The global mindset inventory of internationally experienced managers

ABSTRACT

We qualitatively assess executives' cross-cultural corporate and socio-biographical backgrounds in terms of previously acquired and current international experiences and investigate whether these experiences may lead to the development of global mindset. Furthermore, the individual's international experiences are assessed in terms of their depth, i.e. duration, and their breadth, i.e. diversity of cross-cultural experiences. According to this, the interviewees are assigned to quadrants, dependent on the achieved depth versus breadth combination. In a further step, we investigate the connection between the individuals' combinations of cross-cultural experiences and the development of global mindset patterns, which is largely underpinned by the qualitative empirics. However, some anomalies remain, which the authors believe to be explicable by the interaction of the intensity of foreign cultural exposure, which is conceptualized to comprise five domains: source, impetus, period of life, recollection and focus of cross-cultural exposure.

THE GLOBAL MINDSET INVENTORY OF INTERNATIONALLY EXPERIENCED MANAGERS

In line with the constant quest to diminish risk, uncertainty and complexity involved in dealing with and operating in geographically dispersed and culturally diverse contexts, firms are in need of versatile executives who own a repertoire of transnationally valid and relevant management qualities (Adler & Bartholomew, 1992; Mendenhall, Reiche, Bird, & Osland, 2012; Ng, Dyne, & Ang, 2009). Predominantly, this includes, but is not limited to, mastering globally applicable leadership skills, offering a well-rounded understanding of international markets and business practices, being at the forefront of industry-specific know-how and being interlinked within powerful and globally spread networks (Brownell & Goldsmith, 2006; Story, Barbuto, Luthans, & Bovaird, 2014). Moreover, globally oriented leadership involves controlling cultural distance by functioning as boundary spanner and trans-cultural interpreter, which is facilitated by possessing global mindset, cultural intelligence and multiculturalism (Ang, Van Dyne, & Tan, 2011; Lücke, Kostova, & Roth, 2014; Zander, Mockaitis, & Butler, 2012). In generic terms, the effective global leader's prime capabilities revolve around detecting, assessing and resolving unknown problematic situations and paradox conditions in unfamiliar and highly complex contexts (Javidan & Bowen, 2013; Osland, 2000; Townsend & Cairns, 2003). To structure the manifold skills and abilities desired from global leaders, three broad notions can be distinguished (Dickson, Castaño, Magomaeva, & Den Hartog, 2012; House et al., 1999; Steers, Sanchez-Runde, & Nardon, 2012a): one features global leadership as a more universally applicable, culture-general construct (Osland, Bird, Mendenhall, & Osland, 2006; Suutari, 2003). A further emphasizes culture-contingent aspects, focussing on the need to lever distinct culture-related idiosyncrasies and intercultural sensitivities (Brownell & Goldsmith, 2006; Scandura & Dorfman, 2004; Triandis, 2006). The third notion, the normative approach, goes beyond a mere focus on culture and identifies the interplay of cognitive, metacognitive and behavioural capabilities as determining factors with regard to effective global leadership (Steers, Sanchez-Runde, & Nardon, 2012b). In keeping with the normative notion, the concept of global mindset inventory has been found to predict the individual's global management potential by structuring the essential competencies into three domains: global intellectual capital, psychological capital and social capital (Javidan, Steers, & Hitt, 2007).

Irrespective of the focus on configuring conceptual frameworks for assessing global competencies of executives, there exists little agreement about its developmental

antecedents. Yet, as executive roles become increasingly international in focus, the means, by which to identify and select leaders who are proficient on a global scale, are of utter importance (Wood & St. Peters, 2013). Despite acknowledgement that global leadership skills are impacted by cross-cultural experience (Brownell & Goldsmith, 2006; Crowne, 2008; Konyu-Fogel, 2011; Oddou, Mendenhall, & Ritchie, 2000), research classically takes account of international experience as a mere control- or background variable (Takeuchi, Tesluk, Yun, & Lepak, 2005), or investigates prior experience primarily in connection with expatriate assignments, or work-related relocation (Caligiuri & Santo, 2001; Lee & Sukoco, 2010; Lovvorn & Chen, 2011; Osland, 2000; Suutari & Mäkelä, 2007; Takeuchi et al., 2005). A more recent trend depicts that experiences attained in non-work environments also count towards developing dynamic leadership competencies, but lacks specificity in investigating the temporal element and diversity of experiences needed to accomplish this (Caligiuri & Tarique, 2012). In addition, most studies focus on the quantifiable attributes of cross-cultural experiences, such as count of foreign language skills, years spent abroad, or quantity of foreign countries lived in (Javidan & Bowen, 2013; Story et al., 2014). However, cultural experience appears to be complex, dynamic, multifaceted and highly subjective and thus is not fairly represented by mere numeric measures (Oddou et al., 2000; Osland, 2000; Takeuchi et al., 2005). Consequently, we believe a qualitative research approach to be well-suited for investigating the intricacies of cross-cultural experiences, and how individuals may transform them into global mindset. Additionally, being culturally experienced need not exclusively stem from first-hand experience of physically being in foreign cultural contexts, yet may also include implicit or second-hand cultural exposure, as for example in case of executives with second-generation migratory background or intercultural relationships. Besides, there is scant in-depth research on how the different aspects of intercultural experience shape the individual's global management skills and mindsets, as the assumption that being internationally experienced unfailingly translates into global mindedness has been dismissed (Osland, 2000). Existing studies prove insufficient to thoroughly explain anomalies in the individual's development of global mindset caused by differing cross-cultural experiences.

In explicit terms, this qualitative research study attempts to answer: (1) Does international experience enhance the development of global mindset capital? (2) And if so, is the experienced depth versus breadth combination likely to foster particular capitals (intellectual, psychological and social) and the associated dimensions? (2) Moreover, is

there an additional interaction which may explain anomalies, i.e. when experienced professionals fail in developing GMI, or managers with little experience achieve high GMI scores?

GLOBAL MINDSET

Although a multitude of studies have been aimed at defining and conceptualizing the micro-level perspective of global mindset, the conclusions are varied and suggest conflicting and partly incompatible definitions. These range from global mindset as …" a cognitive ability" (Clapp-Smith & Hughes, 2007), "…an identity of leaders…", "…a manager's cognition of international strategy…", …" a mental model", or "…the capacity to globally adapt (Arora, Jaju, Kefalas, & Perenich, 2004) …" (for a holistic review on global mindset see Levy, Schon, Taylor, and Boyacigiller (2007). Nevertheless, there is agreement about the multidimensionality of the construct and the finding that globally successful leaders are generally endowed with global mindset, i.e. combine cultural intelligence with global business orientation (Story et al., 2014). Further, global mindset has been depicted as an outlook, which enables individuals to orientate within the global environment and to grasp multicultural peculiarities that people without this global perspective are incapable to perceive (Gupta & Govindarajan, 2002; Lovvorn & Chen, 2011). Arora et al. (2004) specify that apart from global orientation, successful executives are those, who concurrently balance universal conceptualization, i.e. generalized mental frameworks, with behavioural contextualization, i.e. local adaptation. Consequently, they counterbalance culturally neutral perspectives with culture specific capabilities, enabling global thought and local action. In line with this, the normative approach depicts globally successful leaders as endowed with specific skills, abilities and personality characteristics, fostering successful business operations in diverse cultural contexts (Steers et al., 2012a). Moreover, it has been found that skills in connection with cross-cultural competence are non-hereditary, yet potentially advanced by exposure to differing settings (Arora et al., 2004). For the purpose of this study we draw on the depiction of Javidan and Bowen (2013), who define global mindset in terms of individual attributes, entailing "…three core capitals": explicitly the interrelating of intellectual, psychological and social capital and "…nine underlying building blocks …, which enable managers to influence others unlike themselves in achieving their organizations' global ambitions." (Javidan & Bowen, 2013).

Global Intellectual Capital

According to Javidan and Bowen (2013) global intellectual capital is represented by the individual's global business savvy, cosmopolitan outlook and cognitive complexity. Thus, it mostly refers to the cognitive and metacognitive sphere of capabilities, which is based on attained knowledge and was found to positively affect the improvement of leadership behaviour (Konyu-Fogel, 2011). Furthermore, the intellectual capital incorporates the "knowing-how" domain of competency, which provides the individual with an extensive and flexible skill-set due to comprehension and familiarity with international business conducts (Cappellen & Janssens, 2005; Suutari & Mäkelä, 2007). Global Intellectual capital further depicts the content and structural patterns and processes, essential for sense-making of foreign cultural interpretations (Lücke et al., 2014). Thus, it represents the mental competence of individuals with respect to attaining, comprehending and controlling cross-culturally complex situations and interactions (Levy et al., 2007; Ng et al., 2009).

Global Psychological Capital

This dimension of global mindset represents cross-cultural capabilities that are closely linked to attitudinal and motivational characteristics, which individual's govern internally. Individuals equipped with high levels of psychological capital have been found to act self-efficient, optimistic and resilient with respect to cross-cultural dealings and encounters (Dollwet & Reichard, 2014). Moreover, psychological capital relates to the "knowing-why" career competency, which generates professional meaning and confidence in one's choices and a personal interest in seeking novel learning opportunities (Suutari & Mäkelä, 2007). To also reflect cross-cultural facets, the global psychological state of mind is represented by the criteria passion for diversity, quest for adventure and self-assurance (Javidan & Bowen, 2013).

Global Social Capital

Social capital refers to the ability to establish and expediently draw upon private relationships, as well as professional networks and hence counts as resource that is accrued by virtue of one's interpersonal and cross-cultural connections (Al Ariss & Syed, 2011). Via personal contacts and cross-cultural socializing, the individual gains influence and right of entry to assets embedded within, and often only available through a network of globally spread connections (Suutari & Mäkelä, 2007). Individuals in possession of widespread networks, i.e. with respect to extensity of geographic, cultural, professional and social contexts, have been found to be better equipped to span intercultural boundaries,

which potentially leads to a virtuous spiral including improved information gathering opportunities, forward referrals to new influential contacts and networks, as well as the prospects of establishing one's reputation internationally and achieving professional promotion (Granovetter, 1973; Kim & Abreu, 2001; Suutari & Mäkelä, 2007). In order to weigh the globally-valid social capital of executives, the domains of intercultural empathy, interpersonal impact and diplomacy serve as assessment criteria (Javidan & Bowen, 2013).

INTERNATIONAL EXPERIENCE

The sole reliance on formal cross-cultural training methods as means for generating global leadership competencies seems inadequate (Bell & Harrison, 1996; Ng et al., 2009; Nummela, Saarenketo, & Puumalainen, 2004). In line with this, real-world or non-academic intelligence accrued in intercultural settings has been found to merge the cognitive, social, emotional, practical and cultural intelligence domains (Ang et al., 2011). Accordingly, the capability to flexibly navigate across differing and often unfamiliar cultural meaning systems requires competencies, which may be developed through previous and fostered by current cross-cultural experiences (Black, Mendenhall, & Oddou, 1991; Johnson, Lenartowicz, & Apud, 2006; Lücke et al., 2014; Mendenhall et al., 2012; Yamazaki & Kayes, 2004). By reflecting and transforming these international experiences, which are absorbed through the interaction of individuals with their environment, a learning process is started, which results in knowledge creation (Kayes, 2002; Kolb, 1984). Osland (200) alluded to this as the boon of the expatriate journey, where "the source of power is (…) a bicultural perspective, increased self-awareness, and the knowledge that they had the inner resources to master a difficult situation (…), discover(ing) within themselves hidden resources and skills." In addition to the enrichment of explicit knowledge, tacit knowledge is created by repeated experiences, since tacit learning is advanced through direct encounters and the consequences of trial and error (Black et al., 1991; Nonaka & Krogh, 2009). This enables the foreign culturally experienced individual to comprehend and demonstrate adequate behaviour in response to verbal as well as nonverbal cultural cues. The behavioural assimilation becomes essential with respect to intercultural negotiating, in particular if this requires face-to-face interactions in real time (Lenartowicz, Johnson, & Konopaske, 2013). Moreover, cross-cultural experiences may also transform personality and shape character, provoking greater conscientiousness and understanding for foreign contexts, raising self-confidence, people skills and tolerance (Osland, 2000). In line with this, experience accumulated over time and in multiple environments is considered a key ingredient for nurturing global leadership competencies

and managing cultural cues, which often are complex, ambiguous, and quick-changing (Adler & Bartholomew, 1992; Benet-Martínez, Lee, & Leu, 2006; Brownell & Goldsmith, 2006; Lücke et al., 2014; Takeuchi et al., 2005). Furthermore, executives with bicultural backgrounds (and thus endowed with foreign culture-specific experience) were found to be more effectively managing cross-cultural activities than their monocultural peers (Lakshman, 2013), and to be better equipped to leverage diversity by means of boundary spanning, bridging and blending (Lin & Wei, 2005; Zander et al., 2012). Additionally, intercultural experience is anticipated to act as a prerequisite for cultural acumen and learning (Kolb, Nonaka, Bhawuk, Lenartowicz), which in turn may accelerate the development of the cross-cultural aspects of global mindset (Gupta & Govindarajan, 2002; Lovvorn & Chen, 2011), as well as enhance the individual's career-competency (Suutari & Mäkelä, 2007).

Literature depicts cross-cultural experience as an intangible and inimitable resource (Carpenter, Sanders, & Gregersen, 2001; Osland, 2000; Stahl, Miller, & Tung, 2002) and emphasizes the intricacy of the construct (Lee & Sukoco, 2010). The sources for international experiences are varied: On a corporate level, this includes frequent and cross-cultural business travel, trans-national job-rotation, multinational and virtual teamwork, and foreign assignments (Ng et al., 2009). However, cross-culturally relevant experience need not exclusively be incentivised by corporations, yet may also be initiated by individuals as in the case of skilled migrants, or self-initiated expatriates, or experiences collected during private globe-trotting. Likewise, executives having spent an exchange semester abroad during their education also dispose of foreign experience. Moreover, cultural experience may not be limited to first-hand foreign exposure, yet may be of hereditary disposition and thus indirectly attained. Examples for this are bicultural executives, who stayed within the borders of one cultural setting, yet have been either raised by parents of foreign background, or in a relationship with a partner who is culturally dissimilar (Bell & Harrison, 1996). Consequently, cross-cultural experiences may be obtained in various manners and depend on the complexity of life paths, which more often than not, encompasses a combination of the aforementioned international experiences. From a theoretical point of view this results in the conceptual ambiguity with regard to framing international experience (Osland, 2000; Takeuchi et al., 2005). To capture the entirety of acquired international experiences, a qualitative research approach

was found to be best suited, as this allows a detailed exploration of the complexities involved in an individual's experiences.

METHODOLOGICAL APPROACH

A qualitative phenomenological research design was adopted for three reasons; first, research on cross-cultural experience fails to deliver a structured definition and in-depth assessment of its determining factors. Second, quantitative studies prove insufficient to explain anomalies with regard to the contingency between prior international experience and the development of global mindset capital, (despite consistent scholarly acknowledgement that international experience serves as catalyst for generating globally oriented mindsets). Third, international experience is a highly subjective, complex, and in more than one respect intangible phenomenon. Inevitably, experiences differ among executives according to subjective perceptions and depend on the complexity of individual's life-paths. Accordingly, this necessitates a research design which allows for capturing idiosyncratic nuances, delivering novel and detailed insight into the subject's experiences, including their thoughts, feelings, and streams of consciousness.

Data Sampling and Collection

The sampling frame encompassed the two prime criteria of acquired previous as well as current international experience (Takeuchi et al., 2005) and professional role responsibilities, covering global corporate strategic endeavours and managing a multi-culturally diverse workforce (Den Dekker, 2013). More explicitly, the interview candidates were selected according to their sufficiently deep and/or broad cross-cultural personal and/or professional experience/background, and an employment position at senior management level with role-responsibilities in cross-border business-to-business commerce, which could either match or diverge with the country of origin/cultural background. Consistent with the iterative method of theoretical sampling (Glaser & Strauss, 1967), the executive interviewees were thus purposefully selected on the basis of their representations of acquired and current cross-cultural experiences. Theoretical sampling implies that data collection, coding and analysis proceed simultaneously, with the intention of preliminary findings dictating further sampling choices (Coyne, 1997; Glaser & Strauss, 1998). In conjunction with theoretical sampling, intensity sampling was utilized, according to which a subset of intense examples is identified, to further explore a small quantity of cases in depth, yielding detailed information and profound understanding of the phenomenon of interest (Patton, 2001). The access to the target population was

initialized by means of convenience and targeted snowballing (Creswell, 2012). With the objective to obtain a heterogeneous sample for examination and analysis, a maximum variation approach regarding the diversity of individuals' international experience was utilized.

The data collection was undertaken in Austria, Germany and the UK within the period dating from June 2012 until February 2015 by conducting narrative interviews, an interviewing technique that implies minimal interviewer influence, as the prime data acquisition precedes in form of a monologue delivered by the interviewee (Bauer, 1996). The narration was triggered by asking a broad-spectrum, non-directive question about the individual's international experience and background, referring to the corporate, as well as the private realm. All eleven face-to-face interviews, which on average lasted one hour and sixteen minutes, were audio-recorded, as well as verbatim transcribed. The interviewing language was either German or English, depending on the interviewee's preferences. The conversational interviewing format assisted in establishing an atmosphere of rapport and trust, which in turn lead the interviewees to convey candid narrations, granting insight into their experiences, beliefs, sense-making and motivations (Welch & Piekkari, 2006). The further intensity sampling resulted in 8 rich cases, which lead to adequate theoretical saturation, as further case inclusion would not have incurred novel conceptual insights (Glaser & Strauss, 1967).

Data Analysis

The qualitative data analysis was undertaken in three iterative phases, underpinned by continuous analytic memo-writing: The first coding cycle was initialized by line-for-line coding, utilizing different elemental techniques, including in-vivo (Charmaz, 2006) and descriptive coding (Wolcott, 1994), focusing on bottom-up coding-approaches. Furthermore, the exploratory method of top-down hypothesis coding (Patton, 2001) assigned codes relating to the depth and breadth of the individuals' experience and their representations of global mindset capital. In line with the determined international experience, intense examples which were used for further analysis could be identified, yielding a maximum variation in depth and breadth of cross-cultural experiences. To structure the emergent codes, distinct code definitions and a coding scheme were delineated. The second coding cycle incorporated the nine top-down GMI dimensions and subcategories into the coding frame, which were included as a-priori categories. Moreover, further categories were built to subsume, classify and abstract codes, which emerged from

the data. In order to accommodate investigator triangulation, two independent researchers re-assigned the nine GMI dimension-codes to the original, non-coded interview transcripts. The third cycle entailed comparing common issues, as well as discussing divergent patterns and anomalies, condensing the developing theory of intensity of cultural exposure. In a last step, all cases were comprehensively reviewed, leading to theory development grounded within the data (Corbin & Strauss, 1990).

Sample description

The national backgrounds of the seven male and one female interview candidates are UK (3), Czech Republic (1), Macedonia (1), Austria (2), and Germany (1). One of the interviewees' was contracted in more than one employment and fills positions in a start-up company, as well as a large governmental organization. With respect to their hierarchical positions, they fill roles on either the chief executive management (3), or senior management level (5). Moreover, three of the eight candidates gained experience by being self-employed, either establishing their own business (2) or working as self-employed strategic business consultant (1).

FINDINGS

The interpretative analysis of the narrative interviews is structured according to the three research questions, starting with the investigation of whether the interviewees describe their international experiences to be linked to the development of global mindset. Further, a framework is introduced, which compares the individual's foreign experiences according to the achieved levels of cross-cultural depth and breadth. Consecutively, the second research question focuses on examining the connection between deep versus broad foreign experiences and the development of specific global mindset capital and dimensions. Examining the third research question leads to exploring and conceptualizing the intensity of exposure which is found to interact the relation between experience and global mindset.

The first question explores whether the individual's international experiences assist in enhancing the GMI. Specifically, this question will examine the role, which international experience plays in its entirety in broadening the global mindset. In this respect, international experience encompasses any or a combination of the following experiences: previously acquired and/or current long- and/or short-term cross-cultural experiences and encounters, intercultural experience attained due to bi- or multi-cultural background, and/or cross-cultural encounters experienced by involvement in global teams and/or work as virtual expatriate. Moreover, as this primary question is aimed at capturing international

experiences at large, this includes any significant experience or encounter involving cross-cultural elements thus, work-related as well as non-work cross-cultural experiences, such as travelling are considered as forming part of international experience.

All interviewees confirmed in their narrations that their international experience or foreign cultural background lead to an increase in skills and capabilities, which are relevant to the concept of global mindset. Most referred to the international experiences as enabling them to 'communicate more efficiently' and to become 'more flexible and quicker in adjusting their management styles' in relation to the cultural context or cultural background of their subordinate teams, or foreign business associates. Furthermore, it was indicated that the experiences helped to form a 'rounded set of abilities' and broadened one's horizon to 'see a range of opportunities on a global scale', without feeling 'neither geographically nor socially constrained'. One interviewee explained that the prospects of being assigned abroad augmented his global perspective in 'spurring a cultural interest' for a region that 'did not exist, before'. Moreover, it facilitated solving, or even preventing conflictual situations that were caused by 'cross-cultural misunderstandings', due to a better 'comprehension of the others' position' which was gained through the previously acquired cultural familiarity and the capability to 'emotionally think in a language'. All interviewees reported that the international experience either 'boosted their self-confidence and motivation' or helped in 'becoming more comfortable around people' who are culturally dissimilar. The following quotation stems from a managing director, endowed with cross-cultural experience:

> *People who do not have any experience often feel afraid, because they do not know what is going to happen. And in international management, it is the same. Someone who has worked with Kenyans for two years will not be afraid of working in Kenya anymore (...) quite the opposite, I am having fun.'*

This quotation clearly indicates the link between acquiring cross-cultural experience and developing global mindset, by highlighting the difference between cross-culturally experienced and non-experienced managers: most noticeably, the social capital is enhanced, which is demonstrated by the ability to work with people from different parts of the world. In addition, an increase in intellectual capital occurs by creating knowledge about a different culture - which unexperienced people, due to their foreign ignorance, lack and thus fear. Also, the psychological capital, depicted by enjoying and embracing diversity, (rather than fearing foreign cultures), is heightened.

To reiterate the findings with respect to the first research question, the international experiences are reported to assist in the broadening of global mindset in all cases, and thus underpin the link between acquired cross-cultural experiences and the development of

GMI. However, the self-reports reveal that international experiences are manifold, and thus vary from individual to individual, depending on their chosen life-paths. Thus, to capture and to compare in what international experiences differed and how this impacted on the development of global mindset, we first conceptualized a framework. This framework contrasts the individual's foreign experiences according to the dimensions of attained cross-cultural depth and breadth, which are explained in detail thereafter. Additionally, it assigns the interviewees to quadrants, depending on their attained depth versus breadth combination. For a comparison of the samples' experiences, please refer to Figure 1.

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Dimensions of international experience

Different international experience may direct how well an individual manager may structure, organize and control foreign cultural cognitions (Lücke et al., 2014), which in turn may impact on the affective, cognitive and behavioural realms of intercultural competences (Chen, Tjosvold, & Su Fang, 2005) and thus the development of global mindset (Javidan & Bowen, 2013). In the attempt to clarify and to comparatively assess the individuals' complex, cross-cultural experiences, we differentiate between the dimensions depth and breadth of cross-cultural experience: Constituting the first dimension, the *depth of international experience* focuses on the temporal aspects of specific cultural immersion. Therefore, the duration of tenure, or physical relocation, serve as indicators for the degree of depth, including both, previous as well as current international experiences (Takeuchi et al., 2005). Thus, deep experience may for example derive from multi-year foreign sojourn, and/or bicultural upbringing, and/or inter-ethnic relationships. The second dimension, *breadth of international experience* refers to the geographic scope, indicating the cultural diversity of the individual's experiences (Hofstede, 1980). Professionals with broad experience, frequently and flexibly cross international borders, and often can be depicted as cosmopolitans (Haas, 2006). In contrast to the culture-specific knowledge of deeply experienced individuals, their breadth of experiences is considered to result in more culture-general competencies (Hofstede, 1980). Broad cross-cultural experience may stem from a multitude of different short-term assignments, and/or constant global business travel, and/or the frequent liaising and team-working with international colleagues, e.g. via virtual networks.

Contrasting the sample according to the dimensions depth and breadth results in four cross-cultural experience-based classifications, each depicted by two interviewees: starting with

the first quadrant, which aligns the deepest and most diverse cross-cultural experienced interviewees; continuing clockwise to the second quadrant, indicating internationally diverse experience, yet a lesser degree of foreign-specific rootedness; the third, depicts managers with minor culture-specific familiarity as well as little diversity of experience. The fourth quadrant indicates deep culture-specific experience, yet an inferior breadth of experiences. In addition to the level of depth and breadth, figure 1 illustrates whether the individual's country of origin/cultural background matches the foreign responsibilities of the current professional role, with the tick indicating that the cultural experience fits the geography of corporate operations. Thus, utilizing the experience-based quadrants enables us to explore how the depth versus breadth combination is linked to the development of specific global mindset dimension.

1st quadrant and GMI

The equally broad and deep experienced interviewees indicate very strong attributes for global mindset. In particular, psychological capital features strongly in their narrations. The dimensions which were found to be enriched the most by their experiences are cognitive complexity, self-assurance and quest for adventure, as well as diplomacy. Linked to these dimensions are three re-occurring themes, which appear elemental for both interviewees in their professional roles: coordination, self-motivation, and communication which correspond to the aforementioned dimensions. The in-vivo term 'coordinating', which was frequently addressed by both individuals, depicts the cognitive function, to perceive that effective leadership needs to reflect the 'changes happening in these modern times'. It is the comprehension of the 'need for connecting (culturally dissimilar) people, so they can perform' and the analysis of 'what it takes to achieve this in different environments' by reflecting upon previous experiences. Thus, it combines the cognitive abilities to grasp the complex issues of what these modern changes incur, and to analyse the best strategic approach of how to 'sort-out' the integration of a culturally dissimilar workforce, to then 'block' issues, which are likely to hinder successful intercultural teamwork. As stated, the international experiences simplify 'accomplishing' this complex process:

> *'...you allow other people that you are managing, to express themselves and to come forward. And your job is then, to help them get better, to do as well as they can do. To create the space for them, to do well. You are an issue-blocker or sorter-out. It is 'a modern competence, which is difficult to accomplish (...) If you have the international experience, this probably helps you quite a lot.'*

Besides, the individual's self-assurance is reinforced by the combined depth and breadth of previous experiences. Confirming this, it is described how the multi-cultural background has augmented the psychological capital, as it enables the interviewee to 'pull himself out of' negative sentiments and appeases in discomfort by increasing the 'self-motivation' and emotional 'resilience'. Moreover, the international breadth of experiences prevents from 'feeling stuck and hemmed in'. This is due to mastering the fear of potential failure, as having been exposed to diverse cultures enables a broader perspective, and to regard the world as a 'playground, full of possibilities', rather than representing a 'big scary planet'. Similarly, the extensive, as well as, context-related travel experiences assist in overcoming the initial fear of having relocated. By remembering his knowledge and understanding of the foreign context, the interviewee is able to control the emergent feeling of angst, boosting his self-confidence and eventually making him enjoy the decision to relocate. As a result of their wealth of experiences, both individuals are more confident in themselves and the decisions they take; even if they might turn out to be erroneous, as they can always start from 'anew, somewhere else', as the vision of the world being 'scary' does not apply anymore, due to 'having experienced and seen most of it'. Thus the psychological capital in terms of creating self-confidence is enhanced and potentially also the risk aversion is decreased, since taking risks becomes less frightening, and volatile environments are enjoyed:

> *'I told myself, 'can you imagine how lost they would feel? You know New York, you have been here many times, you know the people, you like the city, you speak the language and you understand the language, and you know the industry. So, who else if not you could do this job.' This is a great support, because, if you go somewhere completely new without any experience then it's really difficult.*

The social capital in particular the diplomatic skills are equally advanced by international experience, as the frequency of interacting and communicating with culturally dissimilar people is accelerated. Even though language skills obviously play a role in diplomacy, they are not seen as the pinnacle of it, yet, the ability to integrate diverse perspectives, and to influence others in their opinion-forming and behaviour seems more significant. Integrating diverse perspectives aids in 'understanding the other side' and in being more alert of the 'political thinking' of the foreign counterpart. This more comprehensive angle is then utilized in communication, to convey 'subtle messages' to influence others:

> *'As a matter of fact, it's not a question of language skills, but it's about the skill to communicate. (...) it's to understand the other side. 'There is a subtle way of messaging and communicating and getting your point across (...) we would potentially try to influence, (...) to figure out how you could get somebody else to do something.*

<u>2nd quadrant and GMI</u>

The broadly experienced managers possess of very high levels of intellectual capital. The GMI dimensions, which are most affected by broad experiences figure as cosmopolitan outlook and global business savvy, quest for adventure and interpersonal impact. In connection with these dimensions, the predominant themes arising in the narrations are skilled-stereotyping, to thrive in challenge and negotiating contracts via changing leadership style. These themes are related to the three capitals of GMI in that skilled-stereotyping is based on a cosmopolitan outlook (intellectual capital), to thrive in challenge necessitates a psychological quest for adventure, and intercultural negotiation is linked to the interpersonal impact and thus requires social capital.

The metacognitive capacity to apply skilled-stereotyping was described in relation to 'perform a global role', which incorporates to create, 'run and manage' 'multi-national, multi-cultural teams', and 'to be able to relate that to experiences you have had', which yield 'knowing (…) how their DNA is'. Thus, skilled-stereotyping demands knowledge of different cultures in various regions and countries, which is based on broad experiences. Moreover, these experiences can be abstracted and transferred to novel cultural settings and people, by utilizing skilled stereotyping to evaluate the novelty by referring to experiences acquired in culturally similar environments. Hence, this involves analytical metacognitive intelligence (Blasco, Feldt, & Jakobsen, 2012), which contrasts the novel to previous situations via integrating the broad experiences and framing a mindset-pattern, which anticipates cultural differences, ultimately evolving into cosmopolitan outlook:

> *'When you are constantly travelling, you confirm that (...) to say "alright, I now need to build a composite team in Europe that has representatives of all of these different national stereotypes. That has a trade-off between French nationalism and Deutschem pragmatism, and German territorial stuff and the UK entrepreneurial skills and approach and a very low cost directed work force in Sophia. And then say "Ok, now I have got a European team.'*

Similar to the 1st quadrants' interviewees, both broad-experienced managers are characterized by high levels of psychological capital. In particular, the interest in dealing with challenging situations is strongly pronounced, not only in view of the work sphere, where one has to successfully handle unpredictable situations presenting themselves 'in form of all the constraints internally and all the constraints externally', yet also with respect to the challenges involved in harmonizing family life with a global role requiring on 'average 23 hours per week in the air'. Moreover, setting oneself challenges is portrayed as zest for life, as underpinned by the quote below. The female CEO illustrates her strong psychological capital in terms of quest for adventure by referring to the diversity of her job responsibilities and the incurred challenges, which make her thrive and excel in her professional role, intrinsically motivating her (Suutari, 2003). Moreover, she explains

that the concept of continuous learning represents an elemental challenge for her and that she actively pursues finding new environments that can offer novel learning experiences:

> *"It was the diversity of those experiences that was so important to me in terms of having fun, but also in terms of developing a rounded set of abilities (...) I have really enjoyed doing that, joining up across the time zones and trying to make stuff happen (...) there is a danger that you can get just stale in an environment. You can stop learning anything, and for me, that means stop enjoying life. I like the idea of continuing to learn. So that would be it for me, a new challenge and I do go all energetic and focused.*

In addition, the interviewees in the 2nd quadrant indicate strong interpersonal impact with regard to being experienced in negotiating agreements in other cultures, which 'sharpens the box' and allows negotiating 'according to the 'cultural mood-music' played. They form part of strong networks with influential people from various cultures, as well as own the reputation of 'an effective leader across a multicultural, mixed-up patchwork team'. Due to their professional roles, their networks with likewise influential 'peers' have global reach, stretching not only across borders, but also across 'several industries' and 'high government'. Besides the interpersonal impact, this additionally indicates a point of access for generating global business savvy, which was also found to be extensive for these global managers. Apart from the mere professional connections, the experience of having been' mentored in the early days of the career', was esteemed highly', as well as having a circle of friends, whose 'different perspectives' spike 'innovative thinking'. The following excerpt depicts, how 'broad and inclusive experiences' assist in negotiating processes. In a global context, this requires a repertoire of different leadership styles which are sensitive to the counterpart 'feeling comfortable', or, as depicted by the other interviewee playing along with 'the cultural mood-music'. In combination with interpersonal impact, this indicates social capital in form of intercultural empathy, i.e. experience in understanding nonverbal expressions in negotiating with people from other cultures:

> *A global role involves completely different styles, the way of negotiating, (...) the way you put different things on the table, the way you create and form a partnership; (...) Peer to peer is ok, because everybody at that level plays the same global game, so people are a bit Vanilla. But the minute when you go a step down and start to play those different regional games, then it is really important (...) to not push a cultural or a national agenda and to not act in the way that you know. Having had all of those different experiences and having spent a lot of time in different places means you are much more able to detect when something isn't comfortable.*

<u>3rd quadrant and GMI</u>

The *third quadrant* comprises interviewees who have obtained less rich international experiences regarding both dimensions. Thus, in comparison to the deeply and/or broadly experienced individuals, it was to be anticipated that these quadrant's global mindset capital would be less pronounced, due to the lack of cross-cultural interactions and knowledge about different cultures and an inferior interest in foreign and thus less

predictable environments. The central theme for this quadrant was communication in terms of linguistic skills. As exemplified above, the theme communication also features an important role in the narrations of the first quadrant, however those managers utilize diplomacy to influence others – here the language proficiency is means for conversation. The global mindset was only partly inferior, as the interviewees demonstrate strong global business savvy and the diplomatic skill to be keen to collaborate. In his role as top manager at a European investment bank, the interviewee was offered to head a team in Eastern Europe, expanding the international activities of the firm. Initially, he was reluctant to take on this project-based work, as his contextual knowledge and interest regarding Eastern European territories were limited. However, this illustrates that his outlook was geared towards Western terrains, rather than being shaped by a cosmopolitan perspective, or a passion for diversity:

> *"Initially, I didn't want to take this [job], because I had never been to Eastern Europe before, not even Bratislava. I have always been focused towards the West, so even when reading the newspaper, my interest always was the Western orientation.*

Nonetheless, the strategic approach of this corporate expansion involved assembling and managing a multinational team, consisting of bi-culturally skilled members, which was critical for him in accepting the offer. Consequently, his psychological state of mind was open and tolerant towards multinational teamwork, enabling him to trust and draw on the expertise of his team in cross-cultural encounters, whilst he put the focus on the corporate objectives, by managing their intercultural competencies:

> *"I did not have to directly deal with the foreign clients, as I always had a team member that was local to the region who did the client-contact. Our strategy's approach was that everybody handled the Kulturkreis, where they originated from – and I was the only odd one out. (…) they needed somebody that had experience with leading a team, integrating and structuring - my qualifications matched this - [Regarding] language skills, obviously, English proficiency was essential, but knowing other languages was not so important, as we had team colleagues who spoke the native tongues."*

In lacking the experience which would facilitate communication with locals to go beyond the formal office conversations, the least experienced interviewee developed a coping strategy which involved trusting in others. Even though, the notion of GMI incorporates trust as an essential element in cross-cultural interaction, it is not viewed as a dyadic relation, as the emphasis is put on influencing others in trusting you, rather than being able to trust somebody foreign. This interviewee, on the other hand, was not able to establish trust with the business associates due to not being familiar with neither the language nor the social customs of the foreign context. Nevertheless, in order to be able to successfully negotiate, he referred to completely trusting his bicultural team to handle the social interaction with foreign clients. In return, he offered in-depth intelligence on the more

technical side of business, acting as a ‘safety-net’ protecting his employees from lapses with respect to product knowledge. As a result, the overall team was capable to gather local know-how, bridging cultures and exchanging knowledge between headquarter and local subsidiary, as well as negotiating contracts with clients:

> *"This split into "I deliver the product knowledge and the rest of the team brings the cultural input into it”, only applies to the team. If you look at the team within the larger corporate context, we were at the point of intersection, we accomplished this local know-how. And I took the role of a facilitator for my employees, so I supported them so they would not have to show any weaknesses on the product side of things. But within the corporation, the value of our team is essentially, (...) based on the understanding of the local markets."*

Continuing with the theme of communication, the other interviewee allocated on the verge of the 3rd quadrant, is in contrast, very linguistically skilled, speaking in total six languages. Originating from Macedonia, his early ambitions to follow a professional career in tennis involved collecting some broad experiences in form of regional travel, when he was still in his formative years. As a result of this short-term experience, he acquired verbal language skills by talking to the local children:

> *“I used to travel around all of the Balkan countries. When I was a child I always hung out during the summers with Serbians, Croatians and Bulgarians. This is why I speak those languages. I lived in the States as well for the last one and a half years of my high school.*

In between finishing his Master degree and occupying his current position in the CEE-headquarter of a multinational corporation, he became one of the first third-country-nationals to receive the Red-White-Red work permit for highly skilled migrants in Austria. In his present role, his prime responsibilities revolve around planning and synchronizing the financial activities for the CEE-markets, which also includes some corporate business travelling. He views his Macedonian background as an essential advantage for developing the competencies required for this role, which are very similar to those of immigrant employees (Enderwick, 2011). As the geographic scope of the professional role and his cultural background are related, he possesses high intellectual and social capitals with regard to effectively fulfilling his responsibilities in the CEE region. Thus, in culturally similar contexts to his native origins, he is able to utilize his language proficiency and intercultural empathy with regard to establishing interpersonal relationships and trust due to informal cross-cultural communication:

> *“They specifically needed somebody, who spoke the language and knew the mentality. (...) Because I write in the same language they can understand it much faster. (...) And then there is the border of the personal connection, where I can say, ‘OK, let's go out on a coffee. Let's go for dinner’, we speak the same language. (...) for me it is much easier to personalize the relationship and to do a much better job because of it.”*

Concerning his cultural understanding of his place of abode and work location, i.e. Austria, he has been able to increase his cultural intelligence with experience, which in the

following quotation is depicted in form of an early stage of cultural frame-switching - an ability that is usually endogenous to bicultural individuals (Hong, Morris, Chiu, & Benet-Martínez, 2000). He depicts how instructing children in tennis, taught him rudimentary German, which initiated the desire to improve his language skills after five semesters of already having lived in Austria. However, the cultural frame-switching observed here, happens between two cultures, of which neither nor constitute the primary culture:

> *…' I started with children, to learn basic German, and I was like "this is actually not enough and I went for an internship in Salzburg for six months. (…) I wanted to learn German. [Now] I enter the office and I switch to German. I communicate with most of my friends in English. But there, I never speak a word of English, so it is always German.(…) I guess it is kind of getting used to a language with somebody, and you have this in your mind.*

His proficiency in six languages may be interpreted as strong passion for diversity, and accordingly, psychological capital. Despite, being less deeply and broadly experienced than the interviewees allocated in the first, second and fourth quadrant, he, nonetheless, shows similar global mindset capital. Moreover, his diverse, yet short-term travel experiences lead to language proficiency, which more commonly is associated with deep experience. Thus, this designates a further anomaly, which requests a more detailed investigation of the differences between individuals' experiences, apart from the dimensions depth and breadth.

4th quadrant and GMI

Due to deep cross-cultural experiences, the bicultural managers assigned to the fourth quadrant, intensified their foreign context-specific capabilities and in consequence thereof broadened their global mindset inventories. With regard to the dimensions business savvy (intellectual capital), findings varied between the interviewees', which we believe to originate from their differing professions. The passion for diversity (psychological capital) is evident in both cases, yet foremost the individual's social capital, most notably in form of intercultural empathy, is augmented by deep experiences.

The finding, regarding the development of strong business savvy due to deep experience, is not mutually applicable to both interviewees. Yet, this can be explained by their different professional functions: business savvy, as defined in the GMI, is not an expertise, which is highly relevant for international HR managers, which is the occupation of the bicultural individual who did not specifically address this in his narration (this interviewee is the only HR manager in this sample). In accordance with the principles of theoretic sampling, it was thus decided to include a deeply experienced marketing and sales manager into the intense sample, as this role strongly relies on the acquisition of business savvy. This allowed

exploring whether deep experience may also assist in developing business relevant know-how. The subsequent quote stems from an Austro-Korean bicultural-raised marketing and sales manager. Owing to his bicultural heritage, his role is to source and exchange knowledge, i.e. to 'facilitate information flows' between the Korean headquarters, the CEE regional hub, and its subsidiaries. In specifics, his responsibilities involve foreseeing 'market trends' and opportunities, to 'conduct social media marketing' and to 'develop business plans'. This accumulated intelligence is then exchanged with the corporation's Korean headquarter via 'reporting'. Thus, his business savvy is extensive, encompassing intricate market knowledge of several parts of the world. He utilizes his Austro-Korean background to assist in sourcing and generating this complex information and to assess the more subtle mechanisms of the foreign contexts and 'Korean structures'. In contrast to managers without bicultural background, this denotes a simple task for him, as he knows and comprehends both of the cultures' structures:

> *'What headquarters need from me is local market intelligence and assessment. (...) to say it in simple terms, an Austrian who does not know, nor understand the Korean structures will have a far more difficult time than somebody like me, who knows the culture and comprehends it. But inherently also knows and understands the Western culture.*

In connection with the psychological capital, the passion for diversity was referred to, as the 'pleasure deriving from working together with international colleagues' and named as an essential constituent for 'enjoying the professional day-to day routine'. The 'interest in different cultures' appears as omnipresent, having 'started from day one', which originates in the bicultural background, i.e. 'having grown-up between two cultures' and continuing 'by studying an international 'oriented subject, up until today, where both of the interviewees occupations are characterized by cross-cultural interactions. In line with this, it was expressed that the international work environment represents an essential criterion for job-selection, as without multinational colleagues, the sensation of 'boredom and dullness 'would evolve:

> *'Having grown-up between two cultures and from day one having experienced both of those cultures (...)my interest for different cultures has emerged. For me, the international environment was one of the main reasons, why I decided to work for the company. I find it incredibly enriching to have many nationalities around me; it makes a difference, some diversity in your daily routine and environment.'*

Linked to the intercultural empathy, the skill to intermediate and counsel intercultural conflicts by impersonating the role of a 'firefighter', who 'intervenes fast' and resolves precarious situations quickly was depicted (Hong, 2010). This was explained to involve a twofold 'key-role', first to act like a "mouthpiece", mediating the communication between managers on foreign assignment by voicing their directives to local staff. Secondly, by

listening and conciliating between the cultures in conflictual situations where decisive and quick actions are required. In line with this, the skill to 'absorb complexity in the sense of emotions', counts as strong intercultural empathy, as it enables to create 'employee-satisfaction' amongst an international workforce, which also assists in the fulfilment of the corporates' dictum 'happy people sell more cases' via 'acknowledging and absorbing the specific vibes'. This highlights the social capital, where the bicultural is able to build the point of intersection and bridge cultural boundaries as well as hierarchical structures. Additionally, it is emphasised that it is not only experience accumulated in the corporate realm which assists in creating global mindset, yet that deep experience due to e.g. being raised bicultural (and thus accumulated in non-work-related environments) can also be applied to enrich the global outlook, and to influence others, originating from an endogenous understanding of cultural intricacies.

In conclusion, the findings with regard to the second research question specify that the quadrants of experiences serve as good indicators, yet may not explain all individualistic nuances and anomalies in generating global mindset. Therefore, the variation between experiences was investigated in greater detail, which results in exploring the interaction of intensity of exposure. For a description of the interviewees' depth and breadth of cross-cultural experiences, as well as the intensity of exposure, which emerged from the qualitative analysis and interpretation, please refer to Table 1.

===== INSERT TABLE 1 ABOUT HERE =======

INTENSITY OF EXPOSURE

The intensity of exposure bears upon the findings of the qualitative study and was added to the conceptual framework at the stage, where the dimensions depth and breadth of experience taken alone proved inadequate to explain anomalies in developing global mindsets. In addition to the irregularities which arose in the qualitative study, e.g. as described in the 3rd quadrant there may be anomalies where professionals who experienced equivalent depth and breadth of foreign contexts vary profoundly in developing global competencies. Moreover, irregularities occur, where internationally experienced individuals either fail in developing a globally oriented set of skills and competencies, or if those individuals with little international experience are able to accomplish a globally oriented set of mind. The further qualitative investigation found that the intensity of foreign exposure exercised an interaction on the link between international experience and the development of global mindset, and thus demonstrated explanatory value for the

occurring anomalies. As literature hitherto fails to clearly depict the nature or content domains of intensity of exposure, we conceptualize intensity of exposure according to the empirical findings grounded in this qualitative study. By contrasting the interviewees' cross-cultural experiences, it was found that their intensity of exposure differed according to five domains namely source, impetus, period of life, recollection and focus, which will be illustrated in the following:

The *source* indicates how the international experience was acquired and therefore depicts the origins or roots of cross-cultural exposure, which is differentiated by first-hand or second-hand exposure. In this respect, a first-hand source implies that the individual has undergone a physical move or relocation to be cross-culturally exposed, suggesting that the contact with the novel foreign culture and its society is likely to be intense. At first-hand, living in, or travelling to foreign cultural contexts entails being comprehensively and continuously exposed to the culture, in terms of its cultural society, norms and regulations as well as its values and idiosyncrasies. Secondly, first-hand exposure classically embraces both the professional work-related realm, as well as the non-work or private environment. Accordingly, first-hand exposure to novel cultural contexts requires the development of coping strategies and the ability to adapt to cultural norms, values and perspectives, which are likely to differ from the endogenous mindset. Consequently, first-hand cross-cultural exposures may positively interact with the broadening of the individual's world-mindedness, increasing in particular the intellectual and social capitals.

In comparison, second-hand exposure derives from being exposed to foreign cultures without physical relocation, e.g. executives who were raised bicultural, yet within the constraints of one geographical environment, i.e. growing-up as second or third generation migrant. Further examples are individuals who live in a partnership with culturally different or professionals who closely and frequently work in (virtual-) teams with multi-cultural colleagues. Second-hand exposures thus entail a strong interpersonal or social element, as the cultural foreignness is not experienced and transmitted via living in a foreign cultural context, yet by individuals belonging to the foreign culture. Thus, second-hand exposure primarily depends on interpersonal encounters and social relationships with culturally different, which in comparison to first-hand exposure represents a lesser degree of intensity, as it is considered to only predominantly impact upon the social capital.

The second domain, *impetus* illustrates from where the initiation or impulse for cultural exposure derives, categorised here in terms of whether it is self-directed or externally directed. For example, the impetus for an expatriate following an international assignment is typically considered to be externally directed, since the transfer is usually driven by superiors and decidedly depends on the firm's location of foreign subsidiaries, limiting the expatriate's influence on and control over selecting the foreign cultural setting he/she is being transferred to (Al Ariss, 2010; Andresen, Bergdolt, Margenfeld, & Dickmann, 2014). Similarly, a family member who accompanies the moving spouse/parent would be considered to follow an externally directed impetus. As the initiation and thus motivation to encounter cross-cultural situations is not self but mostly externally directed, the individuals are less likely to be highly motivated to fully engage with the foreign context (Jokinen, Brewster, & Suutari, 2008), thus impacting the intensity of exposure and with it the development of global mindsets, most likely in terms of intellectual capital, only.
In contrast, a self-directed impetus occurs in cases where the individual chooses the place of relocation or travel according to his/her own preferences. As the motivation to undergo cross-cultural exposure stems from the individual her/himself, this proposes that the individual is likely to be eager to undertake accelerated efforts in absorbing foreign idiosyncrasies and adapting to the chosen cultural environment in order to render the foreign experience a success. In this respect, self-initiated expatriates, skilled migrants, or foreign exchange students who select their destination themselves would be categorised as having self-directed impetus. Equally, professionals, working in domestic but multicultural, or virtual international teams, who recruit their fellow team members, have self-directed impetus since they influence who their colleagues are and by this also choose which cultural backgrounds they derive from. This in turn, may positively impact on the development of psychological capital.

The *period of life* indicates at which stage the cultural exposure was prompted, and can be split into the stages childhood, adolescence and adulthood. In particular with regard to bicultural executives, this may vary substantially, as the status bicultural may be obtained at any one of these periods, i.e. being born to parents with differing cultural backgrounds, or growing up in a cultural context that is unlike both of the parents' cultures depicts the stage childhood. Furthermore, attending an international primary school, or moving countries during the early years also represents a cultural exposure during childhood. As the absorptive capacity of children is considered to be very high, early cross-cultural

encounters are likely to establish a foundation for growing a global perspective (Lam & Selmer, 2004), most likely to positively interact with the creation of psychological and social capitals.

However, the most intense exposures are believed to be those which happen during adolescence, as at this stage in life the cognitive ability, information processing, belief-system and the self-concept are formed and further progressed (Pedersen, 1961). Therefore, if the cultural exposure falls into the period of adolescence, this is very likely to highly impact the individual's global mindset and in particular the psychological capital of the person. Moreover, foreign experience accumulated during adolescence is also considered to positively interact with the creation of global intellectual capital, as during this stage in life formal education takes place, teaching the individual about foreign countries and their cultures.

In comparison, an adult holds a more established cognitive framework. This pattern allows the grown-up to assess and contrast novel cultural encounters with the existing repertoire of experiences, and thus demonstrate metacognitive competencies, which are likely to result in a more global mindset schema. However, the generally more settled mind of adults also increases the possibility of foreign cultural encounters failing, as adults may stick to the behavioural patterns which have proven successful within domestic environments, but which more often than not cannot be directly transferred to foreign cultural contexts. Consequently, the psychological capital is impacted. However, the direction of impact strongly depends on the individual's assessment of success with respect to the foreign experience. In addition, the intellectual capital is likely to be positively impacted, as adults in most cases will work in the foreign environment, enabling them to absorb business know-how and knowledge in connection with the foreign cultural context.

The fourth domain, *recollection*, signifies whether the executive can actively access or only passively make sense of the foreign culture, which he/she has been exposed to. Indicators for the active recollection are the individual's proficiency in conversing in the foreign tongue and in written word, facilitating communication and enabling direct contact and interactions with foreigners, consequently leading to the active participation in the foreign culture. Typically, the linguistic skills of a person depend less on the thoroughness in a grammatical sense, but increasingly on the individual's inclination and efforts to attempt speaking. This may partly rely on the fact that communication is a dyadic and interpersonal action, happening on more levels than just words, i.e. the conveyed message

relies on accents, dialects and changing intonations, body-language and facial expressions, active listening, comprehension of colloquialisms and so forth, rendering the most intense exposures those where the individual has active recollection of the verbal and non-verbal elements of the language. With an active recollection, the linguistic nuances, as well as the full content of the message are grasped and the individual is capable to respond, in terms of utilizing non-verbal as well as verbal language. As a result, the active recollection enables cross-cultural communication, which is likely to impact on the social capital, as it enables conversation with foreigners, who, in turn may represent a point of access to foreign knowledge. Thus, besides positively interacting with the social capital, the intellectual capital may also be increased, if the recollection is active.

In contrast, passive recollection denotes individuals, who may comprehend the essence of what is communicated - in terms of detecting and interpreting non-verbal or body-linguistic cues. Passive recollection may be due to the foreign cultural exposure being too long ago and thus the linguistic skills have deteriorated, or the exposure did not entail many encounters with foreigners, where one could have improved the language skills. Therefore, besides grasping the more general message of the communication, the individuals with passive recollection may not be capable to reply, or voice their opinion, as their active knowledge of vocabulary ascertains insufficiencies, reducing the intensity of exposure. Nevertheless, the passive recollection may enable the individual to respond via body language or broken sentences. Hence, by passively recollecting the cultural nuances, the individual is enabled to participate in a more simplistic way of communication with foreigners. Due to this, the passive recollection is considered to interact on the development of social capital.

The fifth and last domain of the intensity of exposure is *focus*, which is subdivided into career-focus, family-orientation and penchant for foreign context. The focus signifies the primary content of the foreign exposure, depending on the principal area of attention during the foreign sojourn or travel. Expatriates or business travellers, for example, are likely to be primarily focused on the career-enhancing aspects associated with international experience. Therefore, apart from the work-sphere, career-oriented professionals are likely to have fewer points of foreign contact which could immerse them deeper into the foreign culture. Furthermore, in most cases the duration of foreign stay is predetermined, potentially impacting the eagerness to culturally adapt, as the certainty prevails that the return home or an assignment to new countries will ensue. In particular, the exposure is

assumed to be less intense, if the professional chooses to live in compounds, where only other expatriates, commonly stemming from the same cultural background live. Likewise, business travellers or frequent flyers, who only book international hotel chains, rather than staying at a locally run hotel are thought to be less intensely exposed to the foreign culture. Therefore, professionals who go abroad with their career as main focus are thought to be exposed to a less intense degree than those who claim their family-orientation to be the prime emphasis. Thus, the focus on career advancement is thought to act as catalyst with regard to the formation of intellectual capital, yet without or only minor impact on the psychological and social capital.

A family-oriented focus means that the centre of attention lies on establishing a home in the foreign culture. Consequently, (in addition to the work-environment), the social immersion in the novel cultural context becomes essential, i.e. the interest of getting active in the local community increases, for example by getting to know the neighbours, participating at school events, etc. Often, family-orientation goes hand in hand with the aim to improve the quality of life and life-style for the whole family, e.g. availability of a superior school education for the children. Particularly, professionals who are accompanied by their children are likely to be intensely exposed, as through the extension of the children's relationships the social network of the parents also increases. Moreover, since parents are role-models for their children, they will attempt their best to fit into the novel culture, e.g. increase their efforts to master the foreign language. In addition, professionals who choose to follow their spouse abroad, or second-generation migrants count as examples for the family-oriented focus of exposure. According to this, the family-oriented focus indicates the highest intensity and thus likelihood of progressing ones global mindset inventory, in particular facilitating an increase in social capital.

The penchant for the foreign context places the appeal of living in the chosen culture first. The focus of the foreign exposure would therefore be centred on getting to know the specific cultural idiosyncrasies and its people/citizens, making this likely to consist in an intense exposure. However, as the initial affection for the culture may wane by realizing that the expectations are not met, e.g. life in the novel culture turns out to be demanding, rather than fun, the focus on the foreign context is considered less intense than the family-orientation. Often, the cultural fondness is linked to a particular city, rather than the entire cultural context, i.e. individuals that have always wanted to experience living in a particular thriving metropolis like Sydney, Paris, New York, Beijing, or London, or living life in a culture that is known to be unique, like the proclaimed "savoir-vivre" of the

French culture. Additionally, if the emphasis is on ideas like “living in the mountains”, or “having nice weather all-year around”, or “living near to the seaside”, this is also considered as having a focus penchant for foreign context. In consequence, the focus on the foreign context is considered to assist the development of intellectual, as well as social capital. For an overview of the components of intensity of exposure, and its interaction on the development of GMI capital, please refer to Table 2.

===== INSERT TABLE 2 ABOUT HERE =======

IMPLICATIONS AND CONCLUSION

This qualitative study explored managers’ biographical self-reports with regard to the acquired international experience and its contingency to facilitate the development of global mindset capital. The variations between the interviewees’ cross-cultural experiences are depicted by the dimensions of depth (duration) and breadth (diversity), resulting in quadrants of experience. Consecutively, the link between these quadrants and the development of global mindset dimensions was investigated. In addition to this, the intensity of exposure was explored, which is grounded within the qualitative empirics, moderating the contingency between acquired experiences and global mindset inventories.

As theory depicts, growing leadership skills may derive from living or working in foreign environments, life-changing experiences and salient non-work cultural experiences (Caligiuri, 2006). However, this study’s findings emphasize that a more profound distinction between the levels of depth and breadth, as well as the intensity of exposure are necessary to predict the potential for turning experiences into leadership qualities. In connection with this, it was explored that the deeper and more varied experiences are, the likelier these will evolve into leadership competencies, assisting in managing a multinational workforce and successfully dealing in the global environment. Moreover, creating a global set of mind due to international experiences is impacted by the intensity of exposure an individual has undergone. Thus, apart from the current theoretic differentiation into work and non-work experiences, this study’s findings reveal that the intensity of exposure may vary from individual to individual, according to the domains source, impetus, period of life, recollection and focus. This allows for a more detailed assessment of acquired cross-cultural experiences and their likelihood in developing globally reaching leadership competencies.

Apart from contributing to theory by more holistically investigating individuals’ international experiences and adding an in-depth delineation of the intensity of exposure and refinement of the concept of international experiences, this research study also has

managerial relevance. These findings may be utilized in order to more successfully recruit for leadership positions, as well as more succinctly plan leadership development. Thus, the practical implications for internationally active firms are various: First with regard to recruitment, where candidates' aptitude for filling global leadership positions can be assessed more easily and accurately in advance, e.g. in interview situations; as enquiring about the duration and diversity of international experiences, as well as the intensity of the exposures may lead to a more precise evaluation of the candidates' likely global mindset capital and thus fit for global role. In comparison to common cross-cultural assessment methods, this represents an inexpensive, fast and simple way to predict potential candidates' global perspective and competencies. However, this qualitative study is not without limitations. Hence, to generalize the findings, we encourage future research to quantitatively assess the impact of the intensity of exposure on the link between cross-cultural experience and the development of global mindset capital. A further research alley might point towards cultural distance as an additional, potentially moderating interaction.

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APPENDIX

FIGURE 1: Quadrants of depth versus breadth of interviewees' cultural experiences

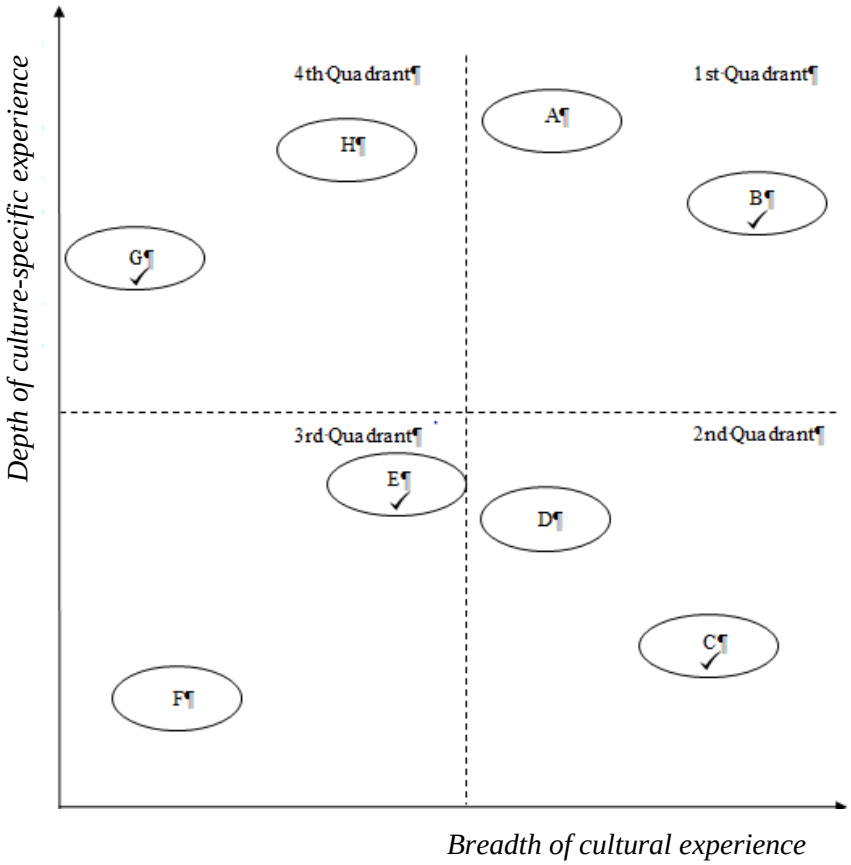

TABLE 1: Depth and breadth of interviewees' cross-cultural experience

Quadrant/ Interviewee	**Current country of residence**	**Depth (long-term foreign culture-specific experience)**	**Breadth (diverse culture-general experience)**	**Intensity of exposure**
1st: A	UK	Country of birth-Africa; Formative years-Middle East and UK; University-UK; Parental background-India; Inter-cultural marriage-India	International business travel: Western territories; International teamwork	Source: Direct and indirect Impetus: Mostly external Period of life: Mostly childhood Recollection: 2 active, 2 passive Focus: Family
1st: B	Dual residency: Work-Austria; Family-Czech Republic	Country of birth-Czech Republic; Foreign long-term assignment-USA; International business commuter-Austria	Global career and frequent business travel: USA, CEE, undeveloped and emerging markets in urban and rural areas; International teamwork, globally spread project- work	Source: Direct Impetus: Mostly external Period of life: Adulthood Recollection: 3 active Focus: Career
2nd: D	Dual residency: Work-UK Family-France	Country of birth-UK; Skilled migration-France	International business travel: Europe, USA, Asia and Middle East; International teamwork	Source: Direct Impetus: Self-directed Period of life: Adulthood Recollection: 2 active Focus: Family
2nd: C	UK	Country of birth-UK; University-Canada; Repeated internships-Germany; grandparents' background-Poland	Global and frequent business travel: Worldwide urban locations; International teamwork; Global virtual team	Source: Direct and indirect Impetus: Mostly self-directed Period of life: Mostly adulthood Recollection: 2 active, 1 passive Focus: Penchant for culture, Career
3rd: E	Austria	Country of birth-Macedonia; University-Austria	Multinational junior sports career; High school exchange-USA; Transnational business travel-CEE	Source: Direct Impetus: External Period of life: Adolescence, adulthood Recollection: 3 active Focus: Career
3rd: F	Austria	Country of birth-Austria; University-Austria; Fraternal roots-Egypt	Internship-USA; Project based work and business travel: CEE	Source: Mostly Direct Impetus. External Period of life: Childhood, adulthood Recollection: 2 active Focus: Career
4th: G	Austria	Country of birth: Austria; Inter-cultural relationship-Korea; chief position at Korean corporation, based in Austria	Internship-USA; international team-work	Source: Indirect Impetus: External Period of life: Since childhood Recollection: 2 active Focus: Family
4th: H	Germany	Country of birth-Germany; Maternal background-Mexico; Intercultural relationship-Austro-Turkey	Foreign exchange semesters: Spain, UK; Transnational business travel: DACH-countries	Source: Indirect and direct Impetus: External and self-directed Period of life: Childhood, adulthood Recollection: 4 active Focus: Family, career and penchant for country

TABLE 2: Intensity of exposure and its impact on GMI capital

Intensity Domain	**Intensity Dimension**	**Intensity Indicator**	**Interaction on Intellectual Capital**	**Interaction on Psychological Capital**	**Interaction on Social Capital**
Source	First-hand	Relocation	↑		↑
	Second-hand	Without relocation			↑
Impetus	Self-directed	Autonomous decision		↑	
	Externally driven	External decision	↑		
Period of life	Childhood	Infantile years, 0-12		↑	↑
	Adolescence	Teenage years, 13-21	↑		↑
	Adulthood	Grown-up, from 22	↑	↑	
Recollection	Active	Verbal and non-verbal skills	↑		↑
	Passive	Subconscious, Non-verbal			↑
Focus	Career	Professional achievement	↑		
	Personal / Family	life-style improvement			↑
	Foreign context	Novelty of foreign cultures and environs	↑		↑