

ADVANCES IN GLOBAL LEADERSHIP

Edited by Joyce S. Osland,
B. Sebastian Reiche, Martha L. Maznevski
and Mark E. Mendenhall

ADVANCES IN GLOBAL
LEADERSHIP

VOLUME 16

ADVANCES IN GLOBAL LEADERSHIP

ADVANCES IN GLOBAL LEADERSHIP

Recent Volumes:

- Volume 1: Advances in Global Leadership – Edited by William H. Mobley, M. Jocelyne Gessner, and Val Arnold
- Volume 2: Advances in Global Leadership – Edited by William H. Mobley and Morgan W. McCall, Jr.
- Volume 3: Advances in Global Leadership – Edited by William H. Mobley and Peter W. Dorfman
- Volume 4: Advances in Global Leadership – Edited by William H. Mobley and Elizabeth Weldon
- Volume 5: Advances in Global Leadership – Edited by William H. Mobley, Ying Wang, and Ming Li
- Volume 6: Advances in Global Leadership – Edited by William H. Mobley, Ming Li, and Ying Wang
- Volume 7: Advances in Global Leadership – Edited by William H. Mobley, Ying Wang, and Ming Li
- Volume 8: Advances in Global Leadership – Edited by Joyce S. Osland, Ming Li and Ying Wang
- Volume 9: Advances in Global Leadership – Edited by Joyce S. Osland, Ming Li and Ying Wang
- Volume 10: Advances in Global Leadership – Edited by Joyce S. Osland, Ming Li and Ying Wang
- Volume 11: Advances in Global Leadership – Edited by Joyce S. Osland, Mark E Mendenhall and Ming Li
- Volume 12: Advances in Global Leadership – Edited by Joyce S. Osland, B. Sebastian Reiche, Betina Szkudlarek and Mark E. Mendenhall
- Volume 13: Advances in Global Leadership – Edited by Joyce S. Osland, B. Sebastian Reiche, Betina Szkudlarek and Mark E. Mendenhall
- Volume 14: Advances in Global Leadership – Edited by Joyce S. Osland, B. Sebastian Reiche, Betina Szkudlarek and Mark E. Mendenhall
- Volume 15: Advances in Global Leadership – Edited by Joyce S. Osland, B. Sebastian Reiche, Mark E. Mendenhall and Martha L. Maznevski

EDITORIAL ADVISORY BOARD

SERIES EDITORS

Martha L. Maznevski
Western University, Canada

Mark E. Mendenhall
*University of Tennessee,
USA*

Joyce S. Osland
*San José State University (Emeritus),
USA*

B. Sebastian Reiche
IESE Business School, Spain

EDITORIAL BOARD

Nancy Adler (Emeritus)
McGill University, Canada

Roya Ayman
*Illinois Institute of Technology,
USA*

Joanne Barnes
Indiana Wesleyan University, USA

Cordula Barzantny
Toulouse Business School, France

Schon Beechler (Emeritus)
INSEAD, France

Iris Berdrow
Bentley University, USA

Allan Bird
Goa Institute of Management, India

J. Stewart Black
*Global Chief Leadership & Strategy
Officer, Squire Patton Boggs*

Nakiye Avdan Boyacigiller (Emeritus)
Sabanci University, Turkey

Rachel Clapp-Smith
Purdue University, USA

Juergen Deller
*Leuphana University of Luneburg,
Germany*

Mary F. Sully De Luque
*Thunderbird at Arizona State
University, USA*

Juergen Deters
*Leuphana University of Luneburg,
Germany*

Charles Dhanaraj
Georgia State University, USA

Julia Gluesing
Wayne State University, USA

Hal B. Gregersen
*Massachusetts Institute of Technology,
USA*

Ernie Gundling
Aperian Global, USA

Mila Lazarova
Simon Fraser University, Canada

Yih-teen Lee
IESE, Spain

Gretchen Vogelgesang Lester
San Jose State University, USA

Orly Levy
SOAS University of London, UK

Ming (Lily) Li
University of Liverpool, UK

Echo Liao
University of Sydney, Australia

Thomas Maak
University of Melbourne, Australia

Susan R. Madsen
Utah State University, USA

Kristiina Mäkelä
Aalto University School of Business, Finland

Jeanne M. McNett (Emeritus)
Northeastern University, USA

Christof Miska
Vienna University of Economics and Business Institute, Austria

Allen Morrison
Thunderbird at Arizona State University, USA

Faith Wambura Ngunjiri
Concordia College, USA

Minna Paunova
ESCP Business School, Spain

Maury A. Peiperl
George Mason University, USA

Nicola M. Pless
University of South Australia Business School, Australia

Margaret A. Shaffer
University of Oklahoma, USA

Richard Steers (Emeritus)
University of Oregon, USA

Betina Szkudlarek
University of Sydney, Australia

Ibraiz Tarique
Pace University, USA

Sully Taylor (Emeritus)
Portland State University, USA

David C. Thomas
University of Victoria, Canada

Vlad Vaiman
California Lutheran University, USA

Charles Vance (Emeritus)
Loyola-Marymount University, USA

Stephen J. Zaccaro
George Mason University, USA

Lena Zander
Uppsala University, Sweden

ADVANCES IN GLOBAL LEADERSHIP VOLUME 16

ADVANCES IN GLOBAL LEADERSHIP

EDITED BY

JOYCE S. OSLAND

San José State University (Emeritus), USA

B. SEBASTIAN REICHE

IESE Business School, University of Navarra, Spain

MARTHA L. MAZNEVSKI

Western University, Canada

AND

MARK E. MENDENHALL

University of Tennessee at Chattanooga, USA



United Kingdom – North America – Japan
India – Malaysia – China

Emerald Publishing Limited
Emerald Publishing, Floor 5, Northspring, 21-23 Wellington Street, Leeds LS1 4DL

First edition 2025

Editorial matter and selection © 2025 Joyce S. Osland, B. Sebastian Reiche, Martha L. Maznevski and Mark E. Mendenhall.

Individual chapters © 2025 The authors.

Published under exclusive licence by Emerald Publishing Limited.

Reprints and permissions service

Contact: www.copyright.com

No part of this book may be reproduced, stored in a retrieval system, transmitted in any form or by any means electronic, mechanical, photocopying, recording or otherwise without either the prior written permission of the publisher or a licence permitting restricted copying issued in the UK by The Copyright Licensing Agency and in the USA by The Copyright Clearance Center. Any opinions expressed in the chapters are those of the authors. Whilst Emerald makes every effort to ensure the quality and accuracy of its content, Emerald makes no representation implied or otherwise, as to the chapters' suitability and application and disclaims any warranties, express or implied, to their use.

British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

ISBN: 978-1-83662-289-5 (Print)

ISBN: 978-1-83662-288-8 (Online)

ISBN: 978-1-83662-290-1 (Epub)

ISSN: 1535-1203 (Series)



INVESTOR IN PEOPLE

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, students, 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 Nakiye Boyacigiller, a wonderful example of an ethical global leader in academe, an impressive scholar, and a model of kindness and warmth to everyone she meets.

Sebastian: To my parents, Marion and Kurt, who exemplify the very attributes of responsible leadership and who have learned to embrace a global perspective inspired by my own cross-border journey.

Martha: To all the global leaders who have shared with me stories of their leadership journeys – the challenges and joys, the insights and questions, the ever-changing destinations – with gratitude and hope that we continue to partner to help leaders make the world better.

Mark: To my parents, Earl and Mildred Mendenhall, who embarked on a global journey when I was a child. In the daily walk of their lives, they modeled inter-cultural sensitivity and were beloved by all.

This page intentionally left blank

CONTENTS

<i>List of Figures and Tables</i>	<i>xiii</i>
<i>About the Editors</i>	<i>xv</i>
<i>About the Contributors</i>	<i>xvii</i>
<i>The Emerald Literati Awards</i>	<i>xxvii</i>
<i>Acknowledgments</i>	<i>xxix</i>
<i>New Advances in Global Leadership: Introduction to Volume 16</i>	<i>xxxix</i>

PART I EMPIRICAL FINDINGS

Ethical Decision Making in Global Leadership: A Systematic Review	3
<i>Sabrina Goswami</i>	
Responsible Leadership in India: Insights for Global Leadership Research	33
<i>Carlo Brighi and Christof Miska</i>	
Responsible Global Leadership in Strategic Responses to Global Governance: Evidence From the International Construction Industry	57
<i>David Wesley, Sheila M. Puffer, Jack Cordero, Alexandra V. Roth and Elizabeth M. Moore</i>	
Transcultural Competence for Global Leadership: What if We Focus on Developing Commonalities Across Cultures?	83
<i>Tobias Grünfelder</i>	
Putting Global Back Into Global Leadership Research	107
<i>Klaus E. Meyer</i>	

Examining the Intersections Between Global Leadership and Relevant Fields of Study	117
<i>Joyce S. Osland, Mark E. Mendenhall, B. Sebastian Reiche and Martha L. Maznevski</i>	
Managing the Work–Family Interface: A Global Leadership Challenge	119
<i>Zeynep Aycan and Dilem Cinli</i>	
The Interplay of Research in Intercultural Communication and Global Leadership Since 2020	129
<i>Chris T. Cartwright</i>	
International Education and Global Leadership	141
<i>Darla K. Deardorff</i>	
Inclusive Leadership in a Turbulent Global World: A Systematic Review and Future Research Directions	151
<i>Rebecca Chunghee Kim and Hugh Scullion</i>	
The Role of Duality and Dynamic Balancing in Global Leadership	167
<i>Yih-Teen Lee and Nana Yaa A. Gyamfi</i>	
<i>Armer Schwarzer Kater?</i> An Outside-in Look at Global Leadership Research	177
<i>Wolfgang Mayrhofer</i>	
Global Leadership and Strategic Human Capital in MNEs	183
<i>Dana Minbaeva</i>	
Leadership Lessons From the Swat Pathans: Anthropology and Global Leadership	189
<i>Fiona Moore</i>	
International Diversity and Global Leadership	197
<i>Minna Paunova</i>	
Global Leadership and Language	205
<i>Guro R. Sanden and Kaisa S. Pietikäinen</i>	
The Intersection of Global Leadership and Expatriation	215
<i>Margaret A. Shaffer and Priyanka Bhowmik</i>	

Infusing Ethical Principles into Our Understanding of Complexity: Putting Values at the Center of Global Leadership 221
Günter K. Stahl, Wendy Chapple and Christof Miska

Exploring a Real Manager's Approach with a Global Leadership Lens 229
Gretchen Vogelgesang Lester

PART II PRACTITIONERS' CORNER

Humanity at the Heart of Technological Disruption: An Interview With Digital Anthropologist Rahaf Harfoush 239
Martha L. Maznevski

The Diversity Icebreaker: Changing the World One Seminar at a Time: An Interview With Björn Ekelund 253
Joyce S. Osland

Generative Artificial Intelligence (AI) as a Copilot for Teaching Cases in Business Schools 265
Mark E. Mendenhall, B. Sebastian Reiche and Anthony Mendenhall

Learning Without Borders: Developing Global Leaders Who Amplify Impact by Realizing Extraordinary Ideas 289
Arshad Ahmad and Nancy J. Adler

This page intentionally left blank

LIST OF FIGURES AND TABLES

Ethical Decision Making in Global Leadership: A Systematic Review

Fig. 1.	Simplified Version of Jones' (1991) Ethical Decision Making Model.	6
Fig. 2.	Illustration of the Screening Process.	10
Fig. 3.	Logic Model on Ethical Decision Making in Global Leadership.	21

Responsible Global Leadership in Strategic Responses to Global Governance: Evidence From the International Construction Industry

Fig. 1.	4Cs of Firms' Strategic Responses to Global Governance.	62
Fig. 2.	Distribution of Companies in the 4Cs of MNE Quadrants and UN Engagement Rankings ($N = 112$).	67

International Education and Global Leadership

Fig. 1.	Standards of Professional Practice in International Education Leadership.	145
---------	---	-----

Inclusive Leadership in a Turbulent Global World: A Systematic Review and Future Research Directions

Fig. 1.	Conceptual and Empirical Articles on Inclusive Leadership, 2000–2021.	154
Fig. 2.	Inclusive Leadership: The Links Between Empirical, Multidisciplinary, and Time-Sensitive Dimensions.	157

Ethical Decision Making in Global Leadership: A Systematic Review

Table 1.	Overview of Search Concepts and Keywords.	7
Table 2.	Inclusion and Exclusion Criteria of the Review.	8
Table 3.	Evidence Table.	11

Responsible Leadership in India: Insights for Global Leadership Research

Table 1.	Overview of Selected Business Leaders.	41
Table 2.	Inter-rater Reliability Scores and Relevance of Antecedent Variables.	43

Putting Global Back Into Global Leadership Research

Table 1.	Directions for Future Research.	113
----------	---------------------------------	-----

The Role of Duality and Dynamic Balancing in Global Leadership

Table 1.	Paradox in Global Leadership Research.	169
----------	--	-----

Generative Artificial Intelligence (AI) as a Copilot for Teaching Cases in Business Schools

Table 1.	Student Archetypes and Their Ideal-Typical Approaches to AI-Generated Case Preparation.	269
----------	---	-----

ABOUT THE EDITORS

Joyce S. Osland (PhD Organization Behavior, Case Western Reserve University) is a Professor Emeritus at San José State University and a former Lucas Endowed Professor of Global Leadership and an Executive Director/Cofounder of the Global Leadership Advancement Center and its innovative GLLab. She is an award-winning teacher and a scholar with over 185 publications in the fields of global leadership and international management. As a senior editor of *Advances in Global Leadership*, she and her coeditors publish annual volumes that aim to guide and develop a relatively young field of study. Her recent books include the popular textbook *Managing Across Cultures*, *The SAGE Handbook of Contemporary Cross-Cultural Research*, and the *Global Leadership: Research, Practice, and Development* series. She lived and worked in seven countries, mainly in Africa and Latin America. Dr Osland has consulted and trained globally in a wide variety of businesses and nonprofits and enjoys guest lecturing in global leadership PhD programs.

B. Sebastian Reiche (PhD in Management, University of Melbourne, Australia) is a Professor of People Management at IESE Business School, University of Navarra, Spain. His research focuses on the forms, prerequisites, and consequences of global work, international human resource management (HRM), global leadership, language in international business, and knowledge transfer. His award-winning research has been published in a number of leading scholarly outlets, including *Academy of Management Discoveries*, *Academy of Management Journal*, *Journal of International Business Studies*, *Journal of Management*, *Organizational Behavior and Human Decision Processes*, *Organization Science*, and *Personnel Psychology*. Sebastian serves as a coeditor of *Advances in Global Leadership*. He has consulted and directed Custom Executive Education Programs for a number of global companies, such as Allied Irish Bank, Boehringer Ingelheim, Deloitte, Haier, Salesforce, and SAP. Sebastian advises start-ups in the human capital space and regularly blogs about global work (blog.iese.edu/expatriatus).

Martha L. Maznevski is a Professor of Organizational Behavior and a Faculty Director for the MBA Program at Ivey Business School, Western University, Ontario, Canada. She completed her PhD at Ivey with research on multicultural teams and has expanded that research stream throughout her career. Professor Maznevski is an expert in global teams, global leadership, culture and identity, and empowering individual differences. She has published widely on these topics in journals including *Journal of International Business Studies* and *Organization Science*. She publishes the popular textbook *International Management Behavior*, now

in its 9th edition. She also works closely with leaders and their organizations around the world on innovative approaches to leadership at all levels in today's highly complex global environment. Her current research unlocks the performance dynamics of lateral teams – teams that coordinate across multiunit organizations, such as global key account teams or matrixed product or function groups.

Mark E. Mendenhall holds the J. Burton Frierson Chair of Excellence in Business Leadership at the University of Tennessee, Chattanooga. He is an internationally recognized scholar in the field of global leadership and expatriate studies and is a past president of the International Division of the Academy of Management and a past recipient of the Ludwig Erhard Stiftungsprofessur endowed chair at the University of Bayreuth. He has coauthored numerous books and journal articles, such as: *Responsible Global Leadership: Dilemmas, Paradoxes, and Opportunities* (2020, Routledge). His research appears in a variety of scholarly publications, including *Academy of Management Review*, *Journal of International Business Studies*, *Sloan Management Review*, *Academy of Management Learning & Education*, *Human Relations*, *Journal of World Business*, and *Journal of Business Ethics*. He is also a senior partner in The Kozai Group, a consultancy that specializes in global leadership identification, assessment, and development.

ABOUT THE CONTRIBUTORS

Nancy J. Adler, PhD, is the S. Bronfman Chair in Management at McGill University. She conducts research and consults worldwide on global leadership, cross-cultural management, and arts-inspired leadership practices. She has authored more than 125 articles, produced 3 films, and published 10 books and edited volumes. She is a Fellow of the Academy of Management, the Academy of International Business, and the Royal Society of Canada and has been recognized as one of the top university teachers in Canada. Dr Adler is also a visual artist and has been an artist-in-residence at The Banff Center. Her paintings and monotype prints are held in private collections worldwide.

Arshad Ahmad, PhD, became the sixth Vice-Chancellor of LUMS University in 2018. Under his leadership, LUMS achieved Association to Advance Collegiate Schools of Business (AACSB) accreditation and was ranked 40th among small universities globally by *Times Higher Education*. In 2022, he received the *International Educator of the Year Award* from the Academy of International Business, attributing this honor to LUMS's achievements. Dr Ahmad holds a PhD in Educational Psychology from McGill University and served as a Professor of Finance at Concordia University for over 20 years. In 2014, he was appointed a Vice-Provost, Teaching and Learning, and a Director of the MacPherson Institute at McMaster University. He has held notable positions including President of the Society for Teaching and Learning in Higher Education, and Vice-President of the International Consortium of Educational Developers. In 1992, he received the 3M National Teaching Fellowship, Canada's top honor for educational leadership. His dedication to enhancing transdisciplinary learning and educational practices among students, scholars, managers, and leaders worldwide remains prescient.

Zeynep Aycan is a Professor of International Business and Organizational Behavior at Loughborough University, UK. Her research focuses on the impact of culture on HRM practices, leadership, and work-life balance. Aycan has published six books and numerous articles in prestigious journals such as the *Journal of International Business Studies*, *Journal of Applied Psychology*, and *Leadership Quarterly*. Her book, *Management and Organizations in Cross-Cultural Context*, won the CMI Best Leadership Book of the Year Award and the APA's Ursula Gielens Book Award. Other honors include the Academy of Management (AOM)'s Caroline Dexter Award and the World Economic Forum (WEF)'s Outstanding Young Scientist Award. Aycan is the President-Elect of the International Association for Cross-Cultural Psychology and has held several prominent leadership roles. She is a Fellow of Society for Industrial and Organizational Psychology (SIOP) and Association for

Psychological Sciences (APS) and a Research Fellow at Simon Fraser University. Aycan contributed as a consultant and a trainer to business organizations, including Coca-Cola, Pfizer, Glaxo-Smith-Kline, Fritolay, LeasePlan, ALCATEL, Bechtel-Enka, CCL, and Koc Holding companies.

Priyanka Bhowmik is currently a doctoral student in her second year of the PhD program with the Division of Management and International Business at the Michael F. Price College of Business in the University of Oklahoma. Her research interests include the work–nonwork interface, work–life dynamics, and well-being.

Carlo Brighi, PhD, is a Research Associate at York University in Toronto and a faculty member at the University of Victoria, Canada. He received his PhD from the Gustavson School of Business at the University of Victoria. The overarching research question linking his past projects revolves around how employees, executives, and organizations tackle societal challenges like inequality and discrimination. Dr Brighi delves into how these challenges influence organizational practices and group interactions. His work has been recognized with several awards, including the *Academy of International Business' Alan M. Rugman Most Promising Scholar Award* as well as the *Best Doctoral Paper Award* at the GEM&L specialized conference on Management and Language Diversity.

Chris T. Cartwright, MPA, EdD, is a Consultant, a Trainer, and an Instructor supporting individuals and organizations in assessing and developing inclusion, intercultural, and global competencies. He has over 40 years of experience in multiple sectors. He assesses, consults, coaches, trains, teaches, and researches regionally, nationally, and internationally. His areas of expertise include global leadership, inclusion, intercultural competency, assessment and evaluation, and social justice. He is an associate of the Connective Leadership Institute, the Kozai Group, and icEdge. Chris is an award-winning adjunct faculty member at Portland State University and also teaches at Minerva University, Middlebury Institute of International Studies at Monterey, and Pepperdine University. Previously, he served as a Director of Intercultural Assessment and an Associate Director of the Graduate Program for the Intercultural Communication Institute for 10 years. He also worked as the Dean of Academic Programs for the International Partnership for Service Learning and Leadership.

Wendy Chapple is a Professor of International Business and Corporate Social Responsibility (CSR) at the Institute for Responsibility and Sustainability in Global Business, WU Vienna University of Economics and Business. She is a member of the Center for Sustainability Transformation and Responsibility (StaR) and the Competence Center for Emerging Markets and Central and Eastern Europe and is the lead for the Engage EU Purpose Thinktank at WU. Her research interests include corporate impact, complexity, organizational learning and change, and corporate purpose.

Dilem Cinli is a PhD candidate and a Lecturer at Koç University, Department of Psychology. She conducts research on green leadership and green employee behavior, and she applies her expertise in this field as a human resource specialist. She is a member of the Turkish Psychological Association.

Jack Cordero is a Research Associate in the International Business and Strategy Group at the D'Amore-McKim School of Business at Northeastern University. In this role, his research has focused on exploring corporate initiatives related to sustainability, CSR, and environmental, social, and governance (ESG) across various industries and worldwide geographic regions. His research has been showcased at numerous academic conferences in North America and Europe. In addition, he has delivered presentations at *The Frontiers in International Business Conference* and the *National Conference on Undergraduate Research*. He was selected as one of Poets&Quants' *100 Best & Brightest Undergraduate Business Majors of 2023*.

Darla K. Deardorff is the UNESCO Chair on Intercultural Competences at Stellenbosch University, South Africa, and a Research Fellow at Duke University. She was the Executive Director of the Association of International Education Administrators (AIEA) for 19 years. She has worked in the international education field for over 25 years and previously held positions at North Carolina State University and the University of North Carolina–Chapel Hill where she had experience in study abroad, international student services, cultural programming, and English as a Second Language (ESL) teaching/teacher training. Two-time Fulbright recipient and Founding President of the global nonprofit World Council on Intercultural and Global Competence (www.iccglobal.org), she has lived, taught, and worked in Germany, Japan, South Africa, China, and Switzerland. Dr Deardorff consults for universities, businesses, and global organizations, including the Organization for Economic Cooperation and Development (OECD) and United Nations. She has published widely, including over 80 articles and book chapters and 14 books including the foundational *The SAGE Handbook of Intercultural Competence*.

Sabrina Goswami is a PhD student in the Organizational Behavior Discipline at Ivey Business School, Western University, London, Canada. She holds dual Master's degrees in International Business from Queen's University, Kingston, Canada, as well as in Management from the University of Mannheim, Germany. Goswami's research crosses the fields of global leadership, cross-cultural management, and global virtual teamwork. Her focus lies on the investigation of ethics across cultural and organizational boundaries. With practical experience as a researcher at McKinsey and ongoing work as a part-time research consultant, Goswami continuously strives to bridge the gap between academia and practice.

Tobias Grünfelder is a Research Fellow at the chair of Institutional Economics and Transcultural Leadership at Zeppelin University in Germany and is a Project Manager of the Transcultural Caravan Network, a platform for student research, global thinking, networking, and dialogue at Leadership Excellence Institute

Zeppelin. As a Lecturer, an intercultural trainer, and a magician, he is developing unique learning experiences for individuals, groups, and organizations.

Nana Yaa A. Gyamfi is a Lecturer of Management at CEIBS. Her research interests are cultural identity and person-environment fit in multinational contexts. She has published in *Academy of Management Review*, *Oxford Research Encyclopaedia of Business and Management*, *Journal of Management*, *Spirituality and Religion*, and *Advances in Global Leadership*. Nana Yaa won the award for best dissertation in International Management at the Academy of Management Conference, 2023. She was a nominee for the FIU/AIB Best Theory Paper Award at the 2021 AIB Conference and won an Emerald Literati Award for Outstanding Author Contribution in 2020. Nana Yaa earned her PhD and MRes. in Management from IESE Business School, MSc in Organizational Behavior from London School of Economics and Political Science, and BSc from the University of Ghana Business School. She speaks three languages (English, Twi, and Ga) fluently, one (French) passably, and bumbles two (Spanish and Mandarin).

Rebecca Chunghee Kim, PhD is a Professor at NUCB Business School, Nagoya University of Commerce and Business. She received her PhD in Management Research and her MIM from the University of Strathclyde, where she was a British Chevening scholar. She was also a visiting scholar at the University of California, Berkeley. Previously, she taught at Ritsumeikan Asia Pacific University, University of Nottingham, University of Strathclyde, and University of Edinburgh. She researches comparative and global CSR, ESG, UN Sustainable Development Goals (SDGs), Asian CSR, as well as family business, and inclusive leadership. She has won research awards and published in leading management journals: *Journal of Business Research*, *Journal of Business Ethics*, *Asian Business & Management*, *European Journal of International Management*, and *Business Horizons*. She delivered speeches/guest lectures on international CSR and ESG and inclusive leadership throughout Asia, the United Kingdom, and the United States. Rebecca also worked in diplomacy, government, nongovernmental organization (NGO) and CSR consulting.

Yih-Teen Lee is a Full Professor and Academic Director of the Coaching Unit at IESE Business School. He specializes in leadership, cultural bridging, and multicultural identities in leading global collaboration in his roles as an educator, a researcher, an advisor, and an executive coach. He is particularly passionate about the concept of dynamic balancing and its application in leadership and bridging cultural differences. His research in these themes has appeared in leading journals such as *Academy of Management Discoveries*, *Academy of Management Review*, *Journal of Management*, and *Personnel Psychology*. He contributes regularly to MBA and executive education programs and works closely with multinational organizations in their leadership development. Yih-Teen earned his PhD from HEC, University of Lausanne, Switzerland, and his Bachelor's and Master's degrees from National Taiwan University. Raised in a Chinese cultural context, he has been living in Europe for over 20 years and is fluent in Chinese, English, French, and Spanish.

Wolfgang Mayrhofer is a Full Professor and heads the Interdisciplinary Institute of Management and Organisational Behavior, WU Vienna, Austria. He previously had full-time positions at the University of Paderborn, Germany, and at Dresden University of Technology, Germany. He conducts research in comparative international HRM and work careers, spirituality, management and religion, and systems theory and management and has received national and international awards for outstanding research and service to the academic community. He authored, coauthored, and coedited 36 books, as well as more than 170 book chapters and 100 peer-reviewed articles. Wolfgang Mayrhofer is a member of editorial or advisory boards of several international journals and research centers. His assignments at all levels of teaching and his role as a visiting scholar have led him to many universities around the globe. He regularly consults to both private and public sector organizations and conducts trainings in HRM, leadership, and teams.

Anthony Mendenhall, JD, is the Director of eDiscovery Operations at Baker, Donelson, Bearman, Caldwell & Berkowitz, PC. Previously, he was the eDiscovery Project Coordinator at Deloitte Transactions and Business Analytics LLP and a Business Technology Analyst at Deloitte Consulting. His expertise encompasses the entire eDiscovery spectrum, including compliance with preservation and legal hold obligations, proportionality through effective collection and culling strategies, and facilitating meet-and-confer negotiations. He works directly with clients to develop efficient and cost-effective ESI collection strategies, advises on eDiscovery protocols and legal issues, and consults on broader, proactive topics such as eDiscovery risk analysis and mitigation, data preservation and litigation hold process development, enterprise data mapping for litigation purposes, and the selection of eDiscovery vendors and technologies through Request for proposal (RFP) processes.

Klaus E. Meyer is a Professor of International Business at Ivey Business School, London, Ontario, Canada. Previously, he has been a faculty member at China Europe International Business School, Copenhagen Business School, the University of Bath, and the University of Reading. He is a leading scholar in international business, focusing on the strategies and operations of multinational enterprises in and from emerging economies. His research emphasizes the role of context on many aspects of management, and the contextual boundaries of theories of management. He is a Fellow of the Academy of International Business (AIB) and recipient of the Decade Award of the *Journal of International Business Studies* (JIBS). He has published over 100 articles in leading scholarly journals, in particular in *Journal of International Business Studies*, *Strategic Management Journal*, and *Journal of Management Studies*, and he published nine books. Professor Meyer holds a PhD from London Business School.

Dana Minbaeva is a Professor of Strategic Human Capital at King's Business School, King's College of London, UK. She also has a part-time appointment at Copenhagen Business School, Denmark, and works as an affiliate faculty at London Business School, UK. Professor Minbaeva published over 70 articles in international peer-reviewed journals, numerous book chapters, and reports. Her

research has appeared in such top international journals as *Academy of Management Review*, *Journal of International Business Studies*, *Journal of Management Studies*, *Human Resource Management*, and many others. Professor Minbaeva is a Fellow of the Academy of International Business (AIB). She received several national and international awards for research achievements, including the prestigious JIBS Decade Award 2013. Professor Minbaeva served as an associate editor of the *Academy of Management Review* and *Journal of International Business Studies*. Dana is a founder and research partner of Nordic Human Capital Advisory ApS.

Christof Miska is an Associate Professor at WU Vienna University of Economics and Business, affiliated with the Institute for Responsibility and Sustainability in Global Business. He is the Academic Director of WU's Competence Center for Emerging Markets and Central and Eastern Europe and directs WU Executive Academy's Master of Science program "Sustainability, Entrepreneurship, and Technology." He studies responsible leadership, culture, institutions, and sustainable development. His current research program investigates corporate purpose.

Elizabeth M. Moore is an Assistant Teaching Professor of International Business & Strategy at the D'Amore-McKim School of Business, Northeastern University. Her research, which has been published in top journals in the field such as *Journal of International Business Studies*, *Journal of Management Studies*, among others, focuses on supranational institutions, sustainable development, entrepreneurship, and firm and community resilience. She serves as the Director of Resilience Research and Network Collaboration at the Global Resilience Institute and as an Associate Research Fellow for the Center for Emerging Markets. She is on the Editorial Review Boards of the *Journal of International Business Studies* and the *Journal of International Business Policy* and is a member of the Ethics Policy Committee for the Academy of International Business.

Fiona Moore is a Professor of Business Anthropology at Royal Holloway, University of London. She received her doctorate from Oxford University, where she studied at the Institute for Social and Cultural Anthropology in 2002. Her research on identity in German multinational corporations has been published in the *Journal of International Business Studies*, among others. She has written a monograph, *Transnational Business Cultures*, on German expatriates in the City of London, and a second monograph on Taiwanese elite skilled labor migrants in London and Toronto entitled, *Global Taiwanese: Asian Skilled Labour Migrants in a Changing World*. She is also the winner of the BSFA Award for her article series *Project Management Lessons from Rogue One*, the author of the BSFA and World Fantasy Award-shortlisted book *Management Lessons from Game of Thrones*, and a science fiction author. More information is available at www.fiona-moore.com.

Minna Paunova, PhD, is an Associate Professor of Management at ESCP Business School. She obtained her PhD in Management (cum laude) from IESE

Business School, Barcelona. Before joining ESCP and relocating back to Spain, Minna was a tenured faculty member at Copenhagen Business School. Minna is on a mission to understand and foster equitable workplace dynamics and outcomes in an increasingly complex, globalized world. Her research examines the relationship between leadership and collaboration, innovation, and equity in diverse and complex organizational contexts. Minna currently chairs the Global Committee of the Organizational Behavior Division at the Academy of Management and serves as an associate editor of *Applied Psychology*.

Kaisa S. Pietikäinen, PhD, is an Associate Professor at the Department of Professional and Intercultural Communication, NHH Norwegian School of Economics, where she teaches English for business and management communication, as well as the CEMS course “Global Leadership Practice.” Her research focuses on interaction in intercultural settings and on how context contributes to the linguistic choices speakers make. Her work has contributed to applied linguistics and pragmatics, revolving around topics such as English as a lingua franca, multilingualism, and conversation analysis. She has published in journals such as *Applied Linguistics*, *Journal of Pragmatics*, and *Journal of English as a Lingua Franca*.

Sheila M. Puffer is a University Distinguished Professor and Professor of International Business and Sustainability at the D’Amore-McKim School of Business, Northeastern University, Boston. Her current research focuses on global leadership, the global sand crisis, and sustainability in the international construction and fossil fuel industries. Dr Puffer has more than 170 publications, including 95 refereed articles and 14 books. She is also an Associate at the Davis Center for Russian and Eurasian Studies at Harvard University. She has been recognized as the #1 scholar internationally in business and management in Russia, the former Soviet Union, and Eastern Europe according to a *Journal of International Business Studies* article. She earned a diploma from the Plekhanov Institute of the National Economy in Moscow and holds BA (Slavic Studies) and MBA degrees from the University of Ottawa, Canada, and a PhD in business administration from the University of California, Berkeley.

Alexandra V. Roth is an Executive Professor of International Business at the D’Amore-McKim School of Business at Northeastern University, Boston. Prior to joining Northeastern University, she worked as an internal consultant at the Deutsche Bank and as a General and Project Manager at the Institute for Corporate Cultural Affairs, the World Corporate Ethics’ Council, and the Society for European Business History in Frankfurt and in London. Dr Roth holds a PhD in Cultural Anthropology from the Johann Wolfgang Goethe-University in Frankfurt, Germany, and her research interests are cross-cultural management, gender studies, corporate etiquette and protocol, CSR, and socially responsible investments (SRI). She has conducted fieldwork in Native American communities in Alaska and managed a development aid project in the Ecuadorian Amazon basin.

Guro R. Sanden, PhD, is an Associate Professor at the Department of Communication and Culture at BI Norwegian Business School. Her research focuses on the role of language strategies in multinational corporations and the relationship between national language policies and corporate law. Before entering academia, Guro held various industry positions, including management trainee in the Scandinavian insurance company Tryg. Her work has been published in outlets such as *Applied Linguistics*, *European Journal of International Management*, and *Nordic Journal of Linguistics*. Since May 2022, Guro has served as a Vice President and a Scientific Manager of GEM&L, Research Group on Management and Language.

Hugh Scullion is a global leader in International HRM and Global Talent Management, as evidenced by nine leading books, over 200 publications, many in top journals, collaborations with leading international scholars and high citations. He has published in world elite journals such as the *Academy of Management Journal*, the *Journal of World Business*, and *Human Resource Management Journal*. He is the Cofounder and the Chair of the EIASM Talent Management Workshop, the leading research forum in the field. He has consulted widely with organizations in Europe and Asia and has wide experience internationally in executive education. He has developed masterclasses in Talent Management and is the Director of the Future of Global Work and Leadership Institute in FBLP. Hugh is also a Visiting Professor at the Indian Institute of Management Kozhikode (IIMK) in Kerala, India, and at the University of the West Indies.

Margaret A. Shaffer is the Michael F. Price Chair of International Business at the Price College of Business, The University of Oklahoma. Her research interests are in the areas of global mobility, global careers, and the work–life interface. Her publications have appeared in journals such as the *Academy of Management Review*, *Academy of Management Journal*, *Journal of Applied Psychology*, *Personnel Psychology*, *Journal of Management*, and *Journal of International Business Studies*. She is an associate editor for the *Journal of Global Mobility* and serves on several editorial boards.

Günter K. Stahl is a Professor and the Chair of the Institute for Responsibility and Sustainability in Global Business and the Director of the Center for Sustainability Transformation and Responsibility (STaR) at the WU Vienna University of Economics and Business. His research interests include corporate purpose and leadership, sustainable HRM, diverse teams, and global mobility and migration.

Gretchen Vogelgesang Lester is an Associate Professor at San Jose State University. Her expertise and research interests include multi-domain leadership development, global leadership development, and leader identity in the sense-making process. She teaches applied organizational behavior, strategy, and leadership at the graduate and undergraduate levels. She is the author of a textbook, *Applied Organizational Behavior and Leadership Development, An Identity Approach* (2023). At San Jose State, Dr Vogelgesang Lester runs the

near-peer GBSA mentoring program. She has also participated as a member of the Op-Ed Project, sponsored by the Public Voices Fellowship. She has published papers in *Academy of Management Learning & Education*, *The Leadership Quarterly*, *Human Resource Development Review*, *Journal of Leadership and Organization Studies*, *Journal of Business Ethics*. In addition to her Doctoral degree from the University of Nebraska, she holds an MBA from DePaul University, and her undergraduate degree in Organizational Behavior and Human Resources at Miami University.

David Wesley, PhD, is a Research Program Manager and a Senior Lecturer in International Business at the D'Amore McKim School of Business at Northeastern University. He has published over 100 book chapters, cases, and articles on global business topics, including cross-cultural adaptation, crisis management, and international management behavior. His work has been featured in leading journals and platforms such as Harvard Business School Publishing, *Academy of Management Perspectives*, and Ivey Publishing. He is the recipient of several grants, honors, and awards, including the EFMD Case Writing Awards and Ivey Publishing's Case Study Classics distinction. He currently serves on the editorial board of the Center for Emerging Markets at Northeastern University and is a member of the Advisory Board for The Case Center (UK).

This page intentionally left blank

THE EMERALD LITERATI AWARDS

Each year, the editors of Emerald Publishing books and journals are asked to select the Outstanding Author Contribution, which is both a joy and a difficult task. Below you will find the list of *Advances in Global Leadership* (AGL) winners starting with volume 8 when Bill Mobley resigned and Joyce Osland took over as senior editor. This is as far back as the current editors have records.

Emerald Literati Awards	Advances in Global Leadership Winners
2013	Osland, J., Bird, A., & Oddou, G. (2012). "The Context of Expert Global Leadership." <i>Advances in Global Leadership</i> , vol. 7. Bingley, UK: Emerald Group Publishing: 107–124.
2014	Stevens, M., Bird, A., Mendenhall, M. E., & Oddou, G. (2014). Measuring global leader intercultural competency: Development and validation of the Global Competencies Inventory (GCI). <i>Advances in Global Leadership</i> , vol. 8. Bingley, UK: Emerald Group Publishing: 115–154.
2017	Levy, O., Peiperl, M. & Jonsen, K. (2016). Cosmopolitanism in a globalized world: An interdisciplinary perspective. <i>Advances in Global Leadership</i> , vol. 9. Bingley, UK: Emerald Group Publishing: 281–323.
2018	Huesing, T., & Ludema, J. (2017). The Nature of Global Leaders' Work. <i>Advances in Global Leadership</i> , vol. 10. Bingley, UK: Emerald Group Publishing: pp. 3–39.
2019	Nelson, J. (2018). Here be paradox: How global business leaders navigate change. <i>Advances in Global Leadership</i> , vol. 11. Bingley, UK: Emerald Group Publishing: pp. 3–30.
2020	Gyamfi, N. Y. A., & Lee, Y-t. (2019). Toward a framework of contextualized assets and liabilities in global leadership: Identity and power implications in an African context. <i>Advances in Global Leadership</i> , vol. 12. Bingley, UK: Emerald Group Publishing: 79–108.

(Continued)

(Continued)

Emerald Literati Awards	Advances in Global Leadership Winners
2021	Osland, J. S., Mendenhall, M. E., Reiche, B. S., Szku-dlarek, B., Bolden, R., Courtice, P., Vaiman, V., Vaiman, M., Lyndgaard, D., Nielsen, K., Terrell, S., Taylor, S., Lee, Y-t., Stahl, G., Boyacigiller, N., Huesing, T., Miska, C., Žilinskaite, M., Ruiz, L., Shi, H., Bird, A., Soutphommassane, T., Girola, A., Pless, N., Maak, T., Neeley, T., Levy, O., Adler, N., Maznevski, M. (2020). <i>The Role of Global Leadership during the Covid-19 Crisis. Advances in Global Leadership</i> , vol. 13. Bingley, UK: Emerald Group Publishing: 3–56.
2022	Adler, N. J. (USA), Sackmann, S. A. (Switzerland), Arieli, S. (Israel), Akter, M. (Bangladesh), Barmeyer, C. (Germany), Barzantny, C. (France), Caprar, D. V. (Australia and New Zealand), Lee, Y-t. (Taiwan), Lui, L. A. (China), Magnani, G. (Italy), Marcus, J. (Turkey), Miska, C. (Austria), Moore, F. (United Kingdom); Park, S. H. (South Korea); Reiche, B. S. (Spain); Søderberg (Denmark and Sweden); Solomons, J. (Rwanda); & Zhi-Xue Zhang (China). (2022). <i>The grand challenge none of us chose: Succeeding (and failing) against the global pandemic. Advances in Global Leadership</i> , vol. 14. Bingley, UK: Emerald Group Publishing: 3–86.
2022	Marketa Rickley, <i>A Systematic Review of Power in Global Leadership</i>
2023	Brett Hinds and James D. Ludema, <i>Six Factors That Shape How Global Leaders Exercise Power and Influence Followers</i>

ACKNOWLEDGMENTS

We'd like to acknowledge the work and commitment of those who made important behind-the-scenes contributions to this volume. We are indebted to David Mulvaney, our publisher at Emerald Group Publishing, Inc and Thomas Creighton (production person) and the entire production team for the support we have received, especially Sheena Reghunath and Becky Robinson.

- Mark Mendenhall is grateful for the support of the Gary W. Rollins College of Business and the J. Burton Frierson Chair of Excellence in Business Leadership at the University of Tennessee, Chattanooga.
- Sebastian Reiche gratefully acknowledges the institutional and financial support of IESE Business School through its High Impact Projects initiative.
- Martha Maznevski acknowledges the support she receives from the Social Sciences and Humanities Research Council of Canada
- Joyce Osland is extremely grateful for many years of funding from the Lucas Family Foundation that supported her global leadership center and research at San José State University. Now theoretically retired, she is grateful for a supportive husband who refrains from doing a cost-benefit analysis of her *AGL* habit.

This page intentionally left blank

NEW ADVANCES IN GLOBAL LEADERSHIP: INTRODUCTION TO VOLUME 16

Joyce S. Osland, B. Sebastian Reiche, Martha L. Maznevski, and Mark E. Mendenhall

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 in the chosen area, in addition to the other submissions that come over the transom. For Volume 16, our Call for Papers emphasized “Addressing Society’s Grand Challenges Through Global Leadership.” In part, our call stated the following:

In addition to traditional global leadership topics and foundational research, Volume 16 calls specifically for research that focuses on *Addressing Society’s Grand Challenges Through Global Leadership*. Over the past few years, the world has experienced a number of crises that are severely impacting personal and professional lives, therefore calling for concerted action. Whether it is the recent COVID-19 pandemic, far-ranging geopolitical crises and tensions in Ukraine and the Asia-Pacific region, the resulting questions about the future of globalization, climate change, inequality, or the need to grapple with increasingly daunting social issues, there is an urgency for global leaders to initiate collective action (see Mendenhall, Miska et al., 2020). Scholars have primarily examined global leaders’ roles in addressing societal challenges within the subdomain of responsible global leadership... [which] reflects a “social-relational and ethical phenomenon, which occurs in social processes of interaction” (Maak & Pless, 2006, p. 99) and requires “balancing external pressures of conflicting stakeholder interests with leaders’ internal tensions of having to lead coherently and consistently with integrity across multiple contexts” (Miska & Mendenhall, 2018, p. 118). Increasingly, global leadership scholars have begun to theorize about and investigate the construct of responsible leadership in the global context (Mendenhall, Zilinskaite et al., 2020). The recent pandemic has given further impetus to studying relevant antecedents and conditions that may predispose global leaders to act (e.g., Adler & Sackmann, 2022). At the same time, this research stream is still nascent and does not fully capture the solutions both scholars and practitioners are seeking to face our society’s challenges. In a recent *AGL* interview, global leadership scholar Guenter Stahl iterated that the field of responsible global leadership “has not yet converged on a set of core theoretical assumptions” and that “the boundaries of the field are fuzzy and shifting” (Reiche, 2023, p. 247). This shortcoming weighs even more heavily given the range of societal challenges we need to confront. Therefore, we

believe that advancing our research efforts in this stream, *Addressing Society's Grand Challenges Through Global Leadership*, is both very timely and highly relevant. As Nancy Adler concluded in an interview in our last volume of *AGL*, "We should push the field to ask the big questions that would fix the world" (Osland, 2023, pp. 230–235).

We were pleased to receive a blend of submissions that addressed both society's grand challenges and especially global ethics, as well as traditional research. As always, our goal is to enable scholars to advance the field by closing the gaps in the global leadership literature. While the term "global leadership" has been defined in many ways, which blurs the conceptual boundaries between global leadership 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 et al., 2017, p. 556)

Volume 16 combines traditional research papers in Part I with practitioner-focused interviews, research, and insights in Part II. We often end the book with conclusions and future research directions to lay a path for scholars. In this volume, however, we created a special section on the intersection between global leadership and other disciplines, which contains many ideas for future research and collaboration with other fields. The papers in this volume are briefly introduced below.

PART I: CONCEPTUAL AND EMPIRICAL FINDINGS

Chapter 1, Ethical Decision Making in Global Leadership: A Systematic Review, was written by Sabrina Goswami, a talented doctoral student. She argues convincingly that ethical decision making in global leadership to date has usually been investigated from different angles and different research fields. Recently, scholars have paid more attention to the topic of responsible global leadership. However, as Goswami points out, no common theoretical foundation from the field of ethics has ever been used to systematically examine global leadership ethics in a structured and holistic way. Her chapter addresses and answers this important research question: *What is known about ethical decision making in the context of global leadership?* Thus, she strengthens the intersection between these two fields by using Jones' (1991) comprehensive model of ethical decision making to systematically map the relevant research on ethical decision making in the field of global leadership. Her review identifies important knowledge gaps and defines paths for further inquiry that can help global leaders effectively navigate ethical decision making in complex global contexts.

In *Chapter 2, Responsible Leadership in India: Insights for Global Leadership Research*, Carlo Brighi and Christof Miska demonstrate the importance of identifying and assessing the antecedents of responsible leadership across micro, meso, and macro levels of analysis in a complex, emerging economy. After performing a

content analysis of publicly available information about a sample of 13 Indian business leaders, they discovered that responsible leadership in India is linked primarily to social goals, an indication of existing major societal challenges. The antecedents of responsible leadership in this study were both Western and Indian, which underlines the importance of taking into consideration the local context as well as the global context in future global leadership research.

Chapter 3, Responsible Global Leadership in Responses to Global Governance: Evidence from the Global Construction Industry, was developed by a team of researchers at Northwestern University, including David Wesley, Sheila M. Puffer, Jack Cordero, Alexandra V. Roth, and Elizabeth M. Moore. This chapter explores how industry as a stakeholder engages with intergovernmental organizations in addressing the grand societal challenge of sustainable development. Using the lens of the 4Cs framework (Puffer et al., 2020), the research team categorized 238 construction companies in 31 countries on the basis of their strategic responses to global governance and their level of engagement with other stakeholders on issues related to CSR. The chapter maps how the international construction industry and companies engage in responsible leadership with the United Nations to support the SDGs. The authors provide interesting examples of construction companies in various countries and their CSR activities for each ESG category.

In *Chapter 4, Transcultural Competence for Global Leadership: What If We Focus on Developing Commonalities across Cultures?*, Tobias Grünfelder suggests a novel approach for dealing with cultural complexity based on the findings of an international and interdisciplinary Delphi study on “transcultural competence.” This concept is defined as the willingness and ability to develop commonalities while still allowing cultural differences to exist. To successfully deal with cultural complexity and address society’s grand challenges, Grünfelder argues that global leaders should foster moral conversations, ongoing cocreation of meaning, and a sense of belonging, initiate shared experiences and commonalities, and create imaginary moments for new forms of cooperation across cultures.

Chapter 5 includes a powerful call to action, *Putting Global Back into Global Leadership*, which all global leaders, scholars, and students should read. We invited Klaus E. Meyer, a leading scholar in international business to write on the intersection of global leadership and his own area of specialization – strategy and operations of multinational enterprises in and from emerging economies. Instead of the prevalent emphasis upon looking inward to how global leaders should manage global organizations, he encourages the field to confront two external global challenges – nationalist policies and disruptions to the global biosphere – and outlines the management practices that could help resolve these problems.

Chapters 6–18 are a compilation of our efforts to encourage more cross-sector understanding and research between global leadership and other fields of study. We selected respected authors from other fields and invited them to send us their reflections on the intersections between our fields. To bring them up to date on what was occurring in our field, we sent them a recent *AGL* literature review on global leadership, which included a table of research linking global leadership to

other fields of study (Table 4, Mendenhall et al., 2023). We also gave them these prompt questions.

- Are there existing contributions from your discipline to the field of global leadership that were not mentioned in Table 4 of the attached Mendenhall et al. literature review?
- What other concepts or theories from your discipline/area of specialization *should* GL scholars be incorporating into their research?
- Based on your knowledge of global leadership, what theories or lessons from global leadership could enhance your own discipline?
- Do you have any recommendations for future cross-disciplinary research studies that could have a significant impact?
- Anything else this effort has triggered?

We hope that you find the results as intriguing and thought-provoking as we did. Global leadership is a field that has a great deal to offer to and benefit from more multidisciplinary thinking and research.

PART II: PRACTITIONERS' CORNER

In keeping with our practice of interviewing pioneers in the field or well-known practitioners, we interviewed two global leaders who are making significant contributions to the world. They hail from related fields of study, anthropology and psychology, which also reflects our special focus in Volume 16 of learning from other disciplines.

In *Chapter 19*, Martha L. Maznevski introduces us to digital anthropologist, consultant, and author Rahaf Harfoush. Rahaf believes in the positive potential of technology as a tool for humanity, while also being a realist about the barriers inherent in social power structures. In this interview, she explains how technology is an expression of human interactions and values and explores how leaders must understand these expressions in order to shape them effectively. She encourages global leaders to hold themselves accountable for the use and impact of technology on human systems, and to leverage technology to create space for humanity and creativity.

Chapter 20 presents an interview with psychologist Bjørn Ekelund by Joyce S. Osland. He is well-known for his trail-blazing work in assessment. His popular Diversity Icebreaker instrument has been used to develop global interpersonal processes in countless workshop participants around the globe. Bjørn has also earned the title of global leader for his efforts to tackle and resolve sticky global problems.

In *Chapter 21*, Mark E. Mendenhall, B. Sebastian Reiche and Anthony Mendenhall address the popular topic of artificial intelligence. The AGL editors were curious about how generative Artificial Intelligence (AI) could be incorporated into our own work. Aided by Anthony Mendenhall, who works in the field of AI, the authors questioned and investigated how one could use AI to

analyze and teach business cases. The article offers reflections on the dual nature of AI in education as both a transformative tool and a potential crutch.

In *Chapter 22*, Nancy J. Adler, recognized as one of the top university teachers in Canada and known around the world for asking provocative research questions that matter, partnered with Arshad Ahmad, who received the International Educator of the Year Award from the Academy of International Business, in addition to numerous other honors for his work as the Vice-Chancellor of LUMS University. Their goal in Chapter 10 is to describe LUMS' unique, award-winning educational program in Pakistan and explain its success. The program contains many high-impact practices and creative methods that benefit both students and local communities.

REFERENCES

- Adler, N., & Sackmann, S. (2022). The grand challenge none of us chose: Succeeding (and failing) against the global pandemic. In J. S. Osland, B. S. Reiche, B. Szkudlarek, & M. E. Mendenhall (Eds.), *Advances in global leadership* (Vol. 14, pp. 3–85). Emerald Publishing Limited.
- Jones, T. M. (1991). Ethical decision making by individuals in organizations: An issue-contingent model. *The Academy of Management Review*, *16*(2), 366–395. <https://doi.org/10.2307/258867>
- Maak, T., & Pless, N. M. (2006). Responsible leadership in a stakeholder society—A relational perspective. *Journal of Business Ethics*, *66*, 99–115.
- Mendenhall, M. E., Franco de Lima, A., & Burke-Smalley, L. (2023). Publishing patterns in the field of global leadership 2015-2020. *Advances in Global Leadership*, *15*, 139–179.
- Mendenhall, M. E., Miska, C., & Stahl, G. K. (2020). Responsible global leadership: The anatomy and promise of an emerging field. In M. E. Mendenhall, M. Zilinskaite, G. K. Stahl, & R. Clapp-Smith (Eds.), *Responsible global leadership: Dilemmas, paradoxes, and opportunities* (pp. 221–232). Routledge.
- Mendenhall, M. E., Zilinskaite, M., Stahl, G. K., & Clapp-Smith, R. (2020). *Responsible global leadership: Dilemmas, paradoxes, and opportunities*. Routledge.
- Miska, C., & Mendenhall, M. E. (2018). Responsible leadership: A mapping of extant research and future directions. *Journal of Business Ethics*, *148*, 117–134. <https://doi.org/10.1007/s10551-015-2999-0>
- Osland, J. S. (2023). Asking big questions that matter: An interview with Nancy Adler. In J. S. Osland, B. S. Reiche, M. E. Mendenhall, & M. Maznevski (Eds.), *Advances in global leadership* (Vol. 15, pp. 217–242). Emerald Publishing Limited.
- Puffer, S. M., Wesley, D., Dau, L. A., & Moore, E. M. (2020). The 4 CS of MNE strategic responses to global governance. In J. Osland, M. Mendenhall, B. S. Reiche, & B. Szkudlarek (Eds.), *Advances in global leadership* (Vol. 13, pp. 85–104). Emerald Publishing Limited. <https://doi.org/10.1108/s1535-12032020000013003>

- Reiche, B. S. (2023). Tackling grand societal challenges and designing consciousness-raising experiences inside and outside the classroom: An interview with global leadership educator Günter K. Stahl. In J. S. Osland, B. S. Reiche, M. E. Mendenhall, & M. Maznevski (Eds.), *Advances in global leadership* (Vol. 15, pp. 243–257). Emerald Publishing Limited.
- 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.

PART I

EMPIRICAL FINDINGS

This page intentionally left blank

ETHICAL DECISION MAKING IN GLOBAL LEADERSHIP: A SYSTEMATIC REVIEW

Sabrina Goswami

Western University, Canada

ABSTRACT

Leaders in global organizations are often faced with complex choices that are judged according to moral norms of behavior. Should businesses close operations in global conflict areas to avoid fueling war or continue the operations to provide a livelihood for people in need? Should NGOs make deals with diplomatically unrecognized governments to enable the provision of humanitarian aid, or should they avoid giving these institutions legitimacy while forgoing opportunities to help civilians? Understanding global ethical challenges and the factors influencing global leaders' ethical decisions is essential for fostering leadership that integrates ethical acumen and cross-cultural competence in our interconnected world. However, research on this topic is dispersed across various fields, and the absence of a unified theoretical framework hinders progress in addressing ethical decisions in global leadership. The present review aims to bridge this gap by synthesizing existing research on ethical decision making in global leadership, drawing on the theoretical foundations in the ethical decision making literature. The findings highlight an array of individual, organizational, and cultural/institutional factors that influence global leaders' ethical awareness, judgment, intent, and behavior. The review also reveals "best practice" activities of global leaders that are considered to generate ethical behavior, including the proactive anticipation of ethical issues, inclusive and interactive stakeholder management, and continuous ethical transformation. Several promising avenues for further inquiry are identified.

Keywords: Ethical decision making; global leadership; global ethics; business ethics; global leaders; ethical leadership

INTRODUCTION AND RATIONALE

The organizational environments of today's enterprises are becoming increasingly dynamic, unpredictable, and challenging. Global crises and polarized societies put organizational leaders in situations in which they need to choose between action alternatives with differing moral implications. Should businesses close operations in global conflict areas to avoid fueling war or continue the operations to provide a livelihood for people in need? Should NGOs make deals with corrupt, diplomatically unrecognized governments to enable the provision of humanitarian aid, or should they avoid giving these institutions legitimacy while forgoing opportunities to help civilians? Situations like these require *ethical decision making*, defined as making choices that are "subject to or judged according to generally accepted moral norms of behavior" (Treviño et al., 2006, p. 952). It involves considering the ethical implications of actions and their potential impacts on stakeholders, society, and the environment.

While ethical decision making is already a complex phenomenon when viewed in a local environment, it presents an even more complicated set of challenges when viewed through a global leadership (GL) lens. *GL* emerges as a dynamic and multifaceted construct in today's interconnected world, where globalization has blurred borders and multinational enterprises operate across diverse cultural landscapes. It encompasses "processes 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 et al., 2017, p. 556). One of the fundamental challenges of ethical decision making in GL stems from the divergence of morally accepted norms across different cultural societies. What may be considered ethical in one culture could be deemed unethical in another. This cultural variation requires global leaders to navigate ethical dilemmas with sensitivity and cross-cultural understanding. Moreover, the interconnectedness of global systems means that decisions made by leaders can have far-reaching consequences beyond national borders. Actions taken in one part of the world can impact individuals, communities, and ecosystems across continents. Therefore, the ethical dimensions of decision making in GL extend beyond immediate stakeholders to encompass broader global implications.

Understanding ethical decision making in GL is essential for several reasons. From an organizational perspective, ethical leadership can foster trust, both internally within organizations (Engelbrecht et al., 2017) and externally with stakeholders outside the organization (Freeman, 2016). Thus, global leaders' ethical decisions may help enterprises cultivate long-term relationships with diverse communities built on integrity and transparency. From a societal perspective, ethical decision making in GL is crucial for sustainable development and responsible business practices. Leaders who prioritize ethics are better equipped to navigate complex global challenges such as climate change, social inequality, and economic disparities (Jones & Millar, 2010). Thus, understanding global ethical issues and the interconnected factors that influence global leaders' ethical decision making processes is imperative to cultivate leadership that combines the necessary ethical acumen and cross-cultural competence to navigate our increasingly interdependent world.

Unfortunately, existing research often fails to capture the dynamics involved in ethical decision situations faced by global leaders. This gap arises due to the compartmentalization of research streams. On the one hand, scholars that place their focus on the ethical dimension of the issue (e.g., ethical decision making research, ethical leadership studies) may investigate ethical concerns that are relevant globally (e.g., the moral implications of bribery), yet do not fully account for the nuances of the global context that can severely heighten its ethical complexity (Stahl et al., 2017). On the other hand, scholars that place their focus on the GL dimension of the issue may touch upon ethical challenges for global leaders (e.g., cultural differences in ethics), yet tend to sideline foundational ethics research, such as Kohlberg's (1969) model of cognitive moral development, Rest's (1986) four-component model of the ethical decision making process, or Treviño's (1986) and Jones' (1991) situational and issue-contingent extensions of Rest's model. As a result, our understanding of ethical decision making in GL remains limited.

The theoretical concept that comes closest to shedding light on the issue at hand is the nascent field of responsible global leadership (RGL). This stream emerged from overlapping investigations of three research domains: global, GL, and responsible leadership (Mendenhall et al., 2020). Responsible leadership is characterized by the requirement to “balanc[e] external pressures of conflicting stakeholder interests with leaders' internal tensions of having to lead coherently and consistently with integrity across multiple contexts” (Miska & Mendenhall, 2018, p. 118). While the RGL stream provides valuable opportunities for understanding ethical decision making in GL, ethics once again is merely seen as a subdimension alongside diversity and inclusion, sustainability, and human rights (Mendenhall et al., 2020). Moreover, since the field was born from practical relevance more than theorizing, it lacks a unified theoretical foundation. Leading scholars describe the stream's theoretical assumptions and boundaries as “fuzzy and shifting” (Reiche, 2023, p. 247).

In conclusion, ethical decision making in GL has been investigated by various scholars from different angles, yet insights are scattered across research fields, and there is no common theoretical foundation to help think about the phenomenon in a structured and holistic way. This hinders progress in understanding and addressing ethical challenges in GL and poses the research question: *What is known about ethical decision making in the context of GL?*

To answer this important question, the present review paper leverages the extensive theoretical groundwork that has been done in the ethical decision making literature to synthesize existing research on ethical decision making in GL. The review pursues two major goals: First, it aims to systematically map relevant research on ethical decision making in GL along the dimensions of Jones' (1991) issue-contingent model of ethical decision making. This model was chosen since it most comprehensively captures all relevant dimensions of ethical decision making, including characteristics of the ethical issue (moral intensity), ethical awareness, ethical judgment, ethical intent, and ethical behavior/conduct (see Fig. 1). In doing so, the review investigates what characterizes ethical issues that global leaders are typically faced with, which factors influence global leaders' ethical awareness, judgment, and intent, as well as what is viewed as ethical behavior in the context of GL and how global leaders can exhibit this behavior.

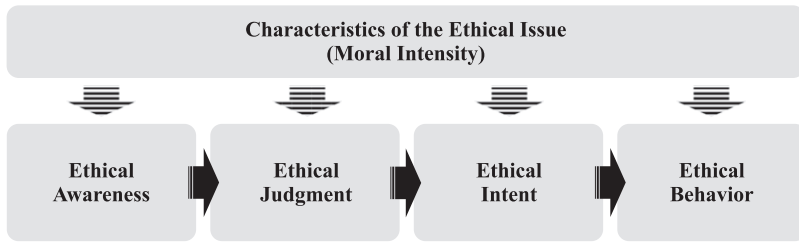


Fig. 1. Simplified Version of Jones' (1991) Ethical Decision Making Model.

Note: Adapted from Jones (1991).

Second, the review aims to leverage the synthesis to identify important knowledge gaps and define paths for further inquiry that can help global leaders effectively navigate ethical decision making in complex global contexts.

METHODS

Search Process

The present paper conducts a systematic narrative review of different types of evidence, including qualitative, quantitative, mixed methods, and conceptual work. Table 1 shows an overview of all keywords included in the search string of the review. The search string was developed in a two-step approach consisting of the definition of search concepts and the subsequent identification of keywords based on each search concept. In the first step, the so-called SPIDER approach helped define search concepts based on the targeted **S**ample or context, **P**henomenon of **I**nterest, research **D**esign, **E**valuation (i.e., outcome measures for quantitative studies; constructs for qualitative and conceptual papers), and **R**esearch type (Cooke et al., 2012). To appropriately capture the sample/context, GL was divided into its two components *global* and *leadership* representing two distinct search concepts. In terms of the phenomenon of interest, *ethical decision making* was chosen as the third search concept. Since the review explicitly intends to map any relevant research types and designs, no further search concepts were created for the remaining parts of the SPIDER framework (i.e., design, evaluation, research type). In the second step, keywords were identified for each search concept by reviewing search strategies and terminology of previous, related reviews (e.g., Rickley, 2023) and leveraging the Yale MeSH analyzer that extracts keywords from exemplary papers that are intended to be included in the review (mesh.med.yale.edu). This process yielded 10 keywords for the search concept *global* and 6 for *leadership*. The third search concept, *ethical decision making*, was divided into two sub-concepts *ethical* and *decision making*, with 15 and 19 keywords, respectively. The latter does not only capture semantic synonyms of the expression *decision making* but also includes relevant keywords for each of the five dimensions of the ethical decision making

Table 1. Overview of Search Concepts and Keywords.

Search Concepts	Global	Leadership	Ethical Decision Making	
Sub-concepts	/	/	Ethical	Decision Making
Keywords	global globalized international* multinational* multicultural* transnational* cross-cultural* "cross cultural*"** inter-cultural intercultural*	leader* leadership manager* management executive* supervisor*	ethic* unethic* responsib* irresponsib* "social* responsib**" "social* irresponsib**" moral* immoral* virtuous virtue* principle* principle-based righteous value* value-based	"decision making" decision* choice* decision-taking "decision taking" issue* concern* question* challenge* awareness* aware* recognition* recogniz* judgement* judgment* intent* behavior* behav* conduct*

Note: The asterisk (*) at the end of the keywords requires the search to include any typical endings for that keyword. For instance, searching for *ethic** will yield results for words like *ethical*, *ethicality*, or *ethically*. Keywords that are framed by quotation marks ("") require the search to only include the two words when they appear in immediate proximity to each other.

process as conceptualized by Jones (1991). An academic librarian additionally suggested to incorporate relevant semantic opposites of identified keywords as additional keywords (e.g., adding *unethical* instead of only searching for *ethical*). Since the two sub-concepts *ethical* and *decision making* can be linguistically positioned in many different orders to describe the concept of *ethical decision making* (e.g., "making decisions on ethical issues"; "the ethical implications of a decision" etc.), the search strategy was constructed in a way that the two sub-concepts were combined with an adjacency indicator. This adjacency indicator ensures that articles are drawn in which the sub-concepts appear in close proximity (within four words) of each other. Finally, the three higher level search concepts *global*, *leadership*, and *ethical decision making* were combined with traditional AND-operators.

The search was carried out in the citation database Scopus covering all publication years. It excluded unpublished manuscripts as well as articles written in a language other than English. In addition, the search was limited to the subject areas *Business, Management, and Accounting* as well as *Psychology*. Overall, the database search yielded 561 results. The supplemental search strategy consisted of a reference search of key articles included in the review as well as relevant previous reviews in the field which yielded an additional 28 articles to be included in the review process.

Study Eligibility

Article selection was guided by the inclusion and exclusion criteria listed in Table 2, once again structured according to the SPIDER approach (Cooke et al., 2012). In addition to several formal paper characteristics (e.g., design, type), the inclusion criteria were developed around Reiche et al.'s (2017) definition of GL, Treviño et al.'s (2006) description of ethical decision making, as well as Jones' (1991) framework of the ethical decision making process. In terms of exclusion criteria, the review explicitly does not consider research on leadership processes and actions that exclusively influence constituents from a single national culture and jurisdiction (even if the article compares cultures/countries, i.e., comparative leadership research), that take place in informal organizations, such as within multicultural families or neighborhoods, or that are assessed on firm instead of individual level. Another exclusion criterion comprises literature on decisions that are not typically judged according to moral norms, such as most decisions on product features or administrative processes.

Table 2. Inclusion and Exclusion Criteria of the Review.

Component	Category	Inclusion Criteria	Exclusion Criteria
Sample/ Context	Global leadership	“The processes 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 et al., 2017, p. 556).	Leadership processes and actions that exclusively influence constituents from a single national culture and jurisdiction – even if the article compares different cultures/countries (i.e., comparative leadership research). Leadership processes and actions that take place in informal organizations (e.g., within multicultural families or neighborhoods). Leadership processes and actions assessed on firm, not on individual level (e.g., firm motivation or capabilities to address externalities).
Phenomenon of interest	Ethical decision making	The process of making choices that are “subject to or judged according to [. . .] moral norms of behavior” (Treviño et al., 2006, p. 952). This process explicitly includes five dimensions: <ul style="list-style-type: none"> • Characteristics of the ethical issue • Ethical awareness • Ethical judgment • Ethical intent • Ethical behavior/conduct (Jones, 1991). 	Decisions that are not typically judged according to moral norms, such as most decisions on product features or administrative processes.