DOI: 10.22394/2070-8378-2019-21-3-48-55

Развитие глобального лидерства

МАРИН БЕРТЕЛЕ-МОНЖЕРО, **доктор наук (менеджмент), международный менеджер по персоналу, консультант по глобальной мобильности, экспатриации (34700, Франция, Жонкьер, ул. Монпейру, 1). Email: marine.berthelet@hotmail.com**

Аннотация: Современная глобальная экономика представляет собой нестабильную, сложную, неопределенную и неоднозначную среду для компаний, чтобы иметь устойчивый рост в международном масштабе. Организации должны постоянно создавать кадровый аппарат лидеров, которые готовы продвигать стратегии роста. Несмотря на имеющуюся проблему, корпорации часто не в состоянии предложить правильную организационную структуру обучения своим высшим руководителям, слишком часто предлагающим стандартные модели. Это исследование направлено на то, чтобы глубже понять, как развиваются руководители во время их экспатриации. Выбранная методология является четкой и понятной. Для материала использовалась выборка из опросов 25 руководителей высшего звена, перешедших в филиалы МНК, как мужчин, так и женщин. Было обнаружено, что концепция знаний и личностных качеств является решающей для эффективного процесса развития за рубежом, что в сочетании с постоянной готовностью и способностью к обучению приводит к созданию своего рода «ноу-хау» (практических знаний). В данном исследовании будут даны рекомендации, которые помогают улучшить развитие талантов такого человека.

Наши результаты показали, однако, что развитие глобальных руководителей, работающих за рубежом, предполагает теоретическое изучение трех основных концепций, которые взаимосвязаны: роль и влияние контекста с его непредсказуемостью, сложностью и постоянными изменениями, индивидом и его способностями к обучению, и организационная структура, поддержка, ожидаемая от организации.

Предполагая, что для развития глобального лидерства в сложных, неоднозначных и непредсказуемых контекстах, требуются гибкость и особые навыки руководителей, способности, которые позволят им ориентироваться на новых территориях. Для этого критически важно умение учиться, и постоянно учиться. Поскольку руководители работают в непредсказуемых условиях, способность учиться на собственном опыте и умение учиться эффективно, по-видимому, является ключом к успешному развитию. Это также то, что составило вторую теоретическую опору нашей концептуальной модели.
Ключевые слова: глобальное лидерство, экспатриация, подготовка, обучение, познание, человеческие ресурсы, опытное обучение, качественные исследования

Статья поступила в редакцию 13 июня 2019 года.

Бертеле-Монжеро М. Развитие глобального лидерства. *Государственная служба.* 2019. № 3. С. 48–55.

DEVELOPING GLOBAL LEADERSHIP

MARINE BERTHELET-MONGEREAU, **Ph.D., Dr. Sci. (Management), International HR, Consultant in global mobility, expatriation (1 route de Montpeyroux, Jonquières, France, 34700). E-mail: marine.berthelet@hotmail.com**

Abstract: Today's global economy represents a volatile, complex, uncertain and ambiguous environment for firms to sustain a profitable international growth. Organizations must continuously develop a portfolio of leaders ready to push forward growth strategies. Despite this challenge, corporations often fail to offer the right learning organizational framework to their top executives proposing too often standardized models. This research is aiming to develop a deep understanding of how global executives are developing during their expatriations. The methodology used is highly inductive and interpretivist. The qualitative sample is composed of 25 top executives, expatriated in MNC's subsidiaries, men and women. We found out that the concept of cognition and self was decisive for an effective development process abroad, this combined with an ongoing willingness and ability to learn, leading to the generation of a sort of "know how" (practical intelligence). We give two recommendations that will help enhance the global talent management of such an individual.

Our results have indicated though that the development of global executives, when working abroad, involve the theoretical study of three main concepts that are interrelated: role and influence of context with its unpredictability, complexity and constant changes, the individual and his abilities to learn, and the organizational framework, the support expected from an organization.

Presuming that, global leadership development evolves in complex and ambiguous unpredictable contexts will require executives' flexibility and particular skills, abilities that will allow them to navigate in these new terrains. To do so, the ability to learn and to learn continuously is critical. Since executives work in unpredictable environments, the ability to learn from experiences and to know how to learn efficiently appears to be the key to for successful development. It is also what has constituted the second theoretical pillar of our conceptual model.
Keywords: global leadership, expatriation, preparation, training, cognition, Human Resources, experiential learning, qualitative research

The article was received on June 13, 2019

Berthelet-Mongereau M. Developing global leadership. *Gosudarstvennaya sluzhba.* 2019. No. 3. P. 48–55.

Introduction

Today's global economy represents a volatile, complex, uncertain, and ambiguous environment for companies to sustain profitable international growth.

Sustaining profitable international growth in such a complex and unpredictable environment requires more today from those in the executive suite than just traditional leadership characteristics, it requires various cognitive and absorptive abilities that will help them reach the level of understanding needed to best navigate new terrains and adopt the most efficient strategic decisions [Wanasika, 2007. P. 7].

Indeed, the competencies that get attention today may not be enough to guarantee that a person will master the necessary competencies in the future. Given that future demands may include some skills that are different from the skills valued today, the ability to learn from experience, and most importantly from international practice may prove to be more relevant in the long run than a high rating in a currently valued competency [Spreitzer et al., 1997. P. 6].

"Overall, what I learned from all these expatriations, is that constant need to adjust to big changes… So, since you are not expecting these changes to happen anyway, you're always developing new competencies you were not even thinking of… For instance here, I was not expecting such important consequences of the daily exchange rate fluctuations on the business side, therefore, I had to develop much more flexibility and agility in my way of analysing the figures, I needed to interpret in new ways the figures, and I will even develop a new model of follow up, with more flexible Key Performance Indicators. I really needed to develop this flexibility in my assessment of the situations." (Jeff, automotive industry, CFO, 2016).

Mendenhall et al. stressed in 2008 that the critical difference between global leaders and ordinary leaders stems out from the increased uncertainty and substantial contextual changes the previous experience. In order to achieve excellence, all managers must be open to ongoing learning and reshaping their capacity to deal with paradox, perplexity, and ambiguity.

To be open to "ongoing learning" in an efficient way is an essential ability and a concept that has emerged as central in this research. To our knowledge, very little is known about the connection between learning capacity and international experience, and we believe this connection requires an in-depth exploration. As we know, most of the empirical work on global leadership has attempted to answer two questions much oriented on the content: What capabilities do global leaders need in order to be effective? And how can managers most effectively develop those characteristics?" [Mendenhall, Osland, Bird, Oddou, Maznevski, Stevens, Stahl, 2013. P. 47].

The development of the ability to learn is a very complicated process and should be the result of self-development plans (through international experiences, for example) supported by assertive Human Capital professionals' strategies that would recognize and prioritize the development of such abilities.

However, in the current context, firms' most common approach in developing global leadership skills is usually a variation on traditional leadership programs: 360 degree feedback, executive coaching, job assignments, mentoring, networking, reflection action learning, outdoor experiences, trying to incorporate a global perspective.

These programs are often too standardized and designed to train top executives on expected "key behaviors", groups of skills or "styles of leadership" regardless of strategy, changes in context, organizational culture or the CEO's mandate.

Firms are even fully aware of the lack of effectiveness of their leadership programs, and the fact that they are often not achieving their goals in terms of development and influence on business outcomes.

To better adjust their programs, companies could start to improve their understanding of the way their top executives develop abilities during instances of experiential learnings such as international assignments (expatriation). These types of assignments are viewed as a powerful developmental tool, competencies in which are gained through the transformation process that is undergoing while working abroad [Mendenhall, Osland, Bird, Oddou, Maznevski, Stevens, Stahl, 2013. P. 97].

Thus, the subject of this article arose out of the current complex global working environment where**:**

Top executives would always struggle to adjust to global environments (particularly during expatriations).

Companies would too often underestimate the challenges related to international exposure, and the competencies that executives would develop through this exposure.

Companies would be lacking in practical training programs that could prepare executives for international exposures; too often the programs would be standardized.

Companies would refrain from supporting and following up on expatriates (among others) and would, therefore, lose the benefit of capitalizing the knowledge.

Figure 1. Illustration of conceptual framework



The main question of the research was designed to deepen an understanding of how performing, adaptive, global executives develop during expatriation.

The research objectives were to cause subjective knowledge resulting from valid and reliable inputs, grounded in the way how global executives experience their development during expatriation, interpreted into a model "à la Gioia", aiming to explain such studied phenomenon.

And, finally, the aim was also to provide guidelines for improving managerial decisions regarding the design of effective training programs and expatriate follow-ups.

This article is presenting the research following its main constitutive parts: the conceptual framework, the methodology and analysis, the results and discussion.

1. Conceptual framework

1.1. Pervasive influence of context

Scholars have been very active in the past years searching to identify the scope of global leadership tasks, define a set of global leadership competencies and skills [Mendenhall, Osland, Bird, Oddou, Maznevski, Stevens, Stahl, 2013. P. 80], develop assessment instruments and training programs.

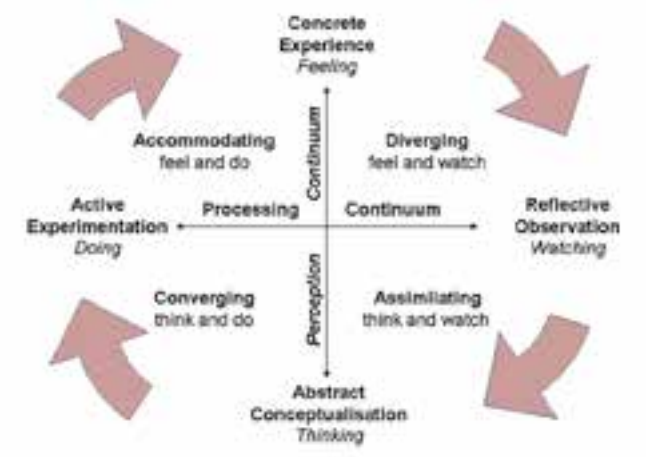
Such development, in practice, appeared to be structured as a whole dynamic system.

It is the way we have structured our analysis of the literature, applying holistic approach rather than content analysis (see illustration below).

Defining context is a tricky contention and we will assume that volatility, complexity, unpredictability, and ambiguity are characterizing the international economic context today. It creates an intensifying combination of unpredictable economic, social, and political issues that are creating new challenges for international businesses and their managers.

Context is an endless "problem generator" for global leaders, whether they are managerial, cultural, structural, etc. It imposes the development of "global leadership" to be the result of an influential personal transformation due to this constant need to adjust decision-making processes in order to adopt the "right decision".

Figure 2. ELT by Kolb



It is supposed that the development is not a linear progression of added competencies, but rather a non-linear process whereby a deep-seated change in competencies and worldviews takes places in the process of experiential overlays over time. The process is akin to phenomena that are studied within the emerging field of non-linear dynamics and the possible non-linearity of social phenomena, in international management and Human Resources that could lead to a better comprehension of challenges faced by leaders today in the global arena and its unpredictability.

1.2. Ability to learn from experiences

Confucius said: "I hear and I forget, I see and I remember, I do and I understand."

1.2.1. Experiential Learning Theory

There is a long history of research confirming that managers learn and adapt as a result of their experiences. In particular, the book from McCall et al. named "The lessons of experience" dated from 1998 stands out and should be a reference in that domain. They contend that leaders are not born but made. They suggest that challenging assignments trigger adaptive responses that should lead to recognition and acceptance of limitations, followed by an effort to redirect oneself, which are characteristic of successful people in general.

They emphasize as well on the importance of "making sense of experience" and "never stop learning" which seemed to be almost automatic for successful executives' part of their study. This search for meaning is very critical when working in an international environment because of the degree of unfamiliarity and complexity it brings.

There is a relevant theory, The Experiential Learning Theory (ELT), developed by Kolb, first in 1976 and later in 1984 that is underlying the importance of understanding and giving meaning to experiences. The reason the theory is called "experiential" lies in its intellectual origins taken from the experiential work of Lewin, Piaget, Dewey, Freire and James, forming a unique perspective on learning and development.

As Kolb explained himself:

"ELT is a holistic theory that defines learning as "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience" [Kolb, 1984. P. 41] ELT concept is shown in **Figure 2**.

Kolb identifies four learning styles, but above all, the experiential learning cycle has to be seen as a learning spiral. When a particular experience is enriched by reflection, given meaning by thinking, and transformed by action, the new experience created becomes richer, broader, and deeper.

What is important to Kolb is that those who wish the most benefit from experiences are those who will make sense of their challenges and will have a successful learning cycle. Experience needs to be acted upon in order to be learned.

Though it first developed in the field of education, the holistic nature of learning process means that it operates at all levels of human society from the individual to the group, to organizations, and to society as a whole. Research on experiential learning in management has used ELT to describe the management process, as a process of learning by managers, teams, and organizations for problem-solving and decision-making, entrepreneurial opportunity seeking, and formulating strategy. It has also had a significant influence on the design and conduct of educational programs in management training, development, and formal management education.

As far as global leadership is concerned, there is a full agreement on the impact of experiential learning provided by international experiences such as expatriation.

As reported by academics, international assignments have been viewed as the most powerful development tool in facilitating global leadership competencies since they constitute a transformational experience that develops business savvy, continuous learning, cognitive complexity, behavioral flexibility, cross-cultural skills and the ability to manage uncertainty.

The more experiential or more holistic (emotional, behavioral, and intellectual) the knowledge or contrast that characterizes the experience, the greater the impact. That is to say the greater the transformation of our world views and views of how a business operates. Joyce Osland often describe this process as "Letting go" and "Taking on", [Osland, 2000. P. 235].

The company Kosai Group also developed a model that indicates the process most individuals tend to follow through their learning process to promote inclusive global leadership competencies through the first phase of contrast, confrontation (including sense-making) and transformation. Three process models have been developed, placing the experience as central to the development of global leadership effectiveness.

We believe that Kolb's ELT hangs over such process development theories and could help deepen the understanding of why such transformations happen. Now we are to consider, how can organizations anticipate and support such process anchored in volatile and complex working environments.

1.3. Organizational support-training

Company's general approach dedicated to developing global leadership has usually been content oriented. It has involved altering existing traditional leadership development approaches to try to incorporate a global perspective in their managerial cadres.

Adapting what used to be "general leadership methods" is not the key because global leadership requires a change of mindset. For example, executive coaching will be more effective if the coach has had international work experience and can relate with the issues the manager might be struggling with, the context of global business, the competencies needed to be effective, and so on.

The most common element used among MNC's is still represented by international job assignments. International assignments have been viewed as the most powerful development tool in facilitating global leadership competencies.

Research has shown that these assignments can only have an impact if they provide the level of experience that will make executives understand the expected changes of behaviors, "ways of doing" they need to make when facing different, complex and unpredictable situations.

But companies still face tremendous challenges and fully recognize difficulties to develop cost-effective training even while not hesitating to invest large amounts of money [Deloitte Human Capital Report, 2015. P. 3]. Some corporations, even having a long history in the international arena, don't offer specific training and just rely on standard executive leadership programs. Companies seem to miss the essential: the uniqueness of challenges their executives will face while abroad, due to the context and its unpredictability. Therefore, when it comes to training, one size does not fit all. [McCall, Hollenbeck, 1998. P. 81].

In light of this conceptual overview, the development of international executives cannot appear anymore as the result of linear predictable development of fixed competencies. It has to be seen as a complex system in constant motion, very much dependent on the dimensions are given above: a particular context, an individual willingness to be always open to learning, and adapted support provided by a corporation. That is how we revealed our results obtained by the following methodology.

2. Methodology

2.1. Data collection

We conducted overall 25 interviews (CEOs and board members), semi-structured, all run in English and French, between 60 to 90 mins for each interviewer, all recorded and transcribed.

The information was completed with observations and secondary data gathering and analysis. We also wrote memos along the research process.

We initially focused on expatriated top executives, studying not their characteristics, but how they were coping with the various challenges they had to face in different countries they worked in. Then it became apparent to us, as we considered empirical evidence that we needed to focus on the development itself and to use a holistic approach because this development appeared to happen in relation to different dimensions.

Our research field was composed of two countries: Russia and Sweden.

In order to strengthen the validity of our construct, as recommended by the grounded theoretical sampling strategy, we re-interviewed three global executives in order to reach the fullness of the data.

As far as performance is concerned, we selected executives that showed the intention to remain in their job, satisfaction, and commitment.

2.2. Data structure

Our findings will be presented according to "A la Gioia" approach. It means that qualitative modelization requires first the set up of a data structure composed of first and second order categories, which in turn leads to the set up of the final model.

We have first structured our data by categories as presented by interviewees' own words (the first order categories) to more general researcher-induced, second order topics [Charmaz, 2014. P. 138].

We began our analysis by identifying relevant concepts in the data, grouping them into categories (open coding). For this analytical step, we used in-vivo codes or first-order codes that is to say we coded using terms and language adequate at the level of meaning of the informants whenever possible, or a simple descriptive phrase when an in-vivo code was not available.

Next, we engaged in axial coding wherein we searched for relationships between and among these categories and assembled them into higher-order topics. We allowed concepts to continue emerging until we had a clear sense of developing relationships among categories and their related topics until additional interviews during our third phase failed to reveal new relationships.

We made statements of findings only if we witnessed a given finding across multiple participants.

2.2.1. First-order categories

The following first-order categories emerged and are representative quotes of our participants.

Our first level of understanding at that stage was that the development of global executives during their expatriations and from what the participants said they have experienced:

A challenging process ("adaptation is never easy").

A sort of process initiated, guided, by self-critical thinking ability to decide what to do, whether in terms of training, if needed, or in terms of actions to be taken ("small amount of training received", "proactivity must be used in all contexts").

A process where experiences play central role ("learning by doing").

A process where one needed to make always sure that they understand things, their new environments and components (new staff, new market specificities, new job requirement, etc.).

A process not clearly supported by the HR function, while HR might not be aware of such personal nature of the development, what is the framework ("HR has a negative image").

After this first categorization of quotes, we engaged in a second phase analysis where we grouped relevant first-order categories (and their sub-concepts). Such an analysis is aimed at discerning possible underlying dimensions or patterns in the data and first-order findings. It attends to constructs relating to structuring and sequencing of activities and to the deep structure of experiences and interpretations of the interviewees. This way, a theoretical view can emerge.

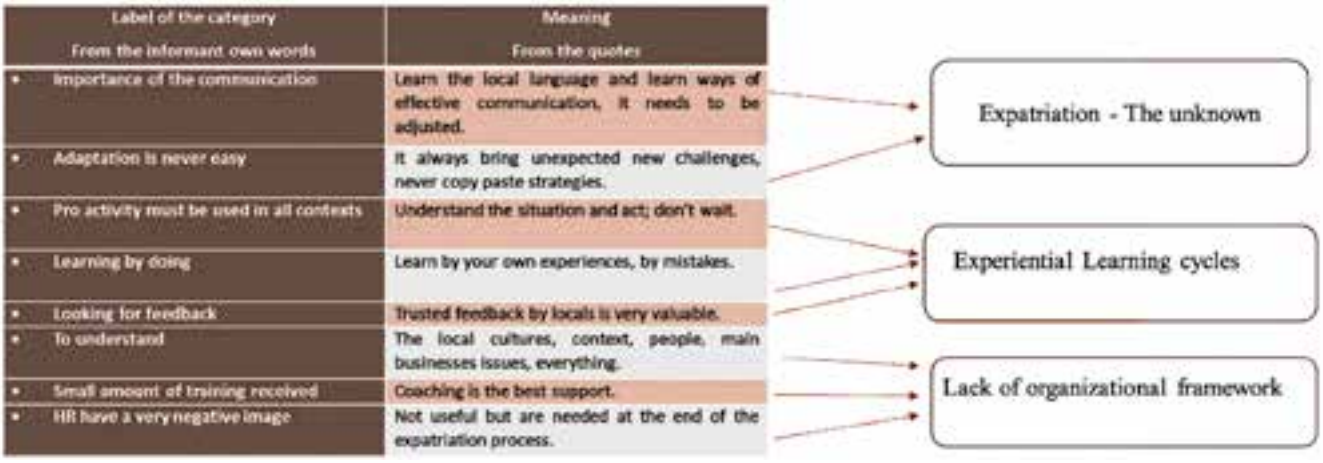
The second-order analysis is also aimed at providing a perspective that might be relevant for a domain beyond the immediate organization studied. This second ordering also served as the foundations of our final grounded theory.

The analysis involved the following steps:

1. Examining all qualitative data's again to ascertain explanations, which led to the emergence of sub-concepts.
2. Analysing data through interviewee for relevant convergent beginning patterns using the "constant comparison".
3. Engaging in axial coding and theoretical coding. [Charmaz, 2014. P. 109].
4. Considering memo writings. [Charmaz, 2014. P. 62].
5. Engaging in theoretical sampling: re-interviewing three participants. [Charmaz, 2014. P. 192].
6. Researching the literature for existing relevance.

This analysis (as shown below) has helped three major dimensions to emerge for an explanatory framework. These three main dimensions are named "Expatriation – the unknown", "Experiential learning cycles" and the last one "Lack of organizational framework".

Figure 3. First and second order categories



First, our participants said, the expatriation appears always as a mighty challenging experience, which effects shouldn't be underestimated by corporations, especially if it not the first one: it is like "a hero's journey" [Osland, 2000. P. 227].

Indeed, every expatriation will be a cultural shock, the process of adjustment that takes time, and executives have no time, they are under pressure to deliver the results quickly. Communication is often weakened because of the language between the participants, and managerial issues will increase inherent to an international context.

Second, the global executive facing such challenges is showing strong proactivity and self-ability to decide what needs to be done to overcome such challenges: self-driven learning strategies (training, etc.).

Thirdly, an important last dimension emerged that shows a complete absence of HR supports to monitor and help this particular difficult process stay virtuous, as well as a probable lack of awareness in fact of such development by the HR's professionals in charge.

3. Results

"During expatriation, we are in a perpetual learning process, it never stops, and there is always be a lesson to be learned: sometimes on skills, and the job itself, sometimes on the country, on the difficulties that were not anticipated, and therefore, it must be done by ourselves.

The company is not preparing or training us on that, you have to be able to learn by yourself, do mistakes, correct your actions as fast as it came. One has to understand that it will be always a new beginning, one needs to question things all the time!" (Jeff, CFO, automotive industry, 2017).

Our findings will be presented according to "A la Gioia" approach, qualitative modelization.

The final model is shown below on **Figure 4** and will be explained in detail following its constitutive parts further.

The starting point of our model is the context. As mentioned by our participants, every expatriation will be different, and executives are expecting new challenges because of what we decided to name *the context*. That is to say, because of "the situation they are in" as they expressed it, which is even more applicable when working abroad.

"The situation they are in" and its strong need "to understand things first", "understand the people they work with", etc. is in fact what will influence the whole process of development. The "context" will guide the expatriation and trigger unexpected challenges for the executives. These challenges are often unpredictable because they occur in new contexts, therefore they seem to enable a very efficient kind of learning by those executives, who recognize such advantage shown in the second part of the model named *Expatriation the unknown.*

As our participants mentioned, "never think that it is easy and never copy-paste strategies, that won't work!" During the interviews the executives told us that they experience challenges of various kinds, some linked to a specific purpose (e.g., to restructure, to reorganize), others linked to a cultural point, a managerial issue, etc. Then, out of such challenging experiences, a cycle of critical thinking and personal development begins as a learning journey for each executive, composed of different phases that we will describe. We have labelled this cycle as *Experiential learning cycles*.

We argue that, when abroad, these executives are experiencing "learning opportunities" for development that are constituted by two phases, connected by what we call "the right sense-making". We believe that the central point is that they are trying "to make sense with an intention", by questioning their own assumptions which they are experiencing, in order to make the right decision considering the context surrounding them, which is represented by our category "understanding". It is not just an understanding that things are different, but it is about understanding what views will need to be and/or might be adjusted to what the individuals from both sides can cope with. It is about being able to challenge one's own perspectives as well.

First, managers would start a phase (phase 1) of what we call: "critical thinking": self-evaluation of the issues they are facing, whether they be managerial issues, cultural issues, etc. Then, through a transition of "sense-making" and understanding, a phase that would allow them

Figure 4. The final model



to put things into perspective and adopt different worldviews, they will decide what would be needed for them to deal with the situation best (phase 2). It could be a decision to attend a training session (e.g. language), to ask for a coach, to ask for feedback from the locals, to read books about the new culture, etc.

As shown in white colour in our model, the "sense-making" process is the key because it will be translated into "action". That is to say, it will lead to a decision, whether the decision is to train themselves or to act on behalf of the subsidiary. Sense-making becomes central in this cycle because understanding, as the executives mentioned, is critical for the result.

As [McCall, 1998. P. 122] stated, "learning is something managers do because they have little choice but to take action, stab problems even if they weren't sure what they were doing because doing nothing is surely unacceptable".

Jeff strengthened this idea of a "cycle" when he told us that, "nothing should be taken for granted in expatriations; every decision should be questioned, you need to start all over again, never think that this is it. The expatriate executive needs to keep on putting things into perspective. "We need always to question our own ideas, if a leader never questions his own decisions, thoughts and learn, again and again, he will never succeed. This is an on-going process. His primary competence is to be able to do that…to always question things" (Jeff, CFO, automotive industry, 2017).

Hugo also mentioned it when he said that "the one, who will perform abroad, is the one, who understands this need to eternally question and learn to do things differently".

We also found this emerging concept of "self" and "self-determination", representing a consistent moderating variable to be highlighted.

The theory of self-determination, as presented in by Deci and Ryan in 2002, is a theory of human motivation which focuses on active, growth oriented human organism and social contexts that either support or undermine people's attempts to master and integrate their experiences into a coherent sense of self. Self-determination theory concentrates on the degree to which individual's behaviour is self-endorsed and self-determined. The fundamental studies of Self-determination theory focus on intrinsic and extrinsic motivation.

This reflection is also shared among the theorists of authentic leadership school. The construct of authentic leadership arose as a new kind of management form which focuses on being ethical and being authentic – being true to yourself and your followers. The theory of authentic leadership took place due to the crisis of confidence in contemporary corporate leadership. It was seen as the kind of leadership that could restore confidence and strength in the organizations contribute to the following development. This concept is receiving a great interest among practitioners as well as among scholars. In January 2015, The Harvard Business Review declared: "Authenticity has emerged as the gold standard for leadership".

Finally, we argue that the result of this experiential learning, when the Cycle is an increase in practical intelligence, virtuous, and, therefore, in tacit knowledge, that are the reasons why we named this part – *know-how*. It leads to the development of a type of "know-how" concerning successful abroad working. It can be found in our main category "learning by doing":

"I use my past experiences to reflect and then I decide what I should do…" (John, CFO, automotive industry).

"I learned it by mistake" (Marc, CEO, cosmetic industry).

"I have a lot of experiences abroad and the key is that you just have to learn the things you don't know! And remember it for next time." (Nikos, CEO, appliances industry).

New research shows that it is time for HR to make better use of notions of intelligence. Practical intelligence is a developing research theme: although IQ is a measure of some competencies that play a role in the success of an individual, IQ levels explain less than 20% of performance variance [Sternberg, Hedlund, 2002. P. 397].

4. Discussion - recommendations

We believe that this research is an exceptional contribution to the innovative theoretical approach, the unexpected appearing concept of learning with two practical recommendations.

These recommendations aim to reinforce the efficiency of support provided to the top expatriated executives:

The first recommendation is a suggestion of four behaviors that we consider any HR function in charge of such individuals should have in their job descriptions. We name them the SCSC's: strategic, credible, supportive, and considerate. Corporate HR in charge of global talent development should adapt their offer and support to the specificities of their top executives' challenges. Their offer needs to be individual and not standardized. One size does not and cannot fit all. Their answers need to be precise and specific, adjusted to individuals' particular needs.

The second recommendation is regarding the follow-ups, and more precisely, the indicators (dimensions) that HR could use to enhance their global talent management system of follow-ups.

"I expect my HR headquarter to know very well the specificities of the local market I am working in and also to be aware of the business issues I am facing in the local subsidiary. It is all related: my performance and the context I am working in. Ideally, it would be useful if the HR have had experience abroad. Then we would understand each other better. Also, we need to have regular visits to plan relevant efficient training plans, adapted to our needs and career plans for the future." (Jack, CFO, automotive industry, 2017)

Our participants have clearly highlighted the lack of support from their corporate HR when it comes to their development and adjustment during their international as-

signments. Some of them have even raised a possible lack of awareness of what they are concretely learning from their experiences because it is on a very individual basis.

The follow-up is a way for HR to, first, adapt its support to specific needs inherent to the different contexts of expatriation, and second, an effective follow-up should help HR capitalize on information to enhance their current analysis and to help anticipate future preparations for the selection of potential future global executives. Such follow-ups should be done at least twice a year, or even more often, when the job requirements are very important for the company (i.e. opening a new local office, launching a new brand, etc.). The result that could be generated is a sort of "expatriate ID profile". It could be shared among the talent management and mobility teams.

Conclusion

In this article our goal was to provide deep understanding of the development of executives while in the situation of being expatriated.

The purpose of our research was to build a grounded theoretical model, "A la Gioia" type. That could best explain how and why top executives develop the way they do, to provide guidelines on the critical dimensions that should be integrated into any efficient follow-up tools. These should be used by the HR function to improve their current follow-ups and therefore enhance their influence and credibility over such individuals.

We found that the concepts of "cognition" and "self" were ever-present and decisive in the development process, combined with an ongoing willingness to learn and ability for leading to the generation of a sort of "know-how" (practical intelligence).

We also discovered that the key to efficient development was the ability to demonstrate "the right sense" out of any hard or challenging situations inherent to the complexity and unpredictability of the international context. This ability leads to making the right decision at the right time.

We emphasized the role of the context, the starting point of our model, and its complexity in giving a taste to every expatriation.

We have shown that development is very singular and dependant on multiple variables such as country's specificities, the novelty of the culture, job requirements, previous experiences, etc. The auto-determination in such experiential learning shown by our participants appeared as a moderating effect.

Category label *From the interviewee's own words*	**Meaning** *From the quotes*
Importance of communication	Learn the local language and learn ways of effective communication; it needs to be adjusted.
Adapting is never easy	It always brings unexpected new challenges. One should never copy-paste strategies.
Small amount of training received	Coaching is the best support.
Proactivity must be used in all contexts	Understand the situation and act; don't wait.
Learning by doing	Learn by your own experiences and mistakes.
Looking for feedback	Trusted feedback from locals is very valuable.
To understand	Local cultures, context, people, main business issues, everything.
HR has a very negative image	Not useful but needed at the end of the expatriation process.

With our findings, we have tried to put into perspective the academic search for ideal sets of fixed competencies and/or behaviors for future global executives, showing cycles of constant development through learning that were allowing executives to adapt or find the required competencies for the situations with which they faced.

We have also tried, with the help of our recommendations, to show organizations the need to adjust and adapt their leadership training programs to the real needs of future global executives.

One size does not fit all. To reach the next level, to go beyond local leadership and access global leadership, it will take the person's own perspectives. It will be the result of deep learning, questioning, specific training and support.

References:

Charmaz K. Constructing Grounded Theory. Second Edition. Sage, 2014. In English

Deci E.L., Ryan R.M. Overview of self-determination theory: An organismic dialectical perspective. In R. M. Ryan & E. L. Deci (Eds.), Handbook of self-determination research. Rochester, N.Y.: The University of Rochester Press, 2002. In English

Kolb D., Experiential Learning: experience as the source of learning and development. Englewood Cliffs, Prentice Hall, 1984. In English

Global Human Capital Trend Report. Deloitte, 2015. In English

McCall M.W., Jr. Lombardo M., Morrison A. Lessons of experience. Lexington Books, 1988. In English

Mendenhall M., Osland J., Bird A., Oddou G., Maznevski M., Stevens M., Stahl G. Global Leadership, Research, Practise and Development. Second Edition. Routledge, 2013. In English

Mendenhall M., Osland J., Bird A., Oddou G., Maznevski M. Global Leadership, Research, Practise and Development. Second Edition. Routledge, 2008. In English

Osland J.S. The Journey inward: expatriate hero tales and paradoxes. *Human Resource Management.* 2000. P. 39(2/3), 227-239. In English

Spreitzer GM., McCall M.W.Jr, Mahoney, J.D. Earley identification of international executive potential. Journal of Applied Psychology, 1997. In English

Sternberg R.J., Hedlund J. Practical intelligence, g, and work psychology. *Human Performance.* 2002. 15(1–2). P. 143–160. In English

Wanasika I. In search of global leadership. *Journal of International Business and Cultural Studies.* 2007. 2-17. In English