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# Addressing the organizational barriers to developing global leadership talent



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## WHY IT IS IMPORTANT TO ESTABLISH A “GLOBAL LEADERSHIP” TALENT POOL

To understand why it is necessary to establish a unique pool of leadership talent as “global,” we need to look at the roles and demands of this population of leaders. At its simplest, the term “global leader” applies to individuals who lead across geographic and cultural boundaries. The size of this population should range from one to four percent of the overall leadership talent pool depending upon the industry and the scope of international operations. If a significant portion of their role demands working with other cultures, leaders could be based in their corporation’s home country and still qualify as global leaders. These individuals can be found at the front line of an organization or at the very top. That said, the ultimate destination for high potential global leaders is general management over a region of the world or, more rarely, the entire globe. They may have global responsibility for a business or functional activity or multi-business lines. What differentiates these leaders from others is the fact that their roles take them across national and cultural borders. They end up leading individuals and teams who reside outside the home country of their corporation.

The successful global leader is a unique breed of “line leader.” Their roles demand that they possess a broader variety of competencies, skills, and abilities in order to succeed than their domestic counterparts. To make matters more complicated, the knowledge and expertise cultivated

in one international role does not necessarily transfer to the next assignment. As a result, these leaders have to be perpetually engaged in the process of making sense of ambiguous new situations as well as learning their way through unexpected challenges. This requires that they be open to new ideas, behaviors, and ways of thinking and in turn make the necessary mental and behavioral adjustments to suit each country’s context. They often have to be masters of reinvention.

In contrast to line managers who stay within the confines of their home country, global leaders face deeper challenges to their personal identity. As one group of researchers has pointed out, new cultures force individuals to bring into question basic assumptions about who they are. A global leadership assignment can literally demand a transformation in how individuals see themselves. The term “culture shock” is often used to describe the power of the experience. The process of developing such special talent requires that organizations “call out” the baseline capabilities required for global leadership roles.

Most organizations need only a small pool of global leaders. As a matter of fact, the trend over the last two decades has been to develop “local” or home country leaders rather than rely on expatriate talent. There are several reasons for this. The first is the sheer cost of deploying expatriate leaders. It is estimated that expatriation costs three or more times a similar employee’s salary in their home country. In addition, the learning curve is much steeper for expatriates. Executives typically report that a minimum of three or more months is required to begin to understand how the economics, politics, history and culture of a country affect business decisions. Two years or more of in-country immersion may be necessary to lead with a measure of confidence.

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Finally, there is the issue of trust—a foundation for effective leadership. In many countries, employees simply trust leaders from their home country more than those from the outside. One study in Western Europe showed that individuals trust citizens from their own country twice as much as those from neighboring countries. They place even less trust in those farther away. For these reasons, the pool of truly global leaders required by an organization is likely to be a small one. Nonetheless, there is a high likelihood that the vast majority of organizations' talent pools are currently too small to produce even the limited number of these leaders that the corporation will require.

## **THE ORGANIZATIONAL BARRIERS TO DEVELOPING GLOBAL LEADERSHIP TALENT**

Given the importance of having a pool of global leadership talent, the number of companies that give it a low priority is surprising. It is often assumed that talented, high performing individuals can quickly learn and address contextual challenges no matter where they are deployed. Often times, the executive team making decisions about the placement of global talent are themselves lacking in sufficient international experience and therefore have little genuine appreciation for its value.

Perhaps the most significant barrier, however, is the fact that there is little value or reward placed on global mobility. For example, to succeed over one's leadership career in a corporation, there may be no requirements for international assignments. Few of an organization's executives may have spent time working in global assignments. Line managers may actually feel that they will be penalized for taking international assignments. They see their colleagues who move overseas lose critical visibility and influence with decision-makers at the corporate center. These expatriate colleagues may be bypassed for promotions. It is therefore seen as too risky for career advancement to take on an international assignment. The other side of the mobility equation is that senior managers often hoard their best talent. In other words, they will not offer high potentials up for international assignments for fear of losing the most talented or because they see little development value in such experiences.

An additional barrier can be found with the leadership talent itself. Deciding to be a global leader involves the headaches of expatriation. This can be seen as a major factor for leaders who have deep family and cultural roots in their home country. Much of the research literature highlights the extreme emotional demands placed on the global leader's family. Though there may be many leaders who have the potential to be good global leaders, the number of individuals who are willing to take up the challenges and responsibilities of being a global leader is relatively low.

While the importance of global leaders may be touted by organizations, companies consistently fail to integrate the concept into their organizational talent management systems. For example, many firms have not identified a baseline set of global leadership competencies. Other organizations have a set of global competencies, but they are strikingly similar to their home country leadership competencies and so fail to make any real distinctions. More significantly, few companies have performance management systems that are effectively integrated with the

global leadership competencies. For example, a manager in one country may not be held accountable for demonstrating the global leadership capabilities. Many firms lack rigorous assessment processes to identify and track their global leadership talent below the executive ranks.

While there may be a desire to develop global talent through job assignments, the systems to identify and deploy candidates are weak or flawed. For example, the critical step of assessing what in-country leadership roles will be reserved solely as developmental assignments for global leadership talent and what roles will be reserved for local talent is often inconsistently performed. Finally, repatriation can be a serious problem if the organization does not have a disciplined approach supported by an effective system of monitoring time abroad.

## **BUILDING THE TALENT MANAGEMENT INFRASTRUCTURE FOR A GLOBAL LEADERSHIP POOL**

The first step required for establishing a global leadership talent pool is to build a persuasive case for why the corporation needs one. The case must be made at the executive level. The chief human resources officer should serve as the primary champion and spokesperson in persuading both the executive team and the board. The case can be built by illustrating the critical gaps in the talent management approaches in comparison to the "best-in-practice" organizations.

An overall assessment of the international experience of the top three or four levels of leadership talent will reveal the extent to which global assignments are considered valuable and provide some indication of the mobility of those with global experience. An examination of the succession pipeline behind pivotal global leadership roles will highlight the severity of gaps and the depth of global assignments that candidates possess. Finally, case examples of general managers and executives who have performed poorly because of flawed selection criteria or a lack of developmental support can further be used to build the case for more rigorous approaches to talent management.

It is important to establish a distinct global leadership capability framework. This framework should recognize the baseline requirements for leading globally as well as the unique demands of the organization, its culture, and industry. Later in this article, we will discuss what dimensions might be included in such a framework. Only a very few companies have created distinct global leadership frameworks—one of which is Citigroup, which developed a framework for its Global Consumer Group.

Mandatory cross-cultural training before individuals begin their international assignments is a baseline requirement. In addition, seasoned local managers should serve as in-country mentors to ease expatriate leaders into their new role. The local mentor can assist both in promoting relationship ties and in accelerating the knowledge base of the incoming leader. The mentor needs to be an individual who is well established within the host country, possesses a coaching capability, and is not the incoming leader's direct supervisor. Procter & Gamble makes extensive use of in-country mentors to facilitate the successful transition to a new global leadership role. In addition, seasoned executive-level global

leaders mentor up and coming leaders both before and during international assignments.

Ideally, a company's job posting system at the associate director level and above should show what job offerings are global and open to the entire organization. Career and development plans should encourage managers who express an interest in overseas assignments to apply for them. Research strongly suggests that those who volunteer for international assignments tend to be more adaptive and therefore more successful. Procter & Gamble has a particularly impressive system in this regard. For example, the company needed a leader for a rapidly growing joint venture in Saudi Arabia. The job required someone who had emerging market experience, expertise in the laundry detergent business, and a willingness to relocate to Saudi Arabia on short notice. The company's talent database provided five potential candidates within a short time. The new manager was in place in Saudi Arabia within three months of the initial job posting.

As with domestic talent management approaches, it is critical to establish high potential global talent pools that encompass executive positions down to the associate director level, with pools at each level. At the onset, small pools tend to ensure that the high potential global talent receives the attention and assignments they need. For example, Citigroup, General Electric, IBM, and Procter & Gamble have dedicated talent pools of high potential global leaders. The talent in each company receives special assignments and projects related to global growth opportunities.

The global leadership talent initiatives should be centralized under a separate corporate human resource (HR) function reporting directly to the chief human resources officer. This acknowledges their importance to the corporation as well as provides greater visibility for the talent pool. It also ensures that global leadership talent is seen as a corporate-wide resource rather than simply as a business unit or functional resource. When it is centralized at corporate, this function can ensure greater mobility – both outgoing and returning – for talent across unit and functional silos. For example, the Brussels-based international chemical and pharmaceutical company Solvay Group has its global talent operations housed in International Mobility—a function that oversees all of the company expat talent. This function coordinates not only the identification of global leadership talent but also handles contracting and operational aspects of the move, and conducts assessments of the talent process itself. In addition, this group coordinates moves back to the home country of the expat or to the corporate center.

Monitoring talent is a particularly significant function, given how often talent sent overseas report themselves “stranded” in these assignments. It is imperative that the functions of the global talent organization include monitoring time spent in assignments and identifying opportunities for subsequent assignments in “stepping stone” global roles or in roles back in home countries or at the corporate center.

While we will discuss job interventions in greater detail, it is important to ensure the full complement of assignments for development are utilized—from multi-year overseas assignments to short term in-country projects to global team projects. The former are the most effective developmentally, but career stage “windows” make these assignments more attractive at certain life stages. Younger managers have

fewer personal life restrictions so they tend to be more available for these jobs. This is an ideal population for rewarding early career expatriate jobs. Overseas action learning programs can be used to expose high potential global managers to emerging or critical markets. For example, teams can be assigned short-term learning projects to ascertain market opportunities for new products or services within a country. General Electric has long used action learning to help its general managers learn about promising new markets through intensive in-country projects.

It is critical to promote two-way mobility by building in attractive rewards for accepting overseas assignments. Such assignments can serve a requirement for entry into general management and executive roles that have global content. A few firms have made it mandatory to have at least one and preferably two international assignments before promotion to a general manager role. At a leading consumer goods company, one international management assignment is required for entry into the executive suite. Another firm has a policy called the triple-two rule. Managers have to have experience across two of the company's operating groups, two functions, and two countries to attain executive roles. This requirement sends a powerful message about the importance of international experience for senior leadership roles.

One area where many organizations consistently trip up is in the “return” portion of the international assignment. One survey showed that only 14 percent of large companies have a mechanism to track returns on international assignments. The best way to assure that talent does not end up “stranded” overseas is to create a selective and highly visible global talent pool that is reviewed annually by the head of HR, the chief executive officer (CEO), and responsible executives. A few organizations have a global talent organization reporting directly to the head of human resources to further ensure this visibility. Their responsibility is to keep closer track of global talent progress. They ensure that these individuals not only stay visible but also are able to return back to the corporate center. In the ideal case, it is important to set assignment limits of two to four years. Bringing expatriates back with a promotion or expanded responsibilities is a further reinforcing step. There is evidence suggesting that in some companies it still takes expatriate leaders longer to climb the corporate hierarchy than their home-country based colleagues.

A number of best practice corporations use a “stepping stone” development framework to categorize roles and assignments for global talent. For example, Procter & Gamble uses country manager positions in smaller countries as the initial developmental “stepping stone” to become a global leader. Larger countries or those with more challenging markets are used as “second step” assignments, and still larger countries or multi-country regions such as Eastern Europe or Southeast Asia are used as “springboard” assignments for the company's leaders who demonstrate the potential to become senior executives. These jobs may change over time as market conditions evolve and as local talent markets mature. It is important to review these positions every few years. That said, it is critical to have designated jobs across the world reserved primarily for the global leadership pool.

Finally, a critical element for the development of a global leadership pipeline is the establishment of a standardized and rigorous performance management and talent management

system that is itself global. Few organizations have achieved this outcome, and even their systems are not perfect. They take time to build and require political capital, but it is important to have a performance scorecard that tracks global leadership talent performance on standardized business and organization metrics. The scorecard should provide rigorous and standardized performance assessments so that any manager anywhere in the world can be evaluated with a measure of confidence. Such a system is imperative in order to identify those with global leadership potential beyond the corporate center and therefore deserves critical development assignments. From the employee's perspective, it should provide them with very clear feedback and progress updates. While a "perfect" system is likely to be out of reach, a global system raises the standards bar across the entire organization.

## **DEPLOYING THE RIGHT KINDS OF ASSIGNMENTS AND INTERVENTIONS FOR GLOBAL LEADERSHIP TALENT**

In addition to the organizational processes and structures identified above, a number of development practices have been identified as pivotal for global talent. These include expatriate assignments, multicultural teaming, rotational assignments and special projects, frequent business travel, training, coaching, mentoring, language immersion, leadership forums, and assessments. For example, General Electric's Transportation sends SWAT teams of talent to emerging markets to identify market opportunities and product specifications. Coca Cola makes extensive use of international assignments to groom its global leaders.

Among the development interventions, expatriate assignments are still considered the fast track path to global leadership development. The sheer amount of resourcefulness required to succeed, along with the profound ways in which culture shock can transform an individual, make this the most powerful developmental experience. Expatriate leaders can learn the organization's operational capabilities on a global basis and over time develop trusting relationships with regional offices. It is important, however, that these assignments be supported with adequate training, feedback, and coaching.

Multicultural teams are alternative opportunities to learn about critical differences in national cultures, functional cultures, and corporate cultures. Many operate virtually, and they are hampered by the lack of physical proximity—an issue faced daily by executives leading global business units or heading global functional lines. Still these teams are rich training grounds for both cultural sensitivities and the logistical challenges of virtual relationships.

Frequent international business travel can provide opportunities to work with various international office locations and cultures. These trips can be useful for building a global point of view, networking, and learning about cultural differences in communications and style. The dilemma with these experiences is that they are usually too short in duration to allow for genuine relationship building and for developing a deep understanding of the local business. Further, business travel often is arranged in ways that insulate the leader from the realities of working on a more permanent basis in a country.

Intercultural training programs are best deployed in the early stages of a global leader's career or as preparation specific to a country assignment. Ideally, these programs should address important cultural differences in ways of doing business and building work relationships. Typically, these educational experiences are too short in duration to have the impact of actual work assignments.

Mentors can prepare global leaders for the cultural challenges they are about to face as well as introduce them to critical stakeholders. They can also inform newly appointed leaders of the organizational and marketplace issues that need to receive priority attention.

Beyond developmental experiences, it is important to identify certain baseline capabilities for those who aspire to global leadership roles. These can then be used to shape selection and the right kinds of developmental assignments. In the section that follows, we examine a set of potential dimensions.

## **ESTABLISHING BASELINE CAPABILITIES FOR GLOBAL LEADERS**

While certain personality attributes may help global leaders, there is no universal personality profile that characterizes those who succeed. Instead there are a wide variety of personalities that can perform well in this role. In addition, national cultures may place a premium on the demonstration of certain personality attributes. In one culture, for example, assertiveness may be highly valued while in another it may be the personality attribute of reserve or congeniality.

While we are going to propose a set of global leadership competencies, a measure of caution is needed when it comes to their use. On the one hand, many researchers claim that competencies should play a pivotal role in selection and deployment. Yet often these frameworks' competencies overlap so much with "domestic" models of leadership that their dimensions are indistinguishable. Other times, there are so many competencies that they are hard to deploy in a meaningful way when it comes to assessment and development. Few, if any, leaders can live up to their comprehensiveness. In addition, a one-size-fits-all approach flies in the face of the notion that countries differ widely in their cultures and leadership demands. Finally, some have noted, importantly, that other factors such as economic ones — fast versus slow growing markets — and political differences — the extent of state intervention — are often more deterministic of performance than the behavioral or cultural orientations of the leaders themselves.

Nonetheless, there are baseline competencies that recognize a leader's receptivity to cross-cultural experiences in the first place. For example, certain individuals are energized by experiences outside their home culture. They enjoy spending time in new cultures. They are inclined to experiment with their behavior in order to successfully adapt to the demands of a new culture. These baseline competencies recognize that unique attributes motivate individuals to seek out global assignments and learn from them. One of the most useful criteria is the degree to which an individual is motivated to work outside their home country. Any competency framework must emphasize the leader's sense of adventure to live in other countries, their sensitivity and responsiveness

to cultural differences, and their ability to quickly learn and adapt to cultural norms. These capabilities reflect the need for global leaders to not only be speedy learners but also entrepreneurs who can skillfully adapt their styles and mindsets to new worlds. They have the drive and responsiveness needed to lead successfully across multiple cultures, nations, and boundaries.

The second category of competencies emphasizes the importance of skills and knowledge as they pertain to cultural literacy. These include the behavioral skills required to lead multi-cultural teams, read behavioral cues and to successfully network in a new culture. With these capabilities, global leaders are able to build effective working relationships and socialize corporate goals and norms in distant operations.

The third cluster recognizes the “mindset” requirements for global leadership roles. This cognitive capability includes being comfortable with cultural complexity and its contradictions, perceiving opportunities in the uncertainty associated with global markets, and thinking systemically with an extended time perspective. This mindset cluster helps global leaders to reconcile the broader picture perspective of country markets, economics, and politics with day-to-day tactical decisions.

The “full suite” of these competencies in an individual is most representative of an *executive level* global leader, especially when it comes to the mindset dimensions. This would be an individual who is responsible for a global business activity or function or who has significant multi-country responsibility. Such global leaders need to possess, in significant depth, this complement of capabilities. In sharp contrast, we might expect to see only a few of these capabilities in a front line manager—primarily the baseline ones. One possible exception might be organizations whose hierarchies are flat. In which case, even younger global leaders may need to possess more of the capabilities.

## HOW THE GLOBAL LEADERSHIP CAPABILITIES VARY BY HIERARCHICAL LEVEL

Using the “leadership pipeline” framework developed by Ram Charan, Stephen Drotter, and James Noel, we will note how the capabilities vary by level and in turn influence assessments and development needs by level. More important, we can highlight which capabilities need to be either assessed or developed at each stage.

In the “leadership pipeline” model, there are five important leadership passages before their culmination in the CEO role. The first passage is from managing self to managing others—in other words, the transition to a front-line manager. This is the stage where we would expect to see the baseline global leadership capabilities of a catalytic learning capacity, a sense of adventure, and an entrepreneurial spirit in certain individuals. These are foundational to becoming an effective global leader. Without them, a manager is not likely to either seek out international assignments or possess the resilience and adaptability required to succeed in such assignments. Selecting individuals possessing these attributes is the first step in the global leadership development process.

Identifying individuals with these capabilities is the window to starting a long term grooming process. An assignment to develop the baseline capability of sensitivity and

responsiveness to cultural differences is the place to begin. Specifically, it is ideal to assign junior global leadership talent the responsibility for global team projects or at a minimum membership in them. In addition, short assignments requiring travel to international sites are ideal. This is a very important stage to introduce cross-cultural training along with the assignment of an in-company mentor who has successfully led global teams at junior levels. Three hundred and sixty degree feedback from the team members on the individual’s leadership skills and their cross-cultural sensitivity is extremely helpful soon after the completion of one to two global projects. We expect that at the end of this passage the capability of a sensitivity and responsiveness to cultural differences will be engrained or certainly tested. Later in this stage, an overseas assignment is feasible, provided the individual has received positive feedback around cultural sensitivity, performance, and leadership.

The second pipeline passage is from managing others to managing managers. Managing managers is a more crucial task and requires the ability to identify subordinates who have the potential to be good leaders. In the ideal case, potential global leaders now have their first significant international assignment with the duration of two to three years. This assignment should be in a country with strong upside potential for market growth but also one with a very distinct culture that is different from the individual’s home country. The individual should be supported with cultural training before the assignment, followed by in-country mentoring on the job. This period of immersion in a distinct culture will help them to develop a deep appreciation for the importance of cultural literacy. In addition to their local responsibilities, they can be assigned one to two global projects—further refining their capability to lead global teams. In this passage, the networking competence now comes to the forefront. Working with an in-country mentor and colleagues, they will spend a considerable amount of time learning about critical relationships beyond the organization. With a senior in-country leader, they are taken on visits to meet prominent government officials, customers, suppliers, and other external stakeholders. They are given assignments that are dependent upon networking skills for a portion of their successful implementation.

The third and fourth pipeline passages are from leading managers to functional managers and then to leading business managers. They require a focus on the functions of the business followed by a broader focus on company operations and strategies. The individual now needs to develop a more strategic mindset. This is required for creating functional strategies for the company and managing the whole function of the business. By the end of these passages, the global leader should have completed international assignments in at least two if not three different countries. The contrast in countries teaches the significance of cultural and market differences and engrains the importance of versatility and adaptability in leading. Their assignments ideally have also been in organizations and markets in different stages of maturity. In their leadership roles, they will have had to implement initiatives that require working extensively with local and national governments. These reinforce the necessity of an extended time perspective, comfort with cultural complexity, and sophisticated networking.

The fifth passage is from leading business managers to leading business group managers. Here the focus is on a group of businesses, not just one. Individuals at this level are required to become more proficient at evaluating strategies, developing and coaching business managers, creating a portfolio strategy, and correctly assessing the right core capabilities to succeed. By this stage, the global leader should possess the full complement of global leadership capabilities. A global mindset is paramount in importance given the strategic demands of the job and the complexity of multiple markets and businesses. Mentoring by executives who have held similar roles can be extremely helpful. Executive education focused on global trends in markets, demographics, economics, and political issues should also complement the developmental experience.

## ASSESSING GLOBAL LEADERSHIP POTENTIAL

Assessing the global leadership potential of individuals within an organization can be a challenging task. It is very easy to mistake native leadership potential for global leadership potential. As a result, organizations can make the costly mistake of selecting locally effective leaders for global leadership positions—without appropriately assessing their ability to lead in global contexts. Conversely, employees who may be less effective leaders in a local context may possess the capabilities and skills to lead successfully in global environments. Yet they may not make the cut.

Another assessment challenge involves potentially limited knowledge on the part of assessors about what constitutes effective global leadership. If the individuals responsible for assessments have a limited understanding of and experience with regards to what it takes to be a successful global leader, they can make costly mistakes in selection and placement.

Finally, assessment for global roles is more complicated than domestic roles due to variations in standards and practices across a company's geographic operations. Since candidates are likely to be sourced globally, the challenge is that common assessment standards for candidates are not likely to exist. The operating units in countries will have their own different mechanisms for assessing, developing, and promoting their leaders. While a candidate may be perceived as a high potential global talent in one country, they may not be in another country.

As noted earlier, few companies have created universal standards by which they can assess their global leadership talent. This makes accurate assessments extremely difficult. Not so surprisingly, McCall and Hollenbeck in their research on global executives concluded that rigid assessment and selection systems are likely to prove ineffective. They argue that such systems might end up screening out half of the desired candidates for global executive roles. Therefore, relying on formal assessments as the primary tool for identifying global leadership talent is a mistake. Nevertheless, there is a role for assessment in identifying potential and development gains.

The primary step toward determining an individual's global leadership potential is to assess his or her motivation to lead in cross-cultural contexts. Research has shown that this motivation is one of the most critical precursors to successful performance. Effectively measuring motivation

to lead cross-culturally can help separate potentially effective global leaders from the rest. In measuring motivation, it is important to use a 360-degree approach. Data on an incumbent's motivation to lead cross-culturally should be collected from multiple sources such as supervisors, peers, and subordinates. Such triangulation ensures greater reliability of data.

Interviews with candidates should assess the depth of their interest in other cultures, their versatility in adapting to new environments, and their desire for international assignments. It is also critical to identify how well candidates are able to create feedback-rich environments for their own learning as well as their general sense of adventure. Extensive personal travel, college foreign exchange experiences, and knowledge of a foreign language can serve as markers of an individual's motivation to work in cross-cultural environments.

Lastly, appropriate weight should be given to a variety of capabilities while making selection decisions for different leadership positions. For example, if the leadership position involves leading a group of businesses, the global mindset capability should receive more weight in the determination of potential. On the other hand, if the leadership position requires extensive work with peers and important external stakeholders, then a sophisticated networking competency may warrant greater weight.

## CONCLUSION

Many organizations are struggling with a critical shortage of global leadership talent. The shortfall exists largely due to organizational barriers and poorly aligned talent management systems. Underpinning these problems is the lack of deep appreciation for the unique demands of developing global leadership talent. Senior organizational leaders often perceive that there is little difference between domestic or home country leadership talent and those who go on to lead in other cultures. As a result, most organizations have not invested in the necessary and unique infrastructure to build deep bench strength in global leadership talent.

As we stress in this article, unique talent management processes are necessary for developing global leadership. For example, these processes must support "two-way mobility" in contrast to the common problem where leadership talent sent overseas has a hard time returning to their home country or to the corporate center. An organization's culture and rewards must not only reinforce the importance of global assignments but also place a premium on them. Assignments, training, capability frameworks and assessments are all vital interventions that must be customized to cultivate and support global leadership talent. Most important, the research on global leadership talent strongly suggests that the process of building a deep bench of such talent requires an unrelenting commitment of at least seven or more years on the part of a large corporation. That commitment has to start at the senior ranks of an organization and must be supported over-time by the rigorous and integrated talent management practices we have described in this article.



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