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Pepperdine University
Graduate School of Education and Psychology

THE ROLE OF MEZIROW'S TEN PHASES OF TRANSFORMATIVE
LEARNING IN THE DEVELOPMENT OF GLOBAL LEADERS

A dissertation submitted in partial satisfaction
of the requirements for the degree of
Doctor of Philosophy in Global Leadership and Change

by

Scott William Beckett

October, 2018

H. Eric Schockman, Ph.D. – Dissertation Chairperson

This dissertation, written by

Scott William Beckett

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 PHILOSOPHY

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DEDICATION

To liberty... may we all be free.

ACKNOWLEDGMENTS

At times our own light goes out and is rekindled by a spark from another person. Each of us has cause to think with deep gratitude of those who have lighted the flame within us.

Albert Schweitzer

With tears in my eyes, it is clear that acknowledgment is too small of a word. The writing of this document ends with where it all began: an excruciatingly deep, relentless, and profound love for the light of my life, the one whom I do not deserve but of whom I will never let go, Mrs. Adrienne Beckett. For without her strength around me, support, and encouragement, this road would have likely never been taken and assuredly would have never been completed. I love you, my Smooch.

To my chairperson, Dr. H. Eric Schockman, and my dissertation committee... your absolute demand for excellence, your attention to details and doing what is right and needed, and your unwavering avocation and support were the legs of the stool that held me up all these months. Billy Graham said, “When a brave man takes a stand, the spines of others are often stiffened.” Thank you for your stand.

To Nathan Rosenberg, Shideh Bina, and Insigniam... the encouragement and room you provided me to do this work for the last four years has been a gift. May it strengthen our firm and bring honor to what you have built.

To Matt Watson, Ahli Moore, Michael Ehret, and my cohorts... your laughter, your care, your consideration, your patience, your gifts, and your intelligence are marvelous. We came together serendipitously, yet, I would like to think, with God’s providence. May our friendships last our lifetimes (I should have just texted you all a meme).

To Werner Erhard... it has been said that society grows great when people plant trees the shade from which they know they shall never sit. For everything, thank you.

To my family and friends... how do you know when someone is in a doctoral program? They tell you. Thank you for putting up with all of it – all of me – for all of this time.

VITA

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PROFESSIONAL SUMMARY

Scott Beckett is a Partner with Insigniam, LLC, a global management consulting firm. Scott has been with Insigniam for nearly twenty years and is the youngest person to be named a partner at the firm. He is a member of the firm's Learning & Development team and is the partner accountable for sales management and responsible for consultant talent acquisition.

Scott's clients tend to be the senior executives of the thousand largest companies in the world. His firm and he are hired to produce remarkable, business-altering results, including an 87% success rate in breakthrough project delivery. Scott served as one of the lead consultants retained by Secretary of State Rex Tillerson to lead the organizational transformation of the Department of State of the United States of America.

AWARDS AND COMMUNITY SERVICE

Eagle Scout

The President's Volunteer Service Award (2011)

The President's Call to Service Award (2011)

National Executive Board, Boy Scouts of America (1994, 2017 – present)

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National Board Member, American Hiking Society (2010 – 2017)

ABSTRACT

The demand for leaders able to navigate the complexity of multinational circumstances working with and through people of multicultural backgrounds is greater today than ever before.

Corporations, non-governmental organizations, and governmental agencies and operations are all dealing with a globalized marketplace and economy. Work and the dynamics at play are more complex than ever; the coordination and interplay between people of different nationalities, customs, backgrounds, and languages is at an all-time high. People who live and work in global contexts have reported experiencing transformational moments as well as the development into a global leader. Such transformational, or crucible, experiences have been found to create for people new mental models, such as perspectives, worldviews, and perceptual acumen that do not exist for those people who have not gone through like events.

The intersection of global leadership and transformative learning is one ripe for further study. This study aimed to bring together two different fields of study, both relatively nascent in academe, to determine how the elements of one (transformative learning) may be beneficial in the expansion and development of another (global leadership). This mixed-methods study investigated the experience of people who developed as a global leader, as well as their experience with the ten phases of transformative learning. Senior level employees at a global fast-moving consumer goods company who had completed an international work assignment of at least one year in duration were asked to participate in this study on the intersection of global leadership and transformative learning.

This research showed that there are common phases through which people who have developed as global leaders have progressed in their growth as global leaders. Additionally, this research showed that those who developed as global leaders in an international work assignment

of greater than one year reported experiencing, at different levels, the ten phases of transformative learning. Lastly, this study showed that the phases through which people progressed match closely with the phases of transformative learning.

Chapter 1: Introduction

Introduction

Mendenhall asserted that it is rare to find interdisciplinary research in academia. He believes this to be exacerbated as doing such work requires the researcher to learn an entirely new field of study or ‘scholarly paradigm’. He asserts this is both difficult pragmatically and is formidable from an intellectual standpoint (Mendenhall, 2012, p. 13). Nonetheless, this study intended to bring together two different fields of study, both relatively nascent in academe, to determine how the elements of one (transformative learning) may be beneficial in the expansion and development of another (global leadership).

Transformative learning is a relatively new distinction in the academic study of learning. Brought to prominence by Mezirow, over the past three decades his work has shaped the way researchers understand adult learning and andragogy (Knowles, Holton, Elwood, and Swanson, 2014). Transformative learning is not about learning necessarily in an additive sense, which is, simply contributing more knowledge to an individual’s already existing knowledge base. The theory of transformative learning is about becoming aware of one’s own and others’ tacit assumptions and expectations and assessing their relevance for making an interpretation (Mezirow, 2000). Simply, transformative learning is about reshaping how one learns.

Similarly, global leadership is a field in its relative infancy. The world has both grown and shrunk in recent years; globalization has taken exponentially more people to far flung places to do business, lead organizations, or help bring peace when compared to just two generations ago. Being able to successfully navigate these varied cultural and national frameworks is critical for an individual seeking to be effective as a global leader. Naturally, the question of what a

global leader is has become a focus of study in both the business world and in academic research (Reiche, Bird, Mendenhall, & Osland, 2017).

This study was designed to explore whether or not the fascinating fields of global leadership and transformative learning have a natural intersection. Specifically, do individuals who develop themselves into global leaders experience transformative learning during their development? If so, where, and in what ways?

Background of the Problem

The development of global leaders is becoming an increasingly critical investment for organizations around the world, from multi-national corporations to educational institutions. The ever-complex and integrated global marketplace and interconnected societal aspects of the modern world have prompted the need to develop global leadership competencies in leaders (Osland, 2015). The World Economic Forum asserted that a vacuum in global leadership was seen by attendees as one of the leading challenges facing the world. The lack of well-trained global leaders hinders global businesses and organizations from successfully implementing their strategies (Osland, 2015).

An opportunity exists for organizations interested in generating a new set and generation of global leaders to catalyze such work. Moreover, the opportunity is to do so in new ways which produce such leaders faster and who are more able to quickly adapt to the realities of new circumstances beyond that of their nationalistic frameworks. The approach to developing global leaders lacks a clear and focused approach. Mendenhall and Bird (2013) wrote,

Too often, we see companies conclude that they need more global leaders, but then quickly jump to conclusions about what effective global leaders should look like, hurriedly design a development program based on their assumptions, and then wonder

what went wrong when the outcomes of the initiative are disappointing in nature. Most firms fail to adequately invest the time in understanding what exactly global leadership is, and thus run into problems. (p. 167)

The literature on global leadership development points to transformation as an event that often occurs for people in their development. Missing, though, is an ability to cause such transformations. The literature recognizes the importance of reframing as a critical element for an individual's development as a global leader. Some scholars assert that in developing into a global leader one's ethnocentric view is transformed into intercultural communication competence (Hoopes, 1979; Bennett, 1993; Peterson, 1994). Fennes and Hapgood (1997) said that an individual's capacity to expand and adjust or adapt his or her frame of reference and behavior in a suitable and consistent manner to others is implicit in the process. By way of example, Osland (2013b) wrote that,

expatriates let go of their unquestioned acceptance of basic assumptions and take on the internationalized values of the other culture. Rather than taking their own cultural values for granted, contact with the other culture leads them to question the validity of their assumptions. (p. 29-30)

Absent from the literature, however, are many substantive methods for actually causing and developing a global leader. Jokinen's synthesis of global leadership competencies identifies three layers of competencies: behavioral skills, mental characteristics, and those at the fundamental core. The competencies Jokinen identifies for fundamental core are self-awareness, engagement in personal transformation, and inquisitiveness (Jokinen, 2005).

Each of Jokinen's (2005) three competencies is consistent with various phases of transformative learning. Mezirow distinguished ten phases of transformative learning (Mezirow, 1978). Those ten phases are:

- A disorienting dilemma;
- A self-examination with feelings of guilt or shame;
- A critical assessment of epistemic, sociocultural, or psychic assumptions;
- Recognition that one's discontent and the process of transformation are shared and that others have negotiated a similar change;
- Exploration of options for new roles, relationships, and actions;
- Planning a course of action;
- Acquisition of knowledge and skills for implementing one's plan;
- Provisional trying of new roles;
- Building of competence and self-confidence in new roles and relationships;
- A reintegration into one's life on the basis of conditions dictated by one's perspective.

Jokinen's (2005) three fundamental core competencies for global leaders align well with Mezirow's (1978) ten phases. Self-awareness, personal transformation, and inquisitiveness correlate to Mezirow's phases of self-examination, critical assessment of assumptions, exploration of options, and recognition that changes in self have similarly been experienced by others.

Scholars in the area of transformative learning have identified that a transformative learning experience typically results in an individual reframing the way one knows what he/she knows. Mezirow (1978) wrote of this as a deep shift in perspective, leading to more open, more permeable, and better-justified meaning perspectives. Transformative learning theory is

grounded in the premise that a person interprets his/her experience in an individual manner. How that person experiences the world is a function of his/her unique perception of his/her own experience (Cranton & Taylor 2012). However, measuring such learning is not necessarily straightforward and easy. Mezirow's approach details a cognitive, rational process, though the literature shows that it is more than just that; it is complicated, personal, and, quite often, powerfully emotional (Merriam & Kim 2012).

Purpose of the Study

The purpose of this study was to determine if individuals who self-identify as global leaders experienced in their development into global leaders learning experiences consistent with Mezirow's ten phases of transformative learning. Additionally, the study intended to identify which, if any, of Mezirow's ten phases of transformative learning global leaders recognize as being impactful in their development. The purpose of the study was explored through two related research questions.

Research Questions

The following research questions guided this study:

- Research Question 1: What common phases of learning do global leaders experience while developing as a global leader?
- Research Question 2: Which of Mezirow's ten phases of transformative learning, if any, do global leaders experience in their development as a global leader?

These two research questions intended to provide insights into the intersection of transformative learning and global leadership. In this mixed-methods study, the researcher utilized semi-structured, individual interviews and an online survey to collect data toward this research. The

approach for and methods employed are reviewed in Chapter 3. The findings are shared in Chapter 4 and in Chapter 5.

Significance of the Study

Globalization has continued to expand the volume of work that corporations, governments, and NGOs are doing outside of their typical national borders. This expanded work is pulling a number of individuals to engage in global, geographically distributed, and virtual forms of work (Hinds, Liu, & Lyon, 2011). As such, organizations are pressed to find, develop, and identify individuals with the ability and motivation to be global leaders and to exercise global leadership (Reiche et al., 2017). Mendenhall and Bird (2013) summarized the International Organizations Network work on globalization saying that globalization is quite a bit about complexity, a phenomenon which “involves the dynamic interplay between four drivers: multiplicity, interdependence, ambiguity, and flux” (p. 168). When one is able to understand the processes necessary to deal with complexity, the individual is prepared to deal with what is necessary for the globalization of an organization (Mendenhall and Bird, 2013).

With global leadership dependent upon an individual reframing his/her experience from a national context to one that crosses boundaries, the potential role of transformative learning to expedite and solidify such a reframing seems enormous. Transformative learning, in its own right, is relatively nascent in its study. Taylor and Cranton (2013) wrote, “The scholarship about transformative learning theory has continued to grow exponentially, although much of the research is redundant with a deterministic emphasis while overlooking the need for more in-depth theoretical analysis” (p. 33). The researchers identify that the issues of experience, empathy, and desire to change – all central constructs within transformative learning – are key pathways for better understanding the subject of transformative learning (2013).

This study sought to determine if there is a correlation between an individual reporting a transformative experience and their participation in an international work assignment of at least one year in duration. Additionally, it studied which, if any, of Mezirow's ten phases of transformative learning were experienced by individuals during their transformation into global leaders. This study intended to help provide insight into avenues for potentially accelerating the development of global leaders by focusing on the approaches of transformative learning as a means to catalyze such transformations in individuals. Oddou, Mendenhall, and Ritchie (2000) wrote, "to become a global leader, one must transform one's mindset" (p. 159).

The literature for global leadership is focused on what global leadership is. However, the field of global leadership has not coalesced on a consistent and unified answer to the question of what global leadership is (Mendenhall et al., 2012). Though models have been proposed, little substantive work has been done on how to operationalize the process models theorized to actually develop global leaders. This study intended to contribute to the literature by providing insight into any connection between global leadership development and transformative learning.

Definition of Terms

No commonly accepted definition currently exists for global leadership. This young field is receiving more attention from scholars in various disciplines. For this study, the definition generated by Reiche et al. (2017) was used. They defined global leadership as "the processes and actions through which an individual influences a range of internal and external constituents from multiple national cultures and jurisdictions in a context characterized by significant levels of task and relationship complexity" (Reiche et al., 2017, p. 556). Personal transformation is a part of the global leadership development process, though such a process is unpredictable and nonlinear (Osland, 2015).

Transformative learning was proposed by Mezirow as a process for change that transforms an individual's frame of reference (Imel, 1998). Mezirow defines frames of reference as "the structures of assumptions through which we understand our experiences. They selectively shape and delimit expectations, perceptions, cognition, and feelings" (Mezirow, 1997, p. 5). According to this view, "actions and behaviors will be changed based on the changed perspective" (Cranton, 1994, p. 730). Other key terms important to this study are:

Consumer Goods Company International. A pseudonym for the large, geographically wide-spread fast-moving consumer goods company that served as the site for this research and source of the sample.

Executive. For the purposes of this study, executive is defined as an individual who is one of the 554 individuals with the title of Director, Senior Director, Vice President, Senior Vice President, Executive Vice President, and/or President at Consumer Goods Company International at the time of the study. The executives hold supervisory accountability for the company's performance.

Expatriate. Typically defined as "a person who lives outside their native country" (New Oxford American Dictionary), this study uses expatriate to be an individual who lived outside of their native country holding a work assignment for at least one-year in duration.

International work assignment. These assignments occur when an organization or company dispatches employees from the home country to a different country for work and business operations at overseas offices or companies. For the purposes of this study, such assignments are considered at least one-year in duration and may be open-ended.

Assumptions

The researcher codified a set of assumptions about the participants involved in the study, as well as the experiences of those involved in the study, prior to beginning the research. Those assumptions are:

1. International (expatriate) work assignments provide individuals with an opportunity to work in environments which are and which involve working with people who are, typically significantly different than the individual's usual work conditions.

Expatriate work assignments occur in a different national context than those from which the individual comes. Different nations have different customs, social mores, work and inter-personal practices than one's home country.
2. Those individuals who participate in an expatriate work assignment of at least one-year are impacted by and experience lasting changes in perspective, behaviors, and understanding of social norms. Furthermore, it was assumed that expatriates gain a larger global perspective during their assignment. These changes involve the individual herself or himself, in particular, in that one's framework for how the world works and one's place within it are altered.
3. An individual may not report, i.e., recognize for themselves, having experienced all ten of Mezirow's phases of transformative learning. In the same way one does not report the proper functioning of their gall bladder though it likely is doing its job within the human body, one's reporting of going through the ten phases and one having gone through the ten phases do not need to be correlated (i.e., the latter can exist without the former).

4. Participants in the study would provide honest, forthright responses to the questions posed to them and those responses would be consistent with how the same participants would answer similar questions if asked regularly over a period of time, such as several years.

As it relates to the above, short-term and long-term travel assignments have been documented as valuable approaches to developing one's appreciation for an understanding of another culture (Oddou, Gregersen, Derr, and Black, 2001). However, international travel, alone, does not magically transform domestic managers into global leaders or managers with global mindsets (Oddou, Mendenhall, and Ritchie 2000). Damiran (1993) claimed that often times international business travel leaves the individual as corporate tourist writing:

A traveler and a tourist can visit the same city but experience it very differently. A tourist's goals are typically to see all of the sights, learn the names, make and collect stunning pictures, eat the foods, and observe the rituals of the city. A traveler, on the other hand, seeks to understand the city, to know and live briefly among the people, to understand the languages, both verbal and non-verbal, and to participate in the rituals of the city. At the end of equally long visits, the tourist is likely to have seen more monuments, but the traveler is likely to know how to use public transportation. (p.28)

For this study, it is assumed that an international work assignment of at least one year in duration provides the sufficient and necessary time for an individual to inculcate themselves into the customs and rituals of the country in which they lived and worked.

Limitations of the Study

The research conducted was a descriptive study that involved a mixed qualitative and quantitative approach. For the part of the study appropriate, the qualitative methodology applied

was ethnographic and the research was conducted via interviews to reveal characteristics of a phenomenon experienced by study participants. A phenomenological study is a type of study in which participants describe for the interviewer how they experienced a particular phenomenon based on their personal history and experiences (Creswell, 2013). Certain limitations are inherent to phenomenological studies, including that the data gathered assumes that personal memories are accurate (Rudestam & Newton, 2007).

As mentioned earlier, the research study assumed that participants were able to demonstrate an element of self-reflection and self-assessment. When asked questions, it was assumed that they were able to consider the impact of their expatriate experience, as well distinguish any lasting shifts or changes in their perspective and/or meaning schema which occurred as a result of their expatriate assignment. The capacity for self-reflection was required in order to be able to recall past behavior. It is assumed that respondents are skilled at articulating their memories, and that respondents are willing to disclose the full essence of their memories. Other limitations of the study include:

1. The individuals involved in the study all came from one company. Though many people in the company and involved in the study reported having worked in different companies prior to working at Consumer Goods Company International, the impact of the company's organizational culture likely has shaped the perspective of its employees, including study participants.
2. Not all international work experience can be regarded as the same. By way of example, a South Korean who serves an expatriate assignment for two years in France will likely encounter far greater cultural differentiation than a Canadian who serves a two-year expatriate assignment in Sydney. This research did not limit, negate, or adjust findings

based on any sort of potential levels of differentiation; all expatriate assignments were treated equally for this study.

3. The selection criteria for inclusion in the study was based on the records of Consumer Goods Company International and the reporting of participants in the study that they qualified to be a part of the study.
4. Lastly, another limitation of the study was that it focused on business. The participants came from the same company within the fast-moving consumer goods industry.

Collecting data from other industries and fields would most likely have added credibility to the study (i.e., healthcare, politics, military, etc.).

Organization of the Study

This study is organized into five chapters. Chapter 1 introduces the subject matter, the problem statement and the purpose of the study, identified the research questions, reviewed the significance of the study, discussed assumptions and limitations, and defined key terms. Chapter 2 reviews the relevant literature pertaining to this study, specifically the fields of transformative learning (in the context of the larger field of adult learning) and global leadership (in the context of leadership itself). This review of literature was critical as it provided a context for the development of the two fields, as well as an indication as to where the pathways of studies in each potentially intertwine. Chapter 3 restates of the research questions, discusses the research design and approach, describes the population, data gathering procedures, plans for IRB, and the data analysis process. Chapter 4 discusses the findings of the study. Chapter 5 summarizes the study, includes recommendations and implications of the study with suggestions for additional research. The chapter closes with final thoughts from the researcher.

Chapter 2: Review of Literature

This study explored the relationship, if any, between the development of an individual into a global leader and the role transformative learning may play in that development. Both global leadership and transformative learning are relatively nascent fields as the review of the literature will show. Over the past 30-40 years, researchers have begun to study each of these fields with increasing interest. This review of the literature will first focus on transformative learning. That will be followed by a review of the literature of the field of global leadership. The end of Chapter 2 will address any substantive areas related to this study where the two fields intersect or have parallel avenues of study.

Transformative Learning

One of the most significant thought leaders in the field of transformative learning is Mezirow. His work on the topic began in 1978 with a groundbreaking study of women who returned to community college to continue their educations (Mezirow & Marsick, 1978). While completing the work for this study, Mezirow gained his first insights into transformative learning. Subsequently, it was a field in which he worked and about which he studied for the entirety of his remaining career and life until his passing in 2014. Mezirow's (1990) work comes from, as he writes,

the scores of studies that have found that is it not so much what happens to people but how they interpret and explain what happens to them that determines their actions, their hopes, their contentment and emotional well-being, and their performance. (p. xiii)

An initial review of the literature regarding transformative learning overwhelmingly points to a seminal work in the field: *Transformative Dimensions of Adult Learning* (Mezirow 1991). Comprehensive and instructional, the work is focused on two critical elements, one a

theory and one a framework. Together they serve as a jumping off point for much of the theory he and others in the field subsequently developed. Based on Knowles's work on adult learning theory, Mezirow (1978) contended that the intent of adult learning is transformative learning.

Mezirow (1991) acknowledged that he was greatly influenced by Kelly's view that any event may be simultaneously construed by people with differing frameworks. As such, people can hold different constructs of the same event. Kelly's assertion was that, inherently, there is no universal system of constructs. Kelly referred to this as "range of convenience" (Kelly, 1955, pp. 10-12). From this, Mezirow developed the view that the human experience is constructivist in nature. Essentially, people are at the source of their own construction of reality (Mezirow, 1991).

Transformative Dimensions of Adult Learning explores the field of transformative learning in comparison to other theories of adult learning. In this work, Mezirow (1991) dug deeper into the way in which people's meaning perspectives serve as cognitive codes. He explores how these cognitive codes frame how an individual thinks, perceives, and ultimately acts on one's own experience. Mezirow distinguishes intentional learning and unintentional learning, citing the work of Jurgen Habermas around communication. Mezirow (1991) writes, "Our claims to valid knowledge about objective facts, social norms, and the authenticity of our subjective experience are refined through speech" (p. 66). It is language, Mezirow (1991) contends, where all meaning is made and all reflection thus occurs.

Additionally, Mezirow (1991) provided a distinction between instrumental learning where one manipulates or controls the environment, communicative learning where one seeks to understand the meaning of what's being communicated, and reflective learning wherein one seeks to understand oneself and one's perspectives. It is reflective learning which is central to the work of transformative learning. Mezirow identifies different ways in which one distorts

experience and meaning, thus impacting the framework through which one sees the world (Mezirow 1991). All of this serves as a foundation from which Mezirow (1991) offered suggestions, proposals, and recommendations for fostering transformative adult learning. His premise is typified when he writes,

emancipatory education is about more than becoming aware of one's awareness. Its goal is to help learners move from a simple awareness of their experience to an awareness of the conditions of their experiencing and beyond this to an awareness of the reasons why they experience as they do and to action based on these insights. (p. 197)

Adult Learning Theory

Core to the conversation of adult learning is the premise that there is a distinction between education for children and education for adults. In simple terminology, this is pedagogy and andragogy (Gehring, 2000; Kidd, 1959; Knowles, 1972; Knowles, 1980; Knowles, 1989; MacCormick, 1931; Mezirow, 1991; Pratt, 1998). Knowles (1972) pointed out that pedagogy is from the Greek root 'paid,' i.e., *paidagogos* or 'teacher,' which means child, the same root or stem from which pediatrics is taken. Pedagogy, he writes, "literally means the art and science of teaching children" (p. 8). The pedagogical model is based upon the teacher's determination of what there is to be learned, how, when, where, and in what method it will be learned, and, ultimately, if it was learned (Knowles 2014). Mezirow (1981) asserted that it is only in late adolescence or early adulthood when one finds that reflecting and considering alternative paradigms for thought as sets of assumption which critically impact and influence his/her selection and data and then interpretation of evidence. Simply, adults need more from learning approaches than what is provided children.

The field of study on adult learning theory first emerged as a concept in a published document by Alexander Kapp in 1833 (Cooper & Henschke 2000). However, it was deprived of further study for nearly a century. Interest in andragogy began to bloom during the Industrial Revolution. It was during this period there emerged a realization of the practical constraints and needs involved with trying to teach adults. In the 1920s, the systematizing of adult education proved that the typical methods of education, which were models for teaching children, were insufficient. Teachers found adult students resistant to the typical modes of teaching of the time, such as deep reading, drilling, quizzes, rote memorization, and fact-heavy lectures. Rather, adult learners were found to be wanting of something more (Knowles, 1980).

Lindeman's *The Meaning of Adult Education* (1926) is recognized as the first substantive conversation regarding adult learning (Brookfield, 1984; Cooper & Henschke, 2006; Cooper, Henschke, & Education 2001; Draper, 1998; Henschke, 2010; Knowles, 1973; Knowles, Holton, & Swanson 2014; Merriam, Caffarella, & Baumgartner, 2012). Lindeman was greatly influenced by the work of his colleague and friend, John Dewey, a strict proponent of progressive education. Lindeman focuses on education was not about traditional elements, for example, books and desks, but on the possibilities of education for everyday life, non-vocational ideals, people's experience, and situations rather than subjects (Smith 1997, 2004). In an attempt to create a distinction, Lindeman and Anderson wrote,

Schools are for children. Life itself is the adult's school. Pedagogy is the method by which children are taught. Demagogy is the true method by which adults are intellectually betrayed. Andragogy is the true method of adult learning. In andragogy theory becomes fact; that is, words become responsible acts,

accountable deeds, and the practical fact which arises out of necessity is illuminated by theory. (Anderson & Lindeman, 1927, pp. 2-3)

At the time, adult education primarily emphasized the personal experience. Adult education had relied upon adults sharing, exchanging, and analyzing the impact of their experiences with one another (Brookfield, 1984).

Darkenwald and Merriam (1982) asserted that the focus of adult education is about helping people live more successfully and to assist adults to be more skillful and successful in the roles they face in life, including the transitions that they face. This can include everything from fulfillment in their personal lives to impacting community or social change. Allman and Tight (1983) reference how the work of Piaget, though not specifically with adults, shaped adult learning theory. Allman and Tight (1983) wrote, “This concept of thought becoming progressively adaptive through interaction with adult life experiences is central to a great deal of the theory and research which has emerged in the study of adult development” (1983, p. 109).

Andragogy has been explored and researched as there had not been a defining theory within the arena of adult learning. It has been described in several ways, including as a set of guidelines (Merriam, 1993), a philosophy (Pratt, 1993), a set of assumptions (Brookfield, 1986), and a theory of adult learning (Davenport & Davenport, 1985; Knowles, 1989). Others have asserted that, though andragogy is a technique or a set of techniques to better teach to adults, there is no fundamental difference in the way children or adults learned (Davenport, 1993; Houle, 1972; Merriam & Brockett, 1997; Merriam & Caffarella, 1999, 2012).

Knowles’ concept of andragogy - the art and science of helping adults learn - is built upon two central, defining attributes. The first notion is the idea of learners as self-directed and autonomous. Second, Knowles holds a conception of the role of the teacher as a facilitator of

learning rather than presenter of content (Pratt, 1998). Knowles initially pointed to four specific elements which distinguished andragogy, eventually expanding the list to six elements (Knowles et al., 2014). Knowles' six elements are that adults learn from a need to know, adults have a more elevated self-concept than children, adults have accumulated far more experience than children, adults hold a different readiness to learn, adult orientation to learning is problem or issue centered, and adults are driven by a unique set of internal motivators (Holton, Swanson, & Naquin 2001; Knowles et al. 1998).

In terms of application, this provides learners with the capabilities to impact and grow themselves as individuals, as well as impact and grow their organizations and society as a whole (Holton et al., 2001). The need for practicality in learning was long asserted by Dewey (1933); Lindeman (1926) asserted that adult learners attend classes voluntarily and they leave whenever the teaching falls below the standard of interest. Hanson (1996) argued that an adult student will suspend the need for an equal partnership between adults when in a teaching setting as long as the instructor continues to provide value, after which "adults normally vote with their feet. The authority of the tutor has therefore to be earned from their students; it cannot be assumed" (1996, p. 103).

Knowles' work on andragogy (1972, 1980, 1989, 1996, 2014) does not, for the most part, explore the adult learner in the context of one's own life. Knowles presents the individual as someone who is oriented toward growth and who is free and autonomous to make the choices needed to realize that growth (Grace, 1996). Such an approach does not likely include all adults. Critics point out that every individual is a product of his/her circumstances, experiences, and the cultural and social structures and norms in which the person operates. Simply, no person is truly autonomous (Grace, 1996; Merriam, 2001). "The concerns that Knowles receives too much

credit for the ideas of others might be justified, but these concerns have to be weighed against the public relations value of Knowles and andragogy” (Davenport & Davenport, p. 157). “While andragogy may have contributed to our understanding of adults as learners, it has done little to expand or clarify our understanding of the process of learning,” nor has it achieved the status of “a theory of adult learning” (Pratt, 1993, p. 21).

Despite Pratt’s assessment, two critical areas of study have emerged from the field of andragogy. Each has developed into an area of focus of its own. The first of these is known as critical reflectivity or, more commonly, critical reflection. The second is perspective transformation (Brookfield 1986; Knowles et al., 2014; Merriam, 1993; Mezirow, 1978; Mezirow, 1981; Mezirow, 1991; Taylor, 2008). Though found throughout the literature in the context of adult learning and andragogy, these two areas of study can find their genesis in the work of Habermas. Habermas (2005) delineated three generic domains of adult learning. Each of these three domains was endowed with its own interpretive groupings, approach to determining claims of knowledge, models of inquiry, and peculiarities in terms of learning modes and needs. The three domains distinguished are work knowledge, practical knowledge, and emancipatory knowledge (Habermas, 2005).

Mezirow generated much of the subsequent thinking and writing on both critical reflection and perspective transformation. Mezirow (1981) posited that though Albert Camus defined an intellectual as a ‘mind that watches itself,’ such a definition could also describe the essence of learning in adulthood (p. 11). Through the words of John Locke and the premise of Descartes, Mezirow (1991) reminded the reader that a person is reflective when the person is conscious to themselves that they think. However, Dewey’s work on reflection serves as the key starting place for Mezirow in this arena.

Dewey (1933) defined reflection as the “active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it and the further conclusion to which it tends” (p. 9). The understanding of ‘grounds’ has been extended to include one’s feelings and beliefs. Such an expansion provides people a platform to reflect which involves a review of the way one has consciously, overtly, and intentionally applied thinking and ideas to solve a problem (Mezirow, 1991). Mezirow extends past Dewey’s viewpoint asserting that such reflection

involves the critique of presuppositions which postulates a preexisting condition upon which subsequent reasoning rests. Thus, through reflection an individual can reveal for themselves the habitual way that they have interpreted the experience of everyday life. It is such reflection which allows a person to reassess rationally the implicit claim of validity made with previously unquestioned meaning schemes (i.e., interpretations) and what is missing from other contemporary learning theories. (p. 102)

Cell refers to this approach as active reinterpretation which is akin to thoughtful learning with reflection (Mezirow, 1991). Several writers have pointed out that all reflection is inherently critical (Brookfield, 1986; Marsick, 1988). It is this reflection that provides for what Mezirow calls ‘perspective transformation’ (1978, 1981, 1990a, 1990b, 1991, 1997, 2000). He defines perspective transformation as the

process of becoming critically aware of how and why the structure of psycho-cultural assumptions have come to constrain the way we see ourselves and our relationships, reconstituting this structure to permit a more inclusive and discriminating integration of experience and acting upon these new understandings. (Mezirow, 1981, p. 6)

Said differently, perspective transformation is to “liberate the individual from personal unconscious content and reifications of cultural norms and patterns that block the individual’s self-actualization” (Boyd & Meyers, 1998, p. 264). Such work has formed the basis for transformative experiences to provide people ways to deal with many of the circumstances in life (Boucoulalas & Pearse, 1985; Challis, 1996; Cooper & Henschke, 2001; First & Way, 1995; Freire, 1970; Kolb, 1984; Mezirow, 1990).

Self-awareness through critical reflection is the precondition for “developing a capacity to categorize the same stimuli according to several different criteria or points of view” (Mezirow, 1991, p. 146). This is an attribute that is associated with mature, sophisticated, adult-level thinking. Such self-awareness provides people with an ability to shift perspective to take on that of another, to see both one’s own and another’s perspective, and then return to our own view point or a wholly new viewpoint (Döbert, Habermas, & Nunner-Winkler, 1987; Heron, 1988; Mezirow, 1991). Simply, the focus of perspective transformation is that it is to help individuals be more fully self-expressed and self-realized in the world (Boyd & Meyers, 1988). This kind of learning can be called emancipatory or liberating learning. The goal of such learning is to free learners from those elements which limit options and, often unnoticed, take control over a person’s life such that the individual can take action for individual, social, or political change (Cranton, 1994; Friere, 1970; Habermas, 1984; Imel, 1999; Inglis, 1997; Mezirow, 1981). By freeing oneself from the physical or intellectual ties that bind, one has the opportunity to cause something remarkable, perhaps even transformational.

Transformative Learning Theory

The field of transformative learning is based on an assertion about human beings and how they relate to their experience, coupled with the power of reflection. Transformative learning has

its roots in constructivist learning theory; “learning is a process of constructing meaning; it is how people make sense of their experience” (Merriam & Caffarella, 1999, p. 261). Mezirow (1978) asserted that human beings are caught in their own individual history and are reliving it. When one realizes this, it provides the individual an opportunity to reflect and process how he/she came to know and believe that which he/she knows and believes. Doing so allows for structural changes in the way in which one sees oneself, sees one’s relationships, and sees one’s entire world. Mezirow (1990) developed thinking on how adults learn and comprehend through various situations such as problem solving, reflection, meaning validation, i.e., gaining agreement with others around the meaning given to something, and how adults – through transformative learning – can shift perspective. Such a shift provides the ability to look at a previously accepted decision or meaning in a new way thereby seeing new possibilities for interpretation.

Transformative learning theory holds as a central tenet the notion that human beings have a propensity to make meaning of those things they experience in life. Human beings make interpretations of experience and then use those interpretations to influence their decision-making. The decisions that people make translate to what it is they learn, or, said differently, what people then believe (Mezirow, 1990). Though human beings are not necessarily stuck with the interpretations they make, when they couple their interpretation with what they believe, social constructs then impact the way that a human being thinks and acts (Cranton & Taylor, 2012). By recognizing the limitations of an old framework (e.g., belief, assumption), transformative learning can help spur an individual into action as a natural outcome of the approach (Mezirow, 1990).

Mezirow (1990) submitted that in changing the way in which one sees oneself, an individual is able to change the way in which other people and the world are seen. This perspective transformation enables people to consider ideas and perspectives that are more inclusive and integrative of the whole of their experience; that is, they see more of their history than they saw before. Perspective transformation provides an individual with a means to alter the criteria one uses for creating interpretations of worth and value in one's experiences.

Transformative learning is based in reflection which provides people the opportunity to alter errors or inconsistencies or distortions in what was learned. Going a step further, Mezirow (1990) says that critical reflection involves exploring the assumptions on which an individual's beliefs have been built. When this happens, behavior change is often a result (Mezirow, 1978).

Transformative learning, however, marked a significant departure from the typical view of learning as behavior change (Tyler, 1949). In fact, there is not one unifying approach or theory for transformative learning. Theorists recognize a rational approach, a reflective approach (consistent with Mezirow's initial theory), and a critical incident approach. This last approach, though, is not deemed reliable as a teaching method since such events cannot be planned in advance, but it can serve as a catalyst for an individual to have a transformative learning experience (Brookfield, 1987; Dirkx, 2000; Grabove, 1997; Mezirow, 1991). Brookfield asserts that imagining different ways of thinking and operating "entails a deliberate break with rational modes of thought... [and] leaps in creativity" (1987). Grabove (1997) contends transformative learning is not about gaining skills or knowledge and that "transformative learning cannot be taught; it is the learner who experiences transformative learning" (p. 90).

Furthermore, the literature recognizes the multiple perspectives to transformative learning: psycho-critical, psychoanalytical, psycho-developmental, and social emancipatory

(Boyd & Meyers, 1988; Cranton, 2000; Daloz, 1986; Dirkx, 2000; Kegan, 1995; Mezirow, 1978) as well as neurobiological view (Janik, 2005), a cultural-spiritual view (Brooks, 2000; Tisdell, 2003), a race-centric view (Williams, 2003), and a planetary view wherein transformative learning is explored not as a learning process but as philosophy (O'Sullivan, 1999).

Furthermore, the literature explores transformative learning as emancipatory education to drive social change rather than merely individual transformation (Horton & Freire, 1990; Tisdell, 2012). There exists relatively little research and writing about the field of transformative learning. In the words of Taylor and Snyder (2012), “researchers in the field have barely scratched the surface in engaging in-depth analysis of multiple theoretical perspectives of transformative learning, particularly involving comparative theoretical analysis” (p. 42).

Transformative learning has closely been associated with andragogy. Mezirow's (1990) fundamental work in the field could not be done – nor was it done – separate from the conversations concerning adult education and learning. Adult learning sits squarely in the center of all the Mezirow's conversations concerning transformative learning. That said, in review of the literature, there is distinct work and writing in just the area of adult education within the transformational learning domain.

Adult learning is distinct from learning in childhood. Childhood learning is organized around creating and shaping a learning framework at the same time the child is learning information and creating knowledge. For adults, though, an individual's learning is impacted powerfully through social means. The adult's learning frame is already constructed and learning in adulthood is as much re-shaping the frame, i.e., transformative learning, as opposed to adding to one's body of knowledge. Transformative learning is the most significant developmental task of adulthood. It makes it possible for adults to move from one level, stage, or phase of

development to another and to become emancipated from our constraining habits of expectation. So doing allows us to embrace a new perspective that permits interpretations that are more inclusive, differentiating, permeable and integrative of experience (Merriam et al., 2012; Mezirow, 1993; O'Sullivan, 1999; Tisdell, 2003).

The assertion that individuals make meaning is central to the work of transformative learning. Communicative learning involves discerning the meaning behind the words, expressions, and tones people use when they communicate. Reflective discourse involves critically assessing one's assumptions in the search for a common understanding and/or assessment of an interpretation for a belief. Such discourse for the adult learner involves having an active dialogue with others to better understand the meaning of an experience (Habermas, 1984; Mezirow, 2000). Mezirow (2000) summarizes the approach by writing, "We may transform our habit of mind by becoming critically reflective of our premises in defining the problem, such as by questioning the validity of our assumptions supporting the concept" (p. 85).

Working to understand what transformative learning means in the context of adult education is a focus of much of the literature following Mezirow's 1990 work. This work included exploring through which methods transformative learning is best nurtured and put into practice in formal teaching situations. Dirkx draws a distinction between informative learning and transformative learning highlighting that, with the latter, the educator does not necessarily teach content and perhaps teaches with potentially a different view in mind (Dirkx, 1998). Exploring the various approaches such as conscious-raising, critical reflection, development (i.e., individual growth), and individualization (i.e., increasing participation in one's own learning) are prevalent in the inquiry (Dirkx, 1998; Freire, 1970; Mahoney, 1991; Mezirow, 1990).

A significant volume of the literature in the field is accounts of the practical application of the work of the pioneers of transformative learning. Tyler's (1949) work in the early 1900s established a foundation that "education is a process of changing the behavior patterns of people" (pp. 5-6). The application of transformative learning in classrooms, in work environments, for educators, and with adult learners of all shapes and sizes is growing each year. Included here are some of the critical elements of the literature shaping further application.

Transformative Learning in Practice

Given the impact he has had on the entire field of transformative learning, it is apropos to begin this section citing a work of Jack Mezirow. True to his other writings on the topic shared in this paper and beyond, Mezirow begins *Transformative Learning: Theory to Practice* (1997) with the assertion that in contemporary societies, people must learn to make their own interpretations. So doing — as opposed to merely accepting the interpretations, beliefs, and judgments of others — "is the essential goal of adult education," says Mezirow (p. 5).

Mezirow (1997) details transformative learning, as well as elements of autonomous thinking, as a framework for exploring what is needed in adult education. He maintains that while childhood education provides learners with tools of autonomous learning, adult learning must provide additional tools to reinforce and build upon what is learned about how to be an autonomous thinker in childhood. His main points revolve around being able to better assess assumptions, recognize frames of reference, and work with others to contest beliefs and arrive at a collective best approach.

Speaking specifically to educators regarding the ability to facilitate transformative learning, Mezirow (1997) overviews how to support learners. He addresses the need to help learners recognize frames of references which impact meaning making, the importance of

discourse in assessing one's interpretations, using existing frames of reference to interpret and process new information, and foster self-direction. Mezirow intends to make clear for the educator that in the realm of adult learning, transformative learning is not an add-on but central to the work of helping mold more autonomous and independent thinkers and people (Mezirow, 1997).

The practical application of Mezirow's work is dominated by the field of education, both in higher education and in adult education. Cranton's (1996) focus in *Professional Development as Transformative Learning* is purely practical. The author astutely assesses that where most professions not only have preparatory programs and curriculums coupled with ongoing professional development activities (some professions mandatory, others voluntary), for adult educators this is not typically the case. The work explores the implications of applying what is known regarding self-directed learning, critical reflection, and transformative learning to what it means to the adult educator practice. The intended audience, interestingly, is first practicing adult educators and then university faculty and graduate students in adult, higher, and continuing education departments (Cranton, 1996).

After highlighting the diversity of contexts and the typical approaches used across the varied contexts, Cranton explores the three central concepts of adult learning. Drawing on Candy's work in the four facets of self-directed learning, the author contends that educators are expected to be independent, self-directed professionals who are expected to be up-to-date with, innovative in, and contributors to their disciplines all while being responsible for their own personal development (Cranton, 1996). Cranton contends that to provide self-directed learning educators themselves must be practitioners and products of it with their own development.

Educational theorist John Dewey (1910) advocated for critical reflection in *How We Think*, writing:

What is important is that every inference shall be a tested inference; or... that we shall discriminate between beliefs that rest upon tested evidence and those that do not and shall be accordingly on our guard as to the kind and degree of assent yielded. (Dewey, 1910, p. 27)

Cranton (1996) reviews reflection from the perspectives of problem solving as an intuitive process, as interaction, as developmental, and in transformative learning, as well as through Mezirow's (1990) lenses of content, process, and premise reflection. The exploration provides strategies for educators to develop the strength of critical reflection in themselves and their learners.

Further, Cranton (1996) describes the fundamental concepts of transformative learning as relevant to educator development. True to the intent of the work, the writing keeps from simply rehashing and explaining Mezirow and other's tenets of transformative learning but deftly highlights those aspects critical to the practice of being a transformative learner, such as the various elements of meaning perspectives, the distortions which come with meaning making, and approaches for developing oneself as a person of critical reflection and self-directed transformational learning. Again, Cranton (1996) reminds readers of the challenging task at hand by writing, "Educators are often not used to self-directed learning, having learned the subject area in an other-directed fashion and having adopted an expert model themselves. Hence, becoming self-directed can be, in itself, a transformation of a perspective on education" (p. 118).

Application of transformative learning theory is applied in various ways. One of the more prevalent initiatives is focused on developing student autonomy and responsibility for one's own

learning. Weimer explores the rationale for and approach to using learner-centered teaching to accomplish such an end for both students and teachers (Weimer, 2012). Weimer's work explores some of the approaches educators use to drive learner-centered transformative teaching, all of which give students choice and freedom at the same time that they hold students more responsible for learning autonomously. The transformation is not immediate, however; university students and/or adults typically come to the learning environment steeped in instructional approaches where they were dependent upon teachers to teach. Learner-centered transformative learning requires a shift in approach by learner and teacher (Weimer, 2012).

Many educators practice Mezirow's tenets of critical reflection and rational discourse in their teaching, citing that approach as transformative in nature. Moreover, they cite the critical importance of nurturing individual autonomy and personal responsibility, as well as group ownership, in order to create useful and impactful experiential learning activities and leveraging the potency of strong and trusting relationships between learners (Bailey, 1996; Gallagher, 1997; Heggie, 1998; Johnson, 1997; Kaminsky, 1997; King, 1997; Neuman, 1996; Saavedra, 1995; Sokol, 1998; Vogelsang, 1993; Wilson, 1995; all cited in Taylor, 2000). The studies cited in Taylor point to the importance of developing individual's attention and care regarding the influence of context in what shapes meaning and then a transformative learning experience. Taylor remarks that the studies show the challenge and complexity such an approach brings to teaching, and that further research on several areas – including the impact of transformative learning on learning outcomes – is warranted (Taylor, 2000).

Throughout the literature there are writings about the practical application of transformative learning theory, whether in the classroom or as wide as across society. In *Educator as Change Agent*, Ettling (2012) looked at the ethical implications of what she refers to

as ‘educating for transformation’ (p. 537). The piece opens by clearly acknowledging the author’s bias in the conversation, including the first sentence which reads “Practitioners of transformative learning theory have a predisposition to educate for change” (p. 536). Tyler would likely ask, ‘but don’t all educators?’

Ettling’s (2012) looked at ethics in regard to the domains of responsibilities educators face in adult learning, specifically in examining several of the typical practices in transformative learning situations and the ethical issues which surround them. The piece explores typical situations such as an individual sharing experiences, unveiling conflict, evoking the unconscious, and expecting collaboration amongst learners, all of which have potential pitfalls that involve ethical implications. Ettling points practitioners to be prudent using the methods, but he does not condemn using any of them. Ettling sees these approaches as necessary for those “conscientious educators committed to working for a transformed world” (Ettling, 2012, p. 544).

Though not specifically a part of this study, it is worthwhile to point out a distinction in transformational learning which exists between individual and organizational learning. Simply put, “the goal of organizational learning is to transform the organization, which is a somewhat different goal for transformative learning” (West, 1996, p. 54). Action learning and collaborative inquiry are two approaches that can produce transformative learning for individuals, for groups, and/or for organizations. Action learning, they say, is about learning in small groups by acting together on meaning problems (Yorks & Marsick, 2000, p. 255). However, not all action learning is the same.

O’Neil (1999) identified four theoretical schools (or levels) of action learning, each providing different access to and impact regarding transformation of meaning for the individual and/or organization. Those four schools are the scientific school, the tacit school, the experiential

school, and the critical reflection school (O'Neil, 1999). The framework for each school assumes that learning takes place in different ways. As such, this can help practitioners choose a model based on the learning outcomes they seek and the culture or context within which they are working (Yorks, O'Neil, & Marsick, 1999). Collaborative Inquiry couples action learning with reflection in which groups iteratively work through periods of action and reflection, each participant a co-inquirer where individuals are conducting inquiry with people rather than on people. Participants tend to have more time and focus on reflection with collaborative inquiry, thus often having deeper individual transformations. However, such individual transformation and learning is often far more difficult to share with others and throughout an organization (O'Neill, 1999; West, 1996; Yorks & Marsick, 2000).

The field of transformative learning does not seem to have any unifying set of theories which specifically distinguish it. The various theories can coexist as the constructivist, humanist, and critical social theoretical assumptions are the underpinnings of how individuals create frameworks for thinking (Cranton & Taylor, 2012). Though differing theories provide differing pathways, they each provide what Mezirow calls a deep shift in perspective, leading to more open and better constructed meaning decisions (Mezirow, 1978). Cranton and Taylor point to Mezirow's strict constructivist view, the extra-rational approach (i.e., imaginative, depth psychology) of Dirkx, Brookfield's seven learning tasks (the first of which being challenging ideology), and various researchers focus on social change as the dominant pillars of the field. They assert that transformative learning is not about individual transformation for social change, but both. The authors show how the literature in the field is confronted by unclear boundaries for transformative learning, e.g., is it a distinct form of learning, and how fragmentation in approach creates tension against a unified theory. Interestingly, Cranton and Taylor (2012) assert that

though interest in the field is high, much of the work in the body of literature is redundant with greater focus on capturing practical application experiences and less on further in-depth theoretical analysis.

Mezirow's work focused on transformative learning as a separate approach than traditional informative learning. Illeris explores transformative learning in the larger context of a comprehensive theory of learning in "Transformative Learning in the Perspective of a Comprehensive Learning Theory" (Illeris, 2004). All learning includes three dimensions: the cognitive dimension of knowledge and skills (accumulation), the emotional dimension of feelings and motivation (assimilation), and the social dimension of communication and cooperation (accommodation), all of which are embedded in a societally situated context. To Illeris, the best use of the term transformative learning applies when there is simultaneous learning in all three dimensions, thus making transformation a fourth dimension. Three types of non-learning, specifically mis-learning, learning defense, and learning resistance plague the modern adult learner who often times is unwillingly compelled into the learning context versus stepping into it voluntarily and eagerly. The educator must be aware of three dimensions for learning as access points to catalyzing some level of transformation to move the participant toward being a compelled and self-directed learner (Illeris, 2004).

Global Leadership

Global leadership is a young field, as well. Coming from the study of leadership, global leadership has emerged in the last few decades as an area of academic study ripe with opportunity. In the 1950s, scholars began considering how leadership was carried out in other cultures and in the face of the realities of cross-cultural interactions and differences, especially for people in multinational corporations working across cultures (Toyne & Nigh, 1997). Gessner,

Arnold, and Mobley (1999) provided a context for researchers beginning the study of global leadership in the preface to Volume I of the Journal *Advances in Global Leadership*. They write, “The most universal experience we have had is the variation on this theme: ‘I don’t know about you, but I’m normal. If you don’t look, act, value as I do, then there must be something wrong with *you*.’” (Gessner et al., 1999, p. xv).

The earliest publications in the area of global leadership were extrapolations from the domestic leadership literature, including observations of training or consulting, focus groups, or interviews with people (Lobel, 1990; Kets de Vries, & Mead, 1992; Tichy, Brimm, Charan, & Takeuchi 1992; Rhinesmith, 1993; Moran & Risenberger, 1994; Brake, 1997). Hollenbeck (2010) asserted that global leadership was not a common term prior to the mid-1980s, the terms ‘international’ or ‘cross-cultural’ were more widely used until that time (p. 18). The emerging global organization was beginning to be more thoroughly studied at that time, as well as the sundry managerial requirements that accompanied such an enterprise (Barlett & Ghoshal, 1989; 1992; Reich, 1990; 1991; Moss Kanter, 1997).

If employees are to work more effectively with minorities or foreigners in their own communities and societies, employees need to learn about culture and cross-cultural communication (Moran & Harris, 1987). Tichy, et. al (1992) wrote about ‘true globalists’ who have (a) a global mindset, (b) a set of global leadership skills and behaviors, (c) the energy, skills, and talent for global networking, (d) the ability to build effective teams, and (e) global change agent skills (1992). Kets de Vries and Mead (1992) developed a list of characteristics of global leadership, including elements such as envisioning, strong operational codes, inspiring, building and maintaining networks, being inspiring, and hardiness.

Adler and Bartholomew (1992) built on this work, taking the developing theme of domestic/ international / multinational / global organizations in a direction of individual competencies. The pair identifies six transnational skills or attributes including global perspective, local responsiveness, synergistic learning, transition and adaption, cross-cultural interaction, collaboration, and foreign experience (Adler & Bartholomew, 1992). In this highly cited work, the researchers focus study on the distinction between traditional international managers and transnationally competent managers. Transnational managers, they assert, focus not on a single country and they do not necessarily become experts in one distinct culture but many cultures (1992). In speaking about the range of skills needed to be a transnational manager, they write,

Transnational managers must understand the worldwide business environment from a global perspective. Unlike expatriates of the past, transnational managers are not focused on a single country nor limited to manager relationships between headquarters and a single foreign subsidiary. Second, transnational managers must learn about many foreign cultures' perspectives, tastes, trends, technologies, and approaches to conducting business ... they no longer have the luxury of dealing with each country's issues on a separate, and therefore sequential, basis. (Adler & Bartholomew, 1992, p. 53)

The work is one of the first to identify as distinct the skills and competencies of transnationally competent manager and what the authors refer to as traditional international managers (Adler & Bartholomew, 1992).

One of the six traits Adler and Bartholomew (1992) identify is being a cross-cultural communicator. The literature began to explore this phenomenon particularly in an organizational context. Gudykunst (1998) and Smith and Bond (1998) provided two of the seminal works in a

field of much further research into areas such as culture, group differences, social attribution processes, relationship development, and approaches to mitigating conflict disputes (Lewis, 1996; Adler, 1997; Gudykunst 1998; Smith & Bond 1998; Hofstede, 1991; Triandis, 1995; Trompenaars & Hampden-Turner, 1998). Perhaps some words from the preface of *Riding the Waves of Culture* speak to the challenge researchers faced, as it reads,

[the book] is about cultural differences and how they affect the process of doing business and managing. It is not about how to understand the people of different nationalities. It is our belief that you can never understand other cultures. (Trompenaars & Hampden-Turner, 1998, p. 1)

Rhinesmith (1993) went about studying managers in a global context. His work identified 24 different components for working in a global context. He organized those into three areas: strategy and structure, corporate culture, and people. Later, he simplified that to intellectual intelligence and global emotional intelligence, the latter of which consists of cultural self-awareness, cultural adjustment, cross-cultural understanding, and cross-cultural effectiveness (Rhinesmith, 2003). Rhinesmith asserts that the global leader will never be free from the paradoxes that are present in global business. Dealing with them, though, is critical for a global leader, so Rhinesmith devised five steps for managing paradoxes. Those five are (a) identifying the competing forces of the paradox, (b) creating a grid to show the positive / negative forces of the paradox, (c) seeking and seeing win-win solutions, including contradictions in thinking with stakeholders with opposing views, (d) include paradox and contradictions into your thinking, and (e) creating paradox alarm metrics that sound when negative reactions arise (Rhinesmith, 2003).

Brake (1997) wrote *The Global Leader: Critical Factors for Creating the World Class Organization*. He asserted that global leaders are in the center of a competition he refers to as ‘a

ring of fire' from which global leaders draw energy for their own vitality (p. 31). Additionally, Brake developed what he calls the *Global Leadership Triad*. The three aspects of the triad are: (a) business acumen, that is ability to pursue and apply appropriate skills and knowledge to achieve optimal results for stakeholders, (b) personal effectiveness which provides people access to increasing levels of maturity to perform at peak levels, and (c) relationship management, the building of collaborative relationships in a complex and diverse global network to achieve business strategy. At the center of the triad is transformational self, which he holds as central to being both a domestic or global leader. Brake (1997) said of the transformational self, "[it is] a philosophy of possibility and personal engagement with the world – that is, a drive toward meaning and purpose through activity strengthened by reflections, personal mind management, and openness to change" (p. 44). Though not a recreation of Mezirow's or other scholars' definition of transformative learning, a clear relationship can be recognized between the two views of the transformative self.

Expatriates and International Work Experiences

Key to understanding the make up a global leader has involved the study of expatriates. Tokinen (2005) wrote,

The value of an expatriate assignment as a major developmental experience for those pursuing [a] global career is widely acknowledged. Therefore, and because of scarcity of 'pure' global leadership literature, expatriate literature – as well as general leadership literature – is relevant also when studying global leaders. (p. 200)

As early as 1978, Russell (as cited in Harris & Moran, 1987) developed a set of approximately 70 elements called 'dimensions of overseas service' of which 21 are stated as being more important for foreign employment (pp. 226-227). The list, though, focuses on

specific expatriate positions which might need to be filled such as the adaptability of one's spouse and one's interest in the host culture.

Briscoe (1991) reviewed the literature on the global executive's development and stated, "there was more literature on cross-cultural adjustment and its relationship to success in an expatriate assignment than in any other area" (cited in Hollenbeck, 2001, p. 24). Both the management of expatriates and the experience of being an expatriate are key aspects of the literature in the global leadership landscape. Shepard's (1998) *Managing Cross-Cultural Transition: A Handbook for Corporations* and Black, Gregersen, Mendenhall, and Stroh's (1999) *Globalizing People Through International Assignments* are treasure troves in the field. The latter of these two has 193 references specifically related to managing the expatriate work experience.

The best practices of the field have been well documented, with one of the earliest articles for expatriate management being written in 1975. The research underlines the aspects deemed critical to expatriate management such as training people for the technical skills needed and the skills needed for acculturation, as well as for helping expatriates manage the family dynamic, keep stability while on assignment, elicit help from the corporation, and secure corporate support for things like culture training, repatriation, and managing one's networks (Adler & Bartholomew, 1992; Aycan, 1997; Black & Gregersen 1999; Black et al., 1999; Cagney, 1975; Carraher, Sullivan, & Crocitto 2008; Kalb & Welch, 1992; Osland, 1995; Pucik & Saba, 1998; Quelch & Bloom 1999; Rabe 2009; Shaffer, Harrison, Gregersen, Black, & Ferzandi 2006; Takeuchi, Yun, & Tesluk 2002; ; Wilson & Dalton, 1998;).

Harris and Moran (1987) asserted that cross-cultural interaction and the outcomes of such training – attributes such as empathy, tolerance of ambiguity, role flexibility, respect of other people, and strength in two-way communication – could be used as selection criteria for overseas

work. The expatriate experience, though, has not proven to be foolproof in developing global leaders. Daniel Meiland, honorary chairman of Egon Zehnder International stated, “Many companies still believe the best way to help managers develop a global mindset is to put them in positions in other countries. But that hasn’t been very effective, primarily because companies station people abroad and then forget about them” (Green, Hassan, Immelt, Marks, & Meiland 2003).

Global Leader Competencies

Competencies are characteristics of the individual leader as opposed to characteristics of the job (Hollenbeck & McCall 1999). Hollenbeck (2001) writes,

In defining the global leader, competency studies of expatriation fall short because they focus on the ability to adapt to one other culture or country, rather than the many (or transnationally), and because cultural adjustment is the focus, not executive performance. (p. 27)

Adler and Bartholomew (1992) identified a list of seven illusions they recognized that were preventing companies from understanding the critical nature of developing global leaders. Their list references believing what worked in the past will suffice in the future, including simply doing what was better, and that training in areas such as cross-cultural competencies will naturally grow into organizational capability.

Informed by the work on expatriates, global leadership researchers set about studying those characteristics (competencies) which seemingly point to a competent global leader. Osland (1995) identified five areas of competencies – motivation, attitude, personality traits, family, and experience, skills, and background – culled from studies, surveys, and experience. The Center for Creative Leadership developed the organization’s selection / development / support framework

which included the ‘Big Five’ personality attributes and early life experiences (Wilson & Dalton, 1998). Srinivas (1995) identified a set of eight components for global mindset including curiosity and concern with context, diversity consciousness and sensitivity, and acceptance for complexity and its contradictions.

Rhinesmith (1996) asserted global competencies are more likely to emerge and to be developed when an individual holds six characteristics of a global mindset. Those six are said to be trust in networked processes rather than in hierarchical structures (managing adaptability; having a bigger, broader picture (managing competitiveness); balancing contradictory demands and needs (managing complexity); valuing multicultural teamwork and diversity (managing teams); being able to flow with change and see that change as opportunity (managing uncertainty); and being open to surprises related to expanding one’s knowledge and skills (managing learning). Moran and Riesenberger (1994) suggested eleven actions and approaches – beginning with have a global mindset – to support globalization. Rosen (2000) wrote that there are four global literacies, including personal, social, cultural, and business literacy that a globally literate leader would possess. These literacies are similar to the lists developed around a core set of global leadership characteristics by several research teams and researchers (Gregersen et al., 1998; Black et al., 1999; Conner, 2000; Mumford, Zaccaro, Harding, Jacobs, & Fleishman, 2000; Caligiuri & Di Santo, 2001).

The list of competencies is supported in the research by numerous case studies and interviews that detail the qualities and characteristics, at least anecdotally, of global leadership, all of which are consistent with (or, in some cases, replications of) Osland’s work (Birchall, Hee, & Gay, 1996; Black, Morrison, & Gregersen, 1999; Dalton, 1998; Erichsen, 2011; Green, et al., 2003; Gundling, Hogan, & Cvitkovich, 2011; Hall, Zhu, & Yan 2001; London & Sessa 1999;

Marquart & Berger, 2000; Mendenhall, et al., 2012; Spreitzer, McCall, & Mahoney 1997; Taylor, 1991). Jokinen (2004) comments that different types of global leadership dimensions are often treated as equals or as interchangeable. She asserts that “a certain trait in one framework is replaced with a corresponding behavior in another” (p. 201) and, while citing Morrison (2000) and Jordan and Cartwright (1998), “many authors share the view that although the increasing need for global leaders is clear, the specific competencies of these leaders are far from clear” (Jokinen, 2004, p. 204).

Empirical Studies of Global Leadership

Myriad empirical studies have been conducted to distinguish the elements, aspects, or characteristics of the global leader and a global leadership framework and/or model. The Multidimensional Construct of Global Leadership (2002) was generated through review of the academic literature. An incredible 56 elements were identified; the authors were able to organize these into six core dimensions: cross-cultural relationship skills, traits and values, cognitive orientation, global business expertise, global organizing expertise, and visioning (Mendenhall & Osland, 2002).

Yukl (2006) identified the study of leadership into five general approaches, those being study by traits, behaviors, situational, power-influence, and integrative. However, those were often done in specific context, particular countries. As the research has continued, scholars are clear that global refers to more than merely geographic reach of business operations, but it includes cultural reach and intellectual reach by an individual who is growing a global mindset and skillset (Osland, Bird, Mendenhall, & Osland, 2006).

Jokinen (2005) conducted a similar review of the literature, though she included a study of expatriate literature as well. The resulting Integrated Framework of Global Leadership has

three layers of competencies, each with a set of elements included therein. The first competency is a fundamental core, which consists of self-awareness, engagement in personal transformation, and inquisitiveness. Jokinen asserts that these are not end-state competencies but indicators of potential for global leadership. The framework's second layer consists of desired mental characteristics that guide people's actions, such as optimism, self-regulation, motivation to work in an international environment, social judgment skills, empathy, cognitive skills, and acceptance of complexity and its contradictions. Jokinen's (2005) final layer is behavioral which includes social skills, networking skills, and knowledge.

Building on previous work on which Osland had collaborated, Bird and Osland (2004) developed the Pyramid Model of Global Leadership. Listed in order from the base of the pyramid to its top level, the authors identified global knowledge, threshold traits, attitudes and orientations, interpersonal skills, and system skills. The authors intended the model to be viewed in conjunction with *The Effectiveness Cycle*, a process approach to the actions of global leaders at the most basic level (Bird & Osland, 2004). In this three-stage model, the authors detail what global leaders do. In Stage 1, global leaders perceive, analyze, and diagnose to decode the situation they are facing. In Stage 2, the leaders accurately identify effective managerial action. In the final stage, global leaders possess the behavioral repertoire and flexibility to act appropriately given the situation.

McCall and Hollenbeck (2002) studied people who were nominated by their companies because they were considered extremely successful global executives. Ninety-two men and nine women from 36 countries and 16 global companies participated. Though the authors report that "there is no universal global job" and, as such, no global set of competencies, they identified

seven executive competencies that allow people to be successful working across cultures (McCall & Hollenbeck, 2002, p. 35). Those seven competencies are:

- Being open-minded and flexible in thought and tactics;
- Possessing cultural interest and sensitivity;
- Having the ability to deal with complexity;
- Being resilient, resourceful, optimistic, and energetic;
- Operating from a state of honesty and integrity;
- Having a stable personal life;
- Possessing value-added technical or business skills.

This work was followed by several studies exploring the needs of the next generation of global leaders. Fifteen dimensions of global leadership were identified by Goldsmith, Greenberg, Robertson, and Hu-Chan (2003), though they highlight five of them as especially important for the future. Those five are thinking globally, appreciating cultural diversity, developing technological savvy, building partnerships and alliances, and sharing leadership.

The Rand Study intended to explore the new challenges for international leadership, finding that global leadership competencies would have some differentiation depending upon the respective sector (Bikson, Treverton, Moini, & Lindstrom, 2003). Gitsham (2008) led a large study with 13 other authors titled *The Developing the Global Leaders of Tomorrow*. The findings organized into three clusters of skills and knowledge in the areas of context, complexity, and connectedness and included elements such as understanding the risks of societal and environmental trends, bringing creativity to problem solving, and building relationship with internal and external stakeholders.

Global leaders, it was being shown, must effectively manage through complexity, changing conditions, and the often-ambiguous global environment (Barlett & Ghoshal, 1992; McCall, 1998; Caligiuri & DiSanto, 2001). Caligiuri (2006) endeavored to determine predictors of global leader effectiveness, simply that offering the right people with the requisite knowledge, skills, and personality characteristics the right developmental opportunities would produce leaders who can effectively perform global leadership activities and tasks. Caligiuri and Tarique (2009) determined through a survey of 256 nominated global leaders that highly extroverted leaders who engage in a high number of cross-cultural leadership development experiences are those who are most effective on global leadership activities. In a follow-up to that study, it was identified that predicting dynamic cross-cultural competencies, such as, being able to tolerate ambiguity, cultural flexibility, and a reduction in ethnocentrism, was more likely through a combined effective of personality characteristics such as openness to experience and low neuroticism and cross-cultural experiences (Caligiuri & Tarique, 2012).

Global Leadership Frameworks and Models

As stated, the various lists of competencies overlap and provide much similarity with many things separated only by some difference in semantics (Jokinen, 2005). Researchers are finding alignment that global leadership is made up of core characteristics, context-specific capabilities, and universally accepted leadership skills, though there is less agreement on which competencies fit into which categories (Osland, 2012). Researchers have endeavored to develop frameworks and/or models to provide a structure to the conversations in the field.

Mendenhall and Osland (2002) identified six global leadership dimensions or categories of competencies. The six on which they settled were cognitive orientation, global business expertise, cross-cultural relationship skills, traits and values, expertise in organizing on a global

basis, and visioning, each with a set of specific competencies. Jokinen (2005) developed her *Integrated Framework of Global Leadership* which identified three categories she labeled layers of competencies. Those are behavioral skills, mental characteristics, and fundamental core which included competencies such as self-awareness, engagement in transformation, and inquisitiveness. Her focus on layers is based on her notion that the competencies are not requirements to be met but are continuums. Jokinen (2005) wrote,

It may be more important to understand the hierarchy of competencies than being able to draw a line between competencies and contributing skills ... in applying a competency framework, more emphasis should be put on learning and education instead of measurement, assessment, and accreditation of specific competencies. (pp. 211-212)

A five-leveled model which is intended to show how competencies build on one another is the foundation of the *Pyramid Model of Global Leadership* (Bird & Osland, 2004). The base of the pyramid is global knowledge; simply the wherewithal to know about the world and some of how it works. Built on that are threshold traits that create the second level. Those traits are integrity, humility, inquisitiveness, and resilience, which are identified as stable personality traits that can be difficult for some people to learn (Osland, 2012). Level 3 is comprised of the orientations and attitudes of a global mindset as defined by Levy, Beechler, Taylor, and Boyacigiller (2007), those being cosmopolitanism and cognitive complexity. Cosmopolitanism denotes an orientation toward the outside and external environments, as well as an openness to explore the alternative systems of meanings held by outsiders and to learn from them (Levy et al., 2007). The more cognitive complexity that an individual possesses, the greater the individual's ability to perceive multiple relationships and dimensions (Osland, 2012). The next level attends to the interpersonal skills that a global leader must utilize in order to cross cultures. Level 4

includes creating and building trust, mindful communication, and the ability to work in a multicultural team (Osland, 2012). The top of the pyramid are system skills with the central focus on the ability of an individual to influence people and the systems in which those individuals work, whether those be inside or outside the organization (Bird & Osland, 2004).

As stated previously, the Pyramid Model was not intended to be a stand-alone, however. Its designers intended it be used along with the Effectiveness Cycle (Bird & Osland, 2004). The authors state that, at the most basic of levels, global manager's work exists in three stages: perceive and decode the situation, determine appropriate managerial action, and possess the acumen and flexibility to act appropriately given the situation. Beechler and Javidan (2007) built on this model as they developed their model for how global leader's act. They asserted that leaders with a global mindset have global knowledge capital, psychological capital such as a positive self-image, and social capital in the form of relationships and an awareness of how systems operate.

Bird, Mendenhall, Stevens, and Oddou (2010) conducted a review of the literature of expatriate and global leadership in an attempt to identify a comprehensive delineation of the domain of intercultural competence necessary for being an effective global leader. Their determination was that the domain was made up of perception management, relationship management, and self-management. Mendenhall, Reiche, Bird, and Osland (2012) attempted to generate a construct definition regarding global in the term global leadership. Following their review, they argued that global has three dimensions: contextual, relational, and spatial-temporal. By contextual, the researchers are referring to the complexity faced by the global leader, something definitive of being a global leader. The relational and spatial-temporal dimensions both have to do with the flow across boundaries in the global leader's work, with the former

referring to richness and quantity of cross-boundary spanning work and the latter involving presence and the physicality of interacting in multiple geographies, cultures, and nationalities (Osland, 2012).

Global Leadership Summary

Stroh and Caligiuri (1998) identified that among the top five enterprise-wide practices affecting the effectiveness of multinational corporations was developing leadership cross-cultural competence. However, Gitsham (2008) found that of the 194 CEOs surveyed and 33 thought leaders interviewed, 76% said it was important their organizations develop these skills in people but only 7% reported their organizations were currently doing this effectively. Green (2003) echoed this sentiment as a CEO himself, saying, “My experience ... convinced me that identifying and developing people with global attitudes requires personal involvement from the top. The CEO has to see himself as the chief developer of talent, no matter how large the company” (p. 41).

As Mendenhall and Bird (2013) lamented, too often companies rush to judgement about what a global leader should do and be without grounding their decisions in research, then question why the approaches or programs used to develop global leaders ultimately prove ineffective. In part, this can be attributed to companies failing to do the diligence to truly understand what global leadership is, as well as the varying and not coalesced distinction of global leadership and its competencies. Being able to develop global leaders reliably may be greatly enhanced by using transformative learning in the process.

Intersection of Global Leadership and Transformative Learning

A review of the literature of both areas of study shows at least two important things. First, the literature shows that global leadership and transformative learning both look to individuals to

have a reflective, self-examined exploration of one's perspectives, frameworks, and points of view. Jokinen (2004) wrote of this as she points to the progress towards a more integrated framework of global leadership competencies. One of the drivers of such an integrated framework is the engagement in being both self-aware and in one's own personal transformation. Citing the work of Spreitzer et al. (1997), Rhinesmith (1996), Brake (1997), Jordan and Cartwright (1998), Mumford et al. (2000) and others, Jokinen points to the themes of continual learning, reflection, and openness to ambiguity and change underlined in the research (Jokinen, 2004).

Second, at this point there is very little intersection of the research into these two areas of study. Not only is each field nascent, *per se*, neither explores aspects or elements of the other. At this point, the two fields of study are, as the saying goes, like two ships passing in the night.

Hollenbeck (2001) wrote,

a review of the literature on 'being' an expatriate convinces that people's lives are often transformed by the experience of living in another country. People develop a global mindset, they become cosmopolitan, they extend their perspective, and they change their cognitive maps. (pp. 34-35)

Yet, just a few paragraphs later in having referencing adult learning as a means to help support one's transformation, he comments, "In reading in this area, what strikes us as remarkable is how difficult it is to describe a process that most expatriates experience without conscious effort" (pp. 35-36). The intersection of global leadership development and transformative learning, though ripe for interplay, do not provide what is needed. Hollenbeck (2001) eventually laments, "The adult learning literature frustrates because its promise is so great, yet even at its best it is inaccessible to the leadership practitioner" (p. 36).

His lament has not been addressed well in the last seventeen years. A thorough review of every issue of the *Journal of Transformative Learning* returns no articles regarding or centered on global leaders or global leadership. A search of the literature returns few articles on the impact or experience of transformative learning in regard to leading, leadership, or regarding issues or a global nature, such as education. In Morrison's (2000) article, *Developing a Global Leadership Model*, transformative learning does not appear and the word 'learning' only appears six times. In Erichen's (2011) article *Transforming International Experience as Identity Work*, globalism and globalization are mentioned twice in the first 20 words of the introduction but just once more in the remaining 25 pages. Simply, there is little intersection of the two fields demonstrated in the literature at this time.

Similar results are evident in the dissertations written in the fields of global leadership and transformative learning. A search of dissertations on global leadership or on transformative learning provides very few results. Many might reference the term somewhere in the writing, but few address the topic directly. Terrell's (2011) dissertation, *How Global Leaders Develop: A Phenomenological Study of Global Leadership Development*, is directly focused on the development of global leaders. However, nowhere in the 289 pages do the words and/or phrases 'transform,' 'transformative,' or 'transformative learning' occur. However, there are a number of mentions of being reflective in how an individual views particular assumptions of frameworks. Terrell writes, citing Schwandt and Merriam & Caffarella,

From a constructivist viewpoint, managers make meaning of their experience through communication and interaction with others in their organization (Schwandt, 2005). This is manifested in experiential learning, self-directed learning, perspective transformation, and reflective practice (Merriam & Caffarella, 1999, p. 264). (Terrell, 2011, p. 14)

In her dissertation, *The Art of Conversation in Management Learning: Organization Transformation in the United States and China*, Southern (1997) made the slightest of reference of how global leadership and transformative learning are critical. Southern (1997) writes, “Managers are needed today who have a global orientation and the ability to co-create learning environments within the organization. This calls for a new understanding of management and new forms of management education which incorporate international and transformative learning” (p. 3). Later Southern writes,

Organization leaders in all fields must take responsibility to understand the nature of transformative leadership through engaging in a transformative learning process where they can challenge and change their beliefs and assumptions about leadership and create a new way of being in relationship with others” (pp. 206-207).

Her thesis is squarely consistent with the several of the competencies highlighted in the global leadership literature. That said, the literature does not contain much writing specifically focused on the intersection of global leadership and transformative learning.

Transformative Learning in the Workplace

Nearly forty years after his initial assertion about transformative learning, Mezirow writes, “Despite its growing presence as an area of research and a means of practice in a variety of settings, there is still much we do not know about the practice of transformative learning” (Mezirow & Taylor, 2011, p. ii). It is a field that has not yet gained widespread practice in the field of education, let alone application and practice in the larger business or corporate world (Brock, 2015; Illeris, 2003). Much of the application and research into transformative learning has occurred in and around the field of education, particularly higher learning. As a relatively

new field of academic study, transformative learning is still being organized around a universally accepted theory.

Following the introduction of transformative learning, academics and researchers started to consider the role transformative learning could play in the context of learning organizations. Critical reflection and perspective transformation entered the literature in the context of organizational effectiveness, as possible means to increase the productivity of an organization. The study of transformative learning in the individual spurred research into the study of transformative learning in the organization and work place (Brooks, 1992; Clark 1992; Levy & Merry, 1986). Clark (1992) writes, “As a field, we need to develop the skills needed to facilitate that meaning-making process in adults” (p. 17).

Forces such as companies acquiring or merging with other companies, increased global competition, and emerging technologies were demanding rapid transformational change on the part of organizations if they were to survive in such environments. Though different models and approaches were being employed, companies were relatively unsuccessful at causing large-scale organizational change (Beer & Nohria, 2000; Cameron & Quinn, 2005; Nevis, Lancourt, & Vassalo, 1996; Robbins & Finley, 1996; Walton, 1999). Henderson (2002) addressed the high failure rate of transformational change efforts in organizations. Henderson (2002) explored various approaches proposing that transformative learning and transformational change are complementary and provide insights for developing a more effective approach to transformational change in organizations. Henderson asserted that, a concept primarily based in adult learning, critical reflection and transformative learning can be viewed in the wider context of organizational change as critical elements to transformation of both the individual and the

organization. Reflection and learning at both the individual and group levels can foster real learning and real change in an organization (Henderson, 2002).

Transformative learning in the workplace and in large-scale change efforts was seen to provide a leverage point for organizational leaders wishing to increase the likelihood and effectiveness of the initiatives they undertake (Brooks, 2004; Elkins, 2003; Henderson, 2002; Illeris, 2003; Yorks & Marsick, 2000). By way of example, transformative learning is highly applicable to executive coaching in organizational environments given that the most significant learning arises from one's critical reflection about oneself (Taylor, 2001). Critical reflection, meaning perspectives, and meaning schemes are all important aspects of effective coaching (Gray, 2006; Mezirow, 1991; Taylor, 2001). Critical and important traits an individual generates about oneself through the transformative learning process can readily be applied and developed into strengths and capabilities for management and leadership (Elkins, 2003).

Applying the principles of transformative learning, including critical reflection and meaning schemes, in organizations and the workplace has begun to provide some interesting outcomes and possibilities for the future (Brooks, 2004; Choy, 2009; Elkins, 2003; Franz, 2005; Henderson, 2002). Franz (2005) asserted that "transformed individuals can enhance more rapid adaptation of others in the organization to environmental change. Personal change may happen without organizational change and vice versa, but joint transformation can result in individuals and organizations more quickly adapting" (p. 265). The work of Choy (2009) and Franz (2005) both focused on the interpersonal and intra-organizational nature of work and the impact, if any, of transformative learning to positively influence the environment and/or productivity of individuals in a particular enterprise. The research points to common elements for colleague and partner success, variety of learning styles, and conditions which foster transformative learning.

The research showed enhanced levels of partnership, collaboration, and sense of organizational cohesion (Choy, 2009; Franz, 2005). Choy (2009) writes “new perspectives were more inclusive, discriminating, open and reflective, and acceptable to their colleagues” (p. 82).

The application of transformative learning in the workplace has begun to include inquiry into the role it can play in developing leaders and leadership. *The Handbook for Teaching Leadership* poses the following question in the first chapter: “How does one teach leadership in a way that not only informs [students] about leadership but also transforms them into actually being leaders?” (Snook, 2011, p. XXIV). Erhard, Jensen, and Granger (2012) explored what they call an ontological/phenomenological model intended to foster or create leaders. The intent of the model is to provide students of leadership an access to “actually being leaders and exercising leadership effectively as their natural self-expression” (p. 2). Consistent with Mezirow’s critical reflection for perspective transformation, Erhard, Jensen, and Granger (2012) introduced and discussed what they call an ontological model of leading and leadership which, when coupled with ontology’s associated phenomenological approach, provides individuals an opening or pathway to being leaders in action.

In the spirit of Friere (1971), Closs and Antonello (2011) investigated transformative learning and its role in a world with broadening perspectives. The researchers assert the need for new, innovative, and impactful approaches for management and leadership. The researchers’ review of literature from the Brazilian academic field of study contends the value of transformative learning theory and the associated focus on critical reflection by the student. Closs and Antonello (2011) argue that such an approach favors autonomous thinking and helps free the individual from conditioned assumptions about one’s environment and/or the world in which they live. Moreover, such an approach helps an individual liberate from any constraining

belief held about others or oneself. Closs and Antonello (2011) contend that employing transformative learning theory may contribute to management education development and encourage more collaborative, responsible, and ethical ways to manage organizations.

In the ever-changing dynamic of society and learning, the design of transformative learning applications has become more relevant. In addition to the value to educators that transformative learning provides, Cranton (1994) contended its impact can be extended by reconsidering what is considered the classroom for such learning, particularly in the increasingly technologically driven society in which people live. Shrivastava (2005) asserted “transformative learning in business and organizational settings can serve as a method of productive sustainable change” (p. 253). It is possible to support transformative learning in the workplace through an educative research intervention that encourages managers to educate themselves and their employees to think and act in new ways, aiming at integrated autonomy, increased interaction, and learning (Wilhelmson, Åberg, Backström, & Olsson, 2015). With what heretofore had been a fairly human-centered and human-facilitated approach, the possibility of scaling transformative learning experiences through technology, large-group elements, and other avenues opens up the potential expansion of transformative learning theory as a critical element of organizational curriculum design (Shrivastava, 2005; Wilhelmson et al. 2015).

Brock (2015) said that it is critical to spread the word about the wisdom of transformative learning. The opportunity is ripe to focus the work on a few critical findings, validate instruments for research, associate transformative learning with larger bodies of academic study, such as critical thinking, and broaden research to include transformative learning’s impact from individual learning to major disasters.

Transformative learning theory has come a long way in 40-plus years. However, its study has likely just begun. Transformative learning is grounded in perspective transformation and the shift of meaning-making decisions with individuals in terms of how they construe things like events, information about other people, and about themselves; simply, how they deal with the stuff of life.

Knowles's (1989) work on adult learning stemmed from the notion that adults needed something different and distinct from that of children. Hence, he introduced a distinction between andragogy and pedagogy. However, the difference perhaps is not about the learner but about the context and importance of the learning. Mezirow's (2000) work leads one to explore altering one's perspective through critical reflection, thus providing a basis for a transformative learning experience. Perhaps the youngest of child learners lack much of a basis for reflection as they gain basic knowledge and skills, but nearly all older children and adolescents are like adult learners in the value of shifting what they know as a meaning-made schema.

The opportunity to bring transformative learning to the workplace is nearly limitless. The workplace is, for all intents and purposes, the laboratory for learning for adults. Even those with mechanistic and repetitive jobs are constantly learning in their work, whether that learning comes from a formal teacher or through their own reflection. Bringing to bear the power of transformative learning could provide an extraordinary lift to the world of work and people's productivity.

Summary

Oddou, Mendenhall, and Ritchie (2000) wrote, "Perhaps the biggest challenge that looms in the new millennium for human resource managers is the need to devise program that will inculcate a global mindset in their people... thus, to become a global leader, one must transform

one's mindset" (p. 159). The fields of global leadership and transformative learning are both relatively new in the arena of academic study. An initial review of the literature in both fields shows there are similarities and harmonics between the elements and themes found within each field, respectively. However, there is very little intersection of the two fields in terms of research at this point. The opportunities abound for such study; a dissertation on the impact of transformative learning in the development of global leaders would be an outstanding breakthrough. For now, each field will continue forward with the opportunity to intersect at hand. The likelihood that these two fields of study cross paths in the future seems great.

Chapter 3: Research Methods

This study was intended to determine if individuals who self-identify as global leaders experienced in their development into global leaders learning consistent with Mezirow's ten phases of transformative learning. Additionally, the study was designed to identify which, if any, of those ten phases of transformative learning global leaders recognize as being impactful in their development. Understanding these two elements will help to better understand the role transformative learning plays in the development of individuals into global leaders.

The approach for the study was mixed methods, involving both qualitative and quantitative elements. Identifying and understanding participants' experiences in their development was best completed through the means of a qualitative approach to research. Understanding which of Mezirow's ten specific phases of transformative learning participants experienced was best achieved through a quantitative research approach. In this chapter, the methodology for determining the study population and sample are reviewed, as well as the sample response rate. Privacy and participant safety considerations for human subjects are reviewed. The validity and reliability of the study are addressed, as are comments on research bias. The approach for data collection, interview protocol, survey completion, and data security and storage are detailed. Lastly, the process for analyzing data and identifying findings from the research are shared.

This study intended to contribute to the existing literature on global leadership, particularly the development of global leaders, and its intersection with transformative learning. Reflection, critical assessment, and the confronting of what has been known to be so are all key aspects of transformative learning (Mezirow, 1990). With the demand for global leaders increasing with the expanding complexity and integrated nature of national, regional, and global

economies and politics (Mendenhall et al., 2012), this study intended to contribute to the existing literature on developing global leaders. A global leader is an individual able to influence a range of constituents, whether internal or external to the organization, from various geographies and national cultures in a manner sufficient to contend with significant levels of task and relationship complexity (Reiche et al., 2017). Leaders who possess a global mindset hold (a) intellectual capital about element such as global industries, global value networks, global organizations, cultural subtleties, differentiators, and acumen, and cognitive complexity, (b) psychological capital, such as a compelling interest in inter-cultural and cross-cultural encounters, being cosmopolitan, and having a positive psychological profile, and (c) social capital as it relates to things such as relational, structural, and cognitive social capital (Osland, 2012).

In being developed to be able to do this, “the capacity to expand and adapt one’s frame of reference and match the behaviors of others is implicit” (Fennes & Hapgood as cited in Mendenhall et al., 2012). As expansion of frame of reference is inherent in transformative learning, this study will potentially help those seeking to discover pathways for and access to developing themselves or others as global leaders. Specific phases of Mezirow’s transformative learning theory can be studied in later research to determine if any of those phases identified in this study to be particularly relevant to study participants can be further leveraged for the development of global leaders. This chapter discusses the research methods and methodologies utilized to accomplish the study’s intent and to answer the proposed research questions.

Nature of the Study

To answer the research questions, it was determined that a mixed-methods approach would be most practical. The first of the two research questions explored the question of what common phases of learning do global leaders experience while developing as a global leader. It

was determined that interpreting study participants' experiences and identifying which elements are common amongst them was best achieved by using a qualitative research method, specifically, a phenomenological approach (Creswell, 2003). In service of this, this descriptive study employed a qualitative approach in addressing the research question. A set of open-ended interview questions was developed to be asked of the participants in the study. The questions were crafted to provide participants the opportunity to share elements of their individual experience in developing into global leaders.

This qualitative approach worked well for this study as it permitted a focus on the commonalities in experiences, learnings, and practices used by authentic senior leaders. The one-on-one interviews with participants allowed for a deep understanding of the prevalent and poignant aspects of developing as a global leader via the elements of transformative learning. The results of the interviews were consistent with Patton's (2002) advocacy of open-ended interviews, where the questions proposed were designed to prompt "in-depth responses about people's experiences, perceptions, opinions, feelings, and knowledge" (p. 23).

In addition to the semi-structured interviews, participants were observed during the interview process for behavioral and social actions, changes in physical or emotional state during the interviews, and elements such as facial expressions and demonstrative physical behaviors such as the crossing of one's arms in correlation to when certain questions were asked. The research framework and methodology helped to establish validity of the qualitative information.

The second research question explored with participants which, if any, of Mezirow's (1990) ten phases of transformative learning, global leaders rate as most impactful in their development. To determine participants' experience and assessment of the impact of the ten phases of transformative learning, a quantitative research tool was developed. Such a tool was

selected as it provided participants an opportunity to rate on a nominal scale their experience with any of the phases of transformative learning. Additionally, the survey tool asked participants to identify on an ordinal scale the impact, if any, experienced with each phase of transformative learning in their development as a global leader. In review of the survey responses, researchers were able to identify how prevalent each of the ten phases were for the participants, as well as the level of impact participants say were associated with those phases in their development. Additionally, multivariate analysis was used to further identify any statistically significant relationship between experiencing any of the phases of transformative learning and any of the nominal variables measured amongst the participants in the study.

This study focused on answering the research questions:

- What common phases of learning do global leaders experience while developing as a global leader?
- Which of Mezirow's ten phases of transformative learning, if any, do global leaders experience in their development as a global leader?

Methodology

The research was best characterized as a descriptive study that used a mixed-methods approach. The qualitative methodology applied for this study was phenomenology and the research was conducted via interviews. The definition of a phenomenological study is one where participants describe how they perceive a phenomenon based on their personal history and experiences (Creswell, 2013). The quantitative methodology applied for this study was multi-question survey using a Likert scale. For the study, senior leaders at a global, fast-moving consumer goods company were interviewed and surveyed.

The phenomenological data analysis steps were consistent with the methods referenced by Moustakas (1994) and Polkinghorne (1989). Based on the information gathered in relation to the research questions, the investigator reviewed the data. For this study, data were collected for review in the form of interview transcripts. The investigator then translated the data into statements or words that best capture the information that was shared. The coded words or elements provided a descriptive summary of how participants interpret a given phenomenon, a process known as horizontalization (Moustakas, 1994). Next, the investigator bucketed the coded elements into themes (Creswell, 2013). It is also important for investigators to document the situations that influenced how “the participants experienced the phenomenon, called imaginative variation or structural description” (Creswell, 2013, p. 61).

From the structural and textural descriptions, descriptions are created that present “the ‘essence’ of the phenomenon, called the essential, invariant structure (or essence)” (Creswell, 2013, p. 27). This helped to codify the common, experience or experiences, shared by participants. The final intention is that the reader “comes away from the phenomenology with the feeling, ‘I understand better what it is like for someone to experience that’” (Polkinghorne, 1989, p. 46). The study results were shared with participants per the commitment made as part of the informed consent.

Research Design

Research data were obtained via semi-structured interviews of seven individuals and multi-question surveys completed by 47 participants who were selected through a purposive sampling approach. The data sources for this research were selected with consideration for the population as defined subsequently. Participants were selected by meeting a four-point characterization criteria, and then via purposive sampling within this subpopulation. Adherence

to human subjects' considerations was taken into account pursuant to standards established by Pepperdine University and the Institutional Review Board (IRB).

Sampling Frame

The sample population was those individuals who met the inclusion criteria and were invited to be a part of the study. The inclusion criteria specify characteristics that were considered for participant selection (Richards & Morse, 2013). According to Spradley (1979), the participants should be those who are clear on what data are being collected, know the information required, are prepared to share their perspectives on the phenomenon being studied, and are available to participate. There were 554 executives, vice presidents, and senior directors at Consumer Goods Company International. Permission to use Consumer Goods Company International and permission to be onsite was secured from the executive vice president of the company.

Of the 554 senior leaders, further inclusion and exclusion criteria were needed to create the sample. Of specific focus was identifying individuals who had experience with an international work assignment, such as an expatriate or local contract employee assignment. Such experiences have been found to be critical to the development of a global leader (Gregerson, Morrison, & Black, 1998). To generate the sample, the researcher requested and was provided identification of those in the senior leader group who had served in an expatriate or local contract assignment of at least one year in duration at some point during their career, whether at Consumer Goods Company International or another enterprise.

In summary, the inclusion criteria were: an employee of Consumer Goods Company International; a senior level employee in a role in the C-Suite, executive vice president, senior vice president, vice president, senior director, or director level; the employee has completed an

expatriate and/or local contract employment (i.e., international) assignment of at least one year in duration. Conversely, all non-senior leaders were excluded, and those who have not completed an expatriate assignment of at least one year in duration. Based on those criteria, 98 individuals of the original field of 554 senior leaders were found who met the inclusion / exclusion criteria.

Sample and Response Rate

The strategy for sampling in this study is consistent with Michael Quinn Patton's (1990) *Qualitative Evaluation and Research Methods*. Patton suggested that there are several different strategies to purposefully selecting participants. One of these strategies is homogenous sampling to describe some particular subgroup in depth.

For this study, the sample was a homogenous subset of the larger population of senior leaders. There is some debate as to the appropriate sample size in a phenomenological study, with the key determination factor being one of saturation. According to Glaser and Strauss (1999), the point when the collection of new data does not shed any further light on the issue under investigation is referred to as saturation. Guidance from Creswell (1998) for phenomenological sample size is five to 25. Richards and Morse (2013) suggested a sample size of at least six. The sample size of this study was set to be 24 participants. Prospective participants were contacted by e-mail message requesting a response to the researcher's invitation to participate in the study. A reminder was sent five (5) days later. If after ten total days a prospective participant had not responded, he/she was eliminated as a candidate to participate in the research. Response rate in this study was sufficient to fulfill sample study size needs and did not require a recalibration of the sample group.

Human Subjects Considerations

This research was conducted in a manner consistent with Title 45, Part 46 of the U.S.

Code of Federal Regulations, Pepperdine's IRB, and ethical principles of the Belmont Report. Data collection was done at multiple sites of Consumer Goods Company International. Prior to beginning the study, written permission to conduct the study using Consumer Goods Company International employees as well as site permission was secured from the executive vice president of the corporation. An individual consent form was shared with and confirmation of agreement was collected for each participant in the study. The forms and materials required by Pepperdine University were submitted to the university's Internal Review Board. Pepperdine reviewed and approved the researchers IRB application Informed Consent Form and the researchers plan and approach developed for this study (see Appendix A).

As per good research standards, an individual's participation in the study was voluntary. Individual identifying information was removed from any retained transcripts. Participants' rights included:

(a) the right to be fully informed about the study's purpose and about the involvement and time required for participation, (b) the right to confidentiality and anonymity, (c) the right to ask questions to the investigator, (d) the right to refuse to participate without any negative ramifications, (e) the right to refuse to answer any questions, and (f) the right to withdraw from the study at any time. (Richards & Morse, 2013, p. 263)

Participants were ensured confidentiality and anonymity, verbally and in writing, and informed consents were secured. No remuneration or compensation was offered to or provided participants in the study.

A number of different risks, benefits, and mitigations to participants were considered. The most significant benefit of participating in this study was that participants would be able to obtain a copy of the findings, which would hopefully improve their performance in their current

role or help prepare them for future roles. By sharing the findings from the survey with participants, individuals would have the opportunity to gain deeper insight into the fields of transformative learning and global leadership. Additionally, study participants would have the chance to gain a potentially deeper understanding of their own experience in an expatriate role, perhaps enjoying further reflection on their experience in the frames of both global leadership and/or transformative learning.

Subjects may have potentially feared that participation would have an impact on their standing at the company or their career trajectory. It needed to be stated explicitly that there were no negative ramifications to the individuals who participated in the study, nor to those who declined or removed themselves from participation mid-way through the study. All data were kept in confidence under multiple levels of secure protection, and personally identifiable records were kept anonymous. With the study complete, all data with personally identifiable information will be destroyed within three years. Demographic data were gathered, but was stripped of identifiable characteristics, and instead were reviewed in aggregate. The researcher was responsible for ensuring that these commitments to maintain confidentiality were upheld. The commitments are further outline in the site permission, request for employee participation, and Pepperdine's IRB.

Interview Protocol

The interviews conducted for this survey were conducted following a specific protocol developed by the researcher and approved by the researcher's preliminary review committee, Pepperdine University's IRB, the researcher's dissertation committee, and the chairperson of the dissertation. The specific protocol and interview structure are provided Appendix B.

For this research, the interviews were conducted with participants over a three-week period. The interviews were conducted using a qualitative methodology. The data-gathering instrument was a set of six (6) open-ended interview questions intended to help answer the research questions. The specific questions, as well as the protocol for conducting the interviews, can be found in Appendix B. As opposed to leveraging an existing or previously used instrument, the data collection instrument was created independently by the researcher. Developing a new instrument was important because the questions that needed to be addressed in the data gathering process were specific to executives who had participated in at least one expatriate work assignment of at least one year in duration.

The survey and the survey questions were developed and refined using feedback from a preliminary review panel and the researcher's dissertation committee. The data were determined to gather common themes and trends of experience from those who had served in expatriate roles for at least one-year in duration. For this research, interviews were by telephone. The participants in the study from Consumer Goods Company International were based in myriad geographies around the world as the company operates in some 94 different office locations in dozens of countries. Additionally, for the places where onsite individual interviews were conducted, the researcher received permission to conduct interviews from onsite leadership. Ultimately, no in-person interviews were conducted. Following the receipt of needed approvals from the company officials, Pepperdine IRB, and the researcher's dissertation chair, invitations were sent to potential study subjects inviting them to participate in the research. The Pepperdine IRB recruitment guidelines and script were followed during the entire recruitment process.

A core, common, and consistent methodology was applied for each interview as part of this study. Each interview began with general greetings and gratitude for the participant's time.

Next, the specific interview protocol was reviewed, which included the selection criteria for participation in the study, an overview of the interview topic, an overview of how the actual interview would be conducted, and what would happen once the data were collected. It was also explained to the participants that the interview protocol was formulated by the researcher and reviewed by a preliminary review committee and the dissertation committee. This review included a request that the interview be audio recorded upon consent of the participant. At this point, participants were reminded of the informed consent, which was shared with them prior to the interview.

Before the interview began, participants received an overview of the mechanics of a qualitative, phenomenological study, executed as a semi-structured interview. Also, each participant was asked if they permitted the interview to be recorded in addition to the researcher capturing notes. Once permission was obtained, the interview began and followed the questions of the survey. Consistent with most semi-structured interviews, specific follow-up questions (i.e., probes) were asked to expand upon responses or potentially elicit more detail.

Following the completion of each interview, each participant was thanked for his/her time and contribution. Additionally, each participant was asked if he/she would like to see a transcript of his/her interview to check for accuracy. Regardless of the participant's response, every interview recording was transcribed by a third-party transcription service. For those who wished to review for clarification, those transcripts were sent to the participants who was requested to submit any corrections within one week. Any corrections were addressed appropriately when provided.

Survey Protocol

Each study participant who completed an interview was asked to complete an electronic

survey, as well. The survey was intended to provide the researcher information in an attempt to answer the second research question. That question was “Which of Mezirow’s ten phases of transformative learning, if any, do global leaders experience in their development as a global leader?”

The survey had three sections. The first section intended to capture demographic data from the participant. Consistent with Pepperdine IRB standards, none of the questions were designed/intended to capture any information that was independently able to identify any participant, such as name, employee ID number, et cetera. Participants were asked to complete this portion of the survey before moving forward. Table 1 shows the specific demographic questions asked. Many of the questions provided drop-down menus from which the participant could choose an answer. Every question included an option of “Choose not to answer.”

Table 1

Participants’ Demographic Data Requested

Q1.	Current Country of Citizenship
Q2.	Natural-born country of citizenship
Q3.	Tenure (in years) at Consumer Goods Company International
Q4.	Age
Q5.	Self-identified gender
Q6.	Management level (director, sr. director, VP, SVP, EVP)
Q7.	Completed at least one international work assignment of one year in duration
Q8.	Number of international assignments completed of at least one-year in duration

(continued)

Q9.	Level of completed education (high school, undergraduate, graduate, doctorate)
Q10.	Have you emigrated (or are officially in the process of emigrating) to another country?
Q11.	Current permanent geographical location (e.g., where do you currently live?)

The second and third sections of the survey were organized in a multi-question format to provide researchers with information to help answer the second research question. In section two, participants were provided a multi-question survey to gain an understanding of their experience with and understanding of global leadership and transformative learning. The questions asked in section two are shown in Table 2.

Table 2

Global Leadership and Transformative Learning Experience

Q1.	Global leadership can be defined as <i>‘the processes and actions through which an individual influences a range of internal and external constituents from multiple national cultures and jurisdictions in a context characterized by significant levels of task and relationship complexity.’</i> During your time(s) on international assignment, would you say this definition applied to you and/or your work? (1: always, 2: usually, 3: occasionally, 4: infrequently, 5: never)
Q2.	Considering the definition of global leadership listed above, would you say you are a global leader? (1: yes, 2: I’m not sure, 3: no)

(continued)

Q3.	Transformative learning theory says that <i>the process of "perspective transformation" has three dimensions: psychological (changes in understanding of the self), convictional (revision of belief systems), and behavioral (changes in lifestyle).</i>
Q3a.	During your time(s) on international assignment, did you experience any <i>psychological transformation</i> , i.e., lasting changes in your understanding of yourself? (1: yes, certainly, 2: I'm not sure, 3: no)
Q3b.	During your time(s) on international assignment, did you experience any <i>convictional transformation</i> , i.e., lasting revisions of any of your belief systems? (1: yes, certainly, 2: I'm not sure, 3: no)
Q3c.	During your time(s) on international assignment, did you experience any <i>behavioral transformation</i> , i.e., lasting changes in your lifestyle? (1: yes, certainly, 2: I'm not sure, 3: no)

The third section of the survey involved a multi-question tool. This tool utilized a Likert scale for ordinal ratings to answer each of the questions. The survey was quantitative in nature, providing participants a set of specific questions each with a specific set of options from which to choose when answer the question. Participants were asked to rate their experience during their expatriate assignment with each of Mezirow's (1990) ten phases of transformative learning on a 1-5 Likert scale. The scale participants were asked to use to rate one's experience with each of the ten phases is shown in Table 3.

Table 3

Rating Experience with Mezirow's Ten Phases

1.	Yes, I certainly experienced this.
2.	Yes, at varying times I experienced this.
3.	I am not sure if I experienced this.
4.	No, I do not believe I experienced this.
5.	No, I am clear I did not experience this.

Data Analysis

For this mixed-method study, the data were analyzed using several different methods. As there were qualitative aspects of the study and quantitative aspects of the study, each data set was reviewed and analyzed using different methods.

The interviews were transcribed by reviewing and incorporating notes taken during the interview process. From there the transcribed data were then tagged with codes. Inductive coding was selected as the analysis approach. A researcher uses such a process when the researcher does not bring to the coding process a predetermined notion of the codes or types of codes which will be used when coding interview data. Following the coding of the data, the coded data were organized into like themes and topics. These themes and topics were then studied by the researcher. The examination intended to provide insight into and explanations toward answering of the first research question which was, "What common phases of learning do global leaders experience while developing as a global leader?"

In doing such work, the inductive approach is used frequently as part of qualitative data analysis within grounded theory (Strauss & Corbin, 1990). The reasons for utilizing an inductive approach were to condense extensive and varied raw text data into a brief, summary format; establish clear links between the research objectives and the summary findings derived from the raw data; and develop of model or theory about the underlying structure of experiences or processes which are evident in the raw data (Thomas, 2003).

From this study's inductive analysis, themes emerged from participant responses. During the coding process, a master list was kept of all the commonalities, codes, and potential themes discovered during the coding process. The results of the coding helped answer the research questions succinctly and directly. The researcher utilized the coding process to create categories within the inductive analysis process. The labeling, description, text, links, and associated models helped to connect the categories to the research questions. After the initial coding, to establish interpreter reliability, a co-reviewer process was employed. Two external co-reviewers individually assessed the researcher's coding. These co-reviewers were experienced in both qualitative and quantitative research and have done extensive research in the study of leadership. Upon completion of the co-reviewers' assessment, a discussion was held between the researcher and the reviewers, and clarifications and revisions were made. The results of the coding were transferred into themes correlated with the research questions and are presented in Chapter 4.

Inter-Rater Reliability/Validity

To ensure inter-rater reliability and validity, a three-step process was involved in reviewing the data from the interviews. The three steps were:

- Step 1: Following the transcription of all of the interviews, the researcher coded the data. This was completed in a method guided by Thomas (2003) and Creswell (2013) for inductive analysis of qualitative data.
- Step 2: With the coding completed by the researcher, the results of the coding were shared with two peers. These two peer reviewers inspected the coding and the data in order to arrive at a consensus view of the initial coding results. The peer reviewers were other experts in the field of global leadership and qualitative research methods.
- Step 3: Recommendations from the reviewers for possible revisions to the resulting codes and categories were discussed between the researcher and the two peer reviewers. The coding results were accepted only when both reviewers and the researcher agreed on their validity.

Validity and Reliability of the Study

An essential element of credible research is the assurance that the instrument in the interview protocol and instrument is both valid and reliable. Validity is related to the accuracy of a data set. Reliability is the consistency in which the data would be collected should the experiment be replicated. Both elements will be discussed in detail below.

Validity. Validity is a term often avoided in qualitative research because it is erroneously seen as an indicator of attitudes towards analysis or interpretation that do not fit with qualitative measures (Richards & Morse, 2013). In addition, Creswell and Miller (2000) argued that validity can be altered based how the researcher defines validity as part of the study design. Since the researcher has unconscious and conscious biases, it is important that the research design is based on sound data (Richards & Morse, 2013). According to the Shorter Oxford English Dictionary (as cited in Richards, 2005), validity is defined as “well founded and

applicable; sound and to the point; against with no objection can fairly be brought” (p. 139). For the instrument, validity was established in be following a four-step process:

- Step 1: Prima facie validity. Prima facie is a legal term that broadly translated means at first sight. The first step of establishing instrument validity was prima facie validity. The questions for the interview were developed from insights gained in reviewing the literature of the fields of global leadership and transformative learning. The questions were designed for this study with the intent of being aligned and consistent of the existing literature to date.
- Step 2: Peer review validity. To help maintain a practicable, accessible set of interview questions for the participants, the researchers shared the proposed questions with students in Pepperdine’s Global Leadership and Change Doctoral program for their review. Several of the students in this cohort have extensive experience in business, as well as depth and understanding of the field of global leadership. The peer review provided suggestions and proposals for improving and honing the set of intended interview questions.
- Step 3: Pilot interviews. To help ensure a robust yet effective survey, the researcher conducted a prototype / pilot interview with an executive of Consumer Goods Company International who met the criteria listed above. At the completion of the interview and the survey, the executive provided suggestions to hone the interview questions and survey, proposals which were incorporated to produce the final list of interview questions and survey.
- Step 4: Dissertation Committee. Prior to initiating the process, the researcher sent the questions and survey format to the dissertation committee for review. The three

faculty members on the committee reviewed the submitted materials, provided feedback, and made suggestions. The researcher finalized the survey and questions and then submitted them to the dissertation chair for one final review. The dissertation chair approved the proposed survey approach and format and interview questions and planned execution.

According to Richards and Morse (2013), there are two general guidelines for research design validity: (a) the fit of the question, data, and method; and (b) ensuring the researcher can properly account for each step in the analysis. As such, the following strategies were employed to ensure the validity of the qualitative research:

1. Triangulating data;
2. Using multiple raters to check validity of results;
3. Using descriptive text to illustrate the phenomenon experienced by participants;
4. Stating researcher biases; and
5. Sharing information that runs counter to results (Creswell, 2003, p. 196).

According to Mathison (1988), triangulation has become a critical component of qualitative evaluation. Triangulation helps control bias and reduces the risk of tainted results. The data used for this research were triangulated by using different data sources. The literature review shared in this document was completed on transformative learning and global leadership. Semi-structured interviews were completed with seven executives from Consumer Goods Company International. The quantitative interviews and semi-structured interview with the set of study participants using a standard, written approach and process. Those interviewed had the opportunity to review their interview responses for accuracy. Research bias was considered, as well, the findings of which are described in this chapter.

Reliability. In short, reliability can be defined by a study that would yield the same results if it were repeated (Richards & Morse, 2013). A more detailed definition comes from Marion Joppe (2000) who writes,

The extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability, and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable. (p. 1)

Reliability of a qualitative study is highly correlated to trustworthiness. To establish studies with high reliability and validity in qualitative research, Seale (1999) stated that the “trustworthiness of a research report lies at the heart of issues conventionally discussed as validity and reliability” (p. 266).

Statement of Personal Bias

Acknowledgement of any personal bias held by the researcher is critical for the integrity of academic research (Creswell, 2003). The researcher has been a professional practitioner of the application of transformative learning for 19 years. However, the body of work and intellectual property utilized in the researcher’s work was not directly grounded in the literature and theory. For this study, the researcher had to set aside the experiences and learning gathered over nearly two decades of practice in favor of the grounded and researched theory found in the literature on transformative learning theory. The research recognized that 19 years of study and application have shaped the researcher’s perspective on transformative learning theory. Such a history leads to the researcher’s bias that transformative learning is generally advantageous. The researcher’s bias toward transformative learning theory and perspective transformation likely had an effect on the research design and methodology.

Bracketing

A phenomenological study is predicated upon a group or individual having comprehension of a given phenomenon. Phenomenology also requires a baseline understanding of assumptions and biases held by the researcher so as to refrain from impacting the validity a study. The strategy of bracketing was used to help comprehend the assumptions and inherent biases, and the underlying personal experiences. The bracketing allowed for those personal experiences and biases to be understood, to allow the focus to be solely on the experience of the participants in the study, and how they experienced the phenomenon (Creswell, 2013). For this study the researcher listed all conceivable pre-conceptions of transformative learning and global leadership, as well as significant experiences that have impacted the researcher's perception of global leadership and transformative learning. The assumptions and biases were bracketed into themes, and they were considered comparatively with the thematic results of the study.

Summary

The intent of this research was to investigate the intersection of transformative learning and of global leadership. Specifically, the research was focused on determining if there were any common phases of learning through which individuals progressed in their development as global leaders and if those same individuals experienced any of Mezirow's ten phases of transformative learning during their development. The research questions were restated, and the research design was explained. This research was best characterized as an ethnographic study which used a mixed-methods approach. The qualitative methodology applied to this study was phenomenology and the research was conducted via interviews. The quantitative methodology was conducted by survey.

The population was defined as senior leaders at Consumer Goods Company International. Participants were identified based on a set of inclusion / exclusion which included management level (i.e., director or above) and having completed an international work assignment of at least one year in duration. Moreover, participant data were included in the study only if the participant indicated that they evaluated themselves as a global leader based on a definition in the study by the researcher. In terms of human subject considerations, this research was conducted in a manner consistent with Title 45, Part 46 of the U.S. Code of Federal Regulations, Pepperdine's IRB, and ethical principles of the Belmont Report.

Data were collected through a confidential, online survey and a confidential, individual interview. Prior to completing the survey and the interview, participants were reminded of the researcher's commitment to keep all data confidential. Before commencing with the survey, participants were required to review and acknowledge the informed consent. Prior to beginning the interview questions, participants were reminded of the informed consent and the researcher's commitment to confidentiality. Following collection of the data, the interview questions were transcribed, stored for security, coded, and then themes were identified. The survey data was summarized, coded, and analyzed for trends and any potential statistically significant correlations. The details of this work and the findings will be shared in the following chapters.

Chapter 4: Findings

This research was intended to investigate the intersection of transformative learning and of global leadership. Specifically, the research was focused on determining if there were any common phases of learning through which individuals progressed in their development as global leaders and if those same individuals experienced any of Mezirow's ten phases of transformative learning during their development. Interpreting participants' experiences and understanding the common phases, if any, participants progressed was best achieved using a qualitative research design employing semi-structured individual interviews. Understanding participants' experience with any of Mezirow's ten phases of transformative learning was best achieved employing a quantitative online survey. This chapter shares participant demographics, a review of the findings of the individual interviews, and an analysis and summary of online survey data

Study Participants

Data for this research were collected through two different methods. The first method was a confidential, online survey. The second method was a semi-structured interview. Those who participated in the research were volunteers from a sample set of individuals who met a three-point characterization criterion:

1. Currently employed at Consumer Goods Company International
2. Currently hold the title of either Director, Senior Director, Vice President, Senior Vice President, Executive Vice President, or Chief Executive Officer.
3. Completed a long-term, international work assignment, e.g., an expatriate or local employment contract, of at least one year in duration.

In consultation with a director of Consumer Goods Company International's Human Resource department, it was identified that approximately 554 people currently employed by the corporation hold the title of Director or above.

In the process of consultation, it was discovered, however, that the organization does not rigorously keep records of individuals who have completed international work assignments for the company. Moreover, the company does not gather and keep record of any individual's long-term international work assignment with other organizations prior she or he joining Consumer Goods Company International. The Human Resource representative estimated with stated uncertainty that the total number of people who met the inclusion /exclusion criteria would be between 80-120 individuals. Luckily, the representative was able to provide with certainty a list of fourteen (14) individuals who undoubtedly met the inclusion /exclusion criteria.

The researcher contacted those 14 individuals and queried them about their interest and willingness to participate in the research study. A copy of the sample invitation is provided in Appendix C. The response rate to the invitation was 86% (12 of 14). Of the 12 people who did respond, all 12 indicated a willingness to participate in the research study.

As a means to identify other individuals within Consumer Goods Company International who meet the inclusion /exclusion criteria, a snowball sampling technique was employed in the initial invitation. The invitation to participate included a request to individuals to voluntarily identify any colleagues who could meet the inclusion /exclusion criteria and who would be willing to participate in the research. The initial 12 responses generated suggestions of other individuals for possible participation in the survey. Those identified were queried about their interest, as well as asked to suggest others who may be willing to participate. Ultimately, the snowball sampling method generated a list of 97 individuals who were contacted to participate in

the study. When those 97 individuals were contacted to explore their willingness to participate, four (4) people indicated they did not meet all of the inclusion /exclusion criteria. Those four individuals were removed from the sample set of potential study participants.

Data Collection Process

Data collection for this research conformed with the final collection protocol, as preliminary reviewed and approved by the dissertation chair, reviewed and approved by the dissertation committee, and approved by the Pepperdine University Institutional Review Board (IRB). The study was limited to those eligible to participate in the study based on the inclusion / exclusion criteria.

The data collection was conducted over a 16-day period from February 28, 2018 to March 16, 2018. The data collected involved a mixed-method approach. The quantitative element included an online survey involving a set of non-personally identifiable demographic classification questions and a set of 15 questions single-choice response questions for quantitative analysis. The qualitative element of the research was conducted via confidential, one-one-one, semi-structured interviews. All interviews were conducted by telephone, conducted exclusively by the primary researcher, and lasted from 45 minutes to no more than 60 minutes.

Of the 93 individuals identified as eligible to participate, fifty (54%) agreed to participate in the research study. Each individual who indicated his/her eligibility and willingness to participate in the study was provided a randomized, individualized numeric code. That code was to be used to verify his/her participation in the study. The researcher kept one master list of study participants and their individually assigned codes. The list was kept in a password protected file on a password protected computer. The researcher was the sole individual with access to both the computer, to the file, and to the password for the file. Study participants accessed the online

survey by a link provided by the researcher, entered their individual randomized, numeric identifier, and then completed the survey.

Each of the fifty participants began the survey. Forty-eight of the 50 fully completed the confidential, online survey. Two of the fifty did not answer a majority of the questions; the data provided were removed from the full data set to be analyzed. Additionally, one of the fifty participants indicated he did not assess himself to be a global leader based on the provided definition. That individual's responses were removed from the data set.

Of the 47 participants who fully completed the survey and considered themselves to be global leaders, 15 indicated their willingness to be confidentially interviewed for the research. Seven people were confirmed for one-hour interviews. Five of the 15 indicated they would not be able to participate in the interviews until after the research period was over. Three people did not reply to requests for scheduling confirmation until after the research period was complete.

At the start of each interview, the interview protocol was reviewed with the study participant which included confirming the individual's eligibility to participate in the study, reviewing the informed consent, and an overview of how the actual interview would be conducted, including what would happen once the data were collected. Next the participant was asked if he or she would permit the interview to be audio recorded (note: this question was again asked at the beginning of the audio recording to confirm authorization). After any questions, the audio recording was started and the interview began. Once the interview was complete, the participant was reminded of his/her opportunity to review the transcript of the interview for errors or anything that needed to be addressed. Each interview was completed with thanking the individual for his/her participation and offering to share the final research findings with the participant.

Participants' Demographics

In this section, demographic information is provided for those who participated in the study. The non-personally identifiable demographic information collected included:

- Country of current domicile;
- Country(s) of citizenship;
- Country of birth;
- Confirmation of emigration to another country;
- Tenure (in years) at Consumer Goods Company International;
- Age (in years);
- Gender;
- Title / level in the organization;
- Level of education completed.

A brief summary of each category of demographic information collected from the study participants follows below. As stated, Consumer Goods Company International is based in the United States and has operations and offices in more than 90 countries. Figure 1 overviews the age, gender, education level, and management level demographics collected in the study.

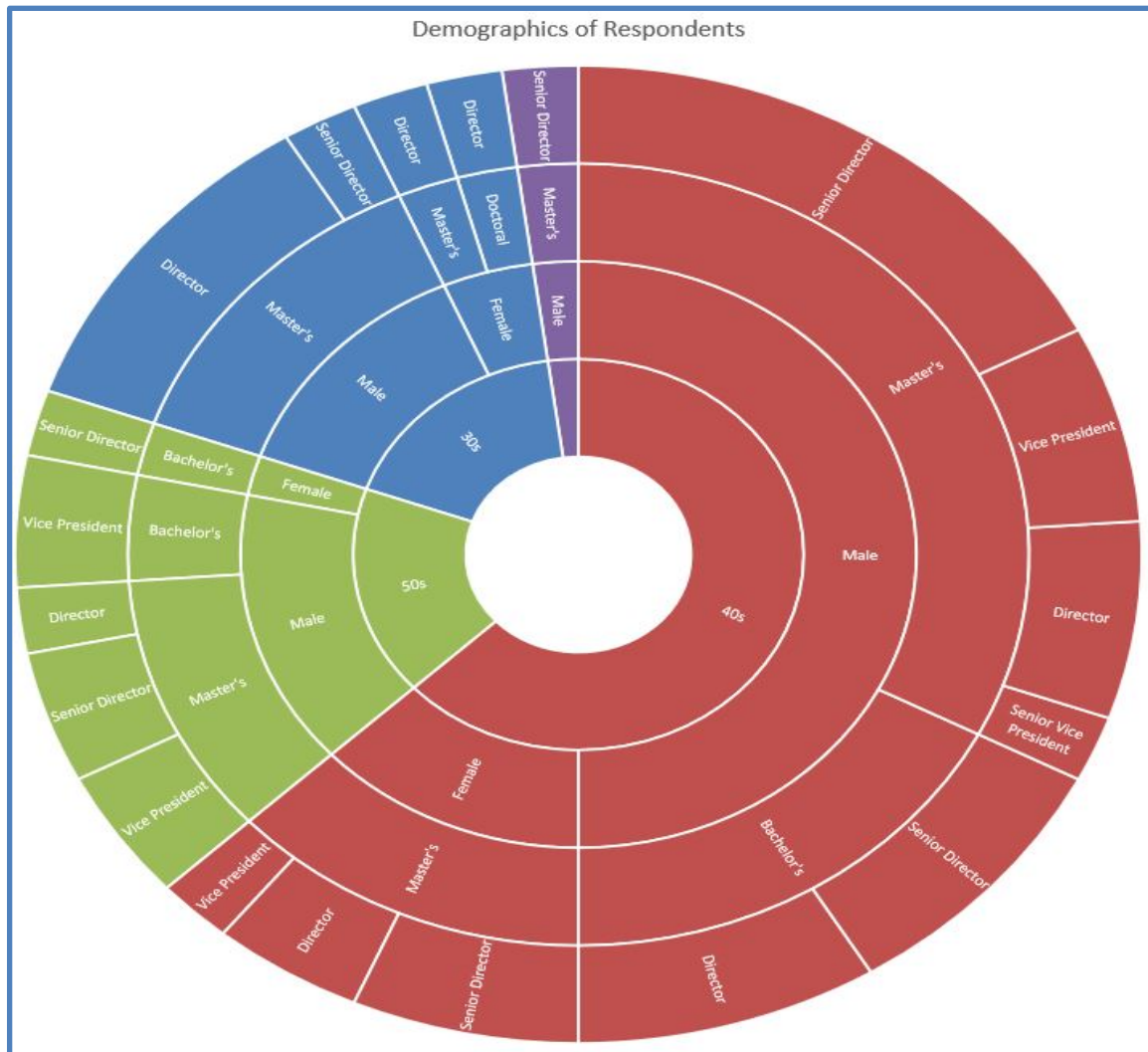


Figure 1. Demographics of participants.

Country of current domicile. Those who participated in the study lived in 14 different countries. Twenty-six (56%) of the study participants currently live in the United States. Figure 2 shows the country of domicile for study participants.

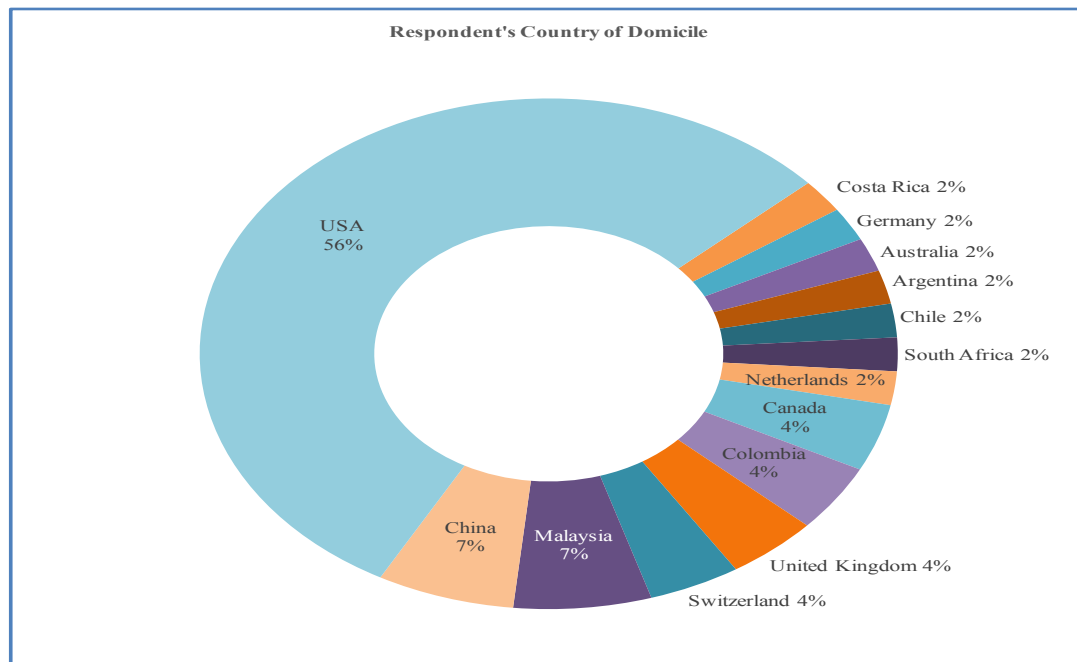


Figure 2. Country of domicile.

Country(ies) of citizenship. Those who participated in the study hold citizenship in 23 different countries. Three of the participants hold dual citizenship and one person holds three country citizenships. Figure 3 shows the country of citizenship of the study participants.

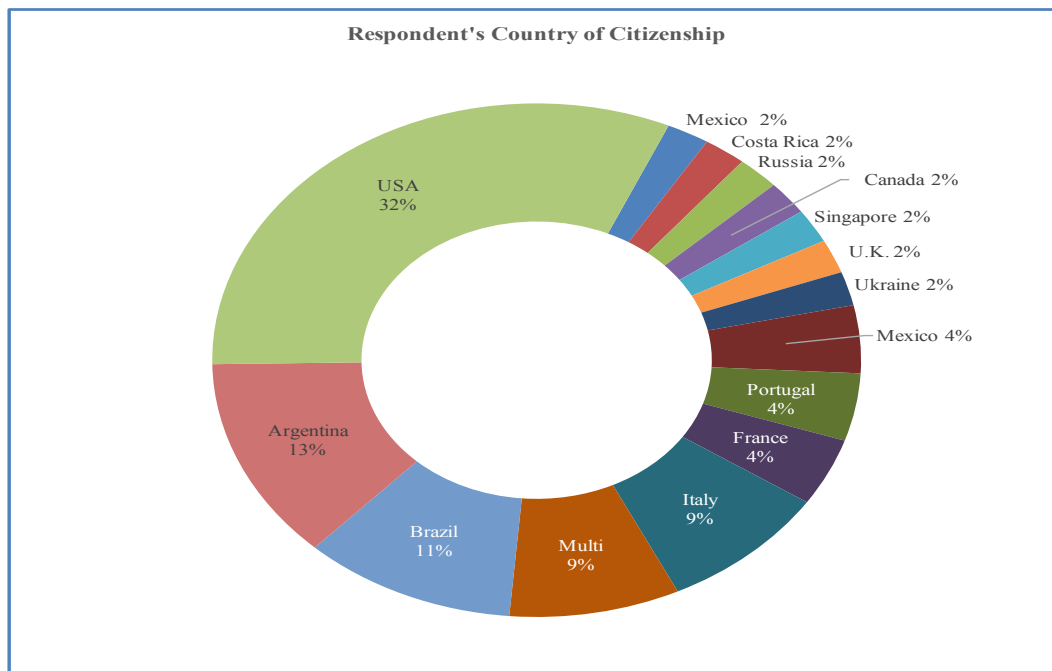


Figure 3. Country of citizenship.

Country of birth. The study participants were born in 16 different countries. Figure 4 shows the percentage of study participants born in each of the 16 countries.

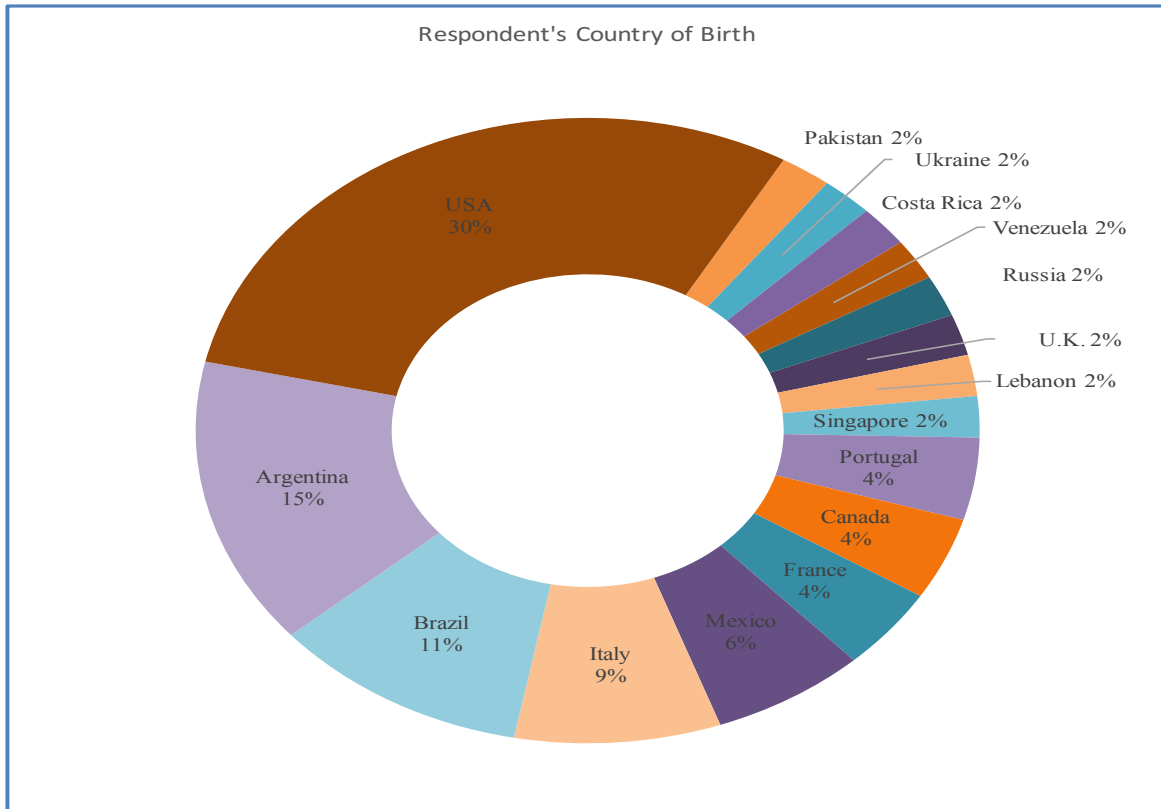


Figure 4. Percentage of participants born in each country.

Emigration. Study participants were asked if they have ever officially emigrated or were in the process of emigrating to another country. Twenty-three (47%) of study participants reported they have emigrated (or are emigrating) to another country. Figure 5 shows the number of those who have emigrated and from which countries. Figure 6 shows the countries from which study participants emigrated.

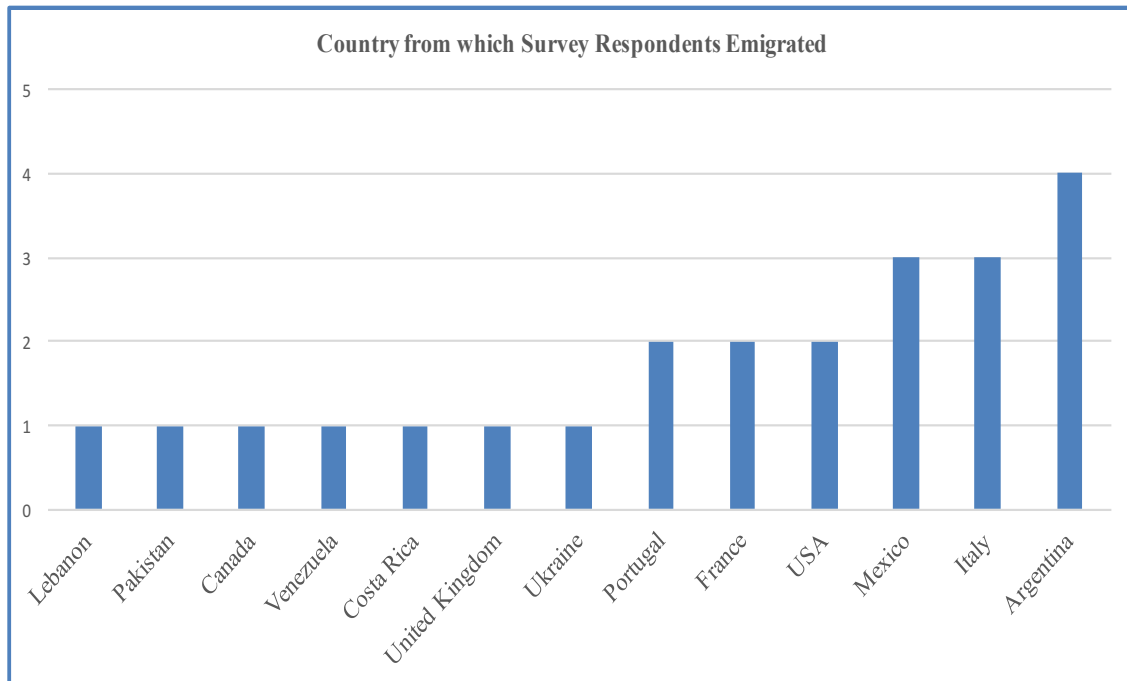


Figure 5. Number of participants by country of emigration.

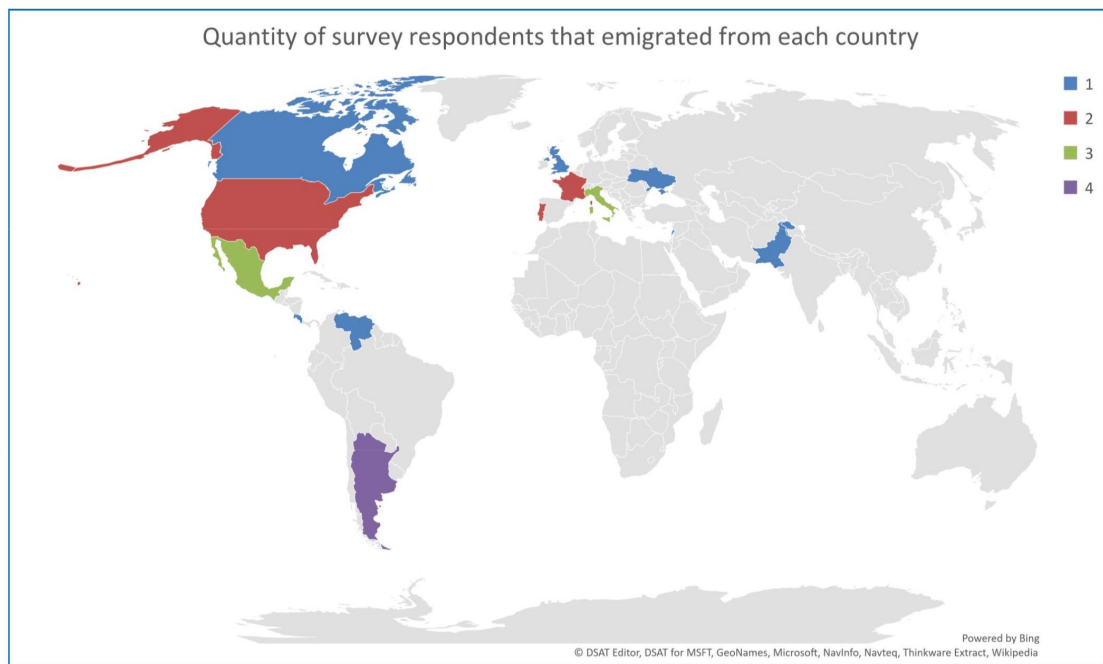


Figure 6. Countries and number of participants who emigrated from each.

Tenure. The tenure of those who participated in the study was examined in terms of the number of years of work experience at Consumer Goods Company International. Those in the

study have worked for the company for between two (2) and thirty-five (35) years. Figure 7 shows the mean, median, mode, and range of participants' work experience.

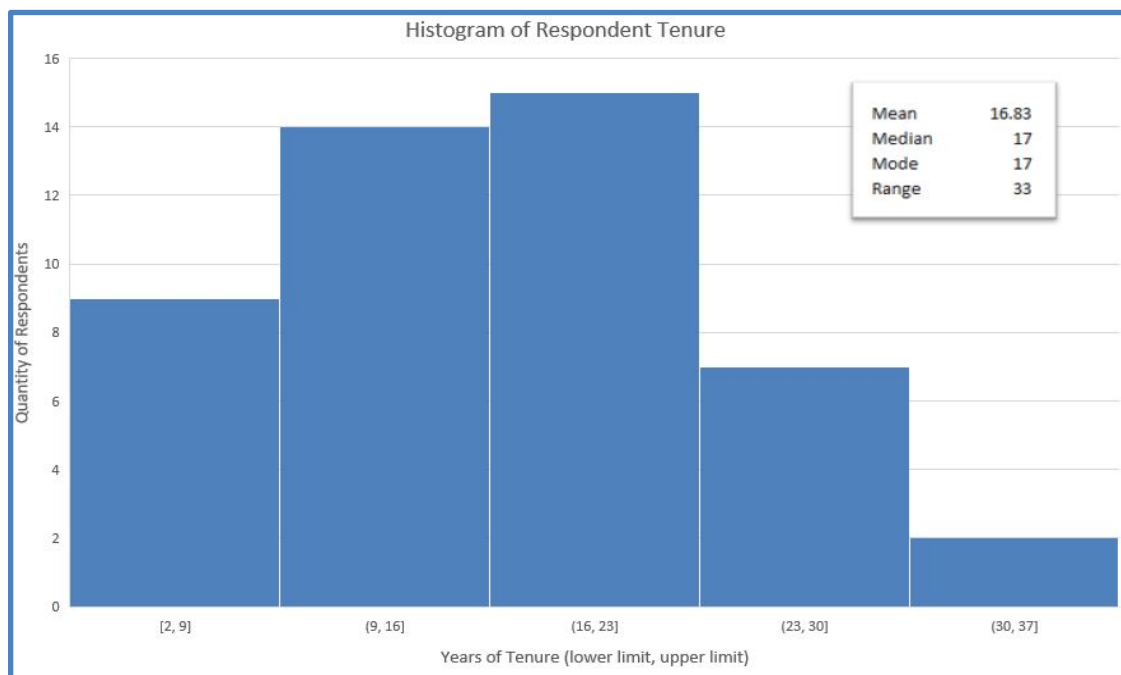


Figure 7. Participants' work experience/tenure.

Age. The age of those who participated in the study was examined. Those in the study were between 33 and 60 years of age, a range of 27 years. The mean age was 45.59, and both the mode and the median age were 46 years. One individual declined to answer. Figure 8 shows the mean, median, mode, and range of participants' ages.

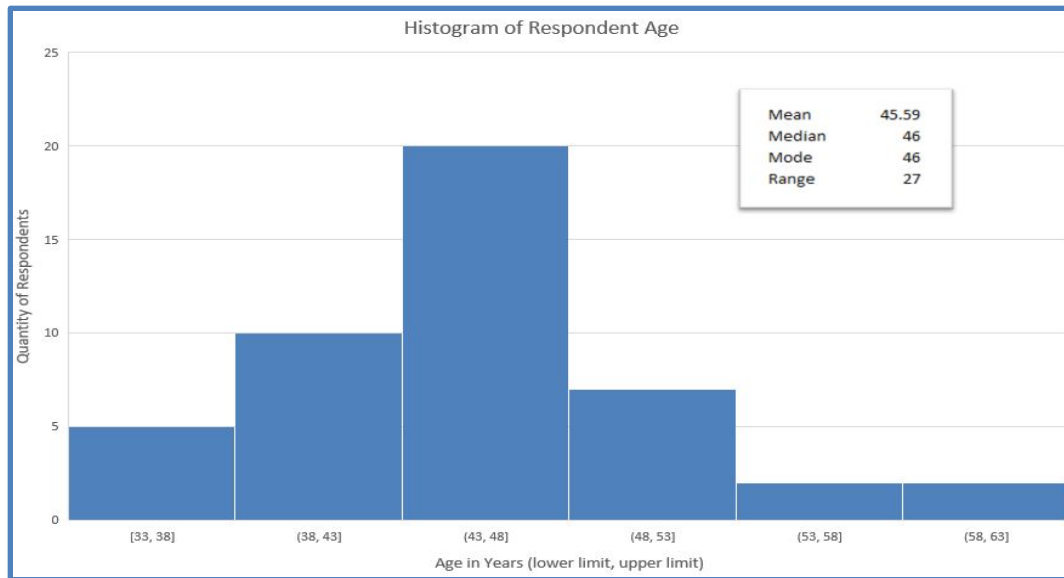


Figure 8. Participants' age range.

Gender. The study participants consist of 10 females and 37 males. Females were 21% of those in the study while males comprised 79% of participants.

Management levels. Involvement in the study was limited to those who met the inclusion criteria. One of those criteria was that the individual held the title of Director or above in Consumer Goods Company International. Figure 9 shows, by gender, the distribution of study participants across management levels in the organization.

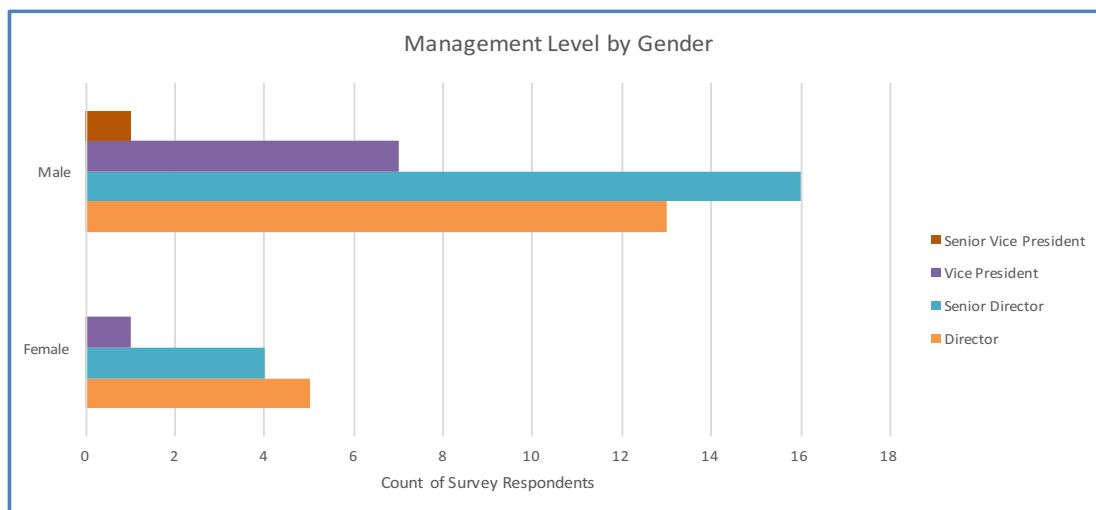


Figure 9. Management level by gender.

Level of education completed. Study participants were asked to list the highest level of education completed from high school diploma through doctorate. All of the study participants hold a university degree or higher. Eleven participants hold a Bachelor's degree, 35 participants completed a Master's degree, and one of the study respondents earned a doctoral degree. The distribution of education is shown in Figure 10.

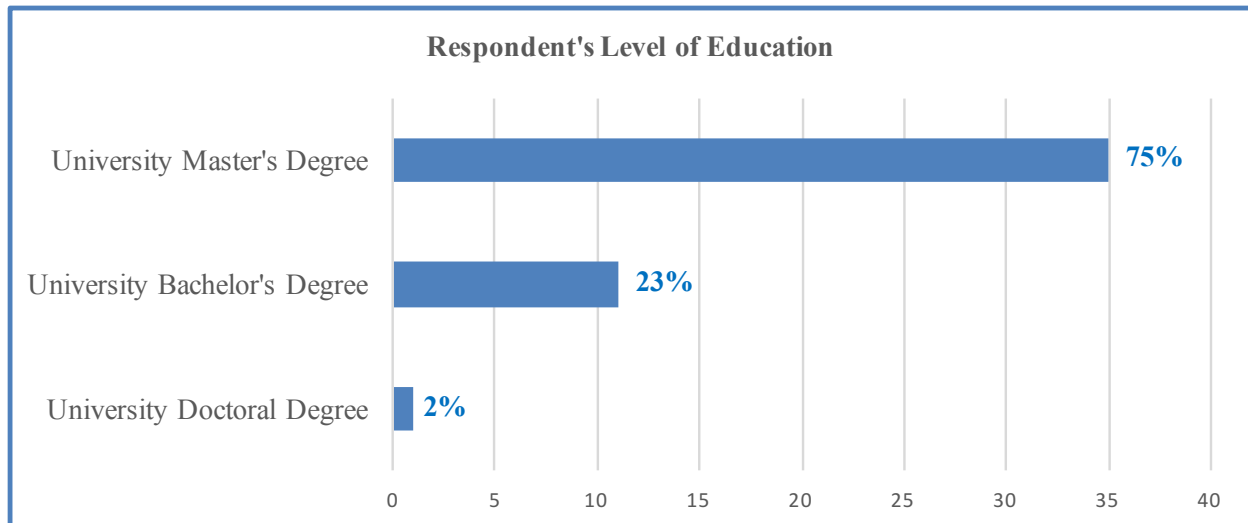


Figure 10. Level of education completed.

Survey Data Coding

Participants in the study were invited to complete an online survey. The survey consisted of a total of 26 questions. Eleven of the questions were for demographic purposes, two questions related to the individual's experience developing as a global leader, three questions explored perspective transformation during the individual's time on international work assignment, and one question explored the individual's experience with each of the ten phases of transformative learning during their time developing as a global leader. None of the questions required a response in order for the participant to complete other aspects of the survey.

The researcher coded and analyzed the survey data. Data gathered in the interview were downloaded and reviewed for completeness. Of the fifty responses, three did not meet the

requirements for being included in the data set. Two of the individual data sets were more than 50% incomplete with none of the global leadership and/or transformative learning questions answered. The third individual answered in the negative to the question of whether he/she consider him/herself a global leader. As the research intent was to explore the learning phases of an individual developing as a global leader, this individual's responses were removed from the data set.

The questions concerning participant demographic data were categorical, independent variables. Categorical variables consist of data that exists in separate, indivisible categories and are often used to classify subjects (Mertler & Vannatta 2010). The remaining questions were ordinal in nature and dependent variables, most questions organized on a 5-level Likert scale (see Appendix D). As the data for multivariate analyses must be numerical, the researcher recoded the data for all questions into numerals appropriate to the data provided for the respective question, as needed. The ordinal nature of the data prompted recoding on a 1, 2, 3... basis as appropriate. Questions #5 (tenure), #6 (age), and #10 (number of international work assignments of one year or more) did not require recoding as the data were provided in numerals.

Once recoded, the researcher reviewed the data set for any data which would need to be removed. The inclusion /exclusion criteria included the self-assessment by the study participants if they met the definition of global leader offered in the survey (see Appendix D). One individual responded to the question with no. The data provided by that individual were then removed from the data set for any further consideration. Additionally, two individuals did not complete any more of the survey than the demographic questions. As the study involved examining the degree to which participants experienced Mezirow's ten phases of transformative learning, that is, the last ten questions of the survey, these data elements provided no benefit to the study. As such,

the data provided by these two individuals were removed so as not to distort the analysis. After the initial coding and review was complete, a co-reviewer process was employed to assess quality of data and if proper coding approaches were taken for the various questions.

Two external reviewers were recruited to individually assess the data. Each commented that the review identified a seeming lack of variation in the responses for Survey Questions 15-27 (i.e., the three aspects perspective transformation and the ten phases of transformative learning). The external reviewers suggested reviewing the data for Survey Questions 15-27 and determining the level of variance in each question. Figure 11 displays the frequency of responses in percentage for each of these questions.

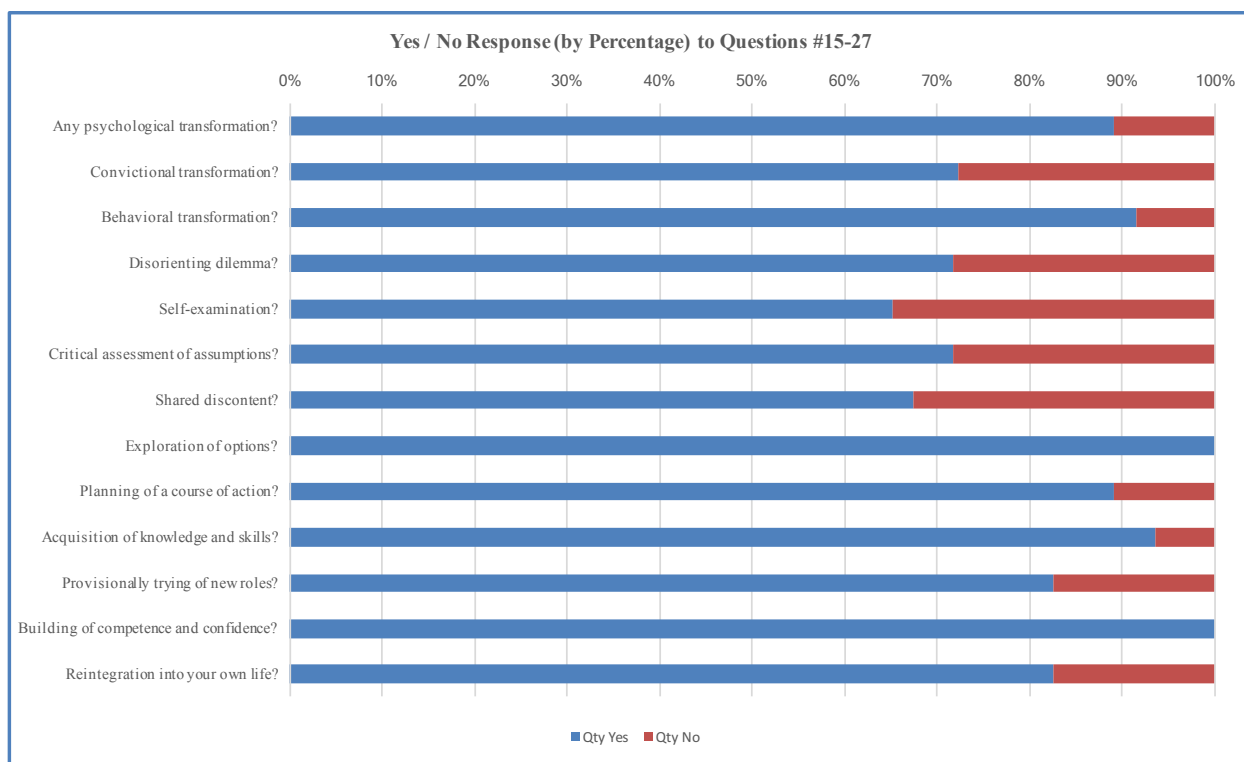


Figure 11. Percentages of frequency of responses for questions 15-27.

The external review provided guidance related to the sample size and the perceived lack of variation in the responses. The review revealed that for five of the questions reviewed, respondents more than 20% of the time indicated that they did not report experience with the

respective phase of transformative learning during their development as a global leader. However, the external reviewers recommended to the researcher that with a relatively low sample size ($n=52$) and the lack of variation in the responses, the likelihood of being able to determine statistically significant data would be low. Both reviewers recommended the researcher conduct an analysis of Survey Questions #15-17 as well as Survey Questions #18-27 against several of the study's independent variables to ascertain if there was statistically significant variance between responses.

Additionally, the external reviewers commented that the survey included nine different independent variables. Consistent with Mertler and Vannatta (2010), the reviewers warned that researchers have a tendency to include too many variables. The reviewers guided the research to adopt the most regarded recommendation in such cases. That approach is to obtain a parsimonious solution to the research question with the fewest number of variables based on the theoretical relationships between the variables being considered (Tabachnick & Fidell, 2007). Further analysis of the relationship between the independent variables and the dependent variables is reviewed in a later section of this chapter.

Interview Data Coding

For the interview data, the research followed a thorough and rigorous process for analysis which involved transcription, utilization of notes, data entry and storage, and coding. The researcher had each audio file transcribed by a professional, third-party transcription service. The returned document was then reviewed twice for accuracy. The researcher incorporated into the transcription document the researcher's notes and comments which were captured during each individual interview.

The transcribed data were then segmented into codes. The researcher employed an inductive coding procedure for preliminary analysis, coding, theme creation, and finally the decoding of data to provide support and explanations to the problem of significance (Strauss & Corbin, 1990). From the inductive analysis, themes from participant responses began to emerge. From there, the research utilized the coding process to create themes within the inductive analysis approach and process. Two co-reviewers with deep background in qualitative analysis and coding were recruited to establish interpreter reliability. The reviewers assessed the researcher's work on the coded participant responses and provided recommendations for a few small tweaks to the coded themes. A process was established to reconcile any disagreements between the co-reviewers and the researcher, but it was not needed as the group was able to come to alignment quickly.

During the interviews, the researcher noticed an interesting dynamic which would potentially impact the coding of the questions. Simply, the principal researcher noticed that interview participant responses to Question #1 and Question #2 seemingly overlapped. This phenomenon was evidentially supported upon review of the transcripts of the interviews. In consultation with the independent reviewers, the reviewers recommended the researcher code across the data from Questions #1 and #2 for the experiential and factual themes evident between both questions. The researcher followed this recommendation in the coding process. The researcher did not group the responses to the two questions into one data set. Rather, the researcher kept the data from each question separate but explored each set for the common themes. The findings from this work are shared here.

For Interview Questions 1 and 2, the major themes originally distinguished by the researcher were: (a) challenge, (b) international, (c) being open, (d) who I am, (e) learn, (f)

culture, (g) adjust, (h) aware, (i) grow, and (j) different. The two external reviewers each recommended folding (e) learn and (g) adjust underneath (i) grow to a single theme labeled *growth and learning*. A recommendation was made to combine (c) being open, (d) who I am, and (h) aware into one single theme labeled *awareness*. Lastly, the evaluators recommended re-labeling (j) differently to *comparative*. The researcher accepted each of these recommendations and made the changes.

For Interview Question 3, the researcher distinguished eight (8) themes. Those themes were (a) different, (b) fixed, (c) engage, (d) appreciate culture, (e) learn, (f) adapt, (g) reflect, and (h) family. The evaluators reviewed the researcher's findings for Question #3 and proposed two changes. The first was to change (a) different to *comparison and appreciation*. Secondly, the evaluators suggested moving (d) appreciate culture into *comparison and appreciation*. Lastly, the evaluators proposed changing (b) fixed to *reinforced and steady*. The researcher accepted these recommendations and made the changes.

For Interview Question 4, the researched identified seven themes following analysis of the coding. Those themes were (a) appreciate and understand, (b) listen, (c) study and learn, (d) different, (e) complexity, (f) adapt, and (g) relationship. The evaluators recognized the importance of each individual theme and made no recommendations to re-label and/or combine and/or eliminate any of the defined themes.

For Interview Question 5a, the themes defined by the researcher were (a) grounded, (b) less nationalism, (c) change in perspective, (d) change in approach, (e) realization. The researcher bucketed (e) realization into (c) change in perspective. One of the evaluators proposed the possibility of combining (c) change in perspective and (d) change in approach and questioned the separation. The second evaluator asked a similar question about the difference between (b)

less nationalism and (c) change in perspective. When provided the context of psychological, behavioral, and convictional shifts evident in both the development of a global leaders (Jokinen, 2005) and shown in the experience of perspective transformation (Mezirow, 1991), as well as the critical nature of letting go of nationalistic frameworks (Reiche et al., 2017), each evaluator retracted their proposal. However, they each made several new proposals to recode several of the terms from *change in approach* to *change in perspective*. The researcher considered these suggestions and then made the changes.

For Interview Question 5b, the researcher identified four major themes. Those themes were (a) openness, (b) did not change, (c) shift in view, and (d) flexible view. Both evaluators suggested combining (c) shift in view into the theme (d) flexible view. The researcher accepted the proposal and made the change.

For the final interview question, Interview Question 5c, the researcher defined eight distinct themes from the coded responses. Those themes were (a) culture, (b) different and unknown, (c) complexity, (d) family, (e) embrace, (d) less than, (e) worldly, and (f) adaptable and accepting. The pair of external evaluators each reviewed these themes and had no proposed or suggested changes to the set.

Data Collection Analysis: Research Question 1

Data for this mixed-method study were collected in two forms: a survey and individual, semi-structured interviews. The survey data were coded and analyzed using various quantitative methods. The interview data were collected, transcribed, coded, and then bucketed into thematic elements to determine key findings. The information gathered from the quantitative analysis and the thematic elements were then analyzed and reviewed to answer the study's two research questions.

The two questions this research intended to answer were:

- Research Question 1: What common phases of learning do global leaders experience while developing as a global leader?
- Research Question 2: Which of Mezirow's ten phases of transformative learning, if any, do global leaders experience in their development as a global leader?

The data collected from both the survey and the interviews were used to provide insight for answering the two research questions.

Research Question 1 asked, "What common phases of learning do global leaders experience while developing as a global leader?" Novak (as cited in Paprock, 1992) writes, "Perspective transformation represents not only a total change in life perspective, but an actualization of that perspective. In other words, life is not *seen* from a new perspective, it is *lived* from that perspective" (p. 197). In order to answer this question, participants were asked questions in an online survey and then a small subset of those were asked questions in an individual interview. The findings from analysis of the data collected from each of these methods as it relates to answering Research Question 1 are shared here.

Individual interviews. The individual interviews were conducted to gather data from study participants about their experience in long-term, international work assignments. The interview questions were intended to help gain an insight into and understanding of which common phases of learning, if any, did participants experience during their development as a global leader. The questions asked in the interview were:

1. Please provide an overview of your long-term, international work experience, whether as an expatriate or as a locally contracted employee, including aspects such as location, duration, role, and your accountabilities.

2. Please tell me about your overall experience while on an international assignment.
3. Please tell me about how you believe you developed as a leader and manager during your long-term international work experience.
4. Please tell me about your experience of practicing global leadership during your international work experience.
5. (a three-part question)
 - a. Please tell me about any transformations you had during your international work experience related to your understanding of how you know yourself to be.
 - b. Please tell me about any transformations you had during your international work experience related to your belief systems.
 - c. Please tell me about any transformations you had during your international work experience related to the way in which you live your life both personally and professionally.

A copy of the complete interview, interview protocol, and associated potential probes for each of the questions above is provided in Appendix B.

Interview questions 1-2. The inclusion /exclusion criteria for this study included that the individual have completed an international work assignment, for example, an expatriate assignment, of at least one year in duration. Interview Questions 1-2 asked participants to share about their international work assignment(s), including specifics on the assignment(s) and their experience completing the assignment. The most common response was *growth and learning*. The findings of these questions can be seen in Figure 12.

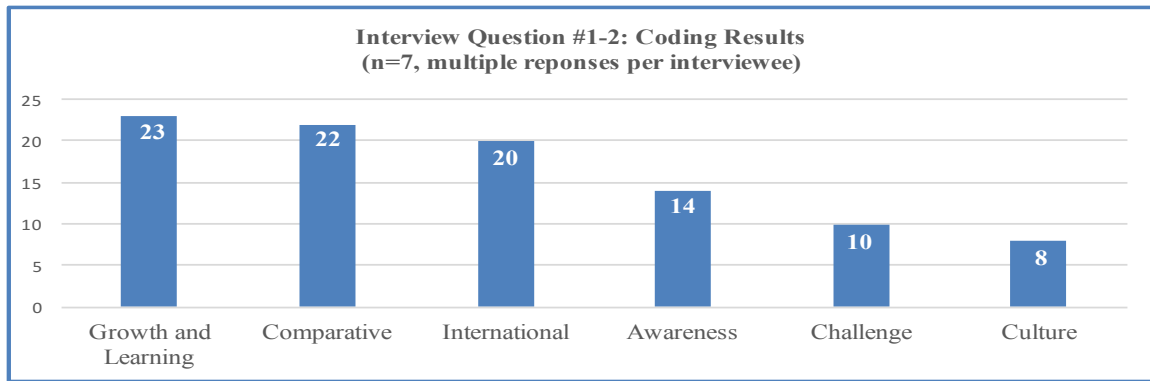


Figure 12. Themes for interview questions 1-2.

Growth and learning. The first two questions in the survey intended to establish an understanding about the experience through which the participants went during their international work assignment(s). Participant responses were coded and then were bucketed into themes as the variety of responses aligned with a shared sentiment and/or experience. Adjusting was mentioned eight times, learning was mentioned 11 times, and grow was mentioned four times by participants. These three themes were combined into the theme growth and learning. Study participants spoke about the element that an international assignment as being replete with developmental opportunities.

Comparative. The second most common theme from the questions was coded as comparative. Participants described the experience of being on international work assignment as different, diverse, extremely varied, and not like home among other terms. Respondents recognized that much of moving to a new location involves a strong sense of how things are similar and how things are different. Participant #JLAF commented about being in a new place, “It isn’t better, it isn’t worse,” (Participant #JLAF, personal communication, March 8, 2018) while others spoke both positively and negatively about the places they worked and lived, all in comparison to how things had been in their country of origin or country with which they most closely identified.

International. Not surprising, internationalism was a theme conveyed in the participant interviews. Each of those interviewed either used the word ‘international’ or spoke about being overseas, in a different country, or the experience of looking at the world with a lens larger than one’s nationalistic framework. Such a view is consistent with Adler and Bartholomew (1992) of description of expatriate managers’ perspective.

Awareness. Awareness was referenced 14 different times by participants when describing their international experience. Elements of this theme include being open, aware, and who I am. Terms and phrases used by participants included ‘open your mind,’ ‘way of being,’ and ‘understanding the Dutch view,’ all examples of awareness. One respondent said, [Living and working in another country] has been very, very enriching. It’s really helpful to also open up your mind as a leader, not only the work you do for the company you work for but [regarding] the social and political environment around you. (Participant #O4MH, personal communication, March 8, 2018)

Challenge. None of the participants interviewed stated that their international work experience was easy. Participants cited terms like challenge, struggled, hard, and not easy ten times in answering Questions 1-2. Comments cited both work and personal challenges, e.g., ‘it’s not easy for wife and husband’ (Participant #04JT, personal communication, March 8, 2018).

Culture. Culture was spoken of or reference eight times in response to Interview Questions 1-2. Participants spoke particularly of being aware of culture once they were living and working in a culture new to them. “Bridging the culture” and “crisscrossing multiple cultures in the course of the day” (Participant #YBY7, personal communication, March 9, 2018) are consistent with the definition of global leadership presented by Reiche et al., (2017).

Interview question 3. The third interview question was intended to gather insight into how the individuals developed as a leader and as a manager during their international work experience. This question was intended to directly support the first research question of the study which intended to discover the most common phases of learning people experienced in their development as a global leader. The most common theme from the responses was comparison and appreciation with 31 references during the interviews. The findings from this question can be found in Figure 13.

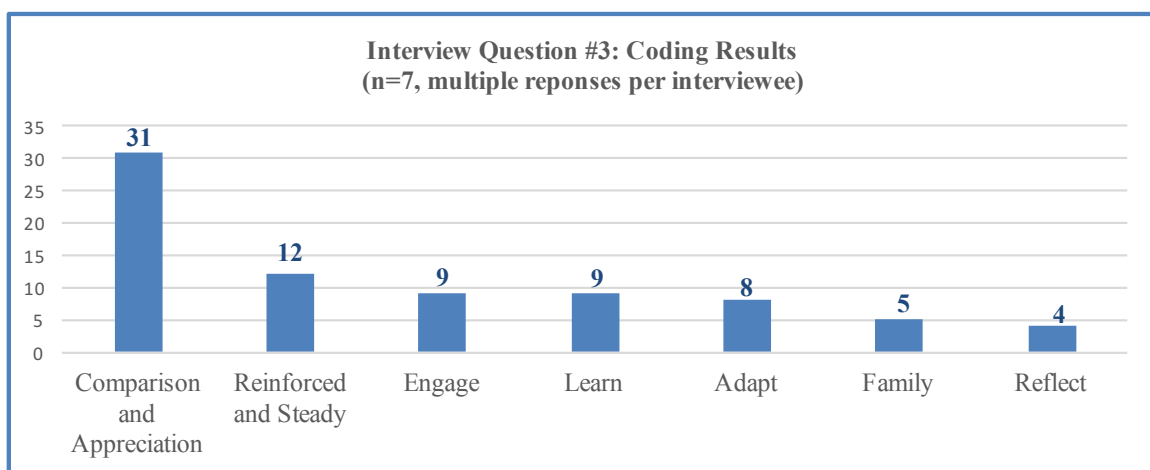


Figure 13. Themes for interview question 3.

Comparison and appreciation. Consistent with the second-most common theme from Interview Questions 1-2, respondents spoke of the amount of comparative assessment they did during their time on international work assignment and developing as a manager and leader. Terms and phrases such as *wider view*, *growth in areas not reachable at home*, and *everywhere is different* point to respondents' valuing of the new experiences, points of view, and ways of operating they found when working in a new country. Participant #FW36 said, "Being able to see the international business paradigm like Europe compared to like a U.S. business is fundamentally different... it was amazing" (Participant #FW36, personal conversation, March 8, 2018).

Reinforced and steady. Participants shared that their development and experience included elements that did not change or where the individual intended to maintain some sense of self and/or what the person knew to be true. Twelve occurrences of such were captured in the interviews with terms and phrases such as *always bring with you*, *who I am*, *what can I keep*, and *what doesn't change*. This theme speaks to people dealing with a new culture and environment concerned about potentially losing a sense of who they are and around what they are organized.

Engage. Another phase or behavior which participants pointed to was *engage*. Engagement and engaging with others whether by *interacting*, *relating*, or *being a great listener*, as examples from the responses, was cited as an important way of operating while in an international assignment. Participant #0TX7 shared, “Something [about] that experience helped me to make sure that I was engaged with people, even when we were working remotely” (Participant #0TX7, personal communication, March 8, 2018). Participant #0TX7 continued, “My basic nature is to be on the introverted side. I found myself almost exploring a piece of me that I didn't have before... for me that was an awakening” (Participant #0TX7, personal communication, March 8, 2018).

Learn. Learning continued as a theme in respondents' comments during Interview Question 3 with nine comments. Participant #04TJ said, “It has been a constant learning process. One thing that I learned most recently: it is not necessarily one thing that works in one country will work in another” (Participant #04TJ, personal communication, March 8, 2018). Elements consistent with the theme included *discover new* and *learned the language*, the latter being something that six of the seven individuals interviewed did either when they reached or prior to them reaching their new country of work.

Adapt. Adapting was referenced eight times in the interview responses for this question. Answers included *continuously evolving*, *adjust*, and *shifted*. Adaptation and adjustment is a theme that came through the body of the interview response set.

Family. A theme of family arose in two of the participant's responses to this question, though in later questions family was a more universal theme for all those who responded. Participant #O4MH spoke about the critical nature of diversity in experience, even for children. At four years old the couple's child, who was born in and living in the Netherlands and who had parents from two different countries, complained that discovery time at school was not going well as it was "too Dutch" (Participant #O4MH, personal communication, March 8, 2018). Participant #YBY7 assessed the international work experience resulted in being more engaged with family and a stronger family bond.

Reflect. The last theme defined through the analysis of the coding is *reflect*. Those interviewed spoke of *exploring*, *comparing*, and working with *empathy* as elements of what they did during their development as global leaders. Participant #BLDR said, "The first thing that I learned was about empathy... understanding where people came from, how they made their decisions, [and] what motivated them because those motivations are different" (Participant #BLDR, personal communication, March 8, 2018).

Interview question 4. This question asked participants to provide insight into their experience of practicing global leadership during their international work experience(s). The findings from the responses to this question illuminated a number of critical themes, and several of those themes are clearly tied to well-studied and distinguished leadership theories. In the following section the major themes defined will be discussed, as well as how several of them relate to existing leadership theories. The findings from this question can be found in Figure 14.

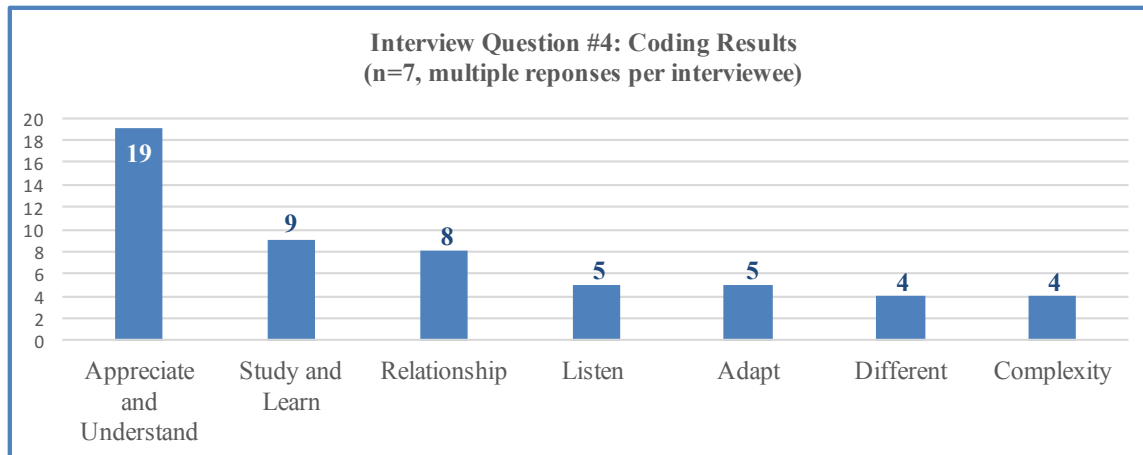


Figure 14. Themes from interview question 4.

Appreciate and understand. The most referenced theme which was defined from Interview Question 4 was *appreciate and understand*. Respondents spoke frequently (19 references) in answering this question about the need to both understand and appreciate a wide variety of perspectives and approaches, as well as the complexity involved in managing within a multi-cultural, globally focused operation. References included *understand where others are, respect, see with different eyes, learn right approaches, and hear more than I speak*. One participant said, “Language isn’t a barrier, culture is” (Participant #04JT, personal communication, March 8, 2018). Another spoke of the need to “understand *versus* tell” (Participant #BLDR, personal communication, March 8, 2018). Participant #FW36 acknowledged what was learned while on international assignment saying about how different cultures work, “The appreciation and just how ignorant I was [about those differences] before [the assignment] was amazing” (Participant #FW36, personal communication, March 8, 2018).

Such a theme is consistent with the global leadership competencies work of Bird (2013) who writes about the five competencies of managing people and relationships. Bird writes that respect for others “leads to or is derived from a deep understanding of people as individuals and an ability to comprehend people – their emotions, intentions, and motivations” (p. 91). In her

review of the competencies of global leadership, Osland (2012) points toward appreciating and understanding when exploring inquisitiveness, writing, “Humility is the opposite of arrogance and ethnocentrism, which can lead people to assume that they already know all of the answer... The desire to have new experiences and to learn from them is called inquisitiveness” (p. 69).

Study and learn. The second most prevalent theme from the responses was study and learn with nine references. *Observation*, learning where *one size does not fit all*, and seeking to understand what is *different* were all referenced in the responses. Participants said that studying the situation and taking everything into account is key. One individual pointed out, “You have to take [the differences] into consideration... People either can’t or won’t operate a certain way, their tax codes are different. The way you hire employees and fire employees is fundamentally different” (Participant #FW36, personal communication, March 8, 2018).

Such an approach of leading and managing is consistent with two key leadership theories.

The first is Endsley’s (1995a) situational awareness theory. The situational awareness theoretical framework provided by Dr. Mica Endsley describes situational awareness phases or states. Her work distinguishes three distinct steps or stages in formation of situational awareness: perception, comprehension, and projection (Endsley, 1995b). The second is Hersey and Blanchard’s (1977) situational leadership theory which has two variables: relationship behavior and task behavior encouraging the actor to employ the best leadership style advised based on the assessment of these two fields. Such an approach calls on the leader/actor to *study* the situation as presented and, over time, develop *learning* as to what actions are needed given the relationships and tasks.

Relationship. Cited eight times by respondents, *relationship* was defined as a key theme in this question. Participants spoke of *form a meaningful relationship*, *preserving relationship*,

and working knowing that it is a *two-way street*. This theme is clearly connected to Leader-Member Exchange (LMX) theory. The theory focuses on a two-way relationship between leaders and followers (Graen & Uhi-Bien, 1995) wherein relationships are based on mutual respect and trust and, often times, include emotional relationships that carry forward beyond the scope of employment (Bauer & Erdogan 2015). Consistent with this is the interview comment, “Getting to know people well is important...having more than business relationships works” (Participant #YBY7, personal communication, March 8, 2018).

Listen. Five of the comments referenced the importance to *listen*. Respondents spoke of the *ability to listen, people value listening, listening, listen, and communicate*. Bird (2013) writes of listening as an element of cross-cultural communication and of the interpersonal skills which are a part of managing people and relationships in global leadership theory. Well established as a fundamental leadership trait is listening. As Participant #BLDR says of listening, “it is key to a good long-term relationship” (Participant #BLDR, personal communication, March 8, 2018).

Adapt. As was found in earlier themes defined in previous questions, *adapt* again surfaces in the response to this question. Participant #O4MH says, “You know you have to continually change and adapt yourself [in regard to] how you relate to others” (Participant #O4MH, personal communication, March 8, 2018). Heifitz and Laurie’s (1997) Adaptive leadership theory focuses on adapting as the circumstances in which an actor finds themselves alters. They write,

The prevailing notion that leadership consists of having a vision and aligning people with that vision is bankrupt because it continues to treat adaptive situations as if they were technical: the authority figure is supposed to divine where the company is going, and people are supposed to follow. (p. 137)

Additionally, situational leadership theory is in critical alignment with *adapt*. Situations are constantly changing, inclusive of the players, the work to be done, and the environment. With new inputs constantly entering the situational ecosystem, an individual must continually reprocess and adapt projections and plans (Endsley, 1995b).

Different. Once again defined as a theme, *different* shows up in four references. Those interviewed speak of *how they communicate* – which, given the pronoun, portends a difference between they and, likely, us – as well as *fundamentally different* and *same versus not the same*. Participant #JLAF reported, “There’s just various things that are [different]. How we approach things [is] different. Because it’s different, it feels difficult to form a relationship with individuals, a meaningful relationship” (Participant #JLAF, personal communication, March 8, 2018).

Complexity. Global leadership theory speaks directly to complexity in its definition which is “The processes and actions through which an individual influences a range of internal and external constituents from multiple national cultures and jurisdictions in a context characterized by significant levels of task and relationship complexity” (Reiche et al., 2017, p. 556). Complexity was referenced four times during responses to Interview Question 4. Participant #FW36 said, “If I got nothing out of working overseas, it was anything but one dimensional” (Participant #FW36, personal communication, March 8, 2018).

Interview question 5a. This question was organized into three parts. Part A intended to understand any psychological transformations of the study participants. Four themes were defined in the coding of this question. The findings from this question are in Figure 15.



Figure 15. Themes from interview question 5a.

Change in perspective. Not surprising, the most prevalent theme defined in the analysis was *change in perspective*. This theme was at the heart of the question which asked participants about transformations in how they know themselves to be, i.e., their psychological experience. References to change in perspective included *how I view the world*, *less judgmental*, and *I'm different*. When asked about any transformations in how the individual knew themselves to be, Participant #FW36 replied, "I don't even know where to start with that one. [I have] absolutely changed. Probably 20-30% of myself... How I view the world is probably the biggest difference" (Participant #FW36, personal communication, March 8, 2018).

Less nationalism. Nine references were made to less nationalism in response to the question. Participant #JLAF remarked, "I think you view yourself in large part [by] where you come from and my view of where I come from has changed" (Participant #JLAF, personal communication, March 8, 2018). Several were *evolution of my nationalism*, *dual nationality*, *no longer Italian*, and *less Brazilian* which support the Reiche, et al.'s (2017) view that global leaders hold less of a national framework or outlook. One participant said, "I'm less apt to say I'm American," (Participant #FW36, personal communication, March 8, 2018) and another

declared, “I’m not of my citizenships” (Participant #BLDR, personal communication, March 8, 2018).

Change in approach. Not known to the participants was that Interview Question 5c would ask about any behavioral transformations experienced. Nonetheless, seven references were made to *change in approach*, including *take more time to understand* and *I’m open to change*. This theme was further referenced, as expected, in the responses to Interview Question 5c.

Grounded. Five references were made by participants in the interviews about being *grounded*. References included *grounded*, *feel at home*, and *home is where you are*. One participant said about a young son, “He’s not Saudi, he’s not from there. But, for him, that’s where home is... It was a very innocent way to say, ‘Where I’m from is where I was living for the past year,’ right?” (Participant #BLDR, personal communication, March 8, 2018). Participant #O4MH declared, “I feel much more at home in Switzerland than I ever felt in the Netherlands... for sure, I do not feel truly any longer belonging to my Italian culture” (Participant #O4MH, personal communication, March 8, 2018).

Interview question 5b. The second part of Interview Question #5 asked participants to share convictional transformations, i.e., shifts in beliefs, they experienced during their international work assignments. The most prevalent theme was *flexible view* with 16 references, followed by *openness* and *did not change*. The findings from this question can be found in Figure 16.

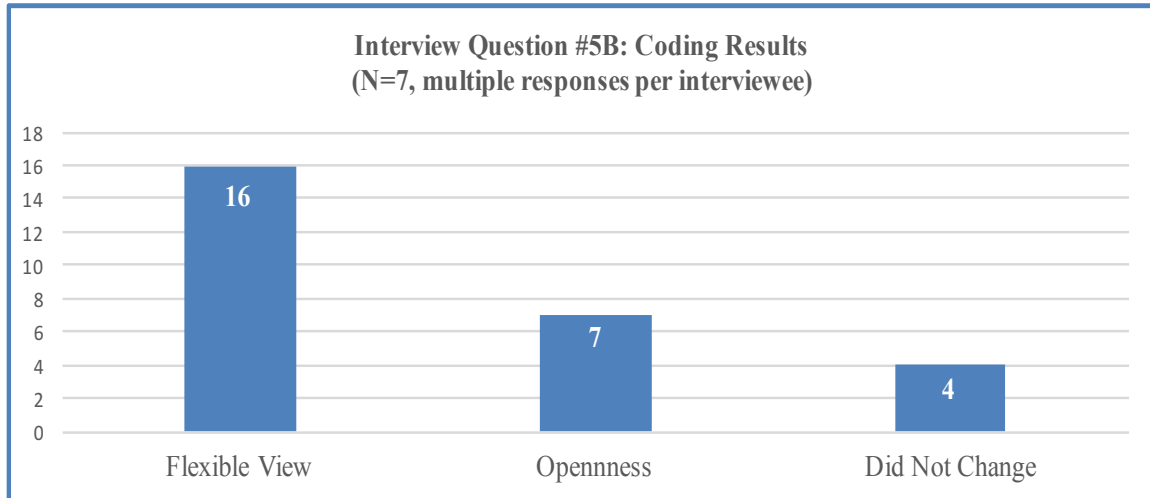


Figure 16. Themes from interview question 5b.

Flexible view. In regard to the ways in which participants had transformations in the way they act, the most cited theme was *flexible view*. References include *diversity, new angle, inclusive, permanent change, shifted, shaped me, and more malleable*. In Mezirow's (2000) ten phases of transformational learning, the third phase is a critical assessment of epistemic, sociocultural, or psychic assumptions. Participant #BLDR shared, "My experience has taught me that we must have inclusive, diverse companies and societies to succeed. Closed, insular, intolerant societies will fail" (Participant #BLDR, personal communication, March 8, 2018). Participant #JLAF remarked, "I go back [to Britain] every two months. I don't necessarily feel like it's my home anymore. I would say I feel more European than anything" (Participant #JLAF, personal communication, March 8, 2018). Participant #O4MH said,

When you expose your belief systems in the experience that I went through, all these beliefs, they get very challenged... Your mind gets completely shifted in terms of what is possible, what you were believing could be possible when you were looking at the world

from a mono-cultural angle, so it has been really opening up my [perspective].

(Participant #O4MH, personal communication, March 8, 2018)

Openness. Though similar in theme to *flexible view*, *openness* references several important key elements. Those interviewed referenced *value systems changed*, *experience things differently*, and *opens your eyes*.

Did not change. Two of those interviewed referenced elements which did not change in their convictional framework. Participant #YBY7 shared that the beliefs that individual held did not change. Moreover, those beliefs acted as a compass during challenging and disorienting times while on international assignment. Participant #JLAF shared in an earlier question, “You’re hired because of who you are. If you change who you are when you move, then you’re not the person the people hired and you also probably shifted away... from your principles” (Participant #JLAF, personal communication, March 8, 2018). Continuing, the individual shared, “I’ve always consciously thought, ‘I don’t want to change... who I am too much.’ I could change my acceptance of stuff but I shouldn’t change who I am. We’ve stuck to that” (Participant #JLAF, personal communication, March 8, 2018).

Interview question 5c. The third and final part of this question asked participants to share any behavioral shifts they experienced while on international work experience. Eight different themes emerged with different and unknown being the most prevalent. The findings from this question can be found in Figure 17.

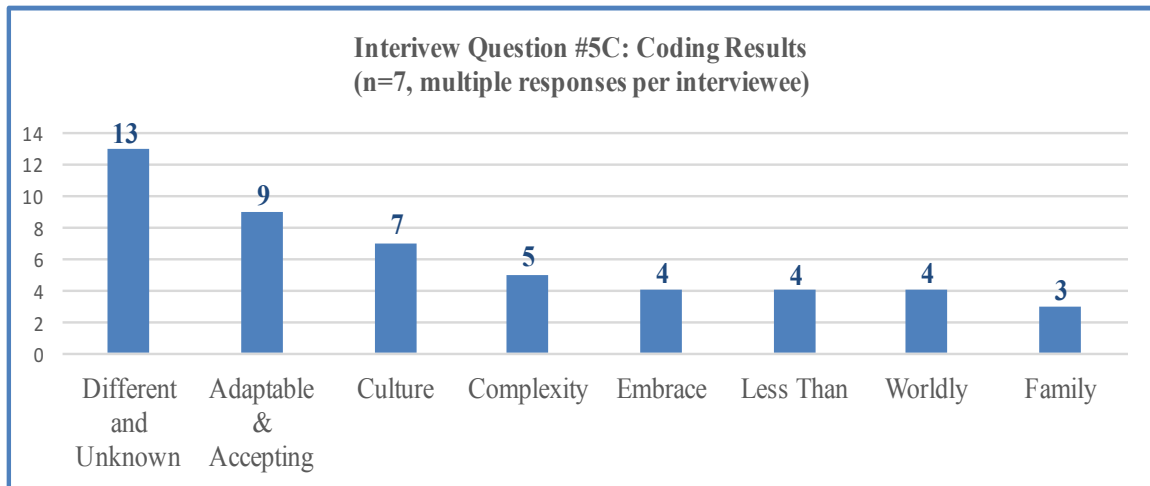


Figure 17. Themes from interview question 5c.

Different and unknown. As in other places in the interview, participants spoke to the *different* elements found during an international assignment. In this question, respondents buttressed these themes with reference to the *unknown* elements faced. References to both include *get comfortable with unpredictability*, *completely new*, *embrace the new place*, and *volatile and unpredictable life*. Participant #0TX7 said, “Understanding of different people, different lives [is important]. Being more accepting and not being judgmental is something that I’ve tried to model in my behavior” (Participant #0TX7, personal communication, March 8, 2018). The life of an international business executive is one full of uncertainty, constant change, and unpredictability (#YBY7 2018).

Adaptable and accepting. References to this theme from participants are *adapting*, *change*, *accept the choice*, *other side of the story*, and *being more accepting*. One individual spoke of being open to much different things and operating that ‘nothing is odd’ (Participant #0TX7, personal communication, March 8, 2018). Black, Morrison, and Gregersen (1999) write of embracing duality in regard to intellectual flexibility. Tolerance of ambiguity is specific to the intercultural context common to global leadership (Bird et al., 2010). In the interviews,

Participant #JLAF said of working in an international assignment, “It’s the little things that throw people out” (2018). Working in different cultures is a challenge and “the main challenge is to understand that each one has a different approach or opportunity that exists in terms of the country” (Participant #04JT, personal communication, March 8, 2018).

Culture. Participants referenced culture seven times in answering about behavioral transformations. References included *culture*, *local culture to be celebrated*, and *cultures can make life healthier and better*. The focus on the participants on the culture or the environment experienced while on international work assignment was consistent through the interview responses to the various questions.

Complexity. Complexity is at the heart of being a global leader, as one seeks to navigate the complexities of multicultural relationship and international dynamics. To succeed in the role of a global executive and as a global leader, one must be at peace with complexity (Participant #YBY7, personal communication, March 8, 2018). That individual continues, “Look, our jobs are more complex than a dentist’s life. They have their office and that’s where they work day after day all of those years. That is not us” (Participant #YBY7, personal communication, March 8, 2018). References to the theme included *challenge and complex*, *complexity*, and *multi-dimensional*.

Embrace. The theme of *embrace* was defined in the analysis of the coding. When going on an international assignment, it is recommended to say to yourself, “Let’s embrace this new place. Let’s embrace their culture. Let’s embrace their customs” (Participant #BLDR, personal communication, March 8, 2018). References from other participants included *embrace what it is*, *embrace the customs*, and *embrace*.

Less than. While Osland's (2012) exploration of a global leader involves less national of an operational framework, one individual spoke of elements of less than in regard to self. Four different references came forward in the interview. Those included *less confidence, not as active in life, not same level of passion, and used to do and be more*. This individual provides the perspective that not all international work experiences are wrought with positive growth.

Worldly. Four references support the theme of worldly. These include no longer Italian, immigrant, worldly, and international executive. One participant shared, "Now it is like, wherever I land, I'm going to be celebrating whatever that culture is celebrating" (Participant #BLDR, personal communication, March 8, 2018). Another spoke that "we're very worldly... You've got to blend in, you've got to fit in a little bit" (Participant #FW36, personal communication, March 8, 2018). Certainly on the same side of being a global leader who has set aside national frameworks is an individual who is, and who appreciates one being, worldly.

Family. Referenced throughout the interviews were participant's comments about family and the lives of their loved ones. For family members who go along with the global leader on the international work assignment, life can be challenging. There are benefits. References to family in this question included *more time with the wife is good, more time with family, and new way of parenting*.

Summary of Individual Interviews

The analysis of the coding from the interviews defined 35 themes across the seven questions asked in the individual interviews. The themes and the references to those were detailed in the previous section. Though the themes defined from each different question could be dealt with as distinct and separate from the themes found in other questions, further investigation provides some interesting connections.

Of all themes defined in the coding, *comparison and appreciation* defined in Interview Question 3 received the most references with 31. As stated above, the theme reflected the experience of those who completed an international work assignment in that one of the phases through which they passed in their development was the comparative nature of understanding the new culture, environment, and people they encountered while on international assignment. Participants shared about dealing with a world that was unfamiliar to them, disorienting in some ways. Related to the context of global leadership, Kemper (2003) writes,

Living in a diverse world – or leading a diverse workforce – is more than a mental construct, a memorized list of cultural differences, or a willingness to be tolerant. It’s about examining how well we function at the margins and interfaces of life, where divergent ways of being and believing meet and collide. (as cited in Osland, 2013, p. 21)

This theme was closely tied to the theme *comparative* from Interview Question 1-2, as well as the theme of *different* from Interview Question 4 and the theme of *different and unknown* defined in Interview Question 5c. Such a theme is consistent with Mezirow’s (2000) first phase of transformative learning, that being when one experiences a disorienting dilemma. Berry (1983) writes of expatriates and their experience,

Expatriates let go of their unquestioned acceptance of basic assumptions and take on the internalized values of the other cultures. Rather than taking their own cultural values for granted, contact with the other culture leads them to question the validity of their own assumptions. The experience of those in this research study is consistent with the findings in other expatriate research. (pp. 65-78)

Apparent in responses to four of the questions were references to the themes involving learning. Those themes were *growth and learning* (Interview Questions 1-2), *study and learn*,

learn (Interview Question 3), *reflect* (Interview Question 3), *appreciate and understand* (Interview Question 4), and *study and learn* (Interview Question 4). It was evident that those who had participated in an international work assignment recognized the opportunity for growth and development as a part of the experience. Osland (1995) identified in the Expatriate Transformation Process the critical nature of learning wherein eight of the elements an expatriate takes on directly speak to learning or study and learning is inherent to the action. Moreover, the right stuff model of McCall and Hollenbeck (2002) (as cited in Osland & Bird, 2013) identifies the themes and lessons reported to the researchers when they queried the experiences of international executives. The list of 27 lessons is organized into six themes. Every single one of the themes and lessons begins with the word “learning” (p. 108). Of course, learning plays a critical role in transformative learning. Habermas (1984) distinguishes instrumental learning, normative learning, impressionistic learning, and communicative learning. Mezirow (2000) asserts the latter-most of these is critical in the process of perspective transformation. In coping with the external work, communicative learning supports the ability of the learner “to negotiate his or her own purposes, values, feelings, and meanings rather than to simply act on those of others” (p. 10). One could say there is no global leader and there is no transformation without learning.

As stated earlier, the international executive on a long-term work assignment in another country other than the one of their origin undergoes *changes in perspective, changes in approach*, and practicing *openness* and utilizing a *flexible view*. All four of these were themes recognized in the participant interviews. These themes hold consistent with the ten phases Mezirow (2000) identified which a part of a transformative learning event. Moreover, they are

consistent with the behaviors and approaches Bird (2013) identified in the study of the competencies of a global leader.

These changes in perspective and changes in approach are consistent with a theme of *adapting* which was present in the interviews. The theme was prevalent in *adapt* (Q#3, Q#4) and *adaptable and accepting* (Research Question 5c). The themes of *engage* (Research Question 3) and *embrace* (Research Question 5c) serve as a harmonic to adapting. Such themes are aligned with the global leadership research thus far. Lesley, Dalton, Ernst, and Deal, (2002) identified six roles global leaders play and four capabilities that global leaders need. Adapting and being able to hold another person's perspective, experience, or cultural empathy were two of these key elements.

Lastly, of course, the theme of *complexity* evident in the participant responses is consistent with the nature of global leadership and transformative learning. Bird and Osland (2013) asserted that complexity "embodies the degree to which the experience involves situations or issues that are multilayered or multifaceted, i.e., can be understood in multiple ways or involve competing perspectives" (p. 101). The more complex the experience the more potential the experience has to be transformation due to the larger volume of information and the multiplicity of different layers and explanations present available for processing (Bird & Osland 2013). Transformative learning and transformative learning theory are complex, as well, as it involves at least three levels of thinking intertwined: the conceptual and theoretical, the epistemological, and personal and institutional dynamics at play shaping what is present in the organization (Alhedeff-Jones, 2012).

Online survey. Three of the questions (Survey Questions 15-17) in the survey intended to understand respondents' experience with transformative learning during their development as a

global leader. These questions were in service of understanding if participants experienced any of the aspects of perspective transformation during their learning and developing as a global leader. The data collected and findings following analysis of the data for Survey Questions 15-17 follow here. For all responses which follow, it was determined there was not sufficient statistical power to draw reasonable conclusions without making a Type II error (Krejcie & Morgan, 1970).

Survey question 15. This question asked, “During your time(s) on international assignment, did you experience any psychological transformation, that is, lasting changes in your understanding of yourself?” Response options were ‘yes,’ ‘no,’ and ‘not sure.’ In Figure 18, participant responses are summarized and shown in terms of a raw number and as a percentage. Additionally, the responses to the question are organized in relationship to four independent variables: age, education level, gender, and management level, respectively.

The question was answered by 46 people. Of that total, 41 people (89%) responded yes, three (7%) responded no, and two (4%) responded not sure. When recoded into discreet binary data, there were 41 yes responses (89%) and five (5) no responses (11%).

A majority of the survey respondents (89%) indicated that they did experience a psychological transformation during their time on international assignment. Though 11% of those who responded ($n=5$) indicated ‘no’ to the question, the sample size was such that one individual changing their response would generate a 2% change in any percentage total of response categories.

To explore any possible correlation, it was determined a chi-square test would be conducted against the four independent variables, as well as whether the individual had ever emigrated to another country. A chi-square test was chosen over a t -test or a logit test. The chi-square test was chosen over the t -test as several categories had more than two ordinal values. The

logit test was not selected as the small sample size ($n=50$) with five independent variables would provide insufficient statistical evidence (see Figure 18).

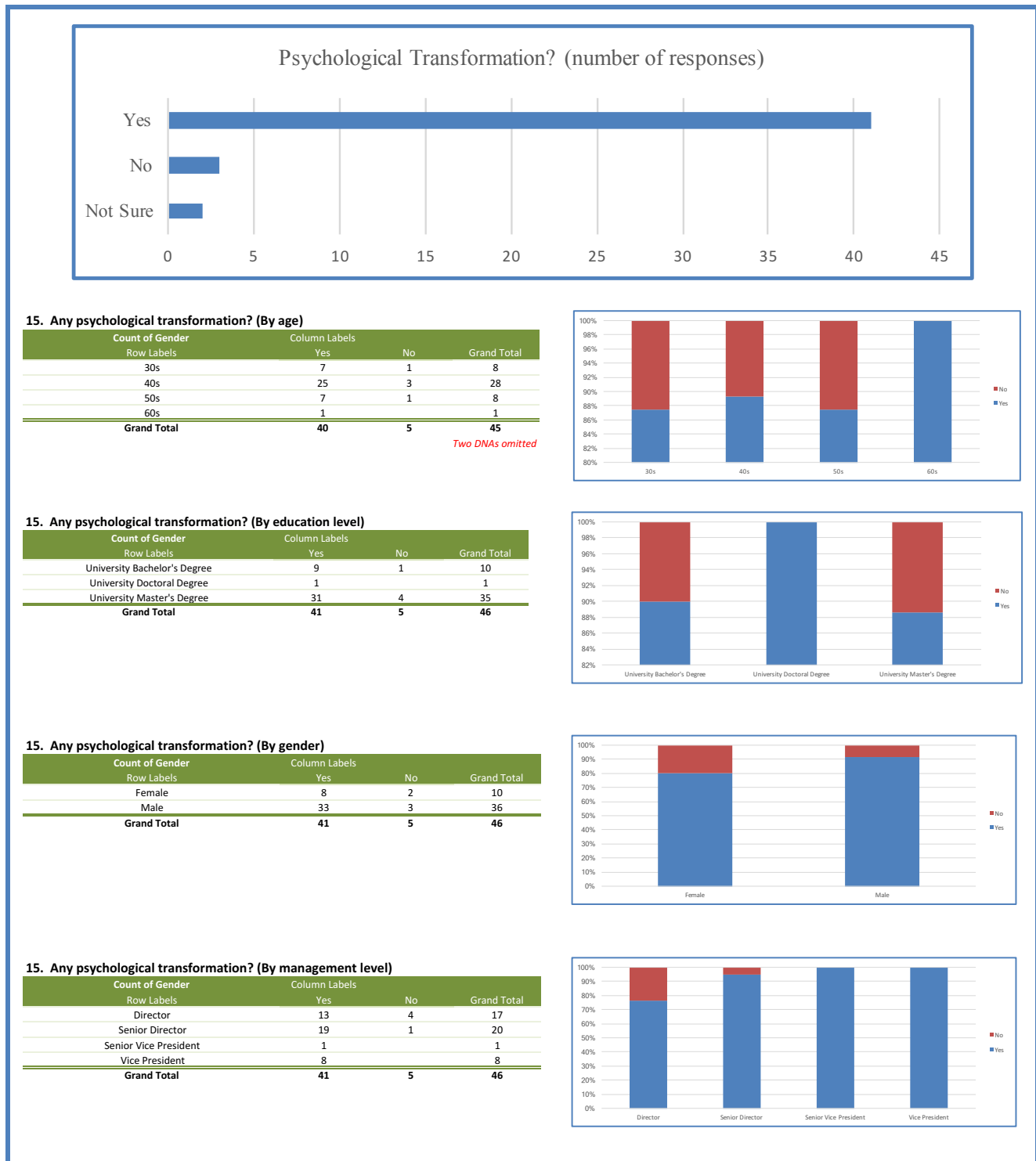


Figure 18. Summary of participants' response to survey question 15.

Given the relatively small sample size, the outside evaluators suggested three changes to the coding to reduce the number of categories in several of the independent variables. First, the evaluators proposed including the one individual with a doctoral degree into the category of those with a Master's degree. The second recommendation was to group the four categories of management level into two categories, such as (a) Director / Senior Director and (b) Vice President / Senior Vice President. Lastly, the evaluators recommended including the one individual whose age was in the 60s with those who were in their 50s. The researcher accepted all of these recommendations. The resulting independent variables were:

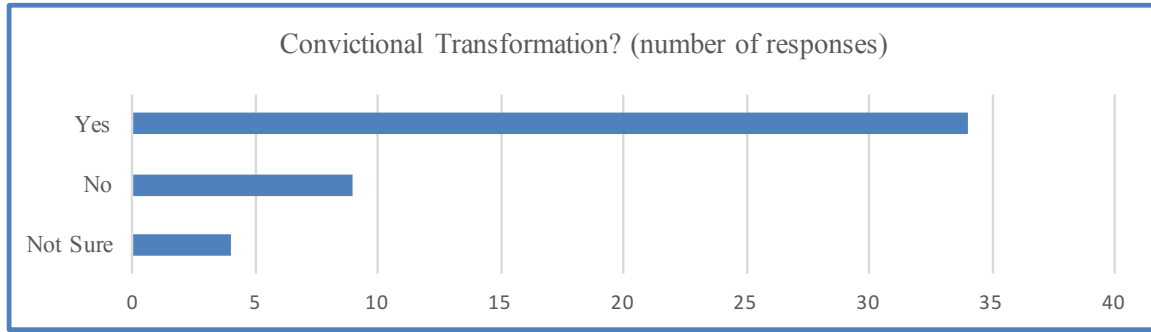
1. Age Range: 30s, 40s, 50+
2. Education: Bachelor's, Master's or higher
3. Emigration (to another country): yes, no
4. Gender: female, male
5. Management Level: Dir/SrDir, VP/SVP

This coding schema was used for all tests for Survey Questions 15-27. The results of those chi-square tests for this question are shown in Figure 19. None of the chi-square tests produced a p -value of $<.05$. Such a value is required to reliably assert that there is any significant statistical correlation between the independent and dependent variables tested. It is possible that a significantly larger sample size would provide indication of a statistically significant correlation between the responses and one or more of the independent variables.

15. Any psychological transformation? (By age)
Pearson's Chi-squared test
X-squared = 0.78245, df = 6, <i>p</i> -value = 0.9925
15. Any psychological transformation? (By education)
Pearson's Chi-squared test
X-squared = 3.3533, df = 2, <i>p</i> -value = 0.187
15. Any psychological transformation? (By emigration)
Pearson's Chi-squared test
X-squared = 1.3989, df = 2, <i>p</i> -value = 0.4969
15. Any psychological transformation? (By gender)
Pearson's Chi-squared test
X-squared = 1.393, df = 2, <i>p</i> -value = 0.4983
15. Any psychological transformation? (By management level)
Pearson's Chi-squared test
X-squared = 1.629, df = 2, <i>p</i> -value = 0.4429

Figure 19. Chi-square results for survey question 15.

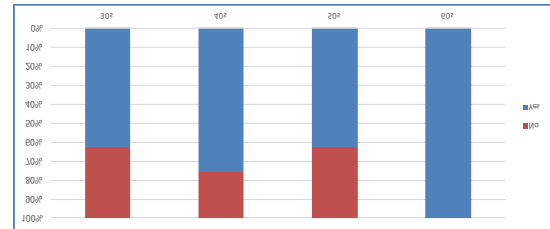
Survey question 16. This question asked, “During your time(s) on international assignment, did you experience any convictional transformation, i.e., lasting revisions of any of your belief systems?” As with Survey Question 15, the response options were ‘yes,’ ‘no,’ and ‘not sure.’ In Figure 20, participant responses are summarized and shown in terms of a raw number and as a percentage. Additionally, the responses to the question are organized in relationship to four independent variables: age, education level, gender, and management level, respectively.



16. Any convictional transformation? (By age)

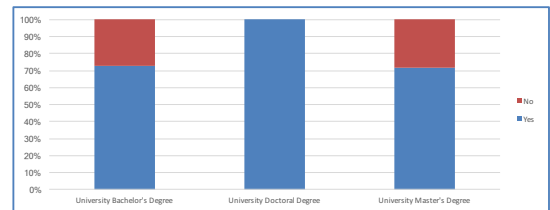
Count of Gender		Column Labels		Grand Total
Row Labels		Yes	No	
30s		5	3	8
40s		22	7	29
50s		5	3	8
60s		1	1	2
Grand Total		33	13	46

One DNA omitted



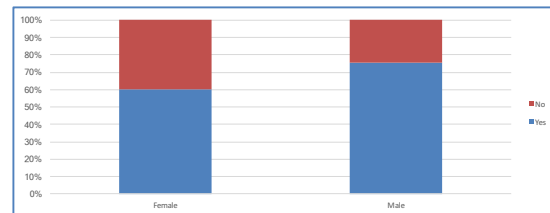
16. Any convictional transformation? (By education level)

Count of Gender		Column Labels		Grand Total
Row Labels		Yes	No	
University Bachelor's Degree		8	3	11
University Doctoral Degree		1	1	2
University Master's Degree		25	10	35
Grand Total		34	13	47



16. Any convictional transformation? (By gender)

Count of Gender		Column Labels		Grand Total
Row Labels		Yes	No	
Female		6	4	10
Male		28	9	37
Grand Total		34	13	47



16. Any convictional transformation? (By management level)

Count of Gender		Column Labels		Grand Total
Row Labels		Yes	No	
Director		10	8	18
Senior Director		18	2	20
Senior Vice President		1	1	2
Vice President		6	2	8
Grand Total		34	13	47

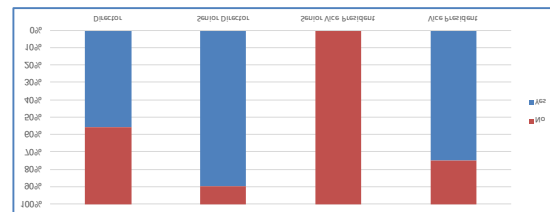


Figure 20. Summary of participants' response to survey question 16.

The question was answered by 47 people. Of that total, 34 people responded yes, nine responded 'no,' and four responded 'not sure.' When recoded into discreet binary data, there were 34 'yes' responses (72%) and 13 'no' responses (28%). A majority of the survey respondents (72%) indicated that they did experience a convictional transformation during their time on international assignment. To explore any possible correlation, a chi-square test was conducted against the four independent variables above, as well as whether the individual had ever emigrated to another country. The results of those chi-square tests are shown in Figure 21.

16. Any convictional transformation? (By age)
Pearson's Chi-squared test
X-squared = 1.0941, df = 3, p -value = 0.7785
16. Any convictional transformation? (By education)
Pearson's Chi-squared test with Yates' continuity correction
X-squared = 1.6395e-31, df = 1, p -value = 1
16. Any convictional transformation? (By emigration)
Pearson's Chi-squared test with Yates' continuity correction
X-squared = 1.9457, df = 1, p -value = 0.1631
16. Any convictional transformation? (By gender)
Pearson's Chi-squared test with Yates' continuity correction
X-squared = 0.34207, df = 1, p -value = 0.5586
16. Any convictional transformation? (By management level)
Pearson's Chi-squared test with Yates' continuity correction
X-squared = 7.773e-05, df = 1, p -value = 0.993

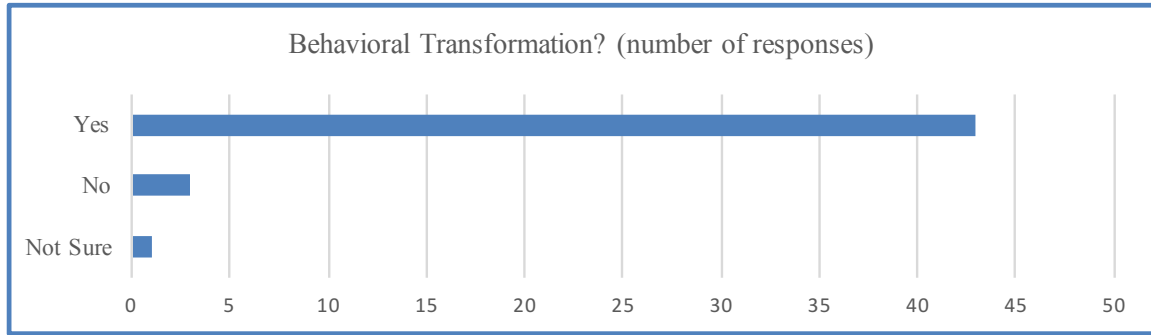
Figure 21. Chi-square results for survey question 16.

None of the chi-square tests produced a p -value of $<.05$. Such a value is required to reliably assert that there is any significant statistical correlation between the independent and dependent variables tested. It is possible that a significantly larger sample size would provide indication of a statistically significant correlation between the responses and one or more of the independent variables.

Survey question 17. This question asked, “During your time(s) on international assignment, did you experience any behavioral transformation, i.e., lasting changes in your lifestyle?” Response options were the same as they were for Survey Questions 15-16. In Figure 22, participant responses are summarized and shown in terms of a raw number and as a percentage. Additionally, the responses to the question are organized in relationship to four independent variables: age, education level, gender, and management level, respectively.

The question was answered by 47 people. Of that total, 43 people responded ‘yes,’ three (3) responded ‘no,’ and one (1) responded ‘not sure.’ When recoded into discrete binary data, there were 43 ‘yes’ responses (91%) and four (4) ‘no’ responses (9%).

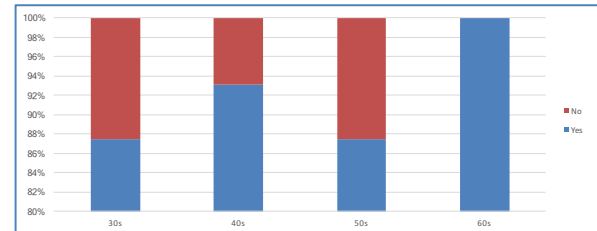
A majority of the survey respondents (91%) indicated that they did experience a psychological transformation during their time on international assignment. To explore any possible correlation, a chi-square test was conducted against the four independent variables above, as well as whether the individual had ever emigrated to another country. The results of those chi-square tests are shown in Figure 23.



17. Any behavioral transformation? (By age)

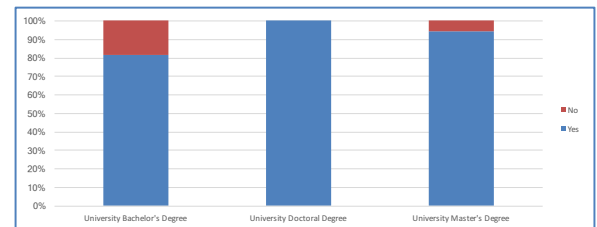
Count of Gender	Column Labels		Grand Total
	Yes	No	
30s	7	1	8
40s	27	2	29
50s	7	1	8
60s	1		1
Grand Total	42	4	46

One DNA omitted



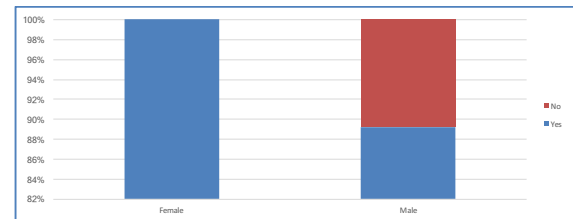
17. Any behavioral transformation? (By education level)

Count of Gender	Column Labels		Grand Total
	Yes	No	
University Bachelor's Degree	9	2	11
University Doctoral Degree	1		1
University Master's Degree	33	2	35
Grand Total	43	4	47



17. Any behavioral transformation? (By gender)

Count of Gender	Column Labels		Grand Total
	Yes	No	
Female	10		10
Male	33	4	37
Grand Total	43	4	47



17. Any behavioral transformation? (By management level)

Count of Gender	Column Labels		Grand Total
	Yes	No	
Director	16	2	18
Senior Director	19	1	20
Senior Vice President	1		1
Vice President	7	1	8
Grand Total	43	4	47

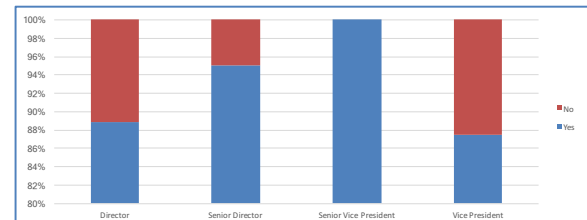


Figure 22. Summary of participants' response to survey question 17.

17. Any behavioral transformation? (By age)
Pearson's Chi-squared test
X-squared = 0.43174, df = 3, <i>p</i> -value = 0.9336
17. Any behavioral transformation? (By education)
Pearson's Chi-squared test with Yates' continuity correction
X-squared = 0.48458, df = 1, <i>p</i> -value = 0.4864
17. Any behavioral transformation? (By emigration)
Pearson's Chi-squared test with Yates' continuity correction
X-squared = 0.32189, df = 1, <i>p</i> -value = 0.5705
17. Any behavioral transformation? (By gender)
Pearson's Chi-squared test with Yates' continuity correction
X-squared = 0.20106, df = 1, <i>p</i> -value = 0.6539
17. Any behavioral transformation? (By management level)
Pearson's Chi-squared test with Yates' continuity correction
X-squared = 1.9004e-29, df = 1, <i>p</i> -value = 1

Figure 23. Chi-square results for survey question 17.

None of the chi-square tests produced a *p*-value of $<.05$. Such a value is required to reliably assert that there is any significant statistical correlation between the independent and dependent variables tested. It is possible that a significantly larger sample size would provide indication of a statistically significant correlation between the responses and one or more of the independent variables.

Data Collection Analysis: Research Question 2

The two questions this research study intended to answer were:

- Research Question 1: What common phases of learning do global leaders experience while developing as a global leader?
- Research Question 2: Which of Mezirow's ten phases of transformative learning, if any, do global leaders experience in their development as a global leader?

This mixed-method study collected data in two forms: a survey and individual, semi-structured interviews. The data collected from both the survey and the interviews were used to provide insight for answering the two research questions.

Research Question 2 asked, "Which of Mezirow's ten phases of transformative learning, if any, do global leaders experience in their development as a global leader?" Mezirow (2000) asserts that a mindful transformative learning experience "requires that the learner make an informed and reflective decision to act on his or her reflective insight. The decision may result in immediate action, delayed action, or reasoned reaffirmation of an existing pattern of action" (pp. 23-24). To answer this question, survey respondents answered a set of 13 questions. Survey Questions 18-27) asked participants to rate their experience with each of Mezirow's (2000) ten phases of transformative learning.

Survey questions 18-27. This set of ten questions was related to Mezirow's (2000) ten phases of transformative learning. This set was prefaced with a request that the participant consider her or his development as a global leader and any transformation the participant experienced in themselves. The survey read, "These questions are intended to determine which of the phases, if any, you experienced during any transformative learning experience you had while developing as a global leader." For each question, the response options were 'yes, I certainly experienced this;' 'yes, at varying times I experienced this;' 'I am not sure I

experienced this;’ ‘No, I do not believe I experienced this;’ and ‘No, I am clear I did not experience this.’ A copy of the survey can be found in Appendix D.

The analysis of each of the ten questions shows that there is no statistically significant correlation between the independent and dependent variables tested. This finding is not a surprise given the nature of the sample size. Findings and analysis for each question follows here.

Survey question 18. This question asked the participant to consider “a disorienting dilemma” related to a transformative learning experience. In Figure 24, participant responses to the question are summarized and shown in terms of a raw number for each response category. Additionally, the responses to the question are organized in relationship to four independent variables: age, education level, gender, and management level, respectively. A similar figure is presented for Survey Questions 19-27 (see Figure 26).

The question was answered by 46 people. Of that number, 14 responded ‘yes, I certainly experienced this,’ 19 responded ‘yes, at varying times I experienced this,’ two (2) indicated ‘I am not sure experienced this,’ 11 replied that ‘no, I do not believe I experienced this,’ and none responded ‘no, I am clear I did not experience this.’

A majority of the survey respondents (72%) indicated that they did experience “a disorienting dilemma” related to a transformative learning experience while on international work assignment. To test for any possible correlation, it was determined a chi-square test would be conducted against the four independent variables above, as well as whether the individual had ever emigrated to another country. A chi-square test was chosen over a *t*-test or a logit test. The chi-square test was chosen over the *t*-test as several categories had more than two ordinal values. The logit test was not selected as the small sample size ($n=50$) with five independent variables would provide insufficient statistical evidence (see Figure 25).



Figure 24. Summary of participants' response to survey question 18.

As stated previously, the data for three of the independent variables, age range, education level, and management level, was recoded to reduce the number of categories per independent variable. The results of those chi-square tests are shown in Figure 25.

18. Disorienting Dilemma? (By age)
Pearson's Chi-squared test
X-squared = 0.38633, df = 2, <i>p</i> -value = 0.8243
18. Disorienting Dilemma? (By education)
Pearson's Chi-squared test
X-squared = 3.7521, df = 2, <i>p</i> -value = 0.1532
18. Disorienting Dilemma? (By emigration)
Pearson's Chi-squared test
X-squared = 1.7021, df = 2, <i>p</i> -value = 0.427
18. Disorienting Dilemma? (By gender)
Pearson's Chi-squared test
X-squared = 1.1583, df = 2, <i>p</i> -value = 0.5604
18. Disorienting Dilemma? (By management level)
Pearson's Chi-squared test
X-squared = 0.38633, df = 2, <i>p</i> -value = 0.8243

Figure 25. Chi-square results for survey question 18.

None of the chi-square tests produced a *p*-value of $<.05$. Such a value is required to reliably assert that there is any significant statistical correlation between the independent and dependent variables tested. It is possible that a significantly larger sample size would provide indication of a statistically significant correlation between the responses and one or more of the independent variables.

Survey question 19. This question asked the participant to consider “self-examination with feelings of guilt or shame” related to a transformative learning experience. The question was answered by 46 people. Of that number, 12 responded ‘yes, I certainly experienced this,’ 18 responded ‘yes, at varying times I experienced this,’ two (2) indicated ‘I am not sure experienced this,’ 10 replied that ‘no, I do not believe I experienced this,’ and 4 responded ‘no, I am clear I did not experience this.’ None of the other options were selected by people as their response. Figure 26 provides a summary of the responses, as well as the responses organized by independent variable.

A majority of the survey respondents (65%) indicated that they did experience “a self-examination” related to a transformative learning experience while on international work assignment. To explore any possible correlation, a chi-square test was conducted against the four independent variables explored above, that is, age, level of education, gender, and management level, as well as whether the individual had ever emigrated to another country. The results of the chi-square tests are shown in Figure 27.

None of the chi-square tests produced a p -value of $<.05$. Such a value is required to reliably assert that there is any significant statistical correlation between the independent and dependent variables tested. It is possible that a significantly larger sample size would provide indication of a statistically significant correlation between the responses and one or more of the independent variables.

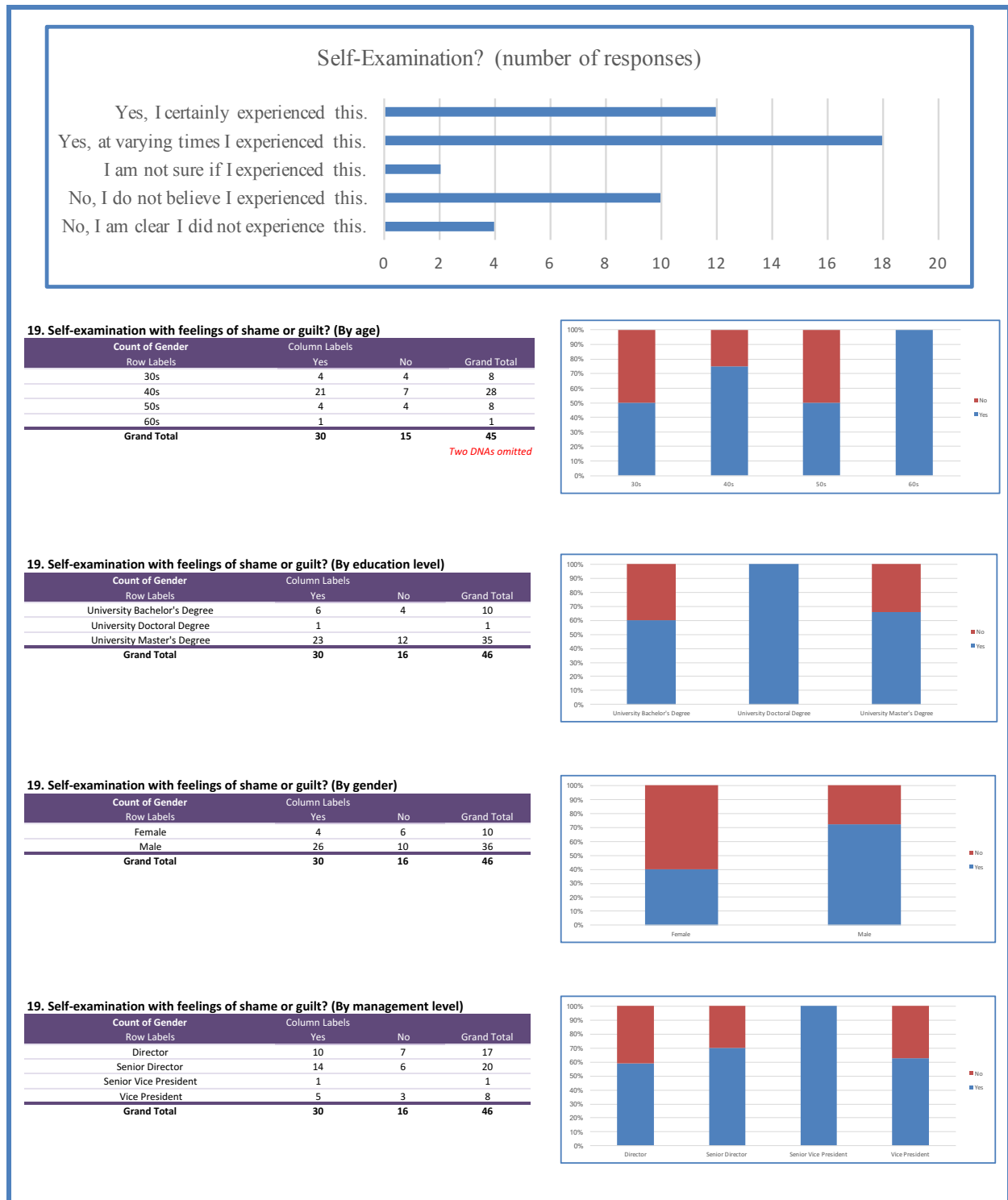


Figure 26. Summary of participants' response to survey question 19.

19. A self-examination? (By age)
Pearson's Chi-squared test
X-squared = 4.9281, df = 6, p -value = 0.5531
19. A self-examination? (By education)
Pearson's Chi-squared test
X-squared = 3.4894, df = 2, p -value = 0.1747
19. A self-examination? (By emigration)
Pearson's Chi-squared test
X-squared = 3.1802, df = 2, p -value = 0.2039
19. A self-examination? (By gender)
Pearson's Chi-squared test
X-squared = 3.9145, df = 2, p -value = 0.1412
19. A self-examination? (By management level)
Pearson's Chi-squared test
X-squared = 0.25252, df = 2, p -value = 0.8814

Figure 27. Chi-square results for survey question 19.

Survey question 20. This question asked the participant to consider “a critical assessment of any of your epistemic, sociocultural, or psychic assumptions” related to a transformative learning experience. The question was answered by 46 people. Of that number, 22 responded ‘yes, I certainly experienced this,’ 11 responded ‘yes, at varying times I experienced this,’ 10 indicated ‘I am not sure experienced this,’ three (3) replied that ‘no, I do not believe I experienced this,’ and none responded ‘no, I am clear I did not experience this.’ Figure 28 provides a summary of the responses, as well as the responses organized by independent variable.

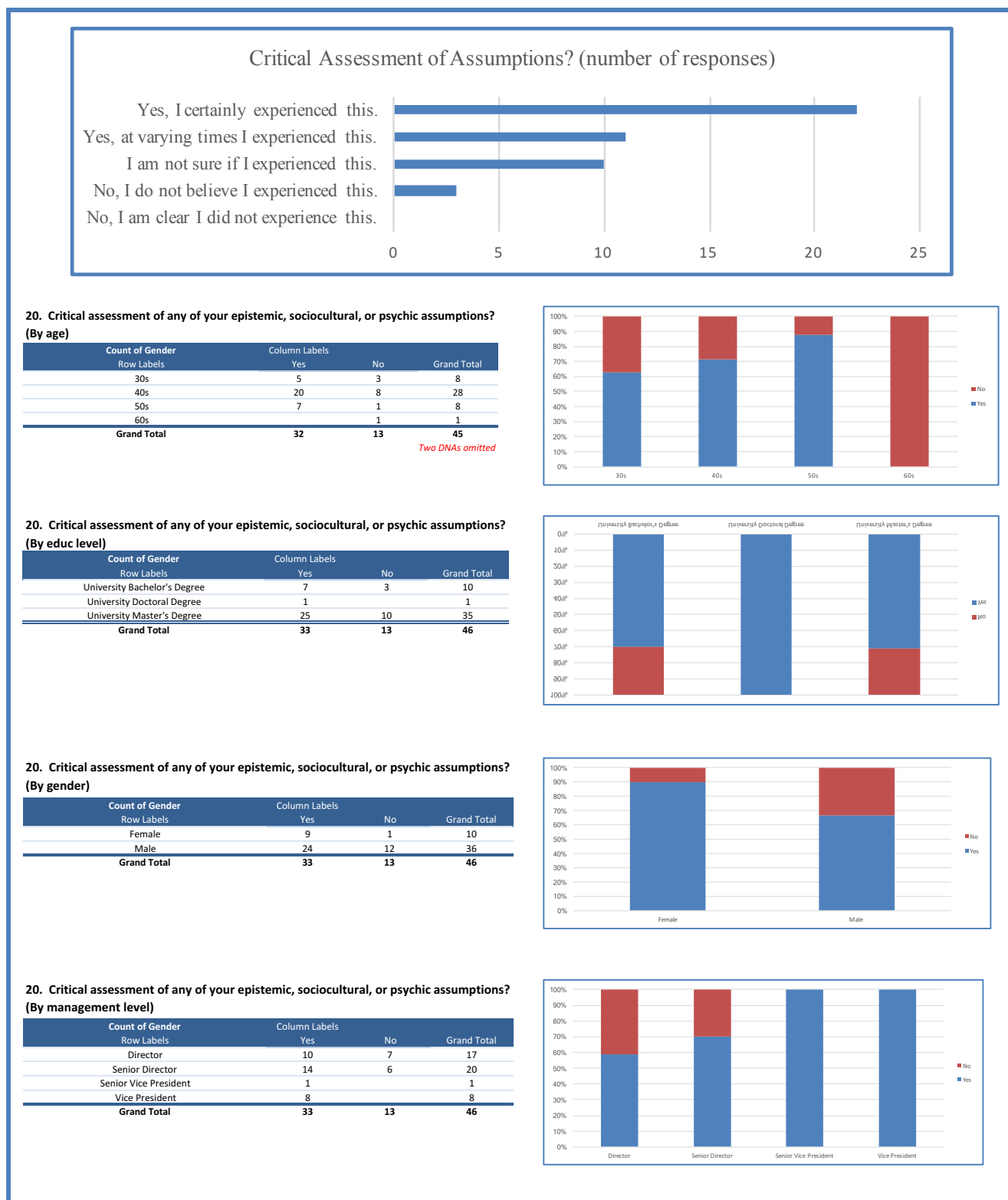


Figure 28. Summary of participants' response to survey question 20.

A majority of the survey respondents (72%) indicated that they did experience “a critical assessment of assumptions” related to a transformative learning experience while on international work assignment. To explore any possible correlation, a chi-square test was conducted against the four independent variables explored above, i.e., age, level of education, gender, and management level, as well as whether the individual had ever emigrated to another country. The results of those chi-square tests are shown in Figure 29.

20. A critical assessment of assumptions? (By age)
Pearson's Chi-squared test
X-squared = 1.5475, df = 6, <i>p</i> -value = 0.9563
20. A critical assessment of assumptions? (By education)
Pearson's Chi-squared test
X-squared = 3.362, df = 2, <i>p</i> -value = 0.1862
20. A critical assessment of assumptions? (By emigration)
Pearson's Chi-squared test
X-squared = 1.329, df = 2, <i>p</i> -value = 0.5145
20. A critical assessment of assumptions? (By gender)
Pearson's Chi-squared test
X-squared = 2.4108, df = 2, <i>p</i> -value = 0.2996
20. A critical assessment of assumptions? (By management level)
Pearson's Chi-squared test
X-squared = 4.7225, df = 2, <i>p</i> -value = 0.0943

Figure 29. Chi-square results for survey question 20.

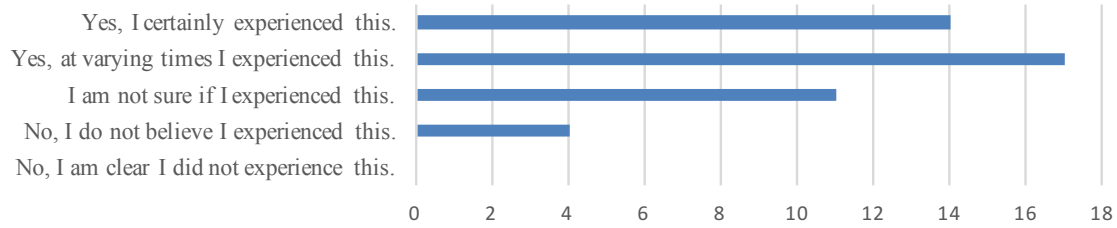
None of the chi-square tests produced a *p*-value of $<.05$. Such a value is required to reliably assert that there is any significant statistical correlation between the independent and dependent variables tested. It is possible that a significantly larger sample size would provide

indication of a statistically significant correlation between the responses and one or more of the independent variables.

Survey question 21. This question asked the participant to consider “recognition that your discontent (during the transformation experience) and the process of transformation are shared in that others have negotiated a similar change” related to a transformative learning experience. The question was answered by 46 people. Of that number, 14 responded ‘yes, I certainly experienced this,’ 17 responded ‘yes, at varying times I experienced this,’ 11 indicated ‘I am not sure experienced this,’ four (4) replied that ‘no, I do not believe I experienced this,’ and none responded ‘no, I am clear I did not experience this.’ Figure 30 provides a summary of the responses, as well as the responses organized by independent variable.

A majority of the survey respondents (67%) indicated that they did experience “sharing of discontent” related to a transformative learning experience while on international work assignment. To explore any possible correlation, a chi-square test was conducted against the four independent variables explored above, i.e., age, level of education, gender, and management level, as well as whether the individual had ever emigrated to another country. The results of those chi-square tests are shown in Figure 31.

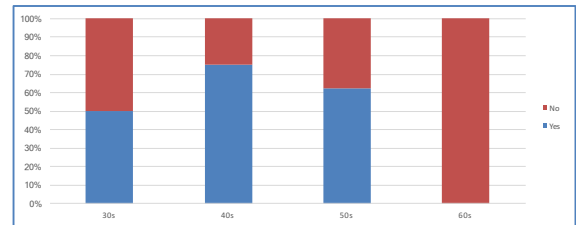
Shared Discontent? (number of responses)



21. Shared discontent? (By age)

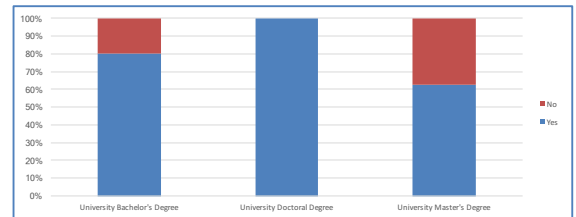
Count of Gender Row Labels	Column Labels		Grand Total
	Yes	No	
30s	4	4	8
40s	21	7	28
50s	5	3	8
60s	1	1	2
Grand Total	30	15	45

Two DNAs omitted



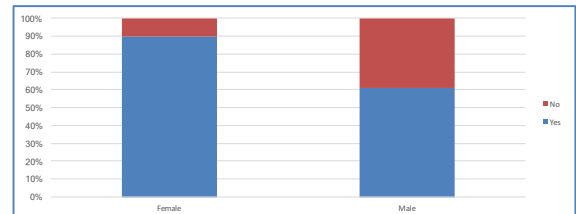
21. Shared discontent? (By education level)

Count of Gender Row Labels	Column Labels		Grand Total
	Yes	No	
University Bachelor's Degree	8	2	10
University Doctoral Degree	1	0	1
University Master's Degree	22	13	35
Grand Total	31	15	46



21. Shared discontent? (By gender)

Count of Gender Row Labels	Column Labels		Grand Total
	Yes	No	
Female	9	1	10
Male	22	14	36
Grand Total	31	15	46



21. Shared discontent? (By management level)

Count of Gender Row Labels	Column Labels		Grand Total
	Yes	No	
Director	9	8	17
Senior Director	16	4	20
Senior Vice President	1	0	1
Vice President	5	3	8
Grand Total	31	15	46

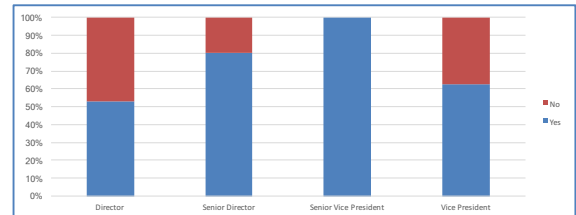


Figure 30. Summary of participants' response to survey question 21.

21. Shared discontent? (By age)
Pearson's Chi-squared test
X-squared = 0.24471, df = 2, <i>p</i> -value = 0.8848
21. Shared discontent? (By education)
Pearson's Chi-squared test
X-squared = 4.2212, df = 2, <i>p</i> -value = 0.1212
21. Shared discontent? (By emigration)
Pearson's Chi-squared test
X-squared = 1.3363, df = 2, <i>p</i> -value = 0.5127
21. Shared discontent? (By gender)
Pearson's Chi-squared test
X-squared = 3.2951, df = 2, <i>p</i> -value = 0.1925
21. Shared discontent? (By management level)
Pearson's Chi-squared test
X-squared = 0.24471, df = 2, <i>p</i> -value = 0.8848

Figure 31. Chi-square results for survey question 21.

None of the chi-square tests produced a *p*-value of <.05. Such a value is required to reliably assert that there is any significant statistical correlation between the independent and dependent variables tested. It is possible that a significantly larger sample size would provide indication of a statistically significant correlation between the responses and one or more of the independent variables.



Figure 32. Summary of participants' response to survey question 22.

Survey question 22. This question asked the participant to consider the “exploration of options for new roles, relationships, and actions” related to a transformative learning experience. The question was answered by 46 people. All 46 respondents indicated they had certainly experienced this (67%) or had experienced it at varying times (33%). No respondents indicated any other response (see Figure 32).

When the data were recoded so it could be modeled in a binary regression model, there was no variance between in responses. This lack of variance precluded any further analysis.

Survey question 23. This question asked the participant to consider the subsequent “planning a course of action” related to a transformative learning experience. The question was answered by 46 people. Of that number, 32 responded ‘yes, I certainly experienced this,’ nine responded ‘yes, at varying times I experienced this,’ and five indicated ‘I am not sure experienced this.’ None of the other options were selected by people as their response. Figure 33 provides a summary of the responses, as well as the responses organized by independent variable.

A majority of the survey respondents (89%) indicated that they did experience “planning a course of action” related to a transformative learning experience while on international work assignment. To explore any possible correlation, a chi-square test was conducted against the four independent variables explored above, that is, age, level of education, gender, and management level, as well as whether the individual had ever emigrated to another country. The results of those chi-square tests are shows in Figure 34.



Figure 33. Summary of participants' response to survey question 23.

23. Planning a course of action? (By age)
Pearson's Chi-squared test
X-squared = 2.2354, df = 6, p -value = 0.8968
23. Planning a course of action? (By education)
Pearson's Chi-squared test
X-squared = 4.3874, df = 2, p -value = 0.1115
23. Planning a course of action? (By emigration)
Pearson's Chi-squared test
X-squared = 2.8044, df = 2, p -value = 0.2461
23. Planning a course of action? (By gender)
Pearson's Chi-squared test
X-squared = 1.8589, df = 2, p -value = 0.3948
23. Planning a course of action? (By management level)
Pearson's Chi-squared test
X-squared = 0.24268, df = 2, p -value = 0.8857

Figure 34. Chi-square results for survey question 23.

None of the chi-square tests produced a p -value of $<.05$. Such a value is required to reliably assert that there is any significant statistical correlation between the independent and dependent variables tested. It is possible that a significantly larger sample size would provide indication of a statistically significant correlation between the responses and one or more of the independent variables.

Survey question 24. This question asked the participant to consider the “acquisition of knowledge and skills for implementing one’s plan” related to a transformative learning experience. The question was answered by 46 people. Of that number, 35 responded ‘yes, I certainly experienced this,’ eight responded ‘yes, at varying times I experienced this,’ and three indicated ‘I am not sure experienced this.’ None of the other options were selected by people as their response. Figure 35 provides a summary of the responses, as well as the responses organized by independent variable.

A majority of the survey respondents (93%) indicated that they did experience “an acquisition of knowledge and skills” related to a transformative learning experience while on international work assignment. To explore any possible correlation, a chi-square test was conducted against the four independent variables explored above, i.e., age, level of education, gender, and management level, as well as whether the individual had ever emigrated to another country. The results of those chi-square tests are shown in Figure 36.

None of the chi-square tests produced a p -value of $<.05$. Such a value is required to reliably assert that there is any significant statistical correlation between the independent and dependent variables tested. It is possible that a significantly larger sample size would provide indication of a statistically significant correlation between the responses and one or more of the independent variables.



Figure 35. Summary of participants' response to survey question 24.

24. Acquisition of knowledge and skills? (By age)
Pearson's Chi-squared test
X-squared = 2.7137, df = 6, <i>p</i> -value = 0.8438
24. Acquisition of knowledge and skills? (By education)
Pearson's Chi-squared test
X-squared = 3.5845, df = 2, <i>p</i> -value = 0.1666
24. Acquisition of knowledge and skills? (By emigration)
Pearson's Chi-squared test
X-squared = 1.3359, df = 2, <i>p</i> -value = 0.5128
24. Acquisition of knowledge and skills? (By gender)
Pearson's Chi-squared test
X-squared = 1.1816, df = 2, <i>p</i> -value = 0.5539
24. Acquisition of knowledge and skills? (By management level)
Pearson's Chi-squared test
X-squared = 0.63493, df = 2, <i>p</i> -value = 0.728

Figure 36. Chi-square results for survey question 24.

Survey question 25. This question asked the participant to consider the “provisional trying of new roles” related to a transformative learning experience. The question was answered by 46 people. Of that number, 28 responded ‘yes, I certainly experienced this,’ 10 responded ‘yes, at varying times I experienced this,’ one (1) indicated ‘I am not sure experienced this,’ six replied that ‘no, I do not believe I experienced this,’ and one responded ‘no, I am clear I did not experience this.’ Figure 37 provides a summary of the responses, as well as the responses organized by independent variable.



Figure 37. Summary of participants' response to survey question 25.

A majority of the survey respondents (83%) indicated that they did experience “provisionally trying of new roles” as a result of a transformative learning experience while on

international work assignment. To explore any possible correlation, a chi-square test was conducted against the four independent variables explored above, that is, age, level of education, gender, and management level, as well as whether the individual had ever emigrated to another country. The results of those chi-square tests are shown in Figure 38.

25. Provisionally trying of new roles? (By age)
Pearson's Chi-squared test
X-squared = 4.1564, df = 6, p -value = 0.6555
25. Provisionally trying of new roles? (By education)
Pearson's Chi-squared test
X-squared = 3.4013, df = 2, p -value = 0.1826
25. Provisionally trying of new roles? (By emigration)
Pearson's Chi-squared test
X-squared = 1.0845, df = 2, p -value = 0.5814
25. Provisionally trying of new roles? (By gender)
Pearson's Chi-squared test
X-squared = 0.76968, df = 2, p -value = 0.6806
25. Provisionally trying of new roles? (By management level)
Pearson's Chi-squared test
X-squared = 0.55423, df = 2, p -value = 0.758

Figure 38. Chi-square results for survey question 25.

None of the chi-square tests produced a p -value of $<.05$. Such a value is required to reliably assert that there is any significant statistical correlation between the independent and dependent variables tested. It is possible that a significantly larger sample size would provide

indication of a statistically significant correlation between the responses and one or more of the independent variables.

Survey question 26. This question asked the participant to consider any “building of confidence and self-confidence and new roles and relationships” related to a transformative learning experience. The question was answered by 45 people. All 46 respondents indicated they had certainly experienced this (80%) or had experienced it at varying times (20%). No respondents indicated any other response. A summary of the response data is found in Figure 39.

When the data were recoded so it could be modeled in a binary regression model, there was no variance between in responses. This lack of variance precluded any further analysis.

Survey question 27. This question asked the participant to consider “a reintegration into one’s life on the basis of conditions dictated by one’s (new) perspective” related to a transformative learning experience. The question was answered by 46 people. Of that number, 23 responded ‘yes, I certainly experienced this,’ 15 responded ‘yes, at varying times I experienced this,’ six indicated ‘I am not sure experienced this,’ two replied that ‘no, I do not believe I experienced this,’ and none responded ‘no, I am clear I did not experience this.’ Figure 40 provides a summary of the responses, as well as the responses organized by independent variable.

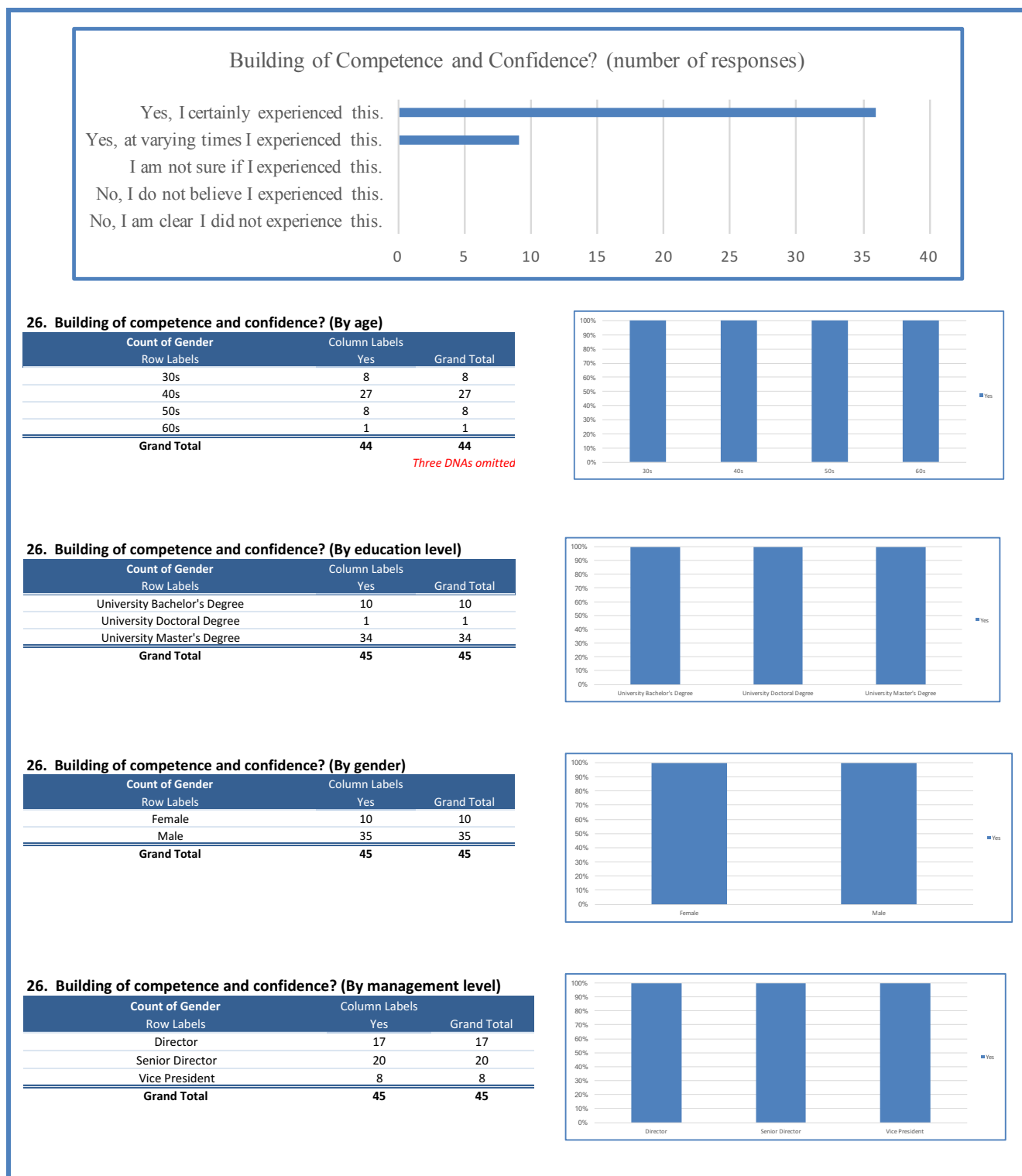


Figure 39. Summary of participants' response to survey question 26.

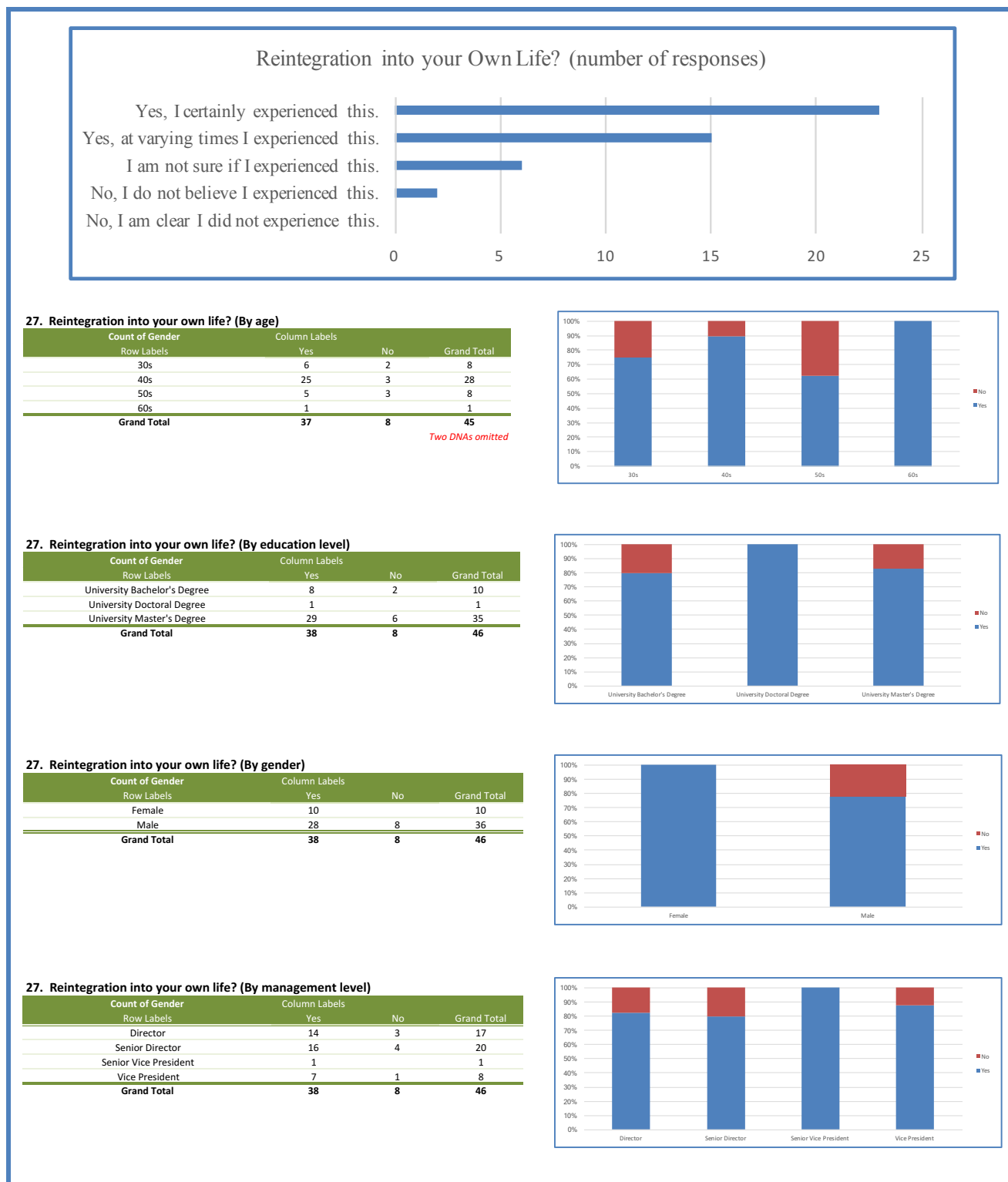


Figure 40. Summary of participants' response to survey question 27.

A majority of the survey respondents (83%) indicated that they did experience “reintegration of the action and roles into their own life” as a result of a transformative learning experience while on international work assignment. To explore any possible correlation, a chi-square test was conducted against the four independent variables explored above, that is, age, level of education, gender, and management level, as well as whether the individual had ever emigrated to another country. The results of those chi-square tests are shown in Figure 41.

27. Reintegration into one's life? (By age)
Pearson's Chi-squared test
X-squared = 3.6625, df = 6, <i>p</i> -value = 0.7222
27. Reintegration into one's life? (By education)
Pearson's Chi-squared test
X-squared = 3.4013, df = 2, <i>p</i> -value = 0.1826
27. Reintegration into one's life? (By emigration)
Pearson's Chi-squared test
X-squared = 1.0845, df = 2, <i>p</i> -value = 0.5814
27. Reintegration into one's life? (By gender)
Pearson's Chi-squared test
X-squared = 3.0085, df = 2, <i>p</i> -value = 0.2222
27. Reintegration into one's life? (By management level)
Pearson's Chi-squared test
X-squared = 0.55423, df = 2, <i>p</i> -value = 0.758

Figure 41. Chi-square results for survey question 27.

None of the chi-square tests produced a p -value of $<.05$. Such a value is required to reliably assert that there is any significant statistical correlation between the independent and dependent variables tested. It is possible that a significantly larger sample size would provide indication of a statistically significant correlation between the responses and one or more of the independent variables.

Summary of Data Analysis

This research used a mixed-methods research design. Through confidential surveys and individual semi-structured interviews with people selected through a purposive sampling approach who met the study's inclusion /exclusion criteria, data were collected to answer two research questions. Those two research questions were originally introduced in Chapter 1. The researcher coded and analyzed the data from the surveys to determine any trends as well as correlative relationships between any of the independent variables and the provided data. Additionally, the researcher conducted a set of individual interviews, had the data from those interviews transcribed, and then coded the data. From the inductive analysis process utilized for this study, themes from participant responses emerged. After the initial coding of both the quantitative and qualitative data sets, outside reviewers / evaluators were recruited to establish interpreter reliability.

Research Question 1 asked, "What common phases of learning do global leaders experience while developing as a global leader?". The common themes evidenced by study participants through the individual interviews were of *comparison and difference*, *growth and learning*, and *studying, appreciating, and reflecting*, as well as of *changing perspectives* and *changing of approaches* to involve more *openness* and a *flexible view* of what they experience in the world. Study participants experienced dealing with increasing levels of complexity, a sense

of greater worldliness and internationalism with less nationalistic allegiances, and areas where they did not experience change but rather a reinforcement or steadiness with views held prior to their international work experience.

Additionally, study participants who completed the online survey answered three questions about their experience with perspective transformation. Specifically, participants were asked if they had experienced any of the three aspects of transformational learning during their development as a global leader. A majority of people responded in the affirmative to each phase: psychological (89%), convictional (72%), and behavioral (91%). Of the 46 people who completed the survey, 14 (70%) respondents said they had experienced all three dimensions of transformative learning. None of the participants reported that they did not experience one of the three dimensions. Of the 14 people who did not experience all three dimensions, seven people reported experiencing two of the dimensions and seven people reported experiencing one of the dimensions. Such results show that those in the study who developed into a global leader experienced the phases of transformative learning in their growth.

Research Question 2 asked, “Which of Mezirow’s ten phases of transformative learning, if any, do global leaders experience in their development as a global leader?” Participants were asked in the online survey to assess their experience with each of Mezirow’s (2000) ten phases. Those surveyed overwhelmingly indicated that they had certainly experienced or at varying times experienced each of the ten phases. The maximum response in the affirmative was 100% for two questions (Survey Questions 22 and 26), the minimum was 65% (Survey Question 19), the median was 83, the average 82.4%, and the mode 72. For four of the questions, participant responses in the affirmative were below 75% (Survey Questions 18, 19, 20, and 21).

Chapter 5 will summarize the results and key findings of this study and make recommendations for future research. The researcher will include commentary on critical observations and will give general conclusions related to this study. Lastly, implications of this study to the fields of global leadership theory and transformative learning theory will be discussed. The study will close with the researcher's final thoughts and reflections.

Chapter 5: Conclusions and Recommendations

The intersection of global leadership and transformative learning is one ripe for further study. As stated earlier, the demand for leaders able to navigate the complexity of multinational circumstances working with and through people of multicultural backgrounds seems to be greater today than ever before. For those people living and working in a global context can trigger transformational experiences within managers (Osland 1995). Such crucible or transformational experiences have been found to create for people new mental models, such as perspectives, worldviews, and perceptual acumen that do not exist for those people who have not gone through like events (Bennis & Thomas, 2002; Osland, 1995). It is of little wonder that those so-called transformational events are merely that in name, or are they transformative learning events as distinguished in the literature? From the research conducted in this study, there is now evidence that it is more likely the latter.

Summary of the Study

This research showed that there are common phases through which people who have developed as global leaders have progressed in their growth as global leaders. The phases identified were dealing with a different, often disorienting circumstances, customs, and ways of working and living; reflecting, studying, learning, and then growing as one becomes more accustomed and familiar with the new surroundings; appreciating and understanding similarities, differences, and the uniqueness of the new environment, circumstances, and people; experiencing changes in perspective and prototyping changes in one's approach to how one works, leads, manages, and lives; and becoming more worldly and internationally focused while holding less national identity as a pillar of who an individual holds himself or herself to be.

Additionally, this research showed that those who developed as global leaders in an international work assignment of greater than one year reported experiencing, at different levels, the ten phases of transformative learning as defined by Mezirow (2000). Though there were differences in peoples' experience of the ten phases based on differences in people's age, education level, management level, or gender, it was found that there was no statistically significant correlation between any of those independent variables at the experience people reported with any of the phases.

Results and Key Findings from the Study

This study investigated the experience developing as a global leader. Participants were all employees at Consumer Goods Company International. All participants fulfilled the other inclusion /exclusion criteria established for this research, which included being a senior-level employee in a role in the C-Suite, executive vice president, senior vice president, vice president, senior director, or director level; the employee had completed an expatriate and/or local contract employment (i.e., international) assignment of at least one year in duration. Though Consumer Goods Company International does not gather and maintain records of any international assignments completed by employees prior to joining the company, approximately 100 people were identified in the organization who likely fulfilled the inclusion /exclusion criteria. Ninety-four of those individuals were contacted and invited to participate in the research study. Fifty indicated their willingness and began the online survey with 47 completing at least 75% of the questions. The demographic information of those who participated in the online survey is detailed in Chapter 4. Of the group of 47 who completed the survey, each was invited to participate in a one-on-one individual interview lasting approximately one hour. Ultimately, seven people were able and willing to complete the survey during the study period.

The following research questions were investigated as a part of the study:

- Research Question 1: What common phases of learning do global leaders experience while developing as a global leader?
- Research Question 2: Which of Mezirow's (2000) ten phases of transformative learning, if any, do global leaders experience in their development as a global leader?

By answering those two research questions, the findings may be able to provide insight into both the intersection of transformative learning and global leadership and the role transformative learning may be able to play in the development – and potentially faster development – of individuals into global leaders.

Phases of learning. Participants in the study shared the most common phases through which they went in their development as a global leader. Those phases included *comparison and appreciation for what is different, being challenged, growth and learning, appreciation and understanding, dealing with the unknown, flexible view, changing perspective, changing approach, being worldly and internationally focused, and embracing the new culture and new ways in which the individual was working and living*. The phases and themes identified in the research are closely related to Mezirow's (2000) ten phases of transformative learning. Table 4 provides a side-by-side view of the identified themes and Mezirow's ten phases. Please note some of the phases found in the research are listed multiple times as they relate to several of the phases of transformative learning.

Table 4

Comparison Between Mezirow's Ten Phases and Themes in This Research

	Ten Phases of Transformative Learning	Common Phases identified in the Development of a Global Leader
1.	A disorienting dilemma	<ul style="list-style-type: none"> • dealing with the unknown • being challenged • comparison and appreciation for what is different
2.	A self-examination with feelings of guilt or shame	<ul style="list-style-type: none"> • comparison and appreciation for what is different • being challenged • dealing with the unknown
3.	A critical assessment of epistemic, sociocultural, or psychic assumptions	<ul style="list-style-type: none"> • dealing with the unknown • comparison and appreciation for what is different • being challenged • flexible view • appreciation and understanding • changing perspective
4.	Recognition that one's discontent and the process of transformation are shared and that others have negotiated a similar change	<ul style="list-style-type: none"> • comparison and appreciation for what is different • growth and learning • appreciation and understanding • dealing with the unknown • changing perspective • being worldly and internationally focused
5.	Exploration of options for new roles, relationships, and actions	<ul style="list-style-type: none"> • flexible view • growth and learning • changing perspective • changing approach • being worldly and internationally focused
6.	Planning a course of action	<ul style="list-style-type: none"> • growth and learning • changing approach • being worldly and internationally focused
7.	Acquisition of knowledge and skills for implementing one's plan	<ul style="list-style-type: none"> • growth and learning • changing approach • being worldly and internationally focused
8.	Provisional trying of new roles	<ul style="list-style-type: none"> • flexible views • growth and learning • changing perspective • changing approach • being worldly and internationally focused

(continued)

	Ten Phases of Transformative Learning	Common Phases identified in the Development of a Global Leader
9.	Building of competence and self-confidence in new roles and relationships	<ul style="list-style-type: none"> • being challenged • appreciation and understanding • changing approach • growth and learning • being worldly and internationally focused • embracing the new culture and new ways of working and living
10.	A reintegration into one's life on the basis of conditions dictated by one's perspective	<ul style="list-style-type: none"> • comparison and appreciation for what is different • being challenged • appreciation and understanding • changing perspective • changing approach • being worldly and internationally focused • embracing the new culture and new ways of working and living

As is shown in Table 4, there appears to be clear alignment between the ten phases of transformative learning and the phases of learning through which those developing as global leaders pass. Mezirow (2000) wrote of the phases as typically, though not always, linear. The themes evidenced in the study by participants were defined after inquiries into their experience developing as global leaders while on international work assignment and align with different phases of transformative learning. A short discussion of the alignment between phases follows.

1. *Disorienting dilemma.* Global leaders experienced dealing with the unknown of being in new environs with new people, ways of working, customs, and often language. This was reported as a challenge, with individuals regularly seeing these differences and trying to make sense of them through comparison to what they already knew or other methods.
2. *Self-examination.* Participants reflected on 'who I am' in much of their experience in a new international circumstance, considering if how they managed and led or what they knew of a different part of the world and its people would be sufficient to succeed.

3. *Critical assessment.* Comparing what one has known to be, whether in an epistemological, sociocultural, or psychic sense, was common for study participants. Participants came to understand and appreciate what was new and different, and which of their firmly-held beliefs and/or unexamined assumptions may be due for looking at newly or setting aside to be usurped by an alternative perspective.
4. *Similar experience.* Study participants recognized others had not only experienced these disorienting circumstances, but that for each study participants members of their own family shared, at least parts, of the experience simultaneously with the study participant. Such awareness helped participants deal with the unknown, meet the challenge, and become worldly and more international in their mindset.
5. *Exploring of new roles.* With the more flexible view, participants reported their perspectives changed on leading, management, and interacting with others. People reported changing their approach to these areas in different ways including where and how they lived, languages they spoke, and ways of inculcating themselves into the new culture.
6. *Planning a course of action.* With growth and learning of the new environment and circumstances coupled with flexible view and change in perspective, changes in approach manifested for people in developing action plans to better fit and match the environment in which they were.
7. *Knowledge and skill acquisition.* Participants reported fulfilling on their action plans. By way of example, for some this involved shifting social behaviors or

speaking patterns to match the cultural norm. Others learned the local language and invested a great deal of time traveling to know the people and its land.

8. *Provisional trying of new roles.* Study participants reported putting their new knowledge and skills into action. The new roles of leading, of managing, of being a colleague, of being a spouse, of being a parent, and/or of being a citizen supported increased changes in perspective, growth and learning, other changes in approach, and of being worldly.
9. *Building competence and self-confidence.* Six of the seven participants reported nothing but a building of their competence and self-confidence as they progressed in their international experience. They were challenged, they appreciated and understood ever-more about their new country, its customs, and its people, and they embraced the new place and its ways of working and living. One person shared about the growth and strengthening that had been experienced as a leader and manager during the 18 years (and counting) experience in a different country. The individual lamented, however, that the sense of confidence held today was less than the person remembered having when younger and living “back home.”
10. *Reintegration into one’s life.* Whether having completed an international assignment or still in the midst of one, all study participants reported an appreciation for new ways of working, living, thinking, and approaching life. All expressed a sense of being worldly and more international while holding less national pride than previously. For some, the acknowledgement that they were less prideful of their nation of origin due to the international experience was expressed with a spirit of mixed pride and, albeit, some sheepishness.

Intersection of global leadership and transformation. The research into the expatriate experience and global leadership development have pointed toward transformation (Adler, 1975; Osland, 1995; Osland, 2013; Zacarro, Wood, & Herman, 2006) and the role transformative learning can play. Black and Gregersen (2000) developed a model for global leadership development which Oddou and Mendenhall (2013) cited as being quite close to Mezirow's (2000) initial writings on the topic. The researchers write,

For us to learn, we must acquire new information and become able to see the same thing from a different perspective. As individuals with certain cultural maps about how the world works and how business operates, we need to experience contrasts to those views and confront our beliefs and assumptions. (Oddou & Mendenhall 2013, p. 220)

Such sentiment is consistent with Kegan (2000) who writes that informative learning provides changes in what we know while transformative learning generates changes in how we know.

What has not been demonstrated in much detail in the literature is how to utilize transformative learning as a key tool in developing global leaders. Intercultural communication competence is central to the development of a global leader (Osland, 2013b) and the capacity to expand and adapt one's frame of reference and match the behaviors of others is implicit in this process (Fennes & Hapgood 1997). Regarding transformative learning, Snyder (2008) writes in reference to Mezirow, "Three requirements exist of this process of transformative learning to occur: first, the context must be appropriate for transformative learning; second, the learner must engage in self-reflection; and third, the learner must engage in critical discourse" (p. 165).

As was evidenced in this research study, individuals who develop as global leaders go through a common set of learning phases. Those phases are closely tied to the ten phases of transformative learning. Additionally, those surveyed and who recognized themselves as global

leaders consistent with the Reiche et al. (2017) definition indicated that they had progressed through the three dimensions of perspective transformation. Such findings provide insight that transformative learning may be critical to the development of global leaders. Said differently, global leadership development may be a transformative learning experience.

Implications of the Study

At the completion of this research, a number of significant implications resulted from the findings. These implications have potentially broad applicability to the study of global leadership and global leadership development, as to the study of transformative learning. The intent of the research was to explore the role of Mezirow's ten phases of transformative learning on the development of global leaders. The pertinent implications, as such, include the following.

Implications for the study of global leadership development. In the last thirty years, interest in and study of global leaders and their development has increased significantly. In 2008, IBM Corporation launched an initiative to be a globally integrated enterprise. A key element of that strategy is in increasing intercultural competence and developing global leaders in its employee population (White & Rosamilia, 2010). However, Debrah and Rees (2011) questioned the efficacy of such GLD (global leader development) programs when writing, "Perhaps the most contentious aspect of the literature on the development of global leaders/managers is the issue of whether all managers can be trained and developed to acquire global perspectives" (pp. 389-390).

Oddou and Mendenhall (2013) listed several of the traditional strategies organizations have used to for globalizing personnel, such as international business travel, international seminars with organizational colleagues or with outsiders, international project and/or teams which cross country boundaries, and international work assignments. In addition, the researchers

point to programs offered by PriceWaterhouseCoopers, IBM, Pfizer, Cisco, Union Bank of Switzerland and others. However, Oddou and Mendenhall (2011) question the efficacy of these programs. They write,

Were the employees of PwC, IBM, and UBS simply those who were more predisposed to develop global competencies than their counterparts due to personality make-up? ... Or, did the design of these programs elicit deeper level competency triggering processes within people despite their developmental predispositions? ... In the end, this is an empirical question, and a gap in the literature exists on this issue that needs filling by future research studies. (Oddou & Mendenhall, 2011, p. 237)

While an understandable question, global leader development may be forwarded by the study and application of transformative learning in an intentional manner. Self-awareness is cited in the literature as one of the three fundamental global leadership competencies, in addition to engagement in personal transformation and inquisitiveness (Jokinen, 2005). At the heart of transformative learning is reflective discourse, specifically “a critical assessment of assumptions” (Mezirow, 2000, p.11). Particularly missing in the global leader development literature is any reliable methods to ensure such self-awareness and reflective dialogue occur. The field could be greatly enhanced by studying the work of transformative learning to understand methods to reliably catalyze in individuals this type of posture and action.

Implications for the study of transformative learning. Transformative learning, as has been said, is a field that has been on the rise for nearly forty years. However, it is not widely known let alone understood. Transformative learning provides, in the words of Heifitz (1995), the supports for addressing not merely technical challenges, i.e., the sort able to be addressed by informational or informative learning, but adaptive challenges. These require not merely

knowing more, but knowing differently. Global leadership and global leader development provide transformational learning researchers and practitioners alike a realm both ripe for study and for application.

Researchers in the field of transformative learning may benefit from the findings of this study and what intersection there may be between transformative learning theory and global leadership theory. Specifically, global leadership development and global leadership theory specifically rest on three global leadership competencies. Those are self-awareness, engagement in personal transformation, and inquisitiveness. With researchers in the field of global leadership studying these three areas and the characteristics, aspects, and attributes surrounding each of the three, transformative learning researchers will likely find a field of opportunity to understand the impact of their theories in both global leadership, as well as the larger field of leadership.

With more and more companies, organizations, and governments seeking individuals who are adept at dealing with the complexities commonly faced by global leaders, transformative learning can be a leverage in accelerating understanding of what can generate global leaders and accelerating their development. Brake (1997) connected the global leadership competency of *engagement in personal transformation* to the ongoing development of personal knowledge and skills and creative dissatisfaction. These relate quite closely to transformative learning phases #7 and #1, respectively.

Lastly, and this resonates with the implications for global leadership, is the question of ‘how’ to cause transformative learning. Mezirow’s (2000) ten phases are recognized when they occur, but little research has been tied to understanding how to cause a disorienting dilemma other than, by example, putting someone in a highly unfamiliar situation and waiting to see what (read: hope that something) happens. The same could be true for dealing with feelings of guilt or

shame or willing to undergo the self-reflection called for in the phases. Moreover, if such phases of learning are unknown to the individual, the likelihood of simply stumbling through the phases (as opposed to intentionally managing oneself through them) is predictably low. Transformative learning researchers can use global leadership development theory and practical application as a way to support the understanding of what can cause a transformational learning event to be experienced and realized by an individual.

Recommendations for Future Research

This research revealed the intersection of global leadership and transformative learning. Study participants reported during the individual interviews on their experience in developing as a global leader, and several common phases and key themes were identified in analysis of the data. These themes directly related to the ten phases of transformative learning. Additionally, study participants rated through the online survey their experience with the same ten phases of transformative learning. Participants overwhelmingly reported that during their time on international work assignment they experienced the ten phases of transformative learning.

Additionally, this study creates opportunity for further research opportunities. These opportunities exist in each field of study, respectively, as well as for continuing to study the intersection of global leadership and transformative learning. In the realm of global leadership, some of these opportunities include:

- *Larger sample size:* with a total population of slightly under 100 individuals and a sample size of 50, the study lacks the breadth to determine if there are any significantly statistical correlations between independent and dependent variables in the study.

- *Expanded data set*: this study was conducted with employees of Consumer Goods Company International. Though employees and study participants have a wide range of cultural, geographic, and employment histories, researchers would be well served to further explore the common phases individuals who work in other corporations and organizations experienced in their development as a global leader. Increasing the data set to a minimum of 250 individuals will provide the most basic foundation to determine any statistical significance in the findings.
- *Self-assessment bias*. Participants in the study were those who self-identified as a global leader consistent with the definition provided in the survey (Reiche, et al, 2017). All but one of those surveyed indicated that they met the definition of global leader provided. Perhaps this occurred due to personal reporting bias or self-evaluation bias (Gramzowa, Elliot, Asher, and McGregor 2002). Including methods to include testing for such bias of individuals complete the survey and how that would relate to the reliability of the findings would provide greater levels of certainty. Doing such would greatly increase the sample size needed as well as the logistics of the survey assessment.
- *Transformative learning event*. Though the survey asked people to report their experience with transformative learning, it is not clear if individuals reported their experience with each of the ten phases based on a single event or a period, e.g., the duration of their international assignment, they considered transformational. Additional focus could be placed on exploring the nature of transformational events as well as (though distinct from) a transformational period.

- *Experience of fixed-term versus open-ended assignments.* Well documented is the distinction between employees who engage in an international work assignment of a defined period, e.g., three years, and those who accepted ‘one-way tickets’ to new destinations and the experience of the former group in repatriating to their country of origin. Exploring this distinction in the context of global leadership, as well as global leadership development and its intersection with transformative learning could produce useful insights about the impact that an open-ended assignment (i.e., there is no certainty one will ever return home) may have on people’s development and experience of transformative learning through that international work experience.
- *Less nationalism.* Another area for potential study that emerged would be to evaluate an individual’s sense of nationalism after their transformation into a global leader. For example, does an individual from France occur for himself or herself as any more or less French after completing an international work assignment?

Lastly, generating more methods for testing for and understanding one’s experience beyond simple self-assessment would be useful. Cranton and Carusetta (2004), Kember (1999), and King (2004) provided models and testing schema that were aligned to Mezirow’s (2000) theory of transformative learning. Though their methods were designed for educational settings, the testing methods may be of use in continuing to test and to gather further comparative data on the transformation process as it relates to global leaders.

Final Comments

Pioneers in the research into global leadership and transformative learning have opened up completely new insights. What a treat it would be to sit down with the likes of Odland, Mendenhall, Oddou, Jokinen, Bird, and Brake, all of whom are experts in global leadership, and the top thinkers and researchers of transformational learning such as Cranton, Taylor, Dirkx, King, and Brookfield, let alone the late Jack Mezirow, may God rest his soul. All have laid down not only foundational work but a treasure-trove of ever-increasing insights into the two respective fields. As referenced in the introduction to this study, interdisciplinary research is often rare as

Few scholars have the luxury to retrain themselves in new ways of thinking and researching, and thus the ‘elephant’ of [any given academic topic] winds up being carved up and scrutinized from many disciplines with only minor forays of attempted integration. (Mendenhall 2013, p. 13)

It is the hope of the researcher that this work contributes to further investigation of the intersection of these two magnificent fields of study and to learnings which can forward both academe and those living and working in an ever-complex, globalized world.

In closing, it is always wise to look to the future as we can do nothing about the past other than about how we speak of it. Looking to the future, Caligiuri (2006) writes,

Multinational firms today need to integrate the entire global leadership development process (from selection through career planning) into the global business goals of the organization. Given that effective performance of global leadership tasks is critical for multinational firms’ future success, it is important for organizations to approach global leadership development from this very strategic and comprehensive approach. (p. 226)

Leveraging transformative learning as a tool to expedite the growth and development of people into global leaders will serve our organizations, our countries, and our world well.

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APPENDIX A

IRB Approval



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

NOTICE OF APPROVAL FOR HUMAN RESEARCH

Date: February 28, 2018

Protocol Investigator Name: Scott Beckett

Protocol #: 18-01-720

Project Title: The Role of Mezirow's 10 Phases of Transformative Learning in the the Development of Global Leaders

School: Graduate School of Education and Psychology

Dear Scott Beckett:

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

Interview Protocol and Questions

The Role of Mezirow's 10 Phases of Transformative Learning in the Development of Global Leaders

Individual Research Interview

Subject ID #:	
Date of Interview:	
Time of Interview:	
Name of Interviewer:	
Interview Notes:	

Interviewer Instructions

PRIOR TO THE INTERVIEW

- Provide overview of the study purpose, questions, and informed consent form.
- Gain verbal consent for the audio and video recording. If consent is not given, proceed with no use of audio or video recording.
- Verify receipt of written informed consent form and review for completeness.

DURING THE INTERVIEW

- This interview guide is semi-structured in nature.
- The structure is meant to serve as a basis for the discussion.
- Actively listen, probe as necessary, and take note of nonverbal communication (e.g., long pauses, facial expressions, gestures).
- Specifically, the interviewer should employ and be attentive to the following:
 - **Probes:** specific, targeted questions to further explore concepts that subjects have not reported in response to an open-ended line of questioning. Subjects should be given sufficient time to respond to questions before more specific probes are used.
 - **Non-verbal cues:** physical reactions and/or responses to interviewer questions or comments
 - e.g., facial expressions indicating rejection or acceptance of one of your questions or apparent affect such as confusion with an item being debriefed
 - e.g., nodding or shaking their head, or pointing to identify the location of a sign or symptom
 - Such physical actions can be informative, especially when discussing potentially uncomfortable or sensitive information.
 - Comment on the non-verbal cue or communication and invite the subject to explain his/her feelings or actions to ensure you have properly interpreted them.
- Remind the subject that since the interview is being audio-recorded, he/she will need to verbally express themselves, e.g., saying “yes” or “no” instead of shaking their head.

AFTER THE INTERVIEW

- Thank the subject for his/her time.
- Write down brief overall impressions of the interview immediately after it is completed, making sure to note any issues encountered during the interview that may explain the quality or quantity of the data.
 - Overall impressions can be extremely useful and informative for the subsequent interviews, and therefore, you should be prepared to discuss preliminary interview findings with the research team based on your written notes and recollection.

Part I: Interview Introduction

(Duration: 5 minutes)

INTRODUCTION

- Thank you for your interest and willingness to be a part of this study.
- Your time and contribution to this research is greatly appreciated.

WHAT TO EXPECT

- For this study, we are gathering information from people who have completed an international work assignment of at least one-year in duration. I will be asking you some questions in order to help us better understand your experience, thoughts, feelings, and/or perceptions about your involvement participation.
- The information you provide me will be used to help develop an understanding of what common phases of learning do people experience in their development as a global leader.
- Our interview is scheduled to last about 50 minutes, including this introduction.
- Please understand that there are no right or wrong answers. I welcome you to speak freely; your opinions and perspectives are appreciated. If you need to take a break or would like to stop the interview at any time, you are free to do so. You also do not have to answer any of the interview questions if you don't want to.
- I have been trained to maintain participant confidentiality. Personally identifiable information, such as your name and contact information, will remain with me. At every stage of the research process, you will only be identified by a pseudonym.
- With your permission, our conversation today will be audio-recorded so that I have an accurate record of the discussion. Please speak clearly and loudly so that you can be heard on the recording.
- Do I have your permission to audio-record this session?
 - *If yes:* Thank you. I will ask you again for permission to record once I have the audio-recorder turned on.
 - *If no:* Do not proceed with the interview.
- Do you have any questions at this point?

ONCE THE AUDIO RECORDING HAS BEGUN

- State the following:
 - “This is interviewer, [*state your name*].”
 - “I am here with subject [*state subject's Pseudonym*].”
 - “Do I have your permission to audio-record this interview?”

Part II: Subject Interview

(Duration: 45 minutes)

ESTABLISHING THE SUBJECT'S BACKGROUND

- Q1. Please provide an overview of your long-term, international work experience, whether as an expatriate or as a locally contracted employee, including aspects such as location, duration, role, and your accountabilities.

Possible Probes:

- Tell me about the city and area in which you lived and worked.
- Was your role similar to a previous accountability you held or was it completely new?
- Did you have direct reports? How many?

- Q2. Please tell me about your overall experience while on an international assignment.

Possible Probes:

- What it was like starting fresh in a new country?
- How was it beginning to work with a new set of colleagues?
- What was it like to work in a new culture and market?
- What did you find different in terms of how people work, think, and/or go about getting work done?
- How was it living there for you and for your family (if applicable)?
- What most surprised you about your experience?
- What was unexpectedly similar to your home nation and culture?
- What complexities were there in terms of bridging cultures, languages, customs, and ways of working?

- Q3. Please tell me about how you believe you developed as a leader and manager during your long-term international work experience.

Possible Probes:

- What did you learn about yourself being in a different culture?
- How did you grow as a leader?
- Was there anything you learned about your ability to adapt to a new culture, whether personally or work-wise?
- How much would you say you adapted, changed, or transformed as an individual? In what ways?
- How much would you say you adapted, changed, or transformed as a manager or as a leader of people? In what ways?
- What would you say did not change about how you led and managed despite being in a new culture and environment?

DEVELOPING AS A GLOBAL LEADER

Q4. Global leadership can be defined as:

'The processes and actions through which an individual influences a range of internal and external constituents from multiple national cultures and jurisdictions in a context characterized by significant levels of task and relationship complexity.'

Please tell me about your experience of practicing global leadership during your international work experience.

Possible Probes:

- How did you go about influencing people to ensure performance from you employees, colleagues, and/or customers?
- What did you have to learn, adopt, or suppress in order to be effective at influencing others?
- What dynamics were at play in the culture that were distinct from your home country and/or culture?
- In what ways, if any, did you begin to see things from the perspective of the culture in which you were working (as opposed to your own)?
- What did you learn about managing and leading in a culture that is not your own?

Q5. Transformative learning theory is often spoken of as "perspective transformation" and is said to have three dimensions: psychological (changes in understanding of the self), convictional (revision of belief systems), and behavioral (changes in lifestyle). I will ask about each of these areas individually.

- a) First, please tell me about any transformations you had during your international work experience related to your understanding of how you know yourself to be.

Possible Probes:

- How are you a different person as a result of your expatriate experience?
- What about you altered because of your experience?
- Did you have any change in how closely you identified yourself with your nationality?
- Where, if anywhere, were you confronted about yourself and who you are during your experience?
- Did you experience any alteration in being a visionary strategic thinker?

- b) Next, please tell me about any transformations you had during your international work experience related to your belief systems.

Possible Probes:

- What, if anything, occurs for you differently now than it did before your international assignment?
- How did your international assignment alter the way you see the world and the people in it?
- Did anything shift or transform for you in terms of what you believed about people of different cultures or of the unity of the human condition?

- Did you let go of any firmly held beliefs and/or deeply held assumptions about the way things are?
 - What new learnings did you have about business and being business savvy?
- c) Lastly, please tell me about any transformations you had during your international work experience related to the way in which you live your life both personally and professionally.

Possible Probes:

- How did your international assignment alter how you live your life?
- In what ways, if any, did the expatriate assignment alter or transform any aspect of being a spouse, parent, partner, or colleague?
- What did the expatriate experience change for you about what you value in life?
- Was there any shift in how you managed the communities of your life, e.g., your family, your friends and neighbors, your colleagues?

Q6. What else should I know about your experience and your development during that time as a global leader?

END OF THE INTERVIEW

- Announce the recording will now be stopped.
- Thank the participant for their time.
- Remind them that they will be provided a transcript of their statements to check for accuracy.

APPENDIX C

Invitation to Participate in the Study

Dear [Name of Prospective Participant],

My name is Scott Beckett, and I am a doctoral student in the Graduate School of Education and Psychology at Pepperdine University. I am conducting a research study examining the intersection of transformative learning and global leadership and you are invited to participate in the study. If you agree, you are invited to participate in a confidential online survey and a confidential, individual telephone interview.

The online survey is anticipated to take no more than 15 minutes. The individual telephone interview is anticipated to take approximately 50 minutes. With your permission, the individual interview will be audio recorded.

Participation in this study is voluntary. Your identity as a participant will remain confidential in both the online survey and the individual interview both during and after the study. Your confidentiality will be maintained by providing you with a randomized, coded numeric identifier to be used with both the online survey and during the interview. The coded numeric identifier will be known only to you and to me, the researcher and it will be kept secure in a two-level password protected file and secure electronic folder on a password protected computer.

If you have questions or would like to participate, please contact me at [REDACTED] or [REDACTED]. Thank you for your consideration and potential participation in this important research.

With respect,

Scott Beckett
Pepperdine University
Graduate School of Education and Psychology
Doctoral Student

APPENDIX D

Survey Questions

Pepperdine University

2/27/18, 7:14 AM

Pepperdine University

INFORMED CONSENT FOR PARTICIPATION IN RESEARCH ACTIVITIES

You are invited to participate in a research study conducted by Scott Beckett, Ph.D. Doctoral Candidate, and his faculty adviser, H. Eric Schockman, Ph.D. at Pepperdine University because you have (1) completed an international work assignment, such as an expatriate role, that was at least one year in duration and (2) hold the role of director or higher in your organization. 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. You will also be given a copy of this form for your records.

PURPOSE OF THE STUDY

The purpose of the study is to determine if individuals who self-identify as global leaders had any transformative learning experiences during in their development and, if so, which, if any, of the ten phases of transformative learning do they recognize as being impactful in their development.

STUDY PROCEDURES

If you volunteer to participate in this study, you will be asked to...

1. Sign this informed consent form.
2. Complete a confidential, online survey (expected time commitment: 15 minutes)
3. Potentially participate in a confidential, individual telephone interview (expected time commitment: one hour)

If you are willing to participate in the study, you will be randomly assigned a coded, numeric identifier. This identifier is intended to protect your identity in all parts of the study.

The online interview will gather no personally identifiable information or data. It will first ask a short set of demographic questions relevant to your international experience, e.g., place of work experience, country of origin, etc. Following that, the survey will ask a set of questions about your development as a global leader and any transformative learning experiences you may have had during that time. The questions are all nominal or ordinal answers; you will not be asked to answer any open-ended paragraph based questions. The survey should take about 15 minutes to complete.

The confidential, individual interview will gather no personally identifiable information or data. The six-question interview is intended to explore your experience(s) developing as a global leader during your time on an international work assignment. With your permission, the interview will be audio recorded to accurately capture what you share. At no time is it expected or requested for you to identify yourself during the interview. Any references that may be construed as personally identifiable information or data will be redacted from the interview transcript prior to data analysis. The total time for the interview should be about 45-50 minutes.

POTENTIAL RISKS AND DISCOMFORTS

There is no more than minimal risk anticipated for an individual participating in the study beyond those risks encountered in day-to-day life.

POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY

While there are no direct benefits to the study participants, there are several potential and anticipated benefits to society. Those are anticipated to include a new understanding in the relationship between the development of global leaders and the role transformative learning can play in one's development. As this is a research study, the potential and anticipated benefits are contingent upon the findings and results of the study.

CONFIDENTIALITY

There will be no personally identifiable information collected in this study.

The researcher will keep your records for this study confidential as far as permitted by law. However, if the researcher is required to do so by law, the researcher may be required to disclose information collected about you. Examples of the types of issues that would require me to break confidentiality are if you tell the researcher about 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.

Following the interview, the numerically coded audio file will be sent to a private, third-party transcription service to be transcribed into a written document. The service provider is contractually operating within the confines of a strict non-disclosure agreement. Additionally, at no point will the service provider have access to any of your personally identifiable information, including, but not limited to, your name. Once the transcription is complete, you will have the opportunity to review the transcript for accuracy and/or any inclusion of personally identifiable information or data you wish removed.

The data collected in this research will be stored in password-protected and encrypted files located on a password protected computer located in the researcher's place of residence. The researcher is the only person with security access to the computer and to the password-protected files. The data will be stored for a minimum of three years. The data collected will be de-identified, transcribed, coded, and analyzed through both quantitative (e.g., multivariate analysis) and qualitative (e.g., inductive analysis) means.

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 completing only the items 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

I understand that the investigator is willing to answer any inquiries I may have concerning the research herein described. If I have any other questions or concerns about this research, I understand that I may contact Scott Beckett (researcher) at [REDACTED] or 949-[REDACTED] or his faculty supervisor, H. Eric Schockman at [REDACTED].

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, 310.434.2111.

By proceeding, you are acknowledging that you have read the above consent, and agree to participate in the survey.

* Required

Global Leadership Survey

This confidential, online survey is a part of a research study titled "The Role of Mezirow's 10 Phases of Transformative Learning in the Development of Global Leaders." Thank you for your voluntary participation in this important research.

If you have any concerns or questions, please contact the researcher, Scott Beckett, at 310.434.2111.

1. Please enter the "Coded Numeric Identifier" you were provided (refer to the email that contained the link to the survey) * *

Demographic Information

Thank you for completing this valuable information.

2. Current Country of Domicile (i.e., the country of your current primary residence)

3. Current Country of Citizenship (if you currently hold multiple citizenships, please list all)

4. Country of Birth

5. Tenure (in years) at your current company (provide total years if service period was interrupted)

Mark only one oval.

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10
- ☐ 11
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- ☐ 42
- ☐ 43
- ☐ 44
- ☐ 45
- ☐ 46
- ☐ 47
- ☐ 48
- ☐ 49
- ☐ 50

6. Your current age

Mark only one oval.

- ☐ Prefer not to say
- ☐ 22
- ☐ 23
- ☐ 24
- ☐ 25
- ☐ 26
- ☐ 27
- ☐ 28
- ☐ 29
- ☐ 30
- ☐ 31
- ☐ 32
- ☐ 33
- ☐ 34
- ☐ 35
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- ☐ 68
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- ☐ 70
- ☐ 71
- ☐ 72

- ☐ 73
- ☐ 74
- ☐ 75

7. Self-identified gender

Mark only one oval.

- ☐ Female
- ☐ Male
- ☐ Agender
- ☐ Transgender
- ☐ Prefer not to say

8. Current Management Level (choose one)

Check all that apply.

- ☐ Director
- ☐ Senior Director
- ☐ Vice President
- ☐ Senior Vice President
- ☐ Executive Vice President
- ☐ President
- ☐ Chief Executive Officer
- ☐ Other: _____

9. I have completed at least one international work assignment (e.g., expatriate, local contract employee) of at least one year in duration

Mark only one oval.

- ☐ Yes
- ☐ No

10. Total Number of International Work Assignments of at Least One Year in Duration

11. Level of Education Completed*Mark only one oval.*

- ☐ High School
- ☐ University Bachelor's Degree
- ☐ University Master's Degree
- ☐ University Doctoral Degree

12. Have you ever officially emigrated (or are in the process of emigrating) to another country?*Mark only one oval.*

- ☐ Yes
- ☐ No

Global Leadership and Transformative Learning

The five questions in this section involve understanding your background with both global leadership and with transformative learning.

13. Global leadership can be defined as 'the processes and actions through which an individual influences a range of internal and external constituents from multiple national cultures and jurisdictions in a context characterized by significant levels of task and relationship complexity.' During your time(s) on international assignment, would you say this definition applied to you and/or your work?*Mark only one oval.*

- ☐ Always
- ☐ Usually
- ☐ Occasionally
- ☐ Infrequently
- ☐ Never

14. Considering the definition of global leadership in the previous question, would say you are a global leader?*Mark only one oval.*

- ☐ Yes
- ☐ No
- ☐ Not sure

Transformative learning theory says that the process of "perspective transformation" has three dimensions: psychological (changes in understanding of the self), convictional (revision of belief systems), and behavioral

(changes in lifestyle).

15. During your time(s) on international assignment, did you experience any psychological transformation, i.e., lasting changes in your understanding of yourself?

Mark only one oval.

- ☐ Yes
☐ No
☐ Not sure

16. During your time(s) on international assignment, did you experience any convictional transformation, i.e., lasting revisions of any of your belief systems?

Mark only one oval.

- ☐ Yes
☐ No
☐ Not sure

17. During your time(s) on international assignment, did you experience any behavioral transformation, i.e., lasting changes in your lifestyle?

Mark only one oval.

- ☐ Yes
☐ No
☐ Not sure

The Ten Phases of Transformative Learning

In this section, please consider your development as a global leader and any time during that development where you experienced in a transformation in yourself, i.e., a transformative learning experience. As a reminder, transformative learning theory says that the process of "perspective transformation" has three dimensions: psychological (changes in understanding of the self), convictional (revision of belief systems), and behavioral (changes in lifestyle).

Listed below are the ten phases of transformative learning as developed by Jack Mezirow, Ed.D. The phases are intended to be considered as a set, i.e., Mezirow contends that when an individual has a transformation, the person will experience each of these phases, though not necessarily in the order listed.

These questions are intended to determine which of the phases, if any, you experienced during any transformative learning experience you had while developing as a global leader.

18. A disorienting dilemma (i.e., an experience where a fundamental certainty you held became uncertain)

Mark only one oval.

- ☐ Yes, I certainly experienced this.
- ☐ Yes, at varying times I experienced this.
- ☐ I am not sure if I experienced this.
- ☐ No, I do not believe I experienced this.
- ☐ No, I am clear I did not experience this.

19. A self-examination with feelings of shame or guilt

Mark only one oval.

- ☐ Yes, I certainly experienced this.
- ☐ Yes, at varying times I experienced this.
- ☐ I am not sure if I experienced this.
- ☐ No, I do not believe I experienced this.
- ☐ No, I am clear I did not experience this.

20. A critical assessment of any of your epistemic (def., relating to knowledge or to the degree of its validation), sociocultural (def., combining social and cultural factors), or psychic (def., relating to the soul or mind) assumptions

Mark only one oval.

- ☐ Yes, I certainly experienced this.
- ☐ Yes, at varying times I experienced this.
- ☐ I am not sure if I experienced this.
- ☐ No, I do not believe I experienced this.
- ☐ No, I am clear I did not experience this.

21. Recognition that your discontent (during the transformative learning experience) and the process of transformation are shared in that others have negotiated a similar change

Mark only one oval.

- ☐ Yes, I certainly experienced this.
- ☐ Yes, at varying times I experienced this.
- ☐ I am not sure if I experienced this.
- ☐ No, I do not believe I experienced this.
- ☐ No, I am clear I did not experience this.

22. Exploration of options for new roles, relationships, and actions*Mark only one oval.*

- ☐ Yes, I certainly experienced this.
- ☐ Yes, at varying times I experienced this.
- ☐ I am not sure if I experienced this.
- ☐ No, I do not believe I experienced this.
- ☐ No, I am clear I did not experience this.

23. Planning a course of action*Mark only one oval.*

- ☐ Yes, I certainly experienced this.
- ☐ Yes, at varying times I experienced this.
- ☐ I am not sure if I experienced this.
- ☐ No, I do not believe I experienced this.
- ☐ No, I am clear I did not experience this.

24. Acquisition of knowledge and skills for implementing one's plan*Mark only one oval.*

- ☐ Yes, I certainly experienced this.
- ☐ Yes, at varying times I experienced this.
- ☐ I am not sure if I experienced this.
- ☐ No, I do not believe I experienced this.
- ☐ No, I am clear I did not experience this.

25. Provisional trying of new roles*Mark only one oval.*

- ☐ Yes, I certainly experienced this.
- ☐ Yes, at varying times I experienced this.
- ☐ I am not sure if I experienced this.
- ☐ No, I do not believe I experienced this.
- ☐ No, I am clear I did not experience this.

26. Building of competence and self-confidence in new roles and relationships*Mark only one oval.*

- ☐ Yes, I certainly experienced this.
- ☐ Yes, at varying times I experienced this.
- ☐ I am not sure if I experienced this.
- ☐ No, I do not believe I experienced this.
- ☐ No, I am clear I did not experience this.

27. A reintegration into one's life on the basis of conditions dictated by one's (new) perspective*Mark only one oval.*

- ☐ Yes, I certainly experienced this.
- ☐ Yes, at varying times I experienced this.
- ☐ I am not sure if I experienced this.
- ☐ No, I do not believe I experienced this.
- ☐ No, I am clear I did not experience this.

Review of Responses

Before completing your survey, please review your responses for accuracy. When complete, please press submit and your survey responses will be added to the data collection for this research survey.

Thank you for your contribution to this important research.

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