Developing global leaders

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Abstract

With respect to global leadership development, this article suggests that managers differentially benefit from a given intercultural training or developmental experience — depending on their individual aptitudes (i.e., knowledge, skills, abilities, and other personality characteristics). The main premise of this article is that offering the right people (those with the requisite individual aptitudes) the right developmental opportunities will produce leaders who can effectively perform global leadership tasks and activities.

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Today's global economy has created a more complex and dynamic environment in which most firms must learn to compete effectively to achieve sustainable growth. With the inception internet-based business, cross-border trade agreements, the ease of international travel, and the like, domestic firms with solely domestic operations serving exclusively domestic client bases are becoming increasingly more difficult to find. Firms, both large and small, have increased their number of their foreign suppliers, partners, employees, shareholders and customers. The path to globalization had once been through predictable stages, today, however, many companies are born global (Evans, Pucik, & Barsoux, 2002). This global environment has not only changed the competitive landscape of business, it has also changed the way in which leaders must conduct business and the competencies leaders need to be successful. Global leaders, defined as executives who are in jobs with some international scope (Spreitzer, McCall, & Mahoney, 1997), must effectively manage through the complex, changing, and often ambiguous global environment (Bartlett & Ghoshal, 1992; Caligiuri & DeSanto, 2001; McCall, 1998). Global leaders expand business into foreign markets, conceive strategies on a global basis, manage and motivate geographically dispersed and diverse teams and the like (Bartlett & Ghoshal, 1992; McCall, Lombardo, & Morrison, 1988). Given the strategic importance of their tasks, successful global leaders are a competitive advantage for multinational firms. Stroh and Caligiuri (1998a) found that developing leadership cross-cultural competence was among the top 5 organization-wide practices affecting the effectiveness of multinational corporations. The results of their study suggest a positive relationship between firms' bottom line financial success and their ability to successfully develop global leadership competencies. To remain competitive companies must continually develop their leaders to be successful in

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global tasks and activities (Adler & Bubolozew, 1992; Stroh & Caligiuri, 1998a,b). Given the importance of effective global leadership, research examining ways to develop global leaders has received much attention from academics and practitioners alike.

Much of the research focus on global leaders has been in the areas of international assignment or expatriate assignment management. Given the cross-national context of expatriate assignments, there is some overlap with global leadership activities. Expatriates, however, are not the only people within multinational organizations who must effectively perform global leadership activities, as there are many global leadership activities which require international business savvy without living internationally. Sometimes located domestically, global leadership activities require international business knowledge, cross-national skills, and the like. This article attempts to expand the definition of global leadership beyond what we know about expatriate assignment management. Using this broader definition of global leaders, this article discusses the methods for developing global leaders who are able to successfully complete global leadership activities.

The goal of this article is to provide an overview of methods for the training and development of global leaders based on a worker-oriented job analytic approach (Sandberg, 2000). This approach suggests that a certain set of knowledge, skills, abilities and personality characteristics are present in those who perform a given job well. This suggests that successful global leaders are likely to possess some common knowledge, skills, abilities and other personality characteristics (KSAOs). With respect to global leadership development specifically, this article will also apply the aptitude–treatment–interaction approach (Snow, 1991) suggesting that people will differentially benefit from a given developmental experience depending on their individual aptitudes (e.g., knowledge, skills, abilities, personality characteristics). The main premise of this article is that offering the right people (those with the requisite KSAOs) the right developmental opportunities will produce leaders who can effectively perform global leadership tasks and activities.

From a worker-oriented job analytic approach, it is important to identify the underlying KSAOs based on the job tasks or activities common among — and unique to — global leaders. Once these global leadership tasks or activities are identified using a job analytic approach, the knowledge, skills, abilities and personality characteristics required to conduct these tasks or activities effectively can be identified. These individual-level attributes are further sorted on the basis of their level of mutability — from those most easily developed (e.g., knowledge) to those most difficult to change (e.g., personality characteristics). Based on this approach, the methods for training and developing global leaders are discussed.

1. The tasks of global leaders

As a part of a working group on global leadership, global leadership activities were identified through a series of focus group meetings and surveys of leaders from European and North American firms. The following ten tasks or activities were found to be common among — and unique to — those in global leadership positions (Caligiuri, 2004).

1. Global leaders work with colleagues from other countries.
2. Global leaders interact with external clients from other countries.
3. Global leaders interact with internal clients from other countries.
4. Global leaders may need to speak in a language other than their mother tongue at work.
5. Global leaders supervise employees who are of different nationalities.
6. Global leaders develop a strategic business plan on a worldwide basis for their unit.
7. Global leaders manage a budget on a worldwide basis for their unit.
8. Global leaders negotiate in other countries or with people from other countries.
9. Global leaders manage foreign suppliers or vendors.
10. Global leaders manage risk on a worldwide basis for their unit. This paper examines the aforementioned global leadership tasks for their underlying knowledge, skills, abilities, and personality characteristics to propose a theory of performance for global leadership. This analysis provides the basis for a targeted global leadership training and development program.1

1 This paper proposes the predictors of effectiveness on global leadership activities or tasks rather than competencies. Tasks are behaviourally based activities. Competencies, on the other hand, are the evaluated interactions between the individual (and his or her skills and abilities) in the context of the job (Sandberg, 2000). While the conceptual distinction between these tasks and competencies may seem to be splitting hairs, the difference between them is important to ultimately determine what attributes can be developed and what cannot be developed in global leaders.
2. Knowledge, skills, abilities, and personality characteristics needed to accomplish the tasks of global leaders

Based on the list of global leadership tasks or activities, some of the underlying knowledge, skills, abilities, and personality characteristics (KSAOs) necessary for successful performance of these tasks are listed. The goal of this section is to better understand how KSAOs are related to global leadership tasks and the extent to which the KSAOs are mutable. By understanding both the KSAOs and their mutability, the theory for developing global leaders is proposed.

2.1. Knowledge

Knowledge is a set of facts or pieces of information related to a given content-domain. Knowledge can be general or topic-specific and can be basic or advanced (Landy & Conte, 2004). Among the KSAOs, knowledge is the most mutable and therefore more likely to be gained through didactic training and traditional developmental opportunities. Some of the knowledge domains proposed to be related to global leadership include:

Culture-general knowledge. Culture general knowledge is defined as knowledge of the societal-level values and norms on which most cultures vary (some examples include Hampden-Turner & Trompenaars, 1994; Hofstede, 1980; Kluckhohn & Strodtbeck, 1961). Culture-level knowledge is rooted in anthropology. From an "... anthropological view, the deepest level of culture will be the cognitive in that the perceptions, language, and thought processes that a group comes to share will be the ultimate causal determinant of feelings, attitudes, espoused values, and overt behavior" (Schein, 1990 p. 111). To determine the culture of a society (based on these dimensions), anthropologists study the overt manifestations, such as values, rites, rituals, symbols, stories, etc., of a society (Hosede, 1991). The extent of understanding of how cultures differ is the level of one's culture-general knowledge.

Culture-specific knowledge. Culture-specific knowledge includes the understanding one has of a given country's values, norms, beliefs, rites, rituals and behaviors. Cross-national comparisons assume that individuals within one culture will have values more similar to one another than have individuals between cultures (Harris & Moran, 1991; Hofstede, 1980; Schein, 1985). The extent of understanding of a given country's culture is the level of one's culture-specific knowledge.

International business knowledge. International business knowledge is the topic-specific knowledge related to conducting business globally. Topics may be position-specific and may include topics such as international finance, international law, comparative labour relations, and the like. The extent of one's expertise in international business is the level of one's international business knowledge.

2.2. Skills and abilities

Landy and Conte (2004, p. 109) define skills as "practiced acts." Skills are mutable as they can increase over time to the limits of one's nature ability, intelligence, or personality. The seminal work on basic individual abilities was conducted by Edwin Fleishman and his colleagues (e.g., Fleishman & Reilly, 1992). Individuals may be limited in their capacity to change the extent to which they possess a given ability. For example, despite the fact that I go to the gym regularly and lift weights I still perform lifting tasks poorly because I have relatively little natural upper body strength. My ability, in this personal example, is limited by my natural physique. Abilities are mutable (through training, development, practice, etc.) but may be limited by individuals' natural limits. Some of the categories of abilities include reasoning ability, verbal ability, and cognitive ability. Three examples of skills and abilities proposed to underlie individuals' success on global leadership activities are listed below.

Intercultural Interaction Skills. Skills such as foreign negotiating skills or cross-national conflict resolution comprise intercultural interaction skills. These skills can improve over time as one learns the way in which cultural nuances affect their interactions with people from different cultures. For example, one can improve his or her skill at negotiating in Japan. One's skill to negotiate in Japan, however, may be limited or enhanced by one's knowledge of the Japanese language and one's personality characteristic of agreeableness. In this case, a skill – Japanese negotiation – is limited by knowledge (Japanese language) and personality (agreeableness).
Foreign Language Skills. Skill in a given foreign language can increase to some level of fluency with practice (for some much more practice than others) but may be limited by abilities such as hearing sensitivity, speech recognition, and memory. Given that fluency takes practice, personality characteristics may also affect fluency — conscientious and introverted people perhaps being less willing to publicly make mistakes (which is inevitable when learning a new language). Over time language skill can remain basic (an individual can say a few polite niceties) or become highly-advanced (the individual is believed to be a native-language speaker with correct pronunciation, perfect grammatical structure, unaccented, etc.).

Cognitive Ability. Hunter, Schmidt and colleagues (e.g., Hunter & Hunter, 1984; Schmidt, Hunter, & Outerbridge, 1986) contend that the most important predictor of job performance is cognitive ability across all positions, regardless of level or organizational context. Many of the global leadership tasks require a more advanced level of cognitive ability given the complexity of managing the demands of multiple cultures while completing managerial tasks. It has been suggested that to be effective globally, individuals must possess cognitive complexity and intuitive perceptual acuity to accurately perceive and interpret behaviors across multiple cultural contexts (Caligiuri, Jacobs, & Farr, 2000; Dinges, 1983; Finney & Von Glinow, 1988; Ones & Viswesvaran, 1997).

2.3. Personality characteristics

Personality characteristics predispose humans to behave in certain ways, given particular situations, to accomplish certain goals, etc. (e.g., Buss, 1989; Costa & McCrae, 1992). While many personality characteristics exist, research has found that five factors provide a useful typology or taxonomy for classifying them (Digman, 1990; Goldberg, 1992, 1993; McCrae & Costa, 1987, 1989; McCrae & John, 1992). These five factors have been found repeatedly through factor analyses and confirmatory factor analyses across, time, contexts, and cultures (Buss, 1991; Digman, 1990; Goldberg, 1992, 1993; McCrae & Costa, 1987, 1997; McCrae & John, 1992) and are labeled “the Big Five.” The Big Five personality factors are: (1) extraversion, (2) agreeableness, (3) conscientiousness, (4) emotional stability, and (5) openness or intellect. Each of the Big Five personality characteristics has some relationship to success of people who live and work internationally (Caligiuri, 2000a;b; Ones & Viswasvaran, 1997, 1999) and are likely to underlie, to some extent, the ability to successfully complete some of the global leadership tasks.

2.3.1. Extraversion

Many of the global leadership tasks have a social component (e.g., working with colleagues from other countries, supervising employees who are of different nationalities). Extroverts have a greater natural ease with social demands and may be more will to put forth the effort necessary to interact effectively with people from different countries.

2.3.2. Agreeableness

The ability to form reciprocal social alliances is achieved through the personality characteristic of agreeableness (Buss, 1991). Leaders who are more agreeable (i.e., deal with conflict collaboratively, strive for mutual understanding, and are less competitive) report greater cross-cultural adjustment (Black, 1990; Caligiuri, 2000a;b; Ones & Viswasvaran, 1997; Tung, 1981) and are likely to have greater success on global leadership tasks involving collaboration (e.g., working with colleagues from other countries).

2.3.3. Conscientiousness

Individuals who are conscientious demonstrate greater effort and task commitment. Given the higher level of complexity, global leadership tasks (e.g., managing foreign suppliers or vendors) will likely require more effort than comparable tasks in the domestic context (e.g., managing domestically-based suppliers or vendors).

2.3.4. Emotional stability

Emotional stability is an universal adaptive mechanism enabling humans to cope with stress in their environment (Buss, 1991). Given that stress is often associated with leadership in ambiguous and unfamiliar environment emotional stability is an important personality characteristic.
2.3.5. Openness or intellect

For a global leader, the ability to correctly assess the social environment is more complicated given that the global context provides ambiguous or uninterpretable social cues (Caligiuri & Day, 2000). Individuals with greater openness will have fewer rigid views of right and wrong, appropriate and inappropriate, etc. and are more likely to be accepting of diverse cultures (e.g., Abe & Wiseman, 1983; Black, 1990; Cui & van den Berg, 1991; Hammer, Gudykunst, & Wiseman, 1978).

3. Training and developing global leaders

Assuming the requisite immutable attributes are present, training and development interventions can improve individuals' effectiveness on global leadership tasks. Training tends to be individually-focused with a present (or near-future) time frame and tends to be oriented towards solving short-term performance concerns. Development has broader organizational focus with a future-oriented time frame. Training also addresses particular deficiencies in individuals, develops specific competencies, focuses on more tangible aspects of improving performance, development, on the other hand, tends to be broader and linked to improving the organizational competence to fulfill a strategic need in the future. Knowledge, skills, and abilities needed to perform the activities of global leaders can be developed through training and development interventions such as formal education, individualized coaching/ mentoring, immersion programs, and developmental assignments (Caligiuri, Lazarova, & Tarique, 2005). These training and development interventions can be sorted into three broad categories: didactic learning programs, experiential opportunities, and intensive experiences. Each will be briefly reviewed in the following sections.

3.1. Didactic learning programs

Didactic learning opportunities for improving KSAs associated to global leadership tasks include cross-cultural training, diversity training, and language training (Caligiuri & Tarique, 2006). Culture-specific cross-cultural training can help improve individuals behave in a more culturally appropriate manner and help managers identify suitable ways of performing their tasks with people from a given culture or in a given country (Black & Mendenhall, 1990; Kealy & Protheroe, 1996). General cross-cultural training may help individuals develop methods coping with the uncertainty when working with people from different cultures or in foreign countries (Early, 1987) and may help individuals form realistic expectations for their cross-national interactions and experiences (Black & Mendenhall, 1990; Black, Mendenhall, & Oddou, 1991; Caligiuri, Phillips, Lazarova, Tarique, & Burgi, 2001).

Diversity training should improve the tasks involving intercultural interaction as it is designed to help employees successfully work with a diverse workforce (e.g., subordinates, vendors, co-workers) within the firm (Noe, 2004). Like cross-cultural training, diversity training can help individuals become more aware of group based differences and of negative stereotyping and prejudice (Cox, 1993; Fordman & Broady, 1996). Foreign language training complements both cross cultural training and diversity training in that it provides employees with language skills that are needed to communicate with co-workers and individuals in other countries.

Formal educational programs provide employees with foundational knowledge on oftentimes more tangible topics such as international finance, project management software, cultural dimensions, and language training. Formal educational programs include self-study courses offered electronically or in the traditional paper and pencil distance education format, off-site courses offered by academic institutions, in-house or on-site company seminars offered by subject matter experts, and company-sponsored management development programs (Gupta & Govindarajan, 2002; Noe, 2004).

3.2. Experiential opportunities

For the softer skills associated with global leadership tasks or to improve skills and abilities, difficult to change through solely didactic learning opportunities, organization use experiential opportunities, such as individualized coaching, mentoring, and immersion programs. These programs are tailored to the individuals' strengths and developmental needs for global leadership tasks and often provide greater opportunities for contact with individuals from different countries.

Some firms offer immersion programs in foreign cultures to help individuals gain cultural sensitivity and cultural knowledge. These programs aim to provide employees with an extensive understanding of the local culture and involve
sending them to live in communities in foreign countries where they have to extensively interact with individuals from the local culture. Immersion programs are also used to improve individuals' foreign language skills. These experiential interventions tend to be very effective for improving skills and abilities, but also tend to be labor, cost, and time intensive (Cludykunst & Hammer, 1984; Harrison, 1992).

3.3. Intensive cultural experiences

The last category is the intensive cultural experiences that individuals often experience while living and working in another country. In firms, these culturally intensive experiences are often formally called “rotational programs” with the stated purpose of global leadership development. These programs are designed to give high potential individuals exposure to working in one or more foreign countries. It is typical for individuals on these programs to spend between 1 and 2 years in a foreign country before moving to the next location. These rotational programs are generally offered early in managers careers with the hope that the participants in this program will gain the knowledge, skills, and abilities necessary to successfully manage and lead anywhere in the world (Caligiuri & DiSanto, 2001).

Rotational assignees report that they develop an appreciation for new things, become culturally sensitive, and learn to respect the values and customs different than their own (Osland, 1995). Many also report to have developed valuable skills through their international experience (Tung, 1998) and that these newly developed skills greatly enhance their expertise both in the domestic and the international context (Adler, 1981, 2001; Baughn, 1995; Black, Gregersen, & Mendenhall, 1992; Napier & Peterson, 1991). The ability for professionals to understand the extent to which their skills and abilities are culturally-bound is one of the most powerful lessons learned on global assignments (Caligiuri & DiSanto, 2001).

There is a cautionary note to using international assignments for developmental purposes. It is well-documented that those who return from stints internationally (i.e., repatriates) describe their global assignments as career enhancing because of the knowledge, skills, and abilities gained (Tung, 1998). However, organizations often underutilize the newly developed knowledge, skills, and abilities. Many organizations do not plan for repatriates’ return assign them to jobs that are available, without regard to the individuals’ enhanced abilities (Baughn, 1995; Harvey, 1982, 1989; Lazarova & Caligiuri, 2001). Studies have found that repatriates perceive their new jobs at home as lacking in autonomy, authority, and significance, compared to their global assignments (Black et al., 1992; Gomez-Mejia & Balkin, 1987; Harvey, 1982, 1989). The very set of skills and abilities the organization is trying to develop in its future leaders is often lost due to poor human talent planning. Developmental international assignments should be carried out within the context of a broader managerial development program.

4. Interacting influence of KSAOs on the effectiveness of global leadership development initiatives

The aptitude x treatment interaction theory suggests that individual attributes will interact with instructional methods or developmental interventions differently. Based on the level an individual has of a given attribute, he or she will respond differentially to the instructional method, treatment, or intervention (Snow, 1991). Personality traits, for example, are related to learning outcomes from training programs (e.g., Barrick & Mount, 1991; Colquitt & Simmering, 1998; Fleishman & Mumford, 1989; Salas & Cannon-Bowers, 2001). Barrick and Mount (1991) found that the personality traits of conscientiousness, extraversion, and openness were related to training proficiency and Salgado’s (1997) meta-analysis found that the personality traits of openness and agreeableness predicted training proficiency. In these studies, possessing certain personality characteristics was related to an increase in knowledge, skills and abilities.

In the global leadership development context, individuals’ KSAOs can affect the extent to which a training or development experience is effective. For example, if a person with a good memory and a person with a poor memory both take an international business course, the person with the better memory would be able to recall more information when presented with a global leadership task requiring the learned knowledge covered in the course. It also follows that someone with knowledge of a given country’s culture and fluency in the given country’s national language would have the ability to develop more quickly in a given country compared to someone without knowledge of either the culture or the language. The person without the cultural knowledge or language fluency could, presumably, gain both over time given the right developmental opportunities — but the rate of change would be different.

Personality will also affect the outcome of developmental (as well as training) interventions. A study found that the personality characteristic of openness affects the amount of cross-cultural learning and cultural adjustment
international assignees experience while on global assignments (Caligiuri, 2000a,b). This study found that the linear relationship between contact with host nationals and cross-cultural adjustment is moderated by the personality characteristic of openness — and suggests that not all people benefit equally from developmental cross-cultural experiences. Other studies found that those who work successfully internationally tend to share certain personality characteristics such as openness, sociability and emotional stability (Caligiuri 2000a,b). In this case, possessing a set of personality characteristics may be necessary for a person to experience the developmental benefits from living and working internationally.

These more immutable personality characteristics may be especially relevant for case when short-term or long-term international assignments are being used for the purpose of global leadership development. Personality characteristics predispose individuals to be open and receptive to learning the norms of new cultures, to initiate contact with host nationals and gather cultural information, and to handle the high amounts of stress associated with the ambiguity of the host national environments. All are related to effectiveness on developmental global assignments (Black, 1990; Caligiuri 2000a,b; Church, 1982; Mendenhall & Oddou, 1985; Ones & Viswesvaran, 1997). Thus, personality characteristics can enhance (or limit) an individual’s ability to be effective on the tasks of the assignment — and to reap (or not) the developmental benefits of having been given a developmental opportunity.

While improving knowledge, skills, and abilities is a reasonable expectation for a developmental intervention — altering personality characteristics is far less likely to occur. Caligiuri and DiSanto (2001) found that personality characteristics did not change as the result of a developmental international assignment, while knowledge and abilities did change. Given that certain personality characteristics may be necessary for global leadership development to occur and that personality characteristics are not likely going to change from the typical training and development methods, it is important to select individuals for personality characteristics. Particularly in the case of developmental global assignments, given the extraordinary high financial, relational, and emotional costs for (Black et al., 1992) their families (Caligiuri, Hyland, Joshi, & Bross 1998; Guzzo, Noonan, & Elton, 1994), and their organizations (Zeira & Banai 1985), understanding who will benefit the most from the assignment is especially important.

Following from this aptitude x treatment interaction theory, developmental interventions (or series of developmental interventions) should consider knowledge, skills, abilities, and personality characteristics necessary for individuals to succeed in and benefit from the intervention. Table 1 offers an illustration of the mutability of KSAOs relative to various training and development methods.

5. Practical recommendations for developing global leaders

When deciding who should perform global leadership activities, organizations have a choice — to either select managers with the requisite KSAOs to effectively complete the tasks of global leaders or, to develop the needed

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<th>KSAOs</th>
<th>Level of mutability</th>
<th>Sample developmental interventions</th>
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<tr>
<td>Knowledge</td>
<td>Possible to develop and change</td>
<td>Didactic learning opportunities: Books, Cross-cultural training courses, Diversity training, E-learning</td>
</tr>
<tr>
<td>Skills and abilities</td>
<td>Difficult to develop and change</td>
<td>Experiential intervention: Cultural immersion programs, Language immersion, Coaching, Mentoring, Attending global meetings, Working on global teams</td>
</tr>
<tr>
<td>Personality characteristics</td>
<td>Very difficult to develop and change</td>
<td>Immersive experience: International assignments, Life-changing experiences, Salient non-work cultural experience (e.g., marrying a person of a different culture)</td>
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KSAOs for improved performance over time. This decision is fundamentally whether to buy (assess and select) or make (train and develop) the necessary talent to effectively perform global leadership activities. This decision is often bound by time available and the criticality of the task at hand. As the strategic importance of the position increases—and the time to effective performance decreases—the greater the firm’s the reliance will be on selection (as opposed to development) for managers with the requisite KSAOs.

This decision to “buy versus make” global leaders is complicated by two additional (and often ignored) factors discussed in this paper. The first factor is that some KSAOs for success on global leadership activities, such as personality characteristics and cognitive ability, are relatively immutable. When ignored, multinational companies waste tremendous amounts of money attempting to develop underlying characteristics that will, in reality, take much longer to develop than is practical for the business necessity (Caligiuri & DiSanto, 2001). The more prudent recommendation for companies needing effective global leaders (in a relatively short amount of time) is to assess available leaders on the requisite KSAOs and select accordingly.

Even with the luxury of time, a second complicating factor remains—that some KSAOs are necessary for developmental opportunities to be effective. In a study examining the effectiveness of development international assignments, Caligiuri (2000b) found that the greatest development occurred when individuals had significant interpersonal contact with host nationals—however, that contact with host nationals was limited by individuals’ affiliating characteristic of openness. Given the relatively immutable nature of personality characteristics, organizations should consider selection on the basis of personality as the precursor to leadership training and development programs. Multinational organizations should identify those managers with the requisite personality characteristics and offer them international training and development opportunities.

It is helpful to have a baseline of KSAOs to better understand the extent to which they are being developed or improved, if at all. This could be a part of talent development and performance management. To truly evaluate the success of a global leadership development program, this is an important (yet often overlooked) step. Likewise, with much money, time, and energy on developing global leaders, it is important for firms to fully understand how they will use the enhanced KSAOs once developed. This is especially true for more intense experiences such as expatriate assignments—where the greatest amount of development is likely to occur.

To be truly strategic, organizations should have a plan for their managers’ intended development and how newly developed KSAOs are needed within the organization. Performance management and succession planning are critical pieces to the overall success of a global leadership development and should not be overlooked once the initiatives are in place. Multinational firms today need to integrate the entire global leadership development process (from selection through career planning) into the global business goals of the organization. Given that effective performance of global leadership tasks are critical for multinational firms’ future success, it is important for organizations to approach global leadership development from this very strategic and comprehensive approach.

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Expatriate Management: New Directions and Permanent Issues at the Academy of Management, New Orleans.


