2017

Understanding the best practices of senior level-leaders among the European Union civil institutions

Derek Pelland

Pepperdine University

Graduate School of Education and Psychology

UNDERSTANDING THE BEST PRACTICES OF SENIOR LEVEL-LEADERS AMONG THE EUROPEAN UNION CIVIL INSTITUTIONS

A dissertation submitted in partial satisfaction

of the requirements for the degree of

Doctor of Education in Organizational Leadership

by

Derek Pelland

December, 2017

Farzin Madjidi, Ed.D. – Dissertation Chairperson

This dissertation, written by

Derek B. Pelland

under the guidance of a Faculty Committee and approved by its members, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

Doctoral Committee:

Farzin Madjidi, Ed.D., Chairperson

Lani Simpao Frazier, Ed.D.

Gabriella Miramontes, Ed.D.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

DEDICATION

I would like to dedicate this project to my wife, Giulia. You have been a base of support and a true inspiration to me. There is no way to express how much you have helped me, and sacrificed so that I could pursue this degree. Without your sacrifice and support, none of this would have been possible. I appreciate your kind spirit and the dreams we have been building together, and look forward to spending our lives together. Thank you for allowing me to log on to all my late-night courses in Geneva, preparing me espresso at 2:45 to be alert for the 3am class. You have done wonders in arranging all of our global travels and excursions around my school schedule and being unimaginably flexible. I love you more than I can say, I look forward to supporting you and our children to have a great life together.

For my family: You have provided me with the confidence and trust needed to take on such a climb. To my father, Brian; my mother, Krista; my sister, Sarah; my brother Tom; and my cousin: Kirk, I want to thank you for all your love and support. Mostly I appreciate all the little things, helping me get to the next step, even if you did not understand where that was. Thank you, Bradley, for always giving me a break from the serious, and helping me to love life. Let us go play trucks!

For my Italian family: It has been fun learning two languages, taking culture with experience. To my father-in-law, Flavio; my mother-in-law, Marissa; my sister's-in-law, Vittoria and Claudia; thank you for sticking with me as I have had to make time for all my school activities. Blu, you are certainly the best dog a guy could ask for, always keeping me company.

For Rob Martel; my original "partner in crime" from my years at the University of Michigan. These were some of the best years so far! You helped me learn how to broaden my vision and aim higher. Your investment and confidence has enabled me to blast off and touch the stars. Let us continue to push each other, Go Blue.

ACKNOWLEDGEMENTS

I would like to first acknowledge my dissertation committee, who guided me to realize my potential and map out a course to earn my degree. Thank you for taking a chance on me, and working across the limits of time and space to keep me in flight.

• Dr. Farzin Madjidi: I have enjoyed your personal stories and words of wisdom over the past five years at Pepperdine in the SEC and EDOL programs. It has been a pleasure to develop in your footsteps, incorporating much of your philosophy and outlook towards people. Thank you for all the Sakai and Illuminate sessions at 3am Europe time, keeping me connected long distance.

• Dr. Lani Fraizer: You and I have had a synergetic connection since day one, and I have enjoyed your mentorship. You never let me forget that you had already set high expectations, you believed in me, and in turn I developed further than I thought possible.

• Dr. Gabriella Miramontes: I appreciate your patience in helping me find my flow and step with the dissertation, and allowing me to enjoy the ride. You have taught me about following through with an idea, and helping me to put forth my best efforts. I am motivated to follow your professional example with giving and empowering others.

I would also like to thank my Pepperdine family for all the support and positive spirit which always made me feel welcome and part of the school. My EDOL Gap colleagues are truly impressive beings, setting such high standards and allowing me to learn with the best. A special thanks to Jay and Lora Higdon and my “brother from another mother” Dr. Calvin Bonds, who I had the great pleasure of learning alongside all these years. Our travels together in India and Belize have inspired me to reach out and greet the World in a new way. I wish you continued success and I look forward to a lifelong friendship with you.

Though I have had the honor to collaborate with many top-notch classmates, I would like to thank my EDOL partners: Shannon Bergman, Lisa Brooks, Brian Thomas, and Calvin Bonds. Thank you for letting me out of the box.

None of this would be possible without the love and support of the Dark Side Ninja's: Sledge, thank you for taking me under your wing, and showing me the ropes in life. I will never forget our adventures, and the memorable trips back and forth between Europe and L.A. What you have given me cannot be expressed in words or quantified in money, I am grateful for your love and generous heart buddy. Stev, you have given me stability and guidance in my spiritual quest, fueled my learning in more ways than I can count, and inspired me with your grand success. Eric, you make coming home really feel like I am home, allowing me to enjoy this learning adventure like I was the architect of my dream. Thank you for the ongoing friendship. Brian, I appreciate you supporting me all these years in my quest towards this degree, you have been a gentleman and a solid roommate. Brett, you have embraced the best in the universe and taken time to share with me. You are an incredible spirit, and I am humbled in knowing you. Ray, your philosophical viewpoint is unparalleled and always kept me uplifted, thank you for being interested and supportive of my development. Eli, thank you for your warm presence, making me feel included in so many memorable experiences. Thank you to my second hometown community of Manhattan Beach, California. Home is more than a place, and I have enjoyed the collective spirit and positive vibes of my neighbors and friends.

A special thanks to the Dr. Ronald de Bruin and the Robert K. Greenleaf Center for Servant Leadership Europe, (GCSL) in Brussels, for the inspiration and support throughout my journey. Sebastian, Francesco, Kaush and my Brussels teammates, thank you for mixing fun into the equation. A final thanks to Caroline McMahon at College du Leman in Geneva for taking a big chance on me, I am looking forward to achieving great things with our Gap Year program!

VITA

Education:

Doctorate in Education (Ed.D) - Organizational Leadership

Pepperdine University- Malibu, California

Master in Education (M.S) - Social Entrepreneurship and Change

Pepperdine University- Malibu, California

Bachelor in Education (B.S) - Adolescent Psychology and Development

The University of Michigan- Ann Arbor, Michigan

Professional Experience:

Director of the CdL Leadership Academy- College du Leman, Geneva (Switzerland)

- Led international university students through self-discovery and varied learning paths.
- Co-Founder of the GAP program.
- Organized adventure camp and off campus leadership modules.

Core Team Manager- The Robert K. Greenleaf Center for Servant Leadership Europe. Brussels (Belgium)

- Facilitated and assisted the Core team to deliver interactive workshops and leadership training.
- Built and leveraged partnerships among EU governmental institutions, NGO's and stakeholders.
- Conducted research and compiled publications, along with managing social media and public outreach.

Youth Fellowship Coordinator- United Nations High Commission for Human Rights, OHCHR, Geneva

- Facilitated the UN fellowship in Geneva for the People of African Descent Program.
- Organized speakers, liaised with intergovernmental working groups, set informal consultations and other meeting between international NGO's and the Human Rights Council.
- Served the High Commissioner's youth fellowship project.

ABSTRACT

Senior-level EU civil leadership is fundamental to providing current and future generations of European leaders with the training, mentorship and work environment they need to succeed in sustaining the EU system. To be successful in the EU service, aspiring leaders must clearly set and revise a common vision, lead by example, incorporate diversified communication, and work to establish a sense of belonging and work culture to their staff. The purpose of this study was to determine what EU civil institutions can do to prepare their current staff and future generations of students to enter a career in public leadership and ascend to reach senior-level positions. This purpose was achieved by identifying strategies and best practices that current senior-level leaders at EU civil institutions have employed while transitioning into their current or past roles.

Data were collected from 15 senior-level leaders among the EU civil institutions and public agencies. This was done in the form of a 11-question, semi-structured interview format, which focused on their past experiences, lessons learned and future orientation towards EU civil service careers. The key findings of the study yielded 49 themes that answered 4 research questions. In particular, building a work culture and guiding multicultural staff was the primary challenge associated with senior-level EU leadership. Additionally, study participants indicated that they face resistance to change on a constant basis, and that effective communication is highly valued. As a result of the study findings, senior-level EU leaders have collectively mentioned that having a mentor, taking part in internships, and learning additional languages will be especially helpful for emerging generations of civil leaders. Specifically, for those currently studying, the framework indicated from the participants would allow them to take action and act with passion towards their goals. For mid-level leadership looking to transition upward, these suggestions provide insight into the big picture view of EU bureaucracy and public service.

Keywords: senior-level EU leadership; civil leadership; Brexit

Chapter 1: Introduction

The Paris attacks and Brussels bombings of 2016 are two black swan events (unforeseen and unpredictable) that have brought about a heightened state of security and a fluctuation of alerts for Western Europe. Terrorism aside, Europe has a multitude of issues on which to focus. To function, the leadership of the European Union (EU) must address geopolitical issues, economic uncertainty, and climate change. As a global and regional power, Europe's security is directly impacted by the instability in the Middle East, the refugee crisis, and the growing hegemony of Russia. Within the EU, maintaining membership and bringing stability to the EU economy are challenging. The British exit (Brexit) was determined on June 23, 2016. With intentions to leave the EU, the United Kingdom (UK) is closing its borders to immigrants while the European continent continues to experience the largest human migration movement in decades. Meanwhile, EU leaders gather across the North Sea in the European capital of Brussels to address policy and maintain security. Brussels remains operational as the central hub of national political systems, actively pursuing Belgian public policy, while simultaneously playing host the multinational organization that is the EU.

During the 1950s, plans were made for a new European cooperation between Belgium, France, Germany, Italy, Luxembourg, and the Netherlands. The European Economic Community (EEC) administration was established in Brussels, commencing in the construction of the central commission offices including the famed Berlaymont building. By 1996, the EU had completed a few rounds of membership recruitment, taking in the UK, Denmark, Ireland, Greece, Spain, and Portugal. The enlarged size of the organization created a sense of urgency for planning a collaborative European government, and Belgium agreed to zone a European Quarter inside the city of Brussels for administration (Dinan, 2005).

In 1995, the union introduced a fourth enlargement incorporating Austria, Finland, and Sweden, which unified northern Europe with its southern neighbors. The 1997 Treaty of Amsterdam confirmed that Brussels was selected as the de facto capital of the EU, playing host to governments, parliaments, courts, and a multitude of other civil institutions, most of which exist in cooperation with the EU Commission or the EU Parliament. In 2004, the EU accepted its largest influx of member states (Czech Republic, Cyprus, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Slovakia, and Slovenia) with Bulgaria, Croatia, and Romania following later under special entry standards. Several states await application review, including Albania, a potential candidate. Together, the officers who serve within these organizations play an integral part in the governing and policy-making for the 28 nations included in the European Union. The included legislation is responsible for a broad range of regulation including health, agriculture, immigration, safety of the environment, and foreign relations. Due to the partnership, EU policies need to be enforced locally, and the partnership depends on individual member states to adopt and implement such laws (Dinan, 2015). Competing values often give rise to ever-changing attitudes, characterizing the tempestuous political sphere in which civil service reformers are expected to make and implement decisions (Demmke & Moilanen, 2010). In a political context, leadership can be defined as a relationship between leading and following. Often, leadership can be understood to reflect the actions of one who commands a prominent influence among those members of an organization or group (Howell & Shand, 2014).

Within integrated Europe, the member states of the union have citizens representing the EU in Brussels, Luxembourg, and Strasbourg. Throughout the EU community, thousands of national civil servants meet on a regular basis to work in a vast array of committees and working groups in the effort of determining the future of Europe's policies, both domestic and abroad. The new regulations and legislations are worked out in subgroups through the hands of civil servants and diplomats (Geuijen, 't hart, Princen, & Yesilkagit, 2007). The global gross domestic product

(GDP) in 2013 was estimated at EUR 57.0 trillion; the EU-28 economy has risen to occupy a 23.7% share. In comparison, the United States' share was 22.2% and China's share was 12.1% (Radermacher, 2015). Consequently, the European Union is the largest economy in the world, looking to redefine its current strategy by taking a standard, comprehensive, and consistent approach that put itself in a position to leverage its economic power to meet its foreign policy goals (Bender, 2016). Oliver and Williams (2016) stated, "From the perspective of Washington, Britain risks becoming an awkward in-betweener” (p. 3). EU loyalists believe that the UK will have a stronger global presence under the Euro wing, minimizing the risk of conflict. In contrast, Brexit crusaders consider economic and trade restrictions, reflecting on the power struggle with the Brussels government (Dhingra et al., 2016). Specific EU member states have a vested interest in the stability of the partnership, such as Belgium, which maintains a historically pro-European mindset that has some of the population looking to use the Brexit as leverage to reform the current EU model (Oliver & Williams, 2016). Membership is not permanent, treaties are temporary, and consequently all other agreements are subject to renegotiation at a moment's notice. International policy theorists argue that this responsibility falls on the European Commission, using its intergovernmental shield to protect and defend economic and foreign policy while ensuring the sturdiness of EU integration (Stivachtis & Stivachtis, 2007).

Pressures on the EU

The European Commission sits within a unique network of bureaucracy and executive political body. Most institutions are led by commissioners, who serve as the superior authority, are expected to usher in new legislation, and align member states in solidarity (Page & Wouters, 2007). Leadership is commonly regarded in a generalized form, reflecting the notion of a singular figure in a firm position of authority, while others are merely classified as followers. Notwithstanding, recent research suggested that leadership can be shared so that those in charge can take shifts, determined by who is in the best position to lead at that moment.

This type of shared leadership approach supports the servant leader mentality (Pearce, 2004). Ferreira-Pereira stated, "It is critical that the EU improve the coherence and consistency of its own behavior" (2012, p. 303). Accordingly, EU leaders are provoked to remember Europe's behavior as a global example, perceived as an economic and social success, which in theory can be replicated abroad (Ferreira-Pereira, 2012). Howell and Shand (2014) emphasized that Europeanization is developing a much deeper meaning and incorporates not only policy change but also cultural transformation and democratic policy-making procedures being accepted that are above and beyond the nation-state (p. 69). European civil servants are routinely engaged with EU authorities, supporting formal working groups of experts and member state committees to prepare decisions and enact approved changes (Geuijen et al, 2008).

Impact on Civil Servants

According to Du Gay (2008), civil servants adhere to an autonomous hierarchy, are responsible for their duties, and thus embody the nature of public service. He stressed the importance of officials maintaining impersonal ties in order to function and owing allegiance to stewardship. Concurrent with Hunter's vision of bureaucracy, Du Gay referred to the civil service ethos, noting that this office is not to be compared to a traditional vocation and is built upon ethical duty. Civil service requires ignoring self-serving interests and remaining committed to serving the public (Du Gay, 2008).

Europe has a longstanding history of rule under monarchies. Today's EU leaders emerge in the form of civil servants, rising to the ranks of director, minister, or commissioner. Opposing monarchical delegation, Schwartz (1994) argued that servant leadership is an intrinsic act of bonding with others to make a positive influence on society, the essence of being human. Servant leaders offer themselves for service and mentorship, often focus on teaching others to embody specific skill sets such as empathy and humility, and set themselves apart from other types of leadership styles (cited in Mittal & Dorfman, 2012). Dinan (2005) affirmed that "tension between intergovernmentalism ‘traditional state-to-state relations' and supra nationality ‘the sharing of national sovereignty' has pervaded the EU since the beginning" (p. 2). Despite this, intergovernmentalism and supranationalism remain open to compromise, mutually exclusive to cooperate in the agreements relating European policy and governance, such is the case in establishing a common European identity. This relationship has not always been stable. Since formation, the Commission has ascended a sovereign command of the authority of multinational influence, though the impact of this influence has been on the decline in recent years (Dinan, 2005). Like the administration of a modern nation state, the institution of the EU Community is personified in procedural governmental politics. This community network is supported through a contingency of varying state interests matched against those affiliated with particular consortiums, creating further political complexity for the EU decision makers (Page & Wouters, 2007). Ospina compared the challenges of a new state civil servant, facing obstacles in an unpredictable political atmosphere, with that of an administrative officer in a large public corporation. The nation-state, from a manager's perspective, is an elaborate institution, organized into a multiplicity of networks and agencies (Ospina, 1996). Tansu, Reddick, and Nank (2013) concluded that values are important motivators behind the behaviors of administrative actors. Values help explain why managers act or choose not to act in certain ways, their particular decisions, and their understanding of administrative responsibilities within the broader scheme of government. In a similar fashion, servant leadership seems to correspond with the human drive to bond with others and contribute to the betterment of the society. An emphasis on a motivation to serve, as demonstrated by empowering and developing people with empathy and humility, sets servant leadership apart from other frameworks of leadership (Mittal & Dorfman, 2012). Additionally, political leaders are driven by a similar ideological mechanism to deliver government regulations and assert themselves as civil servants. Page and Wouters (2007) further supported this claim, stating that "national political systems may be exercised by ministers. In the European Community, the closest equivalent to a federal minister is the commissioner" (p. 445). Because all leadership paths do not necessarily lead to one of the seventy-six commissioner seats, it is important to look at other senior level civil servant leaders who are leading change in Brussels. Most civil servants find themselves in the middle of a leadership hierarchy, leading their teams and reporting up. Successful examples of EU leadership can be found at all levels, capable of modeling, sharing and coaching the next generation's workforce.

Statement of the Problem

Thus far, the EU agencies have failed to specifically address their institution's responsibility in managing shared resources, including the leadership training for senior level EU civil leaders who will promote the development of the next generation of EU leadership. Currently, the EU Commission reverts to an internal training and development track. Despite the interagency sharing of resources, a common leadership training program does not exist for EU institutions to train their aspiring managers and future leaders. As a result, individual directorate generals are left to their own devices to employ policies and procedures that encourage professional development, invest in mentorship, and teach civil servants how to become managers and leaders in a multicultural work environment. Consequently, EU decision makers would benefit from such development partnerships (Geuijen et al., 2008). Under the current union, future EU leaders look to senior level civil leaders to set an example and share their experiential knowledge.

Brexit and beyond. The June 23, 2016, UK vote showed a 51% majority in favor on leaving the EU, while nearly half of the UK was in favor of remaining part of the EU. Whitman (2016) proclaimed that since WWII, the UK has not had faced such formidable challenges as those presented by the Brexit. Specifically, UK leaders must create a new relationship regarding partnerships for trade and economic interests. If the UK can reach a political agreement with the

EU, a resolution option could provide for the European Economic Area (EEA) to extend membership to the UK (Whitman, 2016). The Brexit referendum represented popular sovereignty asserting itself over parliamentary sovereignty (the right of Parliament to do what it wants) with a majority in the Commons, which is typically at odds with the British voting public. If the Commons chooses, they can insist that the UK remains in the EEA. Notably, the Commons would require a concentrated effort and a showing of popular support just to raise the proposal. Regardless of political affiliation, the British government will have to regularly consult Parliament during the negotiations, calling on the new prime minister to take a public stand on the issue and move forward (Oliver & Williams, 2016). The agreements between EEA members provides a united front for EU economic stability; they rely on one another, yet reach a strength as an influence as a world power (Jones, 2015). Oliver and Williams (2016) reflected upon today's EU collective culture, noting a shared feeling of uncertainty resulting from the UK referendum to exit. Those working among the EU institutions in Brussels can all agree that EU leadership must rise to the challenge and posture the UK's exiting strategy. In the coming months, the new UK Prime Minister Theresa May and cabinet ministers will be well suited to advise their diplomatic corps and civil servants in the best options for withdrawing from European posts. The EU leaders have started the clock on Britain's two-year window for exit. Oliver and Williams (2016) further argued that UK politicians will, therefore, struggle to interpret what a vote to leave actually means in practice.

European Council members operate in an official capacity, playing an integral part of the governing process, collaborating with the Ministerial Council and European Parliament (Leszek, 2013). The EU membership charter provides every member the right to exercise article 50—their voluntary withdrawal from the Union. The Treaty of Lisbon was controversial in that, for the first time, it allows member states to consider resigning their status. The article outlines the requirements and procedures for withdrawal, but does not enforce any substantial conditions to follow for reorganization (Hofmeister, 2010). In theory, a two- year period exists for the negotiations between the exiting member state and the union. The European Parliament also plays a determining role in the procedure as to who must give consent before an agreement can be concluded (Lazowski, 2012). According to the European Council, meetings held June 2016 raised the topic of the Brexit response and the imminent implications that resulted, both politically and practically. Diplomatic collaborations and security issues are two issues driving Brussels policy makers as they take steps to expand the greater EU integration. These steps include cutting across national interests to secure a European policy on border security and freedom of movement among residents. The European Council offers a venue for EU leaders (national heads of state and senior government officials) to discuss pressing issues that affect the European Union and greater Eurozone.

Purpose of the Study

EU national civil servants are those who are most responsible for preparing and implementing decisions in Brussels and consequently in all of Europe, and they carry a significant civic responsibility. Despite this notion, many of these leaders go unnoticed in the political media or academia (Geuijen et al., 2008). As argued earlier, there is an absence of a meaningful training and development programs to prepare EU civil servants to enhance their individual leadership practices. Independent of this void, today's EU has leaders have managed to develop and demonstrate effective leadership in their roles. In essence, an examination of their leadership approach and practices can serve as a model for those who aspire to lead and be led in the big picture that is the EU Community.

Accordingly, the purpose of this study is to determine the best practices of senior-level civil service leaders among the European Union institutions. Second, this study addresses the leadership strategies that are employed by senior-level civil service leaders among the European

Union institutions, along with an examination of the challenges the leaders face, how they measure success, and recommendations they can provide to aspiring next-generation leaders.

Research Questions

Therefore, the following research questions (RQ) are addressed in this study.

- RQ 1. What leadership strategies and best practices are employed by EU senior level civil leaders in Brussels?
- RQ 2. What challenges do EU senior-level civil leaders in Brussels encounter in their leadership journey?
- RQ 3. How do EU senior-level civil leaders measure leadership success?
- RQ 4. What recommendations would EU senior-level civil leaders provide to aspiring next-generation young leaders?

Significance of the Study

The significance of this study is a harnessing of the successful leadership examples within current EU institutions by providing the insight of and examples from the leaders and their best practices. For EU institutions, their civil leaders, and elected representatives, best practices can be learned and shared so that more understanding is possible. As multinational organizations become increasingly liable for responsible leadership, organizations have a new opportunity to acknowledge the leaders who have successfully led change, leveraged their intellectual property, and learned from their experiences.

This study provides a contextual methodology for developing policies that address leadership and development within the senior-level civil leaders of the EU institutions. The results of this study may benefit current and future EU senior-level civil leaders. By exploring the best practices of EU senior-level civil leaders, this study can contribute to a more insightful understanding of the complexities of European civil service. The findings of this study can thus be used to create new training programs that will serve in preparing quality leaders among the political and bureaucratic environment of the EU civil service. Current EU leaders may find this study to be influential in the way their agencies promote and encourage professional development, especially in the form of collaborative leadership training for mid-level and junior-level management or team building workshops for all staff.

Assumptions of the Study

The researcher assumed that:

- Participants' responses are expressed in truth, and shared to the best of their ability.
- Participants have sufficient knowledge of the EU civil service and EU Community.
- All participants have a similar and collective background in leadership, management, or service.
- Participant responses sufficiently addressed the research questions.

Limitations of the Study

Given the qualitative nature of the research, recognizing limitations is part of the design of this study. This research study required that participants provide an accurate account of their past experiences. As such, the methodology relied heavily on the assumption that participants' memories were shared accurately and honestly. Qualitative research relies on participants to effectively articulate recollections of their personal experiences and willing share the depth and breadth of those experiences (Polkinghorne, 2005). Noting that the participants recalled their experiences, it remains possible that those accounts and memories of said experiences may have changed to reflect a different opinion in the future. Participants of this study were limited to senior-level civil leaders employed at EU institutions. The target participants are derived from experienced leadership; some quality examples of civil servant leadership could be missed by excluding junior or less experienced candidates.

Anderson (2010) revealed that qualitative research is often regarded as a narrative, showing too much bias, and lacking deep thought; nonetheless, when executed properly, qualitative research can be unbiased, accurate, reliable, and thorough. In spite of this, new techniques are needed to better understand the convincing evidence used in qualitative research claims (Anderson, 2010). The possibility of the researcher's bias is always an assumption, as the engagement with the participants allows for a small degree of positive or negative influence in the actual interviews. The researcher's bias as a former employee of European institution may have influenced the interviews, and coding interpretation of data.

Definition of Terms

This list of definitions will serve as an index to uncommon terms and how they are used in this study. This guide explains the background of some of the components related to the European Union, major events, and political terminology.

- Brexit—The term associated with the British departure from the European Union.
- Civil servant—Civil servants are expected to act as champions for causes, and to advocate and essentially *own* particular policies on behalf of their institution (Du Gay, 2008). Spanou (1996) reflected that the classification of servants can mean different things to varying EU member states. For instance, France considers teachers to be civil servants, and the UK does not. These statuses can carry substantial variation, resulting in an unequal scale of politicization from one country to another (Peters & Pierre, 2003). When comparing different national definitions and theories of civil service, issues of reaching consensus arise, even in simply understanding and agreeing on the actual reforms (Demmke & Moilanen, 2010).
- Diversity—Referring to a multiplicity of representatives, a difference in an offering, or variety. Diversity is reflected in the differences based on organizational functions administratively, by nationality, gender, or by the differences in markets, products, and services offered (Ospina, 2001).

- EU-28—The European Union is comprised of the individual nations of Europe, which are Austria, Belgium, Bulgaria, Croatia, Republic of Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden and the UK.
- Maastricht Treaty—Reflected in Articles 53 TEU and 356 TFEU, the Maastricht Treaty seated the EU as a permanent governing organization. The Federal features of this action were thought to prevent a member state from voluntarily withdrawing. Critics of the Maastricht Treaty argue that the pact grants the Commission more power than initially envisioned, granting authority that is beyond its expertise (Gali & Perotti, 2003).
- Multicultural organization—Refers to a trend among modern organizations that has asserted a new-found value on subjects such as cultural diversity and promoting innovation. In the workforce, this diversity can encourage the maximization of productivity and inspire innovation (Cox, 1991).
- Servant leader—Greenleaf (1970) described the leader as a servant: “It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead.” (p. 13). The servant acts first to ensure that other people's needs are their first priority. Greenleaf relied on the following question to detect servant leadership: “Do those served grow as persons; do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants?” (1970, p. 13)

Chapter Summary

As future generations grow into senior leadership roles, the structure of the EU and member states need to adjust to the times. The Brexit referendum called on all European leaders, civil servants included, to step up and steer the ship through the storm. Current policy calls for the individual member states to share ideas and consider redesigning the future

European culture (Howell & Shand, 2014). The EU institutions have a responsibility to employ and train qualified senior-level civil leaders, currently organized individually and without the unifying oversight of shared resources among other EU agencies in Brussels. While it is important to seek innovative ways to improve failing systems, some attention needs to be focused on the successful leadership development and training programs currently underway among EU institutions. Organizations are experiencing a shift in the way they collaborate and organize themselves for facing the new demands of the global market. Specifically, this change includes the reorganizing of human capital, attending to the continuous change of clients' needs, and promoting staff values (Rodriguez-Carvajal, deRivas, Herrero, Moreno-Jimenez, & Dierendonck, 2009).

The younger generations of the European Community are experiencing a Europeanization movement that has created a migration for employment and education. The decisions made now will affect Europe for the next decade. Today's society looks to its senior-level civil leaders to marshal EU policymakers through challenging times, simultaneously serving as examples to the next generation of European civil leaders. Public servants have an obligation to advocate for the betterment of the organization, including taking steps to prepare their successors. The EU has a growing population that is expected to assert itself in the next round of European government and policy making. This study serves to learn about and understand the methodology of successful leaders currently representing the EU civil service, providing a framework for the future generation to model as an example.

Chapter 2: Literature Review

Introduction

The purpose of this literature review is to accentuate and define effective leadership strategies and best practices for senior-level leaders among the European Union institutions. When leaders become detached from their purpose of leading people, the result is a disengagement from the organization itself and a downward spiral that sabotages any chances of collaboration (de Bruin, 2013). With the imminent British exit from the EU (Brexit), the transatlantic relationship between the United States, the United Kingdom, and the EU will need to be reevaluated to manage shared resources and obligations (Oliver & Williams, 2016). The current EU leadership is preparing for the next generation to enter the workforce, while tomorrow’s generations look to identify the skills required in the future. For the purposes of this research, this chapter will primarily focus on four leadership theories: transformational, situational, authoritative, coaching, and servant leadership.

Organization of the Chapter

This review addresses the literature focusing on the current relationships, challenges, and issues facing European Union civil leaders. The first part of this chapter presents a historical overview of international organizations and the EU. A comparison between EU economic, political, security, and social relationships is included, outlining the impact that the Brexit has had on each pillar. Additionally, the review compares multiple leadership styles and discusses the characteristics that are expected of future leaders. This chapter concludes with a discussion of theoretical frameworks and current practices for leadership development for the next generation.

History of the EU

Bovaird and Loffler (2009) believed that public governance should set itself apart from producing results for stakeholders, and instead, invest attention on how the organization itself interacts with citizens. New public management supports a cooperative style that is built on values where the process matters, affording people opportunities to interact with management and take pride in the results they achieve. The European Union was originally developed as an initial response to reunifying Europe after the world wars, creating an institution that would unite Europe together as a single continent (Alesina & Perotti, 2004). However, the pact to avoid war with neighboring countries is only one part of the pact. In fact, the construction of the EU is the product of a careful balancing of intergovernmental institutions such as the EU Council and multinational institutions such as the Commission, Parliament, and Court of Justices (Alesina & Perotti, 2004).

The Single Market concept is the pillar of the EU financial sector, where citizens retain the right to the free movement of capital. This freedom enables citizens to determine where they invest their capital, manage bank accounts, hold property, and possibly purchase shares in foreign companies (Bieler, 2011). The EU has seen multiple steps of member expansion, leading to the inclusion of applicant countries that are less developed and therefore require significant financial assistance (Bieler, 2011: Holman, 2001). Furthermore, Bieler accepts the notion that European integration has been shaped by globalization, as many EU corporations shifted to embrace a transnational production approach to business.

2006 gave rise to a surge in the human resources budget allocation for European institutions. Referred to as the European Year of Workers' Mobility, the European public service experienced a reorganization of posts and assignments, resulting in a more comprehensive Euro representation (Pappas, 2007). Modern EU-related civil servants are often in a state of career mobility, expected and encouraged to change location and job functions. The increased mobility expectation carries over to subsidiary stakeholders, including that of independent networks of officials and regulators, improvised contractors, and shifting of agency personnel (Sostrin, 2013). Sostrin affirmed that "although all operate from a core set of strengths and capabilities, vital purpose and value-added contributions will evolve" (2013, p. 215). The next generation of EU civil servants will need to embrace these changes, taking steps within this developmental stage towards a multinational government evolution. The employment relationship involved with public service, by its very nature, is entirely different from private employment. Witesman and Walters (2004) acknowledged that public service values relate directly to a one's public servant role, including social, professional, and ethical values. Adhering to these values suggests that public officials should represent the best in society and embody specific skills, including that of reason, legitimacy, and relevance, as they are entrusted with the responsibility of carrying out essential public-sector tasks.

The people represented by the civil servants can lobby among the lower levels of government, pushing for reform and appealing for equality under the European Law. Due to the collective organization of the EU members, some states have presented national referendums to empower citizens with enhanced government representation and fast track administrative functions (Demmke & Moilanen, 2010). Bureaucracy can appear confounding, as ethics are supposed to be superior to politics, with the expectation that trust is embraced by the parties involved. Consequently, the cultural expectations that come from this presumed association are unrealistic (Du Gay, 2008). Modern governments depend on civil services and their employees, who are considered to be integral components in preserving a quality of life in Europe (Demmke & Moilanen, 2010). According to Demmke and Moilanen, ethics is a benchmark in defining civil duty, calling on servants to attend to the law and guide society (2010). Bieler (2011) explained that European integration was propelled by the internal market program, created in the mid-1980s. This economic integration led to the development of the Economic and Monetary Union (EMU) and in 1987 the passing of the Single European Act (SEA), officially entered the nine-member states into the European Economic Community (EEC). As a peaceful answer to European challenges, the EU additionally offers commercial appeal and stability in trade. Europe has experienced an unprecedented level of magnetism over the past five centuries, attracting new alliances and cooperation. Growth of membership applications has been invariably steady, as multiple nations are queued and awaiting membership (Ferreira-Pereira, 2012).

International Organizations (IOs)

International organizations (IOs) have become a common institution around the world, playing an increasingly influential role in the development of leadership in the workplace. Reinalda (2009) noted European alliances have been historically rooted in political ties, designed to produce competition against rivalling interest groups. Leading up to the first world war, the nationalist concept was driving Western European states to form new economical alliances to spread global trade and finance. At the beginning of the 20th century, investing in the expansion of international banking resulted in capital loans spilling into untapped consumer markets and became a precursor to our modern global trade system. The years 1870 to 1914 mark Europe's internationalization period, allowing decentralized states to invest in an international capital market. The structure of foreign direct investment (FDI) was embraced by a coalition of decentralized states (Britain, France, Netherlands, Belgium, Switzerland and later Germany) whose citizens could own and trade stocks in companies outside their home state (Palmer & Colton, 1971, Reinalda, 2009).

MacKenzie (2010) credited the modern age of IOs to the Euro-centric victors of World War I, first with the League of Nations and then reorganizing into the United Nations (UN) after World War II. Further, he observed that most IOs share common features, including (a) having a purpose to their activity, (b) serving an arena for discussion or reform, and (c) functioning as an information clearinghouse. Critics of the League stressed that that its function was too political and was predominantly comprised of Western European powers and their colonies. At its height, the league included 63 countries, but lacked support and formal membership from the United States (Pedersen, 2015). Dedman (1999) noted that UK Prime Minister Winston Churchill held strong beliefs that Europe and Britain should be considered as separate unions, despite Britain's membership in the League of Nations. In January 2016, UK Prime Minister David Cameron negotiated the Brexit agenda with the presidents of the European Commission and Parliament (Thomson, 2016). In effort to reorganize post-war Europe, the Yalta Conference (February 1945) brought together the leaders of the Soviet Union, United States, and Great Britain (Schrijver, 2006). The talks led to further cooperation at the Potsdam Conference (July–August 1945), which resulted in the establishment of the UN, a security council, and acting to preserve peace. The 1960s saw a rapid influx of UN membership, transitioning into a global presence for conflict resolution (Dykmann, 2009).

From the onset, the U.S. has acted as one of the primary supporters in the development of the UN, specifically with American millionaire John D. Rockefeller publicly donating property for the UN Headquarters in New York City, and establishing the U.S. as its home base. As the membership expansion continued, the organizational vision shifted and extended its reach. Therefore, the UN developed a modern vision, placing a greater emphasis on social and economic issues (MacKenzie, 2010). Schrijver (2006) noted that the end of the cold war presented the UN with a brief honeymoon period of east and western cooperation. This opportunity led to an increase in the efforts of extending universal human rights, including those related to race, gender, and sexual origin. Now that 193 nations have adopted the UN charter, an unprecedented opportunity for progress and cooperation as a global power exists.

Archick (2016) reported that the United States and the EU have become strong security and trade partners, a relationship bound by joint cooperation. The longstanding partnership between the US and EU is further linked by security interests, through membership in the North Atlantic Treaty Organization (NATO). The recent NATO agenda saw the U.S. supporting the creation of a joint EU defense policy. Archick further explained that many U.S. officials are concerned about a politically fragile and economically weak EU. Furthermore, she noted that internal European tensions can detract attention from the larger regional threats such as the conflicts in Iraq and Syria, increased Russian aggression in the Black Sea, and the rise of the Islamic State. American President Barack Obama (2016) announced that the UK's special relationship with the U.S. will endure the Brexit, acting as a major trade and economic partner to the UK. Notwithstanding, the EU and U.S. continue to work toward an upcoming Transatlantic Trade and Investment Partnership (TTIP), a bi-lateral trade agreement that would serve as a modern economic and trade pact designed to create jobs, boost global trade, and extend economic influences beyond Europe (Archick, 2016).

TTIP negotiations have been underway since 2013. The first round of talks began when American President Obama launched the TTIP talks during the 39th G8 summit on June 17, 2013, in Ireland. In addition to Barack Obama, notable Head of State Summit attendees included Stephen Harper (Canadian Prime Minister), François Hollande (French President), Angela Merkel (German Chancellor), Matteo Renzi (Italian Prime Minister), Shinzō Abe (Japanese Prime Minister), Vladimir Putin (Russian President), David Cameron (UK Prime Minister), along with José Manuel Barroso and Herman Van Rompuy (Joint EU Presidents). According to De Micco, (2016), the EU and US represent two trading giants, sustaining a global economic output averaging 40% through their existing bilateral agreements.

The ambitious TTIP is expected to rejuvenate EU trade—cutting red tape, reducing tariffs, and increasing exports. Additionally, the success of the U.S. economy is closely aligned with that of Europe, ensuring that the transatlantic marketplace remains open for business (Brattberg, 2015). Lester (2016) suggested the TTIP can lead to reduced regulation and a harmonization of free trade between the EU-28 and the U.S., which would extend the boundaries of global economic integration. International economic governance is moving toward a single market, placing the TTIP members together as a proposed model financial partnership for international organizations of the future. By encouraging other countries to follow the TTIP benchmarks, the

CEU and U.S. retain opportunities to pioneer future multilateral negotiations on a global scale (Urban et al., 2016).

Challenges Faced by the EU

A new organization such as the EU does not have predecessors or a status quo to maintain. Instead, a newly found form of organizing political policy came into existence (Ruggie, 1998). European leaders face an alarming situation as the EU continues to endure the political and economic aftershocks of the global financial crisis. Additionally, the Greek debt crisis and soaring unemployment only add to the urgent issues to be addressed. Today's political reality questions the stability and future of the current European societal model. This doubt is mounted on the growing public uncertainty in the Brussels agenda, with anti-establishment, populist parties present across all EU states (Brattberg, 2015). Lehrke (2014) recalled that in 2010, the EU faced an increasing volume of terrorism threats and raised the alert status. This action led the USA to issue a temporary travel advisory covering all the EU states, known as the 2010 Euro-alert. Security is only one obstacle. Europe is facing an innovation challenge, and has thus called upon researchers and policy makers to bring about changes on a domestic level. The European Union represents a unique partnership comprised of member states who have pooled the resources of sovereignty in policy and harmonized laws concerning a wide variety of political, social, economic, and security concerns. These members are connected in a single market with the Euro currency, operating under a customs agreement and allowing for free trade (Archick, 2016).

Today’s Europe continues to seek stability among these four pillars that address the political, social, economic, and security concerns of its citizens. Globalization is threatening the way companies produce and deliver products, relying on outsourcing or moving offshore to reduce manufacturing costs (Carpenter, Bauer, & Erdogan, 2010). Given its highly structured organization, the EU has been designed to represent a shared vision for Europe, which has a structure inclusive of European foreign policy, economy, security, and defense, known to represent a new stage of intergovernmental command (Smith, 2015).

Economic. The EU sits in an influential position for steering global politics, especially concerning the concept of structural power extended to the EU's international role (Holden, 2016). The global economy immediately saw an abrupt down tick after London made the Brexit announcement, as European markets depend on Europe’s future stability indicated by production and sustainable markets. An instant uncertainty was created by the announcement. The Standards & Poor’s (S&P) Global Broad Market Index (BMI) represents equity markets in 47 countries. Recovery from the 2008 economic crisis has occurred in North America, with Europe consequently following North America’s lead. The Euro Zone countries have felt the impact of the 2008 financial collapse, looking to EU leaders to establish economic confidence (Diamond & Liddle, 2014). The Brexit voters are not the only ones concerned about the future of foreign trade. Political figures and public organizations tend to follow global trends in relation to market forces, where macroeconomics often drive business practice. However, the global economic footprint continues to be shaped by human capital, leveraging diversity among technical and intellectual qualities (Nevins & Stumpf, 1999).

The economic stability of Europe is hinged upon the relationships held among its members, reliant upon preexisting structures (Monastiriotis & Borrell, 2012). EU leaders are considering new external factors to stimulate the future of trade and economic partnerships, with a policy that could include security agreements with its neighbors (Wood, 2009). The EU has been a long-established international actor, seen by other constituencies as a historically able-bodied instrument for democracy (Manners, 2002). With the weakened economy of the southern countries (including Greece, Spain, and Portugal), the EU is seen to have a moral responsibility to support and extend economic relief to these member states (Biscop, 2005). Grabbe (2001) emphasized that the European positioning is stable, including external relations in which the EU is currently engaged. The new European fashion is tolerance—shifting policy to address the illegal migration situation and border security (Pace, 2007). The internal economic threat lies in a member state's voluntary chose to leave the union (Smith, 2005).

Crafts (2016) addressed the potential implications that the EU members will endure after the UK prepares to be released from the economic benefits of EU regulation. He stated that the space left from the UK will be freed up for new internal Europe development under the Maastricht Treaty. Badinger (2005) prospected that upon a British exit, the EU could endure the initial loss, replacing the UK by looking to France and Germany to step up industrial production. The UK has benefited from EU membership, though membership fees have risen and have gained increased criticism in public opinion (Pain & Young, 2004). Crafts (2016) noted that the costs of UK membership in the EU has risen from 0.3 percent of GDP in 1984 to 0.6 percent GDP in 2016, a controversial topic in the debate to stay or to leave the EU. The UK joined the EU in 1973 during a period of slack productivity and low economic growth (Crafts, 2016). Crafts further argued that an exit from the EU would eliminate the UK's membership fee, but the UK could potentially rejoin the Euro Zone. The constraints on trade regulations have caused Brexit supporters to consider if trade liberalization is a better alternative to the EU markets (Minford, 2016).

One of the concerns for the EU leadership is in regard to the UK's timeline for departure, specifically, the negotiation of a new trade agreement (Crafts, 2016). With trade barriers in place to regulate non-EU trade, the UK will need to figure out how to integrate within new constraints. While many believed that a Brexit would undermine the Eurozone, Minford (2016) acknowledged that the UK could engage in non-EU trade while remaining active in the EEA single market. Booth, Howarth, Ruparel & Swidlicki (2015) noted that the UK would have more than 100 trade agreements with individual countries to re-negotiate before exiting the EU. Similarly, Handley and Limao (2015) pointed to a hybrid version of the EFTA for the UK to lessen the impact made from a Brexit move.

Posner and Veron (2010) acknowledged that the 2008 financial crisis has changed the way failure is addressed in the financial system. They conclude that EU financial reforms gave rise to regulations that were based on the U.S.-based banking model. The EU's large financial companies have embraced the globalization of financial management that has swept through Europe. Aside from credit checks and principal guarantees for individuals, EU policy-makers have called for tighter regulations on investment managers and financial firms (Posner & Veron, 2010). The emerging European labor force will be expected to shift in relation to skilled labor, technical fluency, and intelligence. The European Union has built its economic communities upon pillars that are conscious of internal and external threats. Aside from political and social stability, the EU is actively pursuing new trade partners and regional economic alliances (Prado, 2007). Initiating the Euro currency standard was the most significant achievement in European integration, visible across the European Union as EU citizens found stability in trade and exchange in a shared economic union (Talani, 2000).

Security. Headquartered in Brussels, NATO has presented a unified defense for Western Europe. According to Kay (1998), the Soviet Union military maintained 30 divisions in Eastern Europe after WWII. Western Europe was unable to counterbalance the Soviet superpower without an alliance. Following WWII, the North Atlantic Treaty called on the former Allied Powers nations to form an agreement for defense. The provisions called for the settling of international disputes by peaceful means. Oertel (2009) asserted that member states are required to allocate financial and military contributions, and dues that provide technological resources, along with information specialists, analysts, and technicians. With the current membership comprising of twenty-eight members, NATO has become the largest and strongest military or security presence in the world.

Initially, NATO was comprised of twelve founding members: Belgium, Canada, Denmark, France, Iceland, Italy, Luxembourg, the Netherlands, Norway, Portugal, the United Kingdom, and the United States. Both North America and Western Europe assumed a threat of invasion from Europe's Soviet Union neighbors, and pooled resources in NATO to be the new defense of the western world and the EU (Oertel, 2009). Following the end of the cold war, Europe set out on a path to form a closer union involving trade and economic integration. Nationalized defense was not given the same priority as economic development goals, and the EU became further reliant on NATO to provide and coordinate security (Stivachtis et al. 2007). In the 1990s, NATO transformed yet again, both with the peacekeeping operations in the Balkans during the Bosnian war in 1992, and by escalating its presence with air strikes in Yugoslavia, as part of Operation Allied Force in 1999 (Szamuely, 2013).

In 2010, the Euro-alert reached its widest scope to date, lasting four months and extending a terrorism alert across a dozen countries. After the 2010 increase of NATO coalition drones strikes in Pakistan, European security agencies received threats and anticipated backlash (Lehrke, 2014). Europe is once again facing unprecedented security challenges on its eastern flank. In the last decade, the Russian military has taken significant steps to modernize and mechanize itself. Russia's aggression is not a hypothetical threat. In 2014 Russia invaded Crimea and militarily occupied Eastern Ukraine. The Western-Russian security environment has reverted back to the Cold War levels, placing Europe on alert (Brattberg, 2015). In southern Europe, border security in places such as Greece and Italy have created an influx of undocumented immigrants entering the EU and moving freely across the Schengen Zone. European solidarity is seriously threatened by security issues revolving around immigration and the resettlement of refugees. Brattberg (2015) associated both the violence in North Africa from the Arab Spring and the Islamic State (ISIL) in the Middle East as the primary cause of Europe's migration crisis. Greece, specifically the islands of Kos, Chios, Lesbos and Samos, was the first European soil reached by immigrants during 2012–2015. The majority of those refugees crossing from Turkey into Greece were of Syrian or Afghan origin (Park, 2015).

Social. If European integration is to be successful, EU leaders must be sure to consider the domestic agenda and not focus entirely on Europeanization (Buller & Gamble, 2002). The European Union is comprised of countless organizations that are driven by civil servants, each seeking to play a part in the greater governance of the EU. To meet this integration goal, leadership is expected to initiate changes that will mechanize the integration of European culture, moving the EU towards Europeanization (Howell & Shand, 2014). Buller and Gamble (2002) referred to Europeanization as top-down governance, noting the process of political changes initiated through the EU membership to be a priority over domestic politics (Buller & Gamble, p. 4). Europeanization emphasizes the single-sided element of Europeanization being assembled from top to bottom (Buller & Gamble, 2014). Essentially this changes the relationship between European integration and individual states. A fear exists that the institutionalization of becoming European will have a negative effect on domestic administration and policy making.

Cultural assimilation is a part of the blending of European identity. Immigration has been part of the EU since its inception. Amin (2004) noted that the migration from the third world to Europe began immediately after WWII, encouraged by Europeans to help rebuild both the economy and physical reconstruction of Europe. The recent decade has seen a change of attitude in the welcoming of immigrants, especially concerning employment permissions. Park (2015) declared that Europe is the destination of choice for millions of immigrants fleeing from South Asia, Africa, and the Middle East. She reports that the International Organization for Migration (IOM) considers Europe to be one of the most dangerous places for refugees to resettle. Triandafyllidou (2016) claimed that irregular immigrants are classified as persons who have been entered the EU without proper credentials, and therefore would be liable to expulsion if detected.

During the first half of 2015, approximately 710,000 refugees entered Greece by the sea, 23% of whom were children. It is difficult for agencies to gather an accurate count on how many irregular immigrants illegally cross Europe's borders each year, though Frontex estimated up to 8,000 daily arrivals of refugees entering Greece during the second half of 2015 (Anagnostopoulos, Triantafyllou, Xylouris, Bakatsellos, & Giannakopoulos, 2015).

Not all EU nations have embraced the asylum seekers from Muslim countries. Hungary, Poland, Slovakia, and the Czech Republic each expressed resentment to EU asylum programs, stating that they were only open to accepting Christian refugees. Comparatively, Germany and Sweden have provided resources to accept 800,000 asylum seekers of all religious backgrounds (Park, 2015). Issues such as unemployment are among the most immediate concerns for average Europeans. The migration problem is multifaceted in that there is resistance even after arrival—immigrants face religious, language, and cultural barriers. An already scarce labor market and rising unemployment only adds to Europe's immigrant phobia, where newly arriving immigrants are preordained to be unwanted competition (Amin, 2004).

Political. Within the ever-growing integration of Europe under the EU is a rising instability between institutions and member states when it comes to jurisdiction. This can lead to a confusing and blurred competition for loyalty between European institutions and the individual member states represented therein (Alesina & Perotti, 2004). Nigel Farage, the leader of the UK Independence Party, and London's Mayor Boris Johnson have been two visible advocates pushing for the 2016 Brexit Referendum. German chancellor Angela Merkel and French president Francois Hollande are two European leaders who have publicly acknowledged regret that the UK is leaving the EU. The EU is bound by treaties and agreements between individual member states, acting together as a governmental entity representing their joint economic, political, and economic interests. The treaties of Rome and Lisbon are longstanding agreements that continue to bind EU leaders, defining cooperation and presenting mechanisms to adapt solutions that were acceptable to all European states (Leszek, 2013). The Paris declaration of 1974 put in place the European Political Co-operation (EPC) to parity the unbalanced structure of the European community (Stivachtis et al., 2007). This treaty represents a bond that serves as an example of states observing equal membership, regardless of size or economic influence.

Striving to meet the population and resource demands for the 21st century, the EU policy makers are moving towards a sustainable, low-carbon economy that is resource efficient. Aside from the legislative push, the EU must ensure their diplomatic ties are aligned with courting the strategic partners and maintain multilateral, regional, and bilateral frequencies (Balfour, 2014). Malmstrom (2014) recalled that the treaty of Maastricht provided the initial framework for integrating justice among EU institutions in 1993, but despite action, was blocked by individual member states claiming sovereignty. In 2009, the treaty of Lisbon created new policy towards legal migration, though it lacked an essential element of managing and overseeing the rights of migrant laborers (Koikkalainen, 2009). The single market nature of the European economy is a pillar for setting an example to the world, but requires enabling integration and labor market participation for migrants (Peers, 2008).

Dullien and Schwarzer (2011) pointed out that the decision-making powers of the EU are flawed on the input side, citing that Europe's most urgent challenge is to recover from an economic stall. The Euro Economic Area (EEA) has survived a long economic crisis and a social identity shift, but an economic disparity exists between member states. Swieboda, (2014) observed that the European financial system has failed to secure the general trust of citizens who have continued to call for reform in investment and to incentivize economic activity. For a time, the European project was moving in the right direction, but now Southern and Central Europe are stuck in a transition, according to the European Bank for Reconstruction and Development (EBRD). The weaker EU countries have been facing public investment collapsing, and called for a loan-based vehicle that would yield an investment fund for vulnerable countries (Swieboda, 2014). Harbour, (2014) indicated that the European Commission has been encouraging other reforms for the EU market involving both goods and services to be combined and managed as a single entity. President Juncker of the EU Commission has taken swift action to promote competition for the EU internal market, coining the phrase, towards a better Europe (Palmeri & de la Baume, 2016). Under Juncker, the new team is seeking to apply better regulation and improve coordination among sectors (Harbour, 2014).

Global issues such as pollution, human rights, and security have raised the question about the future of global governance. EU leadership is heavily invested in its position involving international relations and called to manage and shape a unified globalization response (Bovaird & Loffler, 2009). The future success of the EU is built on today's actions of combining the sectors over which resources must be shared. The factors which that determine a stable future for Europe are reflected in consideration of economic, social, security, and political interests. The EU has been burdened with foreign policy since its inception, experiencing a distinct difficulty in reaching consensus—in particular, the responsibility of foreign policy management, and relying on member states to define and devise what is appropriate action regarding European stability (Stivachtis & Stivachtis, 2007). Article 50 of the Lisbon treaty contains a clause that outlines the process for a member to give notice and begin negotiations for leaving the union. Furthermore, the United Kingdom's invocation of article 50 leaves Europe's leaders committed to planning for the transition ahead.

Leadership in the 21st Century

One controversial debate concerning leadership is whether great leaders are born with or learn the abilities and skills that comprise a great leader. Highlighting those who have stood out in history as truly great leaders, 19th-century historian Thomas Carlyle is known for his Great Man theories on leadership. Carlyle's forward thinking drew attention to the ability to captivate and inspire a crowd (Organ 1996). Leaders possessing the ability to communicate and develop their followers are more likely to succeed in leading them to invest and embrace the vision. The design of this theory is to use motivation to build commitment in a collective interest. Committed followers are willing to make personal sacrifices, ignore personal interests, and go above and beyond what is expected of them (Shamir, House & Arthur, 1993). Savage (1995) foretold that current societal growth would lead to a transition of the majority of the working population working in the knowledge field who are expected to think for living (Lancourt & Savage, 1995).

Moving away from agricultural and industrial roles requires engaged leadership to rise to the occasion, provide the supporting base, and offer the stimulation required to surpass the classic reward and punishment model (Covey, 2004). Twenty-first-century managers will face issues that test their abilities to adapt. The most successful will be able to harness a staff's talents and recognize opportunities to access and differentiate quality information. Generation X and Y will be familiar with technology, and thus bring new skills to the existing workplace talent (Nevins & Stumpf, 1999). Today's knowledge workers are being led by Industrial Age managers who tend to manage people as they do things. Many of those sitting in positions of authority lack a true understanding of human nature, thus missing the opportunity to recognize the full potential and talent of one's workforce (de Bruin, 2013).

Greenleaf (1977) proclaimed that followers' allegiance and loyalty must be earned, noting that *the led* have a choice in validating their leaders who serve them. When Generation Y workers enter the labor pool, they are escorted by their technology tools and social media operationalism. Many of today's organizations are not ready to incorporate collaborative tools, social media, or other resources used to share information and express ideas (de Bruin, 2013). In response to top-down and bottom-up pressure, knowledge work is shifting to team-based models. Pearce (2004) attributed this change to the notion that today's workforce is more educated than ever before, harnessing a significant amount of combined knowledge. He explains that leadership must respond accordingly, sharing leadership as a team to include interdependence, creativity, and complexity (Pearce, 2004).

According to Nevins and Stumpf (1999), the onset of the Information Age has given rise to an evolution of global business practices, placing communication at the top of the power pyramid. If organizations fail to respond to these increased demands, the next few generations of managers are bound to face similar issues as those before them. This emerging generation of employees is looking to their managers as a source of tech wisdom, as their workplace environment will demand competency with technology applications and tools. Unless today's society begins to see rapid and radical changes in human nature, technology and communication advancements will not be utilized to their potential (Nevins & Stumpf, 1999). The Dell Computer Corporation serves as an example of adopting a shared-leadership approach that relies on individuals working together to lead the company. The Mumford et al. (2000) skills model suggests that leadership is gradually developed through career experience and environmental influences. Essentially, this research insinuated that competencies such as problem solving, social judgment, and knowledge are part of the on-the-job training that is associated with experience. When career training and work experience are combined, an opportunity arises to teach new leaders central competencies and enable the leaders to become efficient problem solvers (Northouse, 2010).

General Leadership Styles

Transformational leadership. Today's scholars find the most commonly accepted form of leadership is related to Burns (1978) transformational leadership theory in a leader-follower model. This theory implies that a leader focuses on skills such as charisma to appeal to the ideals and values of one's followers (Bouckaert & Vries, 2013). Transformational leadership can represent a journey in which a leader is able to go out and bring change. Anne Mulcahy represents a transformational leader. She is credited with motivating and leading the Xerox Corporation out of bankruptcy in the late 1990s. Using simple guiding principles, Mulcahy could empower her team, get to know her 130,000 employees, and listen to them. She treated every employee as a stakeholder, leveraging their input and teamwork. After 25 years in the company, she rose to become the CEO in 2001, leaving Xerox's value at $22 billion on the New York Stock Exchange (NYSE:XRX) as of 2010 (Carpenter, et al., 2010). Burns (1978) described transformational leadership as a leadership approach that engenders change in individuals and social systems. In its ideal form, it creates valuable and positive change in followers with the end goals of developing followers into leaders. Furthermore, Burns asserted the meaning of leadership is misunderstood in our modern time, as if society forgot what they should be looking for. He claimed mediocre leadership has spread worldwide, as the definition of leadership itself continues to be skewed. He challenged us to extend the understanding of leadership, as it is highly observed and lightly understood. Burns reflected:

> Is leadership simply innovation-cultural or political? Is it essentially inspiration? Mobilization of followers? Goal setting? Goal fulfillment? Is a leader a definer of values? Satisfier of needs? If leaders require followers, who leads whom from where to where, and why? How do leaders lead followers without being wholly led by follow? Leadership is one of the most observed and least understood phenomena on earth. (p. 9).

The behavior of a leader remains a focal point of the great man theory, psychologically motivating and inspiring, transferring confidence or self-esteem to the follower. One example of a European Great Man would be France's Napoleon Bonaparte (1769–1821). Being born into a modest family, Napoleon joined the army. After leading several successful campaigns, Napoleon became known as a national military hero, rising within the ranks of the French military to command the Army of Italy. Later he assumed political triumph, coronated as the Emperor of the France in 1804 and proceeded to lead an unprecedented military reign over Europe (Schneid, 2005). Related to Bandura's (1986) social-cognitive theory, the charismatic leader theory embraces similar values, assuming that we are motivated by self-expression and led by individual goals (Shamir, et al., 1993). As a transformational force, servant leadership has the potential to move leaders and followers towards higher levels of motivation and morality (Hamilton & Bean, 2005).

Servant leadership. Greenleaf's (1970) servant leadership theory can be described as a practical method, which implies that this leadership theory can work for normal people, and be applied in organizations large and small. Greenleaf's interest in service began with his discovery a book called *Journey to the East*. Written by Hermann Hesse in 1956, the story chronicles the mythical adventure of a boy named Leo. Leo was a servant traveling with a group of meandering artists, musicians, and philosophers to the East. Throughout the journey, Leo possessed a natural and calm way of being, and through his actions he developed trust among the group. This story is in fact a tale of self-discovery, in which the servant develops himself to learn the ultimate truth, emerging at the end as the leader and possessing the ability to reach enlightenment (de Bruin, 2013). The Greenleaf Center for Servant Leadership (GCSL) identifies 10 characteristics commonly attributed with a servant leader: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and building community (Spears, 2010). Sendjaya (2015) attributed a philosophical quest as the orientation process for leaders who seek to gain a full concept of themselves. In people's minds, the proverbial *leader* has been a longstanding misconception.

A leader is not necessarily the person on top of the pyramid, but many organizations have reverted to this culture. This misconception results in a widely-held myth that suggests leaders should give orders from above to their followers below (Sendjaya, 2015). Senge (1990) reflected that leaders are actually serving those whom they lead, establishing trust and acting responsibly. The relationship can be compared to that of client-server, in which an entrusted leader acts as a loyal steward (Senge, 1990). Hamilton and Bean (2005) described servant leadership as an integrated route beneficial to anyone within an organization, regardless of position. The service in servant leadership relates to the initial motivation to work for the good of the group, to give without expectations. This idea is further explained by Graham (1991) who indicated that the servant leader aims to be a humble servant in comparison to receiving service from others. Traditional managers are brought in to meet organizational goals, compared to servant leaders who aim to achieve results through the efforts of others. One way this occurs is when the servant enriches his or her followers in their development, for example in health, wisdom and autonomy (Andersen, 2009). Greenleaf was the first to develop a servant leadership model, though scholars and theorists have continued his work, building and expanding it with research.

Servant leadership today. The legacy of Greenleaf continues among today's leaders, though it has led to a shift in contemporary leadership, associating more importance to a leader's morality and character and calling for a continued stewardship (Lanctot & Irving, 2007). While leading the Greenleaf Center as CEO, Spears (1998) identified ten characteristics that resonate with Greenleaf's writings on servant leadership.

- Listening
- Empathy
- Healing
- Awareness
- Persuasion
- Conceptualization
- Foresight
- Stewardship
- Commitment to the growth of people
- Building community

Additional writers have weighed in on Greenleaf's writings and concluded that at least 20 attributes are used to identify servant leaders (Russell & Stone, 2002). A recent study showed that authentic leaders do not always behave the way their minds propose. Specifically, the same study showed that a leader may be perceived as highly authentic, but failed to act in a moral standard (Sendjaya, 2015). Ethical and virtuous behaviors are associated with multiple leadership styles, but the servant leadership philosophy is built upon these moral requirements (Lanctot & Irving, 2007). Personal relationships are the basic thread of social theory, while moral explanations continue to play a significant role in our human behavior. Human value is characterized in the personalist philosophy, placing a high value on dignity. One characteristic of human value rests in the understanding that the combination of autonomous and subjective response, being real and internally aware at the same time (Whetstone, 2002). Authentic leaders, like servant leaders, operate in a sense of deep clarity, placing importance on nurturing and fostering their followers to reach self-awareness (Sendjaya, 2015). Washington, Sutton, and Field (2006) conducted a study to observe the relationship between supervisors and subordinates, comparing values and personality traits with identifiable perceptions. Utilizing the Dennis and Winston (2003) 23-item servant-leadership scale, 283 subordinates assessed a group of 126 supervisors, while the supervisors also rated themselves. The results concluded that empathy, integrity, and competence are the leadership characteristics most valued by the subordinates. Furthermore, supervisors who rated themselves as agreeable were more likely to be identified as servant leaders (Andersen, 2009).

Because servant leadership unites individuals, there is potential to go beyond the individual wants and focus on followers' needs. The essence of morality is creating a ripple among transformational leaders and leading by example, in the hope of passing along the moral action to their followers (Whetstone, 2002). Despite servant leadership having found value in the corporate environment, critics have argued that servant leadership is not indicated as a recommended performance intervention (Sendjaya, 2015). This critique goes a step beyond Greenleaf's concept, because it challenges the leader to demonstrate noble or moral behavior in representing the organization. A flaw is that the expected results describe a myth, and that it is not possible to monitor our leaders or to enforce such moral standards (Whetstone, 2002).

The Patterson model includes seven characteristics that are harnessed to cultivate future servant leaders, stating that *agapao* leads one to find humility and altruism, extending a vision and trust, which empowers one to ultimate servitude. Of the characteristics, the first is agapao, representing the intentional action of good. Second is the transference into a state of altruism and respect. The third characteristic is humility, creating an internal peace. The fourth is to build a vision, representing the needs of the organization. Trust is the fifth factor, allowing for the vision to manifest. The sixth characteristic is empowerment, taking the vision to motivate and inspire others. The seventh and final characteristic centers on the importance of further service, maintaining the responsibility as a leader and manager.

The concept of aspiring to management is geared toward recognizing talent and trust, in which the vision binds the intentions toward a future state and the journey is essentially the service. Changes in the attitudes of employees has led to new expectations in accountability of leaders, starting with trust. Often leaders are acting as an extension between the employee and the organization, placing the responsibility of motivation and inspiration on individual managers (Sendjaya, 2015).

According to Whetstone (2002), servant leadership may be unrealistically optimistic, predicting a paradigm shift involving reflection on how to beneficially serve others. He found similar flaws in transformational leaders, asserting that leaders have a tendency to lose their focus on the group and instead concentrate on their individual potential and vision (Whetstone, 2002). The followers are the key determining factor in how successful a leader is, and therefore the leader’s style will impact the group’s success. Leaders may find themselves dealing with manipulative followers or those who are not keen on cooperating with the team. The combination of a morally strong servant leader with the visionary style of a transformational approach can align the leader and followers on a joint vision (Whetstone, 2002). Covey (2004) developed the whole person paradigm which corresponds with his belief that all humans have basic needs. Furthermore, he asserted that people are comprised of four dimensions— body, mind, heart, and spirit—used to develop our senses of intelligence: physical, mental, emotional, and spiritual (Covey, 2004). Leaders are trusted with the responsibility of unleashing human potential, promoting growth and offering wisdom to their team of followers. Without a basic understanding of human nature, managers can unknowingly put their followers into a proverbial straight jacket, stunting growth and restricting mobility (de Bruin, 2013).

Servant leadership for tomorrow. Jaworski (2011) extended a modern interpretation of servant leadership, coining the phrase stage IV leaders. Aligned with servant leaders on the development path, stage IV leaders possess a functioning ability to demonstrate extraordinary performance, emphasizing the guidance of spiritual intelligence. Today's institutions require leadership that is attuned with a cognitive understanding of the world around them. Jaworski understood that the qualities represented in the management leading the successful and admired institutions. He recognized the overlapping characteristics that coincide with those identified from Greenleaf's servant leadership description, known as stage III leaders (Jaworski, 2011). Management skills are a priority in servant leadership, as servant leaders act as trusted stewards in the affairs of others (Sendjaya, 2015). Like servant leaders, stage IV leaders also consider themselves to be stewards or creators of the future. Jaworski points out that stage IV leaders acknowledge the universe as the central source of intelligence, providing direction and allowing them to actualize their hidden potentials.

Leadership Theory

P.O.L.C. leadership. As students of history, humankind has always looked into the past for examples of successful leadership, following in their fore parents' footsteps and modeling behavior patterns. The planning, organizing, leading, and controlling framework

(P.O.L.C.) was initiated by Henri Fayol (1841–1925). This French management theorist gained global notoriety for his ideas on framework, still in place today. Step one discusses the planning involved in leading, which includes creating a vision and mission, determining a strategy and setting goals. Step two focuses on organizing, relying on cultural connections that include the utilization of social networks to unite the organization. Step three centers on leading others and empowering junior leaders to make informed decisions while motivating the team. Communication is an important tool used to spread information and build a following among the group. The fourth step revolves around controlling the technical systems and human resources that create influence on the performance and performance standards of the organization.

Walt Disney is associated with successfully using the P.O.L.C. framework to develop and transform his organizational vision into a vision held and beloved by the masses. As a leader and visionary, Disney is credited with entertaining the masses, having established a culture that materialized their goals through perseverance and determination (Dixon & Sikes, 2015). The P.O.L.C leadership style also caters to junior or middle managers who operate in a limited capacity and are responsible for internal management decisions, though they must report up the ladder to senior managers (Carpenter et al., 2010).

Behaviorism theory. Current learning theories have long established roots in the past, connecting modern researchers to consider the knowledge deemed timeless. Aristotle (384–322 B.C.) taught that knowledge is formed by sensory impressions, which can be connected to process more complex ideas (Ertmer & Newby, 1993). Modern researchers are still trying to determine where knowledge and learning come from. The behaviorism theory was created out of the 20th century cognitive revolution, and emerged in the 21st century as a renowned form of behavior analysis. Ivan Pavlov was one of the pioneers of classical conditioning, who gave rise to theorists such as John B. Watson, who coined the term behaviorism, and B.F. Skinner who established the theory of radical behaviorism (Danley, James, Mims, Cameron & Simms, 2015).

These theorists are regarded as constructivists, searching for greater meaning by the use of learning applications. Their studies emphasized how learning is affected by changes in the environment (Weegar & Pacis, 2012).

Swiss psychologist Jean Piaget and the Russian psychologist Lev Vygotsky were influential in creating studies that sought to understand how students learn, and then modified learning design to achieve the desired behavior outcomes. The constructivist theory was developed out of their cognitive development studies, relying on observation and experimentation to produce data (Rummel, 2008). Behaviorism can be further explained by equating the learning process to correlate with behaviors that can be observed and measured. Furthermore, the stimulus depends on reinforcement or response to ensure that a successful transfer of learning is met (Danley et al., 2015).

Gropper (1987) stated that most behavior theories are built on the implication that the practitioner's/teacher's role is to determine which cues will elicit the desired response, and then use those behavior lessons to engineer learning strategies. One example of this application is a teacher providing a list of practice problems for students to better learn algebra, outlined in the following steps: (a) stimulus—the practice problems are provided to the students, (b) response—students are provided the correct answers to the practice problems, and (c) learning—where the repetitive nature results in the students learning algebra (Danley et al., 2015). Modern learning has outgrown the traditional brick and mortar setting, rapidly moving to an online delivery. Today's learners rely on their instructors to adapt to technology, offering synchronous communication, and creating a nurturing cyberspace learning environment (Weegar & Pacis, 2012). Driscoll (2005) noted that the role of the teacher has been redefined, extending beyond dictation and testing to include facilitation and negotiation of meaning. Driscoll (2005) re enforced the requirement of providing the learner with ample opportunity for exposure, development, and practice, noting that these are essential to constructivist learning. Overskeid (2008) indicated that constructivist theories from the past have been rebirthed with the growing interest in the field of cognitive behaviorism. Educators and managers regard instruction as the primary method of transferring knowledge; therefore, they are shifting to include education technologies to identify and present information.

Ertmer & Newby (2013) noted that translating learning can be a challenging task, as theorists, researchers, and practitioners struggle to agree on a common definition. Schunk (1991) summarized learning to represent a change in behavior, or in the ability to behave in a certain way, resulting from experience or practice. To address the differences in defining learning, Schunk provided the following five questions to distinguish individual learning theories from one another:

- How does learning occur?
- Which factors influence learning?
- What is the role of memory?
- How does transfer occur?
- What types of learning are best explained by the theory?

These viewpoints tend to overlap, but provide distinct aspects that allow the theories to be considered individually as approaches to understanding and describing learning (Ertmer & Newby, 2013). These viewpoints assert that current learning theories are trying to understand where knowledge comes from. Empiricism and rationalism emerge as the two positions still present today. Schunk (1991) indicated that the empiricist view attributes knowledge to experience, that one is born without knowledge. Furthermore, he asserted that we learn through association, gaining experience interacting and responding to our environment. The rationalism view stems from the fundamental belief that everything already exists within the mind, and that we learn by recalling or discovering (Schunk, 1991). Ertmer & Newby (2013) observed that the concept of mind and matter dates to the age of Plato (c. 427–347 B.C.), in which our viewpoint concentrates on knowledge deriving from our mind. Instructional design can be seen as an opportunity to take on both theories, tapping into what the learners already know, and incorporating practice and repetition of activity. Winn (1990) wrote that behaviorism places consequences as the focus of the determinant for response or reinforcement. Essentially, this characterizes the learner as being a reactionary or one who changes behavior in accordance with environmental shifts.

The role of memory plays an important role in determining to what we pay attention, considering that we tend to forget most of what we take in (Schunk, 1991). This assumption addresses the classic behaviorist example of non-use, or how we fail to maintain knowledge at the ready, due to the lack of needing that information to be recalled. Iranzadeh and Bahrami (2013) stated that knowledge is stored and then transferred when our behavior encounters a particular situation in which we are asked to perform a specific task. For building and strengthening stimulus-response association, behaviorists are attempting to prescribe alternative strategies, including cuing, practice, and reinforcement (Winn, 1990). These prescriptions have demonstrated to be effective and reliable in triggering learning, including recalling facts, defining and illustrating concepts, applying explanations, and automatically performing a specified procedure (Schunk, 1991). The question of how to structure instruction can be addressed by the learner, because this is the target of the stimulus (Bloh, 2008).

In order for learners to be stimulated and therefore learn, they must have proper conditions for practice and provisions made for adequate instruction. Behavioral theory suggests that teachers often rely on communication strategy to facilitate an enhanced learning environment. One example uses cues to generate determined responses and arrange situations for those prompts to occur (Sanders & Wiseman, 1990). An example of this can be observed in a new human resources manager who has been given the task to organize a meeting agenda based on the company’s specified format. The verbal command to format the agenda is the target stimulus. The cues come in the form of material such as past agendas and blank templates. Verbal instruction and managerial feedback carry the manager through and fulfill the request. Snelbecker (1974) noted that cognitivism came on the scene in the late 1950s, as learning theory shifted away from the behavior model. Both educators and psychologists started to deemphasize their strategy of observing overt behavior and instead began to take on a more complex process. These processes include problem solving, concept formation, language, and information processing (Bednar, Cunningham, Duffy, & Perry, 1998).

Merrill, Kowalis, and Wilson (1981) noted the shift from the orientation of behavior observation to cognition has drawn a comparable response in manipulating instructional systems. They predicted that student processing and interaction could be oriented cognitively and further stimulated by manipulating the environment. The cognitive theory places an emphasis on mental processing, based on the acquisition of knowledge from an internal mental structure (Bower & Hilgard, 1981). This form of learning is measured by small discrete steps, changing between the different stages of knowledge and focusing on the larger task at hand (Jonassen, 1991). If the learner is considered to be an active participant, then the mental activity performed is concerned not with what the learners do, but with what they understand and how they learned. Similar to behaviorism, cognitivism places an emphasis on creating the proper environmental conditions for the learning to occur. Shuell (1986) observed the active nature of learning is connected to focusing on mental activities. This observation suggests that the buildup, or mental planning is just as important as the action itself. Cues and instruction are not enough to facilitate learning—additional elements are needed to help the learner code, rehearse, store, and retrieve information (Winn, 1990).

As memory has claimed an important role in the learning stage, teachers and instructors are responsible for factoring exercises and meaningful lessons together so that the learner can best organize and later access that information (Schunk, 1991). The relationships between remembering and forgetting have much to do with how we organize the information. Duffy and Jonassen (1992) noted that previous knowledge can be helpful in establishing similarities and differences, but not necessarily how to use it. This creates the responsibility for an instructor to help activate and elicit particular responses (Schunk, 1991). Thompson, Simonson, and Hargrave (1992) argued that the behaviorist theory looks to the learner to determine the actual disposition toward learning, not to factors surrounding the actual instruction sequence or environment. Emphasis on learning should be structured so that teachers can arrange conditions to respond accordingly to each student. The stimuli can be concentrated so that knowledge is built upon existing frameworks or information previously learned (West, Farmer, & Wolff, 1991). This type of cognitive emphasis, which extends previous knowledge, can be compared to previous cognitive strategists who employed the use of framing, outlining, and concept mapping (Stepich & Newby, 1988).

Cognitive theory emphasizes the organization of learning, relating to incoming information, and applying knowledge to the existing memory (Ertmer & Newby, 2013). Jonassen (1991) stated that the goal of the learner is based on objective reasoning, and that constructivism can create meaning from experience. The works of Piaget, Bruner, and Goodman reflect the psychological viewpoint that learning has long established roots in constructivist learning (Perkins, 1991). This understanding is further documented by Bednar, Cunningham, Duffy, & Perry (1998), who referred to constructivism as a hot issue that has descended upon the field of instructional design. In this regard, learning occurs when experience leads to knowledge forming, and traditionally is classified by psychologists as mental activity (Jonassen, 1991). Having much in common with the ancient mind of Plato, modern theorists regard the human mind as the epitome of knowledge, though these theorists differ in their method of mapping or guiding learning. If the internal representation of knowledge remains open to constant change, then the objective reality that learners strive to know is not met (Bednar et al., 1992).

An emphasis on learning has left theorists searching for the bridge to link application to instruction. Human learning is typically conditioned, integrating techniques and strategies to fit the context of the individual learner (Keller, 1979). Following a strategy for instruction, basic assumptions would show that learning is likely to occur (Schunk, 1991). If the stimulus from the facilitator is shown to increase performance, then it may be important to analyze the consequences of learners without the additional cuing or coaching (Winn, 1990). If the learner does not follow a rigid structure or engage in a conducive environment, negative reinforcement may influence future behavior (Ertmer & Newby, 2013).

Brown, Collins, and Duguid (1989) suggested that along with cognition, each activity and situation can lead to a co-production of knowledge. Each action thereby correlates with an interpretation and a learning experience (Clancey, 1986). If environmental factors are to be considered on equal grounds as the learner itself, then the interaction between the two becomes a crucial position to observe (Jonassen, 1991). It is crucial for learning to occur in realistic settings and that each learning activity or task be considered and designed to provide relevancy to that student's lived experience (Ertmer & Newby, 2013). The actual role of memory becomes one of interpreting and storing information, further used to understand and be recalled upon in the future (Brown, Collins & Duguid, 1989). Each generation of evolution will advance a concept, and memory will advance along with it, providing a context or understanding for an experience (Spiro, Feltovich, Jacobson, & Coulson, 1991). The focus is not on the retrieval of exact knowledge, but more on the assembly of prior knowledge combined with each new experience to create an understanding of a given situation (Brown, Collins, & Duguid, 1989).

Bednar et al., (1992) noted that the transfer of memory can be facilitated by promoting a concept and extending authentic experiences. When learners engage with others, they develop a sense of organization simply by observation. The goal, focused on the ability to perform a specified task, relies on cueing and the learner's pre-existing knowledge structure (Jonassen, 1991). If instruction moves from behaviorist to cognitivist to constructionist, it becomes apparent that the role of teacher and learner is intertwined. Duffy & Jonassen (1992) proclaimed that the learner creates meaning by constructing knowledge, taking multiple perspectives, and formulating a collaborative viewpoint, and thereby learning by doing.

Reigeluth (1989) addressed the two-fold nature of the teacher's role, stating that first they must instruct students how to derive meaning and evaluate learning, and second, they must align and design an authentic learning experience. Despite the learner-centered approach, this method is not typically applied in the educational realm (Resnick, 1987). Taking student learning into consideration, complex situations arise in which students enter the process at varying levels of pre-established knowledge. Not all learners possess the same abilities, creating a challenge for educators to overcome (Shuell, 1990). Comparing what versus how, learners are presented with a learning approach to make use of their cognitive senses and take facts into consideration (Schon, 1987). The situated learning is not specific to learners, taking a generalized approach to explaining or making sense of data. Snelbecker (1974) described a need for flexibility when designing lessons or providing instruction, calling for purpose, decision, values, and understanding. Furthermore, adaptive learners are additionally needed, able to function even when conditions are less than optimal, unpredictable, or demanding (Cunningham, 1991).

Emotional Intelligence. Salovey and Mayer (1990) noted that emotional intelligence (EQ) is a form of social intelligence, producing the ability to monitor the feelings and emotions of one's self and others. These emotions are subsequently used to guide one's personal thinking and actions. Goleman (1995) in his book *Emotional Intelligence: Why It Can Matter More than IQ*, created a buzz in regard to emotional intelligence. Goleman asserted that emotional intelligence assists people at home, school, and work. Teamwork provides for learning together and making better decisions. For example, a traditional middle-level manager is responsible for setting goals, and working to achieve both business and personal objectives while utilizing the skills and resources of other people. To be successful, one must understand and practice emotional intelligence. The success of the operation depends on relationship management, expressed in one's communication and personal contact among management, staff, customers, and suppliers (Goleman, 1995; Mayer, Salovey, & Caruso, 2000).

Relationship management is defined as utilizing one's awareness of emotions to better understand the emotional needs of others (Steiner & Perry, 1997). Goleman's (1995) EQ model is divided into five domains, further split into four quadrants; self-awareness, self-management, and relationship management. Two domains relate to personal competence and the other two relate to social competence. Together, the 19 competencies are used to define EQ, consisting of the following:

- Self-awareness—emotionally aware, possessing self-confidence and accurate
    - assessment
    - Emotional self-awareness: Reading one's own emotions and recognizing their impact on other people.
    - Accurate self-assessment: knowing one's strengths and limits
    - Self-confidence: a sound sense of one's self-worth and capabilities
- Self-management of one's own emotions, transparency, adaptability, achievement, and optimism.
    - Emotional self-control: keeping disruptive emotions and impulses under control
    - Transparency: displaying honesty and integrity; trustworthiness
    - Adaptability: flexibility in adapting to changing situations or overcoming obstacles
    - Achievement: the drive to improve performance to meet inner standards of excellence
    - Initiative: readiness to act and seize opportunities

    - Optimism: seeing the upside in events
- Social awareness—empathy, awareness of organization and service
    - Empathy: sensing others' emotions, understanding their perspective, and taking active interest in their concerns
    - Organizational awareness: reading the currents, decision networks, and politics at the organizational level
    - Service: recognizing and meeting follower, client, or customer needs
- Relationship management—inspired leader, influence, change catalyst, manage conflict; build bonds, teamwork, and collaboration
    - Inspirational leadership: guiding and motivating with a compelling vision
    - Influence: wielding a range of tactics for persuasion
    - Developing others: bolstering others' abilities through feedback and guidance
    - Change catalyst: initiating, managing, and leading in a new direction
    - Conflict management: resolving disagreements
    - Building bonds: cultivating and maintaining a web of relationships
    - Teamwork and collaboration: cooperation and team building

Goleman (1995) is noted for exclaiming that EQ is twice as important as IQ, however, emotions are given respectively lesser consideration than raw intelligence (Mayer, Salovey, & Caruso, 2000). Becker (2003) found that EQ is even harder to measure, proving to be elusive to contain for research purposes. From a theoretical perspective, emotional intelligence covers a wide variation of social, practical and personal intellect, all of which refer to operating on an individual basis (Mayer & Mitchell, 1998).

Mayer (2008) questioned whether emotional intelligence is an innate competency or a mental activity. EQ has the potential to affect mental health, relationships, daily decision making, academic and workplace performance, steering our intuition (Zeidner, Matthews & Roberts, 2001). Both cognition and affect suggest that emotions and cognitive processes adapt so that individuals can rationally consider emotional experiences (Bower, 1981).

Brackett, Rivers, and Salovey (2011) observed that Goleman's view on emotional intelligence was articulated for people from all professions of varying mental ability. The concepts of self-esteem and optimism are generally associated with emotional intelligence, but vary greatly in personality assessments (Cherniss, 2000). Emotional intelligence as a theory pertains to both emotion and cognition, ultimately defining a person's aptitude (Gayathri & Meenakshi, 2013). Woodsworth (1940) proposed that IQ tests were improperly designed, as they do not account for emotions in the respondent. Similarly, Mowrer (1960) suggested that emotions and intelligence should not be in competition with one another, and that emotions take precedent.

The debate about the emotional perspective compared to cognition continues to advance, as emotions tend to be expressed differently at varying levels (Matthews, Zeidner & Roberts, 2004). Additionally, Mayer et al (2010) noted that our attention is guided by our emotions, designed to induce us to behave in a specified way. Despite the challenge of expressing emotions, feelings may arise that create a hunger for this emotional expression (Wierzbicka, 1999). Moreover, the physical sensation associated with emotions creates an experience that is registered in the body (Mayer et al., 2010). Gardner (1993) stated that intellectual horsepower can be channeled and used to create a frame of mind, rooted in multiple intelligences. Gardner (1993) futher pointed out that the theory of multiple intelligences assumes every human being possesses varying degrees of proficiency, grounded in the following contexts:

- linguistic
- logical
- musical
- spatial

- kinesthetic
- interpersonal
- intrapersonal

Cherniss (2000) pointed out that Thorndike had spoke widely about social intelligence in the 1920s, presenting theory on classifying intelligence. Thorndike proposed that intelligence be measured by one's ability to understand and act, based on ideas. Gardner (2000) later amended in the theory when the naturalist intelligence was further added to represent another dimension. The use of emotion to facilitate thinking is used on multiple levels, specifically involving complex problem solving (Salovey & Mayer, 1990).

Emotional intelligence is a more recent field of study, though evidence shows that modern leadership will depend on persons with mixed abilities to manage conflict and manage others (Cherniss, 2000). Mayer and Salovey (2013) presented a four-tier model to display how emotional intelligence meets cognitive ability, including emotional perception, emotional assimilation, emotional understanding, and emotional management. Similarly, Stys & Brown (2004) pointed to Goleman's model to define the critical criteria for success in the workplace. Goleman (1995) placed a high value on emotional self-awareness, self-control, and empathy. Thorndike's assumptions correlate with Guilford's (1967) model of structural intellect, which sought to define the trait or characteristic responsible for dominating social intelligence. Sternberg (1981) expanded upon Guilford to include room to address the way one is sensitive to the world around oneself. Furthermore, the traits responsible for being vulnerable, such as admitting mistakes, can be seen in an emotionally intelligent person (Kihlstrom & Cantor, 2000).

A self-assessment of a highly emotional intelligent person can resonate the following traits:

- awareness of one's personal strengths and weaknesses;
- taking reflection and demonstrating the ability to learn from experiences;

- an openness to feedback and new perspectives;
- an interest in self-development and pursuing a continual learning path; and
- an ability to demonstrate one's sense of humor, revealing themselves in a prospective manner.

Key actions may be decided as a result of reflection, gaining a renewed sense of awareness and restored confidence (Conte, 2005). A self-confident individual may demonstrate unique communication styles or behavior tendencies that relate to presence (Goleman, 1995). Goleman described self-confident behavior as consisting of the following:

- an ability to stay cool under pressure, maintain wit, and make quick decisions;
- a willingness to express an opinion, even if against the status quo or standing up to right a wrong;
- hold a belief that they are in control of the direction of one's life;
- demonstrate a strong presence; and
- embody a certainty of their personal value and ability.

Cavallo and Brienza (2004) noted a 2000 study that assessed 358 managers from Johnson and Johnson Company, which found a strong correlation between those operating at superior performance and those with high emotional competencies. Grubb and McDaniel (2007) also observed comparable findings after comparing a mixed model including the big five personality dimensions. Essentially, the study relied upon self-reporting and an ability to monitor one's own feelings while demonstrating empathy and perspective of others (Salovey & Mayer, 1990).

The ability model extends the work of Mayer and Salovey on emotional intelligence, comprised of the following classifications:

- an appraisal and regulation of emotion—including verbal and nonverbal self-perception, demonstrating empathy with others, responding to one's emotions, and understanding others;
- a regulation of emotion—one can use will and determination to control emotional responses, with an increasing sharpness of understanding others' emotions;
- the utilization of emotions—including a flexible plan, creative thinking, and refocused attention.

Salovey and Mayer (1990) reverted to the initial conceptualization of regulating and perceiving emotional knowledge, which can be divided into four classifications:

- perception, appraisal, and expression of emotions—an ability to understand oneself emotionally;
- emotional facilitation of thinking—directing thoughts and energy to recall memories and information which is used to reason and make decisions;
- understanding and analyzing emotions—based on emotional knowledge as a vehicle to understand subtleties of emotions, such as the difference between loving and liking; and
- reflective regulation of emotions to promote emotional and intellectual growth—an ability to remain open to emotions of others, choosing when to attach or let go, and thus master the management of emotions.

The prioritization of thinking allows for advanced skills such as vivid imagery of emotions or consideration of interpersonal environments (Rivers, Brackett, & Salovery, 2008). Understanding of one's emotions and why we behave is the basis of emotional intelligence, helping a person to remain aware and navigate conflict (Batool, 2013).

Principle-centered leadership. Steven Covey's (1991) principle-centered leadership theory relies on the character traits of integrity, maturity, and abundance, simultaneously reigniting the opportunities for the servant leadership movement. The aim is to achieve a personal transformation, guided by principles and wisdom (Covey, 1991). Covey encouraged followers to become their own master and lead a principle-centered life. To apply this approach to an organization, he described the path in four levels or key principles that serve as guides toward alignment as changes are made at each level. The principle-centered approach has multiple functions for creating change on the organizational level, whether it is to create change in the personal realm or in the workplace. Covey aligned his four levels of principle-centered change for organizations with the corresponding key principles. Level one is aimed at establishing a personal relationship with oneself to develop trustworthiness in a personal way. Level two serves to create an interpersonal space, engaging with others to form relationships. This interaction in social manner is building trust with others. Level three is focused on planning, acting as a manager of others. Effectively managing others to take on responsibilities represents empowerment. The fourth and final level targets organizational skills to find your team, teach them, and then reward them. To be part of the developmental process leads to a sense of accomplishment in bringing one's organization back into alignment. Covey indicated that each level requires a key principle to move to the next developmental step: trustworthiness for yourself, trust with others, empowering others as a manager, and aligning the organization (1991). His theory attributes trust as being the foundation supporting all relationships, and he stated that "you should first earn trust by showing that you are trustworthy" (1991, p. 5).

Next generation of EU leadership. De Bruin (2013) underlined the crisis opposing traditional management practitioners, referring to this style as outdated for the knowledge age. Furthermore, he asserted that hierarchical status and formal authority do not constitute the credentials of a leader. He predicted an ideological stance, as the next generation of followers demands to be motivated and inspired by committed and nurturing leaders (de Bruin, 2013). The potential benefits for the good of humankind rely on further investigation into the combination of best practices from multiple leadership styles. The ideal leader will be established in respect, determined to avoid outside manipulation, align with joint visions, and provide a moral service to the organization (Whetstone, 2002).

If a vision is to be effective, a leader must enlist the help of one's followers while creating a system that builds trust and sets up opportunities for small victories. Techniques that inspire and retain motivation are expected to also be successful when implemented in community-building situations (Kouzes & Posner, 1993). The next generation of Europeans are looking for leaders who can make mature choices that take into consideration the longevity of the union. When a leader has respect for natural processes, evolving into a mature being is possible. This means that the leader accepts the growth of others and of self, while realizing the growth will be challenging. The leader's behavior is highly visible, psychologically motivating and inspiring, and possesses the ability to transfer confidence or self-esteem to followers (Covey, 1991).

Behavior and visibility is also related to Bandura's (1986) social-cognitive theory, where the thinking of a charismatic leader assumes that people are motivated by self-expression and led by individual goals (Shamir et al., 1993). In practice, team members look to the servant leader as a prototype to motivate and stimulate their creative performance. In essence, the leader leverages trust in order to create a psychological balance that benefits the group. The identity of individual team members is shaped by this safe feeling, allowing them to bloom and build confidence (Sendjaya, 2015).

Competencies required of civil leaders. A unique subculture exists within the arena of political bureaucracy, reliant upon its civil servants to be trusted and to act honestly within a visibly corrupted institution. With a willing attitude toward corruption, culture is the determining factor in what is acceptable and where blame is due (Anderson & Tverdova, 2003). Leadership Beyond Boundaries is part of a 2015 study conducted by the Center for Creative Leadership. This was designed to understand from where the next generation of leaders will emerge, gathering input from leaders in business, government, nonprofit, and education sectors. The study developed a list of 24 competencies required of past, present, and future leaders. The study then asked participants to identify the most important competencies (Van Velsor & Wright, 2015). In order to classify what skills are to be harnessed, the participants were asked to consider three scenarios: (a) what is currently important for young people entering the workforce? (b) what was important twenty years ago?, and (c) to anticipate the competencies required ten years from now.

The competencies of 20 years ago reflect that personality and trade knowledge were in high demand, but were replaced with behavior-related traits that revolve around one's ability to be trained and operate in a versatile role. These competencies have adjusted to fit today's workplace, and will need to be assessed to determine which traits will be essential to support tomorrow's workforce. The results from this study show that 20 years ago, technical mastery (53%) was the most coveted skill. Also in high demand was self motivation (46%)—employees taking the initiative. One's confidence (32%) also represented a top identifier for leadership. Effective communication (31%) and resourcefulness (20%) represent the other desirable competencies from the past.

The results for today's competencies have shifted to meet the changes in the work environment. Self motivation (44%) has risen to the most sought-after competency, while effective communication (40%) has also risen in value. Learning agility (29%) makes an appearance, determining what one is capable of aspiring to. The clearest changes reflect that today's employers are looking for staff to possess a sense of self awareness (26%) and remain adaptable (22%) to ever-changing tasks and roles.

The next generation will be expected to embody a different combination of competencies, following in the shifts from previous generations. The skills expected be desired in the next 10 years are more evenly distributed in order of importance. Adaptability (29%) rose to become the top competency, followed closely by effective communication (26%), which continues to be a necessary element in the workplace mix. Learning agility (24%) remains a valuable part of the training potential of the employee. Multicultural awareness (22%) is predicted to be more prevalent in tomorrow's leaders, while self motivation (20%) and collaboration (20%) represent the new needs for teamwork and participatory leadership. The results from this study reflect that today's needs will in part shape the development of tomorrow's leaders. Through assimilating the behavior and personal management of the past, while embracing self motivation, learning, and communication, the next generation is expected to be prepared to to build cooperative relationships which will enable a sustainable future. (Van Velsor & Wright, 2015). Furthermore, some competencies will be more coveted in the coming years. Adaptability will be required to power the 21st century workforce. The appearance of skills such as intercultural competency and social behavior will also be recognized as necessary.

Succession planning. Every civil servant reaches a point in their career where they either transition to higher office or retire. The sustainability of the EU depends on senior leaders to pass on their intellectual property, processes, planning, and experience to their junior colleagues. Succession planning is an important element for leaders to consider in advance, while identifying specific leadership traits is necessary to determine who and when to mentor. In order to pass the leadership reins to new leaders, the organization is required to develop competent employees who can assume new responsibilities (Dingman & Stone, 2007). The management approach for senior staff is changing. Managers are expected to be on the lookout for high-potential staff who can be given opportunities to participate in management training programs and professional development courses. Multinational organizations have relied upon mentoring programs to anticipate and solve cultural differences and increase efficiency. For supervisors, mentorship offers new opportunities to identify with junior staff and invest in coaching (Stone, 2004).

Agapao love is woven into the fabric of social society, known as the intentional response of wellbeing. This connection goes beyond expectations of civil society, promoting solidarity in love (Lorio & Campello, 2013). Agapao love is the basis behind a Christian theology variation of servant leadership, explained by Patterson (2003), who asserted the leadership model that characterizes the nature of the leader and follower. The theory suggests that leaders who are rooted in love identify themselves based on the growth and development of their followers, contributing to the preparation for the future (Dingman & Stone, 2007).

Civil servants and public figures. Public figures have traditionally been subject to scrutiny and judgment, although civic ideals and admirable qualities have not gone out of fashion. De Bruin (2013) asserted that successful leadership offers camaraderie to the social order. He affirmed that “society looks to shift from an Industrial Age management mindset toward a Knowledge Age leadership mindset. Real leadership, then, is an inner quality as much as an exercise of authority” (p. 6). Greenleaf (1977) noted that servant leadership embraces a moral indoctrination, focusing on the developing nature of followers. When compared to transformational leadership, servant leadership is innovative, as leader and follower benefit from dual development, as the leader is also a beneficiary. Peters and Pierre (2003) indicated that there has been movement in conceptions and analysis of civil service leadership. Specific leaders, rather than leadership, were often the focus. Leaders were the outstanding individuals who were recognized for making a significant contribution to public service.

EU institutions. Among the European institutions, teams are assembled to harness talent, pooling from across the EU, creating a multinational staff with varying backgrounds and work styles. Senior EU managers and leaders share goals for the future success of their teams and the larger organization. The European civil service is bound by its own code of ethics, where officials are required to observe provisions that govern both professional obligations and to their personal lives (Thomson, 2006). EU officials are expected to carry out their duties in respect with the interest of the European Communities, in order to safeguard the reputation of the EU and its staff (Staff Regulations, Article 11, 2004). Established through the managing of staff, results are inspired by setting clear goals and grooming successors. Pearce (2004) questioned whether traditional models and approaches to leadership are still valid and effective, and pointed to research that suggests leadership in teams can promote a holistic and integrated unit. He suggested that this empowering of the workforce can result in a surge of competency and thereby increase capabilities for production and profit. Though in limited supply, the EU maintains a roster of senior level civil leaders who have demonstrated an ability to lead their teams and organizations successfully through political storms. These leaders serve as examples for the next generation of EU policy makers and civil servants, embodying the responsibility to mentor others and pass along their experiential knowledge. Exemplified by the European Commission's steps to cooperation, the leaders representing member states have support in reaching consent and solidarity regarding the aims of the Treaty of Lisbon, essentially shifting towards a more unified Europe (Van, Bursens, & Oostende, 2011). The European Commission is interested in making new agreements to consider EU legislation by integrating additional social partners (Compston & Greenwood, 2001).

Kotter's eight-step change model. If leaders are known to concern themselves with personal relationships, managers offer structure to the organization. In an organizational structure, managers are expected to meet requirements related to budgeting, designing, selling, creating, financing, accounting, and artistic presentations. As the organization grows, so does the dependence on quality leadership. The reality of today's workforce shows that most employees are either reporting to management or serving as a manager; typically, they are in both situations. Due to this hierarchical structure, most managers spend only a portion of their time actually managing (Carpenter et al., 2010). John Kotter has identified eight steps that an organization must take in order to enhance its ability to implement any change initiatives.

Furthermore, Kotter claims that major organizational change efforts are likely to fail at a rate of 70%. His research found that this failure is largely caused by a lack of planning, listening, and effective communication (Kotter, 1995).

Theorists such as Kotter (1990) believe that the concepts of leadership and management are moving further apart. Kotter's argument is that managers are accustomed to the spheres that instill order. These functions reflect the notion of taking control of the group, including budget planning, staff organizing, project coordination, and team problem solving (Kotter, 1990). Many leaders in today's fast paced work environment recognize that change is needed, though lack the understanding of how to deliver change. The eight steps were designed to help deliver organization skills to 21st century leaders. These steps include:

5. Establishing a sense of urgency
   - Express the need for change. Showing what potential risk would be if change is not made.
   - Include outside perspective to provide merit to the purpose of the change.
   - Start a discussion in order to get people talking and thinking about change.

2. Creating the guiding coalition
   - Assemble a group of 3–5 people to lead the coalition.
   - Build a sense of trust and willingness to cooperate by selecting people who are trusted and respected.
   - Present a united message, represented by shared common goals
   - Communicate and guide the project to advancement.

3. Developing a vision and a strategy
   - Determine the key reasons for change.
   - Develop a short vision statement that explains how the future of the organizationis envisioned.

- Determine how the vision can be executed. Be prepared to clearly and easily explain the vision

4. Communicating the change vision
   - Frequently discuss the issue of change and what change is needed.
   - Address concerns and anxieties in an open and honest approach.
   - Include and apply this shared vision to other aspects of the organization's operations.
   - Remember to lead by example.
5. Empowering employees for broad based action
   - Identify those leaders who can display and lead change.
   - Ensure alignment of organizational structure, job descriptions, performance, and compensation systems.
   - Reward and recognize individuals for making the change happen. Identify those who are resistant to this change, and assist them to recognize what is needed.
   - Remove any barriers to the change with quick action.
6. Generating short term wins
   - Identify sure-fire projects that you can implement without assistance from powerful critics of the change.
   - Avoid early targets that are high cost. Analyze the potential pros and cons of your targets.
   - Provide rewards to those who help meet your targets.
7. Consolidating gains and producing more changes
   - Follow up individual wins with an analysis highlighting the successes, failures, and suggested improvements.
   - Set goals that build upon the momentum generated from each achievement.

- Maintain fresh ideas by bringing in change agents and leaders to offer guidance.

8. Anchoring new approaches in the culture
    - Talk about progress as often as you can, tell success stories about the change process, and retell other stories you hear related to the change.
    - Communicate the ideas used for the change when hiring and training new staff.
    - Publicly acknowledge key members of your original change coalition, and take steps to voice their contributions.
    - Create a succession plan for key of change to be replaced as they move on.

Kotter exclaimed that these eight steps cannot prevent leaders from continuing to make mistakes, that successful change is full of surprises, often resulting in a mess. These steps are necessary for structuring and organizing tasks, but require strong leadership to build a following and communicate the big picture so that people are drawn to make commitments to the organization. Leaders aim to inspire change and create a movement, establish direction, and align people with purposes of the organization, as well as provide inspiration and motivation for achieving the overall vision (Kotter, 1995). The process of managing people and the results of effective leadership often serve mutual interests, levering one's influence to persuade and in turn, manage the situation (Northouse, 2010). The literature describing the theory of charismatic leadership has defined and explained situations in which leaders possess charismatic ability. Despite this, literature in the field of leadership lacks an in-depth explanation of how to learn or develop this particular skill set (Boas, House, & Arthur, 1993).

Lewin's freeze model. Revered as a pioneer in leadership theory, Lewin's (1951) freeze model serves as a framework for change agents to integrate new changes into their system. The model proposes three steps: (a) unfreeze—if a change is needed, (b) move— when a change is started, and (c) refreeze—once the equilibrium is reached. Lewin describes the competing forces steering the change process, driving and restraining within the force field analysis. Furthermore, the force field analysis renders a practical summary of the change problems that need to be seized by a business, dividing factors into forces for and against change. Lewin's analysis asserted that some forces drive change and other forces restrain change. In order for change to be made, the driving force must overcome the restraints. Once the change occurs, the forces return to a state of equilibrium and balance between the driving forces for change and forces resisting change (Lewin, 1951, Mitchell, 2013)

Chapter Summary

The literature shows that transformational and servant leadership theories can be leveraged toward creating the next generation of EU civil servants. Northouse (2010) argued that in order to achieve a common goal, the presence of influential power defines the basic root of leadership. Furthermore, he reflected that this influence is the driving force for group cohesion, a transaction between the leader and the followers. Schein (1992) asserted that organizational culture is determined as the organization faces and learns how to deal with internal and external challenges. The organizational values are created by harnessing the adaptation that survived while ensuing environmental challenges.

The EU is experiencing significant challenges among multiple sectors; political, social, economic, and security. The Brexit has heightening the need for leadership to emerge and steer the ship through the storm, as Europe looks to secure its future. Responsively, this descriptive phenomenological study relied on qualitative methodologies including 15 participants in semi-structured interviews and corresponding content analysis provided in Chapter 3 to address these issues. The best practices and lessons learned were solicited from the participants with the aim of of providing a framework for the next generations of EU leaders and learners to extend.

Chapter 3: Research Design and Methodology

Introduction

Today's generation of EU civil servants is comprised of successful leaders capable of preparing the next generation of EU leadership. These experienced leaders inspire and lead by example. Their stories can serve as a guide to help prepare the next generation of EU civil leaders for the future workforce. The strategies, best practices, and advice of these EU senior civil leaders can be recorded and reviewed through qualitative design using a phenomenological approach. This chapter provides an overview of the exploration of best practices of EU senior level civil leaders, including the study design, methodology, participants, data sources, protection of the human subjects, and data collection. The chapter also discusses the techniques used in interviewing, instrument, and validity and reliability to support the study. A personal connection to the subject matter will be discussed in the statement of bias. Detailed procedures for the study's data are included in the data analysis.

Re-Statement of Research Questions

This study was grounded in phenomenology and focused on discovering the following:

- *RQ 1:* What leadership strategies and best practices are employed by EU senior-level civil leaders in Brussels?
- RQ 2: What challenges do EU senior-level civil leaders in Brussels encounter in their leadership journey?
- RQ 3: How do EU senior-level civil leaders measure leadership success?
- RQ 4: What recommendations would EU senior-level civil leaders provide to aspiring next-generation young leaders?

Nature of the Study

This study used a qualitative research design, incorporating semi-structured interviews in order to determine the best practices of the EU senior-level civil leaders who participated in this study. According to Creswell (2013), qualitative design allows the researcher to address the social and human side of an issue. An advantage of qualitative research is that the interview questions are intentionally open-ended so the participants have the opportunity to express themselves in the direction they naturally flow. Creswell noted that the open-endedness provides an opportunity to observe and listen to the participant in a natural state and can be valuable in the later shaping of the data. By observing and interacting with the subject in his or her natural environment, the interview is flexible, with emerging questions to offer structure and matriculation.

The senior-level European civil leaders participating in the interviews shared their personal stories, outlining the steps and challenges that led them to a career in civil service. Specifically, the participants weighed in on the leadership styles that have proven successful in the multinational EU environment. In addition to best practices, the study focuses on the specific skills and characteristics those senior leaders expect from the future generations. Addressing intercultural learning, the role of the self is considered a vital factor in establishing the role of the self. As EU senior-level leaders represent a small portion of institutions, the participants in the study share a common culture. This study sought to develop the participants' perceptions to reflect their understandings that their perceptions are shaped by belonging to a particular culture (Finkbeiner & Koplin, 2002; Geertz, 1973; Schmidt, 1998a, 1998b, 1999; Schmidt & Finkbeiner, 2006). Qualitative research enables researchers to observe their subjects in their natural environment. This kind of in-depth investigation aims to explain or understand a phenomenon in the way which is represented in the way it means to the individual participants (Creswell, 1998). Lakshman, Sinha, Biswas, Charles, and Arora (2000) indicated that "qualitative methods take a holistic perspective preserving the complexities of human behavior by addressing the 'why' and 'how' questions" (p. 369). This interpretation is supported in this study, reflecting that "the purpose of qualitative research is to describe and understand social phenomena in terms of the meaning people bring to them" (Boeije, 2010, p. 11). Creswell (1998) described the following characteristics associated with qualitative design:

- Natural setting: Researchers talk to participants directly in a face-to-face setting. Body language, such as eye contact and posture, are considered important aspects of an interview process. Interviewing participants may offer nonverbal information that is observable to the principal investigator and can be added to interpret the interview.
- Researcher as a key instrument: The interview process allows the researcher to collect data from participants, making behavior observations and examining documents. The researcher can design and use an actual instrument, offering open-ended questions. The principal investigator in this study asked questions and observed behaviors of EU senior-level civil leaders during an interview.
- Multiple methods: Researchers analyze multiple form of data, such as interviews, documents, and observations. Through a recorded interview, the principal investigator collected information and the participants' emotions and expressed behavior.
- Complex reasoning through inductive and deductive logic: Researchers take a bottom-up inductive approach to building patterns, themes, and categories. Inductively, the research works back and forth through themes, and the database forming a solid set of comprehensive themes. The researcher also uses a top-down deductive approach to complex reasoning. Deductively, the researcher builds themes that are checked against the data. In this study, the themes were derived and interpreted from the data collected through the interviews.
- Participants' meanings: A researcher must focus on the meanings the participants are conveying, thereby excluding his or her own personal meaning from the research. Because the participants' views reflect multiple meanings, the researcher looks for

themes in a qualitative report. In this study, all the interviews were transcribed, and meaning was discerned by grouping the meanings into themes.

- Emergent design: The researcher understands that there could be changes in questions, forms of data, and possibly individual studies and sites. In this study, these changes can affect how the EU senior-level leaders will respond during the interview.
- Reflexivity: The researcher indicates his background and how it can possibly relate to the interpretation of the study. Potential for personal gains is also discussed. The principal investigator in this study revealed his personal connections and reasons for conducting the study.
- Holistic account: The researcher ultimately seeks to present a broad vision picture of the problem. This process involves looking at perspectives, identifying multiple perspectives, and exploring the big picture. In this study, all elements involved in this study were considered to ensure that the outcome was accurate (Creswell, 1998).

Methodology: Phenomenological Approach

Taking a phenomenological approach, this study examined the personal accounts of selected individual participants to describe a phenomenon (Creswell, 2013). The problem examined in this study is that EU civil servants need to practice effective leadership strategies in their roles as senior managers. Locke, Silverman, & Spirduso (2010) noted that a disadvantage of qualitative methodology is time intensive, and cannot be achieved with short interviews or quick observations. Today's EU possesses many senior-level civil leaders who embody and demonstrate positive leadership qualities to advance the next generation of EU leaders.

Structured Process of Phenomenology.

Creswell (2003) stated that methodology should be planned and tested before being implemented into a study, calling for a test pilot or trial. The procedure of data-collecting is divided into four sections: observations, interviews, documents, and audiovisual material. In qualitative research, data collection is primarily comprised of interviews, observations, and document review (Creswell, 2009; Locke, Silverman, & Spirduso, 2010). An advantage of phenomenology is its storyteller approach, taking substantial time to let the participant respond freely to the open-ended questions of the interview. Qualitative research needs to be systematic; its methodology relies on other people’s perceptions to offer a personal perspective to address a particular issue (Burnard, 1991). The phenomenology approach also has disadvantages related to the interviews. The subjects’ responses could skew the accuracy of the information if they do not answer truthfully. With the goal to illuminate the specific perspective of a phenomena, phenomenological research looks to identify phenomena based on the individual perceptions of the actors in a particular situation.

Appropriateness of Phenomenology Methodology.

This study incorporated a phenomenology approach to place an emphasis on the characteristics and lessons to be learned from a select and hard-to-define culture of EU leadership. Moustakas (1994) affirmed that phenomenology is about finding the essence of meanings in the human experience. An important assumption of phenomenology is the belief that in consciousness, most experiences are constituted holistically and very little difference between the subjective and objective reality can be observed (McPhail,1995). This interpretation claims the phenomenology approach to be at the center of consciousness interpretation, and therefore is an outlook of experiential observation. A phenomenon is occurring among the best practices of senior-level EU civil leaders who have been leading by doing and exemplifying the best practices of leadership for the future generations. The goal is to identify how to harness that knowledge and pass on to future leaders. This methodology provides the framework for gathering the perceptions of 15 senior-level EU civil leaders and using the information to address the issues surrounding the preparation of future European leaders.

Research Design

The analysis unit in this study is a senior-level EU civil leader. The 15 participants in the study comprise a culture of European civil servants who are classified as senior-level managers, have demonstrated exemplary leadership, and can offer advice to future generations. To fulfill identification of those traits, the following characteristics were identified for this study's unit of analysis:

- Each potential participant must manage a staff or team with a minimum of 12 members.
- The potential participant must have been in his or her current organization for a minimum of three years.
- The potential participant must be between the ages of 40 and 65.
- The potential participant must be a leader or manager of a team or department in an EU agency who has received accolades for exemplary leadership or management, or received internal promotion.

Participant selection. Purposeful sampling is a qualitative study approach, widely used to identify and select subjects who are capable of participating in a phenomenological study (Palinkas et al., 2013; Patton, 2002). The method used to select participants for the study was designed to ensure that the sample would be representative of the European civil service population. The participants of the study were selected accordingly.

Sampling frame to create the master list. A sampling frame is a set of information used to identify a sample population, a list of potential participants to be considered for the study. Based on non-probability sampling, the researcher can obtain a sample by using judgment based on non-probability sampling, the researcher can obtain a sample by using judgment based on selected elements or criteria of potential participants (Babbie, 1990). Creswell (2013) recommended a heterogeneous group that may vary in size from three to four to ten to fifteen.

After conducting some research on EU agencies, it was determined to achieve maximum representation by including fifteen subjects. To determine a sampling frame, the researcher has relied on a snowball approach based on the publicly available contact records on the European Parliament portal. This website provides the names and job titles of all civil leaders involved in Parliamentary affairs in Brussels, including senior-level civil servants and officials. After reviewing potential participants, job titles and department positions were considered to determine if they met the inclusion criterion. The names were compiled to form a master list. The personal contacts were consulted and asked to help create a master list of possible participants, including full contact information (name, phone, e-mail). Permission was not needed to obtain the master list because all contact information was obtained by publicly available information.

Criteria for inclusion. Subjects who were ultimately chosen for the study and asked to participate were also asked to verify inclusion criteria prior to participation. The criteria for inclusion for this study included:

- Subjects must be currently serving as a senior leader in an EU agency.
- Subjects must be regularly in Brussels, and available to participate in an interview.
- Subjects must have served in their current role for a minimum of three years.
- Subjects must be between the ages of 40 and 65.

Criteria for exclusion. The criteria for exclusion in the study included:

- Refusal to sign or verbally acknowledge informed consent.
- Subjects do not manage a staff or team with a minimum of 12 members.

Maximum variation. Maximum variation can be used to determine an adequate qualitative research sample size by including a wide variety of extremes in determining equal representativeness (Sandelowski, 1995). To reach a diverse selection of participants, the list of eligible candidates was narrowed down further by ensuring that the mix of participants included:

- a balanced mix of both genders,
- comprising members of multiple agencies within the EU,
- varied nationalities and national origin, and
- multigenerational inclusion.

By relying on this strategy, the eligible candidates were narrowed down to a vetted list of potential participants who met the specified benchmarks. This process also consisted of taking steps to ensure that all participants met the study's diversity and inclusion criteria based on race, gender, and national identity.

Human subject consideration. The Belmont Report (1978) identified that many research studies have failed to take the subject into consideration, specifically noting the examples of experiments in concentration camps during WWII. As a result of the Nuremberg war crime trials, the Nuremberg code emerged as a benchmark for protecting human subjects, outlining standards and guidelines (Belmont Report, 1978). Voluntary subjects from an adult population were identified and subsequently invited to participate in this research study. The United States Department of Health and Human Services requires specific steps to be taken before working with people. Research subjects often come to regard their investigators as partial clinicians, thereby anticipating that their confidences will not be unreasonably disclosed (Gostin, 1991). The people participating in the study must be protected from any negative repercussions that may stem from their identities and information in the study being leaked. This research will involve interviewing human subjects, and therefore must be approved before proceeding. If personal or sensitive information is compromised, it can cause the subject both tangible or intangible harm in a private and professional capacity (Gostrin, 1990). In order to ensure these human subjects are protected, multiple Institutional Review Boards (IRB) are in place to monitor such academic research. The graduate and professional schools have one such IRB, which currently includes Pepperdine University. After all modifications were made, the principal researcher submitted an exempt application to the IRB for review and gained approval prior to recruiting (Appendix B). The application included an informed consent form (Appendix C) and email (Appendix D).

Participants were given the following items: copy of the nature of study, a copy of IRB policies and procedures, and a copy of the 12 interview questions. At this point, the participants were provided an opportunity to accept or decline the invitation to move forward with the study. The resulting participants were then given an opportunity to allow their information to be disclosed or to request confidentiality.

Specifically, the Informed Consent for Participation in Research Activities form included:

- An overview of the nature of the study.
- A description of subject expectations.
- A voluntary participation statement indicating participants may withdraw at any time without negative repercussion or public disclosure of involvement or withdrawal.
- A list of potential risks that subjects may encounter.
- A list of potential discomfort subjects may experience.
- A guarantee of researcher confidentiality to the fullest degree possible.
- The researcher’s name and full contact information.
- An offer to receive detailed information on the study upon completion.
- Spaces for subject signature and dating the letter (list based on insights provided by Leedy & Ormrod, 2010, p. 102).

Additional steps were taken to mitigate risks to human subjects. Each subject was contacted via an introductory email from the researcher’s Pepperdine University e-mail account. Subjects were given the option to physically sign, scan, and e-mail a copy of the informed consent form. Composed in the body of the e-mail, subjects were reminded that the audio and/or video from the semi-structured interviews would be recorded and informed them of their right to withdraw at any time. If subjects did not agree to be audio or video recorded, they were disqualified from the study.

Prior to the interview, the subjects were informed that names and places of employment would not be included in any aspect of the study. Pseudonyms such as “Subject A” were utilized to ensure identity confidentiality. The audio and/or video obtained through the recording devices was stored on a locked USB thumb drive. After each interview was completed, the data was downloaded to a local external hard drive with password protected file folders and also uploaded to a private Google Drive folder in case the hard drive failed. The principal researcher manually transcribed the data and secured the files on a locked USB thumb drive, kept at his primary residence. Upon conclusion of the study, the researcher removed all identifying information from the data sources and agreed to hold all files related to the project in the locked USB thumb drive for three years after the date of publication of the study.

Data collection. After the research study was approved by the IRB and the final list of 15 participants was finalized, data collection commenced. Data collection strategy involved setting up interviews, so an e-mail was sent out to all the potential participants on the master list, briefly outlining the nature of the study and inviting them to participate. This e-mail contained an approved IRB script (Appendix B), which included a request for them to agree to an interview and for their responses to be used for academic research. The purpose of the recruitment script was to utilize a standard communication tool to reach out to potential participants, express the purpose of the research study, and assess participants’ level of interest in joining the research study. The participants were asked if they were available either in person in Brussels, Belgium, on a preselected date or over the phone at a mutually agreed date. After an interview date was finalized, a formal e-mail was sent to the participant and assistant with confirmation of the date and time emphasizing a 60-minute timeframe, the purpose of the study, and the interview questions.

A formal e-mail was sent including the proposed list of interview questions (see Appendix E) to prepare the subject for the interview. In addition, the informed consent form was e-mailed to the participant, highlighting the following (see Appendix B): (a) participation in the study is voluntary, (b) the participant is able to withdraw at any time without any negative repercussions, (c) pseudonyms such as Subject A, B, C will be utilized throughout the study, (d) the interviews would be audio recorded with a handheld voice recorder, and I the researcher would take written notes. It was requested that the informed consent be reviewed and e-mailed back in PDF form prior to the scheduled interview. Blank copies of the informed consent form were brought to each interview in the event that the informed consent was not signed before the interview date.

If a participant decided to withdraw from participation in the study, an alternate candidate would be selected from the participant backup list. This list will be determined by factoring inclusion, exclusion, and maximum variation. This process was continued until the sample size of 15 participants was reached. Participants were then requested to confirm their agreement to participate in the research study, along with the agreed date, time, and the desired location.

Interview techniques

This study followed a semi-structured interview approach, providing the participants with a list of open-ended questions beforehand. The benefit of this style is that the participant can express themselves in open dialogue, giving the researcher an opportunity to ask follow-up questions and interpret the data. One of the disadvantages includes the time consumption to organize interviews and analyze data, and that questions and preparation must be organized in advance. Semi-structured interviews involve two-way communication, with some questions originating in the discussion. Richards and Morse (2012) indicated that semi-structured interviews pose challenges such as limits on time for answering questions, but offers for richer responses compared to structured interviews which offer only the listed question as is. Structured interviews can be easily repeated in short time, but they follow a fixed set of questions, without opportunity to ask impromptu questions. Additionally, structured interviews can lead to the participant misrepresenting themselves, leading to unreliable information (Corbetta, 2003).

Unstructured interviews are the most informal style, based on the flow of conversation without predetermined questions. This style requires the researcher to be prepared and have extensive interviewing training (Dana, Dawes, & Peterson, 2013). This study reflects the semi-structured interview approach because it allows the researcher to get a depth of insight based on preassigned questions but also from follow-up dialogue and behavior observation.

Opdenakker (2006) described the intense growth in the field of communication, (messenger apps, e-mail, chat) specifically in relation to mediate and pass information. Furthermore, he stated that the advances in communication, such as virtual messenger apps, have created new advantages for interviewing in qualitative research (Opdenakker, 2006). The researcher for this study is a leadership trainer with The Robert K. Greenleaf Center for Servant Leadership in Brussels, experienced at interviewing senior European officials and maintaining a professional protocol. He has developed a network of professional contacts among the EU organizations, conducted the majority of interviews using a remote communication app. Past projects including interviews have been successful when using virtual messenger apps such as Skype. Some participants prefer using a virtual call rather than scheduling a face-to-face meeting. The participants can be more flexible in their availability; virtual messengers create an option for a follow-up interview. Opdenakker (2006) noted that face-to-face interviews can provide additional social cues to the interviewer, allowing for a spontaneous response without delay. However, he noted that an interview in person could lead to adverse interviewer effects based on the how comfortable the interviewee feels in the environment (Opdenakker, 2006). In addition, face-to-face meetings add additional costs for travel and time for both parties. Because of the available technology tools, expenses were reduced while respecting the time of the participants. The selected candidates were invited to choose their preferred forum for the interview: in person, video call, or voice call. Good interview techniques depend on the researcher to be prepared, establishing a method and procedure to ensure that the interview is conducted professionally and clearly.

Robson (2011) acknowledged that conducting good interview requires patience and consistent feedback. The pilot interview served as the first opportunity to get feedback on ensuring that the interview questions were properly designed to engage the participant in a meaningful way. Merriam and Tisdell (2015) noted that scholars suggest that interviews be designed as open-ended questioning, presented in a simple and easy-to-understand format. In order to help the researcher remain unbiased, the following interview techniques were reviewed prior to and consistently employed throughout the interviews:

- Utilize interview protocol with lots of open space.
- Plan for follow up questions.
- Stick to interview protocol questions.
- Practice active listening.
- Do not talk or express opinions.
- Prepare for emotional outbursts.
- Never ask leading questions.
- Plan for interruptions.
- Practice staying on task.
- Avoid interjecting.
- Remain unbiased.
- Never show emotions, approvals, surprised expressions, etc.
- Create an open communication environment.
- Use non-directive probing questions.

Interview protocol

To keep interview procedures progressing from question to question, this study utilized an interview process form (see Appendix D). Written notes and comments were recorded as appropriate. Because the interviewer plays an important role in the interview, their personal relationship and proximity to the participant needs to be considered. For instance, the interviewer is the principal interviewing tool, depended on to collect valid and accurate information. Anney (2014) indicated the importance of internal evaluations, to ensure trustworthy findings in data collection. Furthermore, Anney noted that qualitative researchers take into consideration the internal and external controls—reliability and objectivity. Validity for this research was obtained by ensuring the study had internal validity, external validity, reliability, and objectivity, defined by Anney (2014) as the following:

- internal validity—the extent to how well the study was carried out
- external validity—the degree to which the results of the study can be compared to others
- reliability—the degree to which an assessment tool is producing consistent readings
- objectivity—the degree to which the researcher remains neutral, unbiased, and open

Interview questions. Subjects were asked to share demographic responses related to age, gender, national origin, highest level of education, anticipated continuing education plans, and timeframe. Twelve interview questions were posed in order to satisfy the purpose of the study and study research questions:

- IQ 1: What type of planning process do you use to lead your team?
- IQ 2: How did you overcome resistance or opposition to your plan?
- IQ 3: Do you involve other people in creating a new strategy or initiative, approach?
- IQ 4: How important is it for you to unleash talent and make people perform at their best?
- IQ 5: From your perspective, where do you see “obstacles to change” in your sector?
- IQ 6: How did you overcome resistance or opposition to your plan?

- IQ 7: Did anything go wrong you had not planned for?
- IQ 8: What are the key elements of success in a team/organization?
- IQ 9: Can you describe a senior colleague you admire for their leadership qualities?
- IQ 10: How do you measure and track success?
- IQ 11: What is your main lesson you would like to share with future generations of leaders?
- IQ 12: If you could start over, what would you do differently?

Relationship between research and interview questions. RQ 1 examined the leadership strategies and practices that are employed by EU senior-level civil leaders in Brussels. RQ 2 analyzed the challenges faced by EU senior-level civil leaders in Brussels on their leadership journey. RQ 3 explored how EU senior-level civil leaders in Brussels measure their leadership success. RQ 4 focused on recommendations these EU senior-level civil leaders may offer to aspiring next-generation young leaders. The relationship between research questions and interview questions was expressed as:

- RQ 1. What leadership strategies and best practices are employed by EU senior level civil leaders in Brussels?
    - IQ 1: What type of planning process do you use to lead your team?
    - IQ 2: How did you overcome resistance or opposition to your plan?
    - IQ 3: Do you involve other people in creating a new strategy or initiative, approach?
    - IQ 4: How important is it for you to unleash talent and make people perform at their best?
- RQ 2. What challenges do EU senior-level civil leaders in Brussels encounter in their leadership journey?

    - IQ 5: From your perspective, where do you see “obstacles to change” in your sector?
    - IQ 6: How did you overcome resistance or opposition to your plan?
    - IQ 7: Did anything go wrong you had not planned for?
- RQ 3. How do EU senior—level civil leaders measure leadership success?
    - IQ 8: What are the key elements of success in a team/organization?
    - IQ 9: Can you describe a senior colleague you admire for their leadership qualities?
    - IQ 10: How do you measure and track success?
- RQ 4. What recommendations would EU senior-level civil leaders provide to aspiring next-generation young leaders?
    - IQ 11: What is your main lesson you would like to share with future generations of leaders?
    - IQ 12: If you could start over, what would you do differently?

Reliability and validity of the study.

Prima facie validity**.** Prima facie is known to reflect the first element of proof, information as it appears without investigation (Ville, 2010; Albert, 2010). Prima facie validity was established by presenting the relationship between each research question and the corresponding interview question. The first step was to use the four research questions (RQs) to develop appropriate interview questions that delve deeper into the RQs. Forming the questions was the initial attempt at designing the interview conversations. Prima facie validity was achieved by developing a grid that paired research questions and their complementary interview questions. Twelve original interview questions were designed to prompt responses related to specific research questions. The twelve questions are outlined below in their prima facie validity form: RQ1. What leadership strategies and best practices are employed by EU senior level civil leaders in Brussels?

IQ 1: What type of planning process do you use to lead your team?

IQ 2: How did you overcome resistance or opposition to your plan?

IQ 3: Do you involve other people in creating a new strategy or initiative, approach?

IQ 4: How important is it for you to unleash talent and make people perform at their best?

RQ2. What challenges do EU senior-level civil leaders in Brussels encounter in their leadership journey?

IQ 5: From your perspective, where do you see “obstacles to change” in your sector?

IQ 6: How did you overcome resistance or opposition to your plan?

IQ 7: Did anything go wrong you had not planned for?

RQ3. How do EU senior—level civil leaders measure leadership success?

IQ 8: What are the key elements of success in a team/organization?

IQ 9: Can you describe a senior colleague you admire for their leadership qualities?

IQ 10: How do you measure and track success?

RQ4. What recommendations would EU senior-level civil leaders provide to aspiring next-generation young leaders?

IQ 11: What is your main lesson you would like to share with future generations of leaders?

IQ 12: If you could start over, what would you do differently?

Based on the researcher’s thoughts and background, these questions were presented for the next round of development—review by peers and then expert review.

Peer review validity. Peer review is an established component of professional practice, serving as a third party assessment to avoid impartiality or bias in a research study (Lee, Sugimoto, Zhang, & Cronin, 2013). Peer-review validity in this study was achieved by establishing a panel comprised of two Pepperdine University doctoral candidates who have applied similar research studies in their graduate dissertations. The interview questions were created to correspond to the research questions, representing a direct connection to the general topic. Reliability of peer review can be determined if different persons come to the same or similar conclusion (Bornmann & Hans-Dieter, 2004). In order to organize a well-designed interview, assistance was sought from the two doctoral researchers who served as a peer review panel. The panel was given time to familiarize themselves with the framework of the study and the intentions for the research. The panel was provided a copy of the prima facie questions, and asked to review each of the interview questions and then compare it to the corresponding research question. The panel was asked to indicate in writing if corresponding questions should be (a) kept as stated, (b) deleted, or (c) modified as suggested. If cohort members checked “c,” they were asked to provide alternative wording for the interview question. After receiving feedback on each question, several questions were determined to not match the corresponding research question and had to be redeveloped. Two questions were removed from the first research question and realigned to support the last research question. The panel suggested adding more open-ended questioning techniques, including follow-up and structuring the flow of the conversation.

Pilot interview. Using the feedback from the peer review panel, a pilot interview was conducted with a person who met the criteria for participant selection. At the end of the mock interview, the questions and answers were refined and clarified. The input given was incorporated into the protocol.

Expert review validity. The peer review panel suggestions were presented to the dissertation committee in form of the preliminary defense. The group discussed and evaluated, making suggestions for improvement. Afterward, the comments and the suggestions of the EIP Committee were either accepted or used toward the final defense.

Table 1.

Research Questions and Validated, Corresponding Interview Questions

Research Questions	Corresponding Interview Questions
RQ 1. What leadership strategies and best practices are employed by EU senior level civil leaders in Brussels?	IQ 1. What are some strategies and practices do you employ in your leadership? IQ 2. What would you say is your greatest strengths as a leader? IQ 3. What are some of your personal qualities that guide you as a leader? IQ 4. How do you motivate and inspire your team? How do you decide when is the time to act?
RQ 2. What challenges do EU senior-level civil leaders in Brussels encounter in their leadership journey?	IQ 5. In your experience as an EU senior civil leader, have you encountered resistance to change? How did you overcome the situation? IQ 6. What other challenges have you faced? Do you have challenges surrounding cultural issues, technology, or finances? IQ 7. How do you measure and track your success?
RQ 3. How do EU senior-level civil leaders measure leadership success?	IQ 8. How do you make mid-course corrections? IQ 9. From your perspective, what skills or characteristics do you envision being “in demand” for the next generation of EU leadership? How does this differ from those of today and when you first started in civil service?
RQ 4. What recommendations would EU senior-level civil leaders provide to aspiring next-generation young leaders?	IQ 10. If you could start your leadership journey again what would you do differently? IQ 11. What advice do you have for those who are aspiring to be an EU leader?

***Revised interview questions*.** After going through the steps of prima facie, peer, and expert validity, the initial interview questions were individually reassessed and adjusted. The peer review resulted in the rearranging of script of RQ 1 to better set up the interview questions that relate to best practices. The result was corresponding interview questions which had follow-up questions embedded (see Table 1).

Statement of Personal Bias

The phenomenological method distinguishes itself from other qualitative research because a keen emphasis is placed on the subjective perspective (Van Manen, 2007). Creswell (2007) noted that the phenomenological method serves to "reduce individual experiences with a phenomenon to a description of the universal essence" (p. 57). Researchers tend to unknowingly bring their personal background to the interview, and interpreting the phenomenon is inevitably based on the researcher's views and experiences (Van Manen, 1990). Van Manen further points to bracketing, indicating that scholars have been long debated when and how bracketing should be employed, cautioning researchers to be conscious of their own prejudices. According to Shi (2013), situational dilemmas may arise during phenomenological research, as the interview relies on the accuracy of the recollection. This can account for error in the quality of the data.

The subjectivity and interaction between the interviewer and subject can be accounted for in the study. Merriam (1998) noted that the interdependency between the observer and the observed may influence the behavior in either party. The researcher has been an education and political consultant for six years and has first-hand experience interacting with senior-level EU civil leaders in Brussels, Belgium. He has served as junior-level clerk to several senior-level EU civil servants and gained an understanding of the environment and a reputation among his peers. Spending the last five years in Belgium and Switzerland, he has encountered numerous European leaders and has biases as to what defines successful European leadership. His personal biases in evaluating and observing senior leaders has helped him understand better how to select participants for this study who embody the characteristics of a successful leader.

Epoché. Epoché, also known as bracketing, is a process used to capture the pure version of observation to a phenomenon, achieved by temporarily suspending the researcher's existing personal beliefs (Sanders, 1982; Lin, 2013). Creswell (2013) recommended the following steps be used in epoche bracketing to allow the researcher the opportunity for a fresh look at the phenomena in question:

- Preceding the start of the interview stage, the researcher will write down biases, experiences, and past knowledge about EU civil leadership.
- A bracketing journal will establish a record of biased thoughts or preconceived notions that may have been part of the thought process during the research process.
- The bracketing journal serves as a record during the interview stage, and later used when coding and examining data.

Carpenter (2007) acknowledged that in order for bracketing to succeed in a phenomenological inquiry, the researcher must put aside their prior knowledge about the phenomenon. Therefore, bracketing was used in this study as a means to demonstrate the validity of the data collection and analysis. Reflexive thinking in regard to specific questions makes bracketing a challenge, especially since it requires a sincere effort and significant time for self-reflection and monitoring self-awareness in regard to bias or experience to the phenomenon (Ahern, 1999; Chan, Fung, & Chien, 2013). This technique seeks to capture the beliefs, values, and experiences of the subject, but bracketing cannot completely eliminate pre-understanding (Koch, 1995).

Data Analysis

Coding is a process of assigning a word or key phrase to be classified and identified with one of the themes based on the participant's response (Saldana, 2008). The three types of coding are semi-structured, structured, and unstructured. Semi-structured data is a comprised of controlling some categories, yet remaining open for the subcategories of classification. Structured data is generally associated with quantitative research, measuring and comparing specific units. Unstructured data is gathered from observation, and is why this method was selected for the study. The open-ended interview questions ensure the experimental units are not manipulated and can be interpreted by the researcher.

Reading, memoing. By transcribing the audio recordings of each interview, the researcher had the opportunity to become more deeply engaged with the data, preparing for the coding stage. It is important for the researcher to read the interview transcripts several times to achieve a deep level of understanding. In doing so, there are opportunities for notes to be recorded. Merriam and Tisdell (2015) described coding as a process process of conversing with the data, probing the responses, and making notes. The coding process ensured that interviewee's thoughts represented proper depth and that their experiences were fully documented and considered. The notes and comments were made in response to data that appeared to be relevant to the research questions being examined.

Describing, classifying, interpreting (coding). The data was coded individually, and a table was provided with pre-selected themes and columns for dividing the data coding. Next, a panel of two co-reviewers independently assessed the data coding. The co-reviewers then came together on a conference call to discuss the key themes and phrases, along with recommendations for modification. The next step was a review of the reviewers' feedback, and then addressing each comment with a member from the dissertation committee. The last step before finalizing coding was to make final iterations as advised by the committee members. The list of key themes, phrases, and their descriptions are reported in Chapter 4.

In order to follow the data analysis process, this study relied on Creswell's (2013) six steps to phenomenological analysis and representation:

1. Data organization. The researcher is responsible for creating and organizing the data. In this study, an audio recording was made of each interview, and later transcribed to text and classified in individual files.

2. Reading and annotating. The researcher reviews each individual text, making additional notes that can be used to form initial codes. In this study, the transcripts were read and field notes were made in the margin, consisting of short phrases, ideas, or concepts.

3. Describing the data in codes, themes, and descriptions. The researcher also described the essence of the phenomenon. The coding process requires aggregating the text into 25–30 smaller categories of information.

4. Classifying data into themes. The researcher develops significant statements and groups them into meaning units. These themes can be divided further into subthemes.

5. Interpreting the data. The researcher develops textural description (which describe what happened), structural description (which talk about how it happened), and the essence of the experience.

6. Representing and visualizing the data. The researcher presents narration of the essence of the experience in tables, figures, or discussion.

Interrater reliability and validity.

This study used a co-reviewer process to add rigor to the research. Interrater reliability in coding relies on peer review to ensure that a consensus on design is reached before a study moves forward. Both validity and reliability are instruments that are noted as quality indicators for a variety of scientific discipline studies. Validity is known as the degree to which evidence and theory support the interpretations of scores entailed by proposed uses of tests (American Educational Research Association et al., 1999); while reliability refers to the precision of the instrument's reading. Reliability can be measured in multiple ways, with the inter-rater reliability leverages conclusions drawn from different raters to understand the degree of agreement (Borsboom, 2004; Stolarova, Wolf, Rinker, & Brielmann, 2014). Reliability and validity are fundamental concerns of the quantitative researcher, some of which claim that the measure of reliability is necessary before data can be coded and interpreted in a study (Armstrong, Gosling, Weinman, & Marteau, 1997). In scientific research, the external validity component is used to measure the results of the study, and compare them to those of the world around them. This study relied on a three-step process to establish inter-rater reliability to improve the reliability and validity. To establish the data coding, the following three-step procedure was followed.

Step 1: principal investigator coding. The first three voice-recorded interviews were reviewed, transcribed, and then coded into groups of common themes. Creswell (2013) described the preparation of raw data to be interpreted and analyzed. If co-raters agreed on the validity of the researcher's coding protocol, then coding results were not modified. If co-raters disagreed on the validity of the researcher's coding protocol, then the co-raters and principal researcher engaged in dialogue to identify a more suitable outcome. If the group could not arrive at consensus, the dissertation committee stepped in to break the tie.

Step 2: peer reviewer validity. The results were discussed in a conference call with two fellow doctoral researchers from Pepperdine University who served as the panel of peer reviewers. There was a general agreement on most Iqs, and suggestions were made for adjustments. The goal of this discussion was to reach consensus and determine a classification for coding and identifying the results. If the panel reaches a consensus, then the next interviews will be coded; if not, then go back to panel to repeat initial coding until consensus is reached.

Step 3: expert review validity. As a final step, the doctoral committee served as an expert review panel. The committee was tasked to review the suggested recommendations and to determine if consensus was met so that coding could be finalized. Once the final coding was determined, the study completed coding for all 15 interviews.

Summary

As part of the semi-structured interview approach, participants were selected from the EU civil service: primarily from the European Parliament, Commission, or an affiliated agency in

Brussels. The methodological approach of this study is summarized in this chapter, outlining a phenomenological exploration of the best practices of EU senior-level civil leaders. The 15 interviews participants were recorded on audio, and their responses were later coded and summarized in Chapter 4. Chapter 5 contains the recommendations for future studies and serves as placeholder for further development on EU civil leadership.

Chapter 4: Findings

The challenges of a new state civil servant are similar to the obstacles of an administrative officer in a large public corporation (Ospina, 1996). From a managerial perspective, the state that is the EU is an elaborate institution, organized into a multiplicity of networks and agencies. As managers seek to lead and grow talented individuals, one of their defining challenges for the senior-level EU civil leader is to prepare the next generation to take the reins. Every year, thousands of recently graduated EU youth move to Brussels, Strasbourg, or Luxembourg to take on an assistantship or entry level position with one of the EU agencies. These talented young EU civil servants have the goal of becoming senior-level European leaders, to emerge and lead the next generation of Europeans. As such, the purpose of this study was to determine what senior-level EU civil leaders could do to prepare current students and junior staff for successful transitions into management and leadership roles for the future European governing institutions and civil agencies. For this study, four research questions are addressed.

- RQ 1. What leadership strategies and best practices are employed by EU senior-level civil leaders in Brussels?
- RQ 2. What challenges do EU senior-level civil leaders in Brussels encounter in their leadership journey?
- RQ 3. How do EU senior-level civil leaders measure leadership success?
- RQ 4. What recommendations would EU senior-level civil leaders provide to aspiring next-generation young leaders?

To answer these four research questions, 11 interview questions were created and then presented to a panel of two inter-raters and three experts for validation. Once approved, these questions were then used to interview the participants of this study.

- IQ 1. What are some of the strategies and practices you employ in your leadership?
- IQ 2. What would you say is your greatest strength as a leader?
- IQ 3. What are some of your personal qualities that guide you as a leader?
- IQ 4. How do you motivate and inspire your team? How do you decide when to act?
- IQ 5. In your experience as an EU senior civil leader, have you encountered resistance to change? How did you overcome the situation?
- IQ 6. What other challenges have you faced? Do you have challenges surrounding cultural issues, technology, or finances?
- IQ 7. How do you measure and track your success?
- IQ 8. How do you make mid-course corrections?
- IQ 9. From your perspective, what skills or characteristics do you envision being "in demand" for the next generation of EU leadership? How does this differ from those of today and when you first started in civil service?
- IQ 10. If you could start your leadership journey again, what would you do differently?
- IQ 11. What advice do you have for those who are aspiring to be an EU leader?

The participants interviewed for this study provided open and personal accounts of their experiences and growth from entry-level to their current roles as senior-level leaders. The participants comprise a culture of European civil servants classified as senior-level managers who have demonstrated exemplary leadership and can offer advice to future generations. Information that emerged from these discussions will serve as an experiential learning route, providing guidance to consider when planning one's career as a future European civil leader. This chapter presents the results of the study, including a participant profile and discussion of the data collection. Additionally, data obtained from the 11 semi-structured interview questions have been analyzed and are presented.

Participants

Fifteen participants were interviewed for this study. Of these 15 participants, nine identified as men (60%) and six identified as women (40%). The study participants were all senior-level leaders, specifically serving within an EU governing institution or supporting civil agency. Ten participants (67%) came from public EU governing institutions, and five (33%) came from a supporting contractor institution. Confidentiality was promised to all participants.

Data Collection

Data were collected from 15 senior-level leaders in EU civil agencies and institutions. Names of senior level leaders in European governing institutions and civil agencies were researched by first identifying institutions via European Union, a publicly-accessible website that fit the initial institutional requirement of being a public or private institution within the EU civil framework. Next, specific senior-level leaders were then identified, via their organizational websites, who had readily identifiable information regarding their background in EU civil leadership, such as a resume or curriculum vitae to assess their candidacy. For those who did not have this information on their institutional websites, the researcher then utilized LinkedIn, a publicly accessible website for professional networking to verify a candidates' experience online.

Upon receiving IRB approval from Pepperdine University (Appendix A) in February 2017, 15 individuals were contacted via e-mail, utilizing the approved IRB invitation recruitment script. The participants who initially responded to participate were asked if they could recommend additional senior-level leaders to participate in the study. Together, these invitations were sent to their professional e-mail addresses on file. Seven of the participants invited to be interviewed responded to the initial invitation within three calendar days, confirming their participation. Five interview participants confirmed within five calendar days. After a combination of follow-up phone calls and e-mails were exchanged, the remaining three confirmed. Participation invitations were sent to their individual email addresses (see Appendix E).

Data collection was conducted, utilizing the 11 interview questions. The data collection process consisted of 15 interviews and was completed in 10 days. The 15 interviews were recorded with audio equipment. All interviews were conducted in one sitting between the hours of 9:00 a.m.–11:00 p.m. Two interviews had to be stopped and continued later in the day due to unforeseen scheduling conflicts. Table 2 presents the days on which each participant interview was conducted. The researcher conducted the initial transcriptions of the audio recordings. Transcriptions were reviewed for accuracy against the audio recording and then used to create notes and note observations.

Table 2

Dates of Participant Interviews

Participant	Interview Date
P1	February 24, 2017
P2	February 24, 2017
P3	February 25, 2017
P4	February 25, 2017
P5	February 27, 2017
P6	February 27, 2017
P7	February 27, 2017
P8	February 28, 2017
P9	March 1, 2017
P10	March 1, 2017
P11	March 1, 2017
P12	March 1, 2017
P13	March 2, 2017
P14	March 2, 2017
P15	March 2, 2017

Data Analysis

Trochim and Donnelly (2001) observed that qualitative data analysis involves interim analysis, memoing, data entry and storage, and coding. The data analysis in this study consisted of data entry and storage, along with determining coding and titling the corresponding buckets of themes. These buckets were used to interpret the data as themes emerged to answer the four research questions. Additionally, the data analysis process involved data reduction and data display.

The first step in analyzing the data was to become familiar with the information that the interview participants shared. This step was accomplished by manually transcribing the audio-recorded data into a written format in a Google document. In transcribing the data, the researcher listened to each audio recording three times. During the first review of each recording, the researcher listened to the recordings straight through and typed as much as he could from what he heard. After the researcher listened to each recording, reading along and making handwritten notes, the researcher began the coding process to determine themes from the data. During this process, key statements were noted from the transcribed text. If a participant made a statement that didn’t result in direct key words, the researcher inferred what the interview participant stated and determined a key word or phrase that summed up the participant’s statement (Creswell, 1998). This process was repeated for the remainder of the first transcribed document and the 14 transcribed documents that followed.

Upon the data being transcribed, the following analysis process took place:

1. The interviews were transcribed to be read and to establish familiarity.
2. Unstructured coding
3. Main issues, concepts, and themes were deduced and matched with literature in order to determine a thematic context.
4. After creating the codes, common themes were acknowledged.

5. Significant statements were highlighted during the reading process
6. All related themes were grouped together as in a Microsoft Excel table.
7. The data were sorted by frequency.
8. All emerging and related themes were grouped.
9. The themes were separated into a descriptive account of what was experienced, utilizing the transcripts for reference.
10. The coding table was then given to two inter-raters, as discussed in detail in Chapter III, who each reviewed the coding document, individually providing feedback on the current coding categories and providing suggestions for additional categories or edits to the initial researcher coding.
11. Key characteristics were determined.
12. In the final output, the data were presented, utilizing narrative and a variety of figures in the form of bar graphs to present a visual picture of the findings.

Inter-rater Review Process

The coding table was given to two doctoral candidates in the Pepperdine University Organizational Leadership program who served as the inter-raters for this study. Both doctoral students were currently enrolled within the Doctorate of Education in Organizational Leadership program at Pepperdine University during the time of this study. These individuals were chosen because they possessed experience conducting similar research methodology within their dissertations and had taken a series of doctoral-level courses in quantitative and qualitative research methods and data analysis. No identifiable information regarding the interview participants was included in the coding table. The inter-raters reviewed the data independently by first reviewing the initial coding suggestions, and then providing their own suggestions for the editing of the table. In addition, from their analysis of the coding table, they provided additional suggestions for categories to be included. A few edits and differences between the coders were identified, but when questions or concerns arose, a discussion was held until an agreement was reached. In particular, the inter-rater reviewers suggested moving a few coding data points under different categories that more clearly reflected the points' messages. For example, interview question nine (IQ 9) had two categories: (a) taking initiative and (b) knowing your job. Initially two characteristics were listed under initiative: staying up-to-date on professional development opportunities and knowing that you are responsible for your transition. An inter-rater reviewer suggested that these two characteristics would fit better under the category of knowing your job versus taking initiative, so they were moved to accommodate the suggestion (see Table 3).

Table 3

Inter-rater Coding Table Edit Recommendations

Interview Questions	Items	Move From	Move To
2	Knowing how to listen and respect opinions	Listening to others	Diversified communication
3	Determination and perseverance.	Create and facilitate trust	Authenticity
5	Lack of compensation for work.	Provide positive mental attitude	Utilize a rewards system
11	Be passionate and incorporate humility	Awareness and humility	Be passionate

Note. This table demonstrates the suggestions provided by the inter-rater reviewers regarding the initial coding table provided by the researcher.

The eight hours of interview recordings were transcribed and used for coding. From the coded excerpts, themes were determined for each research question. A matrix was used to indicate the frequency of interview participants who cited them. If two or more interview participants identified a particular theme as important, the theme was listed as substantial.

Data Display

Data were organized by research question. Frequency charts and transcript excerpts were utilized to highlight the assorted themes that emerged from the interviews. Because confidentiality was assured to the interview subjects, labels were utilized corresponding to their interview order (e.g., Participant 1 [P1], Participant 2 [P2], etc.). Themes were formed based on explicit language utilized in the subjects' responses to the interview questions. In instances where no key action words were explicitly stated in a response, the researcher inferred and summarized the message the subject was trying to convey in his or her response into key thematic words. With the addition of frequency charts, each of the research questions was substantiated through participant quotes found in the transcribed data. Statement excerpts are reported verbatim to preserve the candidness of responses from interview participants of the study. Some of these quotes contain incomplete sentences or idioms. Nevertheless, in the context of the semi-structured interviews held, they distinctly communicate the participant's' ideas.

Research Question 1

Research question 1 asked, What leadership strategies and best practices are employed by EU senior-level civil leaders in Brussels? In order to answer this question, four interview questions were posed:

- IQ 1. What are some strategies and practices employed in your leadership?
- IQ 2. What would you say is your greatest strengths as a leader?
- IQ 3. What are some of your personal qualities that guide you as a leader?
- IQ 4. How do you motivate and inspire your team? How do you decide when is the time to act?

Specific themes emerged from each of the four interview questions that formed the overall key themes to answer research question 1.

Interview Question 1. IQ 1 asked, what are some strategies and practices do you employ in your leadership? Through data analysis of responses to this interview question, sixteen characteristics developed. From those sixteen characteristics, the following four themes emerged: (a) behaviorist/constructivist, (b) diversified communication, (c) servant leadership, and (d) situational leadership (see Figure 1).

Interview Question 1—Coding Results

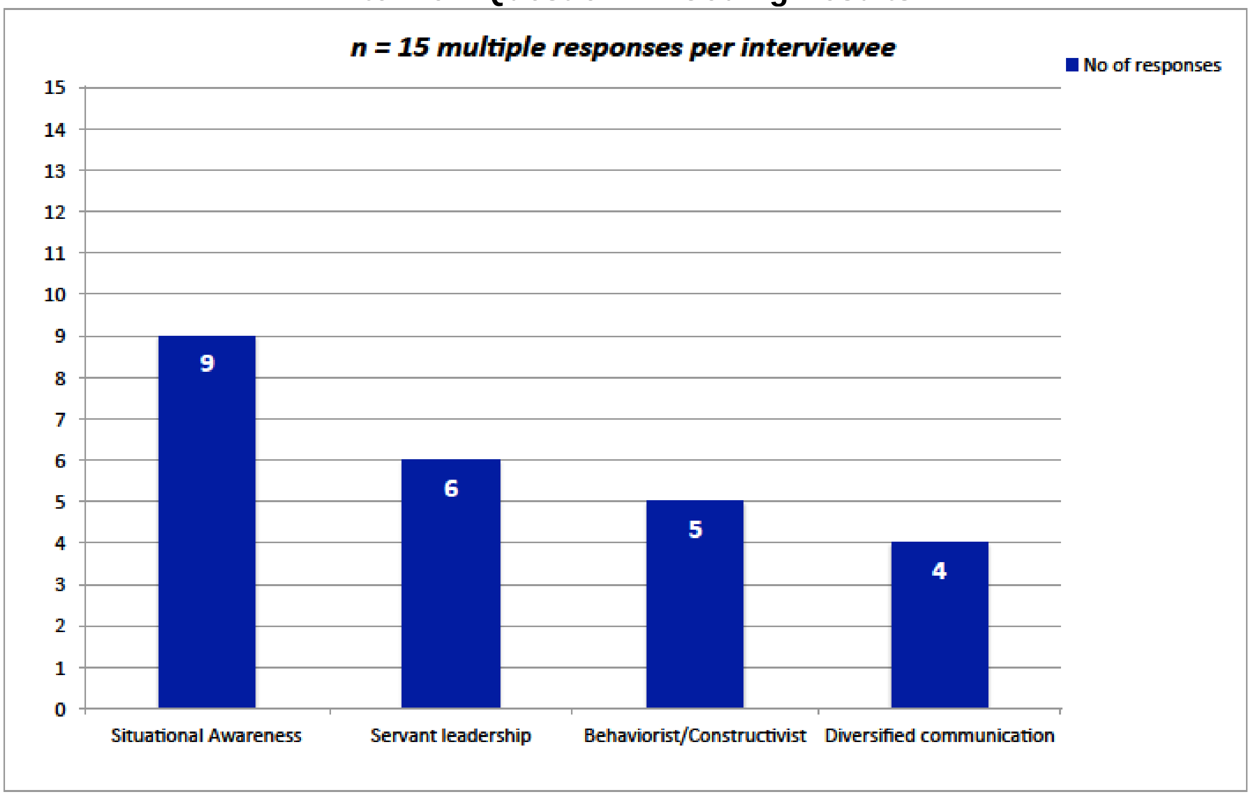

Figure 1. Strategies and best practices as an EU senior-level civil leader.

Situational awareness. This category emerged as the top theme related to this interview question with nine instances (60%) of it being mentioned by the interview participants either directly or indirectly. In regard to research question 1, situational awareness is regarded as an essential skillset to incorporate into the development and growth to reach a senior-level leadership position within the EU system. P2 mentioned: “As a committee member, I try to address each situation individually. Before raising an issue, I evaluate the best way to proceed.

After metrics, I look to human assets for allies, and then determine how to present solutions for maximum buy-in." (personal communication, February 27, 2017). Additionally, P4 mentioned: "It is important to get all moving parts in sync. I communicate the goals, and share progress as we go toward meeting those goals" (personal communication, February 25, 2017).

Servant leadership. Similar to situational awareness, six instances (40%) of this theme were mentioned by the interview participants either directly or indirectly. P10 mentioned: "I follow the lessons of Stephen Covey's eight habits of effective leaders, which guide me to lead by example, act as a pathfinder, move the team into alignment, and empower them to act." (personal communication, March 2, 2017). P5 mentioned: "By putting people first, I can ask questions and then take time to decide on how to act. We need to be open to change, almost to the point of embracing it." (personal communication, February 28, 2017).

Behaviorist/constructivist. Five instances (33%) of this theme were mentioned by the interview participants either directly or indirectly. P5 mentioned: "Whenever one of my colleagues comes to me with a work-related issue, I try to address their needs as soon as possible. There is a certain balance that is achieved when problem solving, and I aim to share the load, and help them understand the process for the next time." (personal communication, February 28, 2017). Similarly, P6 takes a similar approach to constructing knowledge in the minds of the learner, mentioning:

> I attend a lot of leadership workshops and courses. Instead of holding personal growth to myself, I try to share my success with my team by explaining them my take-aways. As a manager, I try to inspire my staff to grow, break barriers, and set new standards. If I can help teach these concepts to them, then their success is my success. (personal communication, March 1, 2017).

Diversified communication. Four instances (27%) of this theme were mentioned by the interview participants either directly or indirectly. Following are two excerpts to illustrate this theme. P2 stated, “You need to be able to communicate when something or someone is not performing. As a leader, you must be able to have difficult conversations” (P2, personal communication, February 27, 2017). P4’s thoughts were also aligned with this statement:

> One of the things I do is set aside time for my staff. Our weekly meetings serve as opportunities to discuss the future course and voice concerns. We start each project with informal discussion and work to achieve total buy-in. (P4, personal communication, February 28, 2017)

Interview question 2. IQ 2 asked, what would you say is your greatest strengths as a leader? Through data analysis of responses to this interview question, 14 characteristics developed. From those 14 characteristics, the following four themes emerged: (a) collaboration, (b) intuition, (c) listening, and (d) planning. (see Figure 2).

Interview Question 2—Coding Results

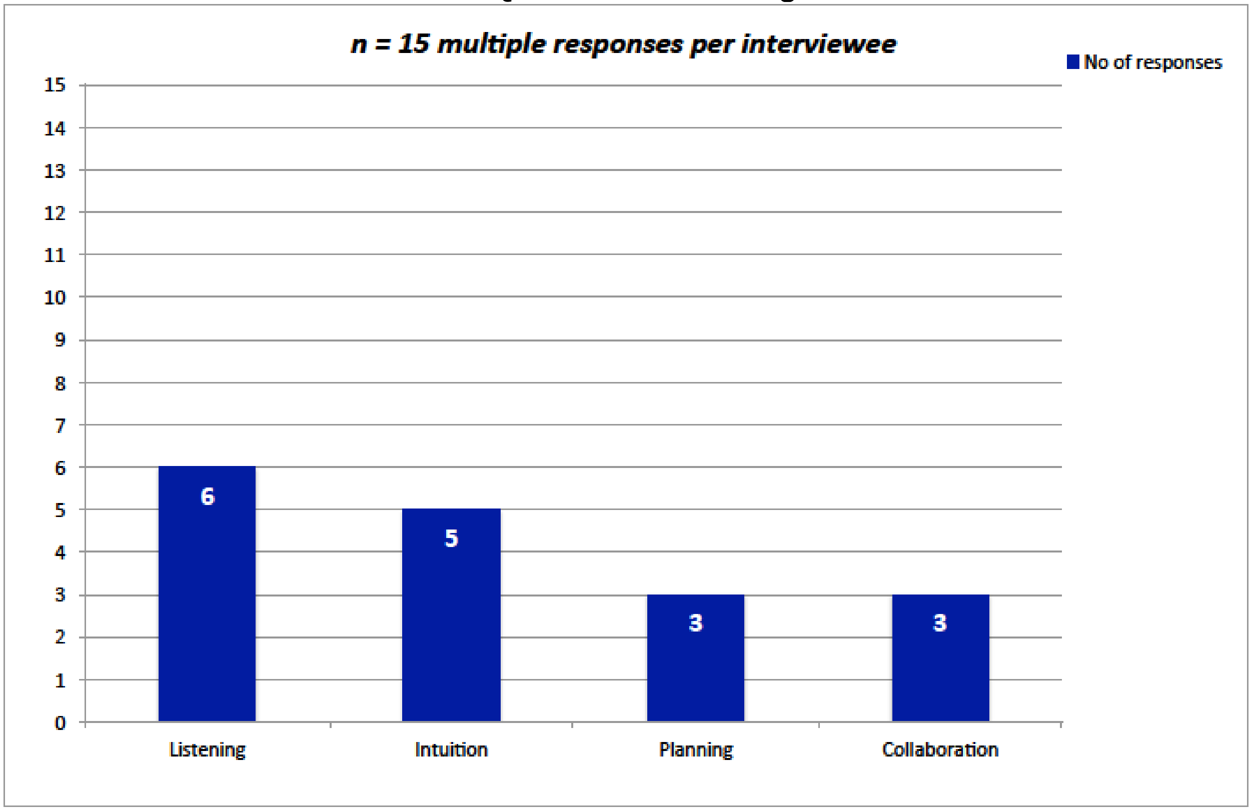

Figure 2. Greatest strengths as a leader.

Listening. This category emerged as the top theme related to this interview question, with six instances of it (40%) being mentioned by the interview participants either directly or indirectly. For example, P2 and P8 cited that listening was the most important aspect of their leadership practice. Their responses focused on accommodating and inspiring fresh thought, without fear of failure. P2 stated: "I would like to be seen as a listener and a learning person, willing to try and experiment with innovative ideas (P2, personal communication, February 27, 2017). Similarly, P8 stated, "I am always looking for new and refreshing solutions. Even though I am at the higher point of our leadership hierarchy, I do not retreat to my office after addressing the unit. My people know that I am here for them to speak up and share their ideas. (P8, personal communication, March 1, 2017). P1 noted: "Leadership is about knowing how to listen, respect the opinions of all employees, knowing how to drive, and not command. I also believe that communication is a driving force for my leadership style." (P1, personal communication, February 27, 2017).

Intuition. Five instances (33%) of this theme were mentioned by the interview participants either directly or indirectly. In particular, P8 stated, "Sometimes I have to go with my gut feeling and trust that I will triumph. I will not always wait or put that decision on someone else's shoulder. Instead I will act on the impulse and assume the risk and reward" (P8, personal communication, March 2, 2017).

Planning. Three instances (20%) of this theme were mentioned by the interview participants either directly or indirectly. In particular P9 mentioned:

> My lens shows me the big picture, and I make a commitment to mapping out a path to get all the players and pieces aligned. The plans are detailed, and always being updated, but I keep focused on the long-term investment. (P9, personal communication, March 2, 2017).

Collaboration. Similar to planning, three instances (20%) of the theme of collaboration were mentioned by the interview participants either directly or indirectly. In particular, P14 stated:

> If you manage to create collaboration and unite a group, the growth goes beyond the work. In our organization, we operate in a straightforward manner. I speak to my staff as soon as an action item comes to the table. The first thing is to bring everyone in, lay out the details, and then plan. (P14, personal communication, March 4, 2017).

Additionally, P1 noted: "Group buy in is important to get all moving parts in sync. I communicate the goals, and share progress as we go towards meeting those goals." (P1, personal communication, February 27, 2017).

Interview question 3. IQ 3 asked, what are some of your personal qualities that guide you as a leader? Through data analysis of responses to this interview question, 18 characteristics were identified. From those 18 characteristics, the following four themes emerged: (a) authenticity, (b) continued learning and development, (c) create and facilitate trust, and (d) vision setting (see Figure 3).

Interview Question 3—Coding Results

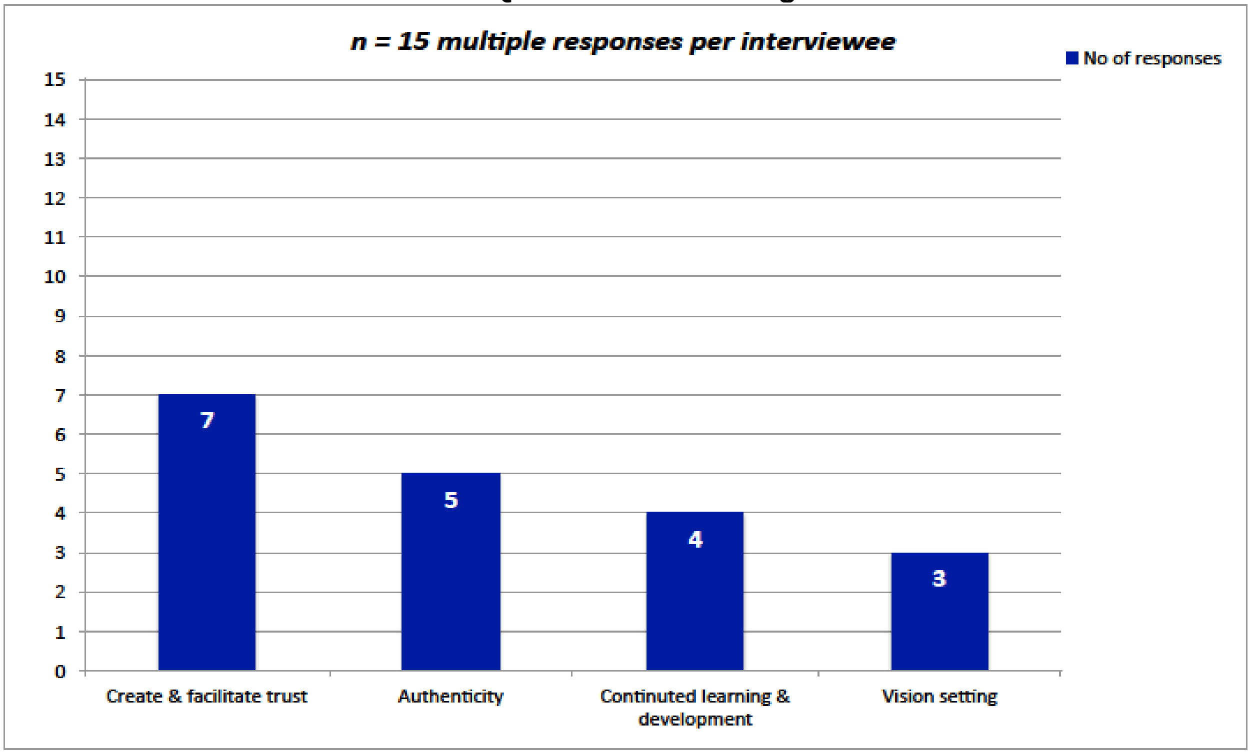

Figure 3. Extent of the personal qualities that guide senior-level EU civil leaders.

Create and facilitate trust. This category emerged as the top theme related to this interview question with seven instances (47%) of it being mentioned by the interview participants either directly or indirectly. In regard to research question 1, creating and facilitating trust is regarded as an essential skillset to incorporate into the development and growth to reach a senior-level leadership position within the EU system. P14 mentioned:

> Trust is like the backbone of our security team, we work very closely with one another and come to operate like a family. As a team leader, I prepare an inviting and comfortable work environment where my staff actually look forward to coming in. This trust and comfort helps us by staying mentally active and contributing to smooth execution. (personal communication, March 4, 2017).

Authenticity. Five instances (33%) of this theme were mentioned by the interview participants either directly or indirectly. In particular, P10 stated, “I trust and admire my current director because she is direct and authentic. She never tries to shy from responsibility, sugar-coat bad news, or beat around the bush. I am constantly comparing myself to her, trying to model and incorporate more of this approach to my dealings with my staff” (P10, personal communication, March 2, 2017).

Continued learning and development. Four instances (27%) of this theme were mentioned by the interview participants either directly or indirectly. In particular, P3 stated, “Recently I took a course on the practice of participatory leadership, and later decided that I gained so much that I wanted to share with my team.” (P3, personal communication, March 3, 2017). Similarly, taking initiatives for self improvement and continued development, P5 mentioned:

> As an engineer I have always had the initiative to jump right into a problem, and over the years I have found that informal classes and workshops can help ensure that I am able to keep up with advancement in our industry and with soft skills like managing personnel. (P5, personal communication, February 28, 2017).

Vision setting. Three instances (20%) of this theme were mentioned by the interview participants either directly or indirectly. In particular, P4 stated, “I would say that I am an experienced delegator, but my leadership style revolves around my broader sense of vision, setting new goals out on the horizon” (P4, personal communication, February 28, 2017). Similarly, P1 mentioned: “Setting a vision allows me to involve my colleagues in the business, and update them on all aspects transparently to be able to ask for their best efforts.” (P1, personal communication, February 27, 2017).

Interview question 4. IQ 4 asked, how do you motivate and inspire your team and when do you decide to act? Through data analysis of responses to this interview question, 14 characteristics developed. From those 14 characteristics, the following four themes emerged: (a) build a work culture, (b) create flow (c) lead by example, and (d) provide a sense of belonging (see Figure 4).

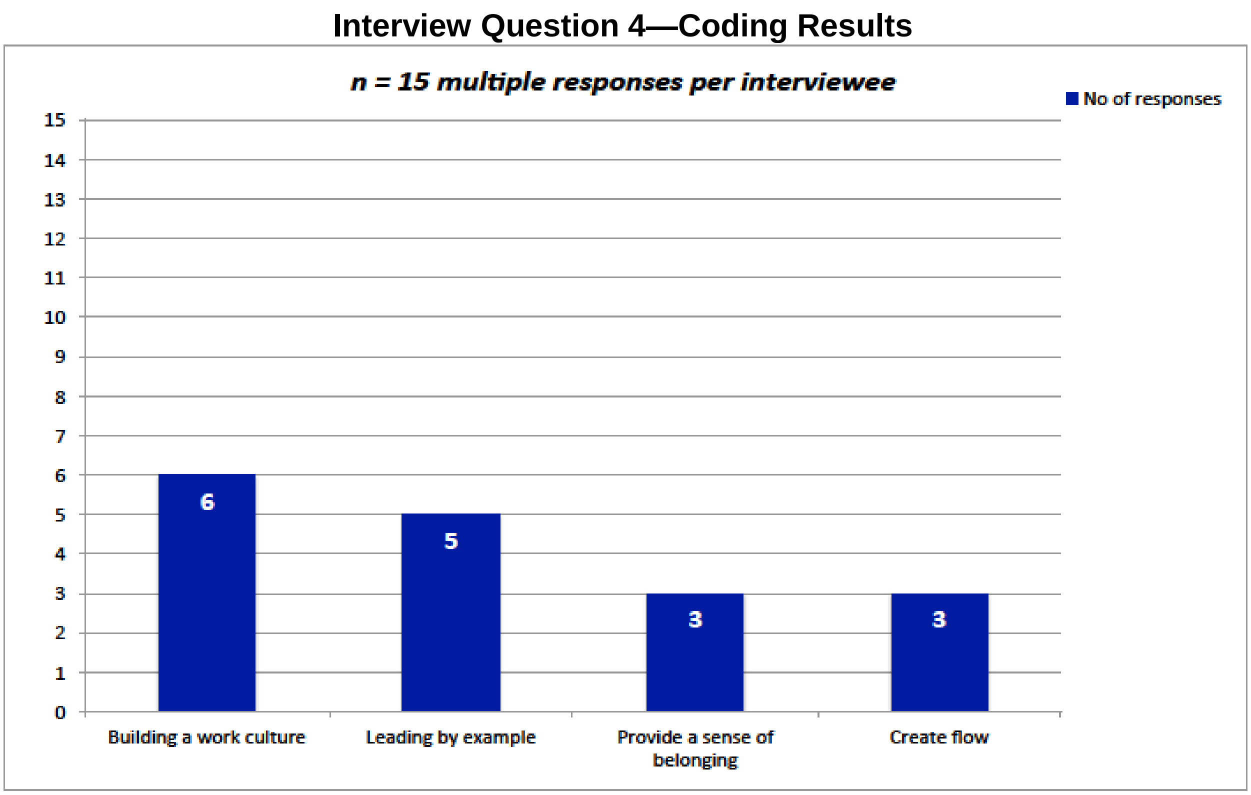

Figure 4. *H*ow senior-level EU civil leaders guide and motivate their team and know when to act.

Build a work culture. This category emerged as the top theme related to this interview question with six instances (40%) of it being mentioned by the interview participants either directly or indirectly. In regard to research question 1, building a work culture has become a modern approach to motivating and maintaining a talented staff . P12 mentioned: “We have a lot of smart people in our organization, and they are a long term investment. I started an employee of the year program to provide different types of incentives for establishing a common identity in our team growth.” (personal communication, February 28, 2017). Additionally, P6 mentioned:

> You have got to establish contact with new employees, and as the boss, I aim to earn their trust first. I want them to see me as one of their colleagues that is reliable and

believes in them. Seasoned staff also require new opportunities to engage with them in genuine ways. (P6, personal communication, February 28, 2017)

Lead by example. Similar to create and facilitate trust, five instances (33%) of this theme were mentioned by the interview participants either directly or indirectly. In particular, P14 stated, “Step by step, I try to lead my team through the challenges, remaining aware of the challenge, and taking action to bring them along with me.” (P14, personal communication, March 2, 2017). Additionally, P4 mentioned: “I believe that my team will be willing to follow me, so this means that I am then not afraid to take action and lead responsibly” (P4, personal communication, February 28, 2017).

Create flow. Three instances (20%) of this theme were mentioned by the interview participants either directly or indirectly. In particular, P5 stated:

> You have to trust your instincts and use your collective experience to collaborate with people from different agencies. I have been working in Brussels for twenty years and have survived this long because I have learned how to be a colleague and not a competitor in my office. As a manager, I can sense when my staff need a reboot or pick-me-up speech to help that individual ease back into the flow and balance of our team. (P5, personal communication, February 28, 2017).

Provide a sense of belonging. Similar to create flow, three instances (20%) of this theme were mentioned by the interview participants either directly or indirectly. In particular, P2 stated, “When someone has a sense of belonging, related to the common good, they can transcend personal ambition and focus on the collective path towards wholeness” (P2, personal communication, February 27, 2017).

Summary of research question 1. Research question 1 asked, What leadership strategies and best practices are employed by EU senior-level civil leaders in Brussels? In order to answer this question, four interview questions were posed:

- IQ 1. What are some strategies and practices employed in your leadership?
- IQ 2. What would you say is your greatest strengths as a leader?
- IQ 3. What are some of your personal qualities that guide you as a leader?
- IQ 4. How do you motivate and inspire your team? How do you decide when to act?

A total of 16 themes emerged in response to four interview questions associated with this research question: situational awareness, servant leadership, behaviorist/constructivist, listening, intuition, planning, collaboration, authenticity, create and facilitate trust, continued learning and development, build a work culture, leading by example, provide a sense of belonging, and create flow.

Research Question Two

Research question 2 asked, What challenges do EU senior-level civil leaders in Brussels encounter in their leadership journey? In order to answer this question, two interview questions were posed:

- IQ 5. In your experience as an EU senior civil leader, have you encountered resistance to change? How did you overcome the situation?
- IQ 6. What other challenges have you faced? Do you have challenges surrounding cultural issues, technology, or finances?

Specific themes emerged from each of the two interview questions that formed the overall key themes to answer research question 2.

Interview question 5. IQ 5 asked, In your experience as an EU senior civil leader, have you encountered resistance to change? How did you overcome the situation? Through data analysis of responses to this interview question, 11 characteristics developed. From those 11 characteristics, the following four themes emerged: (a) meditation or relaxing activity, (b) overcome fear, (c) positive mental attitude, and (d) utilize a rewards system (see Figure 5).

Interview Question 5—Coding Results

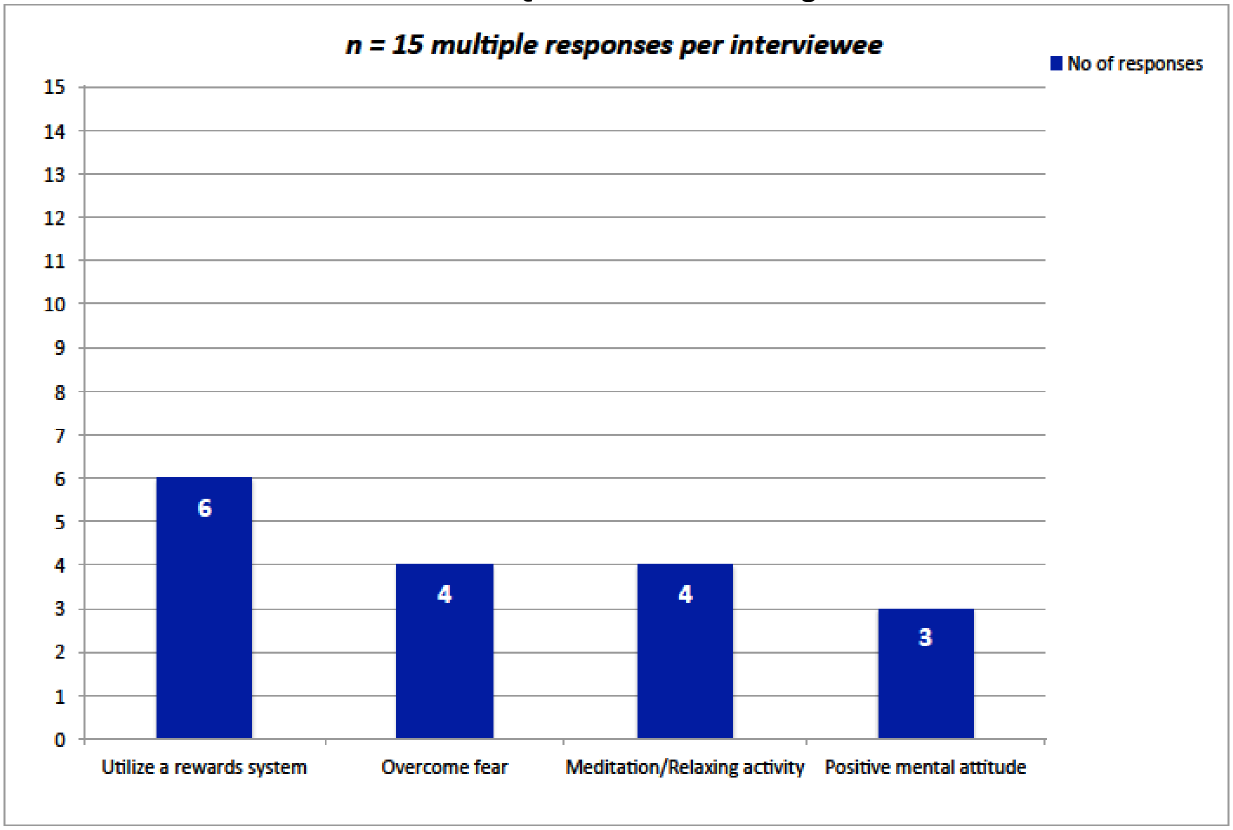

Figure 5. How senior EU civil leaders overcome situations involving a resistance to change.

Utilize a rewards system. This category emerged as the top theme related to this interview question with six instances (40%) of it being mentioned by the interview participants either directly or indirectly. In regard to research question 2, most participants noted that they have experienced resistance to change, and several acknowledged that by utilizing a rewards system, they could overcome this resistance. P2 mentioned: “I face resistance to change on a constant basis, it shall always be there. I leverage old school strategies like the cartoon carrot and stick example, offering rewards for short term gains.” (personal communication, February 27, 2017). P1 noted:

> I definitely face resistance; many people do not like change. The resistors are apparently due to lack of economic motivation, actually it feels marginalized, and people want to be

> compensated more for their work. I try to create incentives for performance, such as team rewards such as outing or taking everyone out for a celebration lunch. I try to create rewards that keep the team motivated (P1, personal communication, February 27, 2017).

Overcome fear. Four instances (27%) of this theme were mentioned by the interview participants either directly or indirectly. In particular, P12 mentioned:

> Change is built into the DNA of my people, and they have been indoctrinated in removing obstacles like stress or fear from the equation. Because I was able to lead the hiring of all staff, we recruited from a pool of creative, innovative, and open-minded people. (P12, personal communication, March 3, 2017).

Additionally, P6 stated, “I do not get deterred from a challenge, I create a priority list and try to overcome the obstacle within reasonable actions” (P6, personal communication, March 1, 2017).

Meditation or relaxing activity. Similar to overcoming fear, four instances (27%) of this theme were mentioned by the interview participants either directly or indirectly. In particular, P15 stated, “Meditation definitely helps me remove myself from the picture and visualize how to perform. When you are inside the game, you cannot always see the entire playing field.

P5 mentioned: “If I discover that I am spending too much of my personal time on a work-related issue, I force myself to go outside into the nature for a walk or jog” (P5, personal communication, February 28, 2017). P6 mentioned: “I find myself going into a state of ‘removed status,’ searching my soul so that I could wait out the rough waters and regain strength.” (P6, personal communication, March 1, 2017).

Positive mental attitude. Three instances (20%) of this theme were mentioned by the interview participants either directly or indirectly. In particular, P8 stated, “when I first began as a rookie officer with the national police, there was a lot of resistance in the hierarchical structure.

I stayed positive and remained persistent. It took a while but I continued to advance until I reached the supervisor level” (P8, personal communication, March 2, 2017). Similarly, P6 mentioned: “Sometimes I have to act as a firefighter to put out the flames of panic in anticipation of changes. Nobody likes changes, but I prefer to act a positive reinforcer for the change process. Helping people navigate mental obstacles is like unblocking their path.” (P6, personal communication, March 1, 2017). P5 noted: “I bring a positivity to the team, and leading by example can prevent others from giving in to the negative aspects and keep focused.” (P5, February 28, 2017).

Interview question 6. IQ 6 asked, What other challenges have you faced? Do you have challenges surrounding cultural issues, technology, or finances? Through data analysis of responses to this interview question, 15 characteristics developed. From those 15 characteristics, the following six themes emerged: (a) adapting to technology, (b) being accepted as the leader, (c) getting staff on board, (d) guiding multicultural staff, I satisfying the whole team, and (f) work/life balance (see Figure 6).

Interview Question 6—Coding Results

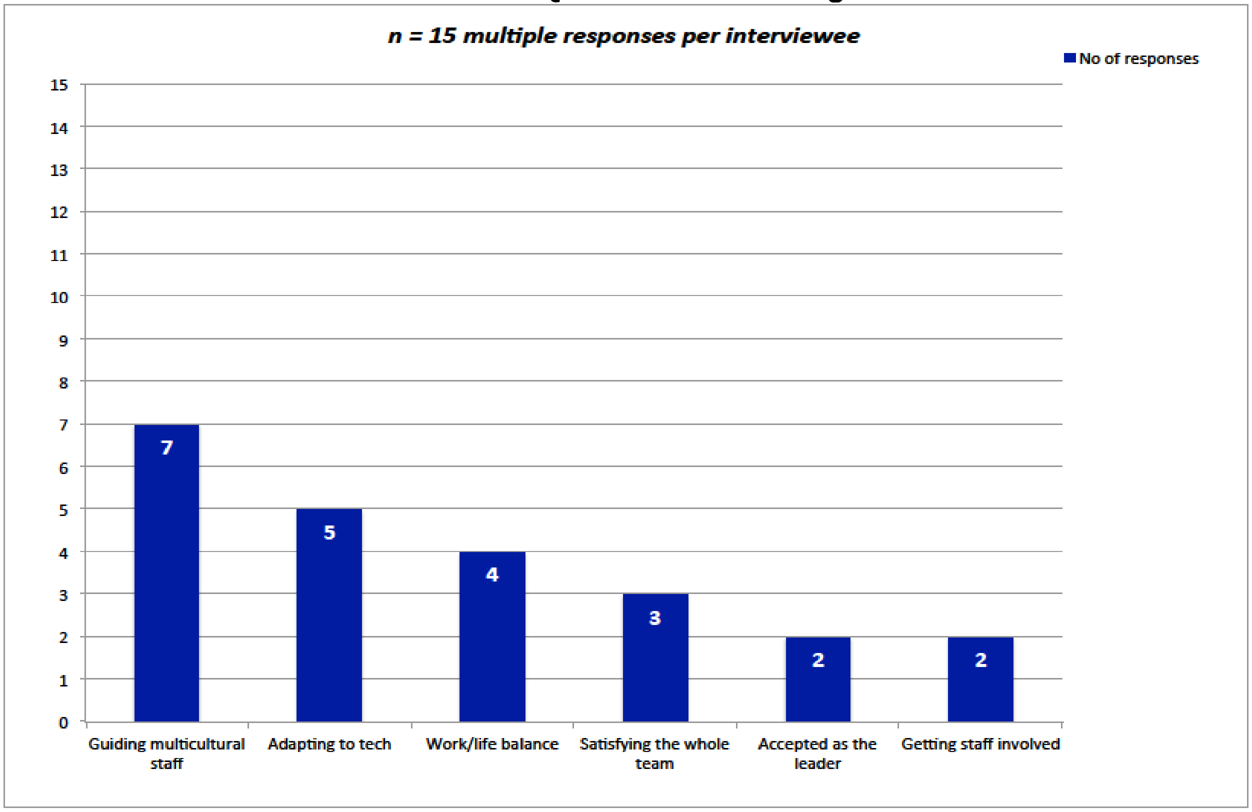

Figure 6. Extent of the challenges faced by senior EU civil leaders.

Guiding multicultural staff. This category emerged as the top theme related to this interview question with seven instances (47%) of it being mentioned by the interview participants either directly or indirectly. In regard to research question 2, P12 mentioned: "In an international work environment, you have to fine tune the cultural understanding. There is no room for local thinking, and it is necessary to keep us all grounded on an organizational level" (P12, personal communication, March 3, 2017). Similarly, P14 noted the challenges of leading staff who express alternative cultural beliefs, mentioning:

> Deployed with the UN security forces in Kosovo, my team was comprised of both Muslim and Christian troops. I had to organize special shift rotations to accommodate prayer observations and religious values. It is important to respect cultural identity, it also goes a long way to earn loyalty. (P14, personal communication, March 4, 2017).

Adapting to technology. Five instances (33%) of this theme were mentioned by the interview participants either directly or indirectly. In particular, P4 stated: "There have been times when I was not prepared technologically. One specific instance was when everyone shifted from Blackberry to the iPhone. I really struggled to force myself to learn the new operating system, and convert over to Mac. Now I love my mobile devices, it has opened many doors" (P4, personal communication, February 28, 2017). P1 had similar experiences, noting: "We try to implement new technology, but not all staff are willing to learn and use." (P1, personal communication, February 27, 2017).

Work/life balance. Four instances (27%) of this theme were mentioned by the interview participants either directly or indirectly. In particular, P3 stated, "My personal time is pretty minimal; I have focused on my career goals. That climb has left me with the feeling to be part of a European connectedness and I believe to have made a real contribution" (P3, personal communication, February 28, 2017). Similarly, P13 mentioned, "I have three children, I am a wife, and I have a full-time job supervising a staff Monday through Friday. My planning and energy need to come together for me to balance all of the moving parts." (P13, personal communication, March 3, 2017).

Satisfying the whole team. Three instances (20%) of this theme were mentioned by the interview participants either directly or indirectly. In particular, P10 noted:

> A few years ago, I was tasked with developing the new website for our unit. Having a computer science background, I made a draft layout and a test site for my colleagues to review. They ended up giving me a lot of negative feedback and expressed many complaints. Afterwards, I went back to the drawing board, and realized that I did not get anyone's opinions on the content. Once I started to get some colleagues involved in the brainstorming process, I did not face any resistance to the final site design. (P10, personal communication, March 2, 2017).

P12 mentioned:

> In an international environment, you have to be aware of the temperature of your staff and fine tune them with a consideration and understanding their needs. In a large scale organization like ours, there is no room for local thinking, and it is necessary to keep everyone grounded and working on a team level" (personal communication, March 3, 2017).

Getting staff on board. Two instances (13%) of this theme were mentioned by the interview participants either directly or indirectly. In particular, P5 mentioned:

> Yes, I encounter resistance every day. Oftentimes, when it is decided that another agency is to fuse or be attached to us. This generally receives a lot of moaning and groaning (internally) and I cannot pretend 100% that I agree. My role has put me in a position to soften the blow and be there to move my team forward and build positivity; you may call me a cheerleader for my staff.

Similarly, P10 stated,

> Part of managing is using my influence to get everyone on the same page and moving in a unified direction. I am an externally communicative person, but I try to listen before being heard. It is important to be mentally and physically present in staff meetings, ready to give either coaching or provide space for them to work independently. (P10, personal communication, March 2, 2017).

Being accepted as the leader. Similar to getting staff on board, two instances (13%) of this theme were mentioned by the interview participants either directly or indirectly. In particular P8 stated:

> Being an employee in the EU, we come from 28 states. Because I come from the south of Europe, I have a cultural identity already attached to me. I believe that I am still viewed as a lower rank by my colleagues and even subordinates who come from northern Europe.

> I try to use this as a boost to help ensure I bring 100%, every day to the Parliament, and allow those down-lookers to appreciate my skills, values and experience over time. (P8, personal communication, March 2, 2017).

Similarly, P14 noted that he was able to recognize opportunities to act, noting:

> Years ago, our police department was notified that we would exchange all of the typewriters with computers, and all reports would need to be in digital format. To be honest, many of my seasoned superiors were scared of this change, and wanted to resist. I took the opportunity to show and explain the new systems to my colleagues after my shifts. I had to recognize this was something that I could manage, and step up. They needed to be convinced that the new methods could actually be useful and save them time. (P14, personal communication, March 4, 2017).

Summary of research question 2. Research question 2 asked, What challenges do EU senior-level civil leaders in Brussels encounter in their leadership journey? In order to answer this question, two interview questions were posed:

- IQ 5. In your experience as an EU senior civil leader, have you encountered resistance to change? How did you overcome the situation?
- IQ 6. What other challenges have you faced? Do you have challenges surrounding cultural issues, technology, or finances?

A total of 11 themes emerged in response to two interview questions associated with this research question: meditation or relaxing activity, overcome fear, positive mental attitude, utilize a rewards system, adapting to technology, being accepted as the leader, getting staff on board, guiding multicultural staff, satisfying the whole team, and work/life balance.

Research Question 3

Research question 3 asked, how do EU senior-level civil leaders measure leadership success? In order to answer this question, three interview questions were posed:

- IQ 7. How do you measure and track your success?
- IQ 8. How do you make mid-course corrections?
- IQ 9. From your perspective, what skills or characteristics do you envision being "in demand" for the next generation of EU leadership?

Specific themes emerged from each of the three interview questions that formed the overall key themes to answer research question 3.

Interview question #7. IQ 7 asked, how do you measure and track your success? Through data analysis of responses to this interview question, 10 characteristics developed. From those 10 characteristics, the following four themes emerged: (a) group achievements, (b) personal development, (c) unleashing talent/enabling others, and (d) percentage of targets reached (see Figure 7).

Interview Question 7—Coding Results

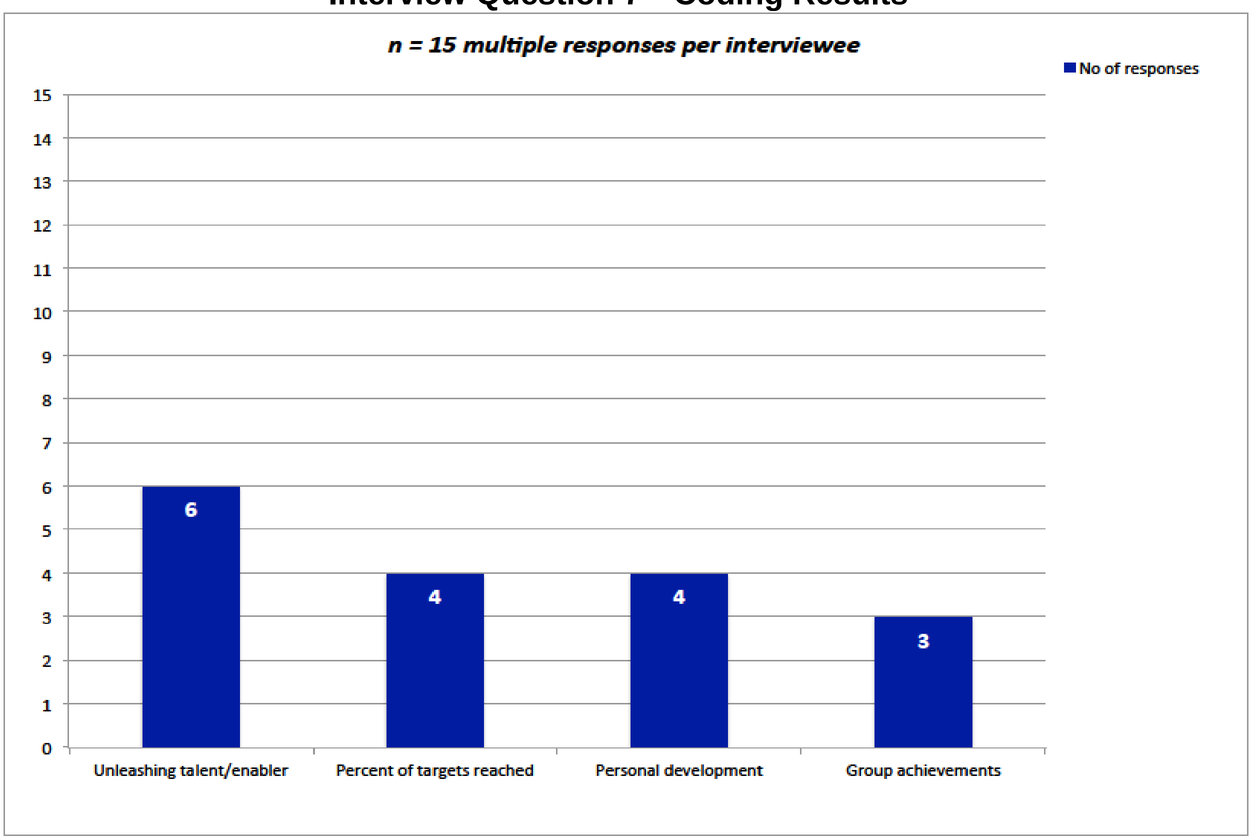

Figure 7. Extent of the ways senior EU civil leaders measure and track success.

Unleashing talent/enabling others. This category emerged as the top theme related to this interview question with six instances (40%) of it being mentioned by the interview participants either directly or indirectly. In regard to research question 3, P15 mentioned: For me, a good leader is someone who can choose a team, and then allow their team members to operate with freedom, try new things, and enable them to grow into leaders. (P15, personal communication, March 5, 2017). Similarly, P6 stated: “I like to invest in bright stars, at the beginning of their professional careers. At that point, I can provide advice and promote their growth.” (P6, personal communication, March 1, 2017).

Percentage of targets reached. Four instances (27%) of this theme were mentioned by the interview participants either directly or indirectly. In particular, P3 stated, “We have been talking about success, people got here and they come with their ideas. We hit the targets because people feel free, the work together, and there is little turnover” (P3, personal communication, February 28, 2017). P5 had similar thoughts on reaching milestones, noting: “In tracking the progress of projects and incentives which our department has been involved in starting or fixing can tell me right away if we have been successful or not.” (P5, personal communication, February 28, 2017).

Personal development. Similar to the percentage of targets reached, four instances (27%) of this theme were mentioned by the interview participants either directly or indirectly. In particular, P9 stated, “I attend many conferences for my own continued learning. This helps me stay ahead of the curve. Our organization relies on this edge.” (P9, personal communication, March 2, 2017). Additionally, P1 mentioned: “I would be less than 100% available for everyone, and a little more selective in who I invest significant time in. I would go back and study other management tools earlier.

Group achievements. Three instances (20%) of this theme were mentioned by the interview participants either directly or indirectly. In particular, P8 stated:

> I measure success in the eye of others. When I see my peers doing well, and I can measure myself along with my teammates and see that we have done a good job. If I measure and come up short, then I try to reflect back on our team success. (P8, personal communication, March 2, 2017).

Similarly, P4 takes a similar stance on collective gains, mentioning that:

> When our unit receives visibility or applause from a partner agency or inter-organization, we celebrate our successes as a unit. We were all doing different jobs for the same purpose, a celebration is a good way to continue team success (P4, personal communication, February 28, 2017).

Interview question 8. IQ 8 asked, how do you make mid-course corrections? Through data analysis of responses to this interview question, 14 characteristics developed. From those 14 characteristics, the following five themes emerged: (a) learn from mistakes, (b) perform an analysis, (c) provide feedback, (d) revision of goals, and (f) try a new position (see Figure 8).

Interview Question 8—Coding Results

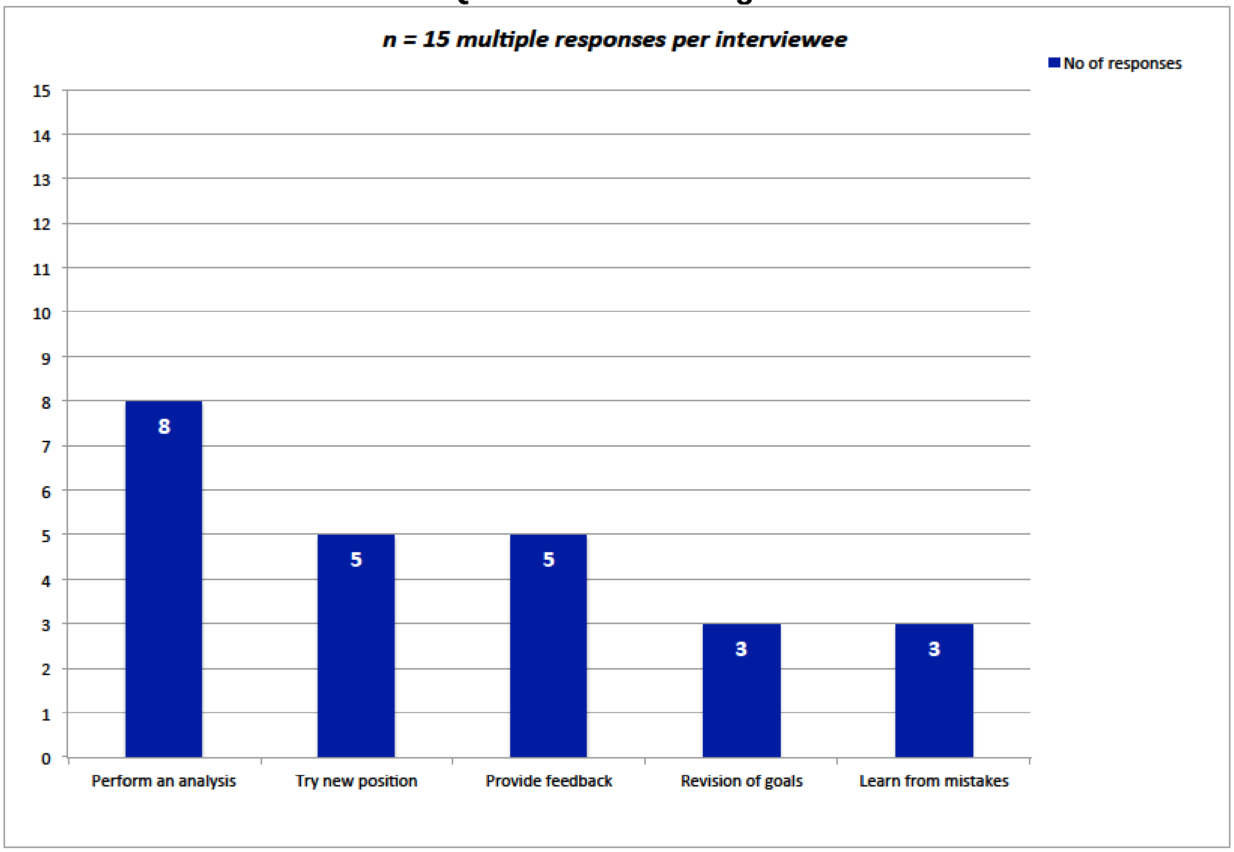

Figure 8. Extent of the ways senior EU civil leaders make midcourse corrections.

Perform an analysis. This category emerged as the top theme related to this interview question with eight instances (53%) of it being mentioned by the interview participants either directly or indirectly. In regard to research question 3, P2 mentioned:

> By running an analysis, we can understand how much has been lost in the process, call it *collateral damage.* I cannot really calculate risk because risk will always be there. We can only analyze how much we had to invest and where we are today. (P2, personal communication, February 27, 2017)

Similarly, P14 noted:

> If I can listen to criticism as well as praise, I allow myself the opportunity to really analyze my performance. By running my internal review, I stay on track and continue coming to the office every Monday through Friday (P14, personal communication, March 4, 2017).

Try a new position. Five instances (33%) of this theme were mentioned by the interview participants either directly or indirectly. In particular, P2 stated, “I often see goals as a moving goal post, where it is obvious that nothing is going to stand still and wait. Sometimes I suggest for our team, to reset and change the speed of execution and adjust to the new targets” (P2, personal communication, March 2, 2017).

Provide feedback. Similar to try a new position**,** five instances (33%) of this theme were mentioned by the interview participants either directly or indirectly. In particular, P14 stated that

> my initial team project took a big change of direction without warning. I had put a lot of effort into it, but realized that my plan would not work. I took time to provide personal feedback and coaching to all of my staff, admitting that it was not their fault and highlighted their individual efforts (P14, personal communication, March 4, 2017).

Similarly, P8 mentioned: “I encourage my managers and team leaders to set up small team discussions, informally and positive. This allows a comfortable space for authentic dialogue and giving] praise.” (P8, personal communication, March 2, 2017). P1 noted: “I make a constant effort to seize every opportunity ‘even the most’ small, to motivate my employees. I am direct, and honest with my feedback and personal interactions. People know what I expect from them and their performance.” (P1, personal communication, February 27, 2017).

Revision of goals. Three instances (20%) of this theme were mentioned by the interview participants either directly or indirectly. In particular, P9 stated that:

> the direction of our team is set up to lead our industry, but part of our success is in the ability to fine-tune as we go. I find myself spending a lot of time working out the details of partnership projects, and we find new ways to revise or correct anything that is unstable” (P9, personal communication, March 2, 2017).

Learn from mistakes. Three instances (20%) of this theme were mentioned by the interview participants either directly or indirectly. In particular, P5 stated,

> If one of our projects is still breathing, still making a difference, then the failures and setbacks were worth the investment. I am convinced that this is success. One of the things I keep in mind is that we are here to give our best efforts, and I will retire the day this is not possible anymore. (P5, personal communication, February 28, 2017).

Interview question 9. IQ 9 asked, from your perspective, what skills or characteristics do you envision being “in demand” for the next generation of EU leadership? Through data analysis of responses to this interview question, 12 characteristics developed. From those 12 characteristics, the following five themes emerged: (a) cross cultural understanding, (b) distance based work/teleworking, (c) emotional intelligence, (d) increased collaboration, and I unified/common European identity (see Figure 9).

Interview Question 9—Coding Results

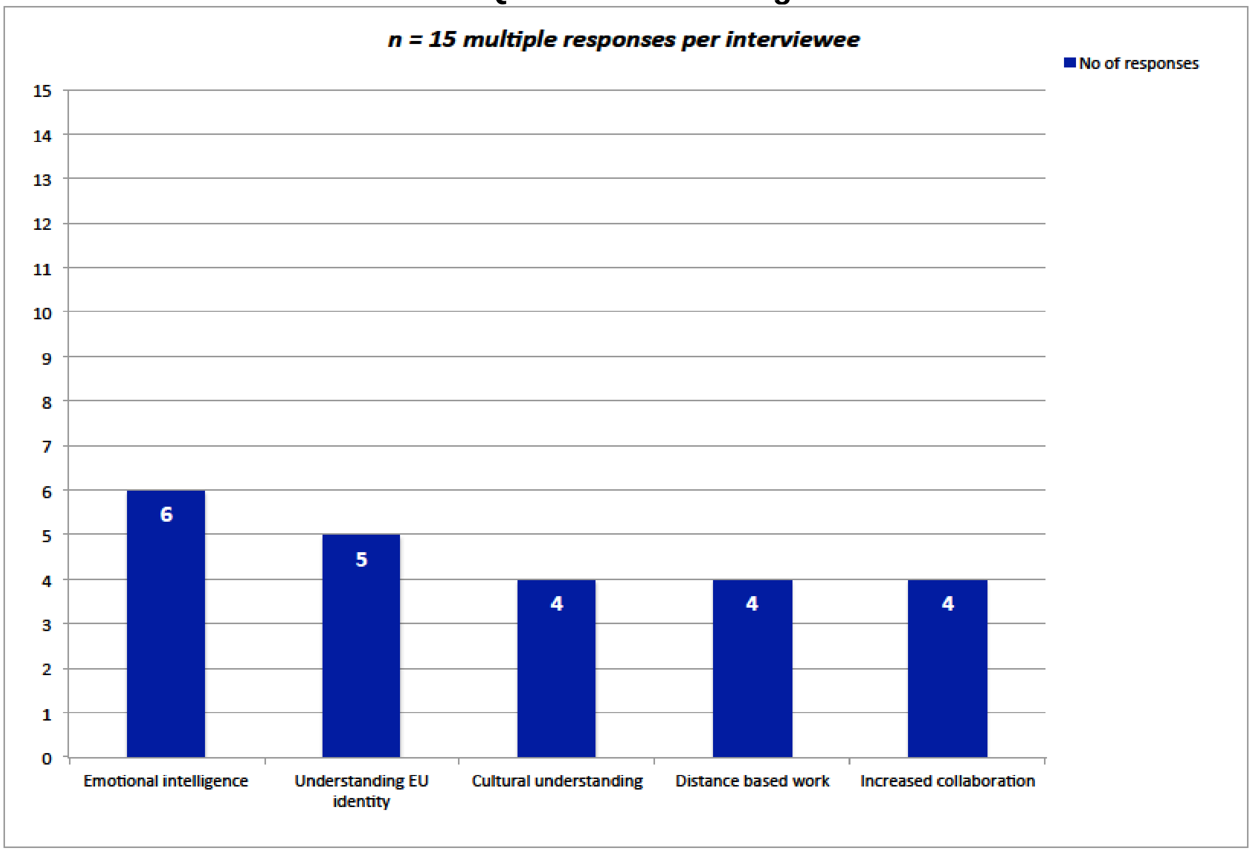

Figure 9. Skills senior EU civil leaders predict will be considered “in demand” for the future.

Emotional intelligence. This category emerged as the top theme related to this interview question with six instances (40%) of it being mentioned by the interview participants either directly or indirectly. In regard to research question 3, P12 mentioned: “Never stop learning, especially the soft skills such as psychology or human emotions” (P12, personal communication, March 3, 2017). Similarly, P5 noted: “Soft skills such as open-mindedness and wholeness are becoming more practical, and the next generation is starting to figure that out, just as we realize their need.” (P5, personal communication, February 28, 2017). P14 added additional reflection to the growing need for this skill-set, mentioning: “You have to keep in mind that the people following you can bring you up or down with their emotions. If you can stay aware of these changes, maintain your composure, then you can stay on top without fear of someone trying to take your place.” (P14, personal communication, March 4, 2017).

Unified/common European identity. Five instances (33%) of this theme were mentioned by the interview participants either directly or indirectly. In particular, P6 stated that "in order to preserve the EU, which has combined all of Europeans to think of themselves as one, we need to come together and build new bonds." (P6, personal communication, March 1, 2017).

Cross-cultural understanding. Four instances (27%) of this theme were mentioned by the interview participants either directly or indirectly. In particular, P8 stated, "Do not forget that we are human beings, and that we have unique cultural and personal aspects which need to be appreciated. We manage people, and are not led by numbers" (P8, personal communication, March 2, 2017).

Distance-based work/teleworking. Four instances (27%) of this theme were mentioned by the interview participants either directly or indirectly. In particular, P14 stated that

> I do not know how much automation and robotics will extend into our labor pool, but I imagine 20 years from now, we will need to keep up with that technology. We can begin adapting ourselves and learn to use our devices so that we can work remotely (P14, personal communication, March 4, 2017).

Additionally, P2 mentioned: "The younger generations are very tech savvy. They possess a digital maneuverability that will be needed in order for them to work from home or on the move." (P2, personal communication, February 27, 2017).

Increased communication. Four instances (27%) of this theme were mentioned by the interview participants either directly or indirectly. In particular, P5 stated that

> if I discover a problem, I communicate the actual situation to the staff involved. From there, we can either admit defeat or re-strategize and try again. We cannot afford to pretend a broken method can suddenly repair itself. One of the hardest parts of leading, is having to admit that you were wrong on the team's behalf (P5, personal communication, February 28, 2017).

Summary of research question 3. Research question 3 asked, How do EU senior-level civil leaders measure leadership success? In order to answer this question, three interview questions were posed:

- IQ 7. How do you measure and track your success?
- IQ 8. How do you make mid-course corrections?
- IQ 9. From your perspective, what skills or characteristics do you envision being "in demand" for the next generation of EU leadership?

A total of 14 themes emerged in response to three interview questions associated with this research question: unleashing talent/enabling others, percentage of targets reached, personal development, group achievements, perform an analysis, try a new position, provide feedback, revision of goals, learn from mistakes, emotional intelligence unified/common European identity, cross-cultural understanding, distance-based work/teleworking, and increased collaboration.

Research Question 4

Research question 4 asked, What recommendations would EU senior-level civil leaders provide to aspiring next-generation young leaders? In order to answer this question, two interview questions were posed:

- IQ 10. If you could start your leadership journey again what would you do differently?
- IQ 11. What advice do you have for those who are aspiring to be an EU leader?

Specific themes emerged from each interview question to form the overall key themes.

Interview question 10. IQ 10 asked, if you could start your leadership journey again what would you do differently? Through data analysis of responses to this interview question, nine characteristics developed. From those nine characteristics, the following five themes emerged: (a) participate in a mentorship program or traineeship, (b) have less hesitation and more action, (c) explore alternative career options, (d) learn additional languages, and I increase technological awareness (see Figure 10).

Interview Question 10—Coding Results

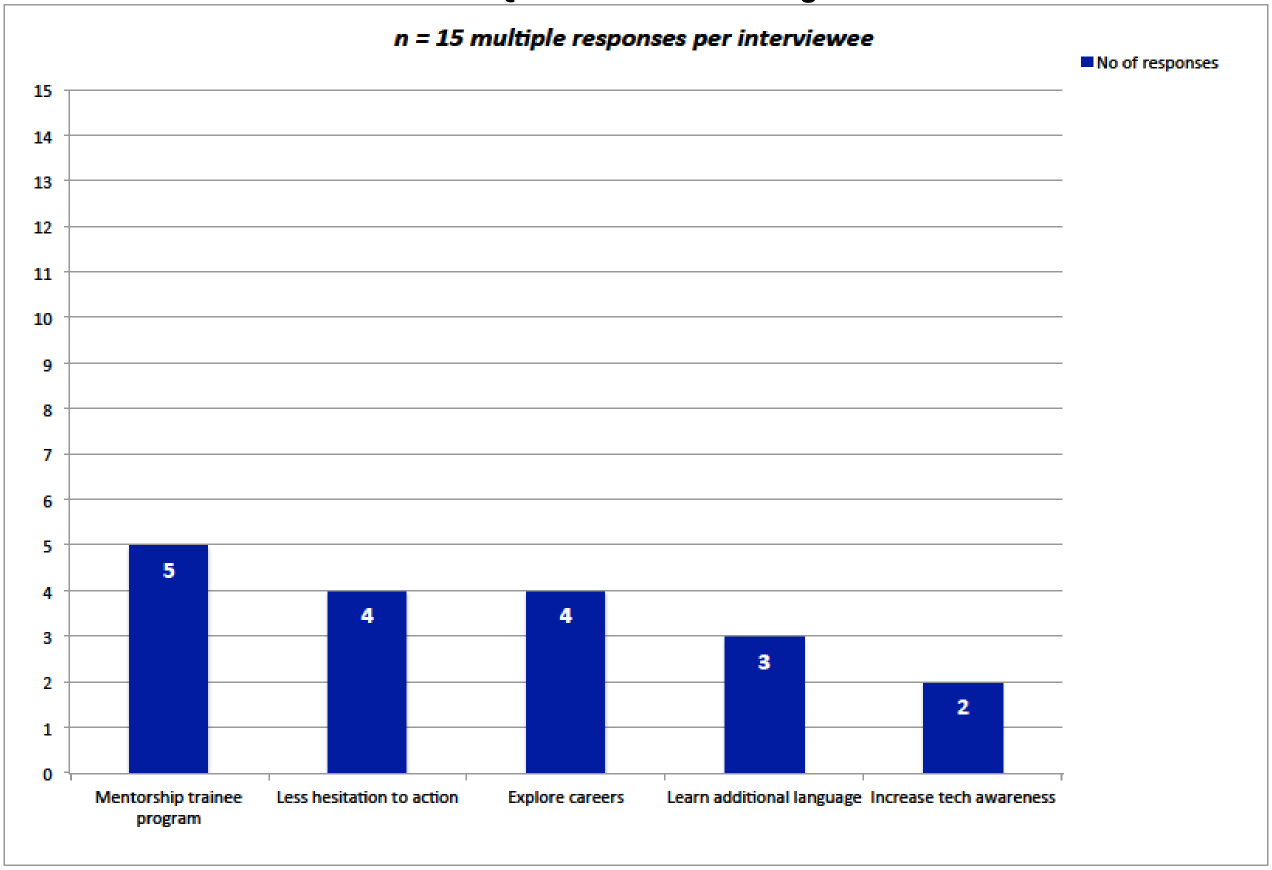

Figure 10. Choices senior EU civil leaders would select if they could start their careers over.

Participate in a mentorship program or traineeship. This category emerged as the top theme related to this interview question with five instances (33%) of it being mentioned by the interview participants either directly or indirectly. In regard to research question 4, P6 mentioned: "Mentoring programs have become a great way for me to share my knowledge. As a mentor, I find it refreshing to see that person (mentee) matured and having risen to my equal level at a neighboring EU agency." (personal communication, March 1, 2017). Similarly, P14 has found success in mentorship, noting: "Persistence and planning are two skills that I have learned to see me through hiccups and challenging times. I could have used a mentor who could give me information and guidance early on." (P14, personal communication, March 4, 2017).

Have less hesitation and more action. Four instances (27%) of this theme were mentioned by the interview participants either directly or indirectly. In particular, P5 stated, "Set big goals, do not let up, take chunks towards that goal, and one day you will look back and be amazed at how close you are." (P5, personal communication, February 28, 2017). Providing similar advice, P2 mentioned: "Quit thinking and get moving. Time does not wait." (P2, personal communication, February 27, 2017).

Explore alternative career options. Similar to the theme of having less hesitation and more action, four instances (27%) of this theme were mentioned by the interview participants either directly or indirectly. In particular, P5 stressed: "Try it out, give opportunities a chance to work" (P5, personal communication, February 28, 2017). Delving deeper into this inspirational sharing, P10 noted: "I would have pursued a study of interest at a young age, as I started late and sort of fell into my current career path." (P10, personal communication, March 2, 2017).

Learn additional languages. Three instances (20%) of this theme were mentioned by the interview participants either directly or indirectly. In particular, P14 stated:

> I am currently learning a new language, Flemish. This is for advancing in my career of course, so I would have to say that this would be one of the things I would do differently. Similarly, P5 mentioned: "For sure I would have tried to go back and learn another language when I was young" (P14, personal communication, March 2, 2017).

P6 noted: "In this generation which we are living, knowing one or two languages is not enough. Really, I would have learned Arabic or Chinese because in my work experience, there are many more people speaking all these global languages." (P6, personal communication, March 1, 2017).

Increase technological awareness. Two instances (13%) of this theme were mentioned by the interview participants either directly or indirectly. In particular, P12 stated, "It will always be a smart bet to invest in learning the latest and most modern tools, in staying ahead of the average person, you hold an advantage in your industry." (P12, personal communication, March 3, 2017).

Interview question 11. IQ 11 asked, What advice do you have for those who are aspiring to be an EU leader? Through data analysis of responses to this interview question, 11 characteristics developed. From those 11 characteristics, the following four themes emerged: (a) be passionate, (b) seek a mentor or coach, (c) be open to change, and (d) think big and follow your dreams (see Figure 11).

Interview Question 11—Coding Results

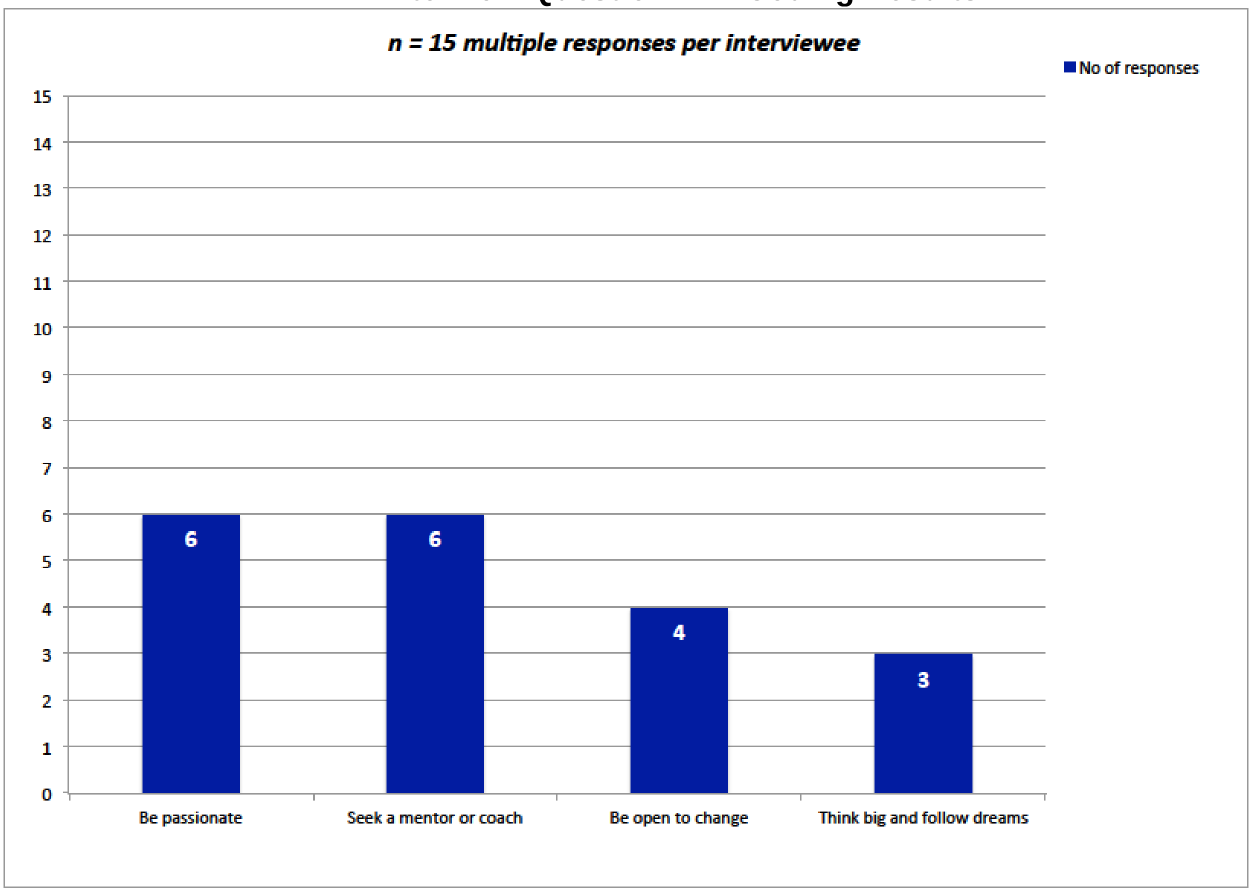

Figure 11. Advice senior EU civil leaders have to offer the next generation of European leaders.

Seek a mentor or coach. This category emerged as the top theme related to this interview question with six instances (40%) of it being mentioned by the interview participants either directly or indirectly. In regard to research question 4, P12 mentioned: “Never stop learning, latch on to a good leader and have them coach you on their experiential knowledge.” (personal communication, March 3, 2017).

Be passionate. In addition to seeking a mentor or coach, six instances (40%) of this theme were mentioned by the interview participants either directly or indirectly. In particular, P12 advised, “Take time and discover yourself. Do not be afraid, if you do what you like and are reasonably wise, people will work to help you succeed.” (P12, personal communication, March 2, 2017). P1 noted: “Be passionate, choose wisely the field you go after. Practice humility and sacrifice, observe and create the most you can from interpersonal relationships.” (P1, February 27, 2017).

Similarly, P6 mentioned: “Follow your dreams, invest passion and hard work until you reach your full potential. You will soon discover that possibilities are seemingly endless.” (P6, personal communication, March 1, 2017).

Be open to change. Four instances (27%) of this theme were mentioned by the interview participants either directly or indirectly. In particular, P1 stated, “You need to be ready to make adjustment and restructure the formula. Sometimes we have to make hard decisions, which may not be easy, but need to be correct.” (P1, personal communication, February 27 2017).

Think big and follow your dreams. Three instances (20%) of this theme were mentioned by the interview participants either directly or indirectly. In particular, P2 stated, “Think beyond borders, use more out of the box thinking, and you can achieve more with less resources.” (P2, personal communication, February 27, 2017).

Summary of research question 4. Research question 4 asked, What challenges do higher education institutions face in preparing staff for mid-level management and leadership roles? In order to answer this question, two interview questions were posed:

- IQ 10. If you could start your leadership journey again what would you do differently?
- IQ 11. What advice do you have for those who are aspiring to be an EU leader?

A total of nine themes emerged in response to two interview questions associated with this research question: participate in a mentorship program or traineeship, have less hesitation and more action, explore alternative career options, learn additional languages, increase technological awareness, be passionate, seek a mentor or coach, be open to change, and think big and follow your dreams.

Chapter Summary

The purpose of this study was to determine what EU civil service institutions could do to prepare the next generation of leadership for the future. Fifteen senior-level leaders from various EU governmental institutions and civil agencies were recruited to become interview participants for the study. They were asked 11 semi-structured interview questions focused that was comprised of following four research questions:

- RQ 1. What leadership strategies and best practices are employed by EU senior-level civil leaders in Brussels?
- RQ 2. What challenges do EU senior-level civil leaders in Brussels encounter in their leadership journey?
- RQ 3. How do EU senior-level civil leaders measure leadership success?
- RQ 4. What recommendations would EU senior-level civil leaders provide to aspiring next-generation young leaders?

Semi-structured interviews were utilized to collect the data for this study. Two current Pepperdine doctoral candidates served with the researcher to act as inter-raters to code the data via content analysis. This analysis was accomplished by employing a phenomenological approach as explained previously in Chapter III. The findings of the four research questions are presented in Chapter IV, including a total of 49 themes. The themes are presented again for review in Table 4. A discussion of themes, implications, recommendations, and conclusions of the study are presented in Chapter V

Table 4

Summary of Themes for Four Research Questions

RQ 1. Strategies & Best Practices Employed	RQ 2. Challenges Encountered	RQ 3. How Do You Measure Success?	RQ 4. Recommendation for Aspiring EU Leaders
Situational awareness	Overcome fear	Unleashing talent/enabling others	Participate in mentorship program or traineeship
Diversified communication	Utilize a rewards system	Percentage of targets reached	Less hesitation and more action
Servant leadership	Meditation or relaxing activity	Personal development	Explore alternative career options
Behaviorist/constructivist	Positive mental attitude	Group achievements	Increase technological awareness
Intuition	Guiding multicultural staff	Revision of goals	Learn additional languages
Active listening	Being accepted as the leader	Perform an analysis	Be passionate
Planning	Work/life balance	Provide feedback	Seek a mentor or coach
Collaboration	Adapting to technology	Try new position	Be open to change
Vision setting	Satisfying the whole team	Learn from mistakes	Think big and follow your dreams
Continued development & learning	Getting staff on board	Cross cultural understanding	
Create & facilitate trust	Leading by example	Distance-based /teleworking	
Authenticity		Increased collaboration	
Create flow		Emotional intelligence	
Provide sense of belonging		Unified/ common European identity	
Building a work culture			

Chapter 5: Conclusions and Recommendations

This study focused on the future leaders of the European Union, those serving from civil institutions centered in Brussels, Luxembourg and Strasbourg. By interviewing 15 current senior-level leaders, their perspectives and advice to future generations was documented and passed on. The interviews provided each participant with opportunities to discuss their experiences, strategies, and best leadership practices in the form of personal stories from their rich careers. The findings specifically show that most of these leaders embrace the notion of a common European identity, and strive for the next generations to embrace this theme in the emerging work culture of the EU institutions.

Communication was the most common theme mentioned, with several participants mentioning their best practices including a mix of collaboration and serving their staff. These leaders made it clear that they all face resistance to change on a constant basis, and provided examples of how they overcome them, and seek personal growth. Planning and vision setting are reoccurring themes which resonate in multiple participants, part of the grander planning and self-organizing umbrella.

In their recommendations for future generations, the participants indicated that learning languages, seeking a mentor and following their dreams is a good place to start. Another common message emerging from these interviews is the advice to “act now!” not to hesitate, and pursue one’s dream with passion. Aside from harnessing technological skills, the coming generations will be expected to bring with them, emotional intelligence and the ability to work remotely and collaborate with team members.

European civil institutions face multiple spheres of challenges to its system of shared governance and culture. Howell & Shand (2014) emphasized that Europeanization is developing a much deeper meaning and requires acceptance not only of policy change but also of cultural transformation and democratic policy-making procedures that are above and beyond the nation-state (p. 69). Under the current union, future EU leaders look to senior-level civil leaders to set an example and share their experiential knowledge. In order to add to the existing literature in the field, this study served to contribute practical and inspirational knowledge to help the next generation of European leaders to aspire and progress toward their career goals of senior-level civil leadership. Additionally, the results of this study offer this current generation of senior-level European civil leaders opportunities for self-reflection and service as resources to inspire and nurture junior staff.

This chapter discusses the conclusions and recommendations of the study. A discussion of the findings and a summary of the study are presented along with the future implications from the research. Furthermore, recommendations for extending the research in the future are shared, along with final thoughts in relation to the study.

Summary of the Study

The purpose of this study was to determine the best practices of senior-level civil service leaders among the European Union institutions. Second, this study sought to determine what leadership strategies and best practices are employed by these leaders, along with an examination of the challenges the leaders faced, how they measured success, and recommendations they can provide to aspiring next-generation leaders. The literature review provided the contextual background needed to create the four intentional research questions and 11 open-ended interview questions. This study used a qualitative research design, incorporating a phenomenological approach that leveraged semi-structured interviews in order to determine the best practices of the EU senior-level civil leaders who participated in this study. According to Creswell (2013), qualitative design allows the researcher to address the social and human side of an issue.

For the purpose of this study, senior-level civil leaders among EU institutions were defined as individuals who have managed a staff or team with a minimum of 12 members, have been in their current organizations for a minimum of three years, are between the ages of 40 and 65, are leaders or managers of a team or department in an EU agency, and have received accolades for exemplary leadership or management or received internal promotions. Fifteen interview participants were selected by a purposive sampling approach with a maximum variation sampling in order to find shared patterns spread throughout individual experiences. Purposeful sampling is widely used to identify and select subjects who are capable of participating in a phenomenological study (Palinkas et al., 2013; Patton, 2002). The criteria for maximum variation identification in this study included age, educational achievement, a balanced mix of both genders, variety of multiple agencies within the EU, varied nationalities, and national origin.

To address the four research questions, an interview protocol was developed and then validated by two Pepperdine doctoral candidates who served as inter-raters, as well as a panel of experts. Fifteen participants engaged in semi-structured interviews, producing raw data for analysis. The interviews were transcribed from audio recordings and given to the inter-rater reviewers for inductive content analysis to determine coding. Once the transcripts were coded, themes began to form. Results of the coding were reviewed by the researcher, who then provided them to the inter-raters for review, suggestions, and edits. The results of the analysis were compared to proposed themes, which were solidified. These findings were presented in Chapter IV.

Discussion of the Findings

The findings of this study were specifically geared toward helping the next generation of European leaders to aspire and progress toward their career goals of becoming senior-level civil leadership. Throughout the following sections, results of the study are reviewed. Additionally, the analysis focused on specific themes that stood out in each respective research question and how these themes may relate to future generations and current senior-level leaders alike.

Results for research question 1. Research question 1 asked, What leadership strategies and best practices are employed by EU senior level civil leaders in Brussels? To answer this question, a focus was placed on EU senior-level civil leaders who efficiently:

- Discuss the particular professional and personal qualities that guide them to success.
- Can effectively communicate their leadership strategies and best practices to others in a constructive manner.
- Provide insight on motivation and inspirational techniques for guiding others.

For example, P4 spoke to the way he manages his staff, indicating that communication is critical for operations. To ensure the communication channel remains open, he purposefully sets aside time for staff. He leverages informal discussion and work to achieve results. Pearce (2004) noted that today's workforce is more educated than ever before, harnessing a significant amount of combined knowledge. The most successful leaders will be able to harness staff talents and recognize opportunities to access and differentiate quality information. Generation X and Y are familiar with technology, and thus bring new skills to the existing workplace talent (Nevins & Stumpf, 1999).

Analysis of research question 1. Based on the themes that emerged from this research question, with six instances (40%) mentioned within responses for its respective interview question, it was evident that being a good listener was associated with being a senior-level leader among EU civil institutions. Good listeners use strategies of investing time to understand their staff first, then plan a response that can guide the whole organization to grow together and reach a common goal. Transformational leadership can represent a journey where a leader is able to go out and bring change. This theory implies that a leader focuses on skills such as charisma to appeal to the ideals and values of one's followers (Bouckaert & Vries, 2013).

The findings from the four interview questions address research question 1. Throughout their reflective narratives, three aspects of incorporating an active listening strategy emerged from interviewee responses.

- Listening was regarded as one of the first things required of a leader.
- Emphasis on the value in facilitating collaborative discussions, group planning of projects, and creation of an open work culture.
- Feeling as if they have fell into their role, not following a particular career path.
- Have taken steps of investing in personal relationships and working as a team.

In discussing a typical weekly team meeting, one interviewee spoke of not having any formal leadership training or qualifications. This person started as an assistant, was promoted up through the ranks, eventually took on a staff, and led the unit of finance. As new, young professionals enter into the EU civil service, they may be looking for opportunities to incorporate these steps into their education path and seek out training. The next generation expect learning to be made digital, incorporating the modern technological tools and apps which they have been indoctrinated in. The EU agencies can prepare for this coming wave of talent by designing additional internships, traineeships, and entry level positions that provide on the job training.

Results for research question 2. Research question 2 asked, What challenges do EU senior-level civil leaders in Brussels encounter in their leadership journey? To answer this question, a focus was placed on EU senior-level civil leaders who efficiently:

- Encounter resistance to change and found successful strategies to navigate obstacles.
- Relate to regular challenges in leading a multicultural staff.
- Follow steps toward proactive responses to change, and can provide insight on how leaders are able to adapt and overcome.
- Demonstrate the ability to make mid-course corrections.

Senge (1990) reflected that leaders are actually serving those whom they lead, establishing trust and acting responsibly. The relationship can be compared to that of client-server, in which an entrusted leader acts as a loyal steward. By considering the needs of individual team members, he was able to serve the whole team. The “service” in servant leadership relates to the initial motivation to work for the good of the group, to give without expectations. This idea is further explained by Graham (1991) who indicated that the servant leader aims to be a humble servant in comparison to receiving service from others.

Analysis of research question 2. Based on the themes that emerged from this research question, it was determined that the findings from the three interview questions asked did address research question two. With seven instances (47%) of this theme mentioned, it was evident that the ability to guide a multicultural team was the most mentioned strategy for overcoming resistance to change and facing the future.

The findings from the two interview questions address research question 2. Throughout their reflective narratives, three aspects of guiding a multicultural staff emerged from interviewee responses.

- 1. Human relationships are the foundation for their teams, placing emphasis on learning about the cultural and social structures of their staff.
- 2. Being in charge of a diverse team comes with a price of responsibility, a willingness to engage and take on more than a fair share of the workload. This comes in the form of increased sensitivity, culture gaps, and communication delays.
- 3. Often, the team senses that it does not have a leader.

Results for research question 3. Research question 3 asked, How do EU senior-level civil leaders measure leadership success? To answer this question, a focus was placed on EU senior-level civil leaders who efficiently:

- Possess an ability to plan, achieve, and measure achievement.
- Cultivate group achievements and provide constructive feedback to their staff.
- Perform regular analyses and revise their planning or approach towards goals.
- Have learned from their experience and failures, promoting soft skills as a solution towards upcoming obstacles.
- Can offer career routes and targets to prospective EU leaders seeking individual development, helping them prepare for their future work environment.

Demmke and Moilanen (2010) affirmed that competing values often give rise to ever-changing attitudes, characterizing the tempestuous political sphere in which civil service reformers are expected to make and implement decisions.

Analysis of research question three. Based on the themes that emerged from this research question, with six instances (40%) mentioned within responses for its respective interview question, it was evident that being able to unleash talent and enable others was one of the ways senior-level EU leaders can measure and extend success to the next generations.

The findings from the three interview questions address research question 3. Throughout the reflective narratives, four aspects of unleashing talent or enabling others emerged from interviewee responses.

- Performing an analysis is the start: goals will always need to be revised.
- Soft skills such as emotional intelligence are being recognized as viable solutions for many challenges in today's work environment.
- Providing feedback is a proactive way to keep communication open. Feedback can extend learning opportunities which allows one to learn from mistakes.
- Group achievements deserve to be celebrated and be used as inspiration or stepping stones for future success.

De Bruin (2013) notes that many of today's organizations are not ready to incorporate collaborative tools, social media, or other resources used to share information and express ideas. According to Du Gay (2008), civil servants adhere to an autonomous hierarchy, are responsible for their duties, and thus embody the nature of public service. Nevins and Stumpf (1999) pointed out that the emerging generation of employees will face a workplace environment demanding proficiency in and app-based technology and digital tools. The interviewees reflect that leading by example is still an important trait for training younger or junior staff. Senior-level leaders can benefit from the influx of younger generations to the staff, acting as learners to new technology and strategies. If there is synergy between multigenerational staff, professional development can occur on all levels as passive learning is rooted in the lessons shared.

Results for research question 4. Research question 4 asked, What recommendations would EU senior-level civil leaders provide to aspiring next-generation young leaders? To answer this question, a focus was placed on EU senior-level civil leaders who efficiently:

- Encourage the exploration of alternative career options, learning other languages, and understanding the need for increased technological awareness.
- Create mentorship or information-sharing opportunities with their staffs.
- Remain open to change, embrace passion, and think big.

Analysis of research question four. Based on the themes that emerged from this research question, with six instances (40%) mentioned within responses for its respective interview question, it was evident that participating in a mentorship program or traineeship was one of the top recommendations senior-level EU civil leaders have for future generations.

The findings from the two interview questions address research question 4. Throughout their reflective narratives, three aspects of participating in a mentorship program or traineeship emerged from interviewee responses.

- Learning moves in a circle, moving throughout the organization.
- Being passionate about your goals and embrace a mentor or coach to help.
- Thinking big and following your dreams is a real recipe for success.

Current senior-level leaders identify with two cultures: the one they emerged in during the end of the industrial age, and the modern knowledge generation staff they now direct. Today's knowledge workers are being led by Industrial Age managers—the problem is the managers tend to manage people in the same manner as they manage things. Many of those sitting in positions of authority lack a true understanding of human nature, thus missing the opportunity to recognize the full potential and talent of one's workforce (de Bruin, 2013). The younger generations of the European Community are experiencing a Europeanization movement that has opened up migration for employment and education. The decisions made now will affect Europe for the next decade. Carlyle's forward thinking drew attention to the ability to captivate and inspire a crowd (Organ, 1996). Leaders possessing the ability to communicate and develop their followers are more likely to succeed in leading them to invest and embrace the vision. According to Demmke and Moilanen, (2010) ethics is a benchmark in defining civil duty, calling on servants to attend to the law and guide society.

Implications of the Study

As long as the EU institutions continue to operate, senior staff will retire, leaving room for the next generation. As this study neared its conclusion, it became clear that aspiring and future EU civil leaders could benefit from the resulting implications resulting from this study. For tomorrow's EU institutions, their civil leaders, and elected representatives in particular, the findings from this study can serve as inspiration for their career dreams, acting as a map to reach a targeted goal and succeed in the future work environment of the EU civil agencies and organizations. This study provides a contextual methodology for developing policies that address leadership and development within the senior-level civil leaders of the EU institutions, promoting the opportunities for mentorship programs and peer development. Driscoll (2005) re-enforced the requirement of providing the learner with ample opportunity for exposure, development, and practice, noting that these are essential to constructivist learning. New training programs can follow this example and be used to prepare quality leaders among the political and bureaucratic environment of the EU civil service. The findings improve the field's understanding of the trends in EU leadership by providing strategic advice to entry level and future EU leaders.

Collaborative leadership training is needed at all levels, bridging communication between junior, mid-level, and senior management. The results of the study reflect that of the literature, in particular relating to the shifting roles of leadership, centering on the dynamics of team functionality. The study addressed components of desired qualities, including what has been valued in the past, present and future. Considering the skills being anticipated as "in-demand" for the coming generations, communication and collaboration are reflected in multiple participants' responses in providing foresight for getting a step ahead. This is further supported by de Bruin, (2013) indicating that the management style of leading is on the decline, and service based styles are earning a place by harnessing the capacities of the approaching knowledge age.

Overskeid (2008) indicated that constructivist theories from the past have been rebirthed with a growing interest in the field of of cognitive behaviorism. By sharing their experiences, the participants' personal styles reflect traits of the transformational and servant leadership ideals. The majority of participants mention the value of on the job learning, whether it is in mentorship or interning. The advice for future generations of Europeans aligns with the principles of theorists such as Covey and Kotter. These theories support the notion that change is needed in leadership and management. The 21st century leaders will need to be adaptable to engage new technology and adopt soft skills such as emotional intelligence into their work culture.

Study Conclusions

As prospective civil servants look to prepare for successful careers in the EU sector, they seek the training and access to achieve these goals. In the professional field, the human resources departments of the EU agencies and institutions could benefit greatly from the findings in this study. The trainings, professional development, and internship organization should incorporate the skillsets and styles indicated in the study's findings. Those professionals would be interested because senior-level leadership has identified the specific behavior and traits that are needed or will be desired in the future. New training programs and internships could be enhanced and tailored to receive this generations' learners in a welcoming and culturally oriented manner. The future of the EU workforce could be positively shaped to sustain a successful connected Europe.

Training programs for EU leaders. The next generation of EU leaders will encounter new job requirements from today's civil servants and public officials. They will be on the lookout for advice on where to start, or what to focus on. Ertmer & Newby (2013) noted that translating learning can be a challenging task, as theorists, researchers and practitioners struggle to agree on a common definition. One of the roles of the senior-level leadership will be to provide ample learning and development opportunities for junior staff and to build relationships with prospects at the university level. Emotional intelligence has a growing role in the organizational structure of the EU leadership, synergy and growth will expand as the knowledge workers bring soft skills to the team. Goleman (1995) asserted that an increased capacity for emotional intelligence will assist people at home, school, work, and in teamwork settings as they learn together and make better decisions.

Mentorship opportunities. Stone (2004) highlights that for supervisors, mentorship offers new opportunities to identify with junior staff and invest in coaching. One of the key learnings from this study is that knowledge is valuable, and one of the best ways to transfer it is through mentorship. Mentorships are greatly needed, they can be achieved in multiple ways, but the main recipe involves a teacher and a learner. Whetstone (2002) describes the ideal leader as someone established in respect, determined to avoid outside manipulation, align with joint visions, and provide a moral service to the organization. Patterson (2003) acknowledges that a manager's role is moving on a path toward leadership, supporting and including junior managers in shaping the organization. The personal connection that exists in the learning relationship is built on trust and sharing of experience. Covey (1991) indicated that each level requires a key principle to move to the next developmental step: trustworthiness for yourself, trust with others, empowering others as a manager, and aligning the organization. Furthermore, Covey notes that a leader who is highly visible, psychologically motivating and inspiring, and possesses the ability to transfer confidence or self esteem to followers. In the organizational culture of the EU civil agencies and public organizations, mentorship programs are greatly needed. Senior-level leaders have an opportunity to look for new ways to fulfill this calling.

Recommendation for future research

This research has shed a light on the experiential knowledge and leadership potential of today's senior-level EU civil leaders. The goal is to extend this into the hands of future researchers. Based on the research findings, the following are recommendations for future study regarding EU civil leadership.

1. **Expand the population.** By widening the range of participants to include entry-level and mid-level EU civil leaders, there is a greater representation of public opinion. Senior officials are less likely to identify with the needs and concerns of the emerging generations, and including a voice from the junior leadership would add value. With a divided interior government, EU institutions will continue to be staffed by a collective of different interests and vision for the future of Europe.

2. **Conduct similar studies.** By including EU corporate leaders in a similar study, it could highlight both the commonalities and the differences affecting the leadership styles and goals between the public and private sectors. Wood (2009) notes that current EU leaders are considering new external factors to stimulate the future of trade and economic partnerships, indicating that there is potential for private public partnerships to be developed. According to potential of future international trade agreements, Simms (2017) predicts that the UK will become a successful independent global player. With the onset of the Brexit, many private industries weigh the financial incentives and consider moving business back to Britain seeking more favorable conditions than operation in a neighboring EU state.

3. **Conduct follow-up study.** By following the direction of this study and concentrating effort on particular characteristics, research can be focused onto some of the sub-themes from these findings such as; meditation, leading by example, or servant leadership. Techniques that inspire and retain motivation are expected to also be successful when implemented in community-building situations (Kouzes & Posner, 1993). The next generation of Europeans are looking for leaders who can pass along experiential knowledge along with practical methods for career longevity and success.

Anderson (2010) observes that qualitative research is very efficient when there is little to no bias between those involved in the study and those being observed. Similarly, Polkinghorne (2005) claims that the attitudes of the participants may change over time, and that a follow up study would determine a shift in the conscious memory. In the case of EU members, Spanou (2006) reveals that there are variances in the opinions of civil servants based on their origin nationality and may have an impact in the way they work in a public role.

In the publication of this study, it is the intention that it will be used as a case study for further individual research projects that will focus on a specific element mentioned in either the findings or literature. The study will serve as a part of the leadership academy developed by the researcher in Geneva, Switzerland. In coordination with the international Gap Year programme, the research questions will be posed as an assignment to conduct a similar study. The academy serves as a practical learning environment for international students to learn the skills inspired by theorist like Greenleaf, Covey, Kotter, de Bruin, and have forums for practical application. This degree has served as inspiration to create further platforms to enrich and prepare the next generation of leadership in Europe and Worldwide. We are all connected or coming "online," creating an opportunity for synergy that the world has never experienced before.

Final thoughts

The EU is currently experiencing a wave of referendums, with the buzzing and under-chatter which speculates that France, Austria, Greece, Italy and the Netherlands could be next to end their European Union relationship (Lyons & Darroch, 2016). Additionally, Scotland announced that they plan to hold a second referendum vote to exit from the UK in 2018. The leaders of the EU agencies have a dual responsibility to continue supporting their British colleagues who continue to work in support of their respective units as negotiations continue.

> At the start of our EIP dissertation course, the UK cast more than 30 million votes in a national referendum to decide on whether they want to leave the European Union. In June 2016 the results showed 52% to 48% in favor of exit. The vote was the first step for the UK to create a plan with Brussels, (trade, visa's, borders, etc) leaving many Europeans uncertain and awaiting their future. There was a standoff in the British Parliament, with the House of Lords demanding changes to the agreements, but backed down after the House of Commons applied unilateral pressure granted by the standing Supreme Court decision.

There are significant challenges which are a result of the Brexit decision, most importantly is the stability of the remaining 27 members. While the politicians in Britain pushed for action, the bureaucrats in Brussels awaited their plan. There was a resistance movement voiced by a large amount of the British public, primarily the younger generations. The results of this study present an opportunity to lead the next wave of European scholars and leaders to the light. The advice and experiences shared by the participants of this study have been specifically tailored to help them develop a path towards a successful career among in civil service or public duty.

> By the time I reached my preliminary exam, there were talks in place to broker the deal concerning bilateral agreements and what would come replace the preexisting treaties. At the time of my final exam, it is clear that there is no turning back for the British decision to leave. Just recently, (March 29, 2017) UK Prime Minister Theresa May signed the letter which invoked article 50 of the Treaty of Lisbon, essentially freeing Britain from the governing bodies of the EU civil institutions, government or agreements.

Tomorrow's generations will be comprised of knowledge workers, eager and hungry for experience. The novice staff will look to their senior leaders for an example to follow. Experienced staff and managers have a duty to carry over their skills and talents to their successors. Together, the generations can work to innovate a hybrid structure, resulting in their organizations remaining sustainable. Today's society looks to its senior-level civil leaders to marshal EU policymakers through challenging times, simultaneously serving as examples to the next generation of European civil leaders. Public servants have an obligation to advocate for the betterment of the organization, including taking steps to prepare their successors. This study serves to learn about and understand the methodology of successful leaders currently representing the EU civil service, providing a framework for the future generation.

REFERENCES

Albert, M. (2010). Governance and prima facie refugee status determination: Clarifying the boundaries of temporary protection, group determination, and mass influx. *Refugee Survey Quarterly*, *29(1),* 61-91. doi:10.1093/rsq/hdq012

Alesina, A, & PerottI, R. (2004). The European Union: A politically incorrect view. *Journal of Economic Perspectives*, *18(4),* 27-48. doi:10.1257/0895330042632780

Amin, S. (2014). The EU's global approach to migration: Towards and EU immigration policy with particular reference to Muslim immigrants. *Journal of European Studies, 30(2).* Retrieved from https://search.proquest.com

Anagnostopoulos, D., Triantafyllou, K., Xylouris, T., Bakatsellos, J., & Giannakopoulos, G. (2015). Migration mental health issues in Europe: The case of Greece. *European Child Adolescent Psychiatry*, *25,* 119–122. doi:10.1007/s00787-015-0806-1

Andersen, J. A. (2009). When a servant-leader comes knocking. *Leadership & Organization Development Journal*, 30 (1), 4-15. doi:10.1108/01437730910927070

Anderson, C. (2010). Presenting and evaluating qualitative research. *American Journal of Pharmaceutical Education*, *74(8):* 141. doi:10.5688/aj7408141

Anderson, C. J. & Tverdova, Y.V. (2003). Corruption, political allegiances, and attitudes toward government in contemporary democracies. *American Journal of Political Science 47(1),* 91-109. doi:10.1111/1540-5907.00007

Archick, K. (2016). The European Union: Current challenges and future prospects. CRS Report, 44249. *Congressional Research Service*. Retrieved from https://www.swsu.ru

Armstrong, D., Gosling, A., Weinman, J., & Marteau, T. (1997). The Place of inter-rater reliability in qualitative research: An empirical study. *Sociology*, *31(3),* 597-606. doi:10.1177/0038038597031003015

Babbie, E. (1990). *Survey research methods*. Belmont, CA: Wadsworth.

Badinger, H. (2005). Growth effects of economic integration: Evidence from the EU member states. *Review of World Economics*, *141(1),* 50-78. doi:10.1007/s10290-005-0015-y

Balfour, R. (2014). Challenges and new beginnings: Priorities for the EU's new leadership. *Challenge Europe*, *22*, 55-63. Retrieved from http://www.epc.eu/documents

Bandura, A. (1986). The explanatory and predictive scope of self-efficacy theory. *Journal of Social and Clinical Psychology*, *4(3),* 359-373. doi:10.1521/jscp.1986.4.3.359

Batool, B. F. (2013). Emotional intelligence and effective leadership. *Journal of Business Studies Quarterly*, *4(3),* 83-94. Retrieved from http://jbsq.org

Becker, T. (2003). Is Emotional Intelligence a Viable Concept? The Academy of Management Review, *28(2),* 192-195. Retrieved from http://www.jstor.org/stable/30040706

Bednar, A. K., Cunningham, D. Duffy, T. M. & Perry, J. D. (1998). Theory into practice: How do we link? In T. M Duffy & D. H. Jonassen (Ed.), *Constructivism and the technology of instruction: A conversation*, 17-35, Hillsdale, NJ: Lawrence Erlbaum Associates.

Bender, G. X. (2016). Leveraging Europe's international economic power*. The German Marshall Fund of the United States.* Retrieved from http://www.gmfus.orgr

Bieler, A. (2011). The struggle over EU enlargement: A historical materialist analysis of European integration. *Journal of European Public Policy*. *9(4),* 575-597. doi:10.1080/13501760210152448

Biscop, Sven. (2005). The European security strategy: A global agenda for positive power. Aldershot, UK: Ashgate.

Bloh, C. (2008). Assessing transfer of stimulus control procedures across learners with autism. *The Analysis of Verbal Behavior*, *24(1),* 87-101. doi:10.1007/BF03393059

Boeije, H. (2010) Analysis in qualitative research. London, UK: Sage.

Booth, S., Howarth, C., Ruparel, R., & Swidlicki, P. (2015). *What if? The consequences, challenges & opportunities facing Britain outside EU*. London, UK: Open Europe.

Bouckaert, G., & Vries, M. S. (2013). *Training for leadership.* Brussels, BE: Larcier Group Publishing. Retrieved from www.iias-iisa.org

Bovaird, T., & Loffler, E. (2009). Public management and governance. New York, NY: Routledge.

Bower, G. H. (1981). Mood and memory. American Psychologist, *36(2),* 129-148. doi:10.1037/0003-066X.36.2.129

Bower, G. H., & Hilgard, E. R. (1981). *Theories of learning*. Englewood Cliffs NJ: Prentice-Hall.

Brattberg, E. (2015). Toward a Transatlantic Renaissance? TTIP's Geopolitical Impact in a Multipolar World. *The German Marshall Fund of the United States.* Retrieved from www.gmfus.org

Brackett, M. A., Rivers, S. E., & Salovey, P. (2011). Emotional intelligence: Implications for personal, social, academic, and workplace success. Social and Personality Psychology Compass, *5(1),* 88-103. doi:10.1111/j.1751-9004.2010.00334.x

Brown, J. S., Collins, A., & Duguid, P. (1989). Situated cognition and the culture of learning. Educational researcher, *18(1),* 32-42. doi:10.3102/0013189X018001032

Buller, J., & Gamble, A. (2002). Conceptualizing Europeanization. *Public Policy and Administration*, *17(2),* 4-24. doi:10.1177/095207670201700202

Burnard, P. (1991). A method of analyzing interview transcripts in qualitative research. *Nursing Plus*, *11(6),* 461-466. doi:10.1016/0260-6917(91)90009-Y

Burns, J. M. (1978). Leadership. New York, NY: Harper and Row.

Carpenter, D. R. (2007). Phenomenology as method. In H. J. Streubert & D. R. Carpenter (Ed.), Qualitative research in nursing: Advancing the humanistic imperative, 75- 99. Philadelphia, PA: Lippincott.

Carpenter M., Bauer T., & Erdogan B. (2010). *Principles of management*. Boston, MA: Flatworld Knowledge Inc.

Cavallo, K., & Brienza, D. (2004). Emotional competence and leadership excellence at Johnson & Johnson: The emotional intelligence and leadership study. New Brunswick, NJ: Rutgers University, Consortium for Research on Emotional Intelligence in Organizations. Retrieved from http://www.eiconsortium.org/reports/jj_ei_study.html

Chan, Z. C., Fung, Y., & Chien, W. (2013). Bracketing in phenomenology: Only undertaken in the data collection and analysis process. *The Qualitative Report*, *18*(30), 1-9. Retrieved from http://nsuworks.nova.edu/tqr/vol18/iss30/1

Cherniss, C. (2000). Emotional intelligence: What it is and why it matters. In annual meeting of the Society for Industrial and Organizational Psychology, New Orleans, LA. Retrieved from http://www.talentsmart.com/media/uploads/pdfs/eq-what-it-is.pdf

Clancey, W. J. (1986). Qualitative student models. Annual review of computer science, *1(1),* 381-450. doi:10.1146/annurev.cs.01.060186.002121

Compston, H. & Greenwood, J. (2001). *Social partnership in the European Union education.* London, UK: Routledge Falmer.

Conte, J. M. (2005), A review and critique of emotional intelligence measures. *Journal of Organizational Behavior*, *26(4),* 433–440. doi:10.1002/job.319

Corbetta, P. (2003). *Social research: Theory, methods and techniques.* London, UK: Sage Publications Ltd. doi:10.4135/9781849209922

Covey, S. (1991). *Principle centered leadership*. New York, NY: Simon and Schuster.

Covey, S. R. (2004). *The 7 habits of highly effective people: Restoring the character ethic*. New York, NY: Free Press.

Cox, T. (1991). The multicultural organization*. The Executive*, 5 (2), 34-47. Retrieved from http://www.jstor.org/stable/4165006

Crafts, N. (2016), The impact of EU membership on UK economic performance. *The Political Quarterly*, *87(2),* 262–268. doi:10.1111/1467-923X.12261

Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage.

Creswell, J. W. (2003). *Research design: Qualitative, quantitative and mixed method approaches.* Thousand Oaks, CA: Sage Publications, Inc.

Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage.

Creswell, J. W. (2013). *Qualitative inquiry and research design*. Los Angeles, CA: Sage.

Dana, J., Dawes, N., & Peterson, N. (2013). Belief in the unstructured interview: The persistence of an illusion, *Judgment and Decision Making, 8(5),* 512-520. Retrieved from http://journal.sjdm.org/12/121130a/jdm121130a.pdf

Danley, B., James, N., Mims, Cameron, M., & Simms, A. (2015). Behaviorism theory: And its relation to instructional design. Retrieved from http://faculty.mercer.edu/codone_s/tco363/2014/behaviorism.pdf

de Bruin, R. (2013). *Leadership from the inside-out: Three steps to sustained servant-leadership*. Naarden, NL: Greenleaf Center for Servant Leadership Europe. Retrieved from http://www.ecnais.org/wp/wp-content/uploads/2014/02/2013-11-27_servant-leadership_booklet.pdf

Dedman, M. (2006). *The origins and development of the European Union 1945-1995*. A History of European Integration. New York, NY: Routledge.

De Micco, P. (2016). Could US oil and gas exports be a game changer for EU energy security? *European Parliament*, Directorate-General for External Policies, Policy Department. Retrieved from http://www.europarl.europa.eu/RegData/etudes/IDAN/2016/570462/EXPO_IDA(2016)570462_EN.pdf

Dennis, R. S., & Winston, B. (2003), "A factor analysis of Page and Wong's servant leadership instrument", *Leadership & Organization Development Journal*, *24(8),* 455-459. doi:10.1108/01437730310505885

Demmke, C. & Moilanen, T. (2010). *Civil Services in the EU of 27: Reform Outcomes and the Future of the Civil Service*. Frankfurt, DE: Lang. doi: 9783631604663

Dhingra, S., Huang, H., Ottaviano, G., Pessoa, J., Sampson, T., & Van Reenen, J. (2016). The Costs and Benefits of Leaving the EU: Trade effects. *Economic Policy*, *32(92),* 651–705. doi: 10.1093/epolic/eix015

Diamond, J., & Liddle, J. (2014). *European Public Leadership in Crisis?* Bingley, UK: Emerald Group Publishing. doi:978-1-78350-901-0

Dinan, D. (2005). *Ever Closer Union: An introduction to European integration.* Boulder, CO: Lynne Rienner.

Dingman, W. W., & Stone, A. G. (2007). Servant leadership's role in the succession planning process. *International Journal of Leadership Studies, 2(2),* 98–113. Retrieved from http://www.regent.edu

Dixon, G., & Sikes, T. D. (2015). Lead the vision, follow the path. *American Society for Engineering Management.* Retrieved from https://search.proquest.com/openview/2859384388befadcb6fedaf41c1b3f72/1?pq-origsite=gscholar&cbl=2037614

Duffy, T. M., & Jonassen, D. H. (1992). *Constructivism and the technology of instruction: A conversation.* Hillsdale, NJ: Lawrence Erbaum Associates Publishers.

Du Gay, P. (2008). Without affection or enthusiasm: Problems of involvement and attachment in responsive. *Public Management Organization. 15(3),* 335–353. doi:10.1177/1350508408088533

Dullien, S., & Schwarzer, D. (2011). Making macroeconomic stabilization work: Lessons from the crisis for the EU budget debate. *Europe in Dialogue*, *93(2),* 1-140. Retrieved from http://alleuropalux.org/fileserver/2011/57/European-Economic-Governance.pdf#page=95

Driscoll, M. (2005). *Psychology of learning for instruction*. Boston, MA: Pearson Education Inc.

Dykmann, K. (2012). On the origins of the United Nations: When and how did it begin? *Journal of International Organizations Studies*, *3(1),* 79–84. Retrieved from http://journal-iostudies.org

Ertmer, P. A., & Newby, T. J. (1993). Behaviorism, cognitivism, constructivism: Comparing critical features from an instructional design perspective*. Performance improvement quarterly, 6(4),* 50-72. doi:10.1111/j.1937-8327.1993.tb00605.x/full

Ertmer, P. A., & Newby, T. J. (2013). Behaviorism, cognitivism, constructivism: Comparing critical features from an instructional design perspective. *Performance Improvement Quarterly*, *26(2),* 43-71. doi:10.1002/piq.21143/full

Ferreira-Pereira, L. C. (2012) The European Union as a Model Power: Spreading Peace, Democracy, and Human Rights in the Wider World. In F. M. Bindi., & I, Angelescu. (Ed.), *The foreign policy of the European Union: Assessing Europe's role in the world*, 293-305, Washington, D.C: Brookings Institution Press.

Finkbeiner, C. & Koplin, C. (2002) A cooperative approach for facilitating intercultural education. *Reading Online, 6(3),* 1-19. Retrieved from https://eric.ed.gov/?id=EJ669486

Galí, J. & Perotti, R. (2003). Fiscal policy and monetary integration in Europe, *Economic Policy*, *18(37),* 533–572. doi:10.1111/1468-0327.00115_1

Gardner, H. (1993). *Multiplentelligences.* New York: Basic Books.

Gardner, H. E. (2000). *Intelligence reframed: Multiple intelligences for the 21st century*. London, UK: Hachette.

Gayathri, N., & Meenakshi, K. (2013). A literature review of emotional intelligence. International *Journal of Humanities and Social Science Invention*, *2(3),* 42-51. Retrieved from https://www.researchgate.net

Geertz, C. (1973). The interpretation of cultures. New York, NY: Basic Books.

Geuijen, K., ‘t Hart, P., Princen, S., & Yesilkagit, K. (2008). *The New Eurocrats: National civil servants in EU policymaking*. Amsterdam, NL: Amsterdam University Press. doi:10.5117/9789053567975

Goleman, D. (1995). *Emotional Intelligence*. *Why it can matter more than IQ*. New York, NY: Bantam Books.

Gostin, L. (1990) The AIDS litigation project: A national review of court and human rights commission decisions, Part II: Discrimination. Journal of American Medical Association. *263*, 2086–2093. doi:10.1001/jama.1990.03440150094033

Gostin, L. (1991). Ethical principles for the conduct of human subject research: Population-based research and ethics. *Journal of Law, Medicine and Ethics. 19(3),* 191–201. doi:10.1111/j.1748-720X.1991.tb01814.x

Grabbe, H. (2001). How does europeanization affect CCE governance? Conditionality, diffusion and diversity. *Journal of European Policy*, *8(6),* 1013-1031. doi:10.1080/13501760110098323

Graham, J.W. (1991), Servant-leadership in organizations: Inspirational and moral. *The Leadership Quarterly, 2(2),*105–19. doi:10.1016/1048-9843(91)90025-W

Greenleaf, R. K. (1970). *The servant as leader*. Indianapolis, IN: The Robert K. Greenleaf Center for Servant Leadership. Retrieved from https://www.essr.net

Greenleaf, R. K. (1977). *Servant leadership: A journey into the nature of legitimate power and greatness*. New York, NY: Paulist Press.

Gropper, G. L. (1987). A lesson based on a behavioral approach to instructional design. In C.M. Reigeluth (Ed.), Instructional theories in action: Lessons illustrating selected theories and models. Hillsdale, NJ: Lawrence Erlbaum.

Grubb III, W. L., & McDaniel, M. A. (2007). The fakability of Bar-On's emotional quotient inventory short form: Catch me if you can*. Human Performance, 20(1),* 43-59. doi:10.1080/08959280709336928

Guilford, J. P. (1967), Creativity: Yesterday, Today and Tomorrow. *The Journal of Creative Behavior*, *1(1),* 3–14. doi:10.1002/j.2162-6057.1967.tb00002.x

Hamilton, F. and Bean, C. J. (2005), The importance of context, beliefs and values in leadership development. *Business Ethics: A European Review*, *14(4),* 336–47. doi:10.1111/j.1467-8608.2005.00415.x

Handley, K., & Limao, N. (2015). Trade and investment under policy uncertainty: Theory and firm evidence. American Economic Journal, *7(4),* 189-222. doi:10.1257/pol.20140068

Harbour, M. (2014). The single market and competitiveness-the challenges for the Juncker team. *Challenge Europe*, *22*, 47-49. Retrieved from http://aei.pitt.edu/id/eprint/58260

Hesse, H. (1956). *The journey to the east*. New York, NY: Noonday Press.

Hofmeister, H. (2010). Should I stay or should I go. A critical analysis of the right to withdraw from the EU. *European Law Journal, 16(15),* 589–603. doi:10.1111/j.1468-0386.2010.00524.x

Holden, P. (2016). *In search of structural power: EU aid policy as a global political instrument.* New York, NY: Routledge.

Holman, O. (2001). The Enlargement of the European Union towards Central and Eastern Europe: The role of supranational and transnational actors. In A. Bieler & A. D. Morton. (Ed.), Social Forces in the Making of the New Europe: The Restructuring of European Social Relations in the Global Political Economy, 161-84, Basingstoke, UK: Palgrave.

Howell, K. & Shand, R. (2014). *Leadership in the European Union: Europeanization crisis and austerity*. Critical perspectives on international public sector management, *3(3),* 63–74. doi:10.1108/S2045-794420140000003013

Iorio, G. & Campello, F. (2013). Love, society and agape. *European Journal of Social Theory*. *16(2),* 246–258. doi:10.1177/1368431012459697

Iranzadeh, S., & Bahrami, K. (2013). Survey of Knowledge Management Dimensions and Creativity. *Human Resource Management Research*, *3(2),* 55-59. doi:10.5923.j.hrmr.20130302.01

Jaworski, J. (2011). *Synchronicity: The inner path of leadership*. San Francisco, CA: Berrett-Koehler Publishers.

Jonassen, D. H. (1991). Objectivism versus constructivism: Do we need a new philosophical paradigm? Educational technology research and development, *39(3),* 5-14. doi:10.1007/BF02296434

Kay, S. (1998). *NATO and the future of European security.* Lanham, MD: Rowman & Littlefield.

Keller, J. (1979). Motivation and Instructional Design: A Theoretical Perspective. *Journal of Instructional Development*, *2(4),* 26-34. Retrieved from http://www.jstor.org/stable/30220576

Kihlstrom, J. F., & Cantor, N. (2000). Social intelligence. *Handbook of intelligence*, *2*, 359-379. Retrieved from http://ist-socrates.berkeley.edu/~kihlstrm/social_intelligence.htm

Koch, T. (1995). Interpretive approaches in nursing research: The influence of Husserl and Heidegger. *Journal of Advanced Nursing*, *21(5),* 827–836. doi:10.1046/j.1365-2648.1995.21050827.x

Koikkalainen, S. (2009). Europe is my oyster: Experiences of Finns working abroad. Finnish *Journal of Ethnicity & Migration, 4(2).* 27-38. Retrieved from https://www.researchgate.net

Kotter, J. P. (1990). *A Force for Change: How Leadership Differs from Management.* New York, NY: The Free Press.

Kotter, J. P. (1995). Leading Change: Why transformation efforts fail. *Harvard Business Review*, *73*, 59–67. doi:10.1109/EMR.2009.5235501

Kouzes, J. M., & Posner, B. Z. (1993). Psychometric properties of the leadership practices inventory. *Educational and Psychological Measurement*, *53(1),* 191-199. doi:10.1177/0013164493053001021

Lakshman, M., Sinha, L., Biswas, M., Charles, M., & Arora, N. K. (2000). Quantitative vs qualitative research methods. *The Indian Journal of Pediatrics, 67(5),* 369-377. doi:10.1007/BF02820690

Lancourt, J., & Savage, C. (1995). Organizational transformation and the changing role of the human resource function. *Compensation & Benefits Management*, *11(4),* 1-7. Retrieved from www.kee-inc/article.htm.

Lanctot, J. D., & Irving, J. A. (2010). Character and leadership: Situating servant leadership in a proposed virtues framework. *International Journal of Leadership Studies, 6(1),* 28–50. Retrieved from http://www.regent.edu

Lazowski, A. (2012). Withdrawal from the European Union and alternatives to membership. *European Law Review*, *37(5),* 523-540. Retrieved from http://westminsterresearch.wmin.ac.uk/id/eprint/11836

Lee, C., Sugimoto, C., Zhang, G., & Cronin, B. (2013) Bias in Peer Review. Advances in *Information Science, 64(1),* 2-17*.* doi:10.1002/asi.22784

Lester, S. (2016). Six degrees of integration: How closely will the TTIP integrate the transatlantic market? *European Yearbook of International Economics Law*, *7*, 543-555. doi:10.1007/978-3-319-29215-1_24

Leszek, J. (2013*). The European Union Presidency: Institutionalized procedure of political leadership.* New York, NY: Peter Lang International Academic Publishing.

Lehrke, J. P. (2014). Terrorism alerts and target transference: Evidence and implications from the 2010 Europe-wide terrorism alert. *European Security, 25(1),* 3-27. doi:10.1080/09662839.2015.1067614

Lewin, K. (1951). *Field theory in social science*. New York, NY: Harper and Row.

Locke, L. F., Silverman, S. J., & Spirduso, W. W. (2010). *Reading and understanding research.* Thousand Oaks, CA: Sage.

Lyons, S. T., Duxbury, L. E., & Higgins, C. A. (2006). A comparison of the values and commitment of private sector, public sector, and parapublic sector employees. *Public Administration Review, 66(4),* 605–618. doi:10.1111/j.1540-6210.2006.00620.x

MacKenzie, D. (2010). A World Beyond Borders: *An introduction to the history of international organizations*. Toronto, CA: University of Toronto Press.

Malmström, C. (2014). EU migration policy–new realities, new opportunities. *Challenge Europe*, *22*, 65-69. Retrieved from http://epceu.webhosting.be

Manners, I. (2002). Normative power Europe: A Contradiction in Terms? *Journal of Common Market Studies, 40*: 235–258. doi:10.1111/1468-5965.00353

Matthews, G., Zeidner, M., & Roberts, R. D. (2004). *Emotional intelligence: Science and myth*. Cambridge, MA: MIT Press.

Mayer, J.D., Salovey, P., & Caruso, D. (2000*). Models of emotional intelligence*. In R. Sternberg. (2000). Handbook of Intelligence. Cambridge, UK: Cambridge University Press.

Mayer, J. D. (2008). *Personal intelligence. Imagination, Cognition and Personality, 27(3),* 209-232. doi:10.2190/IC.27.3.b

McPhail, J. (1995). Phenomenology as Philosophy and Method: *Remedial and Special Education, 16(3),* 159-165. doi:10.1177/074193259501600305

Merriam, S. B. (1998). Qualitative Research and Case Study Applications in Education. San Francisco, CA: Jossey-Bass.

Merriam, S. & Tisdell, E. (2015). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass.

Merrill, M. D., Kowallis, T., & Wilson, B. G. (1981). Instructional design in transition. In F. Farley & N. Gordon (Ed.), *Psychology and education: The state of the union*, 298-348. Ann Arbor, MI: McCutchan Publishing Corporation.

Minford, P. (2016). Understanding UK trade agreements with the EU and other countries. Cardiff University, Cardiff Business School. Retrieved from http://carbsecon.com/wp/E2016_1.pdf

Mitchell, G. (2013). Selecting the best theory to implement planned change. *Nursing Management*, *20(1),* 32-37. Retrieved from https://www.ncbi.nlm.nih.gov/pubmed/23705547

Mittal, R., & Dorfman, P.W. (2012). Servant leadership across cultures. *Journal of World Business*. *47(4),* 555-570. doi:10.1016/j.jwb.2012.01.009

Monastiriotis, V. Borrell, M. (2012) Political and Political Economy Literature on the ENP: Issues and Implications. *London School of Economics,* London, UK. Retrieved from http://www.ub.edu/searchproject/wp-content/uploads/2012/02/WP-1.5.pdf

Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: Sage.

Mowrer, O. (1960). Learning theory and the symbolic processes. New York NY: Wiley. doi:10.1037/10772-000

Mumford, M. D., Zaccaro, S. J., Connelly, M. S., & Marks, M. A. (2000). Leadership skills: Conclusions and future directions, *Leadership Quarterly*, *11(1),* 289-315. doi:10.1016/S1048-9843(99)00047-8

Nevins, M.D. & Stumpf, S. (1999). 21st Century leadership. *Journal of Strategy and Business,* Retrieved from https://www.strategy-business.com/article/19405?gko=3b347

Northouse, P. (2010). *Leadership: Theory and practice*. Los Angeles, CA: Sage.

Oertel, J. (2009). The United Nations and NATO. *Survival: Global Politics and Strategy, 51(2),* 5-12. Retrieved from https://www.iiss.org/en/publications

Oliver, T. & Williams, M. J. (2016), Special relationships in flux: Brexit and the future of the US–EU and US–UK relationships*. International Affairs*, *92(3),* 547–567. doi:10.1111/1468-2346.12606

Opdenakker, R. (2006). Advantages and disadvantages of four interview techniques in qualitative research. *Qualitative Sozialforschung Forum*: *Qualitative Social Research*, *7(4).* doi:10.17169/fqs-7.4.175

Organ, D. W. (1996). Leadership: The great man theory revisited. *Business Horizons*, *39(3),* 1-4. doi:10.1016/S0007-6813(96)90001-4

Ospina, S. (2001). *Managing diversity in civil service: A conceptual framework for public organizations.* Amsterdam, NL: IOS Press.

Overskeid, G. (2008). They should have thought about the consequence. The crisis of cognitivism and a second chance for behavior analysis. *The Psychological Record*, *58(1),* 131-152. doi:10.1007/BF03395606

Pace, M. (2007), The Construction of EU Normative Power. *Journal of Common Market Studies*, *45(5),* 1041–1064. doi:10.1111/j.1468-5965.2007.00759.x

Pain, N., & Young, G. (2004). The macroeconomic impact of UK withdrawal from the EU. *Economic Modelling*, 21 (3), 387-408. doi:10.1016/S0264-9993(02)00068-8

Page, E. C. & Wouters, L. (2007). Bureaucratic Politics and Political Leadership in Brussels. *Public Administration, 72(3),* 445-459*.* doi:10.1111/j.1467-9299.1994.tb01022.x

Palmer, R. R., & Colton, J. (1971). *A history of the modern world*. New York, NY: Knopf.

Palmeri, T., & de la Baume, M. (2016). Donald Tusk says UK deal is irreversible. *Politico.* Retrieved from https://www.politico.eu

Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Administration and Policy in Mental Health, 42(5),* 533-44. doi:10.1007/s10488-013-0528-y

Pappas, S.A. (2007). Bringing the European Union closer to its citizens: The role of the European Public Service and of EIPA. Retrieved from http://pappaslaw.eu/wp-content/uploads/PDF/Scop06_2e_16.pdf

Patton, M. Q. (2002). *Qualitative research and evaluation methods*. Thousand Oaks, CA: SAGE Publications, Inc.

Park, J. (2015). Europe’s migration crisis. *Council of Foreign Relations*, 311-325. Retrieved from https://www.cfr.org/backgrounder/europes-migration-crisis

Pearce, C. L. (2004). The future of leadership: Combining vertical and shared leadership to transform knowledge work. *Academy of Management Executive, 18(1),* 47-47. doi:10.5465/AME.2004.12690298

Pedersen, S. (2015). *The League of Nations and the Internationalization of Imperialism*. Oxford, UK: Oxford University Press.

Peers, S. (2008). Legislative update: EU immigration and asylum competence and decision-making in the Treaty of Lisbon. *European Journal of Migration and Law, 10(2),* 219-247. doi:10.1163/157181608X317354

Perkins, D. N. (1991). What constructivism demands of the learner. *Educational technology*, *31(9),* 19-21. Retrieved from https://eric.ed.gov/?id=EJ433312

Peters, G. B. & Pierre, J. (2003). *Handbook of Public Administration.* New York, NY: Sage. doi:10.4135/9781848608214

Polkinghorne, D. E. (2005). Language and meaning: *Data collection in quantitative research. Journal of Counseling Psychology*, *52(2),* 137-145. doi:10.1037/0022-0167.52.2.137

Posner, E. & Veron, N. (2010). The EU and financial regulation: power without purpose? *Journal of European Public Policy*, *17(3),* 400-415. doi:10.1080/13501761003661950

Prado, C. D. (2007). Global Multi-level Governance. Tokyo, JPN: United Nations University Press. Retrieved from http://www.ebrary.com.lib.pepperdine.edu

Radermacher, W. (2015). The EU in the world: 2015 Edition. Luxembourg, Lux: Publications Office of the European Union.

Reigeluth, C. M. (1989). Educational technology at the crossroads: New mindsets and new directions. *Educational Technology Research and Development, 37(1),* 67-80. doi:10.1007/BF02299047

Reinalda, B. (2009). *History of International Organizations: From 1815 to the present day.* New York, NY: Routledge.

Resnick, L. B. (1987). The 1987 presidential address learning in school and out. *Educational Researcher*, 16(9), 13-54. doi:10.3102/0013189X016009013

Richards, L., & Morse, J. M. (2012). *Readme first for a user's guide to qualitative methods*. Los Angeles, CA: Sage.

Rivers, S. E., Brackett, M. A., & Salovey, P. (2008). Measuring emotional intelligence as a mental ability in adults and children. In G. Boyle, G. Matthews & D. H. Saklofske (Ed*.), Handbook of personality theory and testing*, 440-460, Thousand Oaks, CA: Sage.

Robson, C. (2011). *Real world research.* London, UK: Wiley.

Rodríguez-Carvajal, R., Díaz, D., Moreno-Jiménez, B., Blanco, A., van Dierendonck, D. (2009). Vitality and internal resources as components of the construct of psychological well-being. *Journal of Cross-Cultural Psychology*, *40(5),* 746-760. doi:10.1177/0022022109338622

Rummel, E. (2008). Constructing Cognition. American Scientist, *96(1),* 80-82. Retrieved from http://www.jstor.org/stable/27859099

Ruggie, J. (1998). *Constructing the world polity: Essays on international institutionalization.* London, UK: Routledge.

Russell, R.F., & Stone, G.A. (2002). A review of servant leadership attributes: Developing a practical model. *Leadership & Organization Development Journal, 23(3),* 145-157. doi:10.1108/01437730210424

Saldana, J. (2009). *The coding manual for qualitative researchers.* Thousand Oaks, CA: Sage.

Salovey, P., & Mayer, J.D. (1990). Emotional intelligence. *Imagination, Cognition, and Personality*, *9(3),* 185-211. doi:10.2190/DUGG-P24E-52WK-6CDG

Sandelowski, M. (1995). Sample size in qualitative research. *Research in Nursing and Health*, *18(2),* 179-183. doi:10.1002/nur.4770180211

Sanders, P. (1982). Phenomenology: A new way of viewing organizational research. *The Academy of Management Review*, *7(3),* 353–360. doi:10.5465/AMR.1982.4285315

Sanders, J. A., & Wiseman, R. L. (1990). The effects of verbal and nonverbal teacher immediacy on perceived cognitive, affective, and behavioral learning in the multicultural classroom. Communication Education, *39(4),* 341-353. doi:10.1080/03634529009378814

Schein, E. H. (1992). *Organizational culture and leadership.* San Francisco, CA: Jossey Bass.

Schmidt, P. R., Finkbeiner, C. (2006) *ABC's of cultural understanding and communication: National and international adaptations.* Greenwich, CT: Information Age Publishing.

Schmidt, P. R. (1999) Focus on research: Know thyself and understand others. *Language Arts*, *76(4),* 332-340. Retrieved from http://www.jstor.org/stable/41482987

Schmidt, P. R. (1998a) The ABCs of cultural understanding and communication. Equity & excellence in education, *31(20),* 28-38. doi:10.1080/1066568980310204

Schmidt, P. R. (1998b) The ABCs Model: *Teachers connect home and school*. In T. Shanahan & F. V. Rodriguez-Brown (Ed.), Forty-seventh yearbook of the National Reading Conference. Chicago, IL: National Reading Conference.

Schneid, F. C. (2005) *Napoleon's conquest of Europe: The war of the Third Coalition*. Westport, CT: Praeger.

Schön, D. A. (1987). *Educating the reflective practitioner: Toward a new design for teaching and learning in the professions*. San Francisco, CA: Jossey-Bass.

Schrijver, N. (2006). The Future of the Charter of the United Nations. *Max Planck Yearbook of United Nations Law*, 10, 1–34. Retrieved from http://www.mpil.de

Schunk, D. H. (1991). Self-efficacy and academic motivation. *Educational Psychologist*, *26(3),* 207-231. Chicago doi:10.1080/00461520.1991.9653133

Schwartz S. H. (1994). Are there universal aspects in the content and structure of values? *Journal of Social Issues, 50(4),* 19–45. doi:10.1111/j.1540-4560.1994.tb01196.x

Sendjaya, S. (2015). *Personal and organizational excellence through servant leadership: Learning to serve, serving to lead, leading to transform*. doi:10.1007/978-3-319-16196-9

Senge, P. (1990). *The Fifth discipline: The art and styles of the learning organization*. New York, NY: Doubleday Business.

Shamir, B., House, R. J., & Arthur, M. B. The motivational effects of charismatic leadership: A self-concept based theory. *Organization Science, 4(4),* 577-594. doi:10.1287/orsc.4.4.577

Shi, Z. (2013). Dilemmas in using phenomenology to investigate elementary school children learning English as a second language. *In Education*, *17(1).* Retrieved from ineducation.ca

Shuell, T. J. (1986). Cognitive conceptions of learning. Review of educational research, *56(4),* 411-436. doi:10.3102/00346543056004411

Shuell, T. J. (1990). Phases of meaningful learning. Review of educational research, *60(4),* 531-547. doi:10.3102/00346543060004531

Simms, B. (2017). The world after Brexit. (2017, March 1). *The New Statesman*. Retrieved from https://www.newstatesman.com/world/europe/2017/03/world-after-brexit

Skinner, B. F. (1948). *Walden Two*. Indianapolis, IN: Hackett Publishing Company.

Smith, K. E. (2005). The outsiders: The European neighborhood policy, *International Affairs*, *81(4),* 757–773. doi:10.1111/j.1468-2346.2005.00483.x

Smith, M. E. (2015). *The new intergovernmentalism and experiential learning in the common security and defense policy.* Oxford, UK: Oxford University Press.

Smith, P. L., & Ragan, T. J. (1993). Designing instructional feedback for different learning outcomes. In J. V. Dempsey & G. C. Sales (Ed.), *Interactive instruction and feedback,* 75-103. Englewood Cliffs, NJ: Educational Technology Publishing.

Snelbecker, G. E. (1974). *Learning theory, instructional theory, and psychoeducational design*. Chicago, IL: McGraw-Hill.

Sostrin, J. (2013). *Beyond the job description: How managers and employees can navigate the true demands of the job*. New York, NY: Palgrave Macmillan. doi:9781137337405

Spanou, C. (1996). On the regulatory capacity of the Hellenic state: A tentative approach based on a case study. *International Review of Administrative Sciences, 62*, 219–237. doi:10.1177/002085239606200204

Spears, L. C. (2004). Practicing servant-leadership. *Leader to Leader, 34*, 7–11. doi:10.1002/ltl.94

Spears, L.C. (2010). Character and servant leadership: Ten characteristics of effective, caring leaders. *The Journal of Virtues & Leadership*, *1(1),* 25-30. doi:10.1.1.475.5814

Spiro, R. J., Feltovich, P. J., Jacobson, M. J., & Coulson, R. L. (1991). Cognitive flexibility, constructivism, and hypertext: Random access instruction for advanced knowledge acquisition in ill-structured domains. *Educational Technology, 31(5),* 24-33. Retrieved from https://www.researchgate.net

Steiner, C., & Perry, P. (1997). Achieving emotional literacy: A program to increase your emotional intelligence. New York, NY: Avon.

Stepich, D. A. & Newby, T. J. (1988). Analogical instruction within the information processing paradigm: effective means to facilitate learning Instructional Science, *17(2),* 129-144. doi:10.1007/BF00052699

Sternberg, R. J. (1981). The evolution of theories of intelligence. *Intelligence*, *5(3),* 209-230. doi:10.1016/S0160-2896(81)80009-8

Stolarova, M., Wolf, C., Rinker, T., & Brielmann, A. (2014). How to assess and compare inter-rater reliability, agreement and correlation of ratings: an exemplary analysis of mother-father and parent-teacher expressive vocabulary rating pairs. *Frontiers in Psychology*, *5*, 509. doi:10.3389/fpsyg.2014.00509

Stone, F. M. (2004). *The mentoring Advantage: Creating the next generation of leaders*. Chicago, IL: Dearborn Trade Publishing. doi:9780793186921

Stivachtis, A. & Stivachtis, I. (2007). *The state of European integration*. London, UK: Routledge. doi:9780754672234

Stys, Y., & Brown, S. L. (2004). A review of the emotional intelligence literature and implications for corrections. Research branch correctional service of Canada. Retrieved from http://www.csc-scc.gc.ca/research/092/005008-0150-eng.pdf

Swieboda, P. (2014). Solidarity and cohesion. *Challenge Europe*, 22, 42-46. Retrieved from http://aei.pitt.edu/id/eprint/58259

Szamuely, G. (2013). NATO's humanitarian war on Yugoslavia. Amsterdam, NL. Amsterdam University Press.

Talani, L. S. (2000). *Betting for and Against EMU: Who wins and who loses in Italy and in the UK from the process of European monetary integration.* Aldershot, UK: Ashgate. Retrieved from http://eprints.lse.ac.uk/id/eprint/12682

Thomson, I. (2016). The EU Referendum, 23 June 2016. The United Kingdom and the European Union: A guide to information sources. Cardiff University Press. Retrieved from http://aei.pitt.edu/id/eprint/81090

Thompson, A. D., Simonson, M. R., & Hargrave, C. P. (1992). *Educational technology: A review of the research*. Washington, DC: AECD.

Triandafyllidou, A. (2016*). Irregular migration in Europe: Myths and realities*. New York, NY: Routledge. doi:10.1787/015600186665

Trochim, W. M., & Donnelly, J. P. (2001). Research methods knowledge base. Cincinnati, OH: Atomic Dog Publishing. Retrieved from http://www.anatomyfacts.com/research/researchmethodsknowledgebase.pdf

United States. (1978). *The Belmont report: Ethical principles and guidelines for the protection of human subjects of research*. Bethesda, MD: The Commission. Retrieved from https://videocast.nih.gov/pdf/ohrp_appendix_belmont_report_vol_2.pdf

Urban, K., Boysen, O., Brockmeier, M., Engelbert, T., Jensen, H., & Narayanan, B. G. (2016). Analyzing the trade effects of the Transatlantic Trade and Investment Partnership between the EU and the US: Do we need to care about agricultural domestic support. University of Hohenheim, DE. Retrieved from https://www.gtap.agecon.purdue.edu/resources/download/8012.pdf

Van, H. S., Bursens, P., & Oostende, F. (2011). *Readjusting* the *council presidency: Belgian leadership in the EU*. Brussels, BE: Academic and Scientific Publishers. doi:9789054878520 20160616

Van Manen, M. (1990). Researching lived experience. Albany, NY: State University of New York Press.

Van Manen, M. (2007). Phenomenology of practice. *Phenomenology and Practice*, *1(1),* 11-30. Retrieved from http://www.maxvanmanen.com/files/2011/04/2007-Phenomenology-of-Practice.pdf

Van, Velsor, E., & Wright, J. (2015). Expanding the leadership equation: Developing next generation leaders. Center for Creative Leadership. Retrieved from http://insights.ccl.org/wp-content/uploads/2015/04/ExpandingLeadershipEquation.pdf

Ville, Y. (2010), Prima facie. *Ultrasound Obstetrics and Gynecology*, *35(1),* 1-3. doi:10.1002/uog.7526

Washington, R. R., Sutton, C. D., & Field, H. S. (2006). Individual differences in servant leadership: The roles of values and personality. *Leadership & Organization Development Journal, 27(8),* 700–716. doi:10.1108/01437730610709309.

Weegar, M. A., & Pacis, D. (2012). A comparison of two theories of learning: behaviorism and constructivism as applied to face-to-face and online learning. San Diego, CA. Retrieved from https://www.g-casa.com/conferences/manila/papers/Weegar.pdf

Wierzbicka, A. (1999). Emotions across languages and cultures: Diversity and universals. Cambridge, UK: Cambridge University Press.

West, C. K., Farmer, J. A., & Wolff, P. M. (1991). *Instructional design: Implications from cognitive science.* Englewood Cliffs, NJ: Prentice Hall.

Whetstone, J. (2002). Personalism and moral leadership: The servant leader with a transforming vision. *Leadership and Organizational Development Journal, 25(3),* 349–359. doi:10.1111/1467-8608.00298

Whitman, R. (2016). Brexit or Bremain: What future for the UK's European diplomatic strategy. *International Affairs*, *92(3),* 509–529. doi:10.1111/1468-2346.12607

Winn, W. (1990). Some implications of cognitive theory for instructional design. *Instructional Science*, 19 (1), 53-69. doi:10.1007%2FBF00377985?LI=true

Witesman, E., & Walters, L. (2014). Public Service Values: A new approach to the study of motivation in the public sphere. *Public Administration, 92(2),* 375-405. doi:10.1111/padm.12000

Wood, S. (2009). The European Union: A normative or normal power? *Foreign Affairs Review*, 1, 113–128. Retrieved from https://www.kluwerlawonline.com

Woodsworth, R. S. (1940). Psychology. New York, NY: Holt.

Zeidner, M., Matthews, G., & Roberts, R. D. (2001). Slow down, you move too fast: Emotional intelligence remains an elusive intelligence. *Emotion, 1(3),* 265-275. doi:10.1037/1528-3542.1.3.265

APPENDIX A

Pepperdine University IRB Approval Notice

PEPPERDINE

Pepperdine University
24255 Pacific Coast Highway
Malibu, CA 90263
TEL: 310-506-4000

NOTICE OF APPROVAL FOR HUMAN RESEARCH

Date: February 24, 2017

Protocol Investigator Name: Derek Pelland

Protocol #: 17-01-480

Project Title: UNDERSTANDING THE BEST PRACTICES OF SENIOR-LEVEL LEADERS AMONG THE EUROPEAN UNION CIVIL INSTITUTIONS

School: Graduate School of Education and Psychology

Dear Derek Pelland:

Thank you for submitting your application for exempt review to Pepperdine University's Institutional Review Board (IRB). We appreciate the work you have done on your proposal. The IRB has reviewed your submitted IRB application and all ancillary materials. Upon review, the IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations 45 CFR 46.101 that govern the protections of human subjects.

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit an amendment to the IRB. Since your study falls under exemption, there is no requirement for continuing IRB review of your project. Please be aware that changes to your protocol may prevent the research from qualifying for exemption from 45 CFR 46.101 and require submission of a new IRB application or other materials to the IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite the best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the IRB as soon as possible. We will ask for a complete written explanation of the event and your written response. Other actions also may be required depending on the nature of the event. Details regarding the timeframe in which adverse events must be reported to the IRB and documenting the adverse event can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* at community.pepperdine.edu/irb.

Please refer to the protocol number denoted above in all communication or correspondence related to your application and this approval. Should you have additional questions or require clarification of the contents of this letter, please contact the IRB Office. On behalf of the IRB, I wish you success in this scholarly pursuit.

Sincerely,

Judy Ho, Ph.D., IRB Chair

APPENDIX B

Informed Consent Form

PEPPERDINE UNIVERSITY

INFORMED CONSENT FOR PARTICIPATION IN RESEARCH ACTIVITIES

You are invited to participate in a research study conducted by Derek Pelland and faculty advisor Dr. Farzin Madjidi at Pepperdine University, because you are identified as a recommended senior level EU civil leader. Your participation is voluntary. You should read the information below, and ask questions about anything that you do not understand, before deciding whether to participate. Please take as much time as you need to read the consent form. You may also decide to discuss participation with your family or friends. If you decide to participate, you will be asked to sign this form. You will also be given a copy of this form for your records.

PURPOSE OF THE STUDY

The purpose of the study is to identify the best practices and lessons learned of senior level EU civil leaders, with the aim of providing future learners and leaders prepare for future career and social contributions. Europe is experiencing a multitude of challenges, and will look to the next generation of European leaders to lead. This study aims to provide advice to the junior EU leaders along with developing generations.

STUDY PROCEDURES

If you volunteer to participate in this study, you will be asked to participate in a single 30-minute interview. There will be a series of 11 semi structured interview questions about your experience as a civil leader and your thoughts on the future. The interview will be video and/or audio recorded for the purpose of review and clarity.

POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY

While there are no direct benefits to the study participants, there are several anticipated benefits to society which include:

- Contributing to a healthier and more stable future EU
- Sharing expertise with developing generations of European leaders
- A renewed sense of purpose, or understanding of your own personal development

CONFIDENTIALITY

The records collected for this study will be confidential as far as permitted by law. However, if required to do so by law, it may be necessary to disclose information collected about you. Examples of the types of issues that would require me to break confidentiality are if disclosed any instances of child abuse and elder abuse. Pepperdine's University's Human Subjects Protection Program (HSPP) may also access the data collected. The HSPP occasionally reviews and monitors research studies to protect the rights and welfare of research subjects. The data will be stored on a password protected computer in the principal investigator's place of office in Zurich, Switzerland. The data will be stored for a minimum of three years. The data collected will be coded, de-identified, identifiable, transcribed etc…

The video and audio recorded interviews will be transcribed and stored by the principal investigator, and used strictly for academic purposes. Access will be restricted to the principal investigator and his research associates. There will be no identifiable information obtained in connection with this study.

SUSPECTED NEGLECT OR ABUSE OF CHILDREN

Under California law, the researcher(s) who may also be a mandated reporter will not maintain as confidential, information about known or reasonably suspected incidents of abuse or neglect of a child, dependent adult or elder, including, but not limited to, physical, sexual, emotional, and financial abuse or neglect. If any researcher has or is given such information, he or she is required to report this abuse to the proper authorities.

PARTICIPATION AND WITHDRAWAL

Your participation is voluntary. Your refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

ALTERNATIVES TO FULL PARTICIPATION

The alternative to participation in the study is not participating or only completing the items for which you feel comfortable.

EMERGENCY CARE AND COMPENSATION FOR INJURY

If you are injured as a direct result of research procedures you will receive medical treatment; however, you or your insurance will be responsible for the cost. Pepperdine University does not provide any monetary compensation for injury

INVESTIGATOR'S CONTACT INFORMATION

You understand that the investigator is willing to answer any inquiries you may have concerning the research herein described. You understand that you may contact:

Derek Pelland derek.pelland@pepperdine.edu

Dr. Farzin Madjidi farzin.madjidi@pepperdine.edu

if you have any other questions or concerns about this research.

RIGHTS OF RESEARCH PARTICIPANT – IRB CONTACT INFORMATION

If you have questions, concerns or complaints about your rights as a research participant or research in general please contact Dr. Judy Ho, Chairperson of the Graduate & Professional Schools Institutional Review Board at Pepperdine University 6100 Center Drive Suite 500 Los Angeles, CA 90045, 310-568-5753 or gpsirb@pepperdine.edu

APPENDIX C

Interview Recruitment E-mail Script

Dear <Potential participant Name>,

My name is Derek Pelland, and I am a doctoral student in the Organizational Leadership program (EDOL) at Pepperdine University. I am conducting a research study examining the best practices and lessons learned of senior level EU civil leaders, and you are invited to participate in the study. If you agree, you are invited to participate in a semi-structured interview where you will be asked a series of open-ended questions about your experience as a leader, and your thoughts on future generations.

The interview is anticipated to take no more than 30 minutes to complete, and will be audio and or video recorded.

Participation in this study is voluntary. Your identity as a participant will remain confidential during and after the study. No personal information will be shared with a third party.

If you have questions or would like to participate, please contact me at Derek.Pelland@Pepperdine.edu

Thank you for your participation,

Derek Pelland

APPENDIX D

Interview Questions Process Form

Participant Pseudonym: ___________________________

Age: _____ **Gender: M / F**

Ethnicity: ___________

Marital Status: M / S

Length of tenure in current role: _____________

Highest level of education: ____

Anticipated continuing education plans and timeframe: __________________

Interview Question One: What are some strategies and practices do you employ in your leadership?
Notes:

Follow up question(s):

Interview Question Two: What would you say is your greatest strengths as a leader?
Notes:

Follow up question(s):

Interview Question Three: What are some of your personal qualities that guide and guide you as a leader?
Notes:

Follow up question(s):

Interview Question Four: How do you motivate and inspire your team? How do you decide when is the time to act?
Notes:

Follow up question(s):

Interview Question Five: In your experience as an EU senior civil leader, have you encountered resistance to change? How did you overcome the situation?
Notes:

Follow up question(s):

Interview Question Six: What other challenges have you faced? Do you have challenges surrounding: cultural/technology/finance?

Notes:

Follow up question(s):

Interview Question Seven: How do you measure and track your success?

Notes:

Follow up question(s):

Interview Question Eight: How do you make mid-course corrections?

Notes:

Follow up question(s):

Interview Question Nine: From your perspective, what skills or characteristics do you envision being "in demand" for the next generation of EU leadership? How does this differ from those of today and when you first started in civil service?

Notes:

Follow up question(s):

Interview Question Ten: If you could start your leadership journey again what would you do differently?

Notes:

Follow up question(s):

Interview Question Eleven: What advice do you have for those who are aspiring to be an EU leader?

Notes:

Follow up question(s):