INDEX

Adapting, 36
Advocacy, 239
Alien Tort Claims Act (ATCA), 90–91
Antecedents
  individual enablers, 146
  organizational enablers, 146
Anticipating, 36
Antiprototypes, 72–73
Asian participants, 69
Authentic business, 241
Awareness, 35–36

Balancing competing tensions, 271–275
Bat effect, 13
BHP Billiton, 95
Big Pharma, 21–22
Burning platform, 14

Civil society, 55
Clean Trade Act, 89
Coaching Mindset Index, 239
Coaching, post COVID-19, 49
Cohesion, 65
Cold War, 88
Collaborator, 92–94
Collective leadership, 6–7
Combatant, 97–98
Complier, 94–96
Conventional content analysis, 111
Corporate Community Leadership Program (CCLP), 95
Correlations, 69
Counteractor, 96–97
COVID-19 pandemic, 178–181
  action, 54
  adapting, 36
  anticipating, 36
  awareness, 35–36
balancing competing tensions, 271–275
bat effect, 13
Big Pharma, 21–22
burning platform, 14
collaborative global leadership, 269–271
collective global leadership, 269–271
competencies, 267–269
creativity, 53
dynamic balancing concept, 15–16, 16, 17
economic system, 22
embrace, 54–55
empathy, 53
environmental jolts, 28–29
global crisis, 13
global epidemic of blindness, 38–39
global leaders coaching, post COVID-19, 49
global leadership failure, 10–11
global leadership implications, 29–30
global leadership research, 262, 265–267
grassroots organizations, 55
leaders' responses, 18–20
learning mindset, 47
learning platform, 14
moral vision, 49–50
narcissism, 33
nationalism, 31–32
natural catastrophe *vs.*, 14
non-global leaders, 44
Olympics, 13
post-COVID-19 life, 47
premature pronouncement risk, 31
reflexivity, 276–278
rejection of science, 38

resilience, 53
responsible global leadership (RGL), 262–265, 275–276
rigged system of wealth, 39
rise of nationalism, 38
sensemaking, 6–7
shared purposes, 6–7
systems changes, 6–7
technological savvy, 54
trust, 42–43
virtual work guidelines, 45–46
volatile, uncertain, complex, and ambiguous (VUCA), 25, 35, 262–265
working from home, 51
Creativity, 53
Cross-sector innovation, 184–187
Cultural immersion, 251–252
CultureWizard, 238–239

Data analysis, 111–112
Data collection, 110–111
Descriptive statistics, 68
Directed content analysis, 106
Dot-Com crash, 235–236
Dynamic balancing concept, 15–17

Embrace, 54–55
Empathy, 53
Engineering Management Master's Program (EMMP), 219–220
Environmental jolts, 28–29
Extractive Industries Transparency Initiative (EITI), 90
Eye fixations
antiprototypes, 72–73
Asian participants, 69
cognitive structures, 59
cohesion, 65
Correlations, 69
descriptive statistics, 68
ethics, 66
eye tracking, 73–74
future research, 76–77
global leadership implications, 75–76
hierarchical multiple linear regression, 68–71
Identity Leadership Inventory (ILI), 63
implicit leadership prototypes, 70
implicit leadership theories, 58–59, 63–64
Implicit Leadership Theory Questionnaire (ILTQ), 63, 64, 68
intercultural communication, 58
leader identities, 70
leadership concepts, 60
leadership effectivenes, 61
leadership observation, 61
limitations, 76
materials, 67
Multiple Regressions, 70
nonverbal communication cues, 59
observational leadership research, 60
participants, 66
planned statistical analysis, 68
procedure, 68
prototypes, 71–72
recognition, 62–63
self-serving motivation, 62
Social Identity Theory of Leadership, 61
Standard Deviation, 69
substantive research, 62
verbal communication cues, 59
video technology, 59–60
Eye tracking, 73–74

Facial shadows, 239–240
Foreign Corrupt Practices Act (FCPA), 90

Global collaboration
COVID-19, 178–181

cross-sector innovation, 184–187
culture affects global business, 181–184
global leadership, 180–181
process-based approach, 192
relinquishing control, 194–195
trust relationships, 187
World Wildlife Fund (WWF), 191, 193
Global Competencies Inventory (GCI), 238, 256
Global governance, 86–87
bodies, 100
theory, 88–91
Global leadership course development
assignments, 247–252
course philosophy, 246–247
cultural immersion, 251–252
design, 246–247
Global Competencies Inventory (GCI), 256
global leadership expertise development (GLED) model, CHp0050
Intercultural Effectiveness Survey (IES), 247
personal development plan projects, 248
self-directed competency development, 248
self-directed methods, 248
social innovation project, 250
world orientation competency, 249
Global 100 medical devices, 240–241
GlobeSmart, 238–239
Grassroots organizations, 55
Group membership, 61

Hierarchical multiple linear regression, 68–71

Identity Leadership Inventory (ILI), 63
Implications, global leadership, 29–30, 75–76
Implicit leadership
prototypes, 70
theories, 58–59, 63–64
Implicit Leadership Theory Questionnaire (ILTQ), 63`–64, 68
Individual enablers, 137–139
antecedents, 146
individual capabilities, 138
learning ability, 138
learning attitude, 138–139
learning behaviors, 138
moderators, 147–149
organizational support, 140
personal traits, 137–138
Intercultural communication, 58
Intercultural consultants, 236
Intercultural Effectiveness Survey (IES), 247
Intergovernmental organizations (IGOs), 86
International assignment, 137–142
International Corporate Training Program, 142–143
International experience (IE)
content analysis, 137–144
contributions, 149–150
data analysis, 133–137
data collection, 132–133
global leadership development (GLD), 130
Global Leadership Expertise Development model (GLED), 130–131
global leader's learning, 135
implications, 149–150
individual enablers, 135, 137–139
international assignment, 137–142
learning environment, 137–142
limitations, 149–150
methodology, 132–137

multinational corporation's (MNC), 130
Transformational Learning Theory (TLT), 130–131
International Nongovernmental organizations (INGOs), 86
International Orientation Resources (IOR), 235–236

Key Elements of Global Leaders' Learning process (KEGLL), 145–146
Knowledge transfer
acceptance, 117
career considerations, 115
categories, 108–109
conventional content analysis, 111
data analysis, 111–112
data collection, 110–111
expatriation, 106
motivation, 115–116
perceived trust, 116–117
personal commitment, 115–116
personal integrity, 116
personnel rotation, 106
position influence, 113–114
repatriate knowledge, 107–108, 113
repatriate knowledge transfer (RKT), 107–110, 112
role responsibilities, 114
semi-structured interview protocol, 111
social networks, 114–115
work unit/organizational commitment, 116

Leader identities, 70
Leadership
characteristics, 101
effectivenes, 61
observation, 61
Learning environment
individual and organizational enablers, 142–143
individual capabilities, 139–140
individual enablers, 137–139
international assignment, 137–142
International Corporate Training Program, 142–143
short-term business travel, 143–144
Learning mechanisms
experiential learning cycle, 141
individual and organizational enablers, 142–143
social learning process, 141
transformational learning cycle, 141–142
Learning mindset, 47
Learning platform, 14
Leveraging assessment tools, 237–238

Moral vision, 49–50
Motivation, 115–116
career considerations, 115
personal commitment, 115–116
personal integrity, 116
work unit/organizational commitment, 116
Multinational enterprises (MNEs)
Alien Tort Claims Act (ATCA), 90–91
BHP Billiton, 95
collaborator, 92–94
combatant, 97–98
complier, 94–96
Corporate Community Leadership Program (CCLP), 95
counteractor, 96–97
Extractive Industries Transparency Initiative (EITI), 90
global governance, 86–91, 100
implications, 98–99
intergovernmental organizations (IGOs), 86
international nongovernmental organizations (INGOs), 86
leadership characteristics, 101
multiple quadrants, 100–101

performance, 99–100
political science perspective, 88–91
reputation, 99–100
US Foreign Corrupt Practices Act (FCPA), 90
Multiple quadrants, 100–101
Multiple Regressions, 70

Narcissism, 33
Nonverbal communication cues, 59

Observational leadership research, 60
Olympics, 13
Online Reflection Intervention, 25–26
Organizational enablers
antecedents, 146
international assignment, 139–140
learning mechanisms, 142–144
moderators, 147–149
organizational support, 140

Participants, 66
Personal integrity, 116
Phone-based conversations, 239–240
Place-based leadership, 6–7
Planned statistical analysis, 68
PMBA program, 26
Position influence, 113–114
Premature pronouncement risk, 31
Process-based approach, 192

Recognition, 62–63
Repatriate knowledge, 107–108, 113
Repatriate knowledge transfer (RKT), 107, 112
characteristics, 113
contextual conditions, 113–115
definition, 108–110
perceived relevance, 113
role responsibilities, 114
social networks, 114–115
Resilience, 53
Rise of nationalism, 38

Self-categorization theory, 62
Self-directed methods, 248
Self-directed online learning paths, 241–242
Self-Management, 238
Self-serving motivation, 62
Semi-structured interview protocol, 111
Sensemaking, 6–7
Skills
interpersonal skills, 120
process skills, 119–120
repatriate knowledge transfer skills, 117
self-related skills, 119
Social Identity Theory of Leadership, 61
Social innovation project, 250
Social networks, 114–115
Standard Deviation, 69
Substantive research, 62

Technological savvy, 54
Trust, 42–43

US Foreign Corrupt Practices Act (FCPA), 90

Verbal communication cues, 59
Video-based leadership coaching, 239–240
Video technology, 59–60
Virtual video platforms, 239–240
Virtual work guidelines, 45–46
Volatile, uncertain, complex, and ambiguous (VUCA), 25, 35

Working from home, 51
World Health Organization (WHO), 11, 28–29, 268–269
World orientation competency, 249
World Wildlife Fund (WWF), 191, 193