paul Evans, and Günter K. Stahl. *The Global Challenge: Managing People Across Borders*. 4th ed. Cheltenham: Edward Elgar, 2023.

This excellent textbook integrates human resource management processes with the global context and addresses global leadership issues directly in chapter 8 as well as indirectly in chapters on constructing social architecture, acquiring global talent, global performance management, global mobility, facilitating change in multinationals, and forging cross-border mergers—all of which are processes that global leaders must engage in.

Wibbeke, E. S., and Sarah McArthur, *Global Business Leadership*. 2d ed. New York and London: Routledge, 2014.

This textbook focuses on the intercultural communication and leadership development aspects of global leadership and addresses these topics from the perspective of the individual global leader. It also includes reviews of important models in the field.

Bibliographies

The field of global leadership has developed to the point where sufficient literature exists to prompt reviews of the field and also for some bibliographies to be produced to guide scholars and students in their research efforts. The 2018 Global Leadership Bibliography at San Jose State University is a useful bibliography of seminal research articles and books. Recently, other articles (Vijayakumar, et al., 2019; Hruby, et al. 2016; and Mendenhall, et al. 2023) have appeared that include appendices and/or tables that provide lengthy lists of research articles that have investigated global leadership phenomena.

Hruby, Jörg, Lorraine Watkins-Mathys and Thomas Hanke. "Antecedents and Outcomes of a Global Mindset: A Thematic Analysis of Research From 1994 to 2013 and a Future Research Agenda." *Advances in Global Leadership* 9 (2016): 213–280.

This article provides a thorough listing of seminal articles on the competency of global mindset (GM) and is an excellent resource for anyone who is interested in gaining a wider knowledge of the GM literature. The authors also provide a robust mapping of antecedents and outcomes of GM at both the individual and corporate levels based upon existing research. Available online by subscription or purchase.

Mendenhall, Mark E., Arthur Jose Honorio Franco de Lima, and Lisa A. Burke-Shalley. "Publishing Patterns in the Field of Global Leadership Research, 2015–2020." *Advances in Global Leadership* 15 (2023): 139–179.

This article offers a comprehensive nonannotated bibliography of the publication patterns in the global leadership domain over the five-year period of 2015–2020. Available online by subscription or purchase.

Osland, Joyce. 2018 Global Leadership Bibliography. In Global Leadership Advancement Center. San Jose State University.

This is a highly useful bibliography of the mainstream global leadership research that is kept by the Global Leadership Advancement Center at San Jose State University. It is available for download.

Vijayakumar, Pooja B., Michael J. Morley, Noreen Heraty, Mark E. Mendenhall, and Joyce S. Osland. "Leadership in the Global Context: Bibliometric and Thematic Patterns of an Evolving Field." *Advances in Global Leadership* 11 (2019): 31–72.

This article explores bibliometric and thematic patterns in the global leadership literature from thirty-three scholarly Journals. It also provides essential bibliographic sources for scholars interested in understanding the intellectual genealogy of the field. For example, one table annotates theories used in exemplar studies by theme. Available online by subscription or purchase.

Books for Practitioners

Because of the need on the part of organizations to develop their existing cadre of managers into global leaders, many social scientists have attempted to translate research findings in the field to guidelines, models, and principles for practicing managers to digest and follow in their global work in their organizations. Now in its third edition, Black and Morrison 2020 is a notable early example of this genre. More recent forays into writing for practicing managers on the topic of global leadership include Clark 2015; den Dekker 2013; Henson 2016; and Korver 2019. Each of these books are useful basic introductions to the importance and nature of global leadership.

Black, J. Stewart, and Allen Morrison. *The Global Leadership Challenge*. 3rd ed. New York & Abingdon, UK: Routledge, 2020.

This is the third edition of one of the earliest seminal works in the field of global leadership. Based on their research and that of others, the authors construct a framework that is helpful for leaders to apprehend how they should go forward in their global work.

Clark, Jay. *The Five Principles of Global Leadership: How to Manage the Complexities of Global Leadership*. Bloomington, IN: Westbrow Press, 2015.

The focus of this book is to assist global leaders in creating strategies to negotiate the complexity inherent in the global context.

den Dekker, Wim. *Global Mindset and Leadership Effectiveness*. London: Palgrave Macmillan, 2013.

This book helps managers understand what GM is, the degree to which they have one, and how it relates to effective global leadership. The author bases his model on an extensive review of the research literature of GM and provides an instrument for individual measurement of GM.

Henson, Ramon. *Successful Global Leadership: Frameworks for Cross-Cultural Managers and Organizations*. London: Palgrave Macmillan, 2016.

Based on research done on global leadership, the author covers the competencies necessary for successful global leadership and how to build work cultures that integrate a multicultural workforce in global contexts.

Korver, Louise A. *Markers of Successful Global Leaders: What Accounts for Their Capacity to Navigate the Complexity of Their Roles.* Independently Published, 2019.

This book provides a fascinating account of effective global leaders and their life stories. Drawing on an in-depth exploration across the lifespan of senior executives from multinational organizations, the author derives relevant markers of an individual's capacity to lead globally.

History and Trends

The field of global leadership began in the 1990s when rapid technological, social, and political innovation and change resulted in the onset of globalization. Organizations struggled to keep up with the challenges of globalization due to leadership cadres that had been socialized to lead in domestic and multidomestic business contexts. In order to better understand what type of leadership skills were required to lead organizations and people in the global context, social scientists began to study the issue. Two seminal pioneering works in the field were Wills and Barham 1994 and Yeung and Ready 1995. Both identified competencies and characteristics within leaders that caused them to operate successfully in the global context. Tracing subsequent research arcs in the field, Osland 2018a in detail shows how the focus on better understanding competencies became a strong focus of subsequent research in the field by both scholars and academically trained consultants. As the field progressed, Osland 2018a and Bird and Mendenhall 2016 observe that many scholars drew from theories and models from other fields that conceptually seemed to offer insight into global leadership processes. For example, Arménio, et al. 2012 conceptualizes Global Leadership Competencies as virtues from the perspective of concepts from the positive organizational scholarship literature. In addition to delineating competencies and their assessment, scholars in the field have also focused on the topics of training and developing global leaders, selecting global leadership, talent management systems' influence on global leadership, ethical

issues in global leadership, gender and global leadership, leading global and virtual teams, and Global Leadership Competencies. Mendenhall, et al. 2023 finds that scholars have increasingly studied these aspects of global leadership from over ninety theoretical perspectives which have expanded substantially the scope of the field and its intellectual diversity.

Arménio, Rego, Stewart Clegg, and Miguel Pina e Cunha. "The Positive Power of Character Strengths and Virtues for Global Leaders." In *The Oxford Handbook of Positive Organizational Scholarship*. Edited by Gretchen M. Spreitzer and Kim S. Cameron, 366–381. Oxford, UK: Oxford University Press, 2012.

The authors apply positive organizational psychology perspectives to the analysis of global leadership competencies and develop a virtue framework for effective global leadership.

Bird, Allan, and Mark E. Mendenhall. "From Cross-Cultural Management to Global Leadership: Evolution and Adaptation." *Journal of World Business* 51.1 (2016): 115–126.

This article provides a quasi-historical overview of the evolution of the field of global leadership from 1960 to the present as well as a delineation of the research categories that emerged from the internal dynamics of the field. Available online by subscription or purchase.

Mendenhall, Mark E., Arthur Jose Honorio Franco de Lima, and Lisa A. Burke-Shalley. "Publishing Patterns in the Field of Global Leadership Research, 2015–2020." *Advances in Global Leadership* 15 (2023): 139–179.

This is a thematic review of the research literature of global leadership from 2015–2020. The authors chart trends and draw implications for future research in the field. Available online by subscription or purchase.

Osland, Joyce S. "An Overview of the Global Leadership Literature." In *Global Leadership: Research, Practice, and Development*. Edited by Mark E. Mendenhall, Joyce S. Osland, Allan Bird, et al., 57–116. New York & Abingdon, UK: Routledge, 2018a.

This chapter is an essential reference for anyone interested in tracing the sequence of seminal studies on global leadership from the mid-1990s to the present. The seminal studies are listed and annotated in a tabular format in this chapter.

Osland, Joyce S. "The Multidisciplinary Roots of Global Leadership." In *Global Leadership: Research, Practice, and Development*. Edited by Mark E. Mendenhall, Joyce S. Osland, Allan Bird, et al., 28–56. New York & Abingdon, UK: Routledge, 2018b.

This chapter delineates how the fields of intercultural communication, expatriation, global management, and comparative leadership have influenced the field of global leadership.

Wills, Stefan, and Kevin Barham. "Being an International Manager." *European Management Journal* 12.1 (1994): 49–58.

The authors interviewed sixty executives who were evaluated as being successful global leaders and identified what they determined to be the key characteristics that contribute to global leadership effectiveness. Available <u>online</u> by subscription or purchase.

Yeung, Arthur K., and Douglas A. Ready. "Developing Leadership Capabilities of Global Corporations: A Comparative Study in Eight Nations." *Human Resource Management* 34.4 (1995): 529–547.

The authors surveyed 1,200 managers from ten multinational corporations in eight countries and identified key leadership capabilities for global leadership. Available <u>online</u> by subscription or purchase.

Global Leadership Competencies

The predominant topic studied by scholars in the global leadership field has been the competencies that are necessary for effective global leadership. This is due in part to the early need of organizations in the 1990s to understand what leadership competencies they should be developing in their managers to help them successfully negotiate the challenges of globalization. Basing their work on that done by David McClelland and in Boyatzis <u>1982</u> on competencies, social scientists desired to understand better what competencies were critical for effective global leadership in order to assist organizations in their efforts to develop global leaders. Based on the results of empirical research many global leadership competency frameworks have been developed. Examples of early models that guided future research are de Vries and Mead <u>1992</u>; Brake <u>1997</u>; and Black, et al. <u>1999</u>. Bird <u>2018</u> reviews thirty-four global leadership competency models which, when combined, contain almost two hundred competencies. Based on his analysis of these models he constructs an overarching classification framework of global leadership competencies. Other reviews and classification of extant global leadership competency models are conducted in Mendenhall and Osland <u>2002</u>, Jokinen <u>2005</u>, and Knoll and Sternad 2021. Current research needs in the field involve isolating which competencies are most critical to global leadership effectiveness and the degree to which competencies vary based upon specific types of global contexts that leaders find themselves working within.

Bird, Allan. "Mapping the Content Domain of Global Leadership Competencies." In *Global Leadership: Research, Practice, and Development*. Edited by Mark E. Mendenhall, Joyce S. Osland, Allan Bird, et al., 119–142. New York & Abingdon, UK: Routledge, 2018.

In this article, the entire literature on global leadership competencies is reviewed, and the author then integrates his findings into an elegant framework wherein competencies are nested under fifteen

competency dimensions which in turn are nested under three fundamental competency factors: business and organizational acumen, managing people and relationships, and managing self.

Black, J. Stewart, Allen Morrison, and Hal Gregersen. *Global Explorers: The Next Generation of Leaders*. New York: Routledge, 1999.

Based upon their research, the authors developed a global leadership competency model that was based on three categories of competencies that were labelled in terms of their action-orientations: 1) Embrace Duality; 2) Exhibit Character; and 3) Demonstrate Savvy. A fourth characteristic was viewed as being central to the deployment of the other three and therefore acted as a foundation for them: Inquisitiveness. They argued that inquisitiveness is the most critical competency for global leaders to possess.

Boyatzis, Richard E. *The Competent Manager: A Model for Effective Performance*. New York: John Wiley & Sons, 1982.

A seminal work in the delineation of the dynamics of competencies and their relationship to effective managerial behavior. A foundational work for anyone interested in studying global leadership competencies even though the focus of Boyatzis's analysis was not done within a global context.

Brake, Terence. *The Global Leader: Critical Factors for Creating the World Class Organization*. Chicago, IL: Irwin Professional Publishing, 1997.

Brake developed a competency model known as the Global Leadership Triad that has three categories of competencies: 1) competencies related to business acumen; 2) competencies related to managing relationships; and 3) competencies related to personal qualities that lead to effectiveness (e.g., curiosity). Conceptualized in a triangle, in the middle of the triangle is a concept termed "The Transformational Self" that reflects an inner philosophy that drives the productive deployment of the three competency categories.

de Vries, Manfred Kets, and Christine Mead. "The Development of the Global Leader within the Multinational Corporation." In *Globalizing Management: Creating and Leading the Competitive Organization*. Edited by Vladimir Pucik, Noel M. Tichy, and C. K. Barnett, 187–205. New York: John Wiley & Sons, 1992.

In their model, the authors identified the competencies of envisioning, strong operational codes, environmental sense-making, ability to instill values, inspiring, empowering, building and maintaining organizational networks, interpersonal skills, pattern recognition, cognitive complexity, and hardiness to be critical competencies for global leadership effectiveness.

Jokinen, Tiina. "Global Leadership Competencies: A Review and Discussion." *Journal of European Industrial Training* 29 (2005): 199–216.

Jokinen's seminal contribution to the field of global leadership involved a careful analysis of the research literature and the development of a three-layered competency model with more fundamental core competencies—for example, self-awareness—hypothesized to be prerequisites for higher-order competencies associated with mental characteristics—for example, empathy—which in turn were prerequisite for the enactment of competencies associated with behavioral skills such as networking. Available online by subscription or purchase.

Knoll, Claudia, and Dietmar Sternad. "Identifying Global Leadership Potential." *Journal of Management Development* 40.4 (2021): 253–272.

The authors conducted a qualitative study of nine multinational companies to examine the criteria and processes used to identify global leadership potential. They derive several traits (integrity and resilience), attitudes (learning orientation, motivation to lead, change orientation, drive for results, customer orientation and a global mindset) and competencies (cognitive complexity and intercultural, interpersonal, leadership, learning, change and business competencies) that are related to global leadership potential. Available online by subscription or purchase.

McClelland, David C. "Testing for Competence Rather than for Intelligence." *American Psychologist* 1 (January 1973): 1–14.

McClelland's classic 1973 article was the first to chart and define the construct of "competency" and to lay out a rationale for its validity and heuristic value for management research and for its use in managerial settings.

Mendenhall, Mark E., and Joyce S. Osland. "An Overview of the Extant Global Leadership Research." *Presented at a Symposium at the 2002 Annual Meeting of the Academy of International Business "Geographies and International Business" Caribe Hilton, San Juan, Puerto Rico 28 June–1 July, 2002.* San Juan, Puerto Rico.

This classification framework is reprinted in Günter K. Stahl and Ingmar Björkman (eds.), *Handbook of Research in International Human Resource Management* (Cheltenham, UK: Edward Elgar, 2006), p. 209. It was the first overarching conceptual framework of global leadership created from extant studies. The competency framework consists of six dimensions: cross-cultural relationship skills, traits and values, cognitive orientation, global business expertise, global organizing expertise, and visioning.

Global Mindset

Global mindset (GM) is a concept seen by many global leadership scholars to be prerequisite to global leadership effectiveness, and in some people's view (especially practicing managers) the concept is viewed as being synonymous with global leadership itself. Many scholars, however, view GM as one of many competencies that influence global leadership effectiveness. To date, there is no agreed-upon definition of GM in the field and one encounters a variety of ways of characterizing it in both the research literature and in the popular business press. It is generally agreed that GM involves perceiving the world from a cognitive stance of cultural openness that allows the individual to "see" complexity in the global context that others with a less developed global mindset cannot discern. Perhaps the most robust scholarly framework of GM developed to date is by Levy, et al. 2007. Other useful conceptualizations of the construct of GM include Beechler and Javidan 2007; Clapp-Smith and Lester 2014; and den Dekker 2013. Reviews of the GM literature in Hruby, et al. 2016 and Yari, et al. 2020 provide a conceptual mapping of GM in relation to related constructs such as cultural intelligence. While the empirical investigation of GM has lagged behind the conceptual and theoretical analysis of GM, notable examples of such empirical research include Nielsen 2018 and Lester, et al. 2014.

Beechler, Schon, and Mansour Javidan. "Leading with a Global Mindset." In *The Global Mindset*. Edited by Mansour Javidan, Richard M. Steers, Michael A. Hitt, 131–169. Advances in International Management 19. Bingley, UK: Emerald, 2007.
A useful overview of the global leadership and cross-cultural leadership literature and why the latter should be conceptually subsumed into the former. The authors then contrast GM with global leadership and propose a conceptual framework of GM based on an integration of the two literatures.

Clapp-Smith, Rachel, and Gretchen Vogelsang Lester. "Defining the 'Mindset' in Global Mindset: Modeling the Dualities of Global Leadership." *Advances in Global Leadership* 8 (2014): 205–208.
The authors observe that GM is approached differently in the international organizational behavior and international business strategy literatures. They then integrate these two approaches with cognitive psychology perspectives of GM and in so doing clarify the process of mindset activation. Based on this analysis they develop a process model of global mindset switching. Available online by subscription or purchase.

den Dekker, Wim. *Global Mindset and Leadership Effectiveness*. London: Palgrave Macmillan, 2013.
This book appeals to both scholars and managers because the author derives what is known from empirical research on global mindset to managerial attitudes, cognition, and behavior. For scholars, the book can be utilized to inform research agendas and for managers, the book acts as a resource for individualized competency development.

Hruby, Jörg, Lorraine Watkins-Mathys and Thomas Hanke. "Antecedents and Outcomes of a Global Mindset: A Thematic Analysis of Research From 1994 to 2013 and a Future Research Agenda." *Advances in Global Leadership* 9 (2016): 213–280.

One of the strengths of this article is its comprehensive review of seminal articles on GM and its delineation of the variables that influence GM. This team of authors provides scholars with a solid foundation upon which to base their research efforts into further exploration of the GM construct. Available online by subscription or purchase.

Lester, Gretchen, Rachel Clapp-Smith, and Joyce S. Osland. "The Relationship Between Positive Psychological Capital and Global Mindset in the Context of Global Leadership." *Journal of Leadership & Organizational Studies* 21.2 (2014): 165–178.

This study explored the role of positivity in global leader competence and found that positive psychological capital mediates the relationship between GM and Global Leadership Competencies and that cognitive complexity, a key component of GM, had a direct relationship with performance. Available online by subscription or purchase.

Levy, Orly, Schon Beechler, Sully Taylor, and Nakiye A. Boyacigiller. "What We Talk About When We Talk About 'Global Mindset': Managerial Cognition in Multinational Corporations." *Journal of International Business Studies* 38.2 (2007): 231–258.

Based upon a review of the literature, this team of scholars theorized that GM is a two-dimensional construct. Its two dimensions are cosmopolitanism and cognitive complexity, and both play vital roles in global leaders' information processing that leads sequentially from attention to interpretation and then to action. Available online by subscription or purchase.

Nielsen, Rikke Kristine. "Managerial Practices of Strategic Global Mindset: Forging the Connection Between Individual Competence and Organizational Capability." *Advances in Global Leadership* 11 (2018): 145–172.

The author studied global mindset development in middle managers over the course of three years in a Danish multinational corporation. It is an important study because of its focus on the causal chain between GM and performance and for incorporating individual and organizational factors with both a contextual and behavioral perspective of GM. Available online by subscription or purchase.

Yari, Nooria, Erik Lankut, Ilan Alon, and Nicole Franziska Richter. "Cultural Intelligence, Global Mindset, and Cross-Cultural Competencies: A Systematic Review Using Bibliometric Methods." *European Journal of International Management* 14.2 (2020): 210-250.

This article draws on bibliometric methods to provide a systematic review and mapping of extant published work on GM vis-à-vis related concepts such as cultural intelligence and cross-cultural competence. Available online by subscription or purchase.

Global Leadership Competency Assessments

After scholars began making headway in isolating the competencies associated with global leadership, the next phase in many of their research agendas was to determine the best way to measure the competencies in people, for both research and training and development purposes. The vast majority of the global leadership competency assessments that have been developed focus on measuring intercultural competencies that are associated with global leadership as those are often held to be more foundational to global leadership effectiveness. Bird and Stevens 2018 categorize assessments into two categories: global leadership competency assessments (de Vries 2005; The Kozai Group 2014; Global Mindset Inventory 2010; Global Leadership Assessment 2017) and intercultural adaptability assessments (van Dyne, et al. 2008; Intercultural Development Inventory 2003; The Kozai Group 2012; van der Zee and Brinkmann 2004; van der Zee and van Oudenhoven 2000; Caligiuri 2021). Recent work has systematically reviewed the plethora of intercultural competency measures in extant research (Richter, et al. 2023).

Bird, Allan, and Michael J. Stevens. "Assessing Global Leadership Competencies." In *Global Leadership: Research, Practice, and Development*. Edited by Mark E. Mendenhall, Joyce S. Osland, Alan Bird, et al., 143–175. New York: Routledge, 2018.

The authors provide a comprehensive review of the assessment instruments that are currently used to measure competencies associated with global leadership effectiveness. In addition to the dimensions that each instrument measures, the authors include information on cost, reliability and validity, language availability, social desirability checks, usability, target audiences, time requirements, delivery method, and sources.

Caligiuri, Paula. *Build Your Cultural Agility: The Nine Competencies of Successful Global Professionals*. London, UK: Kogan Page, 2021.

The author defines nine specific competencies that comprise cultural agility: three self-management competencies (tolerance of ambiguity, curiosity, and resilience), three relationship-management competencies (humility, relationship-building, and perspective-taking) and three task-management competencies (cultural minimization, cultural adaptation, and cultural integration). A cultural agility self-assessment can be found online.

de Vries, Manfred Kets. *Global Executive Leadership Inventory*. San Francisco, CA: Pfeiffer, 2005.

Using a 360-degree feedback approach, the GELI focuses on assessing twelve dimensions associated with global leadership effectiveness: visioning, empowering, energizing, designing/aligning, rewarding/giving feedback, team building, outside orientation, Global Mindset, tenacity, emotional intelligence, life balance, and resilience to stress. The GELI was developed from research and training of global executives at the global business school, INSEAD. It contains one hundred questions. More information is available online.

Global Leadership Assessment. Oakland, CA: Aperian Global LLC, 2017.

Designed for managers working in business settings, the GLA, a global leadership competency assessment, measures five behavioral dimensions: seeing differences, closing gaps, opening the system, preserving balance, and establishing solutions. The instrument is made up of sixty items. More information on the GLA is available online. See also Gundling, et al. 2011 (cited under Books for Practitioners).

Global Mindset Inventory. Phoenix, AZ: Thunderbird School of Global Management, Arizona State University Knowledge Enterprise, 2010.

This assessment measures the global mindset competency. Global mindset is conceptualized as being constituted of three dimensions that are composed of various subdimensions: 1) Intellectual Capital (global business savvy, cognitive complexity, cosmopolitan outlook); 2) Psychological Capital (passion for diversity, thirst for adventure, self-assurance); and 3) Social Capital (intercultural empathy, interpersonal impact, and diplomacy). The GMI itself consists of seventy-six items. See also Javidan's *Conceptualizing and Measuring Global Mindset: Development of the Global Mindset Inventory*. Glendale, AZ: Thunderbird School of Global Management, 2010.

Intercultural Development Inventory. Olney, MD: IDI, LLC, 2003.

This intercultural adaptability assessment measures stages of intercultural development, and within each stage, respondents are identified according to their primary worldview toward intercultural interaction. Once a respondent is aware of the stage they are in, qualified administrators of the IDI can assist them in developing their intercultural skills. The IDI consists of fifty items. See also: Hammer, Mitchell R., Milton J. Bennett, and R. Wiseman. "Measuring Intercultural Sensitivity: The Intercultural Development Inventory." *International Journal of Intercultural Relations* 27.4 (2003): 421–4432, available online by subscription or purchase.

Richter, Nicole Franziska, Christopher Schlaegel, Vasyl Taras, Ilan Alon, and Allan Bird. "Reviewing Half a Century of Measuring Cross-Cultural Competence: Aligning Theoretical Constructs and Empirical Measures." *International Business Review* (2023). DOI: org/10.1016/j.ibusrev.2023.102122.

The authors conduct a comprehensive review of the conceptualization and measurement of cross-cultural competence in extant research. The review draws on a content analysis of 68 academic and commercial cross-cultural competence instruments and a supplemental survey of 160 experts to assess the existing approaches, discuss their limitations, and suggest best practices and directions for future researchers and practitioners when selecting and using cross-cultural competence instruments or developing new measures. Available online by subscription or purchase.

The Kozai Group. *Intercultural Effectiveness Scale*. Chesterfield, MO: The Kozai Group, 2012. This scale is an intercultural adaptability assessment. It measures three factors of intercultural effectiveness, and two subdimensions within each of the three factors: continuous learning (exploration and self-awareness), interpersonal engagement (global mindset and relationship interest), and hardiness (positive regard and emotional resilience). The IES contains sixty items and can be taken online in an academic version for students and another version for non-students.

The Kozai Group. *Global Competencies Inventory* Chesterfield, MO: The Kozai Group, 2014. This global leadership competency assessment identifies seventeen dimensions that have been associated with effective intercultural interaction in the literature. These dimensions are grouped within three overarching factors: 1) Perception Management, 2) Relationship Management, and 3) Self Management. The GCI contains 180 items, including a Social Desirability scale and is available online. The GCI technical report and more information about it can be found online. See also Stevens's "Measuring Global Leader Intercultural Competency: Development and Validation of the Global Competencies Inventory (GCI)." *Advances in Global Leadership* 8 (2014): 115–154. Available online by subscription or purchase.

van der Zee, Karen I., and Ursula Brinkmann. "Construct Validity Evidence for the Intercultural Readiness Check Against the Multicultural Personality Questionnaire." *International Journal of Selection and Assessment* 12.3 (2004): 285–290. This intercultural adaptability assessment measures four dimensions of intercultural effectiveness: intercultural sensitivity, intercultural communication, building commitment, and managing uncertainty. The Intercultural Readiness Check contains sixty items and is available both in online and paper and pencil format. More information about administering and taking the IRC is available online. Available online by subscription or purchase.

van der Zee, Karen I., and Jan Pieter Van Oudenhoven. "The Multicultural Personality Questionnaire: A Multidimensional Instrument of Multicultural Effectiveness." *European Journal of Personality* 14 (2000): 291–309

This scale is an intercultural adaptability assessment and measures personality dimensions that are associated with intercultural effectiveness for expatriates. It measures cultural empathy, emotional stability, flexibility, open-mindedness, and social initiative. The Multicultural Personality Questionnaire is available online or in a paper-and-pencil format and contains seventy-eight items. The MPQ also has a short form version that contains forty items. For more information see online. Available online by subscription or purchase.

van Dyne, Lin, Soon Ang, and Christine Koh. "Development and Validation of the CQS: The Cultural Intelligence Scale." In *Handbook of Cultural Intelligence: Theory, Measurement, and Applications*, Edited by Soon Ang and Linn Van Dyne, 16–38. Armonk, NY: M. E. Sharpe, 2008.

The Cultural Intelligence Scale is an intercultural adaptability assessment and assumes multiple types of intelligence, of which cultural intelligence is one type. The CQS measures four dimensions of cultural intelligence (CQ): CQ Drive or motivational cultural intelligence; CQ Knowledge or cognitive cultural intelligence; CQ Strategy or metacognitive cultural intelligence; and CQ Action or behavioral cultural intelligence. The CQ has twenty items; more information on how to take it is available online.

Global Leaders' Multiple Identities

Global leadership scholars have also begun to examine the various individual and collective identities that global leaders need to navigate. By nature of their jobs, global leaders hold multiple personal identities (e.g., Shakir and Lee 2017) as they switch between different roles, contexts, and life domains, often leading them to develop greater self-concept complexity to fulfil their jobs (Herman and Zaccaro 2014; Cotter 2021). Global leaders also serve as organizational identity custodians as they connect and bridge across diverse internal and external constituents in their organizations (Swenddal, et al. 2022). At a more macro level, global leaders also juggle different cultural identities (Gyamfi and Lee 2020) and yet more superordinate identities such as a global identity (Curran 2020). Navigating the multiple identities is thus another relevant competency for global leaders and an antecedent for Global Leadership Effectiveness.

Cotter, Katherine C. "Global Leader Self-Complexity: Conceptualization and Scale Validation." *Journal of Leadership & Organization Studies* 28 (2021): 444-464.

The author develops a new Global Leader Self-Complexity Scale, and assesses its factor structure, reliability, and validity in three studies. Study 1 shows that global leader self-complexity is a two-dimensional construct consisting of global leader self-differentiation and self-integration. Study 2 demonstrates the scale's test-retest reliability and convergent, divergent, and predictive validity. Study 3 offers further scale validity in a sample of hundreds of global leaders from around the world. Available online by subscription or purchase.

Curran, Kathleen A. "Global Identity Tensions for Global Leaders." *Advances in Global Leadership* 12 (2020): 109-124.

The author argues that a global context characterized by complexity and paradox requires us to rethink global identity. Curran proposes four global identity tensions global leaders need to manage in hybrid cultural contexts: tensions regarding identity development, identity configuration, belonging, and loyalty. Based on the conceptualizations, she suggests a new developmental paradigm for building global identity. Available online by subscription or purchase.

Gyamfi, Nana Yaa A., and Yih-teen Lee. "Toward a Framework of Contextualized Assets and Liabilities in Global Leadership: Identity and Power Implications in an African Context." *Advances in Global Leadership* 12 (2020): 79-108.

This qualitative study examines the interplay between global leadership, power dynamics, and cultural identities in Ghana. By contrasting the perspectives of both local and foreign global leaders, the authors illustrate both the assets and liabilities that being either foreign or local entails in this African context. Available online by subscription or purchase.

Herman, Jeffrey L., and Stephen J. Zaccaro. "The Complex Self-Concept of the Global Leader." *Advances in Global Leadership* 8 (2014): 93–111.

The authors integrated aspects of leader cognition processes with the construct of cultural identity and based upon this synthesis propose propositions for future research dealing with the complexity of self-concept and how it theoretically influences organizational performance and social responsibility. Available online by subscription or purchase.

Shakir, Farah Y., and Yih-teen Lee. "Connecting Across Cultures: An Empirical Examination of Multicultural Individuals as Global Leaders." *Advances in Global Leadership* 10 (2017): 89–116.

The authors engage in grounded theory building and create a model of connecting across cultures via experiencing multicultural identities. Their process model delineates the variables and how they act in concert to heighten multicultural individuals' potential to effectively interact and work with others who culturally differ from them. Available online by subscription or purchase.

Swenddal, Heather, Mathews Nkhomo, and Sarah Gumbley. "Reinforcing "We": Organizational Identity Custodianship in Global Leaders' Boundary-spanning." *Advances in Global Leadership* 14 (2022): 125-140.

Swenddal and colleagues propose the concept of identity custodians to examine and characterize the specific activities global leaders undertake as boundary spanners who connect and bridge dispersed internal and external constituents. They develop a process model of custodianship that derives relevant

global leadership behaviors, follower perceptions and outcomes of identity custodianship. Available online by subscription or purchase.

Theories and Models of Global Leadership

Emerging fields are notoriously atheoretical in nature, and this is understandable as scholars initially approach understanding a new phenomenon such as global leadership by first charting and mapping its primary processes and the variables associated with those processes. This approach produced a vast amount of literature that focused on the development of global leadership competency models, but little in the way of theory development. Recent research has pointed to several conceptual incongruences in global leadership competency models (Azeredo and Henriqson 2023). The trend toward the development of actual theory versus the creation of competency models and general conceptualizing of the nature of the phenomenon of global leadership began in the early 2000s and has continued to the present. Early process models, such as The Chattanooga Model 2001 and McCall and Hollenbeck 2002 focused on explaining how global leaders developed. While the focus on Global Leadership Development theorizing has continued (Mendenhall, et al. 2017; Quirk and Gustafson 2019), scholars have utilized various theoretical perspectives to examine specific aspects of global leadership such as roles (Reiche, et al. 2017); Global Mindset activation and switching (Clapp-Smith and Lester 2014); followership (Tolstikov-Mast 2016); shared leadership (Toegel and Jonsen 2016); sensemaking (Osland, et al. 2023, cited under Global Leadership Effectiveness); and the previously reviewed work on Global Leaders' Multiple Identities.

Azeredo, Rafael, and Eder Henriqson. "Identifying Conceptual Incongruences within Global Leadership Competency Models." *International Journal of Cross Cultural Management* 23.1 (2023): 113–132.
The authors examine why scholars and practitioners have not yet settled on an integrative Global Leadership Competency (GLC). Based on a conceptual analysis of exemplar GLC models, the authors identify three conceptual incongruences: (1) varying assumptions regarding the meaning of competency; (2) divergent model structuring; and (3) varying delimitation, resulting in varied sets of competencies. These incongruences reflect diverse assumptions, perspectives and interpretations that are inherent to the development of GLC models but are typically not explicitly acknowledged and addressed. Available online by subscription or purchase.

The Chattanooga Model of Global Leadership Development. 2001.
A group of scholars attended a think-tank style conference at the University of Tennessee, Chattanooga in 2001 to forward theorizing in global leadership. They formed a process model of global leadership development based on the assumption that competency development in global leaders is a nonlinear process that is influenced by a variety of variables and is emergent in nature. The model was not

published by the group of scholars at the conference, but has been reproduced in a variety of publications. The model is available in a paper at the associated link above.

Clapp-Smith, Rachel, and Gretchen Vogelgesang Lester. "Defining the 'Mindset' in Global Mindset: Modeling the Dualities of Global Leadership." *Advances in Global Leadership* 8 (2014): 205–208.
The authors developed a process model of Global Mindset switching. Model explores antecedents of appropriate mindset activation and how those variables influence effectiveness in switching between local and global mindsets. The model then delineates the relationship between mindset-situation congruence and boundary spanning and creativity. At each stage of the process model, formal propositions are derived to guide empirical research. Available online by subscription or purchase.

McCall, Morgan W., Jr., and George P. Hollenbeck. *Developing Global Executives: The Lessons of International Experience*. Boston: Harvard Business School Press, 2002.
This Global Leadership Development model focuses on the interactive mutual influence variables at play for an individual with leadership responsibilities in a global context. Variables associated with organizational structure and culture (e.g., business strategy) are hypothesized to interact with individual-related variables such as talent and experience.

Mendenhall, Mark E., Todd J. Weber, Audur Arna Arnardottir, and Gary R. Oddou. "Developing Global Leadership Competencies: A Process Model." *Advances in Global Leadership* 10 (2017): 117–146.
This research team integrated constructs related to competency development from the fields of adult learning and development, leadership development, cognitive-behavior therapy, social learning theory, organizational development, and global leadership development, and developed a theory of global leadership competency development. A notable aspect of this theory is its delineation of testable propositions compared to past process theories of global leadership development. Available online by subscription or purchase.

Quirk, Stephanie L., and James "Gus" Gustafson. "Developing the Next Generation of Global Leaders: Proposing an Iterative Framework for Student Global Leadership Development." *Advances in Global Leadership* 11 (2019): 215–256.
This theory was created via an integration of the study abroad and global leadership development literatures and the subsequent findings of an empirical study. Based on their findings, the authors extended an existing global leadership development model to the context of university student global leadership development processes. Available online by subscription or purchase.

Reiche, B. Sebastian, Allan Bird, Mark E. Mendenhall, and Joyce S. Osland. "Contextualizing Leadership: A Typology of Global Leadership Roles." *Journal of International Business Studies* 48.5 (2017): 552–572.

This team of scholars developed a typology of global leadership roles that consists of four ideal types of global leadership roles (incremental, operational, connective, and integrative global leadership) that vary based on two dimensions: task complexity and relationship complexity. The typology allows for a more precise differentiation of global leadership roles for the study of global leaders and provides guidance in the selection, development, and career management of global leaders. Available online by subscription or purchase.

Toegel, Ginka, and Karsten Jonsen. "Shared Leadership in a Global Context: Challenges of Transferring Control to Team Members." *Advances in Global Leadership* 9 (2016): 151–186.

The authors extend theory from the shared leadership literature to the global context and explore the dynamics of power shifting for global leaders considering dimensions of culture, complexity, and paradox. The authors derive formal propositions to guide future empirical research and discuss the implications of their model for both practice and future scholarship. Available online by subscription or purchase.

Tolstikov-Mast, Yulia. "Global Followership: The Launch of the Scholarly Journey." *Advances in Global Leadership* 9 (2016): 109–150.

Utilizing concepts from theories on followership in the domestic leadership literature, the author applies them to the construct of global leadership and examines global leader-follower dynamics as well as formulating a construct definition of global followership. Available online by subscription or purchase.

Global Leadership Effectiveness

Whereas the constructs of global leadership and Global Leadership Development have received increased attention by scholars, the same cannot quite be said about global leadership effectiveness, which has been plagued by conceptual and methodological ambiguity. Recent work, however, has provided a systematic review and definition of the construct (Rickley and Stackhouse, 2022) while empirical work has begun to explore how global leaders' behavioral (Neeley and Reiche, 2022) and cognitive (Javidan, et al. 2021; Osland, et al., 2023) processes translate into salient global leadership outcomes.

Javidan, Mansour, David A. Waldman, and Danni Wang. "How Life Experiences and Cultural Context Matter: A Multilevel Framework of Global Leader Effectiveness." *Journal of Management Studies* 58.5 (2021): 1331–1362.

This study draws on a sample of 755 senior global leaders and their supervisors from 43 countries to theorize and test an indirect relationship between leaders' intense multicultural life exposure and their

global leader effectiveness, mediated by leaders' Global Mindset and moderated by their home country culture tightness. The authors developed a seven-item measure of effectiveness rated by supervisors, including asking whether leaders had a track record of making good international business decisions or had a track record of successfully building trusting relationships with people from other cultures. Available online by subscription or purchase.

Neeley, Tsedal, and B. Sebastian Reiche. "How Global Leaders Gain Power through Downward Deference and Reduction of Social Distance." *Academy of Management Journal* 65.1 (2022): 11–34.
The authors show how and when global leaders with less expertise, networks, and influence relative to their local subordinates enact "downward deference"—a practice of lowering oneself to be equal to lower-power workers. This behavior manifested in reducing social distance towards their subordinates and yielding to subordinates' expertise. Importantly, the study also showed that leaders who engage in downward deference had higher job performance ratings, and were promoted to higher executive levels over time, compared to their counterparts who did not practice downward deference. Available online by subscription or purchase.

Osland, Joyce S., Allan Bird, B. Sebastian Reiche, and Mark E. Mendenhall. "A Model of Trigger Events and Sensemaking in the Intercultural Context: A Cognitive Approach to Global Leadership Effectiveness." *Advances in Global Leadership* 15 (2023): 111–138.
This conceptual article takes a cognitive perspective towards global leadership effectiveness by theorizing about the sensemaking process that global leaders engage in due to disorienting experiences. As they interact across cultural, linguistic, and institutional boundaries, global leaders are particularly likely to experience events that trigger sensemaking and may lead to higher levels of cultural and self awareness. Available online by subscription or purchase.

Rickley, Marketa, and Madelynn Stackhouse. "Global Leadership Effectiveness: A Multilevel Review and Exploration of the Construct Domain." *Advances in Global Leadership* 14 (2022): 87–123.
The authors provide a systematic review of the literature to develop a first construct definition of global leadership effectiveness, map the construct domain, and offer suggestions for how the field can advance our understanding of the predictors, correlates, and dimensions of global leadership effectiveness. Available online by subscription or purchase.

Global Leadership Development

The question of how to best develop global leaders was one of the primary drivers of the emergence of the field and has driven much of the research in it to date. Many organizations often tout overseas experience as the best way to "globalize" a manager and turn them into a global leader, and research in the field tends to support this method of development, but with some caveats. For example, Li, et al.

2013; and Caligiuri and Tarique 2012 contend that personality traits of global leaders influence the degree to which working abroad acts as a catalyst for global leadership competency development while more recent research has identified a range of other enablers (Fey 2020). Scholars in the field concerned with better understanding of global leadership development have often focused on trying to delineate the processes involved in global leadership competency acquisition (e.g., Black and Gregersen 2000; Mendenhall, et al., 2017; and Terrell and Rosenbusch 2013). Research has also discussed different formats through which global leadership development can occur (Mendenhall 2018). For reviews of the global leadership development literature, see Cumberland, et al. 2016; Oddou and Mendenhall 2018; and Caligiuri and Dragoni 2014.

Black, J. Stewart, and Hal Gregersen. "High Impact Training: Forging Leaders for the Global Frontier." *Human Resource Management* 39.2–3 (2000): 173–184.

This seminal article draws from principles of various social psychological learning and change theories and presents a step process model for global leadership development that involves processes associated with contrast, confrontation, and conceptual mapping which then lead to mental remapping. Available online by subscription or purchase.

Caligiuri, Paul M., and Lisa Dragoni. "Global Leadership Development." In *The Routledge Companion to International Human Resource Management*. Edited by David Collings, Geoffrey Wood, and Paula M. Caligiuri, 226–239. New York: Routledge, 2014.

This is an excellent review of the research and thought associated with global leadership development, covering such areas as competencies and their development, the relationship between individual characteristics and competency development, and thoughtful deliberations on the future of research and practice in global leadership development.

Caligiuri, Paula, and Ibraiz Tarique. "Dynamic Cross-Cultural Competencies and Global Leadership Effectiveness." *Journal of World Business* 47.4 (2012): 612–622.

The authors report that personality characteristics influence the effect that cross-cultural experiences have on dynamic cross-cultural competencies (tolerance of ambiguity, cultural flexibility, and reduced ethnocentrism). Available online by subscription or purchase.

Cumberland, Denise M., Ann Herd, Meera Alagaraja, and Sharon A. Kerrick. "Assessment and Development of Global Leadership Competencies in the Workplace." *Advances in Developing Human Resources* 18.3 (2016): 301–317.

After reviewing the global leadership literature on assessing and developing global leadership, this team of scholars categorizes the different types of approaches in use by global organizations. They provide a

useful list of available assessment instruments and categorize methods organizations use to develop global leaders: self-awareness, didactic training, experiential opportunities, and immersion. Available online by subscription or purchase.

Fey, Natalia. "How Global Leaders Learn from International Experience: Reviewing and Advancing Global Leadership Development." *Advances in Global Leadership* 13 (2020): 129–172.

The author systematically analyzes peer-reviewed studies on global leadership development based on international experience published between 1998 and 2019 to identify and integrate a range of individual and organizational enablers, as well as key learning mechanisms. Together, these factors help explain how and when international experience can translate into effective global leadership development. Available online by subscription or purchase.

Li, Ming, William H. Mobley, and Aidan Kelly. "When Do Global Leaders Learn Best to Develop Cultural Intelligence? An Investigation of the Moderating Role of Experiential Learning Style." *Academy of Management Learning and Education* 12.1 (2013): 32–50.

The authors report findings that indicate that global managers' learning styles influence the degree to which working overseas contributes to the development of intercultural competencies associated with global leadership. Available online by subscription or purchase.

Mendenhall, Mark E. "Can Global Leadership Be Taught Online?" *Advances in Global Leadership* 11 (2018): 197-214.

Especially since the COVID-19 pandemic there has been an increase in virtual forms of education and training interventions. This article outlines the author's experience in shifting an experientially rigorous competency development program from a traditional classroom setting to an online course. The article discusses what constitutes an experientially rigorous learning process and offers principles that instructors can apply when deploying such pedagogies in online courses for the purpose of developing global leadership.

Mendenhall, Mark E., Todd J. Weber, Audur Arna Arnardottir, and Gary R. Oddou. "Developing Global Leadership Competencies: A Process Model." *Advances in Global Leadership* 10 (2017): 117–146.

This research team integrated constructs related to competency development from the fields of adult learning and development, leadership development, cognitive-behavior therapy, social learning theory, organizational development, and global leadership development, and developed a theory of global leadership competency development. A notable aspect of this theory is its delineation of testable propositions compared to past process theories of global leadership development. Available online by subscription or purchase.

Oddou, Gary R., and Mark E. Mendenhall. "Global Leadership Development: Processes and Practices." In *Global Leadership: Research, Practice, and Development*. Edited by Mark E. Mendenhall, Joyce S. Osland, Alan Bird, et al., 229–269. New York: Routledge, 2018.

The authors review the extant literature on global leadership development and provide a useful overview of methods, learning models, best practices, strategies, and knowledge gaps in the field.

Terrell, Robert Steven, and Katherine Rosenbusch. "How Global Leaders Develop." *Journal of Management Development* 32.10 (2013): 1056–1079.

Using a phenomenological research methodology, the authors found that global leaders develop through immersive intercultural experiences and in turn these experiences help them learn cultural sensitivity, relationship management, and curiosity. Additionally, they found that global leaders developed competencies intuitively, employing a variety of learning approaches often in an experimental fashion. Available online by subscription or purchase.

Best Case Practices in Organizations

Organizations that are the most successful in developing global leaders tend to do so through the use of international service learning programs that provide managers with an immersive, focused, and challenging overseas experience (Caligiuri, et al. 2013). Other highly touted Global Leadership Development best cases include IBM (Marquis and Kanter 2010 and White and Rosamilia 2010); PwC (Pless, et al. 2011); Anglo American (Moore, et al. 2021); and Ford (Gundling, et al. 2014). Salicru, et al. 2016 provides a useful template, based on research of best practices, for firms interested in developing a robust global leadership development program. More recently, scholars have also pointed to academic-practitioner collaborations for global leadership development (Nielsen, et al. 2023).

Caligiuri, Paula, Ahsiya Mencin, and Kaifeng Jiang. "Win-Win-Win: The Influence of Company-Sponsored Volunteerism Programs on Employees, NGOs, and Business Units." *Personnel Psychology* 66 (2013): 825–860.

This article reports an in-depth study of a global pharmaceutical firm's international service learning program and its impact on global leadership competency development among its employees.

Gundling, Ernest, Tom Grant, and David Everhart. "Global Leadership Development at Ford." *Advances in Global Leadership* 8 (2014): 339–364.

This article highlights how Ford designed and implemented a Global Leadership Development program and derives principles for other firms to follow from this case example of a best practice. Available online by subscription or purchase.

Marquis, Christopher, and Rosabeth M. Kanter. "IBM: The Corporate Service Corps." Harvard Business School Case 409–106 (2010).

This Harvard Business School case is based on IBM's innovative program, IBM Corporate Service Corps, and provides a useful overview of this highly successful program for developing Global Leadership Competencies. Available online by subscription or purchase.

Moore, Amy, Verity Hawarden, and Hayley Pearson. "Anglo American Leadership Academy: Aligning Global Leadership Development to Strategy." Ivey Business School Case 9B21C013 (2021).

This Ivey Business School case traces the development of Anglo American's international leadership academy to ensure that the company can effectively resource, identify, develop, and retain the diverse talent pool to support its strategic objectives. Available online by subscription or purchase.

Nielsen, Rikke Kristine, and Danielle Bjerre Lyndgaard. "Developing Global Leaders in Denmark via Academic-Practitioner Collaboration: Lessons for Educators and Consultants." Advances in Global Leadership 15 (2023): 259–272.

The authors share their experiences and challenges with a research project on global leaders in Denmark aimed to bridge both scholars and practitioners. It is a thoughtful analysis of the potential benefits—and pitfalls—that such collaborations may offer to advance our understanding and implementation of global leadership development interventions. Available online by subscription or purchase.

Pless, Nicola, Thomas Maak, and Günter K. Stahl. "Developing Responsible Global Leaders Through International Service-Learning Programs: The Ulysses Experience." *Academy of Management Learning & Education* 10.2 (2011): 237–260.

This article describes PwC's Ulysses Program in detail and measures the outcomes of it on its participants regarding the degree to which they developed global leadership competencies. It is an excellent analysis of a best practice in global leadership development. Available online by subscription or purchase.

Salicru, Sebastian, Elly Wassenaar, Erika Suerz, and Jonathan Spittle. "A Case Study of Global Leadership Development Best Practice." *OD Practitioner* 48.2 (2016): 12–20.

After reviewing "best practice" global leadership development programs, this team of researchers derived fourteen principles necessary for designing powerful global leadership development programs. Available online.

White, Katharyn, and Tom Rosamilia. Developing Global Leadership: How IBM Engages the Workforce of a Globally Integrated Enterprise. IBM Global Business Services White Paper. Somers, NY: IBM Global Business Services, 2010.

This White Paper published by IBM explains in detail the origins, philosophy, design, and implementation of the IBM Corporate Service Corps and also IBM's firm-wide initiative to develop all IBM managers to become globalized to the degree necessary to succeed in their specific roles within the company.

Global Leadership Development in University Curricula

Most scholars have focused on global leadership in the business and governmental arenas, but increasingly scholars are beginning to consider the development of global leaders in the university context as well. Canals 2012, Perruci 2022, Shullman, et al., 2023, Tolstikov-Mast, et al. 2019 and Vora 2020 provide helpful introductions to global leadership education and course development in academia, while Lane, et al. 2017; Osland, et al. 2017; Herd, et al. 2019; and Mendenhall, et al. 2013 offer valuable insights into the curriculum reform needed to produce global leadership development in university students. They do not merely offer critiques but also examples of best practices that academic administrators and faculty can consider applying and/or adopting in their institutions.

Canals, Jordi, ed. *Leadership Development for a Global World: The Role of Companies and Business Schools*. New York: Palgrave Macmillan, 2012.

This book provides thoughtful analyses of higher education's role in developing global leaders by well-known thought leaders.

Herd, Ann M., Denise M. Cumberland, William A. Lovely, III and Allan Bird. "The Use of Assessment Center Methodology to Develop Students' Global Leadership Competencies: A Conceptual Framework and Applied Example." *Advances in Global Leadership* 11 (2019): 175–196.

This article explains the theory, design, and use of assessment centers for developing Global Leadership Competencies in university students and provides an analysis of a best practice case example. Available online by subscription or purchase.

Lane, Henry W., Allan Bird, and Nicholas Athanassiou. "Translating Theory into Practice: Developing Global Leaders Through Undergraduate Experiential Education." *Advances in Global Leadership* 10 (2017): 193–220.

This article traces how Northeastern University's business school shifted their curriculum paradigm from traditional, classroom-only approaches to globalizing their students into an experientially intensive global leadership development program. Available online by subscription or purchase.

Mendenhall, Mark E., Audur Arna Arnardottir, Gary R. Oddou, and Lisa A. Burke-Smalley. "Developing Cross-Cultural Competencies in Management Education Via Cognitive-Behavior Therapy." *Academy of Management Learning & Education* 12.3 (2013): 436–451.

This article reports how faculty can apply principles from cognitive-behavior therapy to classroom contexts to develop global leadership competencies in university students via the use of personal development planning and coaching. Available online by subscription or purchase.

Osland, Joyce S., Linda M. Dunn-Jensen, Kyoung-Ah Nam, and Pamela Wells. "The Global Leadership Advancement Center: Developing Global Leadership Expertise in a University Setting." *Advances in Global Leadership* 10 (2017): 221–249.

This article traces how the Lucas College and Graduate School of Business at San Jose State University created their Global Leadership Advancement Center and Global Leadership Assessment Center and explains how their unique programs develop global leadership competencies in students. Available online by subscription or purchase.

Perruci, Gama, ed. *The Study and Practice of Global Leadership*. Bingley: Emerald, 2022.

Among other chapters that discuss scholarly and practitioner perspectives on global leadership, this book examines the proliferation of leadership programs in institutions around the world, focusing on initiatives in China, Japan, New Zealand, and Australia.

Shullman, Sandra L., Randall P. White, Lindy Brewster, Steven E. Grande, and Devi Bhuyan. "Leadership: How Psychology and Psychologists Develop Global Leaders and Leadership." In *Going Global: How Psychologists Can Meet a World of Need*. Edited by Craig Shealy, Merry Bullock and Shagufa Kapadia, 99–120. American Psychological Association, 2023.

This chapter takes a psychologist's perspective to the development of global leaders and leadership education. The authors outline four requisites before, during, and after leadership development interventions in global settings: (1) attending to values and ethics, (2) clarifying processes and goals, (3) learning to navigate dualities, and (4) mastering the leadership literature. Further, they review various development interventions, compile resources, and suggest behavioral and professional approaches relevant for psychologists involved in global leadership development.

Tolstikov-Mast, Yulia, Franziska Bieri, Jennie L. Walker, Alicia Wireman, and Vlad Vaiman. "The Global Leadership Field and Doctoral Education: Advancing the Discipline Through a Targeted Curriculum." *Advances in Global Leadership* 11 (2019): 313–343.

This article provides an overview of the emergence of global leadership as a distinct discipline and summarizes the current landscape of doctoral programs that focus on global leadership. A case example

of one doctoral program is provided to illustrate the complexities involved in developing doctoral students in global leadership. Available online by subscription or purchase.

Vora, Davina. "Reflections on Developing a Global Leadership Course." *Advances in Global Leadership* 13 (2020): 243–259.

The author offers very detailed reflections on her experience with developing a global leadership course at a public US university, and the key decisions she had to take regarding the level and format of the class, course philosophy, as well as the choice of assignments and exercises. This article may be useful for educators planning to devise courses on global leadership to different audiences. Available online by subscription or purchase.

Global Leadership in Teams

Global leaders inevitably find themselves leading teams that are diverse reflecting the cultural, functional, and locational make-up of the team members. Much research exists in the broader management literature on managing virtual, multicultural, cross-cultural, and cross-functional teams. Some scholars have applied the findings from those fields to the role of global leaders. An excellent introduction to this integration of research into global leadership was done in Maznevski and Chui 2018. Huesing and Ludema 2017 offer insights into the daily routines and challenges of global leaders that influence their ability to lead global teams. More in-depth analyses of classic principles associated with leading global teams can also be found in Gluesing and Gibson 2004, and Kirkman and Den Hartog 2004, while more recent research has delved into predictors of global leaders' effectiveness in leading teams (Lu, et al., 2022). Work in the fields of collective and shared leadership has also been found to have implications for leading global teams (Paunova and Lee 2016, Toegel and Jonsen 2016).

Gluesing, Julia C., and Cristina B. Gibson. "Designing and Forming Global Teams." In *The Blackwell Handbook of Global Management: A Guide to Managing Complexity*. Edited by Henry W. Lane, Martha L. Maznevski, Marke E. Mendenhall, and Jeanne McNett, 199–226. Oxford: Blackwell Publishing, 2004.

Drawing upon extant research, the authors describe the complexity associated with leading global teams and delineate principles that will heighten the probability of success in designing and forming global teams.

Huesing, Tina, and James D. Ludema. "The Nature of Global Leaders' Work." *Advances in Global Leadership* 10 (2017): 3–39.

These authors replicated Mintzberg's classic research in the realm of global leadership and provided a fascinating map of the nature of the work of global leaders. Their results have clear implications for leading global teams. Available online by subscription or purchase.

Kirkman, Bradley L., and DeAnne N. Den Hartog. "Performance Management in Global Teams." In *The Blackwell Handbook of Global Management: A Guide to Managing Complexity*. Edited by Henry W. Lane, Martha L. Maznevski, Marke E. Mendenhall, and Jeanne McNett, 250–272. Oxford: Blackwell Publishing, 2004.

Drawing upon extant research, the authors derive principles to guide global leaders in developing individual and collective reward and appraisal systems, as well as training and development approaches for global teams.

Lu, Jackson G., Roderick I. Swaab, and Adam D. Galinsky. "Global Leaders for Global Teams: Leaders with Multicultural Experiences Communicate and Lead More Effectively, Especially in Multinational Teams." *Organization Science*. 33.4 (2022): 1251–1699.

The authors draw on four studies to theorize and empirically show that broad multicultural experiences increase global leaders' effectiveness by developing their communication competence. Further, this effect is predicted to be more pronounced in teams that are more rather than less multinational. Study 1 showed that managers with broader multicultural experiences were rated as more effective leaders, mediated by communication competence. Study 2 uses archival panel data of soccer managers to replicate the positive effect of broad multicultural experiences using a team performance measure. It also demonstrates that soccer managers with broader multicultural experiences were more effective when leading teams with greater national diversity. Studies 3 and 4 replicated these effects in two field experiments, in which individuals with varying levels of multicultural experiences were randomly assigned to lead hackathon teams that naturally varied in national diversity. Available online by subscription or purchase.

Maznevski, Martha L., and Celia Chui. "Leading Global Teams." In *Global Leadership: Research, Practice, and Development*. Edited by Mark E. Mendenhall, Joyce S. Osland, Alan Bird, et al., 273–301. New York & Abingdon, UK: Routledge, 2018.

This overview of the variables associated with leading global teams is an excellent introduction to the topic. The authors draw from the existing research literature the key elements and processes associated with global team effectiveness.

Paunova, Minna, and Yih-Teen Lee. "Collective Global Leadership in Self-Managed Multicultural Teams: The Role of Team Goal Orientation." *Advances in Global Leadership* 9 (2016): 187–210.

This research study shows the importance of collective global leadership in self-managed multicultural work team performance and critical key process aspects that influence team output in global teams. Available online by subscription or purchase.

Toegel, Ginka, and Karsten Jonsen. "Shared Leadership in a Global Context: Challenges of Transferring Control to Team Members." *Advances in Global Leadership* 9 (2016): 151–186.
The authors explain the difficulty leaders find when shifting from traditional, directive leadership styles to deploying the approach of shared leadership. The challenge of shifting control from self to team is explored and the authors propose a way forward through the use of primary and secondary control shifting within global contexts. Available online by subscription or purchase.

Leading Global Change

One of the primary functions of leaders in any context is to lead change initiatives, and this is an under-researched area in the field of global leadership. However, some scholars have addressed the unique challenges posed by the global context for leading change initiatives. Scholars who have addressed this gap in the research include Johnson, et al. 2023; Nelson 2019; Lane, et al. 2014; Osland, et al. 2017; and Osland, et al. 2013. Osland 2018 provides a useful overview of the issue, drawing from nonglobal analyses of change leadership and applying them to the global context.

Johnson, Amber A., James D. Ludema, and Joyce S. Osland. "Leading Effective Global Change: Three Design Imperatives that Support Success." *Advances in Global Leadership* 15 (2023): 69–109.
This qualitative study builds on a comparative case analysis of successful and unsuccessful change initiatives in corporate and non-profit organizations. The authors derive 14 success factors that can be subsumed under three main imperatives for designing successful global change: participatory process, representative leadership, and nested implementation. Available online by subscription or purchase.

Lane, Henry W., Bert Spector, Joyce S. Osland and Sully Taylor. "Global Strategic Change: A Synthesis of Approaches." *Advances in Global Leadership* 8 (2014): 229–248.
The authors draw from the fields of organizational development and organizational change to derive a working approach to leading change for global leaders that they term 'the global strategic change approach.' Two case studies are given as an example of how their proposed approach can be valuable for global leaders. Available online by subscription or purchase.

Nelson, Janet Ann. "Here Be Paradox: How Global Business Leaders Navigate Change." *Advances in Global Leadership* 11 (2019): 3–30.
This qualitative study investigated how global leaders navigated complex change processes in the global context and explored the competencies necessary to be a successful change agent as a global leader. Findings reflected the high level of complexity in global leaders' work and the need to manage paradox via sensemaking and agile learning. Available online by subscription or purchase.

Osland, Joyce S. "Leading Global Change." In *Global Leadership: Research, Practice, and Development*. Edited by Mark E. Mendenhall, Joyce S. Osland, Alan Bird, et al., 325–362. New York & Abingdon, UK: Routledge, 2018.

This review explores the role of culture in global change initiatives and reviews domestic change process models and integrates them into the global context of leadership.

Osland, Joyce S., Michael Ehret and Lisa Ruiz. "Case Studies of Global Leadership: Expert Cognition in the Domain of Large-Scale Global Change." *Advances in Global Leadership* 10 (2017): 41–88.

The authors draw from the field of expert cognition to analyze two case studies of large-scale global change that were led by expert global leaders. They also report the findings of a knowledge audit of these cases and identify cognitive demands and lessons for global leaders spearheading change initiatives. Available online by subscription or purchase.

Osland, Joyce S., Gary R. Oddou, Allan Bird and Asbjorn Osland. "Exceptional Global Leadership as Cognitive Expertise in the Domain of Global Change." *European Journal of International Management* 7.5 (2013): 517–534.

This study focused on how global leaders cognitively perceive change and act on those cognitions. Using applied cognitive task analysis as a methodology, they studied how exceptional global leaders conceptualize their work in the domain of global change. Available online by subscription or purchase.

Women Global Leaders

Women fulfilling the role of global leaders has been an under-researched area in the field of global leadership. Analysis of women as global leaders has primarily been carried out by Nancy J. Adler and Joyce S. Osland (Adler 1999; Adler, et al. 2000; Adler and Osland 2016). The edited volume Ngungiri and Madsen 2015 is an excellent book-length treatment of women as global leaders. Javidan, et al. 2016 discuss the implications of a large, global study for women as global leaders as well.

Adler, Nancy J. "Global Leaders: Women of Influence." In *Handbook of Gender and Work*. Edited by Gary N. Powell, 325–362. Thousand Oaks, CA: Sage Publications, 1999.

In this initial work on the topic, the author reviews the history of the concept of leadership and notes the increasing number of women leaders compared to the past. Also discussed is the feminization of global leadership, the emerging portrait of women global leaders, and future research directions.

Adler, Nancy J., Laura W. Brody, and Joyce S. Osland. "The Women's Global Leadership Forum: Enhancing One Company's Global Leadership Capability." *Human Resource Management* 39.2–3 (2000): 209–225.

This article is an analysis of the efforts of the CEO of Best Foods to bring women into senior leadership roles. It describes the organizational development process and a four-and-a-half-day Global Leadership Forum along with designed changes in the firm's culture towards global leadership. Available online by subscription or purchase.

Adler, Nancy J., and Joyce S. Osland. "Women Leading Globally: What We Know, Thought We Knew, and Need to Know About Leadership in the 21st Century." *Advances in Global Leadership* 9 (2016): 15–56.

The authors provide an excellent bibliographic chronology charting the increase of women leaders globally since the 1950s and explore the relationship of women global leaders and Global Leadership Competencies. Case examples of exemplary women global leaders are given and an in-depth analysis of future research directions for the study of global women leaders is provided. Available online by subscription or purchase.

Javidan, Mansour, Amanda Bullough, and Rebekah Dibble. "Mind the Gap: Gender Differences in Global Leadership Self-Efficacies." *Academy of Management Perspectives* 30.1(2016): 59–73.

Findings from their empirical research revealed gender differences in global leadership profiles around the world, with women being generally higher in passion for diversity, intercultural empathy, and diplomacy while men tended to be higher in global business savvy, cosmopolitan outlook, and interpersonal impact. Implications of their findings for shared leadership and future research in global leadership are discussed. Available online by subscription or purchase.

Ngungiri, Faith W., and Susan R. Madsen, eds. *Women as Global Leaders*. Charlotte, NC: Information Age Publishing, 2015.

This thoughtful book offers a comprehensive analysis of existing and needed future research on women global leaders. Chapters by well-known scholars address the topics of theory, multiple and cultural intelligences, career advancement and executive development, case studies, and developmental processes of global women leaders.

Responsible Global Leadership

Responsible global leadership emerged out of the subdiscipline of responsible leadership in the leadership field. Research in responsible leadership generally focuses on leaders' interactions with multiple stakeholders around corporate social responsibility issues and obligations. Some scholars have

begun to research responsible leadership in the global context and, due to the added complexity and paradoxes the global context brings, have begun to frame their research as "responsible global leadership." Stahl, et al. 2018, Mendenhall, et al.'s 2020 edited book, and Stahl, et al. 2023 offer excellent overviews of this emerging sub-area of global leadership. Another seminal work studied the development of responsible global leaders at PwC (Pless, et al. 2011) and in a similar vein Caligiuri and Thoroughgood 2015; Maak, et al. 2016; and Pless and Borecká 2014 analyzed the value of responsible Global Leadership Development through international volunteer programs. Issues associated with responsible global leadership when entering emerging markets have been addressed (Stahl, et al. 2016), and studies that investigate responsible global leadership at the individual level are increasing (e.g., Hrenyk, et al. 2016 and Miska, et al. 2013).

Caligiuri, Paula, and Christian Thoroughgood. "Developing Responsible Global Leaders Through Corporate-Sponsored International Volunteerism Programs." *Organizational Dynamics* 44.2 (2015): 138–145.

Best practices of corporate-sponsored international volunteerism programs are profiled as well as an analysis of the critical design components that must be taken into account to create a program that will develop responsible global leaders. Available online by subscription or purchase.

Hrenyk, Jordyn, Mike Szymanski, Anirban Kar, and Stacey R. Fitzsimmons. "Understanding Multicultural Individuals as Ethical Global Leaders." *Advances in Global Leadership* 9 (2016): 57–78.

This study explored how multicultural individuals approach ethical decision making, a critical aspect of responsible global leadership. The ability to differentiate cultures based on one's own cultural identity and its influence on ethical decision making is explored. Available online by subscription or purchase.

Maak, Thomas, Nicola M. Pless, and Markéta Borecká. "Developing Responsible Global Leaders." *Advances in Global Leadership* 9 (2016): 339–364.

In a comparison of three high-quality international service learning programs (PwC, Pfizer and IBM), the authors derive qualities global leaders need in order to act responsibly and also study the structure that such programs require in order to be efficacious and achieve their goals of developing responsible global leaders. Available online by subscription or purchase.

Mendenhall, Mark E., Milda Žilinskaitė, Günter K. Stahl, and Rachel Clapp-Smith (eds.). *Responsible Global Leadership: Dilemmas, Paradoxes, and Opportunities.* New York: Routledge, 2020.

This book features many well-known scholars in the field as they trace the development of the responsible global leadership domain, take stock of extant conceptualizations and empirical findings, and

chart future research avenues and opportunities to advance our understanding of responsible global leadership.

Miska, Christoph, Günter K. Stahl, and Mark E. Mendenhall. "Intercultural Competencies as Antecedents of Responsible Global Leadership." *European Journal of International Management* 7 (2013): 550–568.
This study found that individuals who engaged in different corporate social responsibility approaches tended to do so from differing global leadership competency configurations. Available online by subscription or purchase.

Pless, Nicola M., and Markéta Borecká. "Comparative Analysis of International Service Learning Programs." *Journal of Management Development* 33.6 (2014): 526–550.
Six international service learning programs in three industries (health, technology, and accounting and professional services) are compared, and the design and implementation of their programs are evaluated. Based on their findings of examined differences, the authors developed program classifications and found that varying types of programs had differential learning outcomes. Available online by subscription or purchase.

Pless, Nicola, Thomas Maak, and Günter K. Stahl. "Developing Responsible Global Leaders Through International Service-Learning Programs: The Ulysses Experience." *Academy of Management Learning & Education* 10.2 (2011): 237–260.
In their analysis of the development of Global Leadership Competencies in an international service learning program, the authors concluded that embedding managers in new cultures and giving them highly challenging tasks that can only be accomplished by teaming with host nationals would result in the development of Global Leadership Competencies within short time frames. Based on their findings they created a framework with antecedent conditions necessary for global competency development. Available online by subscription or purchase.

Stahl, Günter K., Christof Miska, Sheila M. Puffer, and Daniel J. McCarthy. "Responsible Global Leadership in Emerging Markets." *Advances in Global Leadership* 9 (2016): 79–106.
This article addresses the challenges and obstacles global leaders face when leading in multiple emerging markets. They identify three approaches taken by global leaders and they discuss their trade-offs and implications for responsible global leadership. Available online by subscription or purchase.

Stahl, Günter K., Nicola M. Pless, Thomas Maak and Christof Miska. "Responsible Global Leadership." In *Global Leadership: Research, Practice, and Development*. Edited by Mark E. Mendenhall, Joyce S. Osland, Alan Bird, et al., 273–301. New York & Abingdon, UK: Routledge, 2018.

This excellent overview explores the origins of responsible global leadership, its dimensions, approaches to corporate social responsibility through its perspectives, and ways to promote responsible global leadership within firms.

Stahl, Günter K., Christof Miska, Laura J. Noval, and Mary Sully de Luque. "The Challenge of Responsible Global Leadership." In *Readings and Cases in International Human Resource Management*. Edited by B. Sebastian Reiche, Günter K. Stahl, Mark E. Mendenhall, and Gary R. Oddou. New York: Routledge, 2023.

The authors review existing and emerging research relevant to responsible global leadership—including work on ethical decision-making, sustainable development, societal grand challenges, and corporate social responsibility—highlighting the multiple influences on responsible leadership, the psychological mechanisms behind responsible and irresponsible leader behavior, the conditions under which global leaders may engage in responsible and irresponsible conduct, and how responsible leaders can make a difference.

Global Talent Management

Global talent management is a separate field from global leadership, but increasingly scholars are beginning to believe these two fields that evolved separately from each other should be integrated as there is considerable overlap between them. Perhaps the best effort to integrate the two fields to date was made in Deters 2017, foundational in this regard. Tarique 2018 and Bird and Mendenhall 2021 similarly argue for better integration between the two fields.

Bird, Allan, and Mark E. Mendenhall. "A View from Across the Way: Perspectives on Talent Management from the Field of Global Leadership." In *The Routledge Companion to Talent Management*. Edited by Ibraiz Tarique, 321-330. New York: Routledge, 2021.

The authors skillfully delineate the common origins of the fields of talent management and global leadership, and pinpoint how the two domains can cross-fertilize each other to advance their theoretical and practical understanding.

Deters, Jürgen. *Global Leadership Talent Management: Successful Selection of Global Leadership Talents as an Integrated Process*. Bingley, UK: Emerald, 2017.

The value of this book lies in its integration of global leadership research with global talent management research and how it bridges these two subdisciplines of international management, showing their interconnectivity. It is an excellent resource for an introduction to both literatures and to a better understanding of how Global Leadership Development relates to larger human resource practices.

Tarique, Ibraiz. "The Emerging Field of Global Talent Management and Its Implications for Global Leadership Development." In *Global Leadership: Research, Practice, and Development*. Edited by Mark E. Mendenhall, Joyce S. Osland, Allan Bird, et al., 200–228. New York & Abingdon, UK: Routledge, 2018.

Tarique provides scholars in global leadership with an overview of how the global talent management field emerged; the issues, processes, and challenges it addresses; and the types of future research needed to propel the field forward.