

# ADVANCES IN GLOBAL LEADERSHIP

**Edited by** Joyce S. Osland,  
B. Sebastian Reiche, Betina Szkudlarek  
and Mark E. Mendenhall

ADVANCES IN GLOBAL  
LEADERSHIP

**VOLUME 14**

ADVANCES IN GLOBAL  
LEADERSHIP

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ADVANCES IN GLOBAL LEADERSHIP VOLUME 14

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*Edited research volumes are often a labor of love, which is certainly true for this book. While a team of four has formally edited this volume, an army of reviewers, family members, and friends facilitated and inspired the process, for which we are extremely grateful. This year our special dedications are as follows.*

- *Joyce: To Rachel Carson, marine biologist and author whose written words launched the environmental movement in the US and advanced the global movement*
- *Sebastian: To Carlos Sánchez-Runde, my dear colleague and mentor at IESE – you are deeply missed.*
- *Betina: Dla mojej kochanej mamy. Dziękuję za wszystko! To the AGL super-team of editors, thank you for being such wonderful partners in crime!*
- *Mark: To the widely forgotten global leader, Albert Schweitzer – a global leader in his time who should never be forgotten.*

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# NEW ADVANCES IN GLOBAL LEADERSHIP: INTRODUCTION TO VOLUME 14

As *AGL* editors, we identify a major research gap in each annual Call for Papers and then cross our fingers in hope of receiving relevant papers that advance the field. For volume 14, our Call for Papers emphasized global leadership effectiveness. This a topic that all would agree is crucial; yet, few researchers in the field have tackled global leadership effectiveness directly. In part, our Call for Papers for this volume stated:

In addition to foundational research, however, Volume 14 calls specifically for research specializing on **global leadership effectiveness** to enable greater understanding of the factors at the individual, group and organizational levels that drive global leadership success. According to Google Scholar, there are 2,790,000 references related to “leadership effectiveness,” almost all of which refer to traditional leadership. Surprisingly, however, the term ‘leadership effectiveness’ is missing from many leading textbooks on conventional leadership. In general, effectiveness can be an elusive topic on which neither organizations nor scholars completely agree, and reviews have attested to the wealth of different criteria to assess traditional leadership effectiveness (Hiller, DeChurch, Murase, & Doty, 2011).

(Advances in Global Leadership, Call for Papers, Volume 14)

We are delighted with the submissions we received for Volume 14 in response to the Call for Papers and hope they will spark future research on global leadership effectiveness and find their way into scholarly publications and global leadership textbooks.

Also, as a reminder, while the term “global leadership” has been defined in many ways, thereby blurring the conceptual boundaries of the distinct fields of global and comparative leadership, *AGL* adheres to the following narrower definition of global leadership:

The process and actions through which an individual influences a range of internal and external constituents from multiple national cultures and jurisdictions in a context characterized by significant levels of task and relationship complexity.

(Reiche, Bird, Mendenhall, & Osland, 2017, p. 556)

As is our practice, Volume 14 combines traditional research papers in Part I with practitioner-focused research, insights, and interviews in Part II, and a conclusion that identifies future research directions. The papers in this volume are briefly introduced below.

*Part I: Conceptual and Empirical Findings*

The global crisis engendered by the COVID-19 pandemic highlighted the need for competent global leaders in many arenas. Thus, Volume 13, the 2020 edition of *AGL*, began with invited essays by 25 authors on the role of global leadership in the pandemic. That collection contained many intriguing ideas for practitioners and researchers alike. Nancy Adler and Sonja Sackmann proposed a different, but equally valuable perspective on the pandemic for Volume 14, which appears in *Chapter 1*. They compiled 19 reports by 15 authors who analyzed the effective and ineffective COVID-19 initiatives by national leaders against the backdrop of country and cultural differences. The overview by Adler and Sackmann also provides a fascinating look at the varied and changing factors that impact national leaders' effectiveness and encourages us to look beyond leadership to fully understand local contexts.

In *Chapter 2*, Marketa Rickley and Madelynn Stackhouse drew on 53 empirical studies to provide the first systematic review of the global leadership effectiveness literature. The authors adopt a multilevel perspective to map the landscape of global leadership effectiveness with the aim of increasing definitional clarity and reviewing extant research at the individual, group, and organizational levels. Based on their review, Rickley and Stackhouse propose a construct definition and develop an integrative framework of the content domain and nomological network of global leadership effectiveness. Their integrated framework identifies relevant areas for future research on global leadership effectiveness.

In *Chapter 3*, Heather Swenddal, Mathews Nkhoma, and Sarah Gumbley advance our understanding of the process of boundary spanning, a key role of global leaders. The authors draw on the identity literature and their illustrative study from the higher education context to introduce the concept of identity custodianship. This is an aspect of boundary spanning that is seldom found in global leadership research. As identity custodians, global leaders engage in acts of *saying, showing, and staging* to protect and reinforce conceptualizations of their organizations' identities, thereby providing sensegiving information and soliciting members' organizational identification. As such, it is a critical element in global leaders' behavioral repertoire for achieving unity and cohesion in a context of distant and dispersed global followers. Not only does the article leverage the growing literature on identity for the global leadership domain, but it also shifts our focus to the critical actions that global leaders take to advance work and organizational goals.

Katherine Cotter reports on two studies from her dissertation research in *Chapter 4*. After reviewing other theories of global leadership development and carrying out qualitative interviews with global leaders, she created a theory of the development of global leader self-complexity that occurred as a result of

international experience that involved interaction with locals and the local culture. Katherine then tested that theory in a large quantitative study of over 600 global leaders. Her findings clarify *what* develops in terms of self-complexity among global leaders as a result of their international experience and details *how* that development occurs.

In *Chapter 5*, Karina Jensen presents the findings of her qualitative inquiry on the role of leadership behaviors in global innovation projects. Given the importance of innovation to sustaining competitive advantage, the purpose of this study was to demonstrate how specific GL behaviors enhance both innovation routines and team motivation. Her investigation of 105 global leaders at 36 multinational companies provides a comprehensive picture of the factors global leaders need to consider while navigating various stages of innovation projects.

### *Part II: The Practitioner's Corner*

In keeping with our practice of interviewing pioneers in the field of global leadership, *Chapter 6* features an interview with Paula Caligiuri by Joyce Osland. With Ibraiz Tarique, Paula carried out the first empirical research program on global leadership effectiveness. She continues to research and write in the area of cultural agility, a component of global leadership effectiveness, and global leadership development. Paula is a strong believer in disseminating her research results to practitioners.

Another interview showcases Betina Szkudlarek's extensive work and leadership in the area of refugee workforce integration in *Chapter 7*. Although we have collaborated with Betina for many years on various research projects, we had no idea of the extent and impact of her refugee research and activism until Joyce Osland heard her keynote presentation at a conference and immediately asked to do an interview. As an example of servant leadership, Betina chooses research topics by asking a wide range of practitioners and stakeholders what kind of research they need to make policy decisions and employ refugees, etc. Thus, her team's findings have a real impact on policymaking and practice. Her interview provides managers, scholars, and educators with recommendations they can use to make a difference in advancing refugee integration and employment.

*Chapter 8* presents an interview with Milena Pighi, Head of Corporate Social Responsibility for the BMW Group, by Betina Szkudlarek. Milena discusses the broad scope of the group's engagement in social impact, guided by the three pillars of sustainability – people, planet and profit – and their aim to make substantial progress toward the United Nations Sustainable Development Goals. BMW's global leadership role is based on its commitment to taking responsibility for the entire value chain of the company and the communities in which it operates. Milena describes how responsible global leadership is translated into tangible actions and assessment at BMW.

In *Chapter 9*, our focus moves to the classroom and Annelise Ly's description of a carefully designed course that builds and assesses three targeted global leadership competencies. She uses team-based learning (TBL) methodology to develop self-awareness, effective communication and teamwork, and critical

thinking. Because Annelise also leverages the multicultural nature of her student population, her “glocal” classroom provides an alternative to study abroad and immersion programs. TBL is a particularly suitable approach when global mobility is limited or impossible, as we’ve seen during the COVID-19 pandemic.

Finally, in *Chapter 10*, the editors summarize the unique contributions of each chapter in greater depth and point out key relationships to global leadership effectiveness. This chapter is designed to highlight emerging and promising areas of future research on global leadership effectiveness and to lay a path for other scholars.

## REFERENCE

- Reiche, B. S., Bird, A., Mendenhall, M. E., & Osland, J. S. (2017). Contextualizing leadership: A typology of global leadership roles. *Journal of International Business Studies*, 48, 552–572.

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PART I

EMPIRICAL FINDINGS

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# THE GRAND CHALLENGE NONE OF US CHOSE: SUCCEEDING (AND FAILING) AGAINST THE GLOBAL PANDEMIC<sup>1</sup>

Nancy J. Adler (USA) and Sonja A. Sackmann (Switzerland)

with country contributions by

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## ABSTRACT

*The COVID-19 pandemic and its related economic meltdown and social unrest severely challenged most countries, their societies, economies, organizations, and individual citizens. Focusing on both more and less successful country-specific initiatives to fight the pandemic and its multitude of related consequences, this chapter explores implications for leadership and effective action at the individual, organizational, and societal levels. As international management scholars and consultants, the authors document actions taken and their wide-ranging consequences in a diverse set of countries, including countries that have been more or less successful in fighting the pandemic, are geographically larger and smaller, are located in each region of the world, are economically advanced and economically developing, and that chose unique strategies versus strategies more similar to those of their neighbors. Cultural influences on leadership, strategy, and outcomes are described for 19 countries. Informed by a cross-cultural lens, the authors explore such urgent questions as: What is most important for leaders, scholars, and organizations to learn from critical, life-threatening, society-encompassing crises and grand challenges? How do leaders build and maintain trust? What types of communication are most effective at various stages of a crisis? How can we accelerate learning processes globally? How does cultural resilience emerge within rapidly changing environments of fear, shifting cultural norms, and profound challenges to core identity and meaning? This chapter invites readers and authors alike to learn from each other and to begin to discover novel and more successful approaches to tackling grand challenges. It is not definitive; we are all still learning.*

**Keywords:** Leadership; crisis management; pandemic; strategy; cross-cultural; global

Rarely, if ever, has the world faced the confluence of a pandemic, economic meltdown, and social unrest that we have been experiencing since COVID-19 emerged and began to spread at the end of 2019. The worldwide integration of financial and physical markets that heretofore led to unimagined efficiencies and ostensible global effectiveness has exposed dangerous dependencies and an unacceptable lack of resilience and adaptability at all levels – societal, organizational, and individual. As a consequence, the world has observed a retreat into nationalism, growing ethnocentrism, and extreme xenophobia. People continued to suffer and to die unnecessarily. Unemployment and bankruptcies undermined the fabric of the economy and society. Inequalities in global income and wealth among countries and individuals have been exacerbated, undermining the stability of nations, regions, and the world as a whole.

It is against this context, in Spring 2021, with the pandemic still not contained, that we need to critically examine to what extent our knowledge about leadership, management, organizations, and society still holds and in which ways it needs to

be updated and enhanced. Deep cultural traditions and established routines are supporting and, in all-too-many instances, undermining effective action. Context matters – perhaps more than we thought. The fundamental question for leaders and scholars is how quickly and how well we can learn (and relearn) to create organizations and societies that flourish, not only by drawing from our own immediate experience but also on that of others around the globe. In the first quarter of 2021, China’s economy grew by more than 18 percent while most of the rest of the world’s economies failed to grow at all. Is such performance a sign of imminent, positive emergence from ‘pandemic hell,’ or is it yet another harbinger of future instability, insecurity, and unsustainability, both physical and financial? As a global community, do we still believe that the postpandemic ‘new normal’ can include the well-being of the entire world, and not merely continue to advantage those few wealthy nations that were able to easily secure vaccines for their citizens and invest in massive public works projects to support their economic recovery? Given a virus that knows no borders, is it yet another illusion that the world can recover if recovery is defined as islands of prosperity rather than globally encompassing health?

Neither individually, nor as a group of top scholars, do we have “the answers” – crystal balls are scarcer among the powerful than vaccines are among the world’s poorest countries. We therefore view this chapter not as the statement of experts-with-answers, but rather as an invitation to communities of leaders, scholars, managers, and professionals from all disciplines and walks of life to join us in a dialogue guided by questions that will enable us all to more rapidly learn from each other; and, within that dialogue, to develop novel, more successful approaches not just to the pandemic, but to the broader array of grand challenges confronting the world. To initiate this dialogue, we offer you the perspectives of 18 cross-cultural leadership scholars with a wide range of experience and expertise. Each has focused on one of 19 countries, some of which have been among the world’s most successful during the pandemic and others of which have failed miserably at one or multiple stages during the past year. Using a cross-cultural lens, they have analyzed each country’s core initiatives taken to fight the pandemic. Based on that cross-cultural analysis, the chapter explores implications for effective action on multiple levels. In particular, using information specific to each country, the chapter raises such questions as the importance of:

- *Context.* Have we overemphasized the influence of leadership? Does core societal infrastructure explain more than the behavior of leaders? If so, how do we leverage context, especially cultural context, for individual, organizational, and societal viability?
- *Sustainable timeframes and timing.* In all too many countries, compliance with government directives, including those initiated by some of the world’s most respected leaders, initially suppressed the virus, while simultaneously catalyzing public rejection and subsequent resultant waves of additional infection, hospitalization, and death. Entire industries and groups of citizens felt increasingly critical, and then angry, publicly rejecting even the most thoughtful science-based public health initiatives. How do leaders responsibly determine

appropriate longer- and shorter-term timeframes for action? When is the timing right to announce, implement, and lift sanctions and other mandated restrictions and guidelines? How are we burdening future generations with the costs of the decisions taken today? Which actions are sustainable? Which are not? In a pandemic, does focusing on today's crisis tend to preclude necessary consideration for tomorrow's well-being?

- *Trust, facts, and credibility.* Which leaders of society and organizations do people trust, believe, and follow? Why? How is such trust maintained when the facts leaders deliver are repeatedly devastating? What are the consequences of facts withheld? How does fear undermine collective compassion? How do leaders gain, maintain, and not squander credibility?
- *The complementarity of opposites.* How can individuals, organizations, and societies leverage ostensibly opposing cultural dynamics to create positive impacts; and do so by learning from opposites, appreciating each other's differences, and building synergistic strategies based on unique, culturally embedded, combinations of strengths?
- *Our current learning experiment: Drawing on humility, not certainty.* When the understandable desire for answers and certainty is as high as it is during a pandemic (and other major crisis), how do we each find the courage to admit that we, individually and collectively, simply do not know? How do we move beyond the widespread previously held belief that needed expertise exists? That previous, historic solutions will solve today's problems? How can we create innovative, entrepreneurial learning-focused cultures in which rapid experimentation replaces now nonexistent certainties? And simultaneously, how do we diminish the power of such illusionary certainties and their ability to undermine progress?

During the pandemic and its aftermath, every country faced a wide range of interrelated challenges. Each country dealt with the pandemic in its own, often culturally informed, ways. Some of those approaches helped while others hindered efforts to mitigate the spread of COVID-19 and its public health and financial consequences. Each country experienced unique constellations of outcomes. Prior success, celebrated in the moment, often acted merely as a prelude to future failure. Each country included in this chapter presents a brief glimpse at the culturally informed actions that it took that have both helped and hindered it in its quest for a return to what its citizens would embrace as a "the new normal." Like all rapidly changing stories, especially those of grand challenges demarcated by discontinuous change, the pandemic is evolving day by day and month by month – sometimes hour by hour. Countries and regions that initially appeared to be winners have been catapulted into COVID hell, while other areas of the world that did poorly early in the pandemic now cautiously appear to have the virus and its societal impacts under control. This chapter was written at a moment in time – Spring 2021. As you read the profiles of individual countries, consider what we have learned since then, especially learnings drawn from what has changed so radically since Spring 2021. Reflect on the questions international leaders need to ask before they can assume that they have successfully managed

any major crisis. Humility, for all of us, is a prerequisite for learning; it is essential for the openness needed to admit that we were wrong, needed to change course, needed to integrate new information, and needed to iteratively design and implement strategies that have the best chance of supporting thriving societies and economies.

The next section introduces brief descriptions of each of the focal countries, presented in alphabetical order within each region. More in-depth analyses follow these brief introductions.

## SUCCEEDING (AND FAILING) AGAINST THE GLOBAL PANDEMIC: BRIEF INTRODUCTIONS FROM THE PERSPECTIVE OF 19 COUNTRIES

### *Australasia*

#### **Australia    The “Lucky Country” Once Again**

**Dan V. Caprar**

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While many parts of the world still grapple with lockdowns and alarming numbers of COVID-19 cases and deaths, Australia returned in late 2020 to almost prepandemic “normal.” A notable exception is the continued strict border controls – one of the many effective and prompt actions taken, along with mandatory quarantine for all new arrivals, and national and localized lockdowns as needed, based on extensive free testing and rigorous tracing of cases. The much talked about “Australian complacency” – a cultural tendency toward contentment and inaction – gave room for initiative not just at the top leadership level, but in the society in general. Arguably, the infamous bushfire crisis immediately before the pandemic provided important learning by highlighting the cost of denial and delayed response. Occasional mistakes still occurred, yet reinforcing the importance of strict and prompt measures. This led to improved trust in government and ultimately to outcomes that make Australia look like a “lucky country” once again.

#### **New Zealand    The Team of Five Million**

**Dan V. Caprar**

The University of Sydney Business School  
Sydney, Australia

In dealing with the COVID-19 pandemic, New Zealand stood out as a success story in 2020. Indeed, it led most rankings comparing countries on their response to the pandemic. Its Prime Minister, Jacinda Ardern, still stands out in assessments of most effective leadership during a crisis (and not just during the pandemic). She proved that the courageous *go hard and go early* approach is

effective, and that the lofty goal of elimination of the virus (as opposed to just limiting its spread) was not completely out of reach. Most importantly, she managed to get a positive response from the population (and an unprecedented political victory in the 2020 elections), despite implementing drastic measures. Skillful reliance on experts and consultation with a broad range of stakeholders, outstanding communication, and the ability to tap into an already established country ethos of *kindness* made New Zealand a winning “team of 5 million.”

*Asia*

**Bangladesh Hope in the Midst of Uncertainties**

**Marufa (Mimi) Akter**

Global Studies & Governance

Independent University

Dhaka, Bangladesh

The outbreak of COVID-19 brought about an unprecedented increase in individualism and isolation. The pandemic threatened the country’s economy and its fragile healthcare system. It also challenged the collective sense of living upon which the Bangladeshi society is built. Government enforcement of social distancing was almost impossible, given Bangladesh’s 180 million population of whom a significant proportion live in poverty. This description focuses on the decisions the government took to address the pandemic and their implications for Bangladeshi society. Also central is how the pandemic impacted the Bangladeshi people and how they built resilience to cope with the restrictions.

**China**

**The Paradox of “Catching Mice in a China Shop”**

**Zhi-Xue Zhang and Leigh Anne Liu**

Leigh Anne Liu

J. Mack Robinson College of Business

Georgia State University

Atlanta, GA, USA

Zhi-Xue Zhang

Guanghua School of Management

Peking University

Beijing, China

Based on a case study of how the community of Wenzhou managed the COVID-19 outbreak and how it resumed local business and the economy, this analysis highlights the cultural and cognitive factors affecting Chinese leadership in crisis. The Chinese cultural tradition of holistic thinking enables balancing competing priorities of infection control and economic development among multiple stakeholders. Relatively tight cultural norms further strengthen the