"Making a Difference with Global Leadership: What Can Firms, People and Business Schools Do?"

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MAKING A DIFFERENCE WITH GLOBAL LEADERSHIP:

WHAT CAN FIRMS, PEOPLE AND BUSINESS SCHOOLS DO?

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Potential Sponsor Divisions (in alphabetical order):

International Management
Management Education and Development
Social Issues in Management

The panel symposium organizers have received statements from all intended participants agreeing to participate in the proposed symposium stating that they are not in violation of the Rule of Three plus Three.

Making a Difference with Global Leadership: What can Firms, People and Business Schools do?

Abstract

Globalization is creating challenges which need to be addressed through new thinking. This panel symposium places these challenges at its heart and queries how firms, people and business schools can make a difference, with global leadership and as global leaders. For this panel symposium we have brought together an international group of scholars to engage in a conversation on 1) what firms can do to make a difference with global leadership, 2) what people can do to make a difference as global leaders, and 3) what business schools can do to educate global leaders who will make a difference. Building on current theoretical, conceptual and empirical work the panelists will examine contemporary issues by taking a fresh look at global leadership and querying in what ways global leaders (and global leadership) can make a difference in our world today and tomorrow. The organizers aim to engage the audience in this endeavor.

Key words: Global leadership, responsible leadership, global organizations, culture, business schools, making a difference

PANEL SYMPOSIUM - AN OVERVIEW

How can firms, people and business schools, operating in today's complex, ever changing and ever globalizing environment, contribute in a positive way and make a difference? This is a question that has become increasingly more important, tied to firm's competitiveness, corporate social responsibility, as well as positive leader practices that contribute not only to firms' potential, but also that of people within them, and can transfer to positive organizational change, as well as benefits to societies.

The panel symposium has brought together a group of scholars who passionately study, conceptualize, theorize and reflect on how firms can and do make a difference with global leadership, on how people can and do make a difference as global leaders, and on how business schools can enable students to make a difference as global leaders in the future. The overarching aim is to increase our knowledge and understanding of how firms, people, and business schools make a difference, enabling us to make a difference to theory by bringing in positive aspects, which despite leaps ahead within positive organizational scholarship remains understudied. As to practical implications we are acutely aware of our need as scholars to contribute to making a difference, by engaging in a conversation across panel members and the audience we hope to make a call for, and initiate a response to, how research on making a difference can make a difference to practice and education too.

In this panel symposium, we will address how global organizations at the forefront enact positive change through global leadership, specifically responsible and inclusive leadership practices, where the development and enactment of positive and effective corporate values support corporate social responses, and the management of diversity, which with multiculturalism at the heart of global organizations will create effective organizational structures encouraging

positive global outcomes. People make a difference. And people can make a difference in numerous ways whether engaging in cross-border interfirm partnerships, global teams, on international assignments or merely going about their daily work. With a changed, and changing (social) media landscape people also find new ways of interacting, contributing and in effect make a difference. However, developing effective global leaders who help to enact the organization's vision to make a difference, and instill positive change is not solely the responsibility of global organizations and the people themselves, but also that of business schools. Many future global leaders are educated within higher education, where they are formed in terms of attitudes and beliefs about what constitutes best practices. But as knowledge and insights about learning processes and teaching effectiveness increases, develops, and changes, so do curricula and teaching methods. Contemporary moves towards experiential learning, inquiry-based learning, and a 'flipped classroom' to mention some examples, will together with calls for a renewed role for business schools and a continued broadening of business schools education away from a singular focus on profit maximization, cost efficiency, competition, optimization and towards making a difference to individuals and societies form and shape the education of future global leaders.

The overall purpose of this proposed panel symposium is to discuss 'Making a difference with global leadership' and to guide the discussion in this panel symposium the following three questions have been formulated:

1) What can Firms do to make a difference with global leadership?

2) What can People do to make a difference as global leaders?

3) What can Business Schools do to educate global leaders who will make a difference?

Below follows a presentation of the panelists and a brief description introducing what firms, people and business schools can do, and are doing to make a difference.

Panelists

The organizers carry out research on international management, cross-cultural management, global leadership, and multicultural teams. They hold positions in Australia, Germany, Sweden, and the United Kingdom. The invited panelists who like the organizers all have a keen interest in making a difference, work in the following countries: Austria, France, Spain, Sweden, Turkey, the United Kingdom, and the United States. Below follows a short bio for each of the panelists.

Åsa-Karin Engstrand is an Associate Professor in Labor Studies and Senior Lecturer at Linköping University in Sweden. Her work is broadly focused on labor and work organization issues. She has a particular interest in intersectional analysis and is Director of Forum for Gender Studies and Equality at Linköping University.

Patricia Gabaldón is an Assistant Professor of Economic Environment at IE Business School in Spain, where she is associated with the Centre for Diversity in Management. Her doctorate is from University of Alcala in Spain. Her research focusses around the role of women in the economy and its effects in economic growth and sustainability.

Stefan Gröschl is a Research Professor in the Department of Management at the ESSEC Business, France. He received his doctorate from Oxford Brookes University in the UK. He is widely known for his expertise in responsible leadership and diversity management and has published in the areas of responsible leadership, diversity management, and international human resources management.

Yih-teen Lee is an Associate Professor at IESE Business School in Spain. He completed his doctorate at HEC, University of Lausanne, Switzerland. His research interests include person-

environment fit and talent management, cultural identities and cultural competences, and leadership in multicultural teams.

Gundula Lücke is a Post-Doctoral researcher of International Business and Organization at Uppsala University in Sweden. She received her Ph.D from the Sonoco International Business Department, University of South Carolina in the USA. She focuses on the integrative effects across multiple cultures on the individual, team, and organizational level asking how to leverage multiculturalism in organizations through different mechanisms.

Christof Miska is an Assistant Professor at the Institute for International Business at WU Vienna in Austria, from where he earned his doctoral degree. His research interests focus on the phenomenon of responsible global leadership at the intersection of global business ethics and CSR, international management, and cross-cultural studies.

Fiona Moore is a business anthropologist and Reader in Management Studies at Royal Holloway, University of London, in the UK. She earned her doctorate at Oxford University in the UK. Her research spans German multinational corporations in the UK, Korean entrepreneurs in the UK, cross-cultural management at Tesco PLC, and the development of international knowledge networks by Taiwanese.

Verena J. Patock is a Research and Teaching Associate at the Institute for International Business at WU Vienna, Austria. Prior to joining the WU, she worked in marketing and communications, and in the corporate social responsibility (CSR) department of a think tank. Her research interests lie within the fields of CSR, top management team diversity and cross-cultural management.

Craig L. Pearce is University Distinguished Professor at MEF University in Istanbul in Turkey. He received his Ph.D. from the University of Maryland-College Park. His research

interests span many topics related to shared leadership, such as: sustainability, innovation, responsible leadership, and CSR.

Laurence Romani is an Associate Professor at the Stockholm School of Economics in Sweden, from where she also received her Ph.D. Laurence's work focuses on issues of representation and interaction with the cultural other in respectful and enriching ways. She aims to understand how cultural diversity is practiced in organizations using contributions from critical management, feminist and postcolonial organization studies.

Satu Teerikangas is a Senior Lecturer in Management at University College London in the UK. She received her doctorate from the Helsinki University of Technology in Finland. Her research centers on strategic change, which she explores in the context of mergers and acquisitions (M&A), and studying the managerial, human and cultural dynamics therein.

Gretchen Vogelgesang Lester is an Assistant Professor at San Jose State University in the USA where she is a member of the Global Leadership Advancement Center. She earned her Ph.D. at University of Nebraska-Lincoln. Her research encompasses global leadership development as well as transparent communication between leaders and followers.

Christina L. Wassenaar is a PhD candidate at the Peter F. Drucker Graduate School of Management, Claremont Graduate University in the USA. She has taught in the US and internationally at the undergraduate, graduate and executive levels in academic and corporate settings. Her area of research is focused on shared leadership theory.

Format of the Symposium

Total length: 90 minutes

- Welcome and introduction to the topic and format of the panel symposium 'Making a Difference with Global Leadership: What can Firms, People and Business Schools do?' (5-10 minutes).

- The panelists have been divided into three groups and each group will address one of the three critical questions on what Firms, People or Business Schools can do to make a difference (see below). Discussion and audience questions to the panelists will be facilitated by the organizers (20 minutes per group. Total 60 minutes):

    - What can Firms do to make a difference with global leadership?

    - What can People do to make a difference as global leaders?

    - What can Business Schools do to educate global leaders who will make a difference?

- After focusing on what Firms, People and Business Schools can do to make a difference separately, an integrative facilitated discussion will follow. Here the organizers will also take care to ensure that key questions earlier raised by the audience will receive attention (20 minutes).

- Summing-up the session and reflections on where to take this discussion next (5 minutes).

Interest to Sponsoring Divisions

Management Education Division (MED)

International Management Division (IMD)

Social Issues in Management Division (SIM)

Globalization is creating challenges which need to be addressed through new thinking to improve organizational social performance. This panel symposium places this challenge at its heart and includes discussion of a range of socially responsible innovations at the individual, firm, and societal levels with a range of stakeholders in a variety of environmental contexts and so it is pertinent to the Social Issues in Management Division (SIM).

Making a difference through global leadership starts with the development a new generation of responsible global leaders which makes this symposium of interest to the Management Education Division (MED). We introduce innovative ways business schools are embedding social, ethical and moral thinking into the curriculum right now and challenge the audience to advance these ideas further to produce multicultural cohorts of graduates whose personal values are underlined by corporate social responsibility.

Alongside this, individuals across the generations from the developing to the developed world and inside and outside firms need to reflect differently about their own role in making global leadership responsible. Addressing the interests of the International Management Division (IMD), in this symposium, we provoke the audience with a range of cross-cultural and multicultural illustrations from Finland to Taiwan to Nigeria and beyond to encourage truly reflexive thinking and to generate a more inclusive and shared leadership which can make a difference, not just in the future, but beginning today.

PANEL SYMPOSIUM

What can Firms do to make a difference with global leadership?

Gundula Lücke, *Uppsala University, Sweden*
Christof Miska, *WU Vienna, Austria*
Verena J. Patock, *WU Vienna, Austria*
Laurence Romani, *Stockholm School of Economics, Sweden*

Organizations today are more global and diverse than ever before and with this comes an ever-present multiplicity of different cultures. While cultural differences are often viewed in a negative light and have generated concepts of difference and distance that emphasize notions of conflict, discordance and friction, the 'positive' side of multiculturalism and how it can be understood, managed and leveraged have received less attention (Stahl, Mäkelä, Zander & Maznevski, 2010; Lücke, forthcoming). Cultural multiplicity rather than being a separate aspect of global leadership, could be considered underlying all elements of global leadership. Organizations and organizational members are fundamentally sociocultural where varying, not shared, understandings are the default underlying interpersonal interactions and organization of work. Viewing the global firm in terms of cultural multiplicity can thus open up to an understanding of how the firm, and with it global leaders, can make a difference (Lücke, forthcoming).

Can global leadership make a difference and does effective management of diversity help firms to realize their potential as high performing, innovative and impactful firms? It has been suggested that the organization of the 21st century will be smaller, flatter, borderless, flexible, more technology-, learning- and innovation-oriented, and that this will be achieved through the increased use of global teams (e.g., De Vries, 1996; Hitt, Keats, & DeMarie, 1998). These types

of organizations will also require new types of leaders (Hitt et al., 1998), an important ingredient in ensuring these organization are able to implement positive change. Although intuitively, it would appear that these novel types of structures should enable more effective diversity management (Gilbert, Stead, & Ivancevich, 1999), which, in turn, should lead to positive benefits internal and external to organizations, in reality, many organizations have not been able to capture these advantages (Cox, 2001). Some of the oft-repeated managerial ideas on how to best take diversity into account, can despite best intentions, be challenged as being unethical, whereas inclusive leadership practices could provide an ethical and awareness-creating response to cultural diversity (Romani & Holgersson, forthcoming).

When we think about global leadership, we often think about global leaders themselves, or leaders as people, instead of organizations as enacting global leadership. However, we must also consider the role played by global organizations in developing global leaders. We can discuss the various ways in which global leaders can be developed into sources of positive change in organizations, how organizations, through their leaders can foster "virtuous and responsible" relationships in all of their interactions (Rego, Pina e Cunha & Clegg, 2012: 47), how the development and changing of global mindsets can be diffused throughout the organization through leader development, as well as by the leaders themselves.

Responsible global leadership has emerged as a major theme in light of the challenges facing global corporations and their leaders today. Work on ethical decision-making, shared leadership, and corporate social responsibility, highlighting the individual-level influences on responsible leadership and the conditions under which global leaders may engage in responsible or irresponsible conduct are at the fore of responsible leadership research, where the focus is on how global leaders can make a difference by safeguarding ethical conduct and achieving triple-bottom-line outcomes in their organizations. (Stahl, Miska, Noval & Patock, forthcoming).

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According to Barnett and Tichy (2000), organizations' top leaders should take it upon themselves to develop and teach other leaders, and do so as quickly as possible. As such, the organization must develop a global leadership knowledge sharing and learning culture. Effective global leadership is the driving force behind high performance in organizations (De Vries, 1996). Thus, effective responsible and inclusive global leadership taking cultural multiplicity in global organizations seriously could be a driving force behind firms making a difference.

The panelists will be encouraged to share their insights as well as interesting examples from their own research highlighting the ways in which firms can make a difference.

What can People do to make a difference as global leaders?

Yih-teen Lee, *IESE Business School, Spain*
Fiona Moore, *Royal Holloway, University of London, UK*
Satu Teerikangas, *University College London, UK*
Craig Pearce, *MEF University in Istanbul, Turkey*
Christina Wassenaar, *Claremont Graduate University, USA*

People can make a critical difference in terms of global leadership in a number of key ways. In this section, we highlight four. First individuals can "double-hat" (Teerikangas, forthcoming): maintain a focus on their own personal development while simultaneously supporting that of others. Today's global organization is the product of numerous acquisitions and mergers (Barkema & Schijven, 2008; Laamanen & Keil, 2008; Teerikangas, 2012), thus portraying a history and future of reorganizations and restructuring. From a leadership perspective, thriving amidst such changing conditions calls for a capability to manage radical change (Osland, 2004). Global leaders are not born into their roles, though. Individuals develop their (global) leadership potential throughout their careers (Lane et al., 2004). If the organizational context is one of ongoing change, then one's ability to implement change and live amidst change – by navigating

the 'inner world' with reflexivity, resilience, and emotional intelligence (cf. Wills & Barham, 1994) - would appear to be critical on one's development toward global leadership.

Multicultural teams represent another highly complex and challenging setting in organizations. With its increasing proliferation nowadays, to reap its full benefit managers need to develop corresponding competencies to lead not just team members but also themselves through the salient multiple identities, their impact on emotions, communications, and conflicts in the multicultural team context and the ensuing complexities arising from power and status among various cultural groups represented in the team (Lee & Schneider, forthcoming). The second way individuals can make a difference is by proactively crafting identities, managing emotions, creating a safe environment and building trust in multicultural teams (Lee & Schneider, forthcoming).

Mergers and acquisitions and multicultural teams are not the only complex situations today where individuals are beginning to make a difference. Two others we consider here are developing nations and future leadership. In countries nations, such as Nigeria, where corruption and lack of transparency inhibit integration into the global community, individual change initiatives are being led by those who are themselves are proactively changing the way business is done through the enactment of shared leadership (Pearce & Wassenaar, forthcoming), our third way individuals can make a difference. Turning to the future, social media seems to be playing an increasingly important role in the development of individual global leaders with transnational social networks fast becoming a prerequisite for global leadership (Butler et al, forthcoming; Palfray & Gasser, 2008). The case of young Taiwanese business people illustrates our fourth way individuals can make a difference: showing how ethnic and professional identity can be used to initiate and expand international networks in the context of a global diaspora (Moore, forthcoming).

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The panelists will be encouraged to share their insights as well as interesting examples from their own research highlighting the ways in which people can make a difference.

What can Business Schools do to educate global leaders who will make a difference?

Åsa-Karin Engstrand, *Linköping University*, *Sweden*
Patricia Gabaldon, *IE Business School, Spain*
Stefan Gröschl, *ESSEC Business School, France*
Gretchen Vogelgesang Lester, *San Jose State University, USA*

Many future leaders around the world will be graduates from business schools. Considering the role and responsibilities of business schools in the recent – and in many places still very current – economic and moral crisis, business educators have an obligation to unlearn and relearn the way they form and develop future leaders and members of society.

For too long business educators have pushed students to think first and foremost just in economic terms such as profit maximization, cost efficiency, competition, and optimization. The way business schools tend to propose a vision of sustainability is based on its consideration as a tool for profitability instead of responsibility (Epstein, 2010). Business schools have often promoted the notion that achieving a result or objective is the ultimate goal, and that the process or means to achieve it become secondary. They have cloned mind-sets that subordinate themselves and everything else to the organization and organizational success. This collective mind set and our natural strive to group conformity make it very difficult for an individual to start questioning traditional models, roles, norms and processes and so, to innovate.

The members of this panel are very much interested in breaking up this collective mind set. They want to guide students in their pursuit of answers to the very core questions on which our lives with their decisions and actions are based: from self-reflective questions about our

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purpose, our mission in life, and our guiding values, to questions about our responsibilities and contributions towards the common good - as individuals, and as members of families, organizations, and societies.

One way business school might make a difference is by introducing a more humanist perspective in the education of future leaders; a perspective that challenges and questions the many taken for granted epistemologies to which business schools typically introduce their students (Gröschl & Gabaldon, forthcoming). A second way to break the collective mindset is by promoting a more "intersectional" perspective in leadership education (Engstrand, forthcoming). This perspective unveils how the interaction of different social categorizations such as class, gender, ethnicity, race, nationality, and age affect decision-making and hidden power structures in organizations. A third illustration uses social innovation projects to provide students with the opportunity to develop global leadership competencies. Experience to date shows that social innovation projects which address global social problems with local ramifications provide excellent opportunities for students to develop global leadership competencies (Osland & Vogelgesang Lester, forthcoming).

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