2020

Next evolution of workforce experiential learning for 21st century global access learners

Jasmine D. Darnell
darnell.jasmine.d@gmail.com

Pepperdine University

Graduate School of Education and Psychology

NEXT EVOLUTION OF WORKFORCE EXPERIENTIAL LEARNING FOR 21ST CENTURY GLOBAL ACCESS LEARNERS

A dissertation submitted in partial satisfaction

of the requirements for the degree of

Doctor of Education in Organizational Leadership

by

Jasmine D. Darnell

September, 2020

Lani Fraizer, Ed.D. – Dissertation Chairperson

This dissertation, written by

Jasmine D. Darnell

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

DOCTOR OF EDUCATION

Doctoral Committee:

Lani Fraizer, Ed.D., Chairperson

Ricardo Vigil, Ed.D., Committee

Michelle Marquard, EdD., Committee

TABLE OF CONTENTS

Page

Page

Page

Page

LIST OF TABLES

Page

LIST OF FIGURES

Page

Page

DEDICATION

For My Good Sir, My Little Sunshine, & My Little Rose Petal.

"The LORD bless you and keep you;

The Lord make His face shine upon you, and be gracious to you;

The Lord lift up His countenance upon you, and give you peace"

Numbers 6: 23-27

ACKNOWLEDGEMENTS

I am most humble to the Lord for such a wonderful blessing. I am convinced that it takes a village to write a dissertation. Only by God's grace and the kind hearts of His people, was this undertaking made possible. My encouraging husband and inspiring daughters were my motivation. Thank-you all for the coaching and therapy sessions.

I'm grateful beyond words to my family and church community. Your unwavering support of my journey, unquestionably, has led me to the finish line. My darling iGAPsters cohort, and lifelong friends. My experience was shaped by each one of you. Aaron, Charlotte, Deb, Jane, John, Kris, Marco, Pam, Sartura, and Will, thank-you for your relentless support. You all are truly *lightening in a bottle*!

Finally, my committee. Dr. Lani Simpao Fraizer! You, my dear friend, are a perfect gift from the Lord. Your heart, passion, commitment, faith, brilliance, unyielding spirit, and drive for excellence is what made me go further and aim higher than I ever imagined! Thank-you, profusely! Dr. Vigil and Dr. Marquard, I appreciate your sacrifice, support, insights, and encouragement. You both have made me a better researcher and leader.

VITA

EDUCATION

2018	Ed.D. in Organizational Leadership, Pepperdine University
2015	M.A. in Teaching & Learning with Technology, Ashford University
2014	MBA in Organizational Leadership, Point Loma Nazarene University
2012	B.S. in Human Services, Springfield College

PROFESSIONAL HISTORY

2020 – Present	Global Diversity & Inclusion Learning Leader, Facebook, Inc.
2011 – Present	Advisor, Vice President & Corporate Trainer, A. Darnell & Company, Inc.
2013 – 2017	Admissions Manager, Admissions Counselor, Bridgepoint Education
2002 – 2013	Director of Administration, San Diego Youth Action Board
2009 – 2010	Workforce & Education Manager, Coalition of Neighborhood Councils
2007 – 2009	Workforce Development Advisor, City of San Diego

TEACHING EXPERIENCE

2016 – Present	Adjunct Professor of Business & Leadership, California Baptist University
2015 – Present	Adjunct Professor of Business & Leadership, Brandman University
2017 – 2019	Lecturer of College, Career & Life, Cuyamaca Community College
2018 – 2018	Diversity & Equity Faculty, High Tech High Graduate School of Education

LEADERSHIP

2018 – 2018	Women's Leadership Fellow, San Diego Regional Chamber of Commerce
2013 – 2018	Board Chair, San Diego Youth Action Board
2017 – 2018	Urban Leadership Fellow, RISE San Diego, University of San Diego
2012 – 2012	National Emerging Leader, National Urban League, Duke Corporate Education

PUBLICATIONS & PRESENTATIONS

Darnell, J., Fraizer, L., Marquard, M., & Vigil, R. (2018, June 24-27). *Leading Innovation: Workforce Experiential Learning for Global Access Learners*. Presented at the International Society for Technology in Education Conference & Expo, Chicago, IL.

Darnell, J., Fraizer, L., Vigil, R., & Marquard, M. (2018, March 5-7). *Global Access Experiential Learning: A Workforce Development Perspective of Best Practices & Strategies*. Presented at the International Technology, Education & Development Conference, Valencia, Spain.

Darnell, J., & Fraizer, L. (2017, November 15-17). *Online Experiential Learning in Higher Ed*. Proceedings of Council for Adult & Experiential Learning Conference, San Diego, CA.

Darnell, J., & Fraizer, L. (2017, September 25-27). *Technology & Innovation: Using Online Experiential Learning to Prepare Students for Career Success*. Proceedings of the National Society for Experiential Education Annual Conference, St. Pete Beach, FL.

Darnell, J., & Fraizer, L. (2017, May 28-June 2). *Experiential Learning for a Global Classroom*. Proceedings of the National Association for Foreign Student Affairs, Los Angeles, CA.

Darnell, J., & Fraizer, L. (2017, March 22-24). *Student Perceptions of Experiential Learning in Doctoral Education*. Proceedings of the International Organization of Social Sciences and Behavioral Research Conference, New Orleans, LA.

Darnell, J., & Fraizer, L. (2017, March 12-16). *A Co-Curricular Approach to Online Students Entering the Workforce.* Proceedings of the International Conference on Education, San Diego, CA. https://www.cluteinstitute.com/proceedings

Darnell, J. (2017, March 12-16). *Creating Extraordinary Leaders Through Exemplary Followership*. Proceedings of the International Academic Conference on Business, San Diego, CA. https://www.cluteinstitute.com/proceedings

Darnell, J. (2016, November 2-5). *Engaged Critical Thinkers: Developing Exemplary Followers in the Workplace*. Proceedings of the International Leadership Association Annual Global Conference, Atlanta, GA. http://www.ila-net.org/conferences/2016/programbook/index.html#104

Darnell, J. (2016, April 20-22). *A Virtual Career Preparation Program: Exploring Experiential Learning for Online Students*. Proceedings of the Online Learning Consortium Innovate Conference, New Orleans, LA. https://onlinelearningconsortium.org/olc-innovate/program/all_sessions/#search

Darnell, J., Felt, J., Askari-Roberts, S., & Young, A. (2016, January 3-6). *Career Preparation for Online Learners: A Model for Experiential Learning in the Online Classroom*. Proceedings of the Hawaii International Conference on Education, Honolulu, HI. http://hiceducation.org/wp-content/uploads/proceedings-library/EDU2016.pdf

Darnell, J., Askari-Roberts, S., Young, A., & Freeman, C. (2016, January 3-6). *Developing Exemplary Followers: A Training Model for the Other Side of Leadership*. Proceedings of the Hawaii International Conference on Education, Honolulu, HI. http://hiceducation.org/wp-content/uploads/2016/05/2016-Final-Program.pdf

Darnell, J. (2015, November 4-5). *Model for Experiential Learning Internships in the Online Classroom*. Proceedings of the Ashford University Teaching & Learning Conference, Virtual.

Darnell, J. (2015, October 9-10). *Are Future Faculty Ready? Exploring Experiential Learning in the Online Classroom*. Proceedings of the California Association of Professors of Educational Administration, San Diego, CA. https://drive.google.com/file/d/0B0w4LOAhAWmWeGVnd182YnoydW8/view

White, D., & **Holt, J.** (2012, November 7). *Trauma Informed Perspective: Paraprofessional Approach to Students Achieving Greatness*. Proceedings of the Mental Health America 15th Annual Behavioral Health Conference, San Diego, CA.

ABSTRACT

The rapid pace of technological innovations has created opportunities, but also made it difficult for higher education institutions to keep up with 21st Century workplace readiness skills for students. By the time students graduate from college and enter the workforce, many are lacking the skills and capabilities needed to be proficient in their job functions. These skill and capability gaps are even wider for global access learners, or online learners. Due to new entrants possessing skill and capability gaps, leaders in workforce development, typically housed in learning and development, talent management, or other human resources arm, have taken ownership of providing workplace learning opportunities to close the gaps and allow workers to reach their desired competency level. This qualitative study investigated the strategies and best practices employed by workforce development leaders who are implementing experiential learning opportunities for their global access learners. This phenomenological study investigated insights of 16 workforce development leaders using semi-structured interviews. The study was guided by research questions which focused on the strategies and best practices of workforce development leaders, challenges they face when leading experiential learning across the globe, ways in which they measure learning success outcomes, and recommendations for others seeking to employ learning opportunities for global access learners. The study revealed 35 key findings related to creating a learning culture and establishing a learning ecosystem which contribute toward the success of implementing global access experiential learning.

Keywords: experiential learning; global access; workplace learning; online learning; online experiential learning; future workplace; learning ecosystem; workforce development; learning and development; skills; capabilities; upskilling; learning leader; leadership; distance learning; virtual learning; digital learning

Chapter 1: Introduction

Digitally-based technologies are transforming the economy on a global scale (Snow et al., 2017). Business and human resource leaders are challenged with re-conceptualizing how to organize, develop, lead, and engage the 21st century workforce in an ever-changing digital, social, and economic global environment. In some industries, global access of digitized esoteric technology (Young, 2017) and social innovation (Fraizer, 2009) is driving the growth of its future workforce. Innovative organizations have also exceled in utilizing digital technology, components and practices that belong to "computer hardware, software, transmission networks, protocols, programming languages, very large-scale integrated circuits, algorithms," and the like (Snow et al., 2017, p. 2). Organizations have also used global collaborations to disrupt the status quo of business, resulting in increased operations, decreased costs, enhanced customer experience, and increased employee engagement (Hill et al., 2014; Lakhani & Marquard, 2014; Snow et al., 2017). Such disruptions create new markets and business models, which are rapidly shifting the way people learn, work, and communicate (Christensen, 1997; Hill et al., 2014; Snow et al., 2017). Furthermore, rapid technological disruptions are driving industries to remain economically and globally competitive (Bersin et al., 2017; Snow et al., 2017). New technological disruptions have called for education, and workforce development leaders to better equip global access learners with skills needed to excel in the 21st century workplace. Examples of global access learners are (a) students enrolled in online or hybrid educational programs at higher education institutions or massive open online courses, (b) individuals using internet-based innovations such as YouTube, Khan Academy, Google, and TED to learn, and (c) workers in digital organizations around the world that rely on digital technology to learn workplace specific tasks.

Technological Disruptions in the Education Industry

To remain competitive, the education industry has made adaptations to the growing digital era. One technological disruption in education came with the concept of distance education (Baird, 2016), a method of learning and teaching which requires the teacher and the student to be in separate physical locations (Kentnor, 2015), utilizing technology to facilitate learning. Today, postsecondary students engage in digital technology from their first exploration of a college's website to checking semester-end grades using digital tools (Baird, 2016). A new "breed" of postsecondary institution emerged and from inception created a digital organization, where global access learners complete a degree program 100% in the online environment (Baird, 2016; Bryant et al., 2005). Online education, also referred to as virtual education, is the process of receiving or giving systematic instruction using digital technology, fully outside of the traditional classroom setting (Allen & Seaman, 2010; Mayadas & Miller, 2014; Schlosser & Simonson, 2009). Concerned about losing established adult education theory, like experiential learning, postsecondary leaders are shifting their focus to determine how practices can be incorporated into the online environment (Baird, 2016). Especially since initiatives like *Every Student Succeeds Act* (2015), calls for computer sciences to be a core subject in student learning (Chipps & Fraizer, 2017). Educators are aware of the significance of technology and want to incorporate digital tools into student learning (Olson, 2016), which is defined as "the acquisition of knowledge or skills through study, experience, or being taught" (Oxford Dictionaries, 2017, para 1).

For example, to prepare for the future workforce, students are being encouraged to explore how technological digital trends and disruptions connect to purpose and meaning in their lives (Fraizer & Tovar, 2017; Nobles et al., 2017). By exploring the role technology plays in

their everyday lives and connecting it to things that are important to them, they are able to better understand how one area of their life can be used to reinforce another. As more of the workforce connects purpose and meaning through technology, the never-ending advances then result in rapid growth and technological change. This growth and change are challenging industry leaders to continue technological advancements which are then being used in solving national issues (Bersin et al., 2017). At the forefront of the current technological advancements is the use of artificial intelligence. Debates are occurring across academic, business, and political sectors to uncover the role and impact artificial intelligence will have in how society learns and economies function (Dillet, 2017; Dixon, 2017; Wagner, 2017; Walsh, 2017, as cited in Tovar & Fraizer, 2017). Access to technological innovations has stimulated an increased awareness of the need to use digital tools to enhance the experience of global access learners (Baird, 2016).

Such technological growth is demanding new digital working skills. The progression of public policy development on various issues including income inequality, minimum wage, unemployment, trade tariffs, immigration, education, and trade are greatly affected by the digital performance of workers within the industry (Bersin et al., 2017). The actual building of an organization for the future workforce was identified as the most important challenge of workforce development leaders today (Bersin et al., 2017). Leaders are shifting from designing a digital literate organization to actively building its ecosystem (Bersin et al., 2017).

Technological Disruptions and Workforce Readiness

Digital organizations are looking to stakeholders, such as employees and customers, to assist in the building of its ecosystem (Bersin et al., 2017; Snow et al., 2017). Leaders are creating global networks of collaboration using various forms of technology resulting in virtual or digital organizations (Marquard & Lakhani, 2014; Snow et al., 2017). Such collaboration has

created an evolving drive for co-creation and co-production to be prominent in designing a new digital literate workforce (Snow et al., 2017). The ability for stakeholders to co-create sets companies up to thrive. Virtual organizations work when workers receive efficient technological tools that facilitate communication, collaborative structures and processes, autonomy in self-government, and participation in the collective success of the organization (Marquard & Lakhani, 2014).

Companies such as Google and Amazon empower workers to study the digital behavior of consumers and use the data to enhance and create even more efficient markets (Lohr, 2016). Similarly, organizations across the globe have transitioned to digital platforms. These organizations are using digital elements such as sensors, mobile platforms, social collaboration systems (Bersin et al., 2017), big data analytics, cognitive computing, cloud computing, mobile computing, and artificial intelligence to aid in the digitization transformation (Snow et al., 2017). As industry disruptions propel digitization forward, global access learning increases innovative best practices and new approaches to knowledge acquisition. For example, employees of digital organizations are learning from artificially intelligent technology tools. Such learning empowers workers to co-create and co-produce various industry specific products and services (Snow et al., 2017). The work done in this area demonstrates creative abrasion, agility, and resolution, which are the three capabilities and conditions that define an innovative organization (Hill et al., 2014; Jones, 2016). Diversity and conflict are needed for innovation to occur; thus, creative abrasion is the ability for a marketplace of ideas to be created through debate and discourse. Creative agility reinforces the importance of experiential learning to creating true innovation. Workers are guided by discovery-driven learning in which they use design thinking, experiments, reflection, and adjustment to test and refine the marketplace of ideas (Bersin et al., 2017; Hill et al., 2014;

Jones, 2016; Marquard & Lakhani, 2014). The last condition for innovation is resolution, in which workers combine opposable ideas in their decision-making process to reconfigure them to produce a solution that is new and useful (Hill et al., 2014; Jones, 2016).

True innovation takes the collective genius and imagination of many talented workers, passionate about the interdependent knowledge acquisition process of solving emerging problems (Hill et al., 2014; Marquard & Lakhani, 2014; Jones, 2016). Pixar, for example, is leading innovation through collective genius, meaning, its leadership has shifted from the notion of leader as expert or visionary, and transformed to an organization that is harnessing and unleashing the passion, energy, and expertise of its workers (Jones, 2016). Pixar's leadership is fully aware of its talented people, who desire to co-create the future (Hill et al., 2014; Marquard & Lakhani, 2014). Pixar demonstrates innovation and the collective genius of its organization by running parallel experiments, which allow workers to play out their passions. These experiments focus on learning and discovery to unveil the best possible solution to a problem (Hill et al., 2014). Pixar has mastered leading innovation, as they have created a space where workers are able and willing to engage in discovery-driven learning, collaborative problem solving, and integrated decision making (Hill et al., 2014; Jones, 2016).

Disruptions in technology are accelerating the rate at which companies are leading innovation through digitization (Bersin et al., 2017). Leaders must plan for the future by developing digital workplaces and co-designing a digital workforce that re-imagines how people work and learn (Bersin et al., 2017). A part of the re-designing of workplace learning involves leaders using experiential leaning practices to prepare and equip workers for proficiency in their positions (Coughlan et al., 2014; Hill et al., 2014). In tandem with colleges and universities,

companies must use effective approaches to experiential learning to digitally prepare global access learners for the workforce of the future.

Experiential Learning for Global Access Learners

Digital organizations use frameworks such as collective genius, deliberate practice, and situational and adaptive leadership to provide employees with the experiential learning and oversight needed to increase workplace performance (Bersin et al., 2017; Coughlan et al., 2014; Hill et al., 2014). Workforce development leaders utilize deliberate practices, experiential activities that are central to learning to increase performance proficiency of workers, as it is challenging, repetitious, and requires much effort and feedback (Coughlan et al., 2014). Likewise, situational, coercive, authoritative, affiliative, democratic, pacesetting, coaching, and adaptive leadership allows leaders to adjust their leadership style to optimize worker and organizational performance (Goleman, 2000; Hess, 2016; Hersey & Blanchard, 1982). Experiential learning is a process in which skills are attained and knowledge is created through the transformation of experience, cognition, and behavior (Kolb, 1984). A plethora of experiential learning activities are used to develop knowledge and skills (Kolb et al., 2001). For example, Ryerson University inventoried experiential learning activities on their campus and found 34 including simulations, competitions, conferences, practicums, work-study, debates, research projects, cooperative education, and field work (Penny et al., 2012). Furthermore, experiential learning activities such as study abroad, service learning, internships, and other creative and industry specific experiences can stimulate academic inquiry and promote career development (University of Colorado Denver, n.d.). As such, experiential learning consists of the learner developing knowledge and attaining skills through experiencing, reflecting, thinking, and acting (Kolb, 1984). With the continuous growth in digital learning in the workplace, learners are

entering the workforce from higher education institutions unequipped to tackle the workplace challenges of the 21st century, leaving employers with the responsibility of using digital learning to equip workers (Irgens, 2017).

Given the burgeoning digitization culture created by technological disruptions, there is a gap in the current literature for postsecondary institution involvement in the dramatically changing global landscape. This study seeks to fill the gap by calling for a paradigm shift in workforce readiness, in which institutions embrace new ways of thinking about their role in providing learners with global access to workforce comparable experiential learning. This study seeks to understand the best practices of today's workforce development leaders in providing deliberate experiential learning to workers, in an effort to inform the higher education industry of the need to equip global access learners in the technological design and sustainability of the 21st century workforce. Overall, this researcher aims to create systemic change in how the education industry equips the future workforce with the acquisition of knowledge and attainment of new skills.

Statement of the Problem

Distance education students face more challenges in the career preparation process than their campus counterparts (Peng & Herr, 2000). A students' confidence in his or her ability to perform workforce specific tasks informs his or her ability to decide and commit to a career path (Penn, 2016). Self-efficacy, a concept based on the work of Bandura (1977), is known as individual's beliefs in his or her ability to perform specific behaviors. Self-efficacy is an important concept in student workforce development (Penn, 2016). Campus-based students and global access students both face career decisions as they progress through their educational programs. A student's confidence in his or her ability to choose a successful career path is

enhanced by preparation and exposure to the respective career field (De Bruin & Hughes, 2012; Peng & Herr, 2000; Penn, 2016). To aid in increasing student career-decision self-efficacy, experiential learning opportunities are needed in educational programs where distance education is the primary modality of learning (Boling et al., 2012; Peng & Herr, 2000). To increase a student's self-efficacy, the learning must involve the whole person in the activities, as well as, social community. As learning "implies becoming involved in new activities, to perform new tasks and functions, to master new understandings" (Lave & Wenger, 1991, p. 53).

Confidence in one's ability to perform workforce specific tasks is essential to employees and employers (Boling et al., 2012). Future employers of current students, desire workers to be confident and competent in their workplace duties (Allen & Seaman, 2014; Casner-Lotto & Barrington, 2006). Currently, colleges and universities have left employers concerned about their ability to provide global access students with real-world experience for practical workforce application (Allen & Seaman, 2014; Casner-Lotto & Barrington, 2006; Casner-Lotto et al., 2009; O'Neil, 2014). In a study conducted by the Babson Survey Research Group (2014, as cited in Allen & Seaman, 2014), results from 2,800 colleges and universities indicated that, "Academic leaders selected 'Workforce development/ Gainful employment' second most often, with 20.4% picking it as the most important factor and 64.4% as one of their top three factors" (p. 37). This notion is not novel, as workforce preparation is uncommon in universities where global access learning is the primary modality of instruction (Heckman et al., 2015). Institutions of higher education prepare students to apply knowledge to various positions across different disciplines, but do not typically afford them the opportunity to gain real-world practice, which employers indicate as a top desire for students to become workforce ready (Benson et al., 2004).

Twenty-first century workforce skills have been identified as important for students to obtain, this research will explore how global access learners can gain these skills through workforce experiential learning best practices. Many higher education institutions around the world have developed and excelled in creating experiential learning programs on campus (Gray et al., 1999; Waldner et al., 2012). There are few higher education institutions that have made these development programs available to their global access learner populations (Boling et al., 2012; Waldner et al., 2012). The desire for global access learners to acquire knowledge and gain skills by way of a boundary-less, technology-enabled learning system exists; it just has not yet been fully realized (Lakhani & Marquard, 2014). As experiential learning programs have proven to successfully prepare students for the workforce, this research seeks to identify the best practices in deploying such experiential learning opportunities in a technology-enabled system for global access learners.

Purpose Statement

The purpose of this study is to determine:

- The strategies and practices workforce development leaders employ in implementing experiential learning for global access learners.
- The challenges workforce development leaders face in implementing experiential learning for global access learners.
- How workforce development leaders measure the success of experiential learning for global access learners.
- What recommendations would workforce development leaders make for organizations implementing experiential learning for global access learners.

Research Questions

The following research questions (RQ) were addressed in this study.

- RQ1 - What strategies and best practices do workforce development leaders employ in implementing experiential learning for global access learners?
- RQ2 - What challenges do workforce development leaders face in implementing experiential learning for global access learners?
- RQ3 - How do workforce development leaders measure the success of experiential learning for global access learners?
- RQ4 - What recommendations do workforce development leaders have for organizations implementing experiential learning for global access learners?

Significance of the Study

The findings and timeliness of this study are imperative for the evolution of higher education to best service its students. Postsecondary educators must remain abreast of the new emerging approaches to global access learning in the classroom. These findings address current emerging trends in global access learning giving pertinent significance for the future workforce, higher education industry, postsecondary education, and K-12 education.

Significance for the future workforce. Employers are concerned with higher education institutions' ability to provide global access learners with adequate career preparation for their chosen industries (Allen & Seaman, 2014; Watson, 2016). There is a discrepancy between university presidents and senior workforce learning and development leaders' opinion of higher education institutions sufficiently preparing students for the workforce (Gallup, 2016). In a 2016 study conducted by Gallup, 41% of the 663 college and university presidents interviewed selected preparing students for employment as their first, second or third top factor (Gallup,

2016). Yet, only 1 in 10 workforce development leaders in the United States feel higher education institutions adequately prepare students to join the workforce (Gallup, 2016). The lack of preparation of students has challenged organizations to keep their existing workforce aligned to technological and competitive changes (Lakhani & Marquard, 2014). Organizations are making significant investments in workforce learning and development needs of current employees, which are considered adult learners, to accommodate for the lack of preparation from higher education (Lakhani & Marquard, 2014; Meehan-Klaus, 2016). Many companies have learning and development departments and even workplace universities like AT&T University, Boeing Leadership Center, and Apple University dedicated to the advancement of their adult learners. Such investments in adult learning is evidence of the need for higher education institutions to better prepare students for the workforce (Lakhani & Marquard, 2014; Meehan-Klaus, 2016). Educational institutions have been lagging in their response to this issue as "success in this market requires catering to the needs of adult learners, comprehending industry- and company-specific workforce challenges and ever-evolving needs, and designing a classroom that enables spatially-, functionally-, and spatially-dispersed learners to come together in social collaboration" (Lakhani & Marquard, 2014, p. 311). This research can increase workforce development leaders' confidence in workforce preparation by providing higher education institutions with insights into implementing workforce experiential learning opportunities for global access learners.

Significance for higher education. Year over year, the higher education industry enrolls students into degree programs (Allen & Seaman, 2014). In fall 2014, there was a total of 5.8 million students enrolled in higher education online courses (Allen & Seaman, 2016). Of which, 2.85 million took their courses exclusively online, as shown in Figure 1 below (Allen & Seaman,

2016). Online postsecondary education continues to be a desired learning modality of choice for students around the world (Stone et al., 2016).

DISTANCE EDUCATION ENROLLMENTS BY LEVEL OF STUDENT: FALL 2014

	Undergraduate		*Graduate*	
	All distance	*Some distance*	*All distance*	*Some distance*
Public	1,139,020	2,393,864	243,852	130,166
Private not-for-profit	371,365	237,746	260,976	90,664
Private for-profit	615,255	105,269	228,324	12,325
Total	2,125,640	2,736,879	733,152	233,155

Figure 1. Distance education enrollments by level of student: Fall 2014. Adapted from "Online Report Card: Tracking Online Education in the United States," by I. E. Allen and J. Seaman, 2016, p. 17. Copyright 2016 by Babson Survey Research Group and Quahog Research Group, LLC. Reprinted with permission.

Students are continuously seeking higher education to enhance their skills and abilities; however, more and more colleges and universities are increasing their online presence to reach a more global market (Allen & Seaman, 2014). This reach has left many global access students missing the hands-on experiences in their study programs afforded to their campus counterparts (Waldner et al., 2012). Workforce preparation is one of the many reasons individuals make the decision to enroll at a college and/or university (Allen & Seaman, 2014). Colleges and universities admit first time college students through adult learners who are seeking to gain knowledge to increase proficiency in their chosen career fields. Of 663 college and university presidents interviewed in the United States, 442 indicated that helping graduates prepare for the workforce was important (Gallup, 2016).

With the ever-increasing online enrollment into various degree programs, higher education institutions are deficient in their ability to successfully equip their global access

student population with workforce experiential learning (Anderson et al., 2016). Employers are transforming companies into digital organizations (Coughlan et al., 2014). Consequently, individuals are returning to higher education institutions to learn new digital skills for the 21st century workforce. To enable digital learning convergence, higher education institutions must transform into a digital learning environment for global access learners (Lakhani & Marquard, 2014).

Significance for postsecondary education. There are postsecondary educators that provide workforce experiential learning opportunities to their students (Boling et al., 2012). Postsecondary students decide to enroll in an online program for various reasons (Baird, 2016). One of the factors is to acquire the skills and knowledge needed to be proficient in the workforce (Robbins, 2017). Although the attainment of skills is important to the student, educator, and future employer, students are not being satisfactorily prepared to enter the workforce with 21st century skills (Robbins, 2017). A significant part of 21st century workforce preparation is that of applied skills, specifically in critical thinking/problem solving, oral communication, teamwork, professionalism, and leadership (Robbins, 2017). Students traditionally gain workforce skills while engaging in extracurricular activities and other engagements typically performed at a physical location (Robbins, 2017). Global access students typically are confined to utilizing a learning management system for all interactions with their program, causing a lack in ability to apply knowledge obtained in class. This lack does not allow students to obtain the skills needed for the workforce as course instruction and hands-on learning opportunities must be paired to prepare students for their future careers (Mourshed et al., 2012; Robbins, 2017). With the continuous growth of global learning, research into new best practices for combining adult education theory with digital learning is needed (Baird, 2016). Such opportunities, also referred

to as, online experiential learning, incorporate experiential learning practices into the online environment (Anderson et al., 2016). This research provides an understanding for global access learners to gain desired workforce experience in their career field through online experiential learning opportunities.

Significance for K-12 education. Technology integration has become a focal point for leaders in kindergarten through twelfth grade (K-12) education (Poyo, 2016). Initiatives such as Race to The Top, Common Core State Standards, and College and Career Readiness (CCR) are structural and systematic reforms, which seek to address the need to develop digital literacy in the K-12 classroom (Poyo, 2016). K-12 leaders are equally concerned with higher education and workforce development leaders about student preparation for the 21st century global digital workforce (NGA Center & CCSSO, 2012; Poyo, 2016). The current K-12 student population has various college and career mapping services, like CCR, to assist in their postsecondary pursuits (Poyo, 2016). With the increase in online enrollments at the postsecondary level, elementary and secondary education began to follow the trend. Students can complete kindergarten through senior year of high school completely online. As online learning becomes more present in K-12 education, teachers are not adequately prepared to integrate technology and digital literacy into their teaching (Kovalik et al., 2013; Poyo, 2016). In addition to a greater focus on instructional leadership (Larkin, 2017), there is a need for K-12 educators and K-12 teacher preparation programs to address approaches to technology integration and digital literacy as alternatives to the traditional learning environment (Barbour et al., 2013; Poyo, 2016; Rice & Dawley, 2009).

The International Association for K-12 Online Learning (iNACOL) is dedicated to transforming K-12 education through policy and practice to “advance powerful, personalized,

learner-centered experiences through competency-based, blended and online learning" (Lopez et al., 2017, p. ii). iNACOL expresses that K-12 education's current purpose is to

> facilitate a process through which all students graduate high school with the academic and lifelong learning skills to be leaders in their communities, and agents of their own success — whether in college, career, or navigating the opportunities and challenges they will encounter in their lives. (Lopez et al., 2017, p. 8)

K-12 global access learners, adopt an understanding of the necessary behaviors and skills needed to be successful in the online postsecondary environment. A postsecondary student can enroll in a fully online program, whether he or she completed his or her K-12 education online or in a physical classroom. This research will provide insight for K-12 educators to consider implementing experiential learning opportunities to their global access student populations.

Limitations and Assumptions of the Study

In using various methods, the researcher must remain cognizant of the assumptions and limitations that exist in his or her approach, design and conclusions of the study (Kirkwood & Price, 2013).

Limitations of this study include the following:

Participants are exclusively from companies. While this means some findings may not apply to all educational frameworks, the study may provide future researchers an opportunity to identify similarities and differences in workforce experiential learning practices in other communities of global access learners.

Assumptions of this study include the following:

- Participants are willing and able to speak freely and provide honest responses.

- Participants can accurately recall information, as asking a participant to remember an experience can impede the memory (Seidman, 2013).

Definition of Terms

The following definitions are offered to provide a consistent vocabulary for terms used throughout the study. Given the common tendency to use "education" and "learning" interchangeably (e.g., online education or online learning), this study adopts the notion that *education* is a systematic instructional process to facilitate *learning*, which is an individual's acquisition of knowledge and skills.

- *Workforce Development Leader* is an individual, (a) in a leadership position within a digital organization, (b) is committed to the "future of learning and working" (Future Workplace, n.d.), and (c) **"**anticipate[s] and plan[s] for disruptive changes in their companies, industries, and geographic markets" (Future Workplace, n.d.).
- *Workforce Experiential Learning* is when a learner acquires knowledge, attains skills, and develops values from direct activities outside of the traditional academic setting (University of Colorado Denver, n.d.). Knowledge, skills, and values are developed through an iterative process of experiencing, reflecting, thinking, and acting (Kolb, 1984) upon an industry specific experience. Experiential learning activities allow learners to gain deliberate practice (Kolb, 2014) in an industry specific task.
- *Global Access Learning* refers to an individual's ability to acquire knowledge or obtain skills across the nation or globe (Pepperdine GSEP, 2009). The use of digital technological platforms for knowledge acquisition and skills attainment from anywhere in the world.

- *Adult Learner* is an individual at the postsecondary level that takes ownership over his or her learning opportunities; typically identified by legal adult age of eighteen (Schlosser & Simonson, 2009).

Chapter Summary

Chapter one introduced the importance of technological disruptions to the education industry, student workforce readiness, and global access learners to lay a foundation for the study of global access experiential learning practices of workforce development leaders. This chapter addresses the problem of students lacking proficiency in obtaining 21st century workforce skills during their degree program. Addressing this issue will lead to the increase of career-decision self-efficacy and career preparation for global access students. Consequently, when students are more confident in their abilities, they perform better on the job, which leads to employer satisfaction (Penn, 2016).

There are four research questions that will be presented to guide and direct this study and interviews of participants. This chapter introduced the significance of workforce experiential learning for global access learners to the future workforce, higher education industry, postsecondary education, and K-12 education. Finally, chapter one addresses the limitations and assumptions of the study and defines key terminology.

Chapter 2: Literature Review

The strategy for this chapter provides a thorough review of the seminal and theoretical literature pertinent to three specific research areas of the dissertation. The postsecondary research areas include: (a) postsecondary global access education, (b) postsecondary workforce development, (c) postsecondary experiential learning, and (d) global access workplace learning. The objective of the literature review is to inform this study as it seeks to examine the challenges workforce development leaders face, the strategies workforce development leaders employ, how workforce development leaders define success, and recommendations workforce development leaders have that would provide insight for other leaders aspiring to implement workforce experiential learning practices for global access learners.

Postsecondary Global Access Education

Higher education enrollments in the online environment have surpassed the total enrollment of students attending brick-and-mortar institutions (Allen & Seaman, 2010, 2014, 2015, 2016). With the rise of students attending class in the online environment, 63.3% of chief academic officers, of all degree-granting colleges and universities in the United States that are active and open to the public, indicated that global access learning is critical to the long-term strategy of their institution (Allen & Seaman, 2016). As postsecondary global access education continues to dominate enrollments, higher education institutions and workforce employers are eager for the implementation of competitive approaches to prepare global access learners for a career upon graduation (Allen & Seaman, 2014; Penn, 2016).

Throughout the history of the American educational system, pedagogical practices have focused on students retaining knowledge through the repetition of teacher lectures and drills (Sewell, 2016). Tracing back to ancient Greece, students were taught grammar, logic, rhetoric,

arithmetic, geometry, music, and cosmology in a similar fashion (Martineau, 2010; Sewell, 2016). As content progressed over time, the pedagogy of learning has primarily remained the same until advances in technology afforded various approaches to global access learning (Sewell, 2016). Such approaches have led to the exploration of andragogic practices to provide digital tools that allow information and knowledge to be quickly disseminated to global access learners in the online environment (Sewell, 2016).

Andragogy is utilized in distance education frameworks designed for adult learners (Schlosser & Simonson, 2009). Andragogy, as defined by a theorist and practitioner of adult education, Malcolm Knowles (1980), is "the art and science of helping adults learn" (p. 43). More recently, andragogy has been defined as "any intentional and professionally guided activity that aims at a change in adult persons" (Knowles et al., 2012, p. 58). Andragogy is defined as the collection of multiple experiences encountered by individuals in which they learn and grow in their understanding. Knowles (1984), indicated six different principles for adult learning, stating that adults are (a) internally motivated and self-directed, (b) bring life experiences and knowledge to learning experiences, (c) are goal oriented, (d) are relevancy oriented, (e) are practical, and (f) like to be respected. Given the various practices to adult learning, this postsecondary research area focuses on the history, approaches, perceptions, and impact of global access education.

Distance education. The advent of distance education has afforded millions of individuals the opportunity to enhance skills and gain knowledge through global access learning. Education as a whole, is a system in which others impart knowledge on to you (Ito, 2014). Ambiguously different from education is learning, in which an individual acquires knowledge for him or herself (Ito, 2014). Learning begins to take place while an individual is still in the

womb (Bergen & Woodin, 2017). After birth, learning takes place while individuals intermingle "with more knowledgeable members of a community within specific social, cultural, and historical context" (Kong & Pearson, 2002, p. 2). Education has given individuals a system to interact with others in such communities to advance individuals in his or her learning endeavors.

Distance education is a method of teaching in which the learner and the instructor are physically separated and are using one or more technologies, synchronously or asynchronously, as learning delivery mechanisms (Kena et al., 2016; Kentnor, 2015). The myriad of methods in distance education include: correspondence, video, audio, computer, and virtually via the Internet to help learning take place (Roffe, 2004). The first distance learning to be recorded was in 1728, Caleb Phillips advertised shorthand correspondence courses in the *Boston Gazette* (Kentnor, 2015). Later, in 1840, the English inventor of shorthand, Sir Isaac Pitman, founded Sir Isaac Pitman's Correspondence Colleges in England and taught correspondence courses to students by mail; henceforth, distance education was established (Phillips, 1998). Online, or global access, learning was created in 1960, at the University of Illinois at Urbana-Champaign using Programmed Logic for Automated Teaching Operations (PLATO)—a computer assisted learning system, provided an educational platform for students to learn across the globe (Bennett, 2011; King & Alperstein, 2015). By 1987, over 300,000 students were enrolled and learning in a global access education courses (Miller, 1989).

Similar innovative research has led to various advancements in the both the global access and physical classrooms. Online learning has steadily increased as the preferred distance education method in postsecondary education (Kentnor, 2015). In online education, learners participate in a course, with at least 80% of its content delivered online, and use the Internet, computer and mobile technologies as the delivery mechanism (Allen & Seaman, 2011; Shelton

& Saltsman, 2005). The utilization of such technologies has advanced traditional, learning that takes place in a physical classroom setting (Allen & Seaman, 2010), and global access learning well beyond the years of PLATO. In the global access environment, educational researcher, Ove Christensen, coined Massive Open Online Social Learning (MOOSL), expanding the research on social constructivist pedagogy, which allows a learner to develop his or her own understanding of knowledge through the exploration of experiences, problem solving, and experimentation (Schlosser & Simonson, 2009), transforming the massive online learning environment (Christensen, 2016; Fox et al., 2017a; Fox et al., 2017b). In the traditional classroom, computer science pioneer, Shelby Solomon Darnell, developed a software which uses electrodermal activity, a measure of physiological arousal, to help instructors understand student engagement (Darnell, 2015).

As the demand for online education grows, higher education institutions are developing more global access learning opportunities for students to achieve their academic goals (Picciano et al., 2010). In the higher education industry, the growth of the global access student population has exceeded the growth of the campus-based student population (Allen & Seaman, 2010). With over 90% of institutions providing global access learning, there has been a prolonged dilemma about the quality of online learning being the equivalent of traditional campus-based learning (Martyn, 2003, as cited in Collapy & Arnold, 2009; Novak & Thibodeau, 2016). Questions have been raised by many researchers about colleges and universities' ability to recreate the same effectiveness (Dean et al., 2001; Russell, 1999), learning outcomes attainment (Anglin & Morrison, 2000; Cavanaugh et al., 2004; Hanson et al., 1997; Simonson, 2002), and quality (Einfeld, 2016; Hirumi, 2005; Schlosser & Simonson, 2009) in distance education as has been achieved in traditional classrooms (Aragon et al., 2002; Collopy & Arnold, 2009; Meyer, 2003).

Although this debate is important, it is not the primary concern, as student learning (Behnke & Ghiselli, 2004; Hirumi, 2005; Summers et al., 2005; Warren & Holloman, 2005), content comprehension (Aragon et al., 2002; Collopy & Arnold, 2009; Meyer, 2003), and performance (Fisher, 2003; Kerrey & Isakson, 2000; Sussman & Dutter, 2010) is equal in the online and physical classroom. The research presents a clear understanding that distance education works (Hanson et al., 1997; Kerrey & Isakson, 2000; Lou et al., 2006; Schlosser & Simonson, 2009; Simonson, 2002).

History of global access education. Distance learning is one of the most significant phenomenon currently taking place within the higher education industry (Fisher, 2003; Lei & Gupta, 2010). By the late 1950's, distance education programs were emerging all over the world. The phenomenon of global access learning made its mark during the 1980's in the corporate workplace (Kentnor, 2015; King & Alperstein, 2015). In the mid-to-late 1980's the first online educational degree programs were launched at Nova Southeastern University (King & Alperstein, 2015). Nova Southeastern University offered online degree programs in computer science and computer information systems (King & Alperstein, 2015). Shortly thereafter, in 1989, the University of Phoenix launched CompuServe to service global access students (Kentnor, 2015). After the unveiling of the World Wide Web in 1991, many for-profit and non-profit educational institutions began launching internet-based global access educational programs (Carlson & Carnevale, 2001; Kentnor, 2015). By the late 1990's, universities such as New York University, Western Governors University, and California Virtual University created global access degree programs to make education more accessible (Kentnor, 2015; King & Alperstein, 2015).

By 2000, most higher education institutions providing distance education indicated that the Internet was the preferred medium of choice (Schlosser & Simonson, 2009). Although online enrollments were on the rise, many universities failed in this arena due to a failure to understand pedagogy, learning styles, and the needs of faculty and students in the global access learning environment (Bernard et al., 2004; Kentnor, 2015; Marcus, 2004; King & Alperstein, 2015). The role of technological innovations for global access learning is inevitable. The higher education industry must transform its current 19th century pedagogical practices and create a new paradigm, which focuses on the global access learner (King & Alperstein, 2015). Various approaches to global access learning have been developed. Research shows that approaches to teaching and learning in the global learning environment have greater impact when implemented using social-constructivist principles (Schellens & Valcke, 2005). The principles of active learning, self-reflection, authentic learning, and collaborative learning have proven to create a productive computer-supported collaborative learning environment (Schellens & Valcke, 2005).

Global access education approaches. Research has confirmed that the change from traditional classroom teaching to global access teaching has warranted a different pedagogy (Bernard et al., 2004; Boling et at., 2012; Chang, 2002; Fetherston, 2001; Fisher, 2003; Hardy & Bower, 2004; LaMonica, 2001; Oliver, 1999). A crucial aspect in such andragogic practices of online learning is the emphasis on a student's ability to self-manage his or her own learning (Alalshaikh, 2015; Shih et al., 2013). Various approaches to global access education have been researched due to student learning styles and behavioral needs in the online environment (Alalshaikh, 2015; Collis & Moonen, 2005; O'Shea et al., 2015; Shih et al., 2013). Learning styles can be classified into three categories, (a) cognitive, (b) perceptual, and (c) social (Dunn et al., 1985; Felder & Spurlin, 2005; Gregorc, 1985; Keefe, 1987; Kolb, 1976; Shih et al., 2013).

Student learning style characteristics are identified by a behavioral combination of "stable cognitive, affective, and physiological states" (Shih et al., 2013, p. 141). Based upon how a student perceives, responds, and interacts in the global access learning environment, would determine his or her preferred learning approach (Shih et al., 2013). Research on the student perceptions, responses and interactions in the online environment has led to the many different learning style preferences of instructors and students (Felder & Spurlin, 2005). The following global access education approaches are of the most common learning styles found in the current literature.

Cognitive processing learning. Individuals prefer the cognitive processing learning style when they have a desire to understand abstract information using critical analysis (Alalshaikh, 2015). Aragon et al. (2002) suggest that the manner in which an individual processes information (cognitive control) results in his or her ability to utilize reasoning in the world around him or her. Cognitive processing learning suggests learners use cognitive tendencies to process information (Chang, 2002; Shih et al., 2013). Such cognitive tendencies include abstract, concrete, serial, random, holistic/global, and analytic (Shih et al., 2013). Abstract learners prefer to process information using conceptual methods (Shih et al., 2013). Concrete learners prefer to process information using daily experiences or factual examples (Shih et al., 2013). Serial learners prefer to process information in a linear approach while random learners prefer to process information using a non-linear approach (Shih et al., 2013). Holistic/global learners prefer to process information when all information is given and a there is a complete understanding of the information (Shih et al., 2013). Finally, analytic learners prefer to receive information in complete detail and account for all available data (Shih et al., 2013).

Collaborative learning. To be prepared for collaborative conditions in the workplace, students must be given the opportunity to learn how to develop collaborative skills (Brown et al., 1989). Students, teachers, and employers recognize the importance of collaboration to student learning (Bernstein & Flinders, 2017). Within the learning process, collaborative learning encourages peer interaction and participation (Collis & Moonen, 2005; Hughes, 1998). This approach to learning allows students to learn from and contribute to a community of practice (Collis & Moonen, 2005). In the collaborative approach to learning, students work together to develop and share meaning about their specific group work (Chang, 2002). A learner using a collaborative learning style allows them to coordinate and synchronize activities for the purpose of sustaining combined efforts to conceptualize and resolve problems (Chang, 2002).

Contribution-oriented learning. Contribution-oriented learning allows learners to impact the learning process through their individual contributions (Collis & Moonen, 2005). Collis and Moonen (2005) posit, educators use a pedagogy which enables learners to contribute information on a topic for the purpose of being used in the future by other learners. This approach to global access learning brings authenticity to the activity, increasing learner intellectual and academic engagement in the learning process (O'Shea et al., 2015).

Facilitated learning. Educators have the ability to impact the learning process of students through the facilitated learning approach. In the online classroom, instructors can facilitate learning by providing additional support or information with the intentions of advancing student learning (Chang, 2002). To facilitate global access learning, educators might "repeatedly direct learner attention to key variables, prompt connections to prior knowledge, or provide explicit scaffolding of metacognition and teaching-learning strategies" (Chang, 2002, p. 18). This form of learning adds value to the global learning classroom when the student demonstrates a need for

additional help and support (Chang, 2002). Facilitated learning is effective in the global learning classroom as a means to provide technical skills to learners struggling to understand the academic and technical aspects of online learning (Chang, 2002). Students who face challenges in the comprehension of online materials and the transition from traditional classroom to global access learning, benefit from educators using facilitation strategies (Chang, 2002; Garland, 1993).

Perceptual learning. A style in which individuals use the learning process to obtain textual information (Alalshaihk, 2015). This style of learning engages the "visual, auditory, kinesthetic, and tactile" (Shih et al., 2013, p. 143) elements of learners. Perceptual learning involves a learner's preference for text, visual, auditory, and/or active learning (Shih et al., 2013). Visual learners prefer to receive information via figures and charts (Shih et al., 2013). Auditory learners prefer to receive information through sound and voice. Active learners prefer to receive information from touching and personally experiencing the data hands-on (Shih et al., 2013).

Social learning. Research shows that students learn best with the incorporation of social interactions in the classroom (Collopy & Arnold, 2009). Individuals with a personality type that enjoy social engagement, prefer to take advantage of the social learning style (Alalshaikh, 2015). Deutsch (1949), emphasized the significance of social learning based on individuals working together as a cohesive group to advance the learning process. Social learning is "based on the premise that our understanding of content is socially constructed through conversations about that content and through grounded interactions, especially with others, around problems or actions" (Ferguson, 2010, as cited in Seely Brown & Adler, 2008, p. 81). To better services

students in the global learning environment, educators must change their pedagogical practices to adapt to the social learning style (Fetherston, 2001).

Universal design for learning. Research shows that teaching and learning in the global access environment requires a different pedagogy and different skill sets than those of the traditional classroom (Fetherston, 2001; Hardy & Bower, 2004; LaMonica, 2001; Oliver, 1999). Universal Design for Learning (UDL) has the largest growth area in postsecondary education and can provide a desired approach to global access learning (Novak & Thibodeau, 2016). David Rose, Lecturer at Harvard Graduate School of Education and developer of UDL Guidelines, created UDL to be a framework which allows learners to access course material via specific strategies (Novak & Thibodeau, 2016). These guidelines are categorized into three principles of providing multiple means of (a) engagement, (b) representation, and (c) action and expression (see Figure 2) (Novak & Thibodeau, 2016). Schlosser and Simonson (2009) explain UDL as,

> (1) assumes a continuum of learning differences; (2) relies on curriculum that is presented flexibly to include, engage and challenge all students appropriately; (3) enables all students to progress under the same curricula and standards rather than alternative curricula or standards; (4) is inclusive by design where teaching methods and assistive technologies are built in or readily available and not added as afterthoughts. (p. 234)

The major challenge with UDL is educator acceptance of instructional design changes needing to occur in the global access classroom (Novak & Thibodeau, 2016).

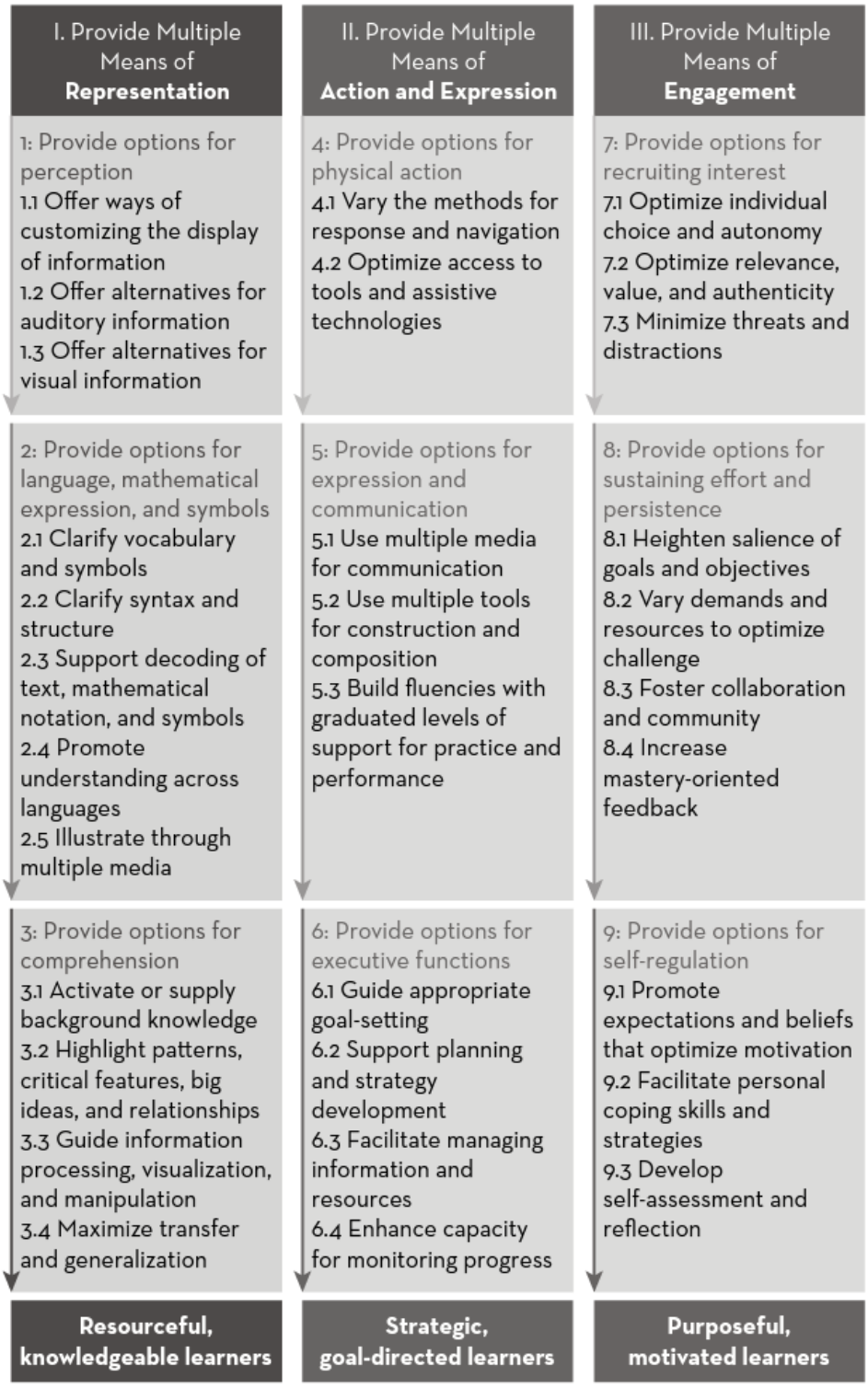

Figure 2. Universal design for learning guidelines. Adapted from "UDL in the Cloud!: How to Design and Deliver Online Education Using Universal Design for Learning," by K. Novak and

T. Thibodeau, 2016, p. 22. Copyright 2016 by CAST Professional Publishing. Reprinted with permission.

Massive open online courses. In the fall of 2011, Daphne Koller, a Stanford University professor, taught a course in which over 100,000 students enrolled in her free online course (King & Alperstein, 2015). Each year millions of students enroll in Massive Open Online Courses (MOOCs; Hill, 2015). A large part of the appeal is due to acclaimed faculty leading MOOCs from prestigious universities such as Harvard, Massachusetts Institute of Technology (MIT), and Stanford (Novak & Thibodeau, 2016). The major concern of MOOCs is the low course completion rate of students (Novak & Thibodeau, 2016). A study examining course completions of MOOCs was conducted and found that out of 155,000 enrolled students in an MIT electronic circuits course, only 15% of students completed the first problem and 5% of students completed and passed the course (Novak & Thibodeau, 2016). MOOCs are lacking in instructional design innovation and social interaction amongst learners and educators (Novak & Thibodeau, 2016).

Massive open online social learning. As MOOCs continue to increase in enrollments, MOOC educators are becoming more concerned with the lack of social interaction amongst students (Christensen, 2016; Novak & Thibodeau, 2016). Such interactions amongst learners have historically been known as social constructivist learning (Palincsar, 1998). With the technological advances in education, theorist have termed such learning in the global access environment as social learning (Hill, 2015). Research suggests that as students socially interact with one another, they overcome the feeling of distance created by online learning and increase the feeling of community (Hill, 2015; Tu & McIsaac, 2002). Professors and researchers alike are concerned with the current MOOCs pedagogy, as it has failed to incorporate the element of

massive open social learning in courses (Christensen, 2016; Fox et al., 2017a.; Fox et al., 2017b; Hill, 2015).

Although some credit Ove Christensen (Christensen, 2016; Fox et al., 2017a), literature suggests that the concept of massive open social learning emerged in Ferguson's (2011) investigation of 1,229 participant interactions on a social learning site. These findings led to Ferguson and Sharples' (2014) research applying the Network Effect to massive online learning pertaining specifically to MOOCs. The Network Effect, originally designed to explain connections between computers, "postulates that the value of a product or service increases with the number of people using it" (Ferguson & Sharples, 2014, p. 2). In context of MOOC pedagogy, the Network Effect recognizes the value-add of social interactions amongst learners and suggests the scalability of social learning (Ferguson & Sharples, 2014). Similarly, Hill (2015), suggests that, although the term "MOOSL" was not used, many MOOC instructors are "operating without a complete understanding of how students experience social learning in a massive virtual environment" (p. 37). To solve the problem of scalability, many researchers suggest the incorporation of active social learning will meet the connectivity needs of learners (Christensen, 2016; Sharpe et al., 2010; Waks, 2016). Christensen (2016), an education researcher, further contributes to the concept of massive open social learning by coining the acronym MOOSL, which he states can be understood as *Massive Open Online Social Learning* or *Massive Open Online Scaffolding Learning*.

Learner and educator perceptions of global access education. With the integration of technology in the learning environment, the student-teacher relationship has been fundamentally altered, as new and more complex successes and challenges to education occur for both the educators and learners (Chang, 2002; Collopy & Arnold, 2009; King & Alperstein, 2015; Lei &

Gupta, 2010; Novak & Thibodeau, 2016; Sewell, 2016; Thompson, 2017). In the global access environment, educators must adopt new approaches to developing, designing, creating, teaching, and organizing their courses (King & Alperstein, 2015). Similarly, students entering into the global access learning environment must adopt new approaches to learning, studying, discipline, and support as they are participating in a completely new learning environment (King & Alperstein, 2015). The continued increase in student enrollments and advancement in global access learning have led to more students and educators participating in global access education (Lei & Gupta, 2010). Educator and learner perceptions are imperative to fully understand and create an awareness of the successes and challenges that are faced in global access education (Lei & Gupta, 2010).

Success perceptions. An educator's voice is noted in the literature as a significant component to higher education that does not receive enough focus (Brandenburg & Wilson, 2013; Hargreaves, 1996; McIntyre et al., 2005). The reciprocal relationship of teaching and learning is strengthened by the voice of educators and learners. These perceptions allow desired changes in practice to occur for the benefit of all involved in the learning process (Brandenburg & Wilson, 2013). Changes to online pedagogy account for the perceived success of educators and learners in the global access learning environment. Research has examined the importance of learner and educator perceptions to inform the progression of global access teaching and learning (Brandenburg & Wilson, 2013; King & Alperstein, 2015; King & Cox, 2010; Ross et al., 1991).

Ross et al. (1991), discovered in the early 1990s that students felt more comfortable operating in the global access classroom when they had enough time to complete online discussions. Further investigation led to the understanding of learners and educators preferring flexibility in the global access learning environment, which supports a positive work-life balance

(Green et al., 2009; Hoffman, 2013; King & Alperstein, 2015; Mann & Henneberry, 2012; Thompson, 2017). In addition to time and flexibility, learners felt that a high frequency of interaction with educators increased their course satisfaction (King & Cox, 2010; Marmon et al., 2014). When learners and educators communicate more frequently, educators are able to relate better to learners (Ross et al., 1991). Overall, educators in the online environment feel they possess the content knowledge and computer skills necessary to do their work successfully (Ross et al., 1991; Schlosser & Simonson, 2009). Although, educators feel confident in the basic operation of an online class, they appreciate incentives such as compensation and institutional recognition when teaching in the global access learning environment (Bacow et al., 2012; Hoyt & Oviatt, 2013; Thompson, 2017; Wright, 2014).

Challenge perceptions. Since the beginning of global access learning, higher education institutions have been faced with challenges of educator and learner satisfaction (Chang, 2002; Sewell, 2016; Thompson, 2017). As global access education grew in popularity, educators met the call to teach online with resistance (Hollis, 2016). Initially, educators were concerned with the quality of global access education as it pertains to an increased workload (Fisher, 2003; Hoffman, 2013), student retention, ethics, and accreditation (Hollis, 2016). As educators raised questions, fearful that global access learning yielded a lesser quality education as opposed to traditional classroom learning, greater concerns of lack of proper pedagogy and institutional support stifled online participation (Kerrey & Isakson, 2000; Shelton & Saltsman, 2005). A greater research focus on global access education began to dismantle such challenges and concerns (Aragon et al., 2002; Behnke & Ghiselli, 2004; Collopy & Arnold, 2009; Fisher, 2003; Hirumi, 2005; Kerrey & Isakson, 2000; Meyer, 2003; Summers et al., 2005; Sussman & Dutter, 2010; Warren & Holloman, 2005).

Recently, Windes and Lesht (2014), reported that educators felt that the two main challenges to global access teaching were time commitment and lost interaction with learners. In the literature, these challenges appear alongside educators having a need for more intensive global access education training, a desire for more personal contact with learners, and challenges effectively communicating with learners (Chapman, 2011; Fisher, 2003; Kerrey & Isakson, 2000; Ross et al., 1991; Thompson, 2017; Warner & Akins, 1999). Institutions face challenges ranging from learners not possessing the technology skills needed to complete an online learning program (Marmon et al., 2014; Paul & Cochran, 2013; Thompson, 2017) to informal learner-educator interaction decreasing the ability to build a sense of community (Novak & Thibodeau, 2016; Schlosser & Simonson, 2009; Thompson, 2017). Such challenges create barriers, which lead to learners being dissatisfied with educator enthusiasm, quality of the online program, and the manner in which learner performance is evaluated (Novak & Thibodeau, 2016).

Many struggles of online learning came with the concept of transferring traditional classroom teaching methods to the global access environment (Kentnor, 2015). In using this approach to global access learning, students struggle to comprehend assignments and instructor feedback (Ross et al., 1991). Learners feel as though they need additional support, as limited time to communicate with educators decreases their confidence in understanding course teaching practices (Ross et al., 1991). More specifically, learners "viewed courses that emphasized text-based content, individualized learning, and limited interaction with others as being less helpful than those courses and programs that were more interactive and incorporated the use of multimedia" (Boling et al., 2012, p. 120). Further studies explore the lack of innovative global access teaching practices, which leads to learners feeling disconnected to educators, course content, and classmates (Boling et al., 2012; Marmon et al., 2014; Swaggerty & Broemmel,

2017; Thompson, 2017). As global access education continues to evolve, higher education institutions are still searching for solutions to the lack of educator-to-educator interaction and communication (Fisher, 2003; King & Alperstein, 2015), and educator time and workload commitment to develop and teach online courses (Hopewell, 2012; Wright, 2014).

The impact of global access learning to postsecondary education. Over the course of the last 20 years, the foundation of global access education has been vastly developed (King & Alperstein, 2015). As enrollment trends increase, the demand for global access learning has forced colleges and universities to reevaluate their mission statements (King & Alperstein, 2015). Year after year, online enrollments have continued to increase (Hoffman, 2013). Due to the demand, colleges and universities use global access education as a means to increase student enrollments (Hoffman, 2013). To build a sustainable learning community in the global access environment, online courses must undergo a new approach to learning (King & Alperstein, 2015). Students and academic leaders alike, agree that global access education has become a crucial element of the higher education system (Hoffman, 2013; Moloney & Oakley, 2010).

In addition to learners and educators, colleges and universities can also take advantage of the flexibility provided by global access education. Research shows, "distance education via the Internet can provide colleges and universities with a low-cost, flexible option to expand into global markets" (Boling et al., 2012, p. 118). With increased flexibility, higher education institutions can recruit, service, and market online programs to a global market (Hoffman, 2013; Lei & Gupta, 2010). With the increase of national and international enrollments in the global access environment, more and more adult learners prefer online learning over traditional classroom learning (Hoffman, 2013). Adult learners have life commitments such as families and

employment that make the freedom from a physical facility appeal to their educational needs (Lei & Gupta, 2010).

The demand for global access learning is greater than what currently exists in the online environment (Hoffman, 2013; Moloney & Oakley, 2010). Conversely, global access learning will continue to grow as institutions aspire to improve access to online education (Braude & Merrill, 2013; Christensen & Eyring, 2011). Such improvements include greater flexibility for learners and educators (Bidwell, 2014; McPherson & Bacow, 2015), increased learner technology exposure (Allen & Seaman, 2015; Campbell & Campbell, 2011), and creating new streams of revenue for institutions (Christensen et al., 2011; Means et al., 2013). Global access learning addresses these improvements, as the future of higher education is founded upon colleges and universities making proper changes to support the continued enrollment growth of students (Moloney & Oakley, 2010).

Many of these changes include academic administrators cutting higher education costs (Anderson, 2016; Fisher, 2003; Lei & Gupta, 2010) and student workforce preparation (Allen & Seaman, 2014). Higher education leaders are using the demand of global access education to address the concerns of cutting college and university costs (Fisher, 2003; Lei & Gupta, 2010). Current research indicates, employees are concerned with their ability to gain access to advancement training and opportunities (Anderson, 2016; Horn, 2006). Employers, higher education leaders, and students (as future employees) are aware of the demand for global access learning and its impact on the future of education (Lei & Gupta, 2010; Penn, 2016). But, the concerns held by these same groups lead to uncovering the ways in which colleges and universities are addressing the need for global access learners to be prepared for the future workforce (Allen & Seaman, 2014; Penn, 2016).

Postsecondary Workforce Development

Workforce development and gainful employment have great impact on the future of higher education (Allen & Seaman, 2015). Colleges and universities have an obligation to prepare students for employment after graduation, as employers expect graduates to possess desirable workforce competencies and capabilities (Atkins, 1999; Bennett et al., 2000; Casner-Lotto & Barrington, 2006; Crebert et al., 2004). Higher education institutions cannot guarantee students will obtain employment or even possess such desirable skills and abilities after graduation (Crebert et al., 2004). Higher education institutions can guarantee students will have the opportunity to develop workplace skills and abilities during their degree program that are attractive to future employers (Crebert et al., 2004). Colleges and universities are expected to provide students with the basic skills necessary to prepare them to be competitive and workforce-ready (Crebert et al., 2004; Gonzales, 2017).

Employers and higher education leaders are aware of the importance of workforce development skills for students (Allen & Seaman, 2015; Casner-Lotto & Barrington, 2006). Colleges and universities across the globe have varying approaches to preparing students for life after graduation. With the growth of global access education, more and more learners are attending class online (Allen & Seaman, 2015). Higher education leaders are challenged with providing adequate workforce development skills to their global access learner population (Mourshed et al., 2012; Robbins, 2017). Due to the higher education industry's multifarious approach to student workforce development, this postsecondary research area focuses on workplace readiness, career and technical education, student career decision self-efficacy, and higher education career services within global access education.

Workplace readiness. The education industry and workforce development leaders' quest to explore the competencies needed for students to enter the workforce began in the 1980s (Martin, 2009; O'Neil, 2014). Some of the most influential research reports in the United States were conducted by the Committee on Science, Engineering, and Public Policy (1984) and the United States Department of Labor, Secretary's Commission on Achieving Necessary Skills (SCANS) report (1991) (Martin, 2009; O'Neil, 2014). The information found by these studies informed more recent studies, including the current construction of a uniformed workforce competency guideline created by the National Association of Colleges and Employers (Gonzales, 2017; NACE, 2019).

In 1984, the National Academy of Sciences, the National Academy of Engineering, and the Institute of Medicine (a joint committee under the auspices of the Committee on Science, Engineering, and Public Policy) formed a panel whose "sole objective is to identify, from the employers' perspective, the basic education needed for effective, upwardly mobile, lifelong participation in the American workforce" (Committee on Science, Engineering, and Public Policy,1984, p. viii). The panel investigated the needs of students to be effective employees and have sustainable careers (Committee on Science, Engineering, and Public Policy, 1984). The investigation concluded with the panel describing core competencies (knowledge, skills, attitudes, and habits) that will prepare students for a successful lifetime career (Committee on Science, Engineering, and Public Policy, 1984). The set of 10 core competencies consist of: (a) command of the English language, (b) reasoning and problem-solving, (c) reading, (d) writing, (e) computation, (f) science and technology, (g) oral communication, (h) interpersonal relationships, (i) social and economic studies, and (j) personal work habits and attitudes (Committee on Science, Engineering, and Public Policy, 1984).

In May 1990, the United States Department of Labor asked the Secretary's Commission of Achieving Necessary Skills to examine workplace demands and determine whether students in America were able to meet such demands (United States Department of Labor, Secretary's Commission on Achieving Necessary Skills, 1991). SCANS successfully completed its examination via dialogue with employers, educational institutions, unions, and parents of students and determined the skills necessary and desired proficiency levels for student attainment (United States Department of Labor, Secretary's Commission on Achieving Necessary Skills, 1991). The results of the examination concluded that students were ill prepared to enter the workforce, as they did not possess the knowledge or foundation needed for obtaining employment (United States Department of Labor, Secretary's Commission on Achieving Necessary Skills, 1991). To prepare students for work in the 21st century, SCANS developed an eight-requirement framework consisting of five competencies (Appendix E) and a three-part foundation (Appendix F) of skills and personal qualities (United States Department of Labor, Secretary's Commission on Achieving Necessary Skills, 1991). The five competencies established are (a) resources, (b) interpersonal, (c) information, (d) systems, and (e) technology; the three-part foundation includes (a) basic skills, (b) thinking skills, and (c) personal qualities (United States Department of Labor, Secretary's Commission on Achieving Necessary Skills, 1991).

NACE (2019) defines career/workforce readiness as, “the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace” (p. 1). The aforementioned competencies (Figure 3) are comprised of: (a) critical thinking/problem solving, (b) oral/written communication, (c) teamwork/collaboration, (d) digital technology, (e) leadership, (f) professionalism/work ethic, (g) career management, and (h)

global/intercultural fluency (NACE, 2019). The definition and competencies of career readiness were established to provide a common framework and guidelines to unite higher education institutions and employers for the purpose of addressing the workplace readiness needs of students (NACE, 2019).

Figure 3. NACE career readiness competencies. Adapted from "Career Readiness for the New College Graduate: A Definition and Competencies," by NACE, 2019. Copyright 2019 by

National Association of Colleges and Employers. Reprinted from NACEWeb, with permission of the National Association of Colleges and Employers, copyright holder.

In a study conducted by NACE, data was collected on 470,000, Class of 2015, student graduates (8,250 associate degree level, 381,000 bachelor degree level, 67,500 master's degree level, and 11,500 doctoral degree level) from 273 schools/career centers across the United States to "assess the career and employment outcomes for their graduates" within the first six months of graduation (NACE, 2016, p. 1). The results indicated that 43.1% of associate's degree graduates, 64.5% of bachelor's degree graduates, 79.2% of master's degree graduates, and 89% of doctoral degree graduates were employed within the first six months of graduation (NACE, 2016). Although the employment outcomes are positive, the results from this study indicate an unbalanced system, as employers do not feel new entrants, individuals that have earned a high school diploma, two-year college or technical school diploma, or four-year college diploma, are equipped with the proper workforce readiness skills upon graduation (Allen & Seaman, 2015; Casner-Lotto & Barrington, 2006, p. 15; O'Neil, 2014).

The Conference Board, Corporate Voices for Working Families, Partnership for 21st Century Skills, and the Society for Human Resource Management conducted a study to explore workplace readiness responsibility of student preparedness. The results from 400 employers, across the United States, indicated that the most important 21st century workplace readiness skills for new entrants to possess are: (a) professionalism/work ethic, (b) oral and written communications, (c) teamwork/collaboration, and (d) critical thinking/problem solving (Casner-Lotto & Barrington, 2006). Casner-Lotto and Barrington (2006) indicated that among the employers surveyed, their top three selections for identifying whose responsible for preparing new entrants for the workforce, place 75.6% of the responsibility on K-12 schools, 68.4% of the

responsibility on four-year colleges and universities, and 45.2% of the responsibility on two-year colleges. Employers determined that 70.1% of two-year and 64.5% of four-year college graduates were only adequately prepared for typical entry-level positions (Casner-Lotto & Barrington, 2006). Higher education institutions must better prepare students for life after graduation as, "preparedness and skill levels of [the American] workforce are critical factors in the ability of the United States to stay competitive in the 21st century" (Casner-Lotto & Barrington, 2006, p. 12).

Casner-Lotto and Barrington (2006), urge higher education institutions, employers and the community at large to collectively provide opportunities for learners to become workplace ready. Using a collaborative approach, learners can gain skills through "internships, summer jobs, work-study programs, job shadowing, mentoring, on-the-job training, as well as other educational approaches that include real-world experiences or community involvement" (Casner-Lotto & Barrington, 2006, p. 58). Although, many researchers have identified the need for the educational system to better prepare learners for the workforce, students are still unprepared upon graduation (Casner-Lotto & Barrington, 2006; Committee on Science, Engineering, and Public Policy, 1984; NACE, 2016; Research and Policy Committee, 1985; United States Department of Labor, Secretary's Commission on Achieving Necessary Skills, 1991). Decade after decade, the issue of workforce preparation has been a concern for the American workforce. Allan Collins, learning science pioneer, explained how teaching methods that "emphasize apprenticeship give students the opportunity to observe, engage in, and invent or discover expert strategies in context" (Sawyer, 2005, p. 50). Similarly, this concept has given direction to workplace skills and competencies seen vividly in career and technical education programs, as

such programs train students to be workplace ready (Clark et al., 2010; Drage, 2009; Harms, 2016).

Career and technical education. Justin Smith Morrill, Virginia's former United States Senator, desired to decrease the barrier of limited farmer education through increasing the hands-on training and observation of farming through educational facilities (Davidson, 1965). Morrill had a foundational belief to create an opportunity in every state across America, for the non-elite citizens to receive greater education (Davidson, 1965). In June 1862, the United States Congress passed the Land-Grant College Act (Morrill Act), a measure allocating land in each state to be used to endow and support agricultural and mechanical arts colleges (Davidson, 1965). Within one-hundred years, land-grant colleges accounted for about 4% of the nation's colleges, educated 20% to 25% of the undergraduate population, and granted about 40% of all doctoral degrees in the United States (Davidson, 1965).

Hands-on training during this time was mainly considered workforce training in the form of an apprenticeship (Sewell, 2016). As apprenticeship learning began to merge with the educational system, the need for vocational training emerged (Sewell, 2016). As the 20th century began to dawn, congress passed the Smith-Hughes Act in 1917 to enhance and increase vocational education (Sewell, 2016). The Smith-Hughes Act "established vocational education as a separate and distinct system of education that included separate state boards of vocational education, funding, areas and methods of study, teacher preparation programs and certification, and professional and student organizations" (Rojewski, 2002, p. 6). The Smith-Hughes Act is one of the most influential events in the history of vocational education (Kandalec, 2016).

In the 1990s, the educational focus switch from vocational, which is the specific preparation of work, to career and technical education (CTE), which is preparation for broad

careers (Fletcher et al., 2017). Career and technical education programs within colleges and universities are designed to meet the needs of the workplace (Sewell, 2016; Wang & King, 2009) by preparing students for "(a) jobs requiring less than a baccalaureate degree, (b) equipping students with the knowledge, skills, and dispositions needed to pursue a wide range of high-demand/wage careers, and (c) ensuring students are ready for the rigor of postsecondary studies" (Fletcher et al., 2017, p. 242). CTE programs usually require experiential learning in the education process, as this method combines critical thinking and problem-solving skills in the workplace (Clark et al., 2010; Staklis & Klein, 2010). Likewise, "CTE curricular include a focus on the development of foundational skills, such as basic skills, thinking skills, and personal qualities, as well as a common core of workplace competencies and the specific skill competencies required for each occupational area" (Clark et al., 2010, para. 15).

In the United States, there are over 14 million students enrolled in career and technical education (Harms, 2016). Even with a large population of students enrolled in CTE, little is known about the global access learning context of these programs (Harms, 2016). Online CTE has been used primarily for workplace internships and job shadowing for current students (Harms, 2016). This form of learning has been used to "increase CTE enrollment, alleviate scheduling issues, and create additional learning time" (Harms, 2016, p. 20). Students enrolled in online CTE courses have increased content comprehension and course efficacy (Harms, 2016). As students' progress through coursework, CTE learning aids in career decisions self-efficacy.

Student career-decision self-efficacy. In preparing learners to be workplace ready, career self-efficacy is of grave importance (De Bruin & Hughes, 2012; Taylor & Betz, 1983). Career self-efficacy is defined by Donnay and Borgen (1999) as "patterns of perceptions regarding ability to perform career-relevant activities or occupational tasks" (p. 433). This

definition is based on Bandura's belief that individuals are most attracted to activities in which they view themselves to be efficacious (Donnay & Borgen, 1999).

Bandura (1977) described the significance of efficacy expectations and correlated them to the choices individuals make. He stated that an "efficacy expectation is the conviction that one can successfully execute the behavior required to produce the outcomes" (Bandura, 1977, p. 193). For students, perceived self-efficacy will influence their career field decisions, as people "get involved in activities and behave assuredly when they judge themselves capable of handling situations that would otherwise be intimidating" (Bandura, 1977, p. 194). Individuals will put forth more effort towards activities in which they have higher levels of perceived self-efficacy (Bandura, 1977). Bandura (1977) suggests that there are four sources of information in which expectations of personal efficacy can be strengthened and are established. The four sources are (a) performance accomplishments, (b) vicarious experience, (c) verbal persuasion, and (d) physiological states or emotional arousal (Bandura, 1977).

Following the work of Bandura (1977), Hackett and Betz (1981) introduced the concept of self-efficacy to vocational education (Donnay & Borgen, 1999). Within vocational education, the career behaviors influenced by perceptions of self-efficacy are achievement, adjustment processes, and academic and career decisions (Donnay & Borgen, 1999). Self-efficacy focuses on the belief one has about his or her personal ability to perform a particular behavior (Penn, 2016). As self-efficacy explores an individual's belief in his or her own capabilities to perform an action, career decision self-efficacy explores an individual's belief that he or she can engage in activities such as accurate "self-appraisal, gathering occupational information, goal selection, making plans for the future, and problem solving" (Mau et al., 2016, p. 255). Career decision self-efficacy has more recently been extensively researched and connected to learners

successfully engaging in positive career decision behavior and development (Betz, 2005; Betz et al., 2005; De Bruin & Hughes, 2012; Penn, 2016). Career decision self-efficacy is an indication of leaners perceived capabilities to make decisions as it pertains to his or her career (Penn, 2016). Students with higher levels of career decision self-efficacy are more confident in their ability to make career decisions (Penn, 2016). Although, career decision self-efficacy is explored from the learner perspective, little research exists specifically for distance education learners.

There is a lack of strategic development in the manner higher education institutions are preparing the next generation of workforce practitioners (Fletcher et al., 2017). Peng and Herr (2000) showed how distance education students could increase their career decision self-efficacy when exploring topics such as (a) career planning and development, (b) knowing oneself and the job world, (c) career decision-making, (d) school-based, enterprise-based, and social-based career development, and (e) adaptation and breakthrough difficulties in career. Many college and university career centers focus on such topics to aid in preparing students for the workforce, as career counseling is an effective method to reduce career indecision (Fouad et al., 2006).

Career services in postsecondary education. Higher education institutions have always had a goal to assist students in workforce preparation (Gonzales, 2017). In the beginning of the 19th century, college and university professors would seek apprenticeship or employment opportunities for students by referral to potential employers (Gonzales, 2017). As the workforce needs and demands grew, employers desired a more knowledgeable approach to employment placing (Gonzales, 2017). Higher education institutions began to establish career-specific departments with dedicated staff to appropriately work with employers to place students upon graduation (Gonzales, 2017). In an effort to continue to meet the demands of the workforce,

colleges and universities began to expand course and degree offerings, which help better prepare students to secure employment (Gonzales, 2017).

Towards the end of the 19th century, higher education institutions "became seen as a secure gateway for students to enter into the professional world" (Gonzales, 2017, p. 47). With such a high demand for educated employees, many colleges and universities created career centers to assist in the placement of students after graduation. The problem arose when these colleges and universities failed to properly prepare students for the specific careers in which they were placed (Gonzales, 2017). A shift was made to focus on "career education" versus "career placement". With this change came a new method for career centers to partner with potential employers and provide services such as internships, career counseling, programming events, professional development workshops, and experiential learning to better prepare students for employment (Gonzales, 2017).

Many students enroll in higher education degree programs with the motivation to better their life through more secure employment opportunities (Stone et al., 2016). Although learners desire better workforce opportunities, more students are aware of career services provided by colleges and universities than actually use the services (Fouad et al., 2006). Fouad et al (2006) collected data on 694 students at a large mid-western university in the United States to indicate whether the students had difficulties with career decisions and if university career services were needed as compared to other college samples in the United States. The results indicated that students felt a lack of readiness to make career decisions (Fouad et al., 2006). The student participants felt "a need for help with career decision making, particularly in the areas of difficulties related to their readiness to make a decision, their knowledge about information

needed to make a career decision, and helping to resolve conflicts" (Fouad et al., 2006, p. 414). Students are aware of the career centers, but are underutilizing many of the services such as

> guiding students towards specific career information and employment opportunities, setting present and future goals, aiding in the identification of appropriate graduate and professional school programs, providing experiential learning opportunities, and helping all students make reasonable and educated career choices that marry their knowledge of their goals with up to date information of the current labor force. (Gonzales, 2017, p. 51)

As higher education transformed to include global access learning, career centers began to incorporate online career counseling (Gonzales, 2017). NACE (2016), indicated that higher education institutions must remain abreast of the current technology trends, which includes servicing global access leaners with workforce preparation support. Although providing career services for online students is rising, little research exists for such experiential learning opportunities for global access leaners (Meehan-Klaus, 2016). Students exude more confidence in their ability to perform workplace skills from participating in external academic experiences (Crebert et al., 2004). Further research demonstrates when students participate in experiential learning opportunities, in their desired career field, their skills, confidence, and professional abilities increase (Meehan-Klaus, 2016).

Postsecondary Experiential Learning

For traditional and global access leaners alike, today's workforce needs to possess experiential skills (Beckem & Watkins, 2012; Meehan-Klaus, 2016; Roberts, 2016). Students reflect positive experiences with global access education when learning was linked to student real-world experiences (Boling et al., 2012). Such experiences have led learners to understand competitive advantages and be better prepared for the workforce (Lei & Gupta, 2010). To aid in

workforce preparation, career and technical education programs, and career centers are likely to include experiential learning as a major component of the education process (Sewell, 2016). Higher education institutions understand the importance of experiential learning opportunities for students, as these opportunities allow learners to experience both process and outcomes (Anderson et al., 2016), gain higher academic achievements (Anderson et al., 2016; Kolb & Lewis, 1986), and prepare them for the workforce (Kolb & Lewis, 1986; Meehan-Klaus, 2016).

With experiential learning continuing to rise within the American educational system, learners are still concerned about higher education institutions' preparation of students for the workforce (Sewell, 2016). In a 2016 study conducted by the Pew Research Center, data was collected on 5,006 adults, 18 years of age or older, from across all 50 U.S. states and the District of Columbia to examine new-age workplace skills and the role colleges should have in skill attainment (Pew Research Center, 2016). The results indicated that only 16% of Americans feel four-year granting institutions prepare students very well for today's workforce (Pew Research Center, 2016). Given this low percentage, 50% of Americans think “the main purpose of college should be to teach specific skills and knowledge that can be used in the workplace” (Pew Research Center, 2016, p. 77).

Although, experiential learning has been deemed as valuable (Kolb & Kolb, 2009), it very limited in the global access learning environment (Anderson et al., 2016), and there is not a uniformed approach for education leaders to follow to best allow learners to receive these opportunities (Meehan-Klaus, 2016). There is not a clear definition on the specific activities or even components of experiential learning that higher education institutions should provide to students (Meehan-Klaus, 2016). For these reasons, this researcher believes that the goal of

experiential learning should be focused on the preparation of student workplace readiness upon degree completion. This dissertation adopts Kolb and Kolb's (2005) belief that:

> Experiential learning is process of constructing that involves creative tension among the four learning models that are responsive to contextual demands. This process is portrayed as an idealized learning cycle or spiral where the learner 'touches all bases'—experiencing, reflecting, thinking, and acting—in a recursive process that is responsive to the learning situation and what is being learned. (p. 194)

Due to the ambiguity of experiential learning, this postsecondary research area focuses on understanding experiential learning theory, approaches to experiential learning, higher education experiential learning, and workplace learning within global access education.

Experiential learning in higher education. Experiential learning began with the creation of colonial colleges, as they were created to train men for positions as clergy or public servants (Breiter, 1992). By the mid-1800s experiential learning was making its way into the curriculum of various higher education institutions (Breiter, 1992). After the passage of the Morrill Act of 1862 and the rise of career and technical education, experiential learning was widely expanding throughout academia (Little, 1981). Various disciplines including health care, law, education, and agriculture all developed experiential learning curriculum (Breiter, 1992). These curricula allowed students to gain practical experiences by participating in moot courts, teacher training, and field work (Breiter, 1992). Cooperative education, a form of experiential learning focused on career preparation, was soon founded in 1906 at the University of Cincinnati (Breiter, 1992). Cooperative education was based on the notions that (a) work and study would be undertaken alternately and (b) work would serve vocational interests (Breiter, 1992). By the 1960s, the concept of experiential learning began to branch out into other programs including

service learning (community service activities) and cross-cultural learning (participant in cultures outside of your own) (Little, 1981).

Experiential learning models.

Dewey's models. In 1938, John Dewey expressed his belief that genuine learning happens through experiences. These learning experiences should help the learner "become an independent thinker, problem solver, and engaged citizen" (Blyler, 2016, p. 15). Dewey believed that the overall goal for the educational system was to prepare students for personal and professional fulfillment by way of experiential learning (Carver, 1997; Rojewski, 2002). Like many of the pioneers of experiential learning, Dewey considered learning as a process which combines concepts, observations, and action (Kolb, 1984).

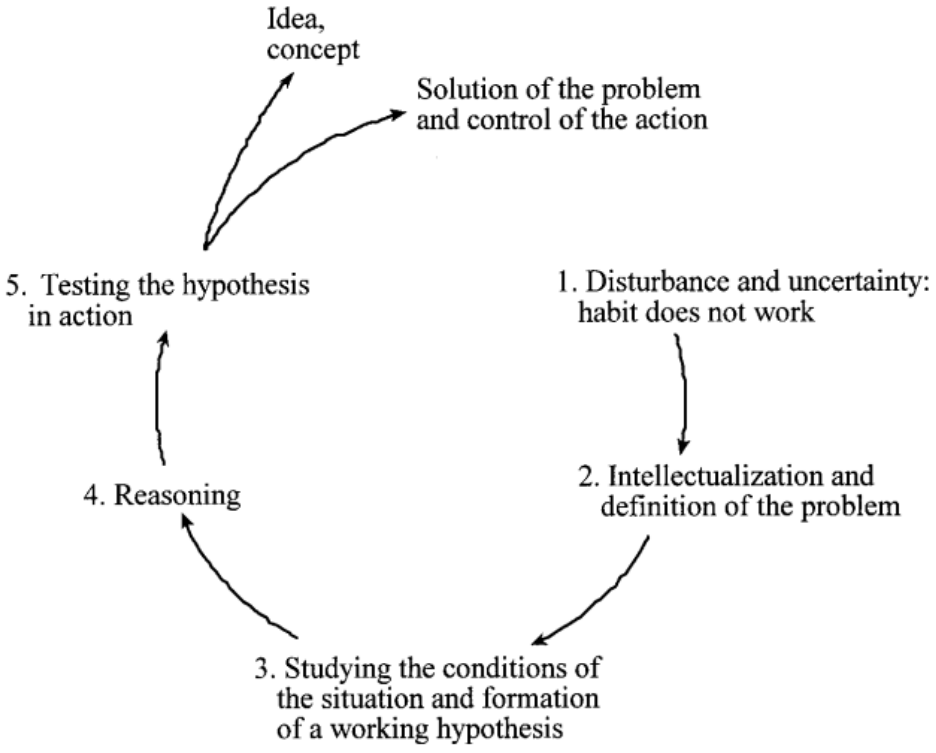

Figure 4. Dewey's model of reflective thought and action. Adapted from "The concept of experiential learning and John Dewey's theory of reflective thought and action," by R. Miettinen,

2000, International Journal of Lifelong Education, 19-1, p. 65. Copyright 2000 by Taylor & Francis Group, www.tandfonline.com. Reprinted with permission.

Dewey's (1938) model of reflective thought and action (Figure 4), consists of (a) making a reflective observation from an individual's disturbed experience, (b) defining the problem, (c) analyzing and diagnosing the conditions of the experience to form a possible solution, (d) elaborating upon possible solutions through thought experiments, and (e) reconstructing the experience to test the possible solution resulting in resolving the initial problem or learning a solution for a problem yet to come (Miettinen, 2000). Dewey considered this model of reflective thought and action as an experiential learning spiral. As the learner faces new disturbances, he or she will solve future problems by drawing upon knowledge gained from past experiences.

Piaget's model. Piaget argued that the development of people's view of the world, from infancy to adulthood, goes from concrete phenomenalism to abstract constructionism and from active egocentricism to internalized reflection (Kolb, 1984). These views of the world are shaped by an individual’s intelligent adaptation or learning gained from experiences (Kolb, 1984). Figure 5 displays Piaget's model of learning and cognitive development in which his four stages of cognitive growth are presented. Sensory-motor is the first stage and ranges from zero to two years of age. In this stage, an individual is mostly active in his or her learning style by touching and feeling (Kolb, 1984). The second stage, called the representational stage, ranges from two to six years old. This stage remains active in learning but develops the ability to reflect and internalize the learning (Kolb, 1984). Stage three focuses on an individual's symbolic development, called concrete operations (Kolb, 1984). This stage ranges from seven to eleven years of age and depends on abstract concepts to inform an individual's experience (Kolb, 1984). The final stage of cognitive development, formal operations, ranges from twelve to fifteen-year-

old. This stage returns to a more active learning style, now informed by the reflective and abstract symbolic powers previously developed (Kolb, 1984).

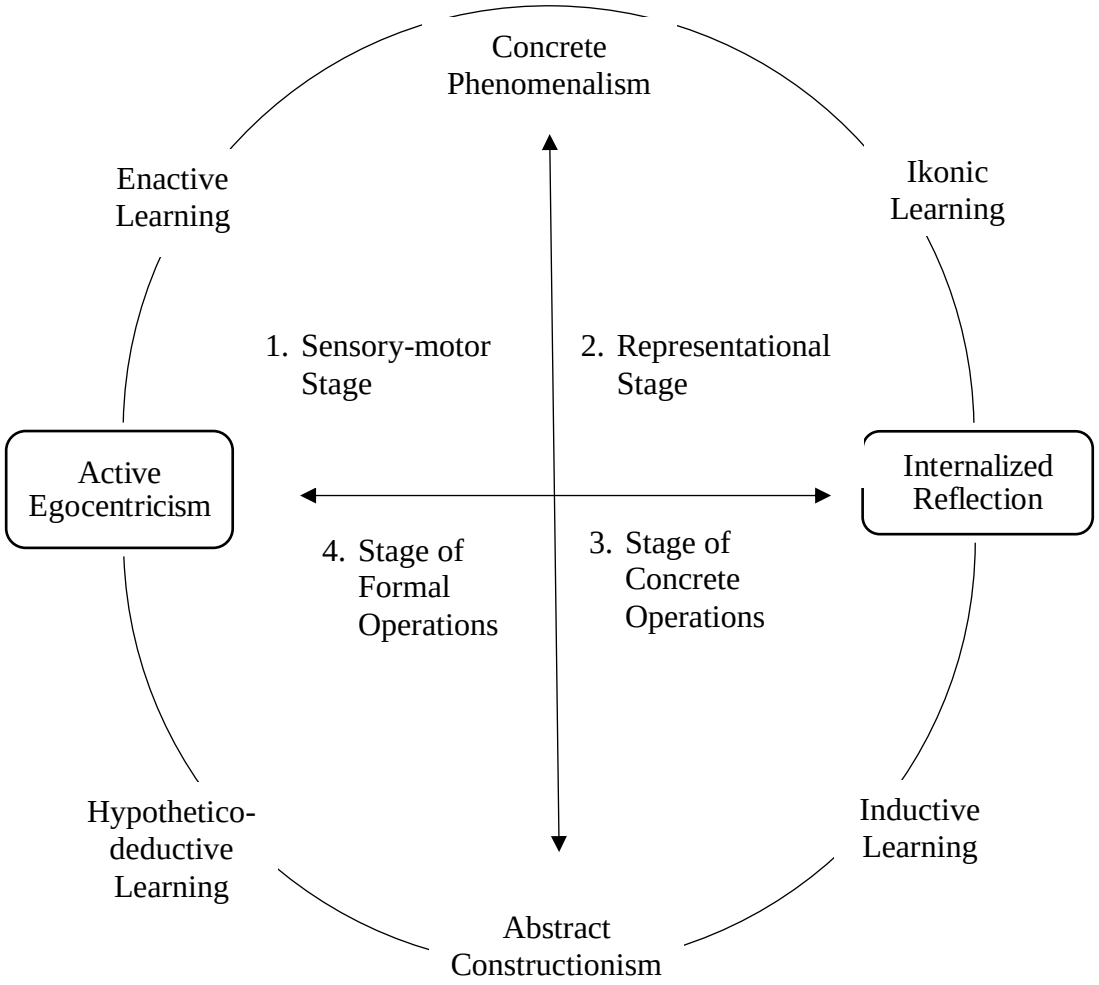

Figure 5. Piaget's model of learning and cognitive development. Adapted from "Experiential learning: Experience as the Source of Learning and Development," by D. A. Kolb, 1984, p. 25. Copyright 1984 by Prentice-Hall. Reprinted with permission.

Kolb's model. In 1984, David Kolb made popular the notion of experiential learning theory (ELT) in the areas of psychology and adult education literature (Yeo & Marquardt, 2015). Kolb (1984) based his work on the learning models of Dewey (1938) and Piaget (as cited in Kolb, 1984), and claimed that experiential learning is a "holistic integrative perspective on learning that combines experience, perception, cognition, and behavior" (p. 21).

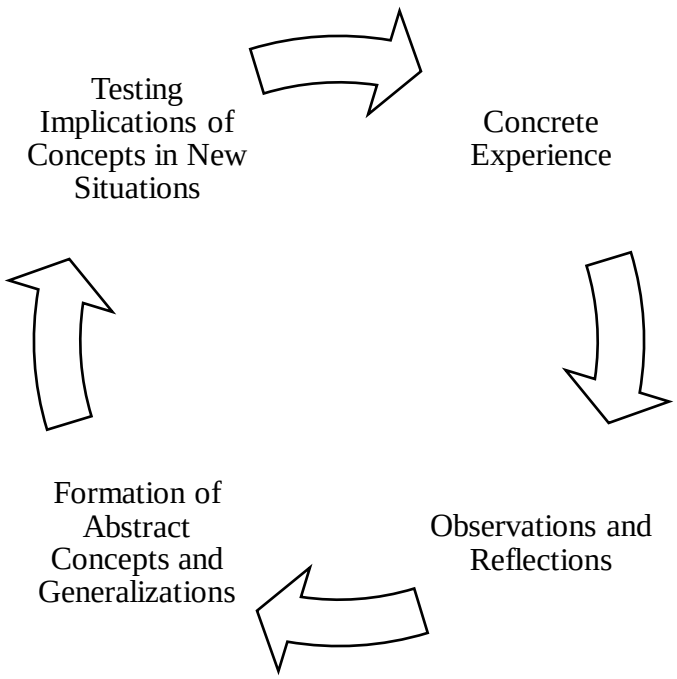

Figure 6. Kolb's model of experiential learning. Adapted from "Experiential learning: Experience as the Source of Learning and Development," by D. A. Kolb, 1984, p. 21. Copyright 1984 by Prentice-Hall. Reprinted with permission.

Kolb created a model/cycle of experiential learning that is designed to manage the learning and development of learners (Kolb & Kolb, 2005). The model consists of learners having concrete experiences in which they perform an action. The concrete experience is followed by a reflective observation, in which learners reflect on their concrete experience (Kolb, 1984). The reflective observation is followed by an abstract conceptualization in which learners draw a conclusion or realize learning has taken place from the reflection of the concrete experience. Active experimentation follows abstract conceptualization and is where learners actively attempt to engage in the experience that has been learned (Kolb, 1984). After active experimentation, the cycle begins again with learners having another concrete experience. Kolb (1984) asserts that, "learning is the process whereby knowledge is created through the transformation of experience" (p. 38). Thus, Kolb's ELT is built upon six propositions: (a)

learning is best conceived as a process, not in terms of outcomes, (b) all learning is relearning, (c) learning requires the resolution of conflicts between dialectically opposed modes of adaptation to the world, (d) learning is a holistic process of adaptation to the world and not just the result of cognition, (e) learning results from synergetic transactions between the person and the environment, and (f) learning is the process of creating knowledge (Kolb & Kolb 2005, p. 194).

Approaches to experiential learning. Higher education institutions are working towards utilizing various models of experiential learning to provide real world experiences to students. These opportunities add to the full college experience for students (McKeown, 2012). These experiential learning approaches generate from the constructivist approach, as "constructivism views learning as the result of mental construction; that is, children learn by constructing new ideas or concepts based on their current and previous knowledge" (Railsback, 2002, p. 6). In the traditional classroom and global access classroom, educators are consistently exploring new ways of teaching. Although not an exhaustive list, research shows that the following teaching approaches promote experiential learning to engage students in the learning process: (a) cognitive apprenticeship learning (Brown et al., 1989; Sawyer, 2005), (b) active learning (Bonwell & Eison,1991; Harmin, 1994; Meyers & Jones, 1993; Schlosser & Simonson, 2009; Wurdinger & Carlson, 2009), (c) problem-based learning (Alalshaikh, 2015; Duch et al., 2001; Schlosser & Simonson, 2009; Wheeler et al., 2005; Williams, 2003; Wurdinger & Carlson, 2009), (d) project-based learning (Railsback, 2002; Wurdinger & Carlson, 2009), and (e) service-based learning (Malvey & Hamby, 2005; McGorry, 2012; Strait & Sauer, 2004; Waldner et al., 2012; Wurdinger & Carlson, 2009).

Cognitive apprenticeship learning. Collins asserts, "Throughout most of history, teaching and learning have been based on apprenticeship" (as cited in Sawyer, 2005, p. 47). Brown et al. (1989) define cognitive apprenticeship as methods that "try to enculturate students into authentic practices through activity and social interaction in a way similar to that evident - and evidently successful – in craft apprenticeship" (p. 37). Prior to attending any formal educational training, children learn how to speak, construct, build, and grow in various trades all through apprenticeship (Sawyer, 2005). Through cognitive apprenticeship students are able to authentically acquire and develop the use of cognitive tools and physical skills in a specific trade (Brown et al., 1989). This approach to learning emphasizes four dimensions: (a) content, (b) method, (c) sequencing, and (d) sociology (Sawyer, 2005). The content dimension focuses on the differentiation of knowledge types required for expertise. The method dimension emphasizes teaching approaches that give students opportunities to "observe, engage in, and invent or discover expert strategies in context" (Sawyer, 2005, p. 50). The sequencing dimension provides principles and/or keys to ordering specific student learning activities (Sawyer, 2005). The final dimension of sociology focuses on the social characteristics of a student's learning environment (Sawyer, 2005). As cognitive apprenticeship learning developed, researchers expanded the concept into additional principles including: "situated learning, communities of practice, communities of learners, scaffolding, articulation and reflection" (Sawyer, 2005, p. 53).

Active learning. In the early 1990s, researchers began understanding how students can learn in the classroom with an approach that engages through participation and interaction (Wurdinger & Carlson, 2009). This approach called active learning, consists of "a classroom environment in which the student is engaged in his or her learning through cooperative efforts" (Schlosser & Simonson, 2009, p. 86). The concept of active learning was first presented to

improve student learning by Bonwell and Eison (1991). Meyers and Jones (1993) followed, exploring active learning in the higher education environment. In 1994, Harmin explored various strategies to increase student motivation and self-confidence using active learning. Today, there is a plethora of resources detailing how the active learning includes various classroom strategies including "role-plays, simulations, debates, presentations, case studies, and drama" (Wurdinger & Carlson, 2009, p. 21). Active learning involves any teaching approach that allows the students to be active, thus a lecture style environment would not be acceptable for this approach (Wurdinger & Carlson, 2009). This approach to teaching can result in students exploring new ideas and critically processing the learning taking place around them (Wurdinger & Carlson, 2009).

Problem-based learning. In problem-based learning, students have a desire to increase the cognitive engagement levels of learning (Alalshaikh, 2015; Wheeler et al., 2005). Duch et al. (2001) assert that the problem-based learning approach develops the skills for students to "think critically and be able to analyze and solve complex, real-world problems" (p. 6). This approach to teaching allows students to experience, analyze, and recommend a course of action in a real-life scenario (Schlosser & Simonson, 2009). This process, when combined with actual practicing professionals, allows students to gain a full picture of their field from the integration of prior knowledge with new knowledge gained from current industry experiences (Williams, 2003). The essence of problem-based learning allows students to find "solutions to authentic problems through in-depth investigation" (Wurdinger & Carlson, 2009, p. 33). When using a problem-based learning approach, research suggests that instructional effectiveness increases learning when (a) self-directed learning includes guidance and structure provided by instructors or facilitators, (b) problem-solving processes are used prior to new content information being

presented by the instructor or provided through other means, and (c) the instructors or facilitators use intentional scaffolding (Wurdinger & Carlson, 2009, p. 37).

Project-based learning. Students participate in meaningful learning experiences when they are genuinely interested in their projects (Wurdinger & Carlson, 2009). Project-based learning can increase students' knowledge retention and classroom engagement (Railsback, 2002). This approach to teaching is an "authentic instructional model or strategy in which student's plan, implement, and evaluate projects that have real-world applications beyond the classroom" (Railsback, 2002, p. 6). Derived from the research of Dickinson et al. (1998), Katz and Chard (2000), Martin and Baker (2000), and Thomas (1998), Railsback (2002), indicates that project-based learning elements contain (a) Student centered, student directed (b) a definite beginning, middle, and end, (c) content meaningful to students; directly observable in their environment, (d) real-world problems, (e) firsthand investigation, (f) sensitivity to local culture and culturally appropriate, (g) Specific goals related to curriculum and school, district, or state standards, (h) a tangible product that can be shared with the intended audience, (i) connections among academic, life, and work skills, (j) opportunity for feedback and assessments from expert sources, (k) opportunity for reflective thinking and student self-assessment, and (l) authentic assessments (portfolios, journals, etc.; p. 7).

Service-based learning. Higher education institutions began incorporating service-based learning to enhance the student experience. Experiential learning and service-based learning are similar in that they both "involve real world projects, require some sort of student reflection, and correlate with the course material" (McGorry, 2012, p. 46). The major difference with service-based learning is that students seek to develop civic and social responsibility. In service-based learning, students are able to engage in a hands-on approach that utilizes their classroom

knowledge in servicing community needs (Waldner et al., 2012). Service-based learning is a form of experiential education in which students apply their knowledge and skills learned in the classroom to address human and community needs (Strait & Sauer, 2004). Students engaged in service-based learning activities (a) provide community service as part of their academic coursework, (b) learn about and reflect upon the community context in which the service is provided, and (c) develop an understanding of the connection between service and their academic work (Strait & Sauer, 2004, p. 62). Research has called for service-based learning to expand to the online student population, as distance education makes it difficult for students to engage in work-based and community-centered experiences (Strait & Sauer, 2004; Waldner et al., 2012). Researchers refer to this expansion as "e-service learning (Malvey & Hamby, 2005; Waldner, McGorry, & Widener, 2010; Waldner et al., 2012). Defined by Malvey and Hamby (2005),

> E-service learning is an electronic form of experiential education. It is delivered online and uses the Internet and state of the art technologies that permit students, faculty, and community partners to collaborate at a distance in an organized, focused, experiential service learning activity, which simultaneously promotes civic responsibility and meets community needs. (p. 3)

E-service learning allows students to engage in service activities void of geographical constraints (Waldner et al., 2012).

Campus-based experiential learning. College and university experiential learning programs emerged from the emphasis of practical needs of culture and society (Little, 1981). In the early 1700s, Yale University was founded upon this practical emphasis as one of its founding documents. The 1701 Connecticut Act, expressed the need for a university "… wherein Youth

may be instructed in the Arts & Sciences who thorough the blessing of Almighty God may be fitted for Publick employment both in Church & Civil State" (Dexter, 1916, p. 21). As the experiential learning phenomena began to rise, higher education institutions began to incorporate work and/or service activities such as moot court, law clinics, curriculum capstones, occupationally technical instruction, and cross-cultural emersion (Little, 1981). With the various activities under the experiential learning umbrella, colleges and universities have used various names to describe their programs "(internship, cooperative education, service-learning, work-learning, practicum, field work, field study)" (Little, 1981, p. 12). The traditional college experience consists of educational, social, and extracurricular components (McKeown, 2012). Experiential learning as a whole, incorporates all three components through the various activities as it provides a bridge between classroom and workforce learning (Strait & Sauer, 2004). Despite the various terms used, "experiential learning", is generally accepted to encompass all descriptions and are based on common objectives that provide students an opportunity to:

1. apply, integrate, and evaluate the body of knowledge and the method of inquiry of a discipline or field via firsthand participation;
2. acquire skills and values specific to a profession, occupation, social institution, or organization; e.g., accounting, law, hospitals;
3. acquire and develop general functional skills and attitudes necessary for effective adult life; e.g., interpersonal interaction, group process, intercultural communication, coping with ambiguity, and working on real problems with other adults;

4. develop the ability to learn in a self-directed fashion. This is encouraged by the opportunity to see real consequences of one's actions and to succeed or fail on criteria other than grades;
5. develop and use an ethical perspective or stance; to develop moral reasoning or judgement in ethically complex situations;
6. test careers by exploration or confirmation of career choices and to gain documented work experience;
7. become responsible citizens of the community by identifying issues of social concern and developing skills for citizens participation;
8. have access to knowledge not easily attained through classroom instruction; e.g., oral history of a population, exercise of political power; and
9. identify problems for further study (Little, 1981, pp. 12-13).

Traditional brick and mortar institutions struggled for many years to produce the next generation of quality future faculty in the higher education industry (Bogle et al., 1997). In 1993, the Council of Graduate Schools (CGS) and the Association of American Colleges and Universities (AAC&U) partnered to launch the Preparing Future Faculty (PFF) program (Duderstadt, 2001). This PFF program prepares campus graduate students interested in embarking upon a career in higher education with concrete experience in the higher education field, while simultaneously completing a graduate degree. The experiences typically include acquiring skills in teaching, researching, presenting, lecturing, and/or publishing (Bogle et al., 1997). The PFF program has found success with providing experiential learning opportunities to students to increase their readiness for a career in higher education (Bogle et al., 1997).

Similar to the Preparing Future Faculty program, similar experiential learning programs found success with campus-based students. Colleges and universities saw the increase in workforce preparedness for students that completed such experiential learning programs (Esters & Retallick, 2013). The preparedness served as a desired skill for potential employers as well as students (Allen & Seaman, 2014; Esters & Retallick, 2013). Due to the increased desire, higher education institutions began creating various forms of experiential learning programs on campus (Gray et al., 1999). The number of institutions grew, who were successfully implementing these programs, but neglected to expand and serve the rising enrollment trends of global access students (Boling et al., 2012; O'Shea et al., 2015; Waldner et al., 2012).

Upon completion of degree programs, students enter the fierce and competitive job market with little to no experience in their respective industry (Heckman et al., 2015). As global access learning becomes more prevalent in higher education, students are challenged in their ability to engage in experiential learning opportunities, like the PFF program, that prepare them for their careers (Boling et al., 2012; Waldner et al., 2012). Traditional universities found success in campus-based opportunities, but such prospects are missing in the global access learning environment (Waldner et al., 2012). In the past decade, there have been very few higher education institutions to service the global access student population with experiential learning opportunities (Anderson et al., 2016). This research will explore the success of workforce development leaders that have implemented such opportunities for their global access populations and provide guidance for other leaders that desire to create such opportunities for their global access learners in the future.

Global access experiential learning. Some campus-based experiential learning programs have gone a step further and are incorporating ways "to help students connect theory

with experience and thought with action by way of technology" (Maddux et al., 2007, p. 68). Higher education leaders are aware that the growth of global access learning has attracted traditional and non-traditional, non-instructor led, face-to-face education (Schlosser & Simonson, 2009), students to learn in a global classroom (McKeown, 2012). Schlosser and Simonson (2009) stated, "distance education is a dramatic idea. It may change, even restructure, education, but only if it is possible to make the experiences of the distant learner as complete, satisfying, and acceptable as the experience of the local learner" (p. 52). The U.S. Department of Education's Office of Vocational and Adult Education calls for the use of occupation specific technical skills for learners (Sewell, 2016). Such technical skills prepare students to master abilities needed for a career after graduation (Sewell, 2016). Researchers have shown that there is a critical gap between classroom learning and practical application of learning that only experience can bridge (Llewellyn & Frame, 2012; Robbins, 2017). Even with the growth of online education, higher education institutions are deficient in providing such experiential learning technical skills to global access learners (Anderson et al., 2016).

Anderson, Hsu, and Kinney (2016) define online experiential learning as "learning that is incorporated into courses delivered in an online format" (p. 3). The incorporation of experiential learning has proven problematic, as the process can be "time consuming, hard to assess, tough to scale, and expensive" (Beckem & Watkins, 2012, p. 61). Research has shown that for today's workers, 90% of the skills needed are experiential (Beckem & Watkins, 2012). With experiential learning being such a significant part of the learning process, higher education institutions must discover ways to incorporate this form of learning for their global access learners. One approach being used to incorporate workforce experiential learning is through Digital Media Simulations (Beckem & Watkins, 2012; Llewellyn & Frame, 2012). Digital Media Simulations immerse

students into a virtual representation of a realistic environment and are "among the new technologies that have emerged with the promise to help institutions better prepare students by providing them with valuable experiential learning opportunities that are easily scalable, reusable, and uniquely suited to enable instructors to assess students while simultaneously providing them with authentic student-centered learning journeys that increase student engagement" (Beckem & Watkins, 2012, p. 61).

Cognitive scientist, Roger Schank (1995) has also successfully developed online experiential learning practices through his concept of story-centered curriculum (SCC). SCC focuses on global access students playing one or more roles in the learning process in which they are actually doing something (Schank, 2011). Schank (2011) enforces learning by students participating in activities that they might actually encounter in their real professional lives. SCC is goal-based and activity-based, meaning learners are participating in activities that are in direct alignment with their workplace goals (Schank, 2011). Although Schank (2011) found success with online SCC, higher education institutions are limited in workforce experiential learning practices incorporated into their online courses.

Students have a propensity to feel anxiety over future employment (Schlosser & Simonson, 2009). There is a demand for learners to obtain proficiency in the ability to think critically, have problem solving capabilities and be able to communicate effectively (Llewellyn & Frame, 2012). 90% of the skills and knowledge desired from learners is experiential (Llewellyn & Frame, 2012). Therefore, experiential learning opportunities give students "a higher confidence level than peers who have not undertaken experiential learning" (Llewellyn & Frame, 2012, p. 17). Higher education administrators turn to professionals like Roger Schank due to the current educational design lacking in its ability to provide real-world experiences to

learners (Boling et al., 2012). With the expansion of global access education and a heightened focus on workforce development, colleges and universities must begin to deploy experiential learning opportunities for both traditional and global access learner populations. Williams (2003), eloquently captures this essence of experiential learning,

> Teaching methodologies become outdated over time. As we advance into the future traditional ways of teaching are becoming outdated as industry evolves. Educators have realized that student's need a variety of skills to compete in today's market place. While they still need in depth technical know-how and theoretical knowledge, they also need to know how to work with others, to communicate, how to apply small solutions to larger open-ended problems, how to continuously learn, and how to integrate their knowledge with other disciplines. The best way to teach these principles is to immerse students in a team-based learning process, which appears new, but is actually a time-honored process. (Williams, 2003, p. 114)

In the summer of 2016, Rainie and Anderson (2017), The Pew Research Center, and Elon's Imagining the Internet Center conducted a survey asking 1,408 technologists, scholars, practitioners, strategic thinkers and education leaders to "weigh in on the likely future of workplace training" (p. 3). The survey asked participants,

> In the next 10 years, do you think we will see the emergence of new educational and training programs that can successfully train large numbers of workers in the skills they will need to perform the jobs of the future? (Rainie & Anderson, 2017, p. 3)

The results indicated that 30% of respondents indicated that they did not "believe adaptation in teaching environments will be sufficient to teach new skills at the scale that is necessary to help

workers keep abreast of the tech changes that will upend millions of jobs" (Rainie & Anderson, 2017, p. 3).

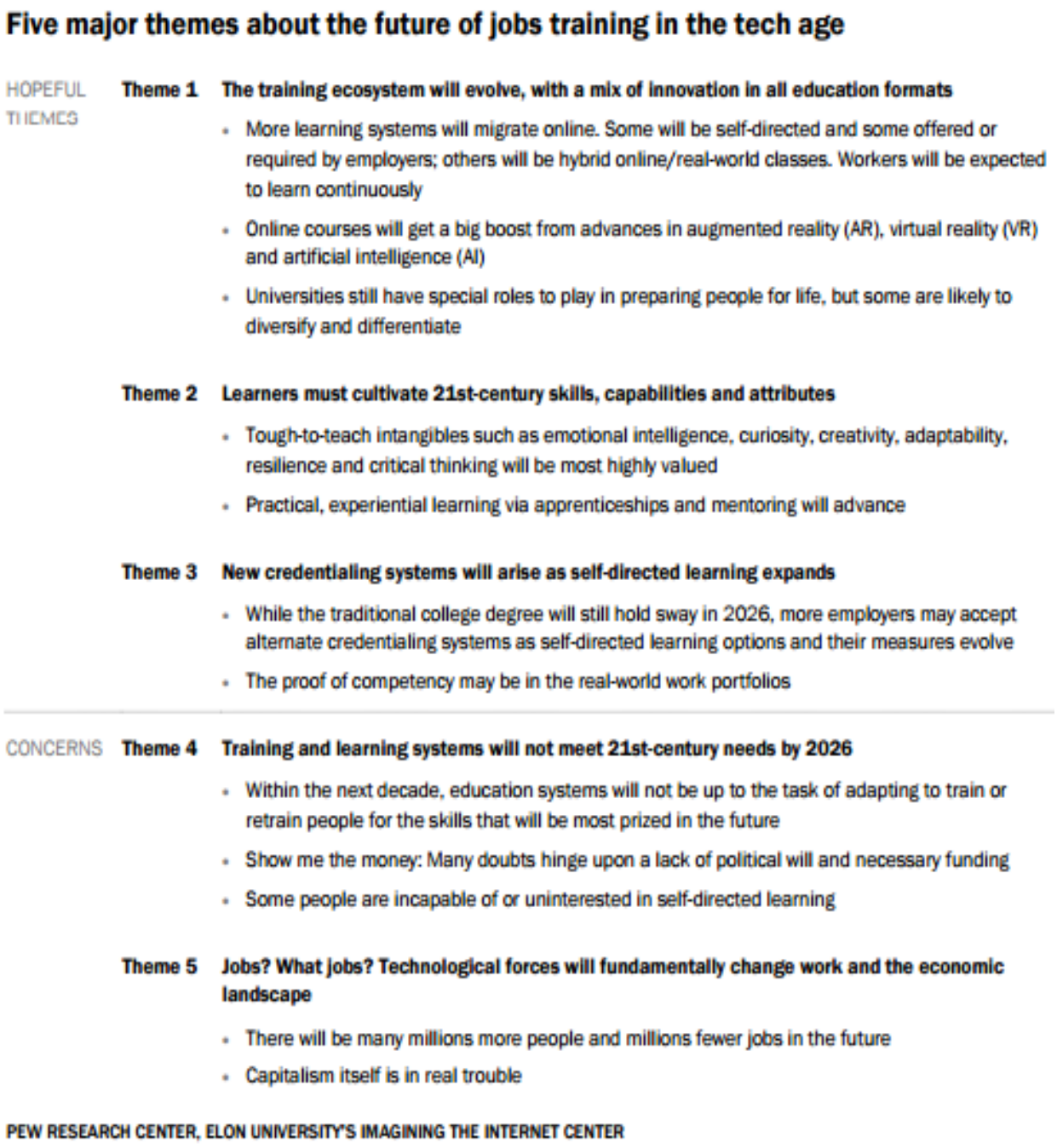

Figure 7. The Pew Research Center and Elon's Imagining the Internet Center's five major themes about the future of jobs training in the tech age. Adapted from "The Future of Jobs and

Jobs Training," by L. Rainie and J. Anderson, 2017, p. 7. Copyright 2017 by Pew Research Center. Reprinted with permission.

Five major themes about the future of jobs training (Figure 7) emerged from the survey. The five themes are (a) the training ecosystem will evolve, with a mix of innovation in all education formats, (b) learners must cultivate 21st-century skills, capabilities and attributes, (c) new credentialing systems will arise as self-directed learning expands, (d) Training and learning systems will not meet 21st-century needs by 2026, and (e) Jobs? What jobs? Technological forces will fundamentally change work and the economic landscape (Rainie & Anderson, 2017, p. 7).

The first three themes presented as hopeful and the last two presented as concerns for the future of job training (Rainie & Anderson, 2017). Within each theme, respondents expressed the importance of incorporating the usage of the online environment into the success of skill attainment (Rainie & Anderson, 2017). Respondents stressed the significance of experiential learning practices to achieve the desired skills for future jobs (Rainie & Anderson, 2017).

The main pedagogical practice at colleges and universities is a teacher-centered approach (Eng, 2017). Educators are aware that a teacher-centered approach fails to consider the constructivist approach of learner preferences (Eng, 2017). To meet the learner preference, need, experiential learning utilizes constructivism, allowing students to receive learning from the four phases of (a) concrete experience, (b) abstract conceptualization, (c) reflective observation, (d) and active experimentation (Kolb, 1984; Kolb & Kolb, 2005). Furthermore, an extension of experiential learning exists through online experiential learning, which incorporates non-campus-based students into the hands-on learning cycle (Anderson et al., 2016). Global access education continues to thrive in shifting the traditional approaches to the American educational system.

Higher education stakeholders (administrators, educators, students, employers, and employees) believe colleges and universities have a responsibility to provide a full college experience for students. This experience includes global access learners engaging in workforce activities that have real-world application. Thus, this dissertation explores the best practices of workforce development leaders' usage of workforce experiential learning activities within the global access learning environment.

Global Access Workplace Learning

In a digital literate world, companies and organizations are leading the technological capabilities of collaborating with a global workforce (Melon-Ramos, 2016). The workforce of the 21st century is dependent on organizations forming efficient global access, or virtual, teams to accommodate global collaboration (Melon-Ramos, 2016). There are entire programs are dependent upon employee ability to work solely in a virtual environment. For example, initiatives like the Virtual Student Foreign Service program and Columbia University's Virtual Internship Program, allow learners to join a global access team to gain workplace specific skills. Global access teams are made up of workers who collaborate across geographical boundaries using advanced information technologies to solve organizational problems (Melon-Ramos, 2016). Companies use various forms of information communication technologies to bring digital learning to where workers are (Bersin et al., 2017). The forms of information communication technologies include: MOOCS, TED, Professor open lectures, Google, YouTube, Workplace by Facebook, blogs, wikis, virtual marketplaces, social networks, and other online learning systems to improve communication and efficiency of global teams (Melon-Ramos, 2016). Creating effective teams has been a long withstanding challenge for organizations (Melon-Ramos, 2016). As a solution, some companies measure task performance, team cohesiveness, computer skills,

and social bond to determine if the virtual team will be successful in a computer-supported collaborative learning environment (Melon-Ramos, 2016). Other companies focus on, an increase in borderless collaboration, personalized adult learning, and greater social attachment of global access workers (Lakhani & Marquard, 2014).

Current technological digital innovations have placed a demand on workforce development leaders to develop global teams that are creative, innovative, and possess skills to solve complex organizational issues (Lakhani & Marquard, 2014; Snow et al., 2017). This requires global access workers to use experiential learning to design innovative solutions to current and future economic and technological challenges. For example, design thinking and design process becomes more prominent for global access workers in the 21st century. Design thinking allow learners to "understand the complex social and physical relationships that enable modern technologies to function" (Irgens, 2017, p. 1). Irgens (2017), calls for educators and researchers to establish methods of teaching and assessing the design skill development of learners. She postulates the concept of connected design rationale, which suggests that the measurement of design thinking should be based on the degree to which a learner understands the connected relationship between design moves, tangible design actions, and design rationale, justification of design moves (Irgens, 2017). Experiential learning, like design thinking, is a main element of 21st century workforce innovation (Hill et al., 2014). Workforce development leaders must make significant investments in worker development, including experiential learning, to keep up with the rapid growth of digital technological innovations (Lakhani & Marquard, 2014). To effectively provide a space where global access workers can create innovative disruptions and increase performance, workforce development leaders deploy various frameworks including

collective genius, deliberate practice, and situational and adaptive leadership (Bersin et al., 2017; Coughlan et al., 2014; Hill et al., 2014).

Collective genius. Innovation leadership is leading the pathway for the workforce of the 21st century (Hill et al., 2014). Technological accelerations in today's workforce require organizational leaders to shift in new and innovative operational and thinking approaches (Jones, 2016). Workforce development leaders are adapting to the way of collective genius, as it spurs innovation within workers and the organization (Hill et al., 2014). Leading innovation across a global access workforce is critical, as innovative technologies direct organizational goals (Jones, 2016). Collective genius within global teams requires workers that are able and willing to innovate (Hill et al., 2014). Workers that are willing to innovate, demonstrate a sense of purpose, shared values, and rules in which they engage with one another. When workforce development leaders establish teams of willing and able workers, discovery-driven learning should be encouraged that encourages collaboration and integrative decision making (Hill et al., 2014). Discovery-driven learning is a form of experiential learning that promotes workers to test ideas, experiment, reflect, and adjust through a creative agility process (Hill et al., 2014; Jones, 2016). Workers that have the freedom to debate and discourse to generate innovative ideas, collaborate through creative abrasion. Lastly, integrative decision-making allows workers to make decisions that combine opposing ideas and disparate by way of creative resolution (Hill et al., 2014). When workforce development leaders strive to create these conditions for global access workers, true innovation can occur (Jones, 2016).

Deliberate practice. Current research shows that using repetitive, deliberate practice in combination with digital technology, workers significantly improved performance of the specific skill being practiced (Lacue, 2017). Workplace leaders focus on deliberate practice when

workers need to learn, become proficient in a skill, or perform at an expert level (Coughlan et al., 2014). In today's highly advanced digital innovations, workforce development leaders rely on deliberate practice training of workers, especially when advancing esoteric technology (Young, 2017). This form of training allows the concentration on the practice activity to improve worker performance by remaining more relevant than any other activity (Coughlan et al., 2014). As deliberate practice focuses on activities that are central to learning, workers improve overall performance levels (Coughlan et al., 2014; Lacue, 2017). Deliberate practice activities are challenging, repetitious, and effortful for workers and require consistent feedback from workforce development leaders (Coughlan et al., 2014). The challenge and effort required of worker may cause the activity being practiced to not be inherently enjoyable or immediately rewarding (Coughlan et al., 2014). Workforce development leaders utilize deliberate practice to keep the skills of their workforce proficient and communicate to workers that the greater their practice, the higher learning and skill attainment outcomes will be (Coughlan et al., 2014; Young, 2017).

Situational Leadership Theory. The study of leadership has progressed over the years. In 1982, Hersey and Blanchard introduced situational leadership theory, which invited a new understanding to the study of leadership. Situational leadership argues that there is no one best style of leadership. In situational leadership, leaders must adjust their style (telling, selling, participating, delegating) to the situation as well as to the people being led (Hersey & Blanchard, 1982). This theory observes that a leader can adapt his or her leadership style to accommodate his or her followers (Hersey & Blanchard, 1982). Blanchard and Hersey developed the situational leadership model in the late 1960s. The model serves as a leadership theory that suggests both leadership and management are needed to obtain effective leadership followers

(Hersey & Blanchard, 1982). Leaders are to identify followers' readiness level and utilize the corresponding leadership style to garner the most effective outcome followers (Hersey & Blanchard, 1982). The level of ability and the level of willingness to do what is needed determine a follower's readiness level followers (Hersey & Blanchard, 1982). This framework prescribes that the leadership approach a leader uses depends on the situation:

Telling is the style to use in situations in which followers have a shortage of the training, confidence, or desire needed to finish the task. The leader behavior is high task/low relationship and is used when leaders must directly communicate a course of action to their followers (Hersey & Blanchard, 1982).

Selling should be used with followers who are not able to finish the task but are confident and willing. This style is high task/high relationship due to the majority of direction being given by the leader. The leader uses socio-emotional support and two-way communication to coerce followers to agree with decisions they have made (Hersey & Blanchard, 1982).

Participating is the style to use with followers who lack confidence and have the capabilities to achieve goals, to motivate and encourage them. The leader behavior is high relationship/low task and the leader acknowledges the followers are competent and empowers them to make executive decisions (Hersey & Blanchard, 1982).

Delegating should be used when followers are able, confident, and motivated. This style is low relationship/low task because the leader allows the followers to operate independently. Followers are both able and willing to take responsibility for directing their own behavior (Hersey & Blanchard, 1982).

Situational leadership is founded on the combination of task and relationship behavior provided by the leader. Task behavior is the magnitude to which a leader engages in one-way

communication by the elucidation of what, when, where, and how the follower should accomplish tasks (Hersey & Blanchard, 1982). Relationship behavior is the degree to which a leader engages in two-way communication by facilitating behaviors and offering socio-emotional support (Hersey & Blanchard, 1982). The situational leadership model infers that to be effective, a leader must first assess, understand, and acknowledge the situation of the follower and then implement the corresponding leadership style.

Adaptive leadership theory. This framework is ideal for practices of technical and nontechnical solutions to current global access adaptive challenges of workforce development leaders (Hess, 2016). Workforce development leaders use technical solutions to solve technical challenges, which are problems solved by practice, experience, training, experiments, and policy (Heifetz et al., 2009). Like situational leadership, adaptive leaders solve adaptive challenges by changing their views, values, and ethics through a learning process (Heifetz et al., 2009). Adaptive leaders can discern between adaptive and technical problems (Heifetz et al., 2009). They recognize the problem and guide workers through the change required to reach a resolution (Hess, 2016). Organizational challenges are not always clearly identified as technical or adaptive, which is where deliberate practice, collective genius, and situational leadership prepare workforce development leaders to lead innovative teams is solving adaptive problems of the 21st century (Bersin et al., 2017; Coughlan et al., 2014; Hill et al., 2014).

Chapter 3: Research Design and Methodology

Introduction

The purpose of this study was to identify experiential learning practices and strategies for global access learners that are employed by workforce development leaders, the challenges those workforce development leaders face in implementing experiential learning practices and strategies for global access learners, how workforce development leaders measure the success of experiential learning strategies and practices for global access learners, and what recommendations they have for other leaders implementing experiential learning strategies and practices for global access learners. This chapter includes a re-statement of the research questions and highlights the qualitative research methodology used to conduct this phenomenological study. The research design is addressed through a discussion of the population, sampling method, participant selection methodology, and the Institutional Review Board (IRB) approval process, which covers how human subjects are protected. The data collection strategy discusses the methodology used for contacting, selecting, and gathering participant data. This chapter explains the interview protocol and questions that were tested for reliability and validity. The chapter concludes with a discussion of methodology used to analyze, code, and validate the data and the process for discovering themes that contribute to the findings of this research study.

Re-Statement of Research Questions

To achieve the objective of this study, a qualitative approach was used to address these four research questions:

- RQ1 - What strategies and best practices do workforce development leaders employ in implementing experiential learning for global access learners?

- RQ2 - What challenges do workforce development leaders face in implementing experiential learning for global access learners?
- RQ3 - How do workforce development leaders measure the success of experiential learning for global access learners?
- RQ4 - What recommendations do workforce development leaders have for organizations implementing experiential learning for global access learners?

Nature of the Study

Psychologist, George Kelly, stated that "if you want to know what is going on, it is always sensible to ask the people who are doing the work themselves" (Kelly, 1955, in Reid, 2006, p. 41). Qualitative research is deeper and richer in context of the data than that of quantitative research (Andersen & Taylor, 2009). Pietkiewicz and Smith (2014), noted that "qualitative researchers are mainly concerned with meaning (e.g., how individuals make sense of the world, how they experience events, what meaning they attribute to phenomena). In other words, they are more preoccupied with the quality of experience, rather than causal relationships" (p. 1). In Creswell's (2013) definition,

> qualitative research begins with assumptions and the use of interpretive/theoretical frameworks that inform the study of research problems addressing the meaning individuals or groups ascribe to a social or human problem. To study this problem, qualitative researchers use an emerging qualitative approach to inquiry, the collection of data in a natural setting sensitive to the people and places under study, and data analysis that is both inductive and deductive and establishes patterns or themes. The final written report or presentation includes the voices of participants, the reflexivity of the researcher, a complex

description and interpretation of the problem, and its contribution to the literature or a call for change. (p. 44)

The qualitative research process can be categorized into five phases: (a) the researcher as a multicultural subject, (b) theoretical paradigms and perspectives, (c) research strategies, (d) methods of collection and analysis, and (e) the art, practice, and politics of interpretation and evaluation (Denzin & Lincoln, 2011). The phases of the research process are generated from the three basic activities that sum up the process of qualitative research: theory, method, and analysis (Denzin & Lincoln, 2011). Researchers approach the qualitative research process with ideas rooted in a perspective based on their personal biography (Denzin & Lincoln, 2011). Based on these ideas, researchers approach a "framework (theory, ontology) that specifies a set of questions (epistemology), which are then examined (methodology, analysis) in specific ways" (Denzin & Lincoln, 2011, p. 11). Ontology is centered on, "the nature of reality and its characteristics. When researchers conduct qualitative research, they are embracing the idea of multiple realities" (Creswell, 2013, p. 20). "The social constructionism sees the language, the communication and the speech as having the central role of the interactive process through which we understand the world and ourselves" (Galbin, 2014, p. 82). Epistemology is the notion in which, "researchers try to get as close as possible to the participants being studied. Therefore, subjective evidence is assembled based on individual views. This is how knowledge is known – through the subjective experience of people" (Creswell, 2013, p. 20). Thus, the five phases of the qualitative research process are viewed from within the researcher's adopted interpretive community with its own distinct perspective (Denzin & Lincoln, 2011).

Given the many strengths of qualitative research, there have been some noted weaknesses as well. Many of the concerns come from quantitative researchers that call into question the

precision of qualitative data analysis (Chowdhury, 2015). Some critics question the impact of researcher biases on the findings (Chowdhury, 2015), or if smaller sample sizes can accurately reflect a larger population (Hodges, 2011; Polit & Beck, 2010). To investigate the research questions, this study used a qualitative method approach, as the greatest weakness of the quantitative approach is that it decontextualizes the elements of human behavior (Andersen & Taylor, 2009). This study collected data from the lived experiences of workforce development leaders employing experiential learning to global access learners. This qualitative approach allowed best practices and strategies to clearly be identified that have contributed to the success of the 21st century workforce.

Methodology

The overall methodological design utilized within this study was phenomenology. A phenomenological method was used to gather the lived experiential learning practices and strategies for global access learners of workforce development leaders. Phenomenology is a qualitative research approach, that prioritizes understanding, capturing, and reflecting the participant process of making sense and giving voice to the phenomenon (Larkin & Thompson, 2012). The phenomenological method requires the researcher to collect first-person accounts from research participants that are detailed and reflective (Larkin & Thompson, 2012). This research method uses a constructivist-interpretive paradigm, as a distinctive and evolving research approach to qualitative inquiry (Smith & Osborn, 2003). The aim of phenomenological research is to explore, in detail, how participants make sense of their personal and social world (Smith, 2008). Thus, a phenomenological approach was selected for this study, to explore how workforce development leaders from the identified organizations make sense of the experiential learning opportunities provided to global access learners.

This method was used to navigate through the five phases of the qualitative research process. The researcher entered into the research process with a socially situated perspective, as each researcher "speaks from a particular class, gender, racial, cultural, and ethnic community perspective" (Denzin & Lincoln, 2011, p. 11). The researcher's history and research traditions, conceptions of self and the other, and the ethics and politics of research were considered (Denzin & Lincoln, 2011). The interpretive paradigms assume that all qualitative researchers are guided by universal principals that "combine beliefs about *ontology* (What kind of being is the human being? What is the nature of reality?), *epistemology* (What is the relationship between the inquirer and the known?), and *methodology* (How do we know the world or gain knowledge of it?)" (Denzin & Lincoln, 2011, p. 12). The overarching concept or interpretive framework that contains the researcher's ontological, epistemological, and methodological beliefs is a *paradigm* (Denzin & Lincoln, 2011). A researcher's paradigm is his or her beliefs about the world, which guide and direct the research (Denzin & Lincoln, 2011). This study was guided by the constructivist-interpretive paradigm. In constructivism (also described as interpretivism), researchers seek to understand the world in which individuals work and live (Creswell, 2013). An interpretivist approach is where, "social actors are seen to jointly negotiate the meanings for actions and situations" (Blaikie, 1993, p. 96). Researchers guided by the constructivist paradigm use open-ended questions to make meaning from a person's view of his or her situation (Creswell, 2013). Constructivist researchers analyze participant responses to open-ended questions to address the process of individual's interactions (Creswell, 2013).

Structured process of phenomenology. This study used the phenomenology approach to qualitative research. Phenomenological research, "describes the common meaning for several individuals of their lived experiences of a concept or a phenomenon" (Creswell, 2013, p. 76).

Qualitative research is an iterative process which consists of four cycles dissimilar to the epidemiological design of research (Crabtree & Miller, 1992). These cycles are sampling design, data collection, data management, and data analysis (Crabtree & Miller, 1992). In understanding this cycle, Creswell (2013), discusses various features of phenomenological research that are aligned with the approach to this study:

- The feature of placing emphasis on one concept or idea as the phenomenon for investigation strengthens the outcome of examining practices and strategies of workforce development leaders.
- Likewise, this study investigates the concept with a population that has all experienced the same phenomenon of experiential learning for global access learners.
- This study provides a philosophical discussion and procedural data analysis regarding the ideas of objective and subjective experiences of the phenomenon being investigated.
- The study concludes with a presentation that discusses the essence of "what" and "how" experienced by the phenomenon (Creswell, 2013, p. 79).

Appropriateness of phenomenology methodology. Phenomenology was developed by Edmund Husserl as an eidetic method (Pietkiewicz & Smith, 2014). This method is concerned with understanding to the way things appear to individuals in experience (Pietkiewicz & Smith, 2014). Phenomenology seeks to identify a phenomena or experiences' essential elements, which make the unlike others (Pietkiewicz & Smith, 2014). The hermeneutical approach to phenomenology is described as, "oriented toward lived experience (phenomenology) and interpreting the 'texts' of life (hermeneutics)" (Van Manen, 1997, in Creswell, 2013, p. 79). Idiography "refers to an in-depth analysis of single cases and examining individual perspectives of study participants, in their unique contexts" (Pietkiewicz & Smith, 2014, p. 3). The

phenomenological method is descriptive, as it is concerned with the appearance of things and allowing such things to speak for themselves. The phenomenological method is also interpretative, as it is aware that an uninterpreted phenomenon does not exist (Pietkiewicz & Smith, 2014).

Strengths. This qualitative phenomenological approach to research is supported upon the ability to analyze and interpret subject data, compare results, and predict, in an effort to develop subject lived experiences (Creswell, 2013; Smith et al., 2009). The interpretive analysis in phenomenology requires the researcher to be involved in the determination, extraction, and presentation of the meaning made by each study participant. This level of researcher participation, known as double hermeneutics, makes meaning from each participant voice by representing the individual perspective through the lens of the researcher (Smith et al., 2009). The researcher represents the voice of the participant through his or her reflection and interpretation of the experience (Smith et al., 2009). The data gathered from each participant is communicated through coding, memos, and written reports (Smith et al., 2009). The use of a qualitative phenomenological approach is valid and reliable for this study, as it allows the investigation of participant lived experiences in order to explore the phenomenon, cultivate themes, and establish significant meaning (Smith et al., 2009).

The strategies of inquiry and interpretive paradigms allow the researcher to reflect upon his or her history and lens in which he or she views the world to identify a strategy best suited for his or her research design (Denzin & Lincoln, 2011). Researchers use a strategy to navigate their paradigm from a theoretical notion to an empirical reality (Denzin & Lincoln, 2011). The five major strategies of inquiry, or approaches to qualitative inquiry, are narrative research, phenomenology, grounded theory, ethnography, and case studies (Creswell, 2013). This study

uses a phenomenological approach to qualitative inquiry. A phenomenological study "describes the common meaning for several individuals of their lived experiences of a concept or a phenomenon (Creswell, 2013, p. 76). The common experiences of workforce development leaders as they experience the phenomenon of global access experiential learning is the focus of this study. The goal of a phenomenological study is to reduce the common experiences of a phenomenon to identify its essence (Creswell, 2013). In phenomenology, researchers utilize open-ended questions to collect data from participants who have experienced the identified phenomenon (Creswell, 2013). The researcher than creates a composite description, detailing the essence of the phenomenon (Creswell, 2013). Thus, this research study identified workforce development leaders' experiential learning best practices and strategies for global access learners.

Weaknesses. Creswell (2013) presents four challenges to phenomenological research that can be viewed as weaknesses. The first challenge presented is that of a structured approach to analyzing qualitative research data (Creswell, 2013). The method used, based on Moustakas (1994), can be considered too structured for new researchers (Creswell, 2013). The second challenge to phenomenological research is the researcher's ability to identify, understand, and relay the larger philosophical assumptions, which are hard to observe in this written approach to qualitative research (Creswell, 2013). The third challenge stated is the identification and selection of participants that have all experienced the phenomenon under investigation (Creswell, 2013). For a common understanding of the phenomenon to be identified, all participants must have experienced the phenomenon in question, which based on the research topic can serve as complex (Creswell, 2013). The final challenge to phenomenological research discussed is the

researcher recognizing his or her bias and separating it from the study during the epoche process (Creswell, 2013).

Research Design

Global access postsecondary education enrollment is increasing at a rate greater than the total enrollment growth of campus-based students (Allen & Seaman, 2010, 2014, 2015, 2016). The global access student population continues to rise, as in Fall 2014, there was a total of 5.8 million students enrolled in online courses (Allen & Seaman, 2016). With online education `enrollments surpassing campus-based enrollments, postsecondary educators are responsible for the quality of education for global access learners. As such, educators have a responsibility to provide global access learners with experiential learning opportunities to achieve workplace readiness skills for future jobs (Rainie & Anderson, 2017).

According to the U.S. Department of Education, National Center for Education Statistics (2016), in 2013 to 2014, there were 4,724 degree granting postsecondary institutions in the Unites States of America. Various institutions from the 4,724 during Fall 2014, provided exactly 5,750,417 enrolled students with distance education courses (U. S. Department of Education, 2016). Enrollment ranged from students taking one distance education course to all courses being taken fully online (U. S. Department of Education, 2016). With global access enrollments spanning across thousands of higher education institutions, the population for this study were 129 workforce development leaders, who have exceled in providing global access learners with experiential learning opportunities.

Analysis unit. As such, the unit of analysis for this study was defined as a practitioner who offers experiential learning opportunities to global access learners. To fulfill identification of a unit of analysis, the following characteristics were identified:

- Be currently employed within a digital organization in the United States;
- Maintains a leadership position within the human resources, learning and development, or similar department;
- Has at least ten consecutive years of work experience;
- Demonstrated commitment to the future of learning and working.

Population. Twenty-first century digital organizations are at forefront of the 4th industrial revolution in workplace learning and development (Snow et al., 2017). Digital organizations are strategic in their approach to worker development and workplace learning (Bersin et al., 2017). The workforce development leaders that are paving the way for digital organizations have shifted in how they (a) design jobs, (b) organize work, and (c) plan for future growth (Bersin et al., 2017). Given the significance of workplace learning to digital organizations for the future workforce, organizations are not prepared for the change. Bersin et al. (2017), found that 90% of all chief executive offices recognize that digital technological disruptions are without escape to their organizations. Of the CEO's surveyed, 70% admit that their organization is not prepared for such changes, lacking the skills to adapt to digital disruptions (Bersin et al., 2017, p. 30). As such, the population of this study was comprised of leaders that are paving the way for workforce development for digital organizations. Future Workplace Network is a membership association consisting of senior human resource, talent, and learning practitioners from top global companies dedicated to benchmarking best practices and discovering the "next practices" for the future of learning and working (Future Workplace Network, n.d.). Future Workplace Network hosts member meetings to share current best practices and uncover the future state of workforce learning. The population for this study was derived from the 2015, 2016, 2017, and

2018 meetings of the Future Workplace Network meetings, which are comprised of 174 total speakers from seven meetings.

Sample size. In qualitative research, the goal is not to generalize the data collected, but to explain the information in detail (Creswell, 2013). To do so, the researcher must collect extensive detail about each participant (Creswell, 2013). In phenomenological studies, researchers typically interview from 5 to 6 (Gayle, 1997; Morris, 1995; Savage, 1974), up to 16 (Reaves, 2008), or between 5 to 25 (Creswell, 2013) individuals from the population who have all experienced the phenomenon. As such, this study utilized a sample size of 16 participants carefully selected with maximum variation and criterion through purposive (purposeful) sampling.

Purposive sampling. This sampling concept used in qualitative research allows researchers to identify study participants that can purposefully inform an understanding of the phenomenon and research problem in the study (Creswell, 2013). The purposive sampling approach to qualitative research has three major considerations: (a) the decision as to whom to select as participants for the study, (b) the specific type of sampling strategy, and (c) the size of the sample to be studied (Creswell, 2013, p. 155). In phenomenological studies, all participants selected for the study must have experience of the phenomenon in question (Creswell, 2013). After selecting participants, qualitative researchers then choose a sampling strategy. There are several sampling strategies to choose from including: maximum variation, homogeneous, critical case, theory based, confirming and disconfirming cases, snowball or chain, extreme or deviant case, typical case, intensity, politically important, random purposeful, stratified purposeful, criterion, opportunistic, combination or mixed, and convenience (Creswell, 2013, p. 158). The type of sampling strategies used in this study were maximum variation, as this study selected

diverse variations of participants based on specific characteristics and criteria (Creswell, 2013). This sampling method is most appropriate for this study, as it identified the unique best practices and strategies of a select group of people, workforce development leaders, who experience the same phenomenon, experiential learning for global access learners.

Participation selection: Sampling frame to create the master list. The participants for this study included workforce development leaders dedicated to advancing the 21st century global access workforce. Participant selection for this research study began by accessing the publicly available Future Workplace Network 2015, 2016, 2017, and 2018 Meeting websites at: https://2020wn1115.sched.com/, https://cisco2016.sched.com, https://fidelity2016.sched.com, https://microsoft2017.sched.com, https://suntrust2017.sched.com, http://futureoflearningandworking.com, and http://futureworkplacesummit.com/about-us. The website provided names, title and institutional affiliation for each workforce development leader that was listed as a speaker for the 2015, 2016, 2017, and 2018 meetings. The researcher then went to the institutional affiliation website of each workforce development leader to obtain an email address and/or phone number for each workforce development leader. Each potential participant was recruited by the researcher via email or telephone. The recruitment materials, consisting of a recruitment letter (Appendix D), was be emailed to each potential participant and stored on the researcher's personal computer in a Microsoft Word document. Hence, participant identification and selection were obtained through the following process:

- Step One – At the time of this study, The Future Workplace Network 2015, 2016, 2017, and 2018 Meeting websites provided at minimum the name, title, and institutional affiliation for each of the speakers. The researcher created a master list of all workforce development leaders using an Excel spreadsheet, which includes the first name, last

name, institutional affiliation, institution title, phone number, email address, and mailing address of each of the workforce development leaders. To gather this information, the researcher followed the following steps for each leader:

- November 2015 LinkedIn hosted Future Workplace Network Meeting (36 Speakers);
    - Visited meeting website at https://2020wn1115.sched.com/;
    - Visited meeting Speakers webpage (https://2020wn1115.sched.com/directory/speakers);
    - Obtained the first name, last name, institutional affiliation, and institution title from the Speakers webpage;
- May 2016 CISCO hosted Future Workplace Network Meeting (28 Speakers);
    - Visited meeting website at https://cisco2016.sched.com;
    - Visited meeting Speakers webpage (https://cisco2016.sched.com/directory/speakers);
    - Obtained the first name, last name, institutional affiliation, and institution title from the Speakers webpage;
- November 2016 Fidelity hosted Future Workplace Network Meeting (34 Speakers);
    - Visited meeting website at https://fidelity2016.sched.com;
    - Visited meeting Speakers webpage (https://fidelity2016.sched.com/directory/speakers);
    - Obtained the first name, last name, institutional affiliation, and institution title from the Speakers webpage;

- March 2017 Redflint hosted Future Workplace Network Meeting (33 Speakers);
    - Visited meeting website at http://futureoflearningandworking.com/;
    - Visited meeting Speakers webpage (http://futureoflearningandworking.com/agenda/);
    - Obtained the first name, last name, institutional affiliation, and institution title from the Speakers webpage;
- May 2017 Microsoft hosted Future Workplace Network Meeting (27 Speakers);
    - Visited meeting website at https://microsoft2017.sched.com;
    - Visited meeting Speakers webpage (https://microsoft2017.sched.com/directory/speakers);
    - Obtained the first name, last name, institutional affiliation, and institution title from the Speakers webpage;
- November 2017 SunTrust hosted Future Workplace Network Meeting (19 Speakers);
    - Visited meeting website at https://suntrust2017.sched.com;
    - Visited meeting Speakers webpage (https://suntrust2017.sched.com/directory/speakers);
    - Obtained the first name, last name, institutional affiliation, and institution title from the Speakers webpage;
- March 2018 Qualcomm hosted Future Workplace Network Meeting (25 Speakers);
    - Visited meeting website at http://futureworkplacesummit.com/about-us/;

        - Visited meeting Speakers webpage (http://futureworkplacesummit.com/agenda/);
        - Obtained the first name, last name, institutional affiliation, and institution title from the Speakers webpage;
    - Visited leader's institutional affiliation website;
    - Searched publicly accessible contact information to obtain the phone number, email address, and mailing address of each workforce development leader.
    - If above contact information was not available on the leader's institutional website, the researcher accessed the LinkedIn profile of the leader to gain contact information.
- Step Two – The spreadsheet was modified to include columns for annotating whether the potential participant met the criteria for inclusion outlined for this study. The researcher also removed 28 speaker names, as there were duplicate speakers across all seven meetings. The total resulted in 202 speaker sessions and a total of 174 actual speakers.
- Step Four – The sample for this study was identified and selected by applying a set of criteria of inclusion and criteria of exclusion to create a final list of 129 potential participants.
- Step Five – The criteria for maximum variation was then applied to ensure that the participant sample included a variation of affiliations.
- Step Six – If for whatever reason an approved participant wished to withdraw participation in the research study, the researcher identified another participant from the initial pool of 129 participants until a total of 16 interviews were completed.

Criteria for inclusion. To be considered for participation in this study, individuals must at a minimum meet the following inclusion criteria:

- Be currently employed within a digital organization in the United States;
- Maintains a leadership position within the human resources, learning and development, or similar department;
- Demonstrates commitment to the future of learning and working.

Criteria for exclusion. The criteria for exclusion for this study includes:

- Refusal to sign or verbally acknowledge informed consent;
- Refusal to verbally acknowledge that he or she meets all inclusion criteria;
- Refusal to have interview recorded;
- Those currently employed and residing outside of the United States.

Purposive sampling maximum variation. Lastly, purposive sampling pre-determines specific criteria that ensures participants have differences and selects participants based on those differences (Creswell, 2013). Maximum variation was achieved by selecting workforce development leaders of digital organizations that represent diverse global access learner populations, workplace readiness, and barriers. A purposive sample of 16 participants was obtained by applying criteria for maximum variation to ensure that the sample includes: (a) workforce development leaders with a minimum of 10 years professional experience, (b) participants from different digitalized organizations, and (c) participants from various industries.

Human subject consideration. This research was conducted in accordance with Title 45, Part 46 of the U.S. Code of Federal Regulations, Pepperdine University's Internal Review Board (IRB), and the Belmont Report. These requirements were to assess the risk to participants and ensure the protection and rights of all human participants (Creswell, 2013). Pepperdine

University's IRB approved the data collection process of this study prior to any participants being approached. All participants were provided with the central purpose of the study, data collection procedures, participant confidentiality disclosure, information and any known risks associated with their participation, and expected benefits of participation. Informed consent is critical to the success of this research study. Informed consent allowed participants to understand the potential risks, as well as, allow them to willingly participate in the research study without fear of consequences. Participants were provided a consent release statement at the outset of the interview and were instructed that the interview was completely voluntary, and they could discontinue participation at any point.

The researcher created a Microsoft Excel spreadsheet with the sample list information. To minimize risk and protect the identity of participants and their respective organization, pseudonyms were used when reporting the results, if participants did not consent to using their real information in the results. The raw data from interview transcriptions was added to a Microsoft Word document and saved in a back-up PDF document. The data is stored on a password-protected computer in the principal investigator's place of residence. The data will be stored for a minimum of three years. Any identifiable information obtained in connection with the study will remain confidential. The interview recordings were destroyed via hard drive permanent deletion once they were transcribed.

All recorded (written and audio) information given by the participants will be stored in a secured location, on a password-protected computer, for three years, and then will be destroyed after the three years via hard drive permanent deletion. Interviews were recorded using an electronic recording device and the audio files were transferred to the researcher's password-protected computer. Measures to protect the confidentiality and privacy of the participants were

applied when reporting the data collected through not conveying the participants' names, recognizable information, and the organization they are associated with.

Data Collection

Methods of collecting and analyzing empirical materials allow the researcher to identify various mediums he or she will use to collect data from participants (Denzin & Lincoln, 2011). Researchers can choose from a variety of methods to collect data including: interviewing, observing, artifacts, documents, records, visual methods, autoethnography, and data management methods (Denzin & Lincoln, 2011). This study used interviewing as its data collection method, as multiple, in-depth interviews are a typical data collection method for phenomenological studies (Creswell, 2013). Data collection for this study began with a final list of 129 potential participants. The final list of potential participants represents the workforce development leaders that meet all the requirements necessary to conduct the study.

Upon receiving approval from Pepperdine University's IRB, the first step in the process was to contact each workforce development leader using a standardized recruitment script. The script introduced the researcher to the leader and gauged his or her interest in participating in the study. Following the first point of contact, the recruitment letter (Appendix E) was sent to each workforce development leader via email. This letter described the objective of the research study and outlined the data collection process, which included semi-structured and follow-up interviews, explained the nature of the study, and informed the potential participant that if he or she agreed to participate, he or she would take part in a 45 to 60-minute interview that was recorded. The recruitment email included a copy of the informed consent form, intent to destroy all recordings once transcribed if desired by the participant, and a copy of the four research questions and ten corresponding interview questions. The email confirmed each potential

participant's willingness to participate in the study and requested each potential participant's availability and medium of communication to conduct the study. After each potential participant confirmed his or her willingness to participate in the research study, he or she signed and sent a copy of the informed consent form to the researcher prior to the interview appointment. The researcher repeated this process until all 16 interviews were conducted (Appendix H Final Participant List). The semi-structured interviews were held via telephone conferencing. While conducting the telephone interviews, each participant was physically in his or her office space located in various organizations throughout the U.S., and the researcher was physically in her office space located at her company, ADACI, in San Diego, California. At the conclusion of each interview, all digital recordings and transcriptions were stored and password protected in the researcher's home.

Interview Techniques

Surveys are among the most commonly used tool in research, whether in the form of a questionnaire, interview, or telephone poll (Andersen & Taylor, 2009). Surveys allow specific questions to be asked in regards to a plethora of topics and then perform sophisticated analyses to find patterns and relationships among variables (Andersen & Taylor, 2009). Leedy and Ormrod (2001) stated that, "research is a viable approach to a problem only when there are data to support it" (p. 94). According to Nesbary (2000), survey research is defined as "the process of collecting representative sample data from a larger population and using the sample to infer attributes of the population" (p. 10). Dillman, (2000) and Wallen and Fraenkel (2001) concluded that the main purpose of a survey is to estimate, with significant accuracy, the percentage of a population that has a specific characteristic by gathering data from a minor portion of the total population.

The phenomenological method is a distinctive approach to qualitative research. This method provides a theoretical foundation, as well as, an in-depth procedural guide for conducting phenomenological research (Smith, 1996). Smith and Osborn (2003) assert that an appropriate method for examining how individuals make sense of their social and personal world is embedded within a phenomenological analysis (Smith, 1996; Smith et al., 1999). A researcher that utilizes the in-depth interview method, "seeks 'deep' information and understanding" (Johnson, 2002, p. 106). This level of understanding is to give the researcher the equivalent knowledge as the participant being interviewed (Johnson, 2002). This study utilized semi-structured, in-depth interviews consisting of open-ended questions, which were crafted to best understand the meaning making process of experiential learning practices and strategies employed to global access learners.

Interview Protocol

Creswell (2013) recommends for qualitative research, that researchers use an interview guide (protocol) when conducting participant interviews. The interview protocol consists of a template like form, readily available to follow and write responses during the interview (Creswell, 2013). In this study, in-person interviewing was not possible as the researcher did not have direct access to the participants, therefore the interviews were conducted via telephone.

Relationship between research and interview questions. Following the guideline outlined by Creswell (2013) of establishing an interview protocol, the researcher developed a ten-question interview protocol. This protocol consisted of open-ended questions that were derived from the four research questions and built upon from the literature review. The major knowledge areas of the literature review include: (a) postsecondary global access education, (b) postsecondary workforce development, (c) postsecondary experiential learning, and (d) global

access workplace learning. Literature informed interview questions were developed for each of the four research questions. Table 1.0, below, demonstrates the relationship between each research question and corresponding interview questions.

Table 1

Research Questions and Corresponding Interview Questions

Research Questions	Corresponding Interview Questions
RQ1: What strategies and best practices do workforce development leaders employ in implementing experiential learning for global access learners?	IQ 1: What strategies and practices do you employ in implementing experiential learning opportunities for global access learners? IQ 2: What challenges do you face in implementing strategies and practices? IQ 3: How do you prepare global access learners for a successful experiential learning experience?
RQ 2: What challenges do workforce development leaders face in implementing experiential learning for global access learners?	IQ 4: What technology industry trends impact your current day to day operations of experiential learning for global access learners? IQ 5: As a workforce development leader, what have been some challenges you have encountered in leading experiential learning for global access learners?
RQ3: How do workforce development leaders measure the success of experiential learning for global access learners?	IQ 6: How do you define and measure your success as a workforce leader? IQ 7: What is your definition of success for experiential learning? IQ 8: What methods do you employ to measure and track experiential learning for global access learners' performance and success?
RQ4: What recommendations do workforce development leaders have for organizations implementing experiential learning for global access learners?	IQ 9: What leadership style/traits has helped you lead experiential learning for global access learners? IQ 10: What advice would you give to future workforce development leaders?

Note. The table identifies four research questions and corresponding interview questions.

Interview questions. The following ten interview questions will be used to gather data for this research study (See Table 1):

- IQ 1: What strategies and practices do you employ in implementing experiential learning opportunities for global access learners?
- IQ 2: What challenges do you face in implementing strategies and practices?
- IQ 3: How do you prepare global access learners for a successful experiential learning experience?
- IQ 4: What technology industry trends impact your current day to day operations of experiential learning for global access learners?
- IQ 5: As a workforce development leader, what have been some challenges you have encountered in leading experiential learning for global access learners?
- IQ 6: How do you define and measure your success as a workforce leader?
- IQ 7: What is your definition of success for experiential learning?
- IQ 8: What methods do you employ to measure and track experiential learning for global access learners' performance and success?
- IQ 9: What leadership style/traits has helped you lead experiential learning for global access learners?
- IQ 10: What advice would you give to future workforce development leaders?

Validity and reliability of the study. In qualitative and quantitative research, the effectiveness of the data collection is dependent upon the validity and reliability of the procedure (Best & Kahn, 1993). To ensure the trustworthiness of the data gathering instrument of this study, the researcher adhered to a naturalistic perspective in which the validation process was credible, authentic, dependable, transferable, and confirmable (Lincoln & Guba, 1985). This

trustworthiness approach is equivalent to the terms “internal validation, external validation, reliability, and objectivity” (Creswell, 2013, p. 246). To achieve the naturalistic approach to validation, the researcher used thick description to ensure the findings are transferable, seeks dependability rather than reliability, and looked for confirmability rather than objectivity. The validity and reliability of the data collection instrument was obtained through a five-pronged approach (a) prima-facie validity, (b) peer-review validity, (c) external expert review validity, (d) expert review validity, and (e) reliability of instrument.

Prima-facie validity. Prima-facie refers to the face value of the interview questions. This study had ten interview questions that were prima-facie. The researcher developed the interview questions in alignment with the research questions and literature review, to ensure they focused on understanding the central phenomenon in the study. This focus was established by creating questions that were open-ended and general (Creswell, 2013). The researcher achieved prima-facie validity by ensuring the data collection instrument measures its intended purpose providing readability and clarity.

Peer-review validity. To establish credibility, the researcher utilized a peer review approach. Peer reviews provided an external check of the researcher's process in conducting a study (Creswell, 2013). The peer review process “keeps the researcher honest; asks hard questions about methods, meanings, and interpretations; and provides the researcher with the opportunity for catharsis by sympathetically listening to the researcher's feelings” (Creswell, 2013, p. 250). The researcher identified two practitioners who were recent doctor of education graduates from Pepperdine University to be peer reviewers. The peer reviewers were chosen based on their experience and proficiency in conducting phenomenological research. They had more than 40 years of combined experience working in workplace readiness, employee

recruitment, and virtual talent development. Their career experiences and understanding of qualitative research methods, qualified them to evaluate the validity and reliability of the data collection instrument. Both peer reviewers were sent a letter invitation (Appendix B) via email, which provided them with a copy of the research questions and corresponding interview questions for this study (see Table 2). Each peer reviewer was asked to evaluate the questions to determine the following:

1. How well each interview question addresses its corresponding research questions. If relevant, the peer reviewer is asked to "Keep as stated."
2. Whether each interview question has direct relevance to its corresponding research question. If irrelevant, the peer reviewer is asked to "Delete it."
3. If each interview question needs to be modified to best fit its corresponding research question, the peer reviewer is asked to provide their "Suggested modifications."
4. Once the analysis is completed, the peer reviewer is asked to send the form via email or as a hard copy in person.
5. An expert panel is engaged when consensus for particular interview questions is not met.

Table 2

Research Questions and Corresponding Interview Questions (Peer Evaluation)

Research Questions	Corresponding Interview Questions
RQ1: What strategies and best practices do workforce development leaders employ in implementing experiential learning for global access learners?	IQ 1: What strategies and practices do you employ in implementing experiential learning opportunities for global access learners? *Keep as Stated | Delete It |Suggested Modifications* ____

(continued)

Research Questions	Corresponding Interview Questions
	IQ 2: What challenges do you face in implementing strategies and practices? *Keep as Stated* | *Delete It* |*Suggested Modifications*
	IQ 3: How do you prepare global access learners for a successful experiential learning experience? *Keep as Stated* | *Delete It* |*Suggested Modifications*
RQ 2: What challenges do workforce development leaders face in implementing experiential learning for global access learners?	IQ 4: What technology industry trends impact your current day to day operations of experiential learning for global access learners? *Keep as Stated* | *Delete It* |*Suggested Modifications*
	IQ 5: As a workforce development leader, what have been some challenges you have encountered in leading experiential learning for global access learners? *Keep as Stated* | *Delete It* |*Suggested Modifications*
RQ3: How do workforce development leaders measure the success of experiential learning for global access learners?	IQ 6: How do you define and measure your success as a workforce leader? *Keep as Stated* | *Delete It* |*Suggested Modifications*
	IQ 7: What is your definition of success for experiential learning? *Keep as Stated* | *Delete It* |*Suggested Modifications*
	IQ 8: What methods do you employ to measure and track experiential learning for global access learners' performance and success? *Keep as Stated* | *Delete It* |*Suggested Modifications*_____

(continued)

Research Questions	Corresponding Interview Questions
RQ4: What recommendations do workforce development leaders have for organizations implementing experiential learning for global access learners?	IQ 9: What leadership style/traits has helped you lead experiential learning for global access learners? *Keep as Stated | Delete It |Suggested Modifications*
	IQ 10: What advice would you give to future workforce development leaders? *Keep as Stated | Delete It |Suggested Modifications*

The results of the peer review process are provided in bulleted format in this section. The research questions and their revised corresponding interview questions are provided in Table 3.

- For more concise language, RQ1 was changed to, "What strategies and best practices do workforce development leaders employ implementing experiential learning for global access learners?"
- Related to RQ1, for more concise language, interview questions 1 and 2 were modified as follows:
    - IQ1: What strategies and best practices do you employ implementing experiential learning opportunities for global access learners?
    - IQ2: What challenges do you face implementing your strategies and practices?
- For more concise language, RQ2 was changed to, "What challenges do workforce development leaders face implementing experiential learning for global access learners?"
- Related to RQ2, for more relevancy, interview questions 4 and 5 were modified as follows:
    - IQ4: How does/has technology impact(ed) your day to day operations of experiential learning for global access learners?

    - IQ5: As a workforce development leader, what challenges have you encountered leading experiential learning for global access learners?

- For more concise language, RQ3 was changed to, "How do workforce development leaders measure success of experiential learning for global access learners?"
- Related to RQ3, for more concise language and relevancy, interview questions 6 and 8 were modified as follows:
    - IQ6: How do you define and measure success as a workforce development leader?
    - IQ8: What methods do you employ to measure the success of experiential learning for global access learners?
- Related to RQ4, for grammar refinement and more concise language, interview question 9 was modified as follows:
    - IQ9: Describe leadership style/trait approaches you relate to help better lead experiential learning for global access learners?

Table 3

Research Questions and Corresponding Interview Questions (Peer Reviewed)

Research Questions	Corresponding Interview Questions
RQ1: What strategies and best practices do workforce development leaders employ implementing experiential learning for global access learners?	IQ 1: What strategies and best practices do you employ implementing experiential learning opportunities for global access learners? IQ 2: What challenges do you face implementing your strategies and practices? IQ 3: How do you prepare global access learners for a successful experiential learning experience?

(continued)

Research Questions	Corresponding Interview Questions
RQ 2: What challenges do workforce development leaders face implementing experiential learning for global access learners?	IQ 4: How does/has technology impact(ed) your day to day operations of experiential learning for global access learners? IQ 5: As a workforce development leader, what challenges have you encountered leading experiential learning for global access learners?
RQ3: How do workforce development leaders measure success of experiential learning for global access learners?	IQ 6: How do you define and measure success as a workforce development leader? IQ 7: What is your definition of success for experiential learning? IQ 8: What methods do you employ to measure the success of experiential learning for global access learners?
RQ4: What recommendations do workforce development leaders have for organizations implementing experiential learning for global access learners?	IQ 9: Describe leadership style/trait approaches you relate to help better lead experiential learning for global access learners? IQ 10: What advice would you give to future workforce development leaders?

Note. The table identifies four research questions and corresponding interview questions that have been peer-reviewed.

Expert review validity. The researcher's dissertation committee served as an expert panel when consensus was not reached during the validity review process. If after the peer-review process was complete and consensus was not reached, the expert reviewers were utilized to determine the appropriate course of action. The results from the dissertation committee are provided in bulleted format in this section. The revised, expert reviewer research questions and their revised corresponding interview questions are provided in Table 4.

- Related to RQ3, for more refinement and relevancy, interview questions 6 and 7 were modified as follows:

    - IQ6: As a workforce leader, how do you define and measure success of experiential learning for global access learners?
    - IQ7: What is your definition of success for experiential learning for global access learners?

- Related to RQ2, for more relevancy, interview question 4 was modified as follows:
    - IQ4: How does technology impact your day to day operations of experiential learning for global access learners?
- Related to RQ4, for relevancy and alignment, interview questions 9 and 10 were modified as follows:
    - IQ9: Describe leadership practices you employ in leading experiential learning for global access learners?
    - IQ 10: What advice would you give to future workforce development leaders seeking to employ experiential learning for global access learners?

Table 4

Research Questions and Corresponding Interview Questions (Final)

Research Questions	Corresponding Interview Questions (Final)
RQ1: What strategies and best practices do workforce development leaders employ implementing experiential learning for global access learners?	IQ 1: What strategies and best practices do you employ implementing experiential learning opportunities for global access learners? IQ 2: What challenges do you face implementing your strategies and practices? IQ 3: How do you prepare global access learners for a successful experiential learning experience?

(continued)

Research Questions	Corresponding Interview Questions (Final)
RQ 2: What challenges do workforce development leaders face implementing experiential learning for global access learners?	IQ 4: How does technology impact your day to day operations of experiential learning for global access learners? IQ 5: As a workforce development leader, what challenges have you encountered leading experiential learning for global access learners?
RQ3: How do workforce development leaders measure success of experiential learning for global access learners?	IQ 6: As a workforce leader, how do you define and measure success of experiential learning for global access learners? IQ 7: What is your definition of success for experiential learning for global access learners? IQ 8: What methods do you employ to measure the success of experiential learning for global access learners?
RQ4: What recommendations do workforce development leaders have for organizations implementing experiential learning for global access learners?	IQ 9: Describe leadership practices you employ in leading experiential learning for global access learners? IQ 10: What advice would you give to future workforce development leaders seeking to employ experiential learning for global access learners?

Note. The table identifies four research questions and corresponding interview questions that have been expert-reviewed.

Reliability of instrument. Reliability is often described as the "stability of responses to multiple coders of data sets" (Creswell, 2013, p. 253). Furthermore, the reliability of a data collection instrument refers to the consistency of the instrument yielding the same results (Creswell, 2013). As stability of responses is hard to achieve when a researcher establishes his or her own data collection instrument, research suggest using auditability measures to keep track of

all information crucial to the data collection process (Johnson & Waterfield, 2004; Lietz et al., 2006). Therefore, the following measures were observed to ensure auditability was achieved:

- The researcher used a personal computer to record all notes of participants who have consented; and
- The researcher electronically recorded and kept all interviews of participants who have consented.
- The researcher employed a pilot session to pilot-test understandability and ensure the interview questions could be conducted within 60 minutes (Reynaldo, 2017).

Once all data was collected and transcribed, under these measures, the researcher reviewed all interview recordings a minimum of two times for accuracy. Based on the research design, data gathering procedures, and five-pronged approach to validity, this study qualified for demonstrating reliable outcomes.

Statement of Personal Bias

As researchers, we carry with us various beliefs and philosophical assumptions which inform our preferred theories and navigate our research (Creswell, 2013). These beliefs and assumptions are our deeply rooted views about the problems, questions, and approach to our research studies (Creswell, 2013). Creswell (2013) states, "These beliefs are instilled in us during our educational training through reading journal articles and books, through advice dispensed by our advisors, and through the scholarly communities we engage at our conferences and scholarly meetings" (p. 15). A researcher's philosophical assumptions within qualitative research are an integral component of his or her study, as they are a part of the research process (Creswell, 2013). Denzin and Lincoln (2011) explain that through qualitative research, "there is no clear window into the inner life of an individual. Any gaze is always filtered through the

lenses of language, gender, social class, race, and ethnicity. There are no objective observations, only observations socially situated in the worlds of – and between – the observer and the observed" (p. 12).

Bracketing. The act of putting one's bias aside is referred to as "bracketing" (Creswell, 2013, p. 80). In agreement with Denzin and Lincoln's (2011) philosophy, this researcher bracketed the following personal biases related to the research study:

1. The researcher had 15 years of experience working in learner workforce development.
2. The researcher held a graduate degree in teaching and learning with technology with an online educator specialization that shaped the way she approached learning opportunities for global access learners.
3. The researcher participated in a global access graduate degree program and a hybrid graduate degree program, also referred to as blended, which combines the usage of distance, online, and/or face-to-face modalities for teaching and learning activities (GSEP Doctor of Education in Organizational Leadership, n.d.; Schlosser & Simonson, 2009), that shaped the way she viewed workforce experiential learning opportunities for global access learners.
4. The researcher had her own opinion on what workforce experiential learning best practices and strategies were most effective based on her own knowledge and experience.

Epoche. During the research process, researchers must put their personal bias aside, so it does not interfere with the study. As with bracketing, the act of putting one's bias aside is referred to as the "epoche" (Moustakas, 1994, p. 34). Epoche involves the researcher being able to engage in a new perspective of the phenomenon being investigated, as a result of his or her

personal bias being placed aside (Creswell, 2013). This researcher's epoche process to set aside her experience included:

1. Reflecting upon knowledge and past experiences with the phenomenon under investigation, which shape the researcher's bias perspective (Creswell, 2013).
2. Maintaining a reflective journal during the research process for the researcher to remain aware of her personal bias as it arises and to inform the reader (Creswell, 2013).

Data Analysis

The analysis process demonstrates the artistic and political nature of the researcher's interpretive ability of making sense of the findings (Denzin & Lincoln, 2011). Qualitative researchers can choose from various approaches to analyze data including: computer-assisted analysis, and textual analysis (Denzin & Lincoln, 2011). This study utilized a phenomenological approach supported by Moustakas (1994) to analyze the data. Moustakas (1994) approach consists of (a) categorizing noteworthy accounts, (b) forming significant and meaningful divisions, (c) grouping themes, and (d) developing individual narratives in order to identify the essence of the lived experience (Creswell, 2013). This study also utilized the six steps suggested by Smith et al. (2009), to analyze the data of the study. The six steps for data analysis for a phenomenological study are: (a) intensive exploration of the data; reading and re-reading, (b) noting thought-provoking details from the transcript, (c) abbreviating the size of the details by constructing emerging themes, (d) identifying the relationship between developing themes, € analyzing all transcripts with an identical systematic process and (f) categorizing similarities amongst participants.

The overall data analysis for this study was divided into two phases. The first phase involved creating a dialogue between the participant and the researcher. The second phase focused on the coding process of the data gathered. Both phases were designed to identify emerged themes and patterns from the transcriptions (Fraizer, 2009), and make meaning from the extraction understanding of the phenomenon (Smith et al., 2009), In the first phase, the researcher identified claims, understanding, and concerns by performing a line-by-line analysis of the participant's interview written transcript. This analysis involved utilizing a Microsoft Word document to create a template which included common margins, paragraph line spacing, headers, footers, size, and font style to organize the raw data files (Fraizer, 2009). The raw data transcriptions were then added to the template and saved in a back-up PDF document. Lastly, all personal identifiers of the participants were removed and the researcher became familiar with the content by closely reading the transcriptions in detail twice (Fraizer, 2009). In the second phase, the researcher identified diverse emergent themes. The themes presented as broad, narrow, common, and nuanced. The researcher memoed to identify her perceptions and reflections of the interviews. Lastly, the researcher established a relationship and developed a structure amongst the themes (Smith et al., 2009).

Interrater reliability and validity. Interrater reliability or intercoder agreement uses "multiple coders to analyze transcript data" (Creswell, 2013, p. 253). The multiple coders provided an external check on the highly interpretive coding process of analyzing the data (Creswell, 2013). The researcher and coders achieved high interrater reliability, which provided sufficient evidence that the study was scientifically valid (Kurasaki, 2000).

Other coders. To further reduce any bias from the researcher, additional individuals were invited to serve as other coders (Hill et al., 2005). To achieve high interrater reliability, the

researcher identified additional coders that are experienced in phenomenological research design and/or had significant expertise in alignment with the purpose of this research study. For clarity in reaching a consensus, bar charts were used to aid in the interpretation and communication of the coding results of the data. Various visual representations of the findings help to interpret the findings and can include tables, graphs, or figures. Once consensus was obtained and the data analyzed, the researcher used bar charts to tabulate and report the findings of the research study.

Nvivo considerations. Nvivo, a qualitative and mixed methods data analysis program, is used to assist the researcher in understanding the true meaning of data void of bias (Ozkan, 2004). The Nvivo software was considered as a data analysis tool for this study, but an external auditor was determined by the researcher and dissertation committee to be the more appropriate approach to the coding process. The external auditor provides a more in depth and comprehensive understanding of the field for this study.

Increase reliability of information considerations. Once all data was collected and transcribed, the researcher followed the following considerations to ensure reliability and accuracy of the data:

- For the 15 consenting participants, an audit trail of the information was established by electronically recording all interviews;
- For all consenting participants, the researcher's notes were taken using a personal computer;
- The researcher reviewed all participant interview recordings twice during the transcription process to ensure accuracy of the information (Cutcliffe & McKenna, 2002).

Review of transcription considerations. The transcriptions were viewed on multiple accounts to allow for the appropriateness of the information to be considered (Cutcliffe &

McKenna, 2002). During transcription, the researcher reviewed the recordings twice to become familiar with the information. This allowed the researcher to then more accurately assess the final transcriptions once complete.

Chapter 3 Summary

Chapter three provides a comprehensive and extensive examination of the research design, methodology, and techniques for conducting a valid and reliable qualitative research study. The chapter begins with a re-statement of the research questions, explores the nature of the study, and describes the logic behind why a phenomenological approach is best suited for this qualitative research study. The research design identifies the analysis unit, population, sampling frame, and criteria for inclusion and exclusion of the research study. Next, human subject consideration is addresses Pepperdine University's IRB process and outlines the measures taken to protect participants and secure their information. The data collection section includes the specifics of the participant recruitment strategy, and the process of developing the interview techniques and protocol. Finally, chapter three concludes with a discussion on the validity and reliability process of the data collection instrument and elaborates upon the data analysis process.

Chapter 4: Findings

The purpose of this study was to identify the best practices and strategies, challenges, and success measures workforce development leaders employ and recommend when leading experiential learning for global access learners. To accomplish the purpose, this study sought to answer the following four research questions:

- RQ1 – What strategies and best practices do workforce development leaders employ in implementing experiential learning for global access learners?
- RQ2 – What challenges do workforce development leaders face in implementing experiential learning for global access learners?
- RQ3 – How do workforce development leaders measure the success of experiential learning for global access learners?
- RQ4 – What recommendations do workforce development leaders have for organizations implementing experiential learning for global access learners?

An interview protocol composed of ten open-ended questions was developed to answer the four research questions. Each interview question directly informed one of the research questions. The interview protocol achieved validation through an interrater reliability and validity procedure. The interrater reliability and validity procedure consisted of prima-facie validity, peer-review validity, external expert review validity, expert review validity, and reliability of instrument. Through the interrater reliability and validity procedure, the following ten interview questions were approved and used to interview the participants of this study;

1. What strategies and best practices do you employ implementing experiential learning opportunities for global access learners?
2. What challenges do you face implementing your strategies and practices?

3. How do you prepare global access learners for a successful experiential learning experience?
4. How does technology impact your day to day operations of experiential learning for global access learners?
5. As a workforce development leader, what challenges have you encountered leading experiential learning for global access learners?
6. As a workforce leader, how do you define and measure success of experiential learning for global access learners?
7. What is your definition of success for experiential learning for global access learners?
8. What methods do you employ to measure the success of experiential learning for global access learners?
9. Describe leadership practices you employ in leading experiential learning for global access learners?
10. What advice would you give to future workforce development leaders seeking to employ experiential learning for global access learners?

Interview participants for this study were requested to respond to the ten open-ended interview questions and to explain in as much detail as they determined was appropriate and comfortable. Collectively, the total responses to the ten interview questions provided an in-depth understanding of the best practices and strategies that make workforce development leaders successful when leading experiential learning for global access learners. Chapter four details a description of the participant for this study, a description of the data collection process, a discussion of the data analysis process, and an overview of the interrater review process. Lastly,

this chapter details the findings from the analysis of data that was collected from the ten interview questions.

Participant

This study interviewed a total of 16 participants. At the time of the interview, participants for this study met the criteria for inclusion. All participants were currently employed within a digital organization with operations in the United States. Each participant held a leadership position within the human resources, learning and development, or similar department. The participants for this study each had at least ten consecutive years of work experience and had demonstrated commitment to the future of learning and working. Of the 16 participants, nine, or 56.25%, were employed with a top United States industrial corporation, as determined by the 2017 rankings of Fortune. Two, or 12.5%, were employed at a top 20 ranking corporation. Four, or 25% were employed at a top 50 ranking corporation. Two, or 12.5%, were employed at a top 500 ranking corporation. One, or 6.25%, was employed at a top 1,000 ranking corporation (see Figure 8).

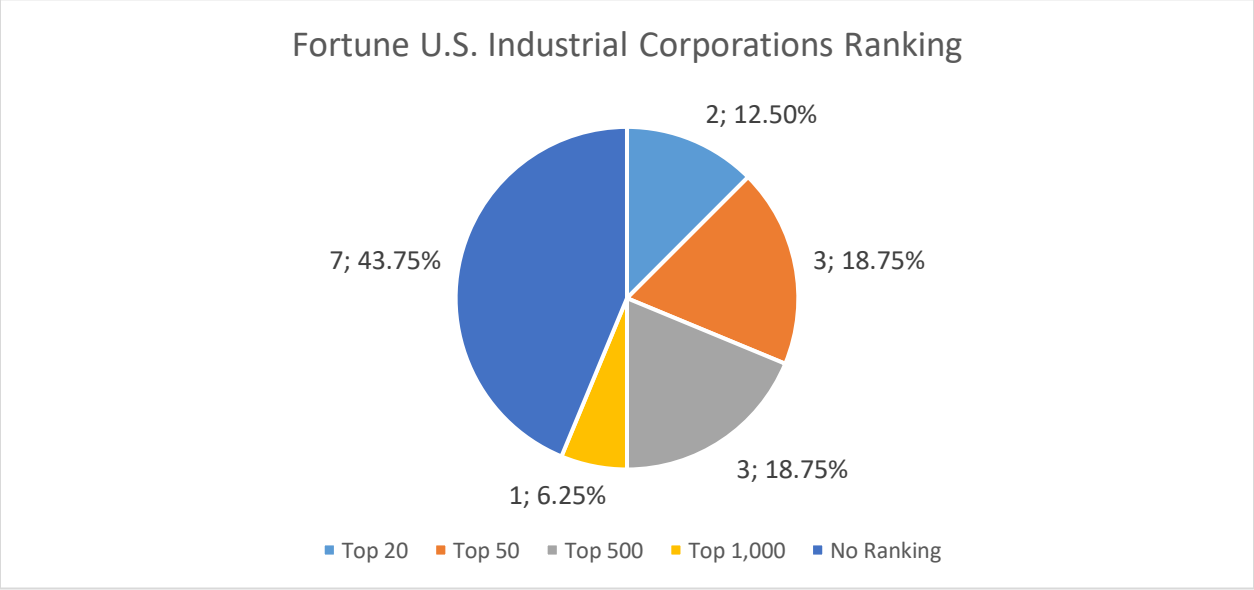

Figure 8. Fortune U.S. industrial corporations ranking details.

Data Collection

Purposeful sampling was applied in the participant selection process. Data collection for the 16 interviews began with a list of 95 potential participants, which were compiled from workforce development leaders that presented at 2016 and 2017 meetings of the Future Workplace Network publicly available through the meeting websites at https://cisco2016.sched.com, https://fidelity2016.sched.com, https://microsoft2017.sched.com, and https://suntrust2017.sched.com. The list was first filtered to identify the employer and position title of each speaker. Next, the list was sorted to ensure participants met all the criteria for inclusion. Criteria for inclusion was verified by visiting the institutional affiliation website and/or the LinkedIn profile of each workforce development leader and reviewing their employer and position title. After applying all the factors of inclusion, an initial list of 79 participants was obtained and maximum variation was applied to ensure that a variation of institutional affiliations was included in the sample. Data collection began in early December 2017 after obtaining full IRB approval in mid-November of 2017 from Pepperdine University. Data collecting was conducted from mid-December 2017 to mid-February 2018 utilizing the approved IRB recruitment script.

During the month of December, the first batch or recruitment letters were sent via email and LinkedIn messages. The first batch totaled 50 sent recruitment letters. The 50 recruitment letters sent yielded a total of 7 interviews, 2 responses of interest, 4 responses of no interest, and 37 non-responses. To further recruit, the Future Workplace Network list of workforce development leaders was expanded to include a total of 49 additional potential participants who met the criteria for inclusion. The list grew to 128 potential participants upon adding workforce development leaders that presented at 2015 and 2017 meetings of the Future Workplace

Network, and the 2018 Future Workplace Summit publicly available through the websites at https://2020wn1115.sched.com/directory/speakers, http://futureoflearningandworking.com/agenda, and http://futureworkplacesummit.com/agenda/. With the expanded list, a second batch of 78 recruitment letters were sent during the month of January. The second batch of recruitment letters yielded 9 interviews, 1 response of interest, 1 response of no interest, and 67 non-responses. A total of 128 interview requests were sent during a six-week period yielding a total of 3 leaders who expressed in interest in the study, but did not participate, 5 responses of no interest, and 104 non-responses. By mid-February, a total of 16 interviews were completed.

Each participant who agreed to be interviewed was provided with a copy of the informed consent form, the purpose of the study, Pepperdine University's IRB protocol, and a copy of the ten interview questions prior to the initial meeting. All interview participants were informed that confidentiality of their information will be maintained during the research process. Participants were also informed that to protect their identity, and the identify of their respective organization, pseudonyms will be used when reporting the results, if they did not wish to consent to using their real information in the results. Prior to the interview, each workforce development leader was informed that participation in the study is voluntary and they have the right to request to be removed from the study at any time. A total of no more than sixty minutes was requested to conduct each interview. The longest interview was 53 minutes and 34 seconds and the shortest interview was 14 minutes and 14 seconds. Each participant consented to have their interview recorded.

Table 5

Participant Interview Dates, Interview Method, Length of Recorded Interview

Participant	Interview Date	Interview Method	Length of Recorded Interview (minutes: seconds)
P1	December 12, 2017	Zoom	50:51
P2	December 18, 2017	Zoom	30:01
P3	January 3, 2018	Zoom	32:01
P4	January 19, 2018	Zoom	24:23
P5	January 22, 2018	Zoom	48:58
P6	January 24, 2018	Phone	22:19
P7	January 26, 2018	Zoom	14:14
P8	January 30, 2018	Zoom	53:34
P9	February 1, 2018	Zoom	39:02
P10	February 2, 2018	Zoom	32:09
P11	February 7, 2018	Zoom	26:19
P12	February 7, 2018	Zoom	42:51
P13	February 8, 2018	Zoom	44:41
P14	February 9, 2018	Zoom	20:31
P15	February 15, 2018	Zoom	42:40
P16	February 16, 2018	Zoom	25:15

Data Analysis

To analyze the collected data, this study utilized two phenomenological approaches. The first approach, derived from Moustakas (1994), consisted of (a) categorizing noteworthy accounts, (b) forming significant and meaningful divisions, (c) grouping themes, and (d)

developing individual narratives to identify the essence of the lived experience (Creswell, 2013). The second approach used to analyze the data considered the six-steps recommended by Smith et al. (2009), which are (a) intensive exploration of the data; reading and re-reading, (b) noting thought-provoking details from the transcript, (c) abbreviating the size of the details by constructing emerging themes, (d) identifying the relationship between developing themes, € analyzing all transcripts with an identical systematic process, and (f) categorizing similarities amongst participants. The data for this study began with the researcher audio recording each participant interview and manually noting thought-provoking details during the interview. After each interview, the researcher listened to the audio recording to transcribe to interview. As the researcher listened to each audio recording, an epoche process was followed in which a reflective journal was maintained to document any personal biases to ensure they did not influence the analysis of the data. The next step in the data analysis process involved the researcher listening to the audio recordings to transcribe them onto Microsoft Word documents. Once all audio recordings were transcribed, the researcher performed a line-by-line analysis of each transcription and focused on the coding process to identify themes and make meaning of the data gathered. Next, the researcher removed all participant identifiers and developed a grid using Microsoft Excel that compared all responses by grouping them by question number. The participant response for each question was reviewed, transcribed, analyzed, coded, and memoed to identify responses that develop structured themes. Finally, the researcher grouped codes into common themes, and named each theme according to the literature review for this study and descriptive verbiage included in the transcripts. To validate the data analysis process, the researcher utilized an interrater reliability and validity process.

Inter-rater Review Process

The interrater review process was used to validate the data analysis process. This process was conducted by two doctoral students enrolled in the Doctor of Education in Organizational Leadership program at Pepperdine University. Both doctoral students have experience in workplace learning and global access teams. In addition, both doctoral students understand the phenomenological research methodology and have been trained in qualitative research methods and data analysis. Each reviewer was given a copy of the Microsoft Excel spreadsheet that contained the coded responses and corresponding theme group of each participant interview. To assist each reviewer in their ability to review the analyzed data, they were each given a copy of the research questions and interview questions of this study. The reviewers were asked to do the following:

1. Review and provide feedback on all key phrases, viewpoints, or responses for proper thematic designation.
2. Review and provide feedback on the thematic name designation.

The inter-rater review process yielded a total of three edits to the data analysis. A discussion on the all edits was conducted and based on the feedback, consensus was reached and a total of one edit was made (see Table 6). There was no personal or identifiable participant information shared with the raters throughout the interrater process.

Table 6
Inter-rater Coding Table Edit Recommendations

Interview Question	**Items**	**Move From**	**Move To**

(continued)

Interview Question	Items	Move From	Move To
3	Employee consultation training for long-term career aspirations	Collaborative Leadership	Career Development

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

Data Display

The following sections will display the analyzed data and findings by research question and corresponding interview questions. Further elaboration of each emerged theme based on participant responses is provided. A summary, which includes bar graphs, presents the corroboration of each theme supported by participant phrases, statements, or direct quotes. The bar graphs are a visual representation of the frequency in which participants provided a response in correlation to the specific coded theme. The 35 themes that emerged from the 10 interview questions are displayed. To continue the significance of anonymity and protection of the participants, participants are referred to and labeled with their corresponding interview order (e.g. Participant 1 [P1], Participant 2 [P2], etc.).

Research Question One

The first research question asked was, "What strategies and best practices do workforce development leaders employ in implementing experiential learning for global access learners?" A total of three interview questions were asked to the interview participants to provide an answer to research question number one. The three questions corresponding to RQ1 are:

- IQ 1: What strategies and best practices do you employ implementing experiential learning opportunities for global access learners?
- IQ 2: What challenges do you face implementing your strategies and practices?

- IQ 3: How do you prepare global access learners for a successful experiential learning experience?

The responses from all interview participants for the three interview questions were analyzed for common themes that inform the overall response to research question number one.

Interview question 1. What strategies and best practices do you employ implementing experiential learning opportunities for global access learners? The analysis of all participant responses to interview question one, yielded a total of five common themes. The themes that emerged are as follow: a) Workplace Readiness, b) Learning Design Methodology, c) Building a Learning Ecosystem, d) Collective Genius, and e) Social Learning (see Figure 9).

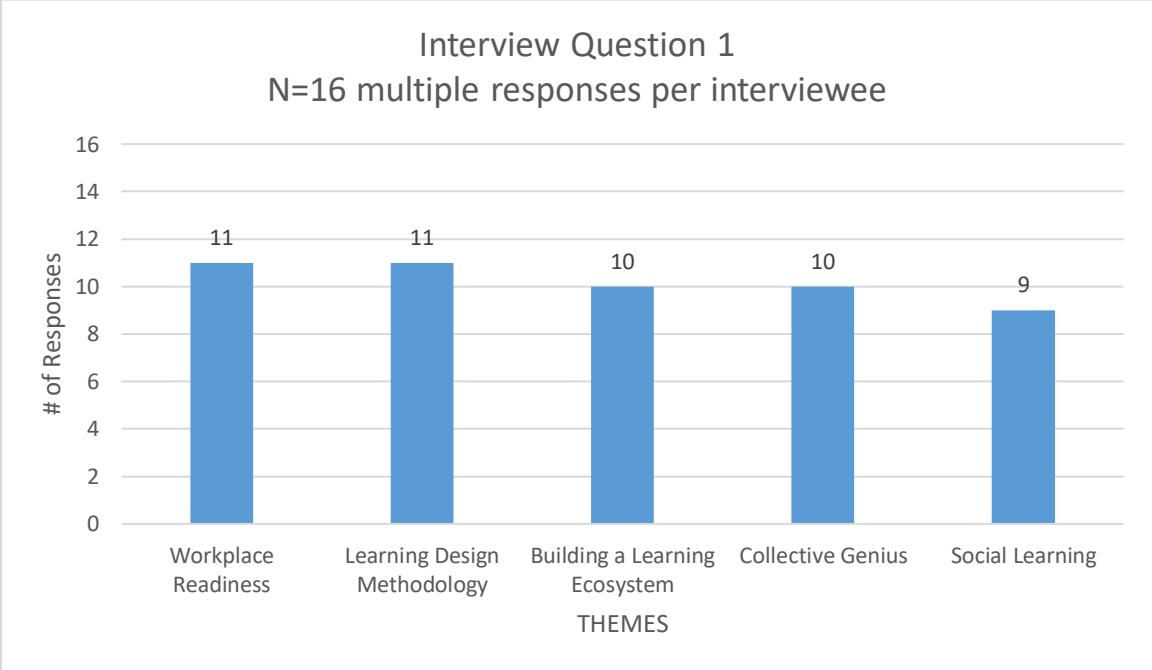

Figure 9. IQ 1: Themes that developed on practices and strategies in global access experiential learning.

Workplace readiness. Eleven out of 16 participants (68.75%) indicated that workplace readiness was essential when employing experiential learning opportunities for global access learners. Interview question 1 yielded various key phrases, viewpoints, or responses that were

directly related to workplace readiness. Below are the workforce readiness elements of the participants best practices and strategies in employing experiential learning:

- Create learner awareness of skill and capability needs (P2, P3, P5, P7, P8, P12)
- Focus on pipeline potential; emerging leaders (P1, P3, P6, P13)
- Learners develop a comfort with ambiguity and learning (P1, P3, P6, P8)

Four of the participants indicated the importance of being comfortable with ambiguity and learning to draw connections to the significance of learners being ready for the workplace. The following quote from P3 offers further elaboration of workplace skills and capabilities.

> "So, I think that what I have found is, as a manager and a leader over the past 20 years, is that the experiences that people are often missing when they first come into the workforce are more around being comfortable with ambiguity, learning how to learn something new, if they didn't learn that in school, and a curiosity" (P3, personal communication, January 3, 2018).

Learning design methodology. The second most notable strategy and practice of employing experiential learning for global access learners is the significance of the learning design methodology. Eleven of out 16 (68.75%) of the responses to question one was directly or indirectly related to the importance of establishing learning design methods. The following expressions shared by the participants elaborate further:

- Know your audience, iteration and reiteration, prototyping, asses, track, measure, and evaluate (P2, P9, P10, P13, P16, P15)
- Have the end in mind; focus on the most critical business priorities that are being driven (P4, P6, P8, P9, P14)

Six of the participants specifically stated how crucial it is to establish and follow a specific learning design methodology to understand the audience and have a system in place to achieve people and business needs. P16 explained,

> "All good learning starts with needs analysis. You have to understand who your learners are to develop the right learning content for them. That's probably especially important, if you're at a distance, if you're trying to develop systems-based solutions. So, I think it starts with knowing who you are, knowing who you're trying to teach, getting really solid performance outcomes defined, doing things like job task analysis so that you really understand what your end users do on a daily basis, what they struggle with, so that you can develop the right, both content and learning, approaches that will actually make a performance difference in their lives on the job" (P16, personal communication, February 16, 2018).

Building a learning ecosystem. The third strategy and practice of employing experiential learning for global access learners is building a learning ecosystem. Ten out of 16 (62.5%) participants expressed the value in building a learning ecosystem within the organization. The following statements and phrases detail the benefits and approaches for this theme:

- Interactivity; experiential learning through technology (P1, P2, P3, P5, P12, P13, P15)
- Create a scalable learning experience platform of internal and external content and resources (P2, P7, P10, P11, P13, P15)

Six of the participants indicated the transformation that can occur when the organization establishes a learning ecosystem. P10 further elaborates,

> "We created a learning experience platform and it's basically this idea that you can create a learning ecosystem with all types of content, whether that be content that you create yourself, content that is from content providers like Lynda.com, or Pluralsight, or Harvard Business Review. And, also all the free content that's out there and basically what we do is we bring all that content together" (P10, personal communication, February 2, 2018).

Collective genius. The fourth strategy and practice of employing experiential learning for global access learners is collective genius. Ten out of 16 (62.5%) participants addressed the various elements of aspects of leading innovation for global access learners. The following statements explore the workforce development leader's perceptions of collective genius components:

- Innately curious; willing to try and learn something new (P3, P12, P13, P14)
- Create a safe space for crazy, risky ideas (P1, P13, P14)
- Partner and collaborate with industry professionals, other departments, and subject matter experts (P1, P2, P4, P9, P10, P11, P12)

Three of the participants iterated the significance of creating a space for learner innovation to occur. The following quote from P16 further details the benefits of incorporating elements of collective genius.

> "Our community and collaboration with others is a big part of the experience, we would say a crucial part of it. So, there is a couple of key things that we try to do. One is creating a safe space. So, we really believe that people can only produce their best work and you can't really come up with crazy, risky ideas if you're constantly worried about being judged. So, we try to come up with ways for learners to connect with each other in

a way that's genuine and around maybe a shared interest or shared experience" (P14, personal communication, February 9, 2018).

Social learning. The fifth strategy and practice of employing experiential learning for global access learners is the significance of the learning design methodology. Nine out of 16 (56.25%) participants indicated that forming connections through collaboration is an integral part of workplace learning. The following phrases explain the sentiments of social learning being a priority for global access learners:

- Scalable platforms that integrate communities of practice (P1, P5, P10, P13, P12)
- Allow learners to connect around shared values, interests, and experiences (P4, P1, P5, P9, P12, P14)

Five of the participants revealed a high level of importance around the concept of utilizing technological platforms to connect learners to one another. P10 further explains this unique approach to experiential learning for global access learners and its link to Massive Open Online Social Learning (MOOSL).

"We partner with certain companies that are doing, for lack of a better term, MOOC-like technology. So, immersive learning technologies that incorporate peer-to-peer learning" (P10, personal communication, February 2, 2018).

Interview question 2. What challenges do you face implementing your strategies and practices? A total of three common themes emerged from the analysis of all participant responses to the second interview question. The themes that emerged are as follow: a) Creating a Culture of Learning, b) Increasing Learner Self-Efficacy, and c) Incorporating MOOSL (see Figure 10).

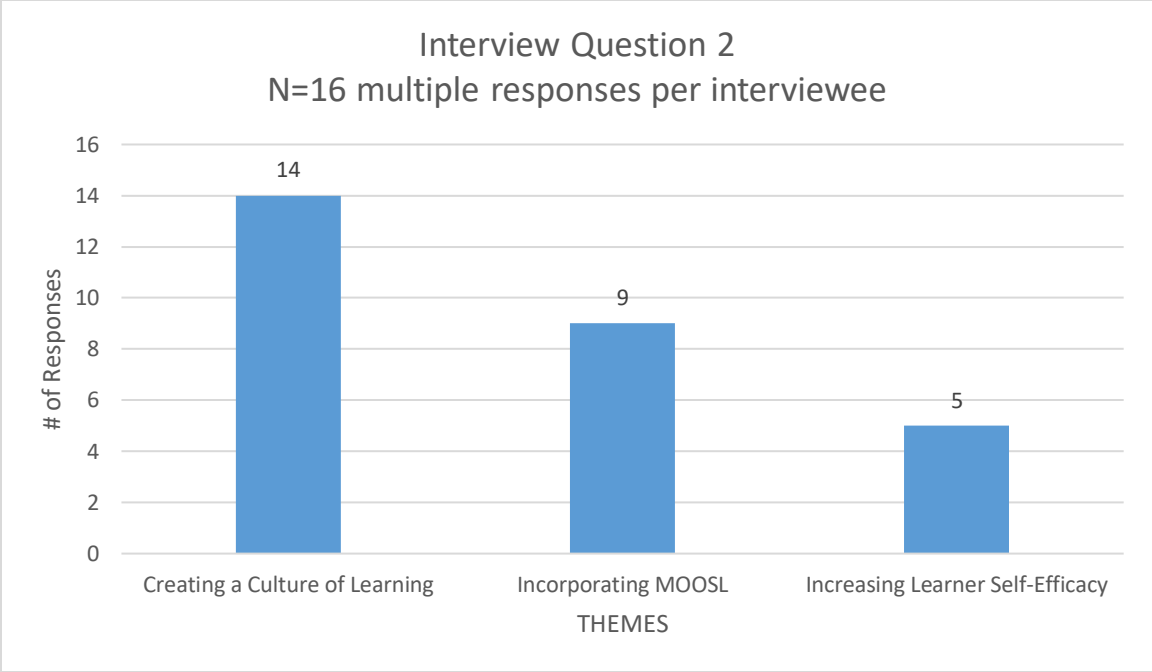

Figure 10. IQ 2: Themes that developed on implementation challenges to practices and strategies.

Creating a culture of learning. The first strategy and practice implementation challenge faced by workforce development leaders is creating a culture of learning. Fourteen out of 16 participants (87.5%) indicated that establishing an environment in which learning is celebrated and encouraged at all levels is needed but challenging. The following statements shared by participants further explores this notion:

- Convincing executives to allocate time and resources towards learning (P7, P8, P9, P12, P16)
- Getting learning engagement and motivation at all levels (P1, P2, P7, P8, P11, P13, P14, P15)
- Creating urgency for learning and development opportunities (P1, P2, P3, P4, P7, P9, P10, P12, P15)

Nine of the participants stated that creating urgency around learning and development opportunities is challenging when establishing a learning culture. P3 further details the significance of this challenge to implementing experiential learning strategies and practices for global access learners.

> "I think, as it is always the case with learning and development opportunities, that they are important, but they're not necessarily urgent. And so, you often face the tyranny of urgency, where things get bumped or get shuffled because, 'oh, I can do that next week, I don't have to do it now, but this is due by 4 o' clock.' And so, it becomes something that has to be made a priority or it will get postponed or people won't do it" (P3, personal communication, January 3, 2018).

Incorporating MOOSL. The second strategy and practice implementation challenge faced by workforce development leaders is incorporating Massive Open Online Social Learning. Nine out of 16 participants (56.25%) expressed a concern for the ability to incorporate social learning into a scalable technological platform. The following phrases further elaborate on this challenge to experiential learning strategy and practice implementation:

- Creating a Universal Design for Learning with built in engagement (P3, P6, P7, P8)
- Current technologies are not sufficient to scale social learning globally (P4, P6, P7, P8, P10, P13, P14)

Seven of the participants stated that the current technologies were not sufficient for scalable social learning. P12 further details this challenge to implementing experiential learning for global access learners.

> "A lot of the ways that we've attempted to do this, through e-learning or into the self-paced courses, the modality tends to be rather bland and it doesn't really inspire

> employees to do amazing work. So, if you use that as a substitute, for really good in-person training, or a strong mentoring ring, or peer mentoring ring, I find that it tends to be an inexpensive solution, but it doesn't actually solve the problem. Might, you know, give them a survey of the baseline skills necessary to be successful in the role, but it rarely inspires people to greatness. So, I think that's been sort of the corporate playbook historically, is we'll just use e-learning as a crutch. But, I found that for whatever reason, maybe because of the lack of richness within those learning modalities, most of the time it's an ineffective way of actually providing skills at scale" (P12, personal communication, February 7, 2018).

Increasing learner self-efficacy. The third strategy and practice implementation challenge faced by workforce development leaders is increasing learner self-efficacy. Five out of 16 participants (31.25%) suggested that in implementing experiential learning for global access learners, they have faced a challenge of learners' confidence in their ability to execute learning. The following expressions further incorporate the significance of increasing learner self-efficacy:

- Helping employees see value in learning (P2, P12)
- Getting learners to adopt a growth mindset over a fixed mindset (P13, P14, P15)

Three participants acknowledged the difficulty in motivating employees to shift their thinking and belief in their ability to close their capability gaps. The following quote from P14 offers further elaboration of the challenge in increasing learner self-efficacy.

> "We want them to do some really deep thinking or take some risks and a lot of people just have trouble shifting into that mindset. They're kind of in a content consumption mode and we have to break them out of that as best we can" (P14, personal communication, February 9, 2018).

Interview question 3. How do you prepare global access learners for a successful experiential learning experience? The analysis of all participant responses to interview question three, yielded a total of three common themes. The themes that emerged are as follow: a) Creating a Culture of Learning, b) Career Management, and c) Learning Design Methodology (see Figure 11).

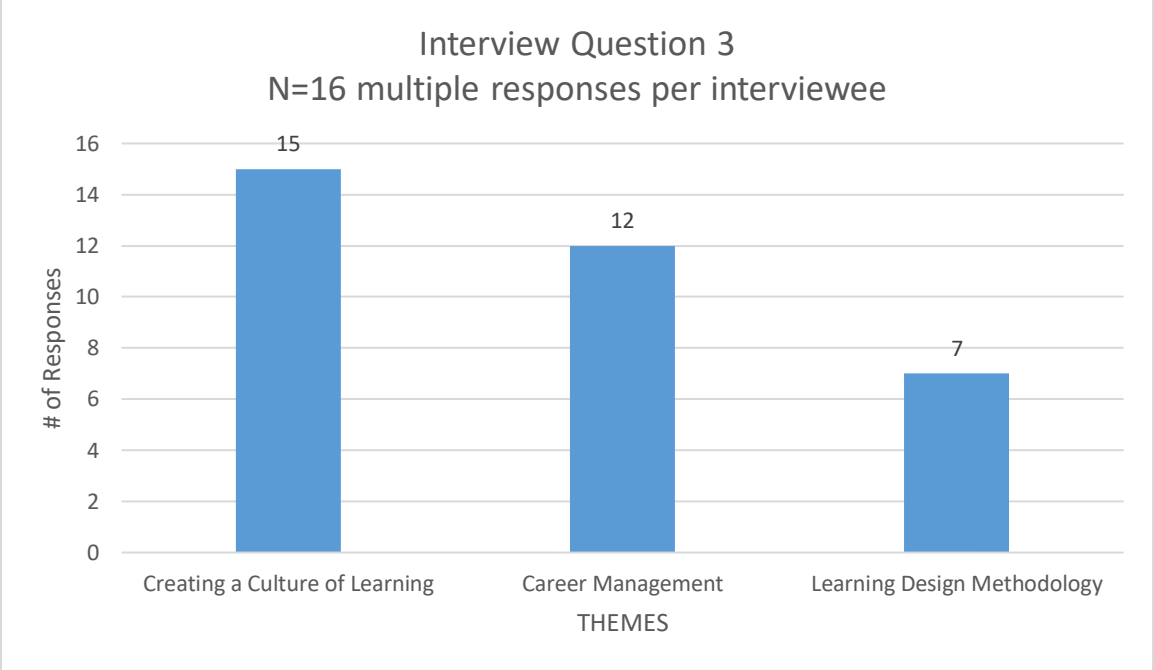

Figure 11. IQ 3: Themes that developed on global access learner preparation for a successful experiential learning experience.

Creating a culture of learning. The first learner preparation practice for a successful experiential learning experience is creating a culture of learning. Fifteen out of 16 participants (93.75%) indicated in creating a culture of learning in the workplace, employees are better prepared for excelling at experiential learning opportunities. The following remarks provide more depth to the notion of creating a culture of learning to better prepare global access learners:

- Workforce development leaders take responsibility in establishing a learning culture at all levels (P9, P10, P11, P12, P14, P15)

- Generate a powerful What's In It For Me (WIIFM) message (P1, P2, P3, P5, P7, P8, P10, P12, P13, P15)
- Encourage employee collaboration and learning from one another (P3, P4, P6, P8, P12)

Six of the participants specified that as a workforce development leader, they are responsible for getting buy-in, at all levels, for the learning culture. P3 further accounts an approach to cultivating a culture on learning in an effort to prepare global access learners for a successful experiential learning experience.

> "I think that if you are very clear as a leader that, experiential learning is a priority, and that we're committed to your development. Then you need to make sure they have bought into that. So, if I'm giving you the opportunity to go to London for a week to fill in, I'm not giving you a vacation, right. I'm giving you a learning opportunity and so, you have to be bought into and have a shared sense of expectations. And you have to be prepared with a, here's what to expect, is there pre-work? If you're being given the opportunity to attend a three-day management training where you're going to workshop with other managers and learn things, you have to be committed to actually, being there. And so, also part of preparing them is making sure that you've taken the things off their plate that they would otherwise be doing during that time, so they can actually participate in the learning environment" (P3, personal communication, January 3, 2018).

Career Management. The second learner preparation practice for a successful experiential learning experience is career management. Twelve out of 16 participants (75%) reported that connecting learning opportunities to employee career endeavors better equips the learner for a successful experience. The following participant accounts further support ensuring the learning opportunities are in alignment with employee career interests:

- Provide employee coaching for long-term career aspirations (P1, P2, P6, P8, P9, P10, P12, P15)
- Identify skills and curate opportunities and experiences learners need to be effective based on learner interest, fit, gaps, and other learner recommendations (P2, P5, P6, P8, P14, P15, P16)

Eight of the participants voiced that providing coaching and mentoring to employees based on their career goals and interests helps to prepare them for learning opportunities. The following quote from P6, details the process of using coaching to equip to manage their career interests that lead to successful experiential learning experiences.

> "Developmentally, we have, internally, some of the best-in-class talent development tools and career planning tools in the industry. . . We have a career and development plan workbook that's accessible to all of our employees. We take our employees through that from a formal training consultation once per year, so that they are encouraged to refresh their development plan and make sure that they're developing for the job beyond the job, aligned to what their long-term career aspirations are. So, if they say, 'my long-term career aspiration is to become a general manager for a region,' then they basically use this development plan and career map to map out, a 10 to 15-year plan on how they can get there over the course of their career. Starting with aspiration where they want to go and then working their way backwards, or what are the skills and experiences that they need to have to be effective in their role, and what is their current history, background, skills, and experiences prepare them for next. So, we help them actively map out their targeted next two to three jobs, the job after the job, the job after the job after the job, and to get through their long term aspirational goal, and then have conversations, career

> conversations with employees around, you know, here's what you aspire to do, here's what you see, you can get development in these different roles. . . And then also, the leaders can then coach the employee on how they are progressing against the development goals. How are they advancing and leaning into what they want to grow and then again, they can also then take on special projects aligned to those development needs, as business needs arise that match up with the personal development needs and the business needs" (P6, personal communication, January 24, 2018).

Learning design methodology. The third learner preparation practice for a successful experiential learning experience is learning design methodology. Seven out of 16 participants (43.75%) suggested that establishing clear learning design methods, better prepares learners for opportunities. The following statements further point out the importance of utilizing learning design methods to prepare global access learns for successful opportunities:

- Align and set clear learning objectives and expectations (P1, P2, P3, P7, P8, P10, P13, P14, P16)
- Define success and accountability measures; evaluate results (P7, P8, P10, P12, P13)

Nine of the participants explained how using learning design methods, such as setting clear learning objectives and expectations prepares learners for learning opportunities. P16 elaborates on the significance of having a learning design methodology in place to prepare global access learners for successful experiential learning experiences.

> "You have to set expectations from the beginning when you are describing the program. If you're marketing the program, you need to describe the benefits of this distance-based experiential learning program. . . So, I think it's just about setting expectations in all the places that you would normally set expectations for a learner (marketing materials,

> program guides, course overviews, the learning management system, the registration process). You have to set expectations for the learners at each of those stages and make sure that you're highlighting the benefits that they'll get out of the program" (P16, personal communication, February 16, 2018).

Research Question One Summary. Research question one inquired, "What strategies and best practices do workforce development leaders employ in implementing experiential learning for global access learners?" The three subsequent interview questions asked were:

- IQ 1: What strategies and best practices do you employ implementing experiential learning opportunities for global access learners?
- IQ 2: What challenges do you face implementing your strategies and practices?
- IQ 3: How do you prepare global access learners for a successful experiential learning experience?

The interview questions asked in connection to the first research question revealed strategies and best practices employed by the participants in implementing experiential learning for global access learners. The five top themes that were uncovered were Creating a Culture of Learning, Career Management, Workplace Readiness, Building a Learning Ecosystem, and Collective Genius. Creating a Culture of Learning was referenced the most as a strategy to implement to prepare global access learners for successful experiential learning experiences. The highest response rate for research question one was 93.75%, expressing the significance of creating a culture of learning. The findings from the first research question support Chapter 2 literature discoveries, as signifigant postsecondary global access education elements of collaborative learning, contribution-oriented learning, social learning, and massive open online social learning were revealed. Similarly, postsecondary workforce development literature

elements of workplace readiness, student career-decision self-efficacy, and career services on postsecondary education emerged. Finally, the global access workplace learning literature element of collective genius was present in the findings for the first research question. Although, many workforce development leaders expressed the importance of creating a learning culture, they also indicated several challenges they face in establishing this type of culture in the workplace. Workforce development leaders are building learning ecosystems that allow global access learners to gain experiences from a wider variety of resources. Employees are increasing skills and capabilities directly related to their interests by leaders working to establish clear learning design methods which incorporates technological platforms that allow learners to collaborate and be innovative. Overall, nine themes emerged for research question one. The summary for these themes is provided in Table 7.

Table 7

Summary of Themes for Research Question 1

IQ1. Experiential Learning Strategies and Best Practices	IQ2. Challenges Implementing Strategies and Best Practices	IQ3. Global Access Learner Experiential Learning Preparation
Workplace Readiness	Creating a Culture of Learning	Creating a Culture of Learning
Learning Design Methodology	Incorporating Massive Open Online Social Learning	Career Management
Building a Learning Ecosystem	Increasing Learner Self-Efficacy	Learning Design Methodology
Collective Genius		
Social Learning		

Research Question Two

The second research question asked was, "What challenges do workforce development leaders face in implementing experiential learning for global access learners?" A total of two interview questions were asked to the interview participants to provide a response to the second research question. The two subsequent questions of RQ2 are:

- IQ 4: How does technology impact your day to day operations of experiential learning for global access learners?
- IQ 5: As a workforce development leader, what challenges have you encountered leading experiential learning for global access learners?

The responses from all interview participants for the two interview questions were analyzed for common themes that inform the overall response to the second research question.

Interview question 4. How does technology impact your day to day operations of experiential learning for global access learners? The analysis of all participant responses to interview question four, yielded a total of two common themes. The themes that emerged are as follow: a) Interactivity, and b) Interconnectivity (see Figure 12).

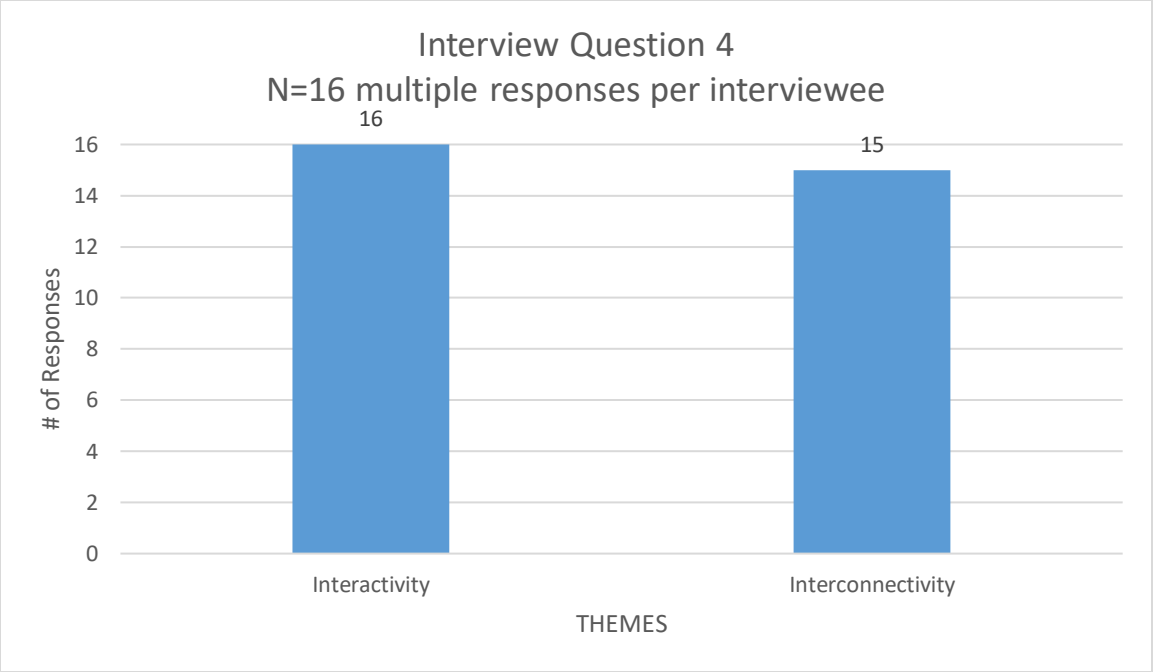

Figure 12. IQ 4: Themes that developed on impact of technology.

Interactivity. The first technological impact of workforce development leader's day to day operations of experiential learning for global access learners is interactivity. Sixteen out of 16 participants (100%) indicated that they utilize technology on a daily basis. The following statements further explain the significance of connecting with technology for workforce development leaders:

- Technology is at the core; enables people to get access to content and grow skills (P3, P4, P8, P10, P11, P13, P15)
- Allows leader to provide content, scale it, and keep it up to date (P7, P9, P10, P13, P15, P16)
- Technology is the most critical and important part to provide experiential learning to global access learners (P1, P2, P4, P5, P6, P8, P10, P11, P12, P13, P14, P16)

Twelve of the participants indicated that utilizing technology tools was the most important component of providing experiential learning opportunities for global access learners.

P2 further elaborates on the impact technology has on implementing learning opportunities for a global workforce.

> "Technology is the, one of the most important and critical parts of being able to provide experiential learning for global access learners. Because we are so globally diverse, we have to do a lot through technology in order to capitalize on all of our different locations and time zones. So, we actually leverage it more than I think we did with experiential learning in the past, and that's allowed us to create live groups online. So, for example we do some of our experiential learning is truly hands on, but the hands-on part is facilitated through online groups where people connect and share the outcomes of what they've worked on and have the opportunity to use technology to feel more connected and continuous without being in the same room" (P2, personal communication, December 18, 2017).

Interconnectivity. The second technological impact of workforce development leader's day to day operations of experiential learning for global access learners is interconnectivity. Fifteen out of 16 participants (93.75%) stated that technology allows them to connect with their learners and for their learners to connect with one another. The below sentiments further express how connecting with others through technology has a great impact on workforce development leaders' day to day operations:

- Learner collaboration through various technology tools and platforms (P1, P3, P4, P6, P7, P8, P9, P12, P13, P16)
- Connecting content, people, and learning through discussion and teamwork (P1, P2, P3, P5, P7, P8, P9, P10, P12, P14, P15)

Eleven participants mentioned using technology to connect content, people, and learning through conversation and teamwork. P9 details ways in which interconnection through

technology allows leaders to employ experiential learning opportunities for global access learners.

> "What I see, that's maybe even more powerful, is that we continue to build tools. . .that really do facilitate more and better collaboration… I see people moving away from e-mail, which is kind of an asynchronous one-on-one communication device, to things like Yammer, which it's kind of like Facebook for the office. A way to capture those moments, those learnings and do that efficiently. We also have a tool called Teams… it's sort of a team-based hub, again oriented towards the same idea. And one of the things that I really liked about Teams, as a technology tool, is that it helps to break down those geographic barriers. My team, which is significantly globally distributed…we use Teams as a way to make sure that throughout the day we're capturing those important thoughts. It's not me imparting knowledge to just one of my direct reports, it's me sharing ideas and thoughts with all of them at the same time and providing a forum for them to react. So, I think that it builds sort of a richness of conversation that would have been impossible even 10 years ago. So, I do think that technology is making this vision of a globally distributed workforce more possible" (P9, personal communication, February 1, 2018).

Interview question 5. As a workforce development leader, what challenges have you encountered leading experiential learning for global access learners? A total of four common themes emerged from the analysis of all participant responses to the fifth interview question. The themes that emerged are as follows: a) Capabilities and Skills Gap, b) Engagement and Motivation, c) Universal Design for Learning, and d) Global/Intercultural Fluency (see Figure 13).

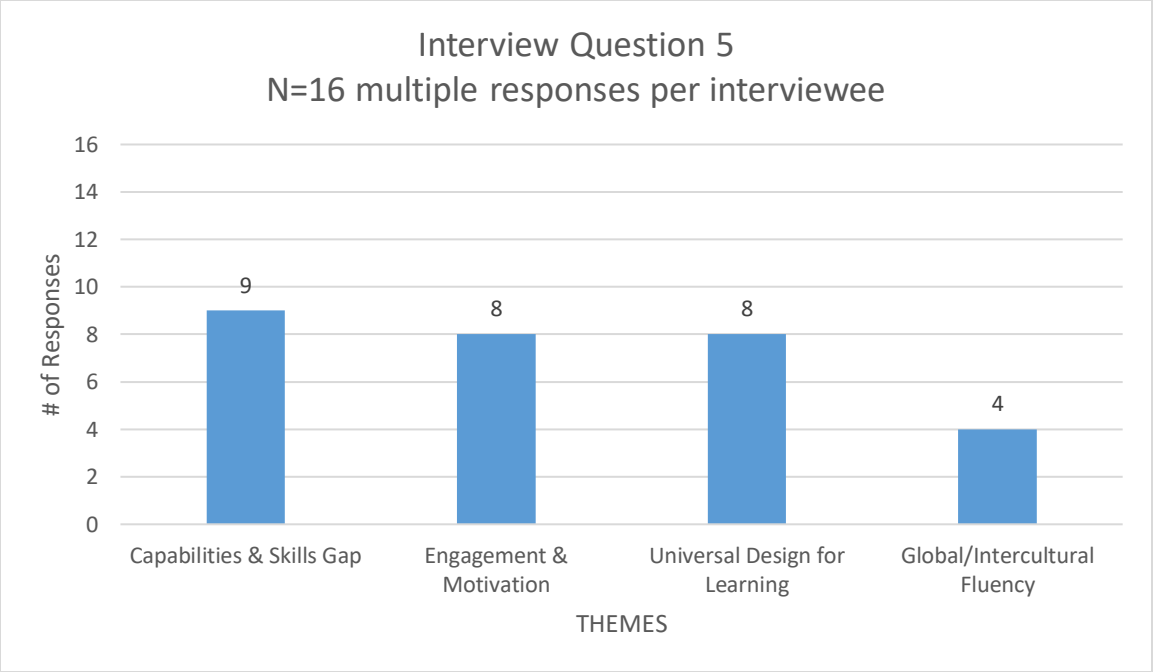

Figure 13. IQ 5: Themes that developed on leadership challenges to experiential learning.

Capabilities and skills gap. The first challenge of workforce development leader's leading experiential learning for global access learners is the capabilities and skills gap that exists for learners and leaders. Nine out of 16 participants (56.25%) indicated that addressing the gap in skills and capabilities of learners and leaders is difficult when trying to implement experiential learning to globally diverse populations. The following phrases provide further insight into this challenge:

- Building the leadership capabilities for people leaders to coach, develop, challenge, support, and grow their staff (P3, P4, P6, P9, P12, P15)
- Keeping up with frequency and speed at which skills and capabilities change (P2, P4, P6, P7, P9, P10, P12)

Seven of the participants declared how it is challenging to reduce the gap in callability and skill attainment given the rate at which the need for them change. P12 explains further how the

addressing this gap is difficult for workforce development leaders that lead experiential learning for global access learners.

> "I would say that maybe the most significant challenge is that when somebody comes out of a university program, they've just achieved a degree… I would say that the most significant challenge that I face is that on day-one they come out with a lot of theoretical knowledge about their subject matter or their field and tend to not have as much practical knowledge. So, that's sort of an interesting challenge… There's a big part of the how, right, early in somebody's career. As their career goes on, I think that the challenges start to change… because what you learn as part of a B.A., or a B.S., or a master's program, over time those skills are not quite as relevant. So, obviously, practical development on the job is essential, but, and we certainly provide every opportunity for people to do that. So much of what people learn here is that sort of on-the-job training, on-the-job development, and cultivation of skills enhanced by sort of peer mentorship and peer integration and working these teams to try to solve these problems, learning from each other. But when you have a disruptive technology, and a good example of that would be artificial intelligence. Even computer scientists…as recently as five years ago, probably didn't get much instruction in AI. They might have read about it, they might have some theoretical understanding of it, but they don't have practical knowledge. So, in a field like computer science where you have disruptive technologies, predictive analytics, machine learning, artificial intelligence, helping people to master those skills, where they don't have access to a really informed cohort, because their cohort of employees are also developing those skills at the same time, has proven to be an extraordinarily difficult challenge" (P12, personal communication, February 7, 2018).

Engagement and motivation. The second challenge of workforce development leader's leading experiential learning for global access learners is engagement and motivation at all levels. Eight out of 16 participants (50%) stated that getting learners to be actively engaged and motivated to participate in learning opportunities is challenging, as they may not see the value. Likewise, workforce development leaders also suggested that getting executive buy-in and support proves challenging when leading experiential learning for global access learners. The following phrases further outline the challenges of engagement and motivation in leading experiential learning:

- Keeping learners motivated and engaged at a distance (P2, P10, P13, P15, P16)
- Motivating employees who have a skills and capabilities gap to participate in learning (P2, P3, P15)
- Getting leaders engaged in the process; not willing to take risks (P5, P9, P15, P16)

Four participants discussed the complexity of executive leadership not willing to accept the risk of learning innovation. P5 further expresses the challenges faced with organizational leaders around learning in digital organizations.

> "There is a fear of innovation. Because innovation is messy, it's unpredictable, and it's risky. And, it is not for the weak knees. And, I think that when you're trying to push the boundaries and you're trying to do something different, you find that most people are not yet ready to come along for the ride. And I think, to me, that's the biggest one. I think that's the really the ultimate, I don't think it has much to do with the learners at all. I think it has to do with the organization itself, that's not ready for change. And, I find that on a daily basis at… [Participant company] considers itself an innovative company, but it's

surprising in any large organization, how few people are willing to risk change" (P5, personal communication, January 22, 2018).

Universal design for learning. The third challenge of workforce development leader's leading experiential learning for global access learners is establishing a universal design for learning. Eight out of 16 participants (50%) noted that consistency limitations across global learning communities makes it challenging for learning to be effective. The below descriptions further detail the uniformed learning challenges faced by workforce development leaders with global learners:

- Learners not all able to consistently progress under the same curricula and standards (P6, P7, P8, P14)
- Inclusive learning platform with alternative perceptions for true experiential learning (P2, P8, P15)
- Optimize individual choice, autonomy, relevance, and authenticity (P7, P8, P15)
- Connectivity issues due to poor global technological accessibilities (P1, P8, P13, P15)

Four participants expressed a concern for having a learning platform, designed in a way that allows learners to consistently progress together. The quote from P6, presents the notion of having a universal design for learning as a challenge to leading experiential learning for global access learners.

"There are a couple of challenges, so one would be some of the technology limitations, right. All being on the same platform, the same technology, so that way there's a more consistent process to do that, to execute it" (P6, personal communication, January 24, 2018).

Global/intercultural fluency. The fourth challenge of workforce development leader's leading experiential learning for global access learners is global and/or intercultural fluency.

Four out of 16 participants (25%) implied that understanding cultural differences regionally and globally can be a challenge in leading experiential learning for global access learners. The below phrases further account for the difficulties presented in being globally and interculturally fluent:

- Recognizing and understanding cultural nuances; managing learner differences (P5, P7, P9, P15)

Four participants stated that the cultural differences in learners can be challenging for workforce development leaders with global teams.

> "When you're working with a cohort that includes people from all four corners of the world, trying to just might have time zone that is good for everyone can be a real challenge. Similarly, and sort of tied to that, recognizing that there are cultural differences and not only recognizing them, but actively sort of managing them and being aware of them… So, understanding, having an understanding of cultural differences, of cultural nuances. Understanding that in some cultures yes does not mean yes, necessarily mean yes. It can mean I hear you. And so, and particularly as you're using virtual types of connectivity where you don't have visual cues in front of you, it's even more critical to be hyper aware and to have done my homework ahead of time to get a basic understanding of some of those cultural differences" (P1, personal communication, December 12, 2017).

Research Question Two Summary. The second research question asked, "What challenges do workforce development leaders face implementing experiential learning for global access learners?" The two subsequent interview questions asked were:

- IQ 4: How does technology impact your day to day operations of experiential learning for global access learners?

- IQ 5: As a workforce development leader, what challenges have you encountered leading experiential learning for global access learners?

The two interview questions asked corresponding to the second research question uncovered challenges faced by workforce development leaders when implementing experiential learning for global access learners. The five top themes revealed were Interactivity, Interconnectivity, Capabilities and Skills Gap, Engagement and Motivation, and Universal Design for Learning. Interactivity was referenced the most as a challenge in implementing experiential learning for global access learners, as connection with technology is the most crucial element in this task. The highest response rate for research question two was 100%, voicing the significant role connection to technology has in affording leaders the ability to creating a learning ecosystem for employees. In addition to connecting to technology, connecting to others through technology is a challenging aspect of implementing learning. The findings from the second research question support Chapter 2 literature discoveries, as signifigant postsecondary global access education elements of universal design for learning, learning and educator perceptions of global access education, and the impact of global access learning to postsecondary education elements were revealed. Similarly, the literature element of workplace readiness from postsecondary workforce development and global access experiential learning from postsecondary experiential learning were apparent in the findings for the second research question. Workforce development leaders are challenged in utilizing interconnectivity to address issues of engagement, motivation, gaps in skills and capabilities, and intercultural fluency. Overall, six themes emerged for the second research question. The summary for these themes is provided in Table 8.

Table 8

Summary of Themes for Research Question 2

IQ4. Technology Challenges	IQ5. Leadership Challenges
Interactivity	Capabilities & Skills Gap
Interconnectivity	Engagement & Motivation
	Universal Design for Learning
	Global/Intercultural Fluency

Research Question Three

The third research question asked was, "How do workforce development leaders measure success of experiential learning for global access learners?" For the third research question, a total of three interview questions were asked to the interview participants. The three subsequent questions of RQ3 are:

- IQ 6: As a workforce leader, how do you define and measure success of experiential learning for global access learners?
- IQ 7: What is your definition of success for experiential learning for global access learners?
- IQ 8: What methods do you employ to measure the success of experiential learning for global access learners?

The responses from all interview participants for the three interview questions were analyzed for common themes that inform the overall response to the third research question.

Interview question 6. As a workforce leader, how do you define and measure success of experiential learning for global access learners? The analysis of all participant responses to

interview question six, yielded a total of five common themes. The themes that emerged are as follows: a) Assessment and Evaluation, b) Deliberate Practice, c) Learning ROI, d) Learner Autonomy, and e) Social Bond (see Figure 14).

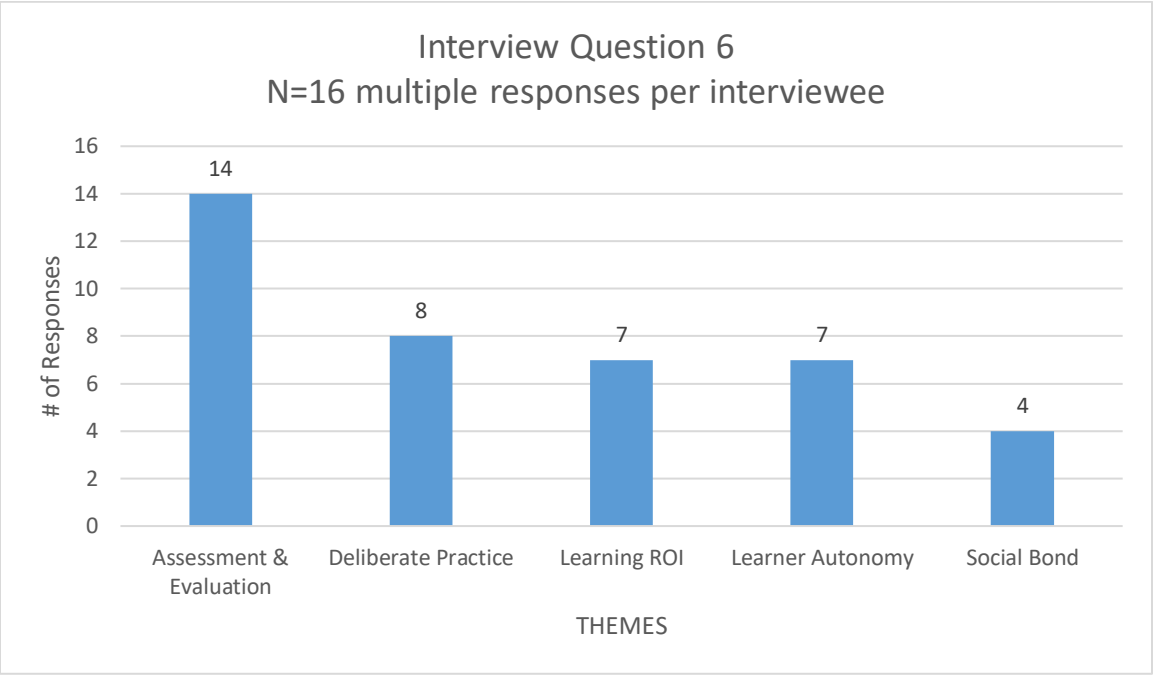

Figure 14. IQ 6: Themes that developed on definitions and measurements of experiential learning success.

Assessment and evaluation. The first most notable definition and measurement of success of experiential learning for global access learners is assessment and evaluation. Fourteen out of 16 participants (87.5%) indicated that the success of experiential learning for global access learners is defined and measured through various assessment and evaluation approaches. Interview question 6 yielded various key phrases, viewpoints, or responses that were directly related to assessment and evaluation. Below are the descriptions of definitions and measurements of success adopted by workforce development leaders in employing experiential learning:

- Assess strengths and gaps to help learner understand where they are before and after learning (P1, P4, P6, P7, P8, P12, P13)

- Task performance; behavior change reported based on various levels of feedback (P1, P2, P4, P5, P6, P7, P8, P9, P11, P12, P13, P14, P15, P16)

Seven of the participants indicated the importance of conducting some form of pre and post assessment to gauge where learners are in the ability to perform a specific task (i.e. potential assessments, talent pipeline health, learning readiness, and peer assessment). Fourteen of the participants expressed their definition of success is based on the measures in which learners are evaluated to determine if a transfer in knowledge truly occurred by way of demonstration in behavioral changes (i.e. performance management system, effectiveness survey, learner satisfaction, learning progression and completion, 360-degree feedback, peer evaluation, focus group, and Net Promoter Score). The following quote from P12 offers further elaboration of how assessment and evaluation of learning, define and measure success for workforce development leaders employing experiential learning for global access learners.

> "I think that you need to determine what your goal is and what the objective measures are that will help you to demonstrate that you've actually met that goal. So, at the outset of any learning project, I think you need to be able to say, 'these are the objectives, these are the specific ways by which we're going to measure it.' I think that having an objective way of evaluating the employees relative level of skill, before they begin whatever training program or modality it is, and then making sure that you have a psychometrically valid way of assessing their real skill level after, to fulfil that metric or that performance indicator after they've completed it, is absolutely critical. So, I think that some form of pre-assessment to see where their actual skill level is at the beginning of that training program and then a post-assessment to make sure that the skills were actually transferred…We haven't done enough to make sure that not only was there a skills

transfer, but that it's stuck and that the learner has actually been able to synthesize that knowledge to solve the types of complex problems. The only way that I know of to make sure that something sticks is to make sure that whatever that skill is that they've developed, they begin using right away in their day-to-day job function. Otherwise, it's just like anything else, we have so much information coming into our heads that you just don't retain it without using it. So, I think that you need to make sure that anybody that begins a training program is going to have cause for utilizing the skills that they've been trained for. Otherwise, it's not likely to be retained into their long-term memory" (P12, personal communication, February 7, 2018).

Deliberate practice. The second prominent definition and measurement of success of experiential learning for global access learners is deliberate practice. Eight of out 16 (50%) of the responses to the sixth interview question were associated with success being defined and measured by learners having ample opportunities to put their newly acquired skills into practice. Below are the statements of definitions and measurements of success adopted by workforce development leaders in employing experiential learning:

- Correlate learning with practice by allowing learner to implement learning in the field (P3, P7, P9, P12)
- Changed behaviors (acting and thinking differently) based on application learning (P1, P6, P8, P9, P15)

Four participants expressed how the application of learning and the ability to practice profusely, is a way in which they define and measure success of experiential learning for global access learners. P3 further describes the importance of deliberate practice to the success of experiential learning.

> "We do a lot of experiential learning…and do a ton of enablement activities…You learn to be a good sales person by selling, and then being given new examples and new ideas, and then practicing them, and then putting them into practice in the field. And so, finding ways to correlate is great. There are other kinds of experiential learning. If you have somebody in marketing, who's in marketing ops but they really want to do more the creative, and so you give them an opportunity to participate in a cross team. Then you have to rely on output from the team, feedback from other team members, and other ways that they get to experience" (P3, personal communication, January 3, 2018).

Learning ROI. The third noteworthy definition and measurement of success of experiential learning for global access learners is the return on investment (ROI) of the learning experience. Seven of out 16 (43.75%) of the responses to question six correlated to defining and measuring success of experiential learning by identifying the return on investment of the learning. Below are the phrases that define and measure success for workforce development leaders in employing experiential learning:

- Look at the business results of learner contribution (P6, P7, P10, P15)
- Learning based on targeted business need (P5, P8, P13, P15)

Four participants expressed that their definition and measurement of success was tied to the business result of the learning. P7 further explains the significance of employee learning having a return on investment and achieving a business need.

> "We use the 360-degree format that I described to you, both pre and post, so we know if we're moving the needle on an individual in their leadership capability or skill capability, whatever the learning might entail. And, then we also look at the results afterwards. And, by the results, I mean the results of the business or the function that person runs, or leads,

or is a contributor to. And, we can actively measure the impact that our learning has on a person's capabilities to perform a specific job" (P7, personal communication, January 26, 2018).

Learner autonomy. The fourth notable definition and measurement of success of experiential learning for global access learners is learner autonomy. Seven of out 16 (43.75%) of the responses to interview question six demonstrated success as being defined and measured by the learner's desire to take charge over and be responsible for his or her own learning. Below are the sentiments of definitions and measurements of success recognized by workforce development leaders in employing experiential learning:

- Learners own learning and learning goals (P5, P10, P14, P16)
- Increase in completion and people's voluntary proactive engagement in learning (P2, P5, P11, P13, P14, P16)

Four participants indicated that a definition and measure of success is when learners take ownership and responsibility for their learning paths. P10 further elaborates on how to enable learners to take charge of their learning to reach success in experiential learning for global access learners.

"I think at the highest level it's about, if you're letting learners own their own learning and that they've got learning goals, and if you provide tools by which they can say, 'yes, I'm learning. Yes, I'm accessing this learning. Yes, I'm building skills. Yes, I'm doing this and that they can track it in their own personal learning profile. That's a great way to do it because otherwise in the traditional model, what have we done? We've had a few programs where we mostly just talk about completion rates, where that really isn't very effective" (P10, personal communication, February 2, 2018).

Social bond. The fifth prominent definition and measurement of success of experiential learning for global access learners is social bond. Four of 16 (25%) of the responses to interview question six defined and measured the success of experiential learning by ways in which learners connected to one another to demonstrate learning. Below are the phrases of social bond definitions and measurements of success recognized by workforce development leaders in employing experiential learning:

- Participate on cross teams; learn from and teach others (P1, P2, P3)
- Connecting with others to contribute new skills (P1, P2, P9)

Three participants noted that connecting with others is a signifigant factor in the success of experiential learning for global access learners. P1 further accounts for ways in which connecting, and bonding socially define and measure success for experiential learning.

> "My passion is connecting things; connecting people with people, connecting people with new ideas, with new ways of doing things, connecting ideas together. And, as a facilitator of these experiences, that's what I get to see. So, there's that immediate, sort of, very level one type of thing where you can see it. You can see those 'aha' moments. You can see some of those 'oh crap' moments. And that is a level of success for me" (P1, personal communication, December 12, 2017).

Interview question 7. What is your definition of success for experiential learning for global access learners? The analysis of all participant responses to the seventh interview question, yielded a total of four common themes. The themes that emerged are as follows: a) Learning Alignment, b) Sense of Community, c) Creative Agility, and d) Achieved Competency (see Figure 15).

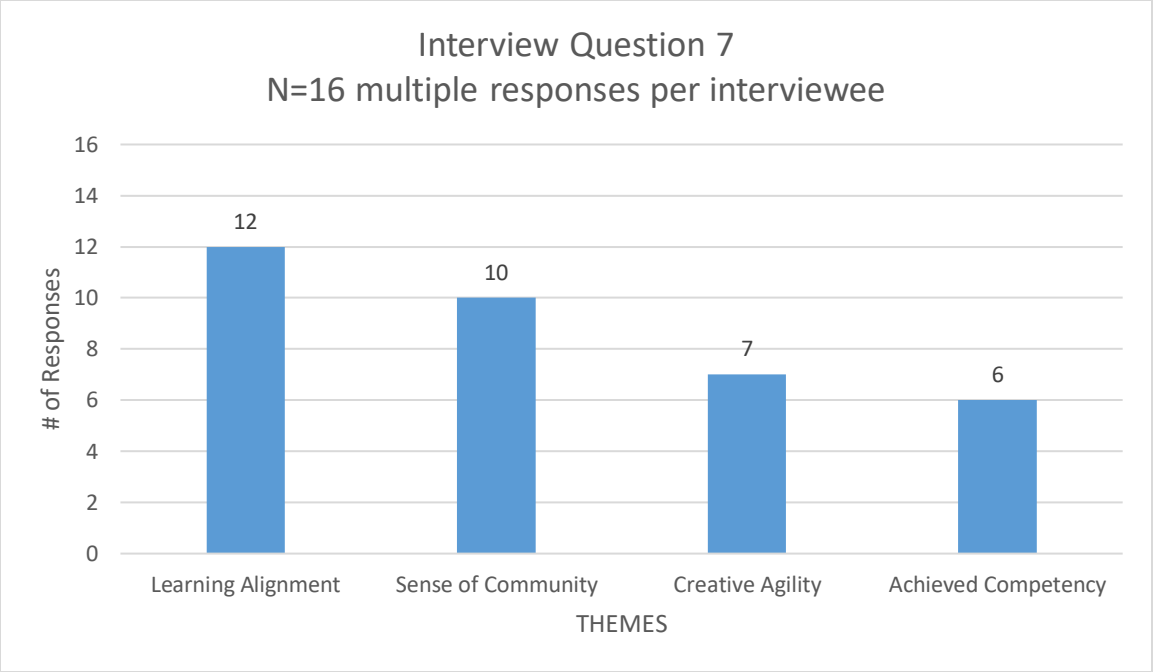

Figure 15. IQ 7: Themes that developed on definition of success for experiential learning for global access learners.

Learning alignment. The first most prominent definition of success for experiential learning for global access learners is learning alignment. Twelve out of 16 participants (75%) asserted that they defined the success of experiential learning by ways in which the learning was aligned to the needs of the organization and learner. Interview question 7 yielded various viewpoints that were directly related to learning alignment. Below are some definitions of success adopted by workforce development leaders:

- Acquired skills will help learner be relevant, successful, and fulfilled in the modern day global world (P2, P3, P4, P13)
- Curated content is easily available and aligned to the capabilities desired by managers and learners (P2, P3, P9, P13)
- Learners use new skills to meet a business need (P1, P2, P6, P7, P8, P12, P15, P16)

Four participants expressed, in addition to aligning learning to business needs, the alignment towards skills that will propel learners forward in their careers is a successful experience. P2 further expresses the significance of learning alignment for global access learners.

> "Our definition of success is, whether or not our employees have the skills or capabilities that are aligned to the job role that they are in, as well as, the skills and capabilities that would help them progress to their next desired role" (P2, personal communication, December 18, 2017).

Sense of community. The second notable definition of success for experiential learning for global access learners is having a sense of community. Ten of out 16 (62.5%) of the responses to interview question seven demonstrated that workforce development leaders consider experiential successful when learners establish and feel a sense of community. The below expressions further describe establishing a sense of community as a definition of success for experiential learning:

- Employee retention; satisfaction in the workplace (P5, P7, P10, P16)
- Quantity of social learning engagement and contribution with peers (P9, P14)
- Learners value experience and actively participate in the learning (P3, P4, P9, P10, P13, P15)

Six participants indicated that a sense of community, established by learners seeing value in learning and actively participating, is how they define successful experiential learning experiences. P13 elaborates on establishing a sense of community by increased learner perceived value and engagement.

> "I want to make sure that my learners want to take trainings; that it's craveable… it's got to be fresh and exciting so that when they look at it, they don't go, 'Oh, this is stale corporate

training.' It's, 'Oh, this is content that I want to consume.' And, then they learn something along the way. So, compelling content is the first way that I get after it. The second is much more fascinating though, and that's finding unique ways to connect my training with what they want outside of work or within work…helping them fulfill their wishes and dreams. … Giving them what they're looking for outside of the company has engaged them on such a different level… they're more engaged in the content, they're more engaged in the validity of the content… And so, when I look at it, I can develop beautiful content, I can make sure they progress in their careers, but if I can really help somebody achieve their life goals, by virtue of my training, that's the most important thing to me at the end of the day" (P13, personal communication, February 8, 2018).

Creative agility. The third noteworthy definition of success for experiential learning for global access learners is creative agility. Seven out of 16 (43.75%) of the participant responses to the seventh interview question specified that experiential learning success is defined by the learner's ability to generate new ideas and quickly pursue solutions to challenges. Below are statements describing ways in which creative agility is viewed:

- Learners have new ideas, new skills, try new things (P1, P6, P3, P9, P13, P14)
- Creatively approach problems (P1, P12, P14)

Three participants emphasized the significance of learners using creativity to solve problems they encounter. P14 expresses the notion of creative agility in inspiring learners to design new ways to solve problems as a definition of experiential learning success.

"Creative confidence, and so, our ultimate goal is to inspire people to have creative confidence in solving any problem that comes their way. So, I think it can be pretty squishy, but it is this attitude of empathy and of curiosity, and the ability to look at problems as

opportunities, and just be creative, and think of themselves as designers" (P14, personal communication, February 9, 2018).

Achieved competency. The fourth most notable definition of success for experiential learning for global access learners is achievement of competencies. Six out of 16 (37.5%) of the participant responses to interview question seven indicated that success is defined by learners achieving the competency the learning was designed to enforce. The below sentiments further address the achievement of competencies as a definition of success for experiential learning:

- Learners are actively able to grow their skills and capabilities (P2, P3, P6, P12, P14)
- Cultivated skills are used to meet business need (P6, P7, P12)
- Achieved competency by way of promotability (P2, P6, P7)

Five participants specified that success of experiential learning for global access learners is defined by the learner actually achieving growth in the desired competency. Additionally, three participants emphasized the achieved competency being used to meet a business need. P6 expresses further the definition of success for experiential learning being connected to the learners achieving desired competencies.

> "I would say that the definition of success is ultimately the, our business has the right talent, skills, and capabilities within our workforce to achieve the business results and grow the business. And then from the employee perspective or employee experience, that they're self-assessing. That they're feeling engaged, that they're growing, that they're being developed by their people leaders and by the organization" (P6, personal communication, January 24, 2018).

Interview question 8. What methods do you employ to measure the success of experiential learning for global access learners? The analysis of all participant responses to

interview question eight, yielded a total of two common themes. The themes that emerged are as follows: a) Indirect Method of Measurement, and b) Direct Method of Measurement (see Figure 16).

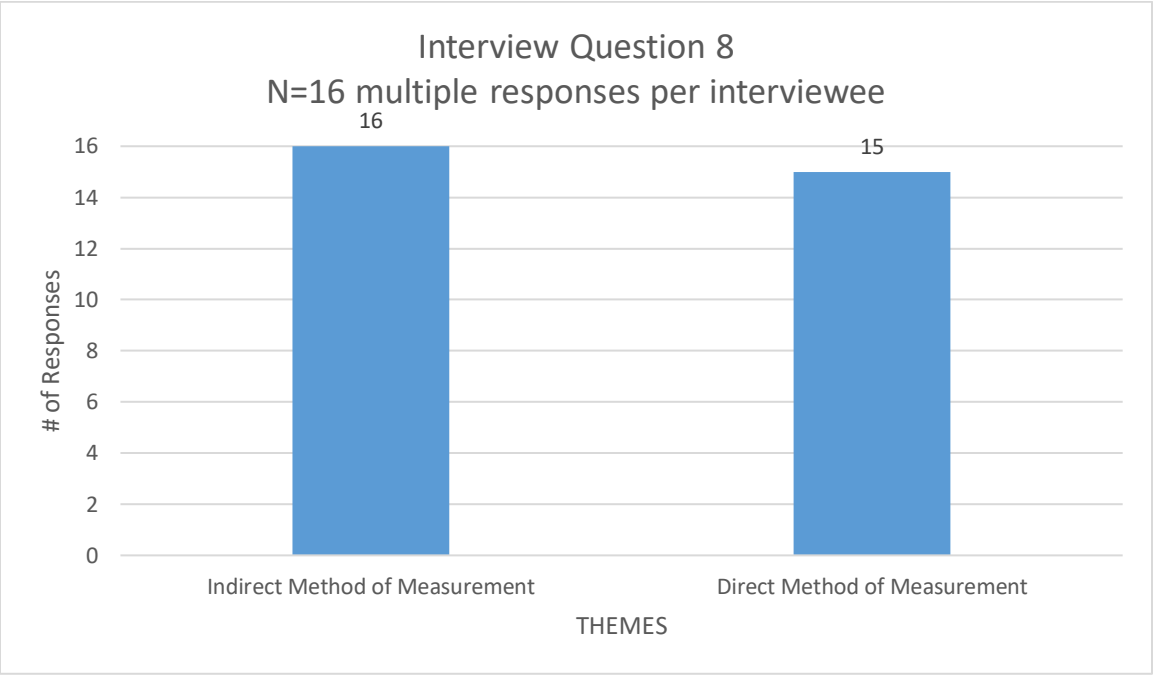

Figure 16. IQ 8: Themes that developed on methods used to measure the success of experiential learning for global access learners.

Indirect method of measurement. The first notable method used to measure the success of experiential learning for global access learners is an indirect method. Sixteen out of 16 participants (100%) asserted that they use various forms of indirect methods to measure the success of experiential learning. Interview question 8 yielded multiple responses that were directly related to the forms of indirect methods of measurements used. Below are some indirect methods of measurement employed by workforce development leaders:

- Qualitative feedback at all levels; surveys for employee satisfaction, detecting behavioral change, manager feedback (P1, P2, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16)

- Quantitative reporting: number of training attendees, number of course completions, and talent retention percentages (P4, P5, P7)

Fifteen participants indicated that utilizing some form of survey to obtain feedback from the learner, manager, peer, or the like, is a preferred method of measurement. P12 further details the specifics of obtaining such feedback using an indirect method.

> "I like to talk about, with people on my staff, 'what did you learn? What did you like about the learning experience? How could it be improved? Do you think that you could actually apply these skills now within your job?' We look again, to sort of those peer mentors and ask them, 'Hey, do you believe this individual now has the skills to be successful?' And, we sort of trust their evaluations" (P12, personal communication, February 7, 2018).

Direct method of measurement. The second most prominent method used to measure the success of experiential learning for global access learners is a direct method. Fifteen out of 16 participants (93.75%) stated they employ some form of direct method to measure the success of experiential learning for global access learners. Below are some direct methods used to measure the success of experiential learning revealed by interview question 8:

- Tests/exams (P3, P5, P7, P8, P16)
- Pre and post assessments (P7, P11, P13, P16)
- Behavior change/business outcome from on the job skill practice/implementation (P1, P2, P5, P6, P7, P8, P9, P10, P11, P12, P13, P15)

Twelve participants stated that they use the direct method of practical application of the learner's newly acquired skill. In addition to the learner actually implementing the new skill on the job, five participants indicated that they use the direct method of tests or exams in order to

measure the success of experiential learning. P8 further accounts for a few direct methods of measurement for the success of experiential learning for global access learners.

> "Our engineers go through the curriculum independently. They do have mentors that they will shadow face to face. There are simulations, and lab, and tools that they have in order to practice skills on their own. And then we have them execute a board exam. And in that exam, we do have them travel and sit side by side with their manager and with their mentor to execute the test, so they can actually prove that they've acquired the skills that we are expecting them to have" (P8, personal communication, January 30, 2018).

Research Question Three Summary. The third research question asked, "How do workforce development leaders measure success of experiential learning for global access learners?" The three subsequent interview questions asked were:

- IQ 6: As a workforce leader, how do you define and measure success of experiential learning for global access learners?
- IQ 7: What is your definition of success for experiential learning for global access learners?
- IQ 8: What methods do you employ to measure the success of experiential learning for global access learners?

The three interview questions asked in relation to the third research question revealed definitions and measurements of the success of experiential learning for global access learners. The five top themes uncovered were Indirect Method of Measurement, Direct Method of Measurement, Assessment & Evaluation, Learning Alignment, and Sense of Community. Indirect method of measurement was referenced the most as the top way in which workforce development leaders define and measure the success of experiential learning for global access

learners. The highest response rate for research question three was 100%, indicating the importance of learner, peer, and leader feedback to successful learning outcomes. The findings from the third research question support Chapter 2 literature discoveries, as signifigant postsecondary global access education elements of social learning and success perceptions emerged. Similarly, the literature element of project-based learning from postsecondary experiential learning, and collective genius and deliberate practice from global access workplace learning were apparent from the findings of research question three. Five of the participants indicated the utilization of the Kirkpatrick Four-Level Training Evaluation Model (Appendix G) is a tool used to ensure both direct and indirect methods of measurement are employed to determine successful learning outcomes. Overall, eleven themes emerged for the third research question. The summary for these themes is provided in Table 9.

Table 9

Summary of Themes for Research Question 3

IQ6. Experiential Learning Definitions and Measurements of Success	**IQ7. Workforce Development Leader Definition of Experiential Learning Success**	**IQ8. Methods Employed to Measure Experiential Learning Success**
Assessment & Evaluation	Learning Alignment	Indirect Method of Measurement
Deliberate Practice	Sense of Community	Direct Method of Measurement
Learning ROI	Creative Agility	
Learner Autonomy	Achieved Competency	
Social Bond		

Research Question Four

The fourth research question asked was, “What recommendations do workforce development leaders have for organizations implementing experiential learning for global access learners?” The fourth research question yielded a total of two interview questions asked to the participants. The two subsequent questions of RQ4 are:

- IQ 9: Describe leadership practices you employ in leading experiential learning for global access learners?
- IQ 10: What advice would you give to future workforce development leaders seeking to employ experiential learning for global access learners?

The responses from all interview participants for the two interview questions were analyzed for common themes that inform the overall response to the fourth research question.

Interview question 9. Describe leadership practices you employ in leading experiential learning for global access learners? The analysis of all participant responses to interview question nine, yielded a total of five common themes. The themes that emerged are as follows: a) Pacesetting Leadership, b) Situational Leadership, c) Adaptive Leadership, d) Collaborative Leadership, and e) Fun Leadership (see Figure 17).

Figure 17. IQ 9: Themes that developed on leadership practices employed when leading experiential learning.

Pacesetting leadership. The first prominent leadership practice employed by workforce development leaders when leading experiential learning for global access learners is pacesetting leadership. Eleven out of 16 participants (68.75%) indicated that they employ behavior modeling practices when leading experiential learning. Interview question 9 yielded various viewpoints that were directly related to pacesetting leadership. Below are the pacesetting practices utilized by workforce development leaders in leading experiential learning:

- Set the pace, model the behavior you want to see in employees (P1, P3, P7, P9, P10, P11, P12)
- Identify the problem you want to solve, create ecosystem aligned to future workforce planning; be a learning culture champion (P1, P2, P5, P8, P9, P10, P12, P15)

Seven participants expressed the significance of leading by example and setting the pace for the behaviors leaders desire to see in their learners. P1 further elaborates on the leadership practice of pacesetting.

> "I'll refer to three leadership values. Those values are leading courageously, being courageous enough to make decisions and to do things that even when it may not be the most popular. Living, not just leading, but living with integrity, where your actions are aligned to your words. And, more importantly to your intentions, when they're aligned to your intentions. And the third of that is demonstrating an owner mindset; thinking like an owner. When we think about in a business or in a home, the homeowner will do things that that a visitor won't do. A business owner will do things that their employees may not do because they got a vested interest; it is theirs. And so, really fostering that owner mindset within our leaders. So, with those three, the first thing that is absolutely critical is that I model those, and anyone who I have coming to facilitate any session, any module during these sessions, they have to model them. Because you can't just use the words, it comes back to integrity. Our actions have to be aligned with our intentions. And so, similarly, the way I do, that you've probably heard a little bit of this in my voice already, at least I hope you have. It's important to do it with passion. To have a passion for what you do and for the people you do it with. I feel so very blessed that I get to do the kind of work that I get to do with the people that I get to do it with. And tied to that, of course, and part of it because of the passion comes a high level of energy. Again, setting the pace because what I've learned is that participants will typically follow…their leaders direction and so rarely will they be more enthusiastic than the facilitator is. So, if I want them to be enthusiastic, I need to be even more enthusiastic to help pull that energy up. And so, constantly doing the best that I can to be

ahead. One step ahead in every sense, in my energy, in my passion, pulling them with me. And so, again sort of the modeling of the behavior, and I guess the last piece is, and I always tell them, 'Look, I am here truly with you. I am taking this journey with you. We are in this together. I'm not telling you from above, I'm right here with you. We are going to get through this together'" (P1, personal communication, December 12, 2017).

Situational leadership. The second noteworthy leadership practice employed by workforce development leaders when leading experiential learning for global access learners is situational leadership. Nine out of 16 (56.25%) of the responses to question nine correlated to workforce development leaders applying situational leadership practices when leading experiential learning. Below are the phrases that exhibit situational leadership practices of workforce development leaders leading experiential learning:

- Give learning opportunities and feedback that speak to effort, process, and strategy (P5, P10, P11, P15)
- Situational leadership; understand and provide learning based on different levels of competency (P3, P5, P6, P8, P9, P13)

Six participants stated that understanding the current abilities of learners and providing opportunities and support based on the learner's ability, is crucial to leading experiential learning. P3 supports the notion of situational leadership being a prominent leadership practice for workforce development leaders leading experiential learning for global access learners.

"Definitely situational leadership. People learn very differently. And so, if you are leading an engagement, you have to pay attention to where people are and be able to work with them… that is super, super critical" (P3, personal communication, January 3, 2018).

Adaptive leadership. The third most notable leadership practice employed by workforce development leaders when leading experiential learning for global access learners is adaptive leadership. Eight out of 16 (50%) of the responses to question nine correlated to workforce development leaders applying adaptive leadership practices when leading experiential learning. Below are the statements that exhibit adaptive leadership practices of workforce development leaders leading experiential learning:

- Bold, brave, and active leaders advocate for and participate in learning culture (P1, P2, P3, P7, P13, P15, P16)
- High emotional intelligence to adapt to learning situations and learner needs (P2, P3, P7, P9, P13, P15, P16)

Seven participants indicated that spearheading innovative ways to create a learning culture for learners is an important leadership practice. P16 further explains ways in which adaptive leadership practices benefit experiential learning for global access learners.

> "I think the most important thing a leader can do is make sure that the team working on the learning content is safe to experiment, is safe to try something new. I think the other thing a leader can do is just make sure that the roadblocks are removed. So, if there are technology roadblocks, if there are mindset roadblocks. It is a different way of designing and delivering learning content. And so, I think the best a leader can do is help change the mindset and clear the path for it" (P16, personal communication, February 16, 2018).

Collaborative leadership. The fourth prominent leadership practice employed by workforce development leaders when leading experiential learning for global access learners is collaborative leadership. Six out of 16 (37.5%) of the responses to question nine correlated to workforce development leaders applying collaborative leadership practices when leading

experiential learning. Below are the phrases that exhibit collaborative leadership practices of workforce development leaders leading experiential learning:

- Collaborate with all parts of the organization (P2, P3, P7, P8, P9, P16)
- Seek out the internal/external talent to form teams; utilize subject matter experts (P2, P8, P9)

Six participants specified that collaborating with individuals and teams throughout the organization was a significant leadership practice for leading experiential learning. In addition, three participants indicated that utilizing subject matter experts is invaluable to their leadership practice. P2 further supports the leadership practice of collaboration to lead experiential learning for global access learners.

> "Leadership notions that are held a lot is incredibly collaborative. So, our learning team, the ones who make everything happen, is not only as a result of the agile methodology but just in general, incredibly collaborative and we bring in people from other parts of the organization. So, the team is not limited to just learning professionals, we will actually bring in an expert software engineer to help drive an experiential learning on something, or we bring in a security professional to join the team for six months and create content. So, there's this collaborative, and I would call it a greater ecosystem, that we tap into in order to make it happen" (P2, personal communication, December 18, 2017).

Fun leadership. The fifth noteworthy leadership practice employed by workforce development leaders when leading experiential learning for global access learners is fun leadership. Five out of 16 (31.25%) of the responses to question nine correlated to workforce development leaders applying elements of fun when leading experiential learning. Below are the

statements that exhibit fun leadership practices of workforce development leaders leading experiential learning:

- Fun; use and lead with humor, enthusiasm, passion (P1, P3, P15)
- Celebrate learning and learner success (P11, P12)

Three participants stated that using elements of fun is a best leadership practice for leading experiential learning for global access learners. P3 further details examples of fun leadership practices.

> "I am a big proponent of using and leading with humor and example and getting people to actively participate. So, we do things in a game show format, or we do things with pop quizzes, or we do a lot of things in my team that make it more fun, I guess, to try to keep people engaged. And so, it's not like a long slog, but it's actually something that is very participatory, very engaging. And I find that leading people that way makes them more excited to be a part of what you're doing" (P3, personal communication, January 3, 2018).

Interview question 10. What advice would you give to future workforce development leaders seeking to employ experiential learning for global access learners? The analysis of all participant responses to tenth interview question, yielded a total of four common themes. The themes that emerged are as follows: a) Drive Innovation, b) Increase Engagement, c) Demonstrate ROI, and d) Build Relationships (see Figure 18).

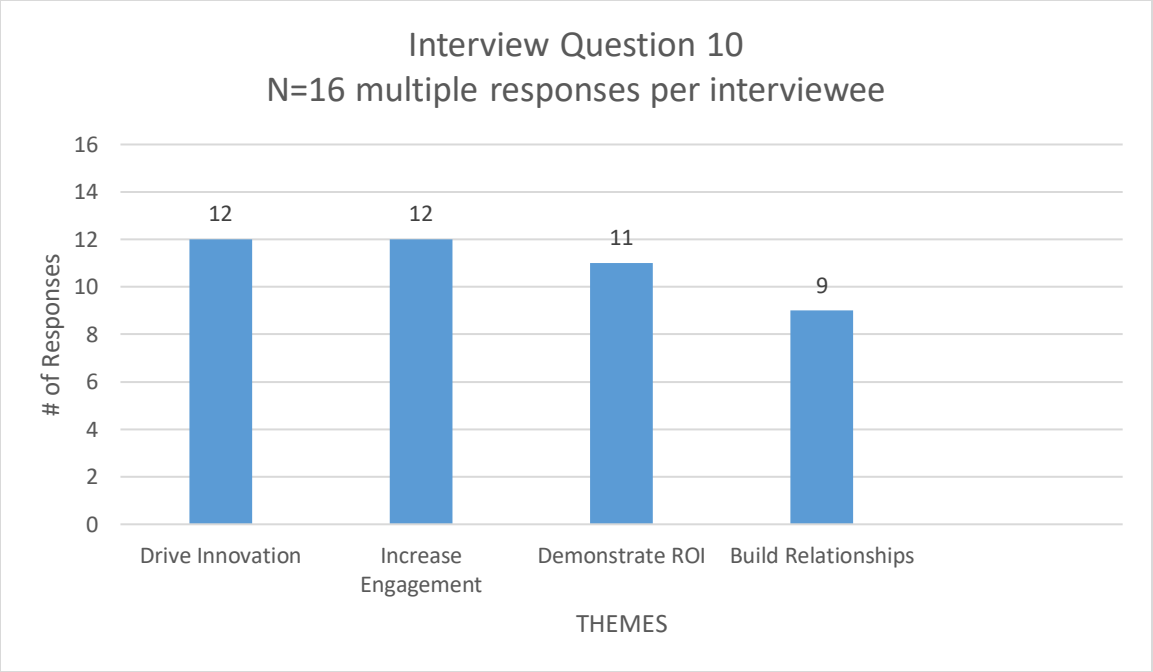

Figure 18. IQ 10: Themes that developed on advice for future workforce development leaders.

Drive innovation. The first notable recommendation for future workforce development leaders seeking to employ experiential learning for global access learners is to drive innovation. Twelve out of 16 participants (75%) stated that learning is a signifigant driver of workplace innovation when leading experiential learning. Interview question 10 yielded various phrases that were directly related to driving innovation. Below are the statements of advice for future workforce development leaders seeking to employ experiential learning for global access learners:

- Be innovative; build a culture of curiosity and learning (P1, P3, P5, P6, P11, P12, P14)
- Cultivate a growth mindset (P1, P6, P8, P9, P11, P15)
- Foster a culture that experiments with new ideas, fails fast, grows, iterates (P1, P4, P5, P15)

Four participants expressed the need for learners to have space and opportunity to experiment with new ideas, fail at their ideas, and keep experimenting. P4 further details the importance of driving such innovation in learners.

> "I think the advice, at least in the present time, has to be with experimentation. There is, you know this is a new field, it is an important field, I believe. And we still don't know what the best models are, and we'll discover them the more we experiment, the more we try. And so, I think the advice would be, know that this is a field of opportunity and that the world needs new models of experiential learning and experiment. Try new things, fail, fail fast, learn. That's what we try to do" (P4, personal communication, January 19, 2018).

Increase engagement. The second most prominent recommendation for future workforce development leaders seeking to employ experiential learning for global access learners is to increase engagement. Twelve out of 16 (75%) of the responses to question ten correlated to workforce development leaders advising the increase of engagement for employees, managers, and executives. Below are the phrases that exhibit increased engagement as a recommendation for future workforce development leaders seeking to employ experiential learning for global access learners:

- Get managers and executives involved (P2, P3, P7, P12, P14)
- Engage learners; upward mobility, content interest, WIIFM (P1, P2, P3, P5, P7, P8, P10, P13)
- Make time for learning; make learning fun (P1, P3, P5, P11, P12, P14)

Five participants expressed the importance of future workforce leaders getting managers and executives involved in experiential learning. In addition to manager and executive buy-in, six participants indicated that allowing learners to set aside time for learning and making it fun is

signifigant for employing experiential learning. P3 details specific reasons to get manager and executive support along with time to engage in learning for global access learners.

> "One of the companies I worked for… the people …were never given an understanding of what was trying to be accomplished. Why were we trying to accomplish it? How is this going to change? And instead they just wanted to do everything the way they'd always done it, and not have to learn something new. That's a fail. And that to fail of management for not really anticipating the impact of the change on the employees and on management for not getting the employees to understand why we were doing this, how it was going to benefit them, and then building in the time and the resources necessary for people to learn" (P3, personal communication, January 3, 2018).

Demonstrate ROI. The third noteworthy recommendation for future workforce development leaders seeking to employ experiential learning for global access learners is to demonstrate the return on the investment of learning. Eleven out of 16 (68.75%) of the responses to question ten correlated to workforce development leaders recommending experiential learning ROI be demonstrated. Below are the viewpoints that determine demonstrating ROI as a recommendation for future workforce development leaders seeking to employ experiential learning for global access learners:

- Clearly connect learning goals and objectives to business and learner growth and development (P1, P3, P6, P8, P9, P11, P13)
- Cultivate learner soft-skills; leadership, skill competency, collaboration, communication (P6, P7, P9, P10, P11, P12, P13, P16)

Seven participants stated that they would advise future workforce development leaders to connect learning to business and learner growth and development. P6 further expresses the

importance of demonstrating learning ROI when employing experiential learning for global access learners.

> "I would say it's a balance. The advice I would give, it's a healthy balance between what the business needs, and you have to start with what the business needs are, but you also have to factor in what the employee base within your organization wants. Because, just like you can't force fun, you can't force learning on people. They have to be curious and be engaged in their own development process…. We believe that leadership development, and development in general, is the accountability of the employee with the responsibility of the people leader and leadership to support that development and growth. So, the advice I'd give it's, you have to strike a healthy balance between the employee aspiration for what their growth and development journey and vision is, and match that up, where you can, most effectively with what are the business needs and how do you make sure that the business sees the return on investment in that development in the future" (P6, personal communication, January 24, 2018).

Build Relationships. The fourth most notable recommendation for future workforce development leaders seeking to employ experiential learning for global access learners is to build relationships. Nine out of 16 (56.25%) of the responses to question ten correlated to the recommendation that future workforce development leaders focus on building relationships as part of their position duties. Below are the phrases that exhibit relationship building as a recommendation for future workforce development leaders seeking to employ experiential learning for global access learners:

- Connect with and listen to audience to gain feedback on who they are, what they want to learn, and how they want to learn it (P2, P5, P12, P13, P14)

- Get out into the field and partner with other leaders, other industries, subject matter experts (P1, P2, P5, P8, P9, P15)

Five participants advised future workforce development leaders to truly connect and listen to their audience to accurately align learning to business and learner needs. P2 further details the significance of building relationships with the learners as a recommendation for future workforce development leaders seeking to employ experiential learning for global access learners.

> *"*I guess the biggest piece of advice would be to listen to your customers, meaning listen to the global access learner, and spend a lot of time asking them what they want. Asking them what would motivate them. Asking them how they would like to be interacted with and then follow through on that. So, we here have spent a lot of time really doing research and interviews to understand what would motivate and work well for our learners. And by getting that feedback ahead of time, we've had a lot better engagement, buy-in, and our results have come out much closer to the desired. So, I'd say really listen to the learner because they do know how their needs will be best met, and if you can take the time to listen to them, you'll be able to set up a strategy that is very well aligned" (P2, personal communication, December 18, 2017).

Research Question Four Summary. The fourth research question asked, "What recommendations do workforce development leaders have for organizations implementing experiential learning for global access learners?" The two subsequent interview questions asked were:

- IQ 9: Describe leadership practices you employ in leading experiential learning for global access learners?

- IQ 10: What advice would you give to future workforce development leaders seeking to employ experiential learning for global access learners?

The two interview questions asked corresponding to the fourth research question uncovered recommendations of workforce development leaders to future workforce development leaders seeking to employ experiential learning for global access learners. The four top themes revealed were Drive Innovation, Increase Engagement, Demonstrate ROI, and Pacesetting Leadership. Drive Innovation and Increase Engagement were referenced the most as a recommendation to future workforce development leaders seeking to employ experiential learning for global access learners. The highest response rate for research question four was 75%, voicing the significant impact future leaders can make if they focus on innovation and engagement initiatives. The findings from the fourth research question support Chapter 2 literature discoveries, as significant postsecondary global access education element of collaborative learning emerged. Likewise, from the global access workplace learning literature situational leadership and adaptive leadership theory were apparent in the findings for the fourth research question. Overall, nine themes emerged for the fourth research question. The summary for these themes is provided in Table 10.

Table 10

Summary of Themes for Research Question 4

IQ9. Leadership Practices Recommendations	**IQ10. Advice for Future Workforce Development Leaders**
Pacesetting Leadership	Drive Innovation
Situational Leadership	Increase Engagement
Adaptive Leadership	Demonstrate ROI

(continued)

IQ9. Leadership Practices Recommendations	IQ10. Advice for Future Workforce Development Leaders
Collaborative Leadership	Build Relationships
Fun Leadership	

Chapter 4 Summary

The purpose of this qualitative phenomenological study was to determine experiential learning practices and strategies for global access learners that are employed by workforce development leaders, the challenges those workforce development leaders face in implementing experiential learning practices and strategies for global access learners, how workforce development leaders measure the success of experiential learning strategies and practices for global access learners, and what recommendations they have for other leaders implementing experiential learning strategies and practices for global access learners. Ten interview questions were formed to investigate the below four research questions:

- RQ1 - What strategies and best practices do workforce development leaders employ in implementing experiential learning for global access learners?
- RQ2 - What challenges do workforce development leaders face in implementing experiential learning for global access learners?
- RQ3 - How do workforce development leaders measure the success of experiential learning for global access learners?
- RQ4 - What recommendations do workforce development leaders have for organizations implementing experiential learning for global access learners?

The data for this study was collected through ten semi-structured interview questions. The researcher coded the data and utilized an interrater review process, two doctoral candidates

at Pepperdine University, to validate the coding results of the researcher. The analysis of the collected data, yielded a total of 35 themes. Five principal themes that surfaced for experiential learning strategies and best practices were Creating a Culture of Learning, Career Management, Workplace Readiness, Building a Learning Ecosystem, and Collective Genius. Creating a Culture of Learning was the top theme (93.75% participant response rate in IQ3) referenced most frequently. Five major themes surfaced as challenges faced by workforce development leaders in implementing experiential learning. The five major challenges were Interactivity, Interconnectivity, Capabilities and Skills Gap, Engagement and Motivation, and Universal Design for Learning. Interactivity was the top theme (100% participant response rate in IQ4) referred to the most. Five top themes were unveiled for experiential learning measures of success. The five main themes were Indirect Method of Measurement, Direct Method of Measurement, Assessment & Evaluation, Learning Alignment, and Sense of Community. Indirect method of measurement was the top theme (100% participant response rate in IQ8) referenced most frequently. Four principal themes surfaced for recommendations for future workforce development leaders seeking to employ experiential learning for global access learners. The major themes were Drive Innovation, Increase Engagement, Demonstrate ROI, and Pacesetting Leadership. Drive Innovation and Increase Engagement were the top themes (75% participant response rate in IQ10) referenced most frequently. Table 11 below provides a summary of all the themes uncovered throughout the data analysis process. Chapter five provides further details on the analysis, findings of the study, implications, recommendations, and conclusion of the study.

Table 11

Summary of Themes for Four Research Questions

RQ1: Experiential Learning Strategies and Best Practices	RQ2: Implementation Challenges	RQ3: Measurements of Success	RQ4: Recommendations
Workplace Readiness	Interactivity	Assessment & Evaluation	Pacesetting Leadership
Learning Design Methodology	Interconnectivity	Deliberate Practice	Situational Leadership
Building a Learning Ecosystem	Capabilities & Skills Gap	Learning ROI	Adaptive Leadership
Collective Genius	Engagement & Motivation	Learner Autonomy	Collaborative Leadership
Social Learning	Universal Design for Learning	Social Bond	Fun Leadership
Creating a Culture of Learning	Global/Intercultural Fluency	Learning Alignment	Drive Innovation
Incorporating Massive Open Online Social Learning		Sense of Community	Increase Engagement
Increasing Learner Self-Efficacy		Creative Agility	Demonstrate ROI
Career Management		Achieved Competency	Build Relationships
		Indirect Method of Measurement	
		Direct Method of Measurement	

Chapter 5: Conclusions and Recommendations

The rapid advancement of global technological innovations and their impact to drive workplace competencies has created a gap in ownership of equipping future workers, new entrants, and current employees. The curriculum output of institutions of higher education cannot keep up with the quick and ever-changing learning needs of the global economy. Thus, employers have noticed the impact workplace learning has on filling the gap left by colleges and universities. Higher education leaders understand the significance and importance of providing students with the skills and capabilities to be competent in the global access workforce. Although the appropriate student preparation is understood, higher education leaders' ability to equip students for the future workplace is questionable. Employers have long held skills expectations of new entrants and their ability to perform job duties but are do not receive workers that are equipped. Thus, workforce leaders have taken it upon themselves to train employees at the level in which they desire them to best learn. As workplace learning becomes more crucial, organizational leaders are placing a heightened focus on experiential learning to increase workplace and job-specific competencies for global access employees.

The responsibility of equipping employees to be job-ready in the 4th industrial revolution has fallen to learning and development leaders. Workforce development leaders have championed this initiative and are excelling at implementing experiential learning for global access learners. These leaders are utilizing strategies and best practices to prepare and equip learner for the fast-paced changing global workforce. Although, learning and development leaders have found great success in increasing workplace competencies for learners, they have faced with many challenges to accomplish this massive undertaking. As such, the findings of this study seek to add to the existing literature by identifying the challenges and obstacles faced by

workforce development leaders in employing experiential learning for global access learners and most importantly, approaches to overcome the challenges to inform ways in which higher education leaders can improve their ability to better equip students. Ultimately, this research aimed to provide a model of successful experiential learning implementation in a global access environment that higher education leaders and other workforce development leaders can employ to help them lead experiential learning for global access learners. As a result, a set of skills and strategies were identified that aid in the development of a leadership model for the learning space built upon success strategies and best practices of workforce development leaders. Chapter five introduces a leadership model and its application for learning leaders who desire to better employ experiential learning in global environments. A discussion on the conclusions and recommendations of the study are also provided. The chapter provides a summary of the study, restatement of the purpose, a discussion of the findings, recommendations for future research, and the researchers final thoughts regarding the study.

Summary of the Study

The purpose of this study was to identify experiential learning practices and strategies for global access learners that are employed by workforce development leaders, the challenges those workforce development leaders face in implementing experiential learning practices and strategies for global access learners, how workforce development leaders measure the success of experiential learning strategies and practices for global access learners, and what recommendations they have for other leaders implementing experiential learning strategies and practices for global access learners. The study utilized a phenomenological approach to qualitative research. Phenomenology was the best design for this study as the, "phenomenological approach describes the common meaning for several individuals of their

lived experiences of a concept or a phenomenon" (Creswell, 2013, p. 76). Guided by the literature review, four research questions and ten open-ended, semi-structured interview questions were developed to inform the study. The core research questions are outlined below.

- RQ1 - What strategies and best practices do workforce development leaders employ in implementing experiential learning for global access learners?
- RQ2 - What challenges do workforce development leaders face in implementing experiential learning for global access learners?
- RQ3 - How do workforce development leaders measure the success of experiential learning for global access learners?
- RQ4 - What recommendations do workforce development leaders have for organizations implementing experiential learning for global access learners?

Participants for this study were identified through their participation in the publicly accessible meetings of the Future Workplace Network, a member organization for senior leaders in human resources, talent, and learning. A purposive sample of 16 participants were identified for this study. Of the participants, 56.25% were workforce development leaders employed with a top United States industrial corporation, as determined by the 2017 rankings of Fortune. At the time of the interviews, all participants were employed within a digital organization with operations in the United States, maintained a leadership position within the human resources, learning and development, or similar department, and demonstrated a commitment to the future of learning and working. In addition, maximum variation was achieved by selecting workforce development leaders of digital organizations that represent diverse global access learner populations, workplace readiness, and barriers. Maximum variation was used to ensure that the sample included: (a) workforce development leaders with a minimum of 10 years professional

experience, (b) participants from different digitalized organizations, and (c) participants from various industries.

Data collection for the study was done through 10 semi-structured interview questions of 16 participants. The 10 questions were developed and validated through an interrater and validity process and then asked to each participant. A five-step process was used to determine the reliability and validity of the data collection instrument. The validity and reliability of the data collection instrument is obtained through a five-pronged approach (a) prima-facie validity, (b) peer-review validity, (c) external expert review validity, (d) expert review validity, and (e) reliability of instrument. The data collected from the participant interviews were audio recorded, transcribed to Microsoft Word documents, analyzed, and coded to uncover common themes. An interrater review procedure was utilized to validate the codes and themes. Lastly, the study findings were summarized and displayed using bar charts to report the common experiences of each theme.

Summary of the Findings

The noteworthy results and findings collected from 16 semi-structured participant interviews guided the data analysis process. The 16 participants that agreed to contribute to the study had extensive experience in the development and advancement of employees within top global companies. Of the 16 participants, nine, or 56.25%, were employed with a top United States industrial corporation, as determined by the 2017 rankings of Fortune. Two, or 12.5%, were employed at a top 20 ranking corporation. Four, or 25% were employed at a top 50 ranking corporation. Two, or 12.5%, were employed at a top 500 ranking corporation. One, or 6.25%, was employed at a top 1,000 ranking corporation.

These experts and leaders in workforce development were recruited from a master list created using publicly accessible speaker lists from Future Workplace Network meetings. Ten open-ended questions were asked to the 16 participants. Interviews were conducted using audio conferencing and via phone calls. Thirty-five themes emerged from the coding and analysis process. The top theme(s) for each interview question, identifying the strategies, challenges, success measures, and recommendations of workforce development leaders implementing experiential learning are outlined below:

1. Using learning design methodologies to equip learners with the workplace readiness skills and capabilities needed to perform job specific functions were common practices and strategies to implement experiential learning.
2. Establishing buy-in at all levels to create a culture of learning was significant challenge participants encountered wen implementing experiential learning strategies and practices.
3. Championing the efforts to create a culture of learning were repeatedly mentioned to prepare learners for a successful experiential learning experience.
4. Barriers to conducting daily activities using digital technology presented as a challenge given the significance to technology in global access learning.
5. The capabilities and skills gap of learners uncovered as a common challenge faced by workforce development leaders in leading experiential learning.
6. The utilization of assessment and evaluation tools were expressed by the participants as metrics that allow them to define and measure success for experiential learning.
7. Most of the participants remarked that experiential learning is successful when the learning is aligned to business and/or people outcomes.

8. Indirect methods of measurement such as feedback, surveys, and focus groups presented as the most common ways in which participants measure success of experiential learning.
9. Setting the pace by modeling behaviors and expectations was the leadership practice that most participants employ when leading experiential learning.
10. Many of the participants shared that they recommend a heightened focus on driving innovation and increasing engagement to successfully lead experiential learning for global access learners.

Discussion of Key Findings

The findings of this study are intended to enrich and provide greater understanding to workforce development leaders, higher education leaders, and other individuals working to successfully employ experiential learning for global access learners. The discussion of key findings will compare the study findings to the current body of literature detailed in the second chapter. Based on the response rate of the 16 participants, this discussion will also include explanations of specific themes.

RQ1: Strategies and practices employed to implement experiential learning. The first research question was formed to gather strategies and best practices employed by workforce development leaders to implement experiential learning for global access learners. A total of nine themes emerged for research question one. The top six themes with the highest response rate for the first research question included: Creating a Culture of Learning (87.5%), Career Management (75%), Workplace Readiness (68.75%), Learning Design Methodology (68.75%), Building a Learning Ecosystem (62.5%), and Collective Genius (62.5%).

Fifteen of the 16 participants indicated that a top strategy to employ experiential learning for global access learners is to create a learning culture. Workforce development leaders have taken responsibility in establishing a culture of learning (P9, P10, P11, P12, P14, P15) and creating urgency for learning and development opportunities (P1, P2, P3, P4, P7, P9, P10, P12, P15). A main focal point in establishing such a culture is getting learning engagement and motivation at all levels (P1, P2, P7, P8, P11, P13, P14, P15) and encouraging employee collaboration and learning from one another (P3, P4, P6, P8, P12). In chapter 2, the research confirms that approaches to learning in the global environment have greater impact with the incorporation of social interactions in learning (Collopy & Arnold, 2009) and when using social-constructivist principles of active and collaborative learning (Schellens & Valcke, 2005).

Eleven of the 16 participants stated that a best practice to employing experiential learning is designing a learning methodology that is catered to the audience. Designing learning methods that require the leader to truly know their audience, focus on iteration and reiteration of learning through prototyping, and assessing, tracking, measuring, and evaluating performance is crucial to their success (P2, P9, P10, P13, P16, P15). Research also suggests that global access teaching and learning practices require a different pedagogy and different skill sets (Fetherston, 2001; Hardy & Bower, 2004; LaMonica, 2001; Oliver, 1999), as learners feel disconnected to educators, course content, and learning peers (Boling et al., 2012; Marmon et al., 2014; Swaggerty & Broemmel, 2017; Thompson, 2017). Research supports this notion, as in the global access environment, leaders must adopt new approaches to developing, designing, creating, teaching, and organizing learning (King & Alperstein, 2015). Workforce development leaders use various forms of information communication technologies to bring digital learning to learners (Bersin et al., 2017). Information communication technologies such as MOOCS, TED,

Professor open lectures, Google, YouTube, Workplace by Facebook, blogs, wikis, virtual marketplaces, social networks, and other online learning systems are used to improve communication and efficiency of global teams (Melon-Ramos, 2016). This claim supports the concerns of participants who urge the importance of building a learning ecosystem to experience learning through technology (P1, P2, P3, P5, P12, P13, P15) and have a scalable learning experience platform of internal and external content and resources (P2, P7, P10, P11, P13, P15).

To better services global access learners, leaders must change their pedagogical practices to adapt to the social learning style (Fetherston, 2001). Ten of the participants share in this sentiment, as they expressed some strategies and best practices employed when implementing experiential learning involve creating a safe space for learners to explore crazy, risky ideas (P1, P13, P14), tapping into the innate curiosities of learners and allowing them to try new things (P3, P12, P13, P14), and collaborating with industry professionals, other departments, and subject matter experts to execute learning (P1, P2, P4, P9, P10, P11, P12). These attributes of collective genius require workers that are able and willing to innovate (Hill et al., 2014). Collective genius, allows problem-based learning to occur as it combines learners to collaborate and acquire new knowledge with practicing professionals and gain a full picture of their field from the integration of prior knowledge (Williams, 2003).

RQ2: Challenges faced when implementing experiential learning strategies and practices. The second research question was designed to gain understanding of the challenges faced by the participants during the implementation of experiential learning for global access learners and how they handle them. Six total themes surfaced for research question two. The top three themes with the highest response percentage for the second research question included: Interactivity (100%), Interconnectivity (93.75%) and Capabilities and Skills Gap (56.25%).

Interacting with and through technology are the most essential elements of working with a global community (P1, P2, P4, P5, P6, P8, P10, P11, P12, P13, P14, P16). Workforce development leaders fully rely upon technology to provide global access learners with updated and scalable (P7, P9, P10, P13, P15, P16) content to develop their skills (P3, P4, P8, P10, P11, P13, P15). Technology impacts ways in which learners connect to the content and each other (P1, P2, P3, P5, P7, P8, P9, P10, P12, P14, P15). Workforce development leaders have found technological challenges in finding a solution to keep up with the frequency and speed at which skills and capabilities change (P2, P4, P6, P7, P9, P10, P12). Chapter 2 research states that as learners socially interact with one another, they overcome the feeling of distance created by online learning and increase the feeling of community (Hill, 2015; Tu & McIsaac, 2002). Interconnectivity incorporates the value-add of social interactions amongst learners and allows for the scalability of social learning (Ferguson & Sharples, 2014).

RQ3: Measuring and defining the success of experiential learning. The third research question was constructed to gain insight on the definitions and measurements of success utilized by workforce development leaders when leading experiential learning for global access learners. A total of eleven themes emerged for research question three. The top five themes with the highest response rate for the third research question included: Indirect Method of Measurement (100%), Direct Method of Measurement (93.75%), Assessment and Evaluation (87.5%), Learning Alignment (75%), and Sense of Community (62.5%).

All 16 participants indicated that indirect methods of measurement are used to define and measure success of experiential learning. Many participants stated that methods such as qualitative feedback at all levels and surveys for employee satisfaction, and detecting behavioral change (P1, P2, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16) are essential to

measuring success. While some leaders measure task performance, team cohesiveness, computer skills, and social bond to determine success in the global learning environment (Melon-Ramos, 2016), other leaders focus on, an increase in borderless collaboration, personalized adult learning, and greater social attachment of global access workers (Lakhani & Marquard, 2014). Many participants indicated that they define and measure success of experiential learning by the acquisition of skills that will help learners be relevant, successful, and fulfilled in the modern day global world (P2, P3, P4, P13). The research shows the challenges of higher education institutions face such as informal learner-educator interaction decreasing the ability to build a sense of community (Novak & Thibodeau, 2016; Schlosser & Simonson, 2009; Thompson, 2017). While this is challenging for the higher education industry, workforce development leaders deem their learning successfully as they establish a sense of community for learners. In doing so, learners value the experience and actively participate in the learning (P3, P4, P9, P10, P13, P15).

RQ4: Recommendations to implement experiential learning. The fourth research question was developed to acquire an understanding from the participants on how future workforce development can successfully employ experiential learning for global access learners. Nine total themes surfaced for research question four. The top three themes with the highest response percentage for the fourth research question included: Drive Innovation (75%), Increase Engagement (75%), Pacesetting Leadership (68.75%), and Demonstrate ROI (68.75%).

12 of the participants indicated that driving innovation was important for future workforce development leaders seeking to employ experiential learning. Being innovative and building a culture of curiosity and learning (P1, P3, P5, P6, P11, P12, P14) are ways in which leaders can drive innovation. This is an important element, as experiential learning can result in

students exploring new ideas and critically processing the learning taking place around them (Wurdinger & Carlson, 2009). Driving innovation is also done by cultivating a growth mindset for learners (P1, P6, P8, P9, P11, P15). Developing a growth mindset will lead to increased engagement, which will aid in a focus of learners having an invested interest and gains from their learning (P1, P2, P3, P5, P7, P8, P10, P13). In higher education, educators of global access learners are challenged with time commitment and lost interaction with learners (Windes & Lesht, 2014). Although, this presents as a challenge, workforce development leaders advise get managers and executives involved (P2, P3, P7, P12, P14), to make time for learning, and make learning fun (P1, P3, P5, P11, P12, P14). Overall, sentiments were expressed by many participants that a key to leading experiential learning for global access learners is to lead by example (P1, P3, P7, P9, P10, P11, P12) and align learning to business and learner desired outcomes (P1, P3, P6, P8, P9, P11, P13).

Implications of the Study

The objective of this study was to determine strategies and best practices of workforce development leaders to guide future workforce development leaders, higher education leaders, and others interested in employing experiential learning for global access learners. As technological advancement push workplace learning further ahead of higher education, educators must keep continue to enhance the ways in which they equip learners for the future workplace. As such, the findings of this study can be used to develop or enhance outdated practices in implementing experiential learning opportunities for global access learners. In addition, leaders in the future workplace, higher education industry, postsecondary education, and K-12 education can use the findings to develop an experiential learning ecosystem for their global access learners.

As a result of this study a set of success strategies and best practices were identified that allowed for the development of a global access learning ecosystem for learning leaders. The ecosystem has five primary components: a) Learning Design Methodology, b) Build a Learning Ecosystem, c) Create a Learning Culture, d) Drive Innovation, and e) Demonstrate ROI (see Figure 19). The five components of the learning ecosystem form the foundation for creating, sustaining, and measuring success of experiential learning for global access learners; with people, purpose and performance being the driving factors. Each component has best practices that create success and an identified potential challenge to consider. Each component is designed to contain success strategies, but it is the collective strategies of all components that generate an overall success strategy to implement experiential learning for global access learners. Equally, sustaining the success of the learning ecosystem requires leaders to consistently assess and adapt to the intricacies of the environment. This requires that leaders view and utilize the global access learning ecosystem as an advisory tool to enhance current practices in implementing experiential learning for global access learners.

This learning ecosystem model provides the foundation for creating leadership training material that focuses on any of the five components. The ecosystem was designed to help learning leaders identify strategies to increase their practices or provide guidance on success strategies in areas where they may be facing challenges. For the learning design methodology component, training material would focus on developing learning strategies that aid in aligning learning to learner and business outcomes. The learning design methodology component would inform leaders to analyze and assess learning goals, the appropriate target market, and needed resources for the learning experience. The training would place emphasis on developing learning through iteration and implementing learning with a heightened awareness of the potential

challenges of learners connecting with and through technology. The second component of building a learning ecosystem would have training material dedicated to the various pathways in which learners partake in the opportunity. This component gives specific attention the importance of deliberate practice and a universal technological platform for scalable social learning to achieve workplace readiness goals. Training materials for the third component focus on all levels of the organization to support learning efforts to create a learning culture with a heighten awareness of global/intercultural fluency.

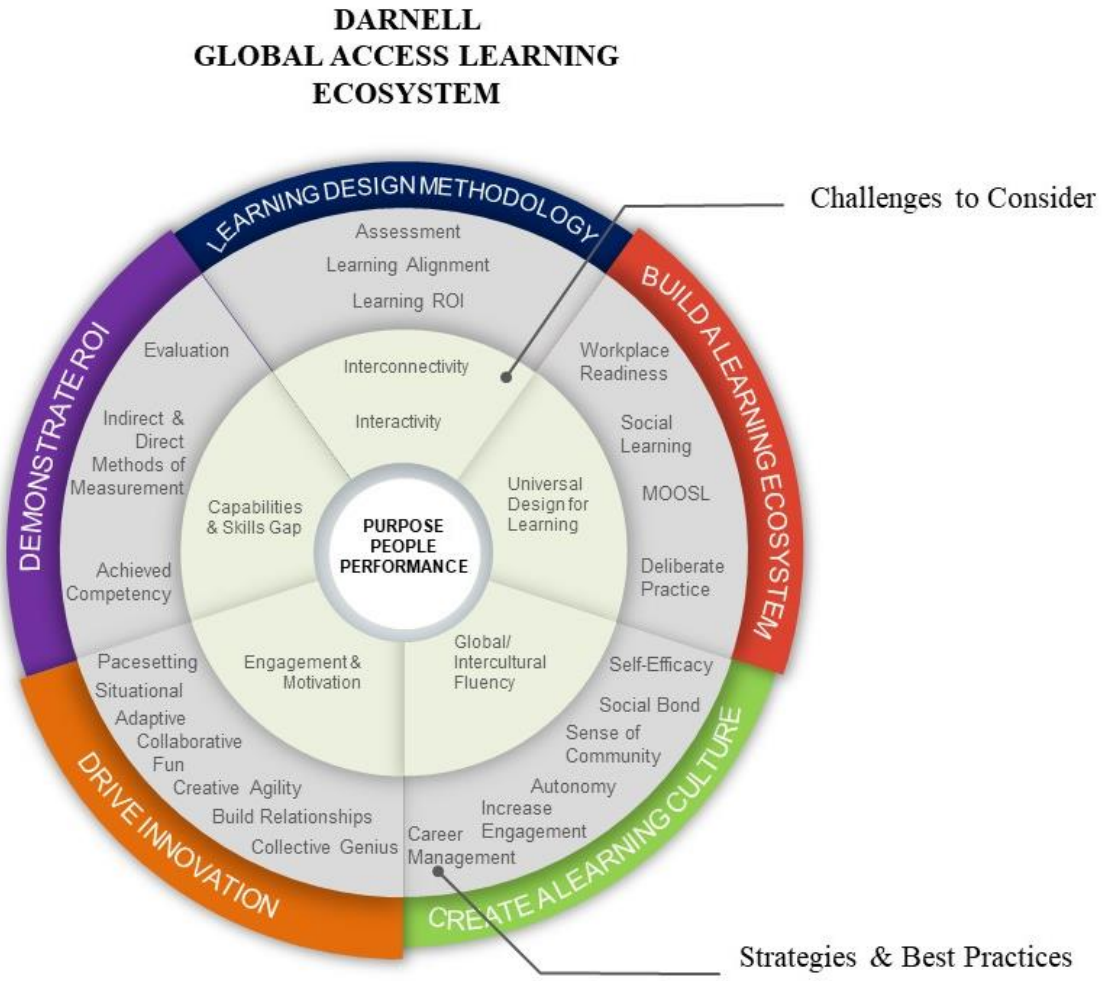

Figure 19. Darnell Global Access Learning Ecosystem Model. Copyright 2020 by Jasmine D. Darnell.

Specially, the third component uses strategies focusing on establishing a sense of community through social bonds and learner career management, autonomy, engagement, and self-efficacy. The fourth component of the global access learning ecosystem is drive innovation. Training material for the fourth component would place an emphasis on increasing engagement and motivation, the leadership practices of pacesetting, situational, adaptive, collaborative, and fun to build relationships and inspire innovation through collective genius. Training for the fifth component would focus on learning evaluation methods to ensure competencies were achieved for learner skills and capabilities gaps and that there is a clear correlation to a return on investment.

From the findings of the study, significant themes emerged and applicable implications for the global access learning ecosystem were developed. These findings address current emerging trends in global access learning and provide relevant implications for the future workplace, higher education industry, postsecondary education, and K-12 education.

Implications for the future workforce. Career/workforce readiness is defined by NACE (2019) as, "the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace" (p. 1). The competencies consist of: (a) critical thinking/problem solving, (b) oral/written communication, (c) teamwork/collaboration, (d) digital technology, (e) leadership, (f) professionalism/work ethic, (g) career management, and (h) global/intercultural fluency (NACE, 2019). Workforce development leaders are aware of the skills and capabilities of new entrants needed to be successful in the workplace. Even though they are aware, they may not have the best practices in place to employ learning to employees (Carnevale, 1990) or global access learners. The global access learning ecosystem is relevant for future and current workforce development leaders to design learning

opportunities that meet the needs of their learners and organizations. As workforce development leaders focus on engaging learners in the workplace, learners begin to engage in positive career decision behavior and development resulting in an increased career decision self-efficacy (Betz, 2005; Betz et al., 2005; De Bruin & Hughes, 2012; Penn, 2016).

Implications for the higher education industry. Many researchers have stated that colleges and universities have an obligation to prepare students for employment after graduation, as employers expect graduates to possess desirable workforce competencies and capabilities (Atkins, 1999; Bennett et al., 2000; Casner-Lotto & Barrington, 2006; Crebert et al., 2004). The higher education industry has not given confidence to employers as they do not feel new entrants are equipped with the proper workforce readiness skills upon graduation (Allen & Seaman, 2015; Casner-Lotto & Barrington, 2006, p. 15; O'Neil, 2014). Given this insight, the findings of this study can be used to help the higher education industry better equip learners for career readiness.

Implications for postsecondary education. In the online environment, colleges and universities have transitioned in incorporate online career centers to accommodate global access learners (Gonzales, 2017). This transition is beneficial to students, but when students participate in experiential learning opportunities, in their desired career field, their skills, confidence, and professional abilities increase (Meehan-Klaus, 2016). The findings of this study have implications for postsecondary education, as they can aid colleges and universities with equipping learners with learning opportunities in a tangible way. This research provides a clear link for educators to partner with workforce development leaders to provide global access learners with career specific learning opportunities, as it is possible to provide experiences such as internships, career counseling, programming events, professional development workshops, and experiential learning to better prepare students for employment (Gonzales, 2017).

Implications for K-12 education. Researchers have shown that there is a critical gap between classroom learning and practical application of learning that only experience can bridge (Llewellyn & Frame, 2012; Robbins, 2017). The findings of this study have implications for K-12 education, as this demographic has entered the global access space. The International Association for K-12 Online Learning indicated that, different from the traditional systems of K-12 education, "competency-based structures place an equal emphasis upon lifelong skills such as growth mindset, metacognition, learning how to learn, problem-solving, advocacy, collaboration, creativity and the habits of success as they do upon academic content knowledge and skills" (Lopez et al., 2017, p. 8). In addition, the main issues facing building competency-based learning systems are: a) redefining success, b) meaningful qualifications, c) accountability as continuous improvement, d) developing educator capacity, and e) building capacity to lead change (Patrick et al., 2017).

K-12 education is searching for a system in which the framework for competency-based education will be the foundation of changing the current landscape. Leaders in K-12 education are searching for ways in which establishing purpose and creating a culture of learning are at the forefront (Sturgis & Casey, 2018). Establishing a continuous improvement structure and developing pedagogical philosophies to support students in building 21st Century career readiness skills are of grave concern to K-12 leaders (Sturgis & Casey, 2018). Currently, competency-based experiential learning is limited in the global access learning environment (Anderson et al., 2016), but with the global access learning ecosystem, K-12 educators can implement new ways of providing competency-based opportunities for their learners. This research makes the claim that the goal of experiential learning should be focused on the preparation and competencies of student workplace readiness. As such, the K-12 environment

has established career-oriented initiatives for students. With the findings from this study, the global access learners in K-12 can become better equipped to progress in the global access environment and gain desired workplace competencies much earlier.

Recommendations for Future Research

This qualitative study interviewed 16 workforce development leaders who employ experiential learning to global access learners. The intent of this research study was to explore the strategies and best practices, challenges, and recommendations shared by the participants to inform future workforce development leaders, higher education leaders, and others seeking to employ experiential learning for global access learners. Integrating the current literature relative to postsecondary global access education, postsecondary workforce development, postsecondary experiential learning, and global access workplace learning along with the collective experiences and knowledge from the 16 participants has created an in-depth study that can be added to the existing body of research. To continue to broaden the literature on global access learning, the following studies are recommended for future research.

1. A study that further explores Massive Open Online Social Learning (MOOSL) as a proven scalable approach to social learning. This study should focus on actual technological software and platforms that allow social learning to be scaled. The ability to scale social learning effectively was a common issue presented in this study. A study focusing on the implications of large-scale social learning will benefit greatly workforce and education leaders.
2. A study that considers identifying and defining 21st Century global competencies. As organizations continue to become more diverse and extend their global reach, there is a need for global access employees to be more fluent in cross cultural competencies.

Establishing global access competencies and ways in which they are measured can impact the design and evolution of global access learning programs for learning leaders in workforce development, talent management, and higher education.

3. A study investigating the complexities of VUCA (volatility, uncertainty, complexity, and ambiguity) conditions in preparing for the future workplace. For example, Bennett and Lemoine (2014), state that, "VUCA conditions render useless any efforts to understand the future and to plan responses" (p. 311). The notion of a VUCA environment poses a threat to workforce development leaders who plan for the future workplace. Although VUCA in itself makes planning void, leadership competencies still are crucial in navigating complex environments (Brodie & Fraizer, 2018). Investigating best practices and strategies to navigate in a VUCA environment would benefit global access learners and leaders.
4. A study that examines the new approaches to global access experiential learning. For example, badges and credentialing are gaining in popularity. A study examining their effectiveness and compatibility of using digital credentialing as an acceptable method in preparing K-12 and higher education students with workplace readiness skills. This study can specifically compare badge platforms and usability. The design of this study should focus primarily on the K-12 or college level, as badges and credentialing are most prominent for working professionals.
5. A study that inspects strategies to incorporate the leadership practices of collective genius in postsecondary global access education. This study would explore the effectiveness of online learners understanding and employing learning activities that foster innovation and creativity in the online environment. This study would

demonstrate educators' ability to properly equip learners with 21st Century workplace readiness skills.

6. A study that analyzes the effectiveness of new technologies such as artificial intelligence, virtual reality, and augmented reality being employed in the global access classroom. This study would explore learners' ability to gain tangible experience and meet course learning objectives.

Final Thoughts

I am on a mission to transform learning. My hope for the future of education is that from when a child first enters school, they are invited into an equitable environment that begins their lifelong journey of learning. The most significant skills of having the ability to learn, innovate, "fail", collaborate, lead, and ask why, without fear of retribution or consequence, should be embedded into the DNA of education. Educators should facilitate an inclusive learning environment, which nurtures young learners to be forward-thinking and challenges them to boldly aim to solve our world's most complex challenges. As the learner matures, it becomes their responsibility to take ownership of their diverse learning path. It is the responsibility of the higher education industry to equitably equip the learner with proper tools to go down that chosen path. And, it is the responsibility of the employer to eliminate roadblocks that prevent learners from achieving competency in their desired skills and capabilities. As technology continues to fundamentally change how we learn and work, it is the responsibility of us all to continuously work to ensure the diverse people who make up the workforce are competent and capable of their job functions. Such competencies should be established early in the learner's life. If individuals can be equipped with the most significant soft skills embedded in their character and personality,

educators and employers can move forward in leading innovation in their respective fields much quicker.

Global access learning is widespread throughout various industries across the globe. Online education continues to see a rise in enrollments and more companies are creating global teams. The findings of this research study are relevant to equip global access learners with 21st Century workforce readiness skills. Although a global access learning ecosystem has been designed as a result of this study, it will take the involvement of the learner, educator, manager, learning leader, and executive to truly create a culture of learning in which global access experiential learning is fully embraced. When leaders recognize learning as a priority and lead by example, employees are motivated to mimic their behavior and become actively engaged in the learning process. Experiential learning is more than an approach to obtaining a skill. Experiential learning is a belief in oneself to accept a challenge to boldly try something new. Embracing oneself as a lifelong learner empowers curiosity and welcomes failure, which leads to innovation and elimination of barriers, borders, and boundaries.

REFERENCES

Alalshaikh, S. (2015). Cultural impacts on distance learning, online learning styles, and design. *Quarterly Review of Distance Education, 16*(3), 67-75.

Allen, I. E., & Seaman, J. (2010). *Class differences: Online education in the united states, 2010.* Babson Survey Research Group and The Sloan Consortium.

Allen, I., & Seaman, J. (2011). *Going the distance: Online education in the united states, 2011.* Babson Survey Research Group.

Allen, I., & Seaman, J. (2014). *Grade change: Tracking online learning in the united states.* Babson College and The Sloan Foundation.

Allen, I. E., & Seaman, J. (2015). *Grade level: Tracking online education in the united states.* Babson Survey Research Group.

Allen, I. E., & Seaman, J. (2016). *Online report card: Tracking online education in the united states*. Babson Survey Research Group.

Andersen, M. L., & Taylor, H. F. (2011). *Sociology: The essentials*. Wadsworth Cengage Learning.

Anderson, D. (2016). *Psychological contract breach as experienced by adjunct faculty: A phenomenological study* (Publication No. 10019496) [Doctoral dissertation, The University of the Rockies]. ProQuest Dissertations & Theses Global.

Anderson, S., Hsu, Y., & Kinney, J. (2016). Using importance-performance analysis to guide instructional design of experiential learning activities. *Online Learning*, *20*(4). https://doi.org/10.24059/olj.v20i4.732

Anglin, G. J., & Morrison, G. R. (2000). An analysis of distance education research: Implications for the instructional technologist. *Quarterly Review of Distance Education, 1*(3), 189-194.

Aragon, S. R., Johnson, S. D., & Shaik, N. (2002). The influence of learning style preferences on student success in online versus face-to-face environments. *The American Journal of Distance Education, 16*(4), 227-243. https://doi.org/10.1207/S15389286AJDE1604_3

Atkins, M. (1999). Oven-ready and self-basting: Taking stock of employability skills. *Teaching in Higher Education, 4*(2), 267-280. https://doi.org/10.1080/1356251990040208

Bacow, L. S., Bowen, W. G., Guthrie, K. M., Lack, K. A., & Long, M. P. (2012). *Barriers to adoption of online learning systems in U.S. higher education*. Ithaka S+R.

Baird, D. K. (2016). *A study of the pedagogical and structural elements being incorporated into the design of hybrid courses for higher education* (Publication No. 10075039) [Doctoral dissertation, Utah State University]. ProQuest Dissertations & Theses Global.

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review, 84*(2), 191-215. https://doi.org/10.1037/0033-295X.84.2.191

Barbour, M. K., Siko, J., Gross, E., & Waddell, K. (2013). Virtually unprepared: Examining the preparation of K-12 online teachers. In R. Hartshorne, T. Heafner, & T. Petty (Eds.), *Teacher education programs and online learning tools: Innovations in teacher preparation* (pp. 60-81). Information Science Reference. https://doi.org/10.4018/978-1-4666-1906-7.ch004

Beckem, J. M., & Watkins, M. (2012). Bringing life to learning: Immersive experiential learning simulations for online and blended courses. *Journal of Asynchronous Learning Networks, 16*(5), 61-70. https://doi.org/10.24059/olj.v16i5.287

Behnke, C., & Ghiselli, R. (2004). A comparison of educational delivery techniques in a foodservice training environment. *Journal of Teaching in Travel & Tourism, 4*(1), 41-56. https://doi.org/10.1300/J172v04n01_03

Bennett, N., Dunne, E., & Carré, C. (2000). *Skills development in higher education and employment.* SRHE and Open University Press.

Bennett, N., & Lemoine, G. J. (2014). What a difference a word makes: Understanding threats to performance in a VUCA world. *Business Horizons, 57*(3), 311-317. https://doi.org/10.1016/j.bushor.2014.01.001

Bennett, V. N. (2011). *A descriptive study of PLATO as a proposition for regular education classrooms* (Publication No. 3462924) [Doctoral dissertation, University of Houston]. ProQuest Dissertations & Theses Global.

Benson, A. D., Johnson, S. D., Taylor, G. D., Treat, T., Shinkareva, O. N., & Duncan, J. (2004, August). *Distance learning in postsecondary career and technical education: A comparison of achievement in online vs. on-campus CTE courses*. National Research Center for Career and Technical Education. https://files.eric.ed.gov/fulltext/ED493603.pdf

Bergen, D., & Woodin, M. (2017). *Brain research and childhood education: Implications for educators, parents, and society.* Taylor & Francis

Bernard, R. M., Abrami, P. C., Lou, Y., Borokhovski, E., Wade, A., Wozney, L., Wallet, P. A., Fiset, M., & Huang, B. (2004). How does distance education compare with classroom instruction? A meta-analysis of the empirical literature. *Review of Educational Research, 74*(3), 379-439. https://doi.org/10.3102/00346543074003379

Bernstein, J. L., & Flinders, B. A. (Eds.) (2017). *Enhancing teaching and learning through collaborative structures: New directions for teaching and learning* (No. 148). Wiley.

Bersin, J., Pelster, B., Schwartz, J., & van der Vyver, B. (2017, February 28). *Introduction: Rewriting the rules for the digital age: 2017 Global Human Capital Trends.* Deloitte

Insights. https://www2.deloitte.com/us/en/insights/focus/human-capital-trends/2017/introduction.html

Best, J. W., & Kahn, J. (1993). *Research methods in education.* Allyn and Bacon.

Betz, N. E. (2005). Women's career development. In S. D. Brown & R. W. Lent (Eds.), *Career development and counseling: Putting theory and research to work* (pp. 253-277). Wiley.

Betz, N. E., Hammond, M. S., & Multon, K. D. (2005). Reliability and validity of five-level response continua for the career decision self-efficacy scale. *Journal of Career Assessment, 13*(2), 131-149. https://doi.org/10.1177/1069072704273123

Bidwell, A. (2014, April 8). *Gallup: Online education could be at a tipping point.* U.S. News & World Report. https://www.usnews.com/news/blogs/data-mine/2014/04/08/americans-trust-in-online-education-grows-for-third-consecutive-year

Blyler, K. M. (2016). *A qualitative exploration of experiential learning in 4-H clubs* (Publication No. 1847567973) [Doctoral dissertation, University of Florida]. ProQuest Dissertations & Theses Global.

Bogle, E., Blondin, J., & Miller, J. (1997). *A memo to graduate students: Preparing to be the faculty of the future* (Occasional paper No. 5). Association of American Colleges and Universities. https://preparing-faculty.org/PFFWeb.Publications.htm

Boling, E. C., Hough, M., Krinsky, H., Saleem, H., & Stevens, M. (2012). Cutting the distance in distance education: Perspectives on what promotes positive, online learning experiences. *The Internet and Higher Education, 15*(2), 118-126. https://doi.org/10.1016/j.iheduc.2011.11.006

Bonwell, C. C., & Eison, J. A. (1991). *Active learning: Creating excitement in the classroom.* School of Education and Human Development, George Washington University.

Brandenburg, R., & Wilson, J. Z. (2013). *Pedagogies for the future: Leading quality learning and teaching in higher education*. Sense Publishers. https://doi.org/10.1007/978-94-6209-278-5_1

Braude, S., & Merrill, J. (2013). The Chancellor's new robes: Online education. *Creative Education, 4*(7), 50-52. https://doi.org/10.4236/ce.2013.47A2009

Breiter, D. (1992). *Experiential learning in guest services as perceived by undergraduate hospitality students* (Publication No. 9224879) [Doctoral dissertation, University of South Carolina]. ProQuest Dissertations & Theses Global.

Brodie, V., & Fraizer, L. (2018, March). *VUCA leadership competencies in a complex global environment*. Paper presented at the International Organization of Social Sciences and Behavioral Research Conference, New Orleans, LA. Abstract retrieved from https://victoriakbrodie.com/2018/03/19/vuca-leadershipcompetencies/

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

Bryant, S. M., Kahle, J. B., & Schafer, B. A. (2005). Distance education: A review of the contemporary literature. *Issues in Accounting Education, 20*(3), 255-272. https://doi.org/10.2308/iace.2005.20.3.255

Campbell, J. E., & Campbell, D. E. (2011). Distance learning is good for the environment: Savings in greenhouse gas emissions. *Online Journal of Distance Learning Administration, 14*(5).

Carlson, S., & Carnevale, D. (2001). Debating the demise of NYUonline. *Chronicle of Higher Education, 48*(16), A31-A32.

Carnevale, A. P. (1990). *Workplace basics training manual. Best practices series: ASTD.* Jossey-Bass.

Carver, R. L. (1997). Theoretical underpinnings of service learning. *Theory into Practice, 36*(3), 143-149. https://doi.org/10.1080/00405849709543760

Casner-Lotto, J., & Barrington, L. (2006). *Are they really ready to work? Employers' perspectives on the basic knowledge and applied skills of new entrants to the 21st century U. S. workforce.* Partnership for 21st Century Skills.

Casner-Lotto, J., Rosenblum, E., & Wright, M. (2009). *The ill-prepared US workforce: Exploring the challenges of employer-provided workforce readiness training*. The Conference Board. https://www.voced.edu.au/content/ngv%3A71839

Cavanaugh, C., Gillan, K. J., Kromrey, J., Hess, M., & Blomeyer, R. (2004). *The effects of distance education on K-12 student outcomes: A meta-analysis.* Learning Point Associates / North Central Regional Educational Laboratory.

Chang, S. L. (2002). *The effects of facilitation and *experience in online learning on participation, cognitive restructuring, and learning achievement in a distance learning environment* (Publication No. 3055749) [Doctoral dissertation, The Florida State University]. ProQuest Dissertations & Theses Global.

Chapman, D. D. (2011). Contingent and tenured/tenure-track faculty: Motivations and incentives to teach distance education courses. *Online Journal of Distance Learning Administration, 14*(3).

Chipps, J. & Fraizer, L. (2017). *Computer science education: Hack the gatekeepers.* Presented at the International Organization of Social Sciences and Behavioral Research, Atlantic City, NJ. https://sway.com/AkiTAu1BRDYwcpcv

Chowdhury, M. F. (2015). Coding, sorting, and sifting of qualitative data analysis: Debates and discussion. *Quality & Quantity, 49*(3), 1135-1143. https://doi.org/10.1007/s11135-014-0039-2

Christensen, C. M. (1997). *The innovator's dilemma: When new technologies cause great firms to fail*. Harvard Business School Press.

Christensen, C. M., & Eyring, H. J. (2011). *The innovative university: Changing the DNA of higher education from the inside out.* John Wiley & Sons.

Christensen, C. M., Horn, M. B., Caldera, L., & Soares, L. (2011). *Disrupting college: How disruptive innovation can deliver quality and affordability to postsecondary education*. Center for American Progress.

Christensen, O. (2016). MOOSL-Democratizing education with social learning MOOCs. In Ubachs, G., & Konings, L. (Eds.), *Enhancing European higher education: Opportunities and impact of new modes of teaching* (pp. 632-642). European Association of Distance Teaching Universities.

Clark, R. W., Threeton, M. D., & Ewing, J. C. (2010). The potential of experiential learning models and practices in career and technical education & career and technical teacher education. *Journal of Career and Technical Education, 25*(2), 46-62. https://doi.org/10.21061/jcte.v25i2.479

Collis, B., & Moonen, J. (2005). Collaborative learning in a contribution-oriented pedagogy. In C. Howard, J. V. Boettecher, L. Justice, K. D. Schenk, P. L. Rogers, & G. A. Berg (Eds.), *Encyclopedia of distance learning* (Vol. 1, pp. 277-283). https://doi.org/10.4018/978-1-59140-555-9.ch040

Collopy, R. M., & Arnold, J. M. (2009). To blend or not to blend: Online and blended learning environments in undergraduate teacher education. *Issues in Teacher Education, 18*(2), 85-101.

Committee on Science, Engineering, and Public Policy. (1984). *High schools and the changing workplace: The employer's view. Report of the panel on secondary school education for the changing workplace*. National Academy Press.

Coughlan, E. K., Williams, A. M., McRobert, A. P., & Ford, P. R. (2014). How experts practice: A novel test of deliberate practice theory. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *40*(2), 449.

Crabtree, B. F., & Miller, W. L. (1992). *Doing qualitative research*. SAGE Publications.

Crebert, G., Bates, M., Bell, B., Patrick, C., & Cragnolini, V. (2004). Developing generic skills at university, during work placement and in employment: Graduates' perceptions. *Higher Education Research & Development, 23*(2), 147-165. https://doi.org/10.1080/0729436042000206636

Creswell, J. W. (2013). *Qualitative inquiry & research design: Choosing among five approaches*. SAGE Publications.

Cutcliffe, J., & McKenna, H. (2002). When do we know that we know? Considering the truth of research findings and the craft of qualitative research. *International Journal of Nursing Studies, 39*(6), 611-618. https://doi.org/10.1016/S0020-7489(01)00063-3

Darnell, C. (2017). *Sharecropping in higher education: Case study of the florida agricultural and mechanical university - florida state university joint college of engineering* (Publication No. 10680544) [Doctoral dissertation, Indiana University]. ProQuest Dissertations & Theses Global.

Darnell, S. S. (2015). *EngageMe: The design and implementation of a reflective tool for evaluating student engagement* (Publication No. 10159361) [Doctoral dissertation, Clemson University]. ProQuest Dissertations & Theses Global.

Davidson, S. D. (1965). *A historical study of legislative developments of land-grant colleges in the united states* (Publication No. EP71463) [Master's thesis, University of Southern California]. ProQuest Dissertations & Theses Global.

De Bruin, K., & Hughes, G. (2012). Career decision self-efficacy and self-directed learning among women university students: A cross-cultural study. *Journal of Psychology in Africa, 22*(1), 61-68. https://doi.org/10.1080/14330237.2012.10874522

Dean, P. J., Stahl, M. J., Sylwester, D. L., & Peat, J. A. (2001). Effectiveness of combined delivery modalities for distance learning and resident learning. *Quarterly Review of Distance Education, 2*(3), 247-254.

Denzin, N. K., & Lincoln, Y. S. (2011). *The sage handbook of qualitative research*. SAGE Publications.

Deutsch, M. (1949). A theory of cooperation and competition. *Human Relations, 2*, 129-152. https://doi.org/10.1177/001872674900200204

Dewey, J. (1938). *Experience and education*. Macmillan.

Dexter, F. B. (1916). *Documentary history of Yale university.* Yale University Press.

Dickinson, K. P., Soukamneuth, S., Yu, H. C., Kimball, M., D'Amico, R., & Perry, R. (1998). *Providing educational services in the summer youth employment and training program* (Technical assistance guide). U. S. Department of Labor, Office of Policy and Research.

Dillet, R. (2017, September 19). *Google's AI chief thinks reports of the AI apocalypse are greatly exaggerated.* Tech Crunch. https://techcrunch.com/2017/09/19/googles-ai-chief-thinks-reports-of-the-ai-apocalypse-are-greatly-exaggerated/

Dillman, D. A. (2000). *Internet and mail surveys: The tailored design method*. Wiley.

Dixon, B. (2017, September 19). *Can artificial intelligence and IOT feed the planet's growing population?* The Next Web. Retrieved from https://thenextweb.com/contributors/2017/09/19/can-artificial-intelligence-iot-feed-planets-growing-population/#.tnw_6iELdkDh

Donnay, D. A., & Borgen, F. H. (1999). The incremental validity of vocational self-efficacy: An examination of interest, self-efficacy, and occupation. *Journal of Counseling Psychology, 46*(4), 432-447. https://doi.org/10.1037/0022-0167.46.4.432

Drage, K. (2009). Modernizing career and technical education programs. *Techniques: Connecting Education and Career, 84*(5), 32-34.

Duch, B., Groh, S., & Allen, D. (2001). *The power of problem-based learning*. Stylus.

Duderstadt, J. J. (2001). Preparing future faculty for future universities. *Liberal Education, 87*(2), 24–31. https://www.aacu.org/publications-research/periodicals/preparing-future-faculty-future-universities

Dunn, R., Dunn, K., & Price, G. (1985). *Manual: Learning style inventory.* Price Systems.

Education. (2017). In *Oxford Dictionaries*. https://en.oxforddictionaries.com/definition/education

Einfeld, A. M. (2016). *Liberal arts education and online learning: Practices, prospects, and limits.* https://www.aacu.org/liberaleducation/2018/winter/einfeld

Eng, D. A. (2017). *GAME ON! an interpretative phenomenological analysis of games-based learning in an undergraduate liberal arts environment* (Publication No. 10264891) [Doctoral dissertation, Northeastern University]. ProQuest Dissertations & Theses Global.

Esters, L., & Retallick, M. (2013). Effect of an experiential and work-based learning program on vocational identity, career decision self-efficacy, and career maturity. *Career and Technical Education Research, 38*(1), 69-83. https://doi.org/10.5328/cter38.1.69

Every Student Succeeds Act (ESSA). (2015). Pub. L, 114-95. https://www.ed.gov/essa?src=rn

Felder, R. M., & Spurlin, J. (2005). Applications, reliability and validity of the index of learning styles. *International Journal of Engineering Education, 21*(1), 103-112. https://doi.org/10.1037/t43782-000

Ferguson, R. (2011). Use of questions to facilitate social learning in a web 2.0 environment. *Revista De Universidad y Sociedad Del Conocimiento, 8*(1), 316-327.

Ferguson, R., & Sharples, M. (2014). Innovative Pedagogy at Massive Scale: Teaching and Learning in MOOCs. *Open Learning and Teaching in Educational Communities*, *8719*, 98–111. https://doi.org/10.1007/978-3-319-11200-8_8

Fetherston, T. (2001). Pedagogical Challenges for the World Wide Web. *AACE Journal, 9*(1), 25-32. Association for the Advancement of Computing in Education (AACE). https://www.learntechlib.org/primary/p/10270/

Fisher, D. J. (2003). *An investigation into the attitudes toward and participation in online instruction among higher education business education faculty at NABTE institutions*. Mississippi State University.

Fletcher, E. C., Lasonen, J. L., & Hernandez-Gantes, V. M. (2017). What is CTE? Practitioners Struggle to Define Their Field in the United States. In V. X. Wang (Ed.), *Adult Education*

and Vocational Training in the Digital Age (pp. 241-257). IGI Global. http://doi.org/10.4018/978-1-5225-0929-5.ch014

Fouad, N. A., Guillen, A., Harris-Hodge, E., Henry, C., Novakovic, A., Terry, S., & Kantamneni, N. (2006). Need, awareness, and use of career services for college students. *Journal of Career Assessment, 14*(4), 407-420. https://doi.org/10.1177/1069072706288928

Fox, J., Fraizer, L., & Easterling Williams, H. (2017a, January 3–6). *Exploring the school within a school model: From MOOCs to massive open online social learning structures (MOOSLs) on raising minority post-secondary enrollments* [Paper Presentation]. Hawaii International Conference on Education, Oahu, Hawaii.

Fox, J., Fraizer, L., Miramontes, G., Madjidi, F., & Deckers, C. (2017b). Using massive open online social learning structures to increase post-secondary enrollments. *Journal of Global Leadership, V*, 40–48. http://www.icglconferences.com/wp-content/uploads/2018/05/ICGL-Journal-Vol-V_-2017.pdf

Fraizer, L. (2009). *21st century social change makers and next generation social entrepreneurs* (Publication No. 3360227) [Doctoral dissertation, Pepperdine University]. ProQuest Dissertations & Theses Global.

Fraizer, L., & Tovar, J. (2017). *Exploring future-ready global learning: Role of leadership in social innovations.* Presented at the International Organization of Social Sciences and Behavioral Research, Atlantic City, NJ. https://sway.com/DcMP7GgoEqYzz6nP

Future Workplace. (n.d.). *About us*. Retrieved from http://futureworkplace.com/about/

Future Workplace Network. (n.d.). *Our network.* Retrieved from http://futureworkplace.com/our-network/

Galbin, A. (2014). An introduction to social constructionism. *Social Research Reports*, 6(26), 82-92.

Gallup. (2016, August). *Gallup College and University Presidents Study: 2016 Survey Findings*. https://www.gallup.com/file/services/194807/2016%20Presidents%20Survey%20report%20FINAL.pdf

Garland, M. R. (1993). Student perceptions of the situational, institutional, dispositional and epistemological barriers to persistence. *Distance Education, 14*(2), 181-198. https://doi.org/10.1080/0158791930140203

Gayle, S. (1997). *Workplace purpose and meaning as perceived by information technology proposals: A phenomenological study* (Publication No. 9731486) [Doctoral dissertation, University of Minnesota]. ProQuest Dissertations & Theses Global.

Goleman, D. (2000). Leadership that gets results. *Harvard Business Review*, *78*(2), 4-17.

Gonzales, M. (2017). *Examining institutional career preparation: Student perceptions of their workplace readiness and the role of the university in student career development* (Publication No. 1872363922) [Doctoral dissertation, Pepperdine University]. ProQuest Dissertations & Theses Global.

Gray, M. J., Ondaatje, E. H., Fricker, R., Geschwind, S., Goldman, C. A., Kaganoff, T., Robyn, A., Sundt, M., Vogelgesang, L., & Klein, S. P. (1999). *Combining service and learning in higher education: Evaluation of the learn and serve America, Higher Education Program.* RAND.

Green, T., Alejandro, J., & Brown, A. H. (2009). The retention of experienced faculty in online distance education programs: Understanding factors that impact their involvement. *The*

International Review of Research in Open and Distributed Learning, 10(3). https://doi.org/10.19173/irrodl.v10i3.683

Gregorc, A. F. (1985). *Style Delineator: A Self-Assessment Instrument for Adults.* Columbia.

GSEP Doctor of Education in Organizational Leadership. (n.d.). *EdD in Organizational Leadership*. Retrieved from https://gsep.pepperdine.edu/doctorate-organizational-leadership/

Hackett, G., & Betz, N. E. (1981). A self-efficacy approach to the career development of women. *Journal of Vocational Behavior, 18*(3), 326-339. https://doi.org/10.1016/0001-8791(81)90019-1

Hanson, D., Maushak, N., Schlosser, C., Andersen, M., & Simonson, M. (1997). *Distance education: A review of the literature*. Association for Educational Communications and Technology.

Hardy, K. P., & Bower, B. L. (2004). Instructional and work life issues for distance learning faculty. *New Directions for Community Colleges, 128,* 47-54. https://doi.org/10.1002/cc.174

Hargreaves, A. (1996). Revisiting voice. *Educational Researcher, 25*(1), 12-19. https://doi.org/10.3102/0013189X025001012

Harmin, M. (1994). *Inspiring active learning: A handbook for teachers.* ERIC.

Harms, D. M. (2016). *Positive and negative experiences of career technical secondary students in online courses* (Publication No. 10134143) [Doctoral dissertation, Walden University]. ProQuest Dissertations & Theses Global.

Heckman, R., Østerlund, C. S., & Saltz, J. (2015). Blended Learning at the Boundary: Designing a New Internship. *Online Learning, 19*(3), 111-127.

Heifetz, R., Grashow, A., & Linsky, M. (2009). *The practice of adaptive leadership, tools and tactics for changing your organization and the world.* Harvard Business Press.

Hersey, P., & Blanchard, K. (1982). *Management of organizational behavior: Utilizing human resources*. Prentice Hall.

Hess, J. C. (2016). *A Pilot Case Study Exploring Pediatric Trauma Program Managers' Leadership Characteristics Using Adaptive Leadership as a Framework for Analysis* (Publication No. 10183248) [Doctoral dissertation, Alvernia University]. ProQuest Dissertations & Theses Global.

Hill, A. J. (2015). *Social learning in massive open online courses: An analysis of pedagogical implications and students' learning experiences* (Publication No. 3702131) [Doctoral dissertation, University of California, Los Angeles]. ProQuest Dissertations & Theses Global.

Hill, C. E., Thompson, B. J., Hess, S. A., Knox, S., Williams, E. N., & Ladany, N. (2005). Consensual qualitative research: An update. *Journal of Counseling Psychology, 52*(2), 196-205. https://doi.org/10.1037/0022-0167.52.2.196

Hill, L. A., Brandeau, G., Truelove, E., & Lineback, K. (2014). *Collective genius: The art and practice of leading innovation*. Harvard Business Review Press.

Hirumi, A. (2005). In search of quality: An analysis of e-learning guidelines and specifications. *Quarterly Review of Distance Education, 6*(4), 309-329.

Hodges, N. (2011). Qualitative research: A discussion of frequently articulated qualms (FAQs). *Family & Consumer Sciences Research Journal, 40*(1), 90-92. https://doi.org/10.1111/j.1552-3934.2011.02091.x

Hoffman, M. S. (2013). *An examination of motivating factors on faculty participation in online higher education* (Publication No. 3563616) [Doctoral dissertation, Northeastern University]. ProQuest Dissertations & Theses Global.

Hollis, E. T. (2016). *Traditional liberal arts colleges' consideration and adoption of online education: A presidential perspective* (Publication No. 1875185568) [Doctoral dissertation, University of Kentucky]. ProQuest Dissertations & Theses Global.

Hopewell, T. M. (2012). Risks associated with the choice to teach online. *Online Journal of Distance Learning Administration, 15*(4).

Horn, C. E. V. (2006). Mega-trends in the American workforce. *Human Resource Development Quarterly, 17*(4), 475-479. https://doi.org/10.1002/hrdq.1186

Hoyt, J. E., & Oviatt, D. (2013). Governance, faculty incentives, and course ownership in online education at doctorate-granting universities. *American Journal of Distance Education, 27*(3), 165-178. https://doi.org/10.1080/08923647.2013.805554

Hughes, L. (1998). Development of an instrument to measure caring peer group interactions. *Journal of Nursing Education, 37*(5), 202-207.

Irgens, G.A. (2017). *Connected Design Rationale: Modeling and Measuring Engineering Design Learning* (Publication No. 10282018) [Doctoral dissertation, University of Wisconsin-Madison]. ProQuest Dissertations & Theses Global.

Ito, J. (2014). *Joi Ito: Want to innovate? Become a nowist* [Video file]. TED. https://www.ted.com/talks/joi_ito_want_to_innovate_become_a_now_ist

Johnson, J. D. (2002). On contexts of information seeking. *Information Processing & Management*, *39*(5), 735-760. https://doi.org/10.1016/S0306-4573(02)00030-4

Johnson, R., & Waterfield, J. (2004). Making words count: the value of qualitative research. *Physiotherapy Research International*, *9*(3), 121-131. https://doi.org/10.1002/pri.312

Jones, T. L. (2016). *Leaders' roles in creating and sustaining collective genius* (Publication No. 10142127) [Master's thesis, Pepperdine University]. ProQuest Dissertations & Theses Global.

Kandalec, K. R. (2016). *Perceptions of postsecondary career and technical education: AQ method examination* (Publication No. 10583437) [Doctoral dissertation, North Carolina State University]. ProQuest Dissertations & Theses Global.

Katz, L., & Chard, S. C. (2000). *Engaging children's minds: The project approach*. Greenwood Publishing Group.

Keefe, J. W. (1987). *Learning style theory and practice.* ERIC.

Kena, G., Hussar, W., McFarland, J., De Brey, C., Musu-Gillette, L., Wang, X., Zhang, J., Rathbun, A., WilkinsonFlicker, S., Diliberti, M., Barmer, A., Bullock Mann, F., & Dunlop Velez, E. (2016). *The Condition of Education 2016* (NCES 2016-144). U. S. Department of Education, National Center for Education Statistics. https://nces.ed.gov/pubs2016/2016144.pdf

Kentnor, H. E. (2015). Distance education and the evolution of online learning in the United States. *Curriculum and Teaching Dialogue*, *17*(1), 21-34.

Kerrey, R., & Isakson, J. (2000). *The power of the internet for learning: Moving from promise to practice: Report of the web-based education commission.* DIANE Publishing.

King, E., & Alperstein, N. (2015). *Best practices in online program development: Teaching and learning in higher education*. Routledge.

King, K. P., & Cox, T. D. (2010). *The professor's guide to taming technology: Leveraging digital media, web 2.0, and more for learning*. IAP.

Kirkwood, A., & Price, L. (2013). Examining some assumptions and limitations of research on the effects of emerging technologies for teaching and learning in higher education. *British Journal of Educational Technology, 44*(4), 536-543. https://doi.org/10.1111/bjet.12049

Knowles, M. (1980). *The modern practice of adult education: from pedagogy to andragogy* (2nd ed.). Cambridge Books.

Knowles, M. (1984). *The adult learner: a neglected species*. Gulf Publishing Company.

Knowles, M. S., Holton III, E. F., & Swanson, R. A. (2012). *The Adult Learner: The definitive classic in adult education and human resource development*. Routledge.

Kolb, A. Y., & Kolb, D. A. (2005). Learning styles and learning spaces: Enhancing experiential learning in higher education. *Academy of Management Learning & Education, 4*(2), 193-212. https://doi.org/10.5465/amle.2005.17268566

Kolb, A. Y., & Kolb, D. A. (2009). The learning way meta-cognitive aspects of experiential learning. *Simulation & Gaming, 40*(3), 297-327. https://doi.org/10.1177/1046878108325713

Kolb, D. A. (1976). *Learning style inventory technical manual*. McBer.

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice-Hall.

Kolb, D. A. (2014). *Experiential learning: Experience as the source of learning and development*. FT press.

Kolb, D. A., Boyatzis, R. E., & Mainemelis, C. (2001). Experiential learning theory: Previous research and new directions. *Perspectives on Thinking, Learning, and Cognitive Styles, 1*, 227-247. https://doi.org/10.4324/9781410605986-9

Kolb, D. A., & Lewis, L. H. (1986). Facilitating experiential learning: Observations and reflections. *New Directions for Adult and Continuing Education, 30,* 99-107. https://doi.org/10.1002/ace.36719863012

Kong, A., & Pearson, P. D. (2002). *The road to participation: The evolution of a literary community in an intermediate grade classroom of linguistically diverse learners.* CIERA.

Kovalik, C., Kuo, C., & Karpinski, A. (2013). Assessing pre-service teachers' information and communication technologies knowledge. *Journal of Technology and Teacher Education, 21*(2), 179-202.

Kurasaki, K. S. (2000). Intercoder reliability for validating conclusions drawn from open-ended interview data. *Field Methods, 12*(3), 179-194. https://doi.org/10.1177/1525822X0001200301

Lacue, S. (2017). *Deliberate Practice Using Simulation to Improve Clinical Competency and Confidence* (Publication No. 10276390) [Doctoral dissertation, Carlow University]. ProQuest Dissertations & Theses Global.

Lakhani, M. A., & Marquard, M. (2014). Mastering the innovation paradox: The five unexpected qualities of innovation leaders. *World Academy of Science, Engineering and Technology, International Journal of Social, Behavioral, Educational, Economic, Business and Industrial Engineering, 8*(10), 3224-3232.

LaMonica, L. (2001). The role of the instructor in web-based instruction: Are we practicing what we preach. *Deosnews, 11*(6), 1-7.

Larkin, C. (2017). *An examination of the instructional leadership role of high school vice principals* (Publication No. 10634295) [Doctoral dissertation, San Diego State University]. ProQuest Dissertations & Theses Global.

Larkin, M., & Thompson, A. (2012). Interpretative phenomenological analysis. In D. Harper & A. R. Thompson (Eds.), *Qualitative Research Methods in Mental Health and Psychotherapy: A Guide for Students and Practitioners* (pp. 99-116). John Wiley & Sons. https://doi.org/10.1002/9781119973249.ch8

Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge University Press. https://doi.org/10.1017/CBO9780511815355

Learning. (2017). In *Oxford Dictionaries*. https://en.oxforddictionaries.com/definition/learning

Lei, S. A., & Gupta, R. K. (2010). College distance education courses: Evaluating benefits and costs from institutional, faculty and students' perspectives. *Education, 130*(4), 616-631.

Lietz, C. A., Langer, C. L., & Furman, R. (2006). Establishing trustworthiness in qualitative research in social work: Implications from a study regarding spirituality. *Qualitative Social Work, 5*(4), 441-458. https://doi.org/10.1177/1473325006070288

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry* (Vol. 75). Sage.

Little, T. C. (1981). *History and rationale for experiential learning.* National Society for Internships and Experiential Education.

Llewellyn, A., & Frame, S. (2012). Online experiential learning: Bridging the gap between theoretical knowledge and real-world competence. *Development and Learning in Organizations: An International Journal, 27*(1), 16-18. https://doi.org/10.1108/14777281311291231

Lohr, S. (2016, September 3). *Goodbye, ivory tower. Hello, candy store.* The New York Times. https://www.nytimes.com/2016/09/04/technology/goodbye-ivory-tower-hello-silicon-valley-candy-store.html

Lopez, N., Patrick, S. & Sturgis, C. (2017). *Quality and equity by design: Charting the course for the next phase of competency-based education.* CompetencyWorks, iNACOL. https://files.eric.ed.gov/fulltext/ED589912.pdf

Lou, Y., Bernard, R. M., & Abrami, P. C. (2006). Media and pedagogy in undergraduate distance education: A theory-based meta-analysis of empirical literature. *Educational Technology Research and Development, 54*(2), 141-176. https://doi.org/10.1007/s11423-006-8252-x

Maddux, H. C., Bradley, B., Fuller, D. S., Darnell, C. Z., & Wright, B. D. (2007). Active learning, action research: A case study in community engagement, service-learning, and technology integration. *Journal of Higher Education Outreach and Engagement, 11*(3), 65-80.

Malvey, D., & Hamby, E. (2005). *E-Service Learning: A Pedagogic Innovation in Education* [PowerPoint slides]. http://slideplayer.com/slide/8312924/

Mann, J. T., & Henneberry, S. R. (2012). What characteristics of college students influence their decisions to select online courses? *Online Journal of Distance Learning Administration, 15*(4), 1-14.

Marcus, S. (2004). Leadership in distance education: Is it a unique type of leadership--A literature review. *Online Journal of Distance Learning Administration, 7*(1), 51-71.

Marmon, M., Vanscoder, J., & Gordesky, J. (2014). Online student satisfaction: An examination of preference, asynchronous course elements and collaboration among online students. *Current Issues in Education, 17*(3), 1-12.

Marquard, M., & Lakhani, M. A. (2014). *An Existential-Humanistic Process Model of Knowledge Creation: Evidence, limitations, and potential for innovation in virtual*

organizations. In The Sixth International Conference on Mobile, Hybrid, and Online Learning, 2014, pp. 1-12.

Martin, N., & Baker, A. (2000). *Linking work and learning toolkit*. Worksystems & Northwest Regional Educational Laboratory.

Martin, S. J. (2009). *Instructional alignment of workplace readiness skills in career and technical education* (Publication No. 305070612) [Doctoral dissertation, Old Dominion University]. ProQuest Dissertations & Theses Global.

Martineau, J. (2010). *Quadrivium: The four classical liberal arts of number, geometry, music, and cosmology*. Bloomsbury.

Mau, W.-C., Perkins, V. J., & Mau, Y.-H. (2016). Gender and racial differences in career decision-making dispositions of college students enrolled in STEM majors. *Universal Journal of Psychology, 4*(6), 254-260. https://doi.org/10.13189/ujp.2016.040602

Mayadas, F., & Miller, G.E. (2014). *Updated e-learning definitions*. http://onlinelearningconsortium.org/updated-e-learning-definitions/

McGorry, S. Y. (2012). No significant difference in service learning online. *Journal of Asynchronous Learning Networks, 16*(4), 45-54. https://doi.org/10.24059/olj.v16i4.218

McIntyre, D., Pedder, D., & Rudduck, J. (2005). Pupil voice: Comfortable and uncomfortable learnings for teachers. *Research Papers in Education, 20*(2), 149-168. https://doi.org/10.1080/02671520500077970

McKeown, K. (2012, March 13). *Can Online Learning Reproduce the Full College Experience?* The Heritage Foundation. https://files.eric.ed.gov/fulltext/ED530158.pdf

McPherson, M. S., & Bacow, L. S. (2015). Online higher education: Beyond the hype cycle. *The Journal of Economic Perspectives, 29*(4), 135-153. https://doi.org/10.1257/jep.29.4.135

Means, B., Toyama, Y., Murphy, R., & Baki, M. (2013). The effectiveness of online and blended learning: A meta-analysis of the empirical literature. *Teachers College Record, 115*(3), 1-47.

Meehan-Klaus, J. M. (2016). *Experiential learning and workforce preparedness of community college students* (Publication No. 1807430414) [Doctoral dissertation, Keiser University]. ProQuest Dissertations & Theses Global.

Melon-Ramos, E. (2016). *A study of the success of group formation in virtual teams using computer-mediated communications* (Publication No. 10092208) [Doctoral dissertation, Nova Southeastern University]. ProQuest Dissertations & Theses Global.

Meyer, K. A. (2003). Face-to-face versus threaded discussions: The role of time and higher-order thinking. *Journal of Asynchronous Learning Networks, 7*(3), 55-65. https://doi.org/10.24059/olj.v7i3.1845

Meyers, C., & Jones, T. B. (1993). *Promoting active learning. strategies for the college classroom.* ERIC.

Miettinen, R. (2000). The concept of experiential learning and john Dewey's theory of reflective thought and action. *International Journal of Lifelong Education, 19*(1), 54-72. https://doi.org/10.1080/026013700293458

Miller, G. E. (1989). Distance education in the united states: Collaboration amid diversity. *Open Learning, 4*(3), 23-27. https://doi.org/10.1080/0268051890040305

Moloney, J. F., & Oakley, B. (2010). Scaling online education: Increasing access to higher education. *Journal of Asynchronous Learning Networks, 14*(1), 55-70. https://doi.org/10.24059/olj.v14i1.1639

Morris, A. L. (1995). *Listening to older adult learners: The experience of using assistive technology in task performance and home modification* (Publication No. 9528602) [Doctoral dissertation, Virginia Tech]. ProQuest Dissertations & Theses Global.

Mourshed, M., Farrell, D., & Barton, D. (2012). *Education to employment: Designing a system that works.* Dominic Barton.

Moustakas, C. E. (1994). *Phenomenological research methods.* Sage Publications.

NACE. (2016). *First destinations for the college class of 2015*. National Association of Colleges and Employers. https://www.naceweb.org/uploadedfiles/pages/surveys/first-destination/nace-first-destination-survey-executive-summary.pdf

NACE. (2019). *Career readiness for the new college graduate: A definition and competencies.* The National Association of Colleges and Employers. https://www.naceweb.org/uploadedfiles/pages/knowledge/articles/career-readiness-fact-sheet-jan-2019.pdf

National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). (2012). *Common Core State Standards Initiative*. Retrieved from http://www.corestandards.org/about-the-standards/development-process/

Nesbary, D. (2000). *Survey research and the world wide web*. Allyn & Bacon.

Nobles, M., Fraizer, L., Chipps, J. (2017). *Moving Beyond the Curriculum: Awakening Purpose* (Working Paper). Presented at the International Organization of Social Sciences and Behavioral Research, 21-22 September 2017, Atlantic City, NJ. https://sway.com/TgB2mhBLMBxgn3ao

Novak, K., & Thibodeau, T. (2016). *UDL in the cloud! How to design and deliver online education using universal design for learning.* CAST Professional Publishing.

Oliver, R. (1999). Exploring strategies for online teaching and learning. *Distance Education, 20*(2), 240-254. https://doi.org/10.1080/0158791990200205

Olson, J. D. (2016). *Teaching employability skills to post-secondary students through e-learning: A case study of online curriculum* (Publication No. 1811444140) [Doctoral dissertation, Northcentral University]. ProQuest Dissertations & Theses Global.

O'Neil, H. F. (2014). *Workforce readiness: Competencies and assessment*. Psychology Press. https://doi.org/10.4324/9781315805955

O'Shea, S., Stone, C., & Delahunty, J. (2015). "I 'feel' like I am at university even though I am online." - Exploring how students narrate their engagement with higher education institutions in an online learning environment. *Distance Education, 36*(1), 41-58. https://doi.org/10.1080/01587919.2015.1019970

Ozkan, B. C. (2004). Using NVivo to analyze qualitative classroom data on constructivist learning environments. *The Qualitative Report, 9*(4), 589-603.

Palincsar, A. S. (1998). Social constructivist perspectives on teaching and learning. *Annual Review of Psychology, 49*(1), 345-375. https://doi.org/10.1146/annurev.psych.49.1.345

Patrick, S., Worthen, M., Frost, D., & Truong, N. (2017). *Current to future state: Issues and action steps for state policy to support personalized, competency-based learning.* iNACOL. https://files.eric.ed.gov/fulltext/ED589866.pdf

Paul, J. A., & Cochran, J. D. (2013). Key interactions for online programs between faculty, students, technologies, and educational institutions: A holistic framework. *Quarterly Review of Distance Education, 14*(1), 49.

Peng, H., & Herr, E. L. (2000). Evaluation of a distance education course in students' decision-making and beliefs about careers. *Psychological Reports, 87*(Supplement 3), 1218-1228. https://doi.org/10.2466/PR0.87.7.1218-1228

Penn, L. (2016). *Testing the Joint Roles of Career Decision Self-Efficacy and Personality Traits in the Prediction of Career Indecision* (Publication No. 10159039) [Doctoral dissertation, University of Maryland, College Park]. ProQuest Dissertations & Theses Global.

Penny, K., Frankel, E., & Mothersill, G. (2012). Curriculum, climate and community: A Model for Experiential Learning in Higher Education. *International Technology, Education and Development Conference (INTED) Proceedings, 6*, 3-4.

Pepperdine GSEP. (2009). *Organizational leadership quarterly news update: A summary of newsmakers, alumni advancements, events, and the latest developments at GSEP.* https://gsep.pepperdine.edu/doctorate-organizational-leadership/content/organizational-leadership-quarterly-news-update.pdf

Pew Research Center. (2016, October 6). *The state of American jobs: How the shifting economic landscape is reshaping work and society and affecting the way people think about the skills and training they need to get ahead.* https://www.pewsocialtrends.org/2016/10/06/the-state-of-american-jobs/

Phillips, V. (1998). Virtual classrooms, real education. *Nation's Business, 86*(5), 41-44.

Picciano, A. G., Seaman, J., & Allen, I. E. (2010). Educational transformation through online learning: To be or not to be. *Journal of Asynchronous Learning Networks, 14*(4), 17-35. https://doi.org/10.24059/olj.v14i4.147

Pietkiewicz, I., & Smith, J. A. (2014). A practical guide to using interpretative phenomenological analysis in qualitative research psychology. *Psychological Journal, 20*(1), 7-14. https://doi.org/10.14691/CPPJ.20.1.7

Polit, D. F., & Beck, C. T. (2010). Generalization in quantitative and qualitative research: Myths and strategies. *International Journal of Nursing Studies, 47*(11), 1451-1458. https://doi.org/10.1016/j.ijnurstu.2010.06.004

Poyo, S. R. (2016). *Transforming traditional practices of teacher preparation to meet changing needs of digital learners: A first step intervention by assessing and addressing needs of pre-service teachers in a dual learning environment* (Publication No. 10109526) [Doctoral dissertation, Duquesne University]. ProQuest Dissertations & Theses Global.

Railsback, J. (2002). *Project-based instruction: Creating excitement for learning.* Northwest Regional Educational Laboratory. https://educationnorthwest.org/sites/default/files/projectbased.pdf

Rainie, L., & Anderson, J. (2017). *The future of jobs and jobs training*. Pew Research Center. http://www.pewinternet.org/2017/05/03/the-future-of-jobs-and-jobs-training

Reaves, B. B. (2008). *Entrepreneurial success: A phenomenological study of the characteristics of successful female entrepreneurs* (Publication No. 3338362) [Doctoral dissertation, University of Phoenix]. ProQuest Dissertations & Theses Global.

Reid, K. (2006). The views of education social workers on the management of truancy and other forms of non-attendance. *Research in Education, 75*(1), 40–57. https://doi.org/10.7227/rie.75.4

Research and Policy Committee. (1985). *Investing in our children: Business and the public schools.* New York Committee for Economic Development.

Reynaldo, R. (2017). *Healthcare leaders under the age of 40 - successful strategies and practices for leading healthcare organizations* (Publication No. 10622948) [Doctoral dissertation, Pepperdine University]. ProQuest Dissertations & Theses Global.

Rice, K., & Dawley, L. (2009). The status of professional development for K-12 online teachers: Insights and implications. *Journal of Technology and Teacher Education, 17*(4), 523-545.

Robbins, K. (2017). *21st century skills: student readiness, opportunities, and development* (Publication No. 10610384) [Doctoral dissertation, East Carolina University]. ProQuest Dissertations & Theses Global.

Roberts, F. P. (2016). *Experiential learning in a traditional classroom; experiential pedagogy, traditional pedagogy, and student preference* (Publication No. 1849016284) [Master's thesis, Prescott College]. ProQuest Dissertations & Theses Global.

Roffe, I. (2004). *Innovation and e-learning: E-business for an educational enterprise*. University of Wales Press.

Rojewski, J. (2002). Preparing the workforce of tomorrow: A conceptual framework for career and technical education. *Journal of Vocational Education Research, 27*(1), 7-35. https://doi.org/10.5328/JVER27.1.7

Russell, T. L. (1999). *The no significant difference phenomenon: As reported in 355 research reports, summaries and papers.* North Carolina State University.

Savage, C. (1974). *Work and meaning a phenomenological inquiry* (Unpublished doctoral dissertation). Boston College.

Sawyer, R. K. (2005). *The Cambridge handbook of the learning sciences.* Cambridge University Press. https://doi.org/10.1017/CBO9780511816833

Schank, R. C. (1995). *What we learn when we learn by doing*. Nortwestern University, Institute for Learning Sciences.

Schank, R. C. (2011). *Teaching minds: How cognitive science can save our schools.* Teachers College Press.

Schellens, T., & Valcke, M. (2005). Collaborative learning in asynchronous discussion groups: What about the impact on cognitive processing? *Computers in Human Behavior, 21*(6), 957-975. https://doi.org/10.1016/j.chb.2004.02.025

Schlosser, L. A., & Simonson, M. R. (2009). *Distance education: Definitions and glossary of terms.* IAP.

Seely Brown, J. & Adler, R. P. (2008) Minds on fire: Open education, the long tail, and learning 2.0. *EDUCAUSE Review*, 43(1), 16–32.

Seidman, I. (2013). *Interviewing as qualitative research: A guide for researchers in education and the social sciences*. Teachers College Press.

Sewell, T. R. (2016). *Student outcomes in traditional, hybrid, and online courses in community college career and technical education programs* [Doctoral dissertation, East Tennessee State University]. Electronic Theses and Dissertations. https://dc.etsu.edu/etd/3101/

Sharpe, R., Beetham, H., & De Freitas, S. (2010). *Rethinking learning for a digital age: How learners are shaping their own experiences.* Routledge. https://doi.org/10.4324/9780203852064

Shelton, K., & Saltsman, G. (2005). *An administrator's guide to online education*. IAP.

Shih, Y. C. D., Liu, Y. C., & Sanchez, C. (2013). Online learning Style preferences: An analysis on Taiwanese and USA learners. *The Turkish Online Journal of Educational Technology*, *12*(4), 140-152.

Simonson, M. (2002). In case you are asked: Effectiveness of distance education. *Quarterly Review of Distance Education, 3*(4), vii-ix.

Smith, J. A. (1996). Beyond the divide between cognition and discourse: Using interpretative phenomenological analysis in health psychology. *Psychology and Health, 11*(2), 261-271. https://doi.org/10.1080/08870449608400256

Smith, J. A. (2008). *Qualitative psychology: a practical guide to research methods*. SAGE.

Smith, J. A., Flowers, P., & Larkin, M. (2009). *Interpretive Phenomenological Analysis: Theory, Method and Research.* Sage Publications.

Smith, J. A., Jarman, M., & Osborn, M. (1999). Doing interpretative phenomenological analysis. In M. Murray & K. Chamberlain (Eds.), *Qualitative Health Psychology: Theories and Methods* (pp. 218-240). Sage. https://doi.org/10.4135/9781446217870.n14

Smith, J. A., & Osborn, M. (2003). Interpretative Phenomenological Analysis. In J. A. Smith (Ed.), *Qualitative Psychology: A Practical Guide to Research Methods* (pp. 51-80). Sage.

Snow, C. C., Fjeldstad, Ø. D., & Langer, A. M. (2017). Designing the digital organization. *Journal of Organization Design*, *6*(1), 7. https://doi.org/10.1186/s41469-017-0017-y

Staklis, S., & Klein, S. (2010). *Technical skill attainment and post-program outcomes: An analysis of Pennsylvania secondary career and technical education graduates.* National Research Center for Career and Technical Education.

Stone, C., O'Shea, S., May, J., Delahunty, J., & Partington, Z. (2016). Opportunity through online learning: Experiences of first-in-family students in online open-entry higher education. *Australian Journal of Adult Learning, 56*(2), 146-169.

Strait, J., & Sauer, T. (2004). Constructing experiential learning for online courses: The birth of e-service. *Educause Quarterly*, *27*(1), 62-65.

Sturgis, C., & Casey, K. (2018). *Designing for equity: Leveraging competency-based education to ensure all students succeed.* CompetencyWorks, iNACOL. https://files.eric.ed.gov/fulltext/ED589907.pdf

Summers, J. J., Waigandt, A., & Whittaker, T. A. (2005). A comparison of student achievement and satisfaction in an online versus a traditional face-to-face statistics class. *Innovative Higher Education, 29*(3), 233-250. https://doi.org/10.1007/s10755-005-1938-x

Sussman, S., & Dutter, L. (2010). Comparing student learning outcomes in face-to-face and online course delivery. *Online Journal of Distance Learning Administration, 13*(4), 1-10.

Swaggerty, E. A., & Broemmel, A. D. (2017). Authenticity, relevance, and connectedness: Graduate students' learning preferences and experiences in an online reading education course. *The Internet and Higher Education, 32*, 80-86. https://doi.org/10.1016/j.iheduc.2016.10.002

Taylor, K. M., & Betz, N. E. (1983). Applications of self-efficacy theory to the understanding and treatment of career indecision. *Journal of Vocational Behavior, 22*(1), 63-81. https://doi.org/10.1016/0001-8791(83)90006-4

Thomas, J. W. (1998). *Project-based learning: Overview.* Buck Institute for Education.

Thompson, G. M. (2017). *Administrator and Faculty Perceptions of Institutional Support for Online Education in Florida's College System* (Publication No. 10259080) [Doctoral dissertation, University of South Florida]. ProQuest Dissertations & Theses Global.

Tovar, J., & Fraizer, L. (2017, September 21). *Artificial intelligence: A seat at the table*. Paper presented at International Organization of Social Sciences and Behavioral Research, Atlantic City, NJ. https://sway.com/jv0LtzRx9pQ0FpO0

Tu, C., & McIsaac, M. (2002). The relationship of social presence and interaction in online classes. *The American Journal of Distance Education, 16*(3), 131-150. https://doi.org/10.1207/S15389286AJDE1603_2

U. S. Department of Education, National Center for Education Statistics. (2016). *Digest of Education Statistics, 2015* (NCES 2016-014). https://nces.ed.gov/pubs2016/2016014.pdf

United States Department of Labor, Secretary's Commission on Achieving Necessary Skills. (1991). *What work requires of schools: A SCANS report for America 2000.* Secretary's Commission on Achieving Necessary Skills in Washington D. C.

University of Colorado Denver. (n.d.). *Lynxconnect – Internships – About us.* www.ucdenver.edu/life/services/ExperientialLearning/about/Pages/WhatisExperientialLearning.aspx

Wagner, K. (2017). *Mark Zuckerberg thinks AI fearmongering is bad. Elon Musk thinks Zuckerberg doesn't know what he's talking about*. Recode. Retrieved from https://www.recode.net/2017/7/25/16026184/mark-zuckerberg-artificial-intelligence-elon-muskai-argument-twitter

Waks, L. J. (2016). *The evolution and evaluation of massive open online courses: MOOCs in motion.* Springer. https://doi.org/10.1057/978-1-349-85204-8

Waldner, L. S., McGorry, S., & Widener, M. (2010). Extreme e-service learning (XE-SL): E-service learning in the 100% online course. *Journal of Online Learning and Teaching, 6*(4), 839-851.

Waldner, L. S., McGorry, S., & Widener, M. (2012). E-service-learning: The evolution of service-learning to engage a growing online student population. *Journal of Higher Education Outreach and Engagement, 16*(2), 123-150.

Wallen, N. E., & Fraenkel, J. R. (2001). *Educational research: A guide to the process* (2nd ed.). Lawrence Erlbaum Associates Publishers.

Walsh, T. (2017, September 20). *Elon Musk is wrong. The AI singularity won't kill us all.* Wired. http://www.wired.co.uk/article/elon-musk-artificial-intelligence-scaremongering

Wang, V. C., & King, K. P. (2009). *Building workforce competencies in career and technical education.* IAP.

Warner, M. R., & Akins, M. (1999). Training today's teachers for tomorrow's classrooms. *Technological Horizons in Education Journal, 27*(3), 118.

Warren, L. L., & Holloman, H. L. (2005). On-line instruction: Are the outcomes the same? *Journal of Instructional Psychology, 32*(2), 148-152.

Watson, C. (2016). *Acceptance of online education degrees by human resource recruiters* (Publication No. 1868431579) [Doctoral dissertation, Baker College]. ProQuest Dissertations & Theses Global.

Wheeler, S., Kelly, P., & Gale, K. (2005). The influence of online problem-based learning on teachers' professional practice and identity. *ALT Journal, 13*(2), 125-137. https://doi.org/10.3402/rlt.v13i2.10986

Williams, E. P. M. (2003). *Process engineering of polynanomeric layered and infused composites* (Publication No. 3111138) [Doctoral dissertation, University of Washington]. ProQuest Dissertations & Theses Global.

Windes, D. L., & Lesht, F. L. (2014). The effects of online teaching experience and institution type on faculty perceptions of teaching online. *Online Journal of Distance Learning Administration, 17*(1). https://eric.ed.gov/?id=EJ1028812

Wright, J. M. (2014). Planning to meet the expanding volume of online learners: An examination of faculty motivation to teach online. *Educational Planning, 21*(4), 35-49.

Wurdinger, S. D., & Carlson, J. A. (2009). *Teaching for experiential learning: Five approaches that work.* R&L Education.

Yeo, R. K., & Marquardt, M. J. (2015). (Re) Interpreting Action, Learning, and Experience: Integrating Action Learning and Experiential Learning for HRD. *Human Resource Development Quarterly*, *26*(1), 81–107. https://doi.org/10.1002/hrdq.21199

Young, A. J. (2017). *An examination of cultures of innovation within esoteric technology provider: A look into computer-aided engineering (CAE)* (Publication No. 10685521) [Doctoral dissertation, Pepperdine University]. ProQuest Dissertations & Theses Global.

APPENDIX A

CITI Program Certifications

Completion Date 15-Dec-2016
Expiration Date N/A
[redacted]

This is to certify that:

Jasmine Darnell

Has completed the following CITI Program course:

Information Privacy Security (IPS) (Curriculum Group)
Students and Instructors (Course Learner Group)
1 - Basic Course (Stage)

Under requirements set by:

Pepperdine University

Collaborative Institutional Training Initiative

Verify at www.citiprogram.org/verify/?w6ef6308d-6a73-4be1-8520-2759a1501a18-21664608

Completion Date 12-Dec-2016
Expiration Date 11-Dec-2020
[redacted]

This is to certify that:

Jasmine Darnell

Has completed the following CITI Program course:

CITI Conflicts of Interest (Curriculum Group)
Conflicts of Interest (Course Learner Group)
1 - Stage 1 (Stage)

Under requirements set by:

Pepperdine University

Collaborative Institutional Training Initiative

Verify at www.citiprogram.org/verify/?wb568f71c-d856-4307-a9c9-01f28c02707b-21664607

APPENDIX B

Peer Reviewer Invitation

Dear Reviewer:

Thank you for agreeing to participate in my research study. The table below is designed to ensure that my research questions for the study are properly addressed with corresponding interview questions.

In the table below, please review each research question and the corresponding interview questions. For each interview question consider:

1. How well each interview question addresses its corresponding research question;
2. Whether each interview question has direct relevance to its corresponding research question; and
3. If each interview question needs to be modified to best fit its corresponding research question.

After you have reviewed the questions, please indicate 1 of the 3 options below for each of the 10 interview questions:

1. If the question is relevant, indicate "Keep as stated."
2. If the question is irrelevant, indicate "Delete it."
3. If the question needs to be modified, provide your "Suggested modifications."

Once you have completed your analysis, please return the completed form to me via email to [redacted].

Thank you again for your participation.

Research Questions	Corresponding Interview Questions
RQ1: What strategies and best practices do workforce development leaders employ in implementing experiential learning for global access learners?	IQ 1: What strategies and practices do you employ in implementing experiential learning opportunities for global access learners? *Keep as Stated | Delete It |Suggested Modifications* ____

(continued)

Research Questions	Corresponding Interview Questions
	IQ 2: What challenges do you face in implementing strategies and practices? *Keep as Stated* | *Delete It* |*Suggested Modifications*
	IQ 3: How do you prepare global access learners for a successful experiential learning experience? *Keep as Stated* | *Delete It* |*Suggested Modifications*
RQ 2: What challenges do workforce development leaders face in implementing experiential learning for global access learners?	IQ 4: What technology industry trends impact your current day to day operations of experiential learning for global access learners? *Keep as Stated* | *Delete It* |*Suggested Modifications*
	IQ 5: As a workforce development leader, what have been some challenges you have encountered in leading experiential learning for global access learners? *Keep as Stated* | *Delete It* |*Suggested Modifications*
RQ3: How do workforce development leaders measure the success of experiential learning for global access learners?	IQ 6: How do you define and measure your success as a workforce leader? *Keep as Stated* | *Delete It* |*Suggested Modifications*
	IQ 7: What is your definition of success for experiential learning? *Keep as Stated* | *Delete It* |*Suggested Modifications*
	IQ 8: What methods do you employ to measure and track experiential learning for global access learners' performance and success? *Keep as Stated* | *Delete It* |*Suggested Modifications*_____

(continued)

Research Questions	Corresponding Interview Questions
RQ4: What recommendations do workforce development leaders have for organizations implementing experiential learning for global access learners?	IQ 9: What leadership style/traits has helped you lead experiential learning for global access learners? *Keep as Stated* | *Delete It* |*Suggested Modifications*
	IQ 10: What advice would you give to future workforce development leaders? *Keep as Stated* | *Delete It* |*Suggested Modifications*

Thank you profusely for your willingness to serve as a peer reviewer for my data collection instrument. If you have any questions, please contact me at [redacted] or [redacted] or my Committee Chair, Dr. Lani Fraizer at [redacted].

Sincerely,

Jasmine D. Darnell, MBA
Doctoral Candidate in Organizational Leadership
Pepperdine University, Graduate School of Education and Psychology

APPENDIX C

Informed Consent for Participation in Research Activities

PEPPERDINE UNIVERSITY
Graduate School of Education and Psychology (GSEP)

ONLINE EXPERIENTIAL LEARNING: A PHENOMENOLOGICAL INVESTIGATION OF BEST PRACTICES IN POSTSECONDARY EDUCATION

You are invited to participate in a research study conducted by Jasmine D. Darnell, MBA, and Dr. Lani Fraizer at Pepperdine University because you:

1. Are currently employed within a digital organization in the United States;

2. Maintain a leadership position within the human resources, learning and development, or similar department;

3. Have at least ten consecutive years of work experience; and

4. Have demonstrated a commitment to the future of learning and working.

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 be given a copy of this form for your records.

PURPOSE OF THE STUDY

The purpose of this study is to determine:

1. The strategies and practices workforce development leaders employ in implementing experiential learning for global access learners.

2. The challenges workforce development leaders face in implementing experiential learning for global access learners.

3. How workforce development leaders measure the success of experiential learning for global access learners.

4. What recommendations would workforce development leaders make for organizations implementing experiential learning for global access learners.

STUDY PROCEDURES

If you volunteer to participate in the study, you will be asked to:

1. Review the open-ended interview questions before the interview
2. Review the informed consent form
3. Respond to the 10 qualitative interview questions
4. Review transcribed responses taken from the recording of the interview

Note: Participant must agree to be recorded to participate in the study.

POTENTIAL RISKS AND DISCOMFORTS

Participating in the study poses minimal risk to the participant. Potential risks may include feeling uncomfortable with questions and fatigue from the duration of the interview.

POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY

While there are no direct benefits to the study participants, there are anticipated benefits to society.

a. Results of the study will contribute to the specific knowledge and experience of leaders seeking to employ workforce experiential learning practices and strategies to global access learners.

b. The study and the results will contribute to the existing body of knowledge relating to experiential learning and global access learner preparation for the 21st century workforce.

PAYMENT/COMPENSATION FOR PARTICIPATION

There is no payment and/or compensation for participating in the study.

CONFIDENTIALITY

The records collected for the study will be confidential as far as permitted by law. However, if required to do so by law, it may be necessary to disclose information collected about you. Examples of the types of issues that would require me to break confidentiality are if disclosed any instances of child abuse and elder abuse. Pepperdine's University's Human Subjects Protection Program (HSPP) may also access the data collected. The HSPP occasionally reviews and monitors research studies to protect the rights and welfare of research subjects.

The data will be stored on a password-protected computer in the principal investigator's place of residence. The data will be stored for a minimum of three years. Any identifiable information obtained in connection with the study will remain confidential. The interview recordings will be destroyed once they have been transcribed.

SUSPECTED NEGLECT OR ABUSE OF CHILDREN

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

PARTICIPATION AND WITHDRAWAL

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

ALTERNATIVES TO FULL PARTICIPATION

The alternative to participation in the study is not to participate 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

You understand that the investigator is willing to answer any inquiries you may have concerning the research herein described. You understand that you may contact the following individuals if you have any other questions or concerns about this research.

Jasmine D. Darnell – Investigator (Jasmine.Darnell@pepperdine.edu)
Dr. Lani Fraizer - Dissertation Chairperson (Lani.Fraizer@pepperdine.edu)

RIGHTS OF RESEARCH PARTICIPANT – IRB CONTACT INFORMATION

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

APPENDIX D

Recruitment Script

Dear [Name],

My name is Jasmine Darnell, and I am a doctoral candidate in Organizational Leadership at Pepperdine University's Graduate School of Education and Psychology. I am conducting a study on leaders in workforce development and you are invited to participate in the study.

If you agree, you are invited to participate in an interview that intends to explore best experiential learning strategies and practices that workforce development leaders employ to global access learners amidst a rapidly changing digital world. The purpose will be achieved by identifying the challenges and successes that current workforce development leaders have experienced while leading a global access workforce and managing the complexities and demands of the field.

The interviews anticipated to take no more than 60 minutes to complete and the interview will be audio-taped with your consent. Participation in this study is voluntary. Your identity as a participant will remain confidential during and after the study. Your name, affiliated organization or any personal identifiable information will only be reported if you consent. If you do not consent, a pseudonym from a "generic organization" will be used to protect your confidentiality. Additionally, confidentiality and privacy of all participants will be fully protected through the reporting of data in aggregate form.

Should you have any questions, please contact me at [redacted] or Dr. Lani Fraizer at [redacted]

Thank you for your participation,

Jasmine D. Darnell, MBA
Doctoral Candidate in Organizational Leadership
Pepperdine University, Graduate School of Education and Psychology

APPENDIX E

SCANS Five Competencies

FIVE COMPETENCIES

Resources: Identifies, organizes, plans, and allocates resources

A. *Time* — Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules
B. *Money* — Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
C. *Material and Facilities* — Acquires, stores, allocates, and uses materials or space efficiently
D. *Human Resources* — Assesses skills and distributes work accordingly, evaluates performance and provides feedback

Interpersonal: Works with others

A. *Participates as a Member of a Team* — contributes to group effort
B. *Teaches Others New Skills*
C. *Serves Clients/Customers* — works to satisfy customers' expectations
D. *Exercises Leadership* — communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
E. *Negotiates* — works toward agreements involving exchange of resources, resolves divergent interests
F. *Works with Diversity* — works well with men and women from diverse backgrounds

Information: Acquires and uses information

A. *Acquires and Evaluates Information*
B. *Organizes and Maintains Information*
C. *Interprets and Communicates Information*
D. *Uses Computers to Process Information*

Systems: Understands complex inter-relationships

A. *Understands Systems* — knows how social, organizational, and technological systems work and operates effectively with them
B. *Monitors and Corrects Performance* — distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions
C. *Improves or Designs Systems* — suggests modifications to existing systems and develops new or alternative systems to improve performance

Technology: Works with a variety of technologies

A. *Selects Technology* — chooses procedures, tools or equipment including computers and related technologies
B. *Applies Technology to Task* — Understands overall intent and proper procedures for setup and operation of equipment
C. *Maintains and Troubleshoots Equipment* — Prevents, identifies, or solves problems with equipment, including computers and other technologies.

Appendix E. The Secretary's commission on achieving necessary skills five competencies. Adapted from "What work requires of schools: A SCANS report for America 2000," United States Department of Labor, Secretary's Commission on Achieving Necessary Skills, 2000, p. x.

APPENDIX F

SCANS Three-Part Foundation

A THREE-PART FOUNDATION

Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens and speaks

A. *Reading* — locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules
B. *Writing* — communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts
C. *Arithmetic/Mathematics* — performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
D. *Listening* — receives, attends to, interprets, and responds to verbal messages and other cues
E. *Speaking* — organizes ideas and communicates orally

Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

A. *Creative Thinking* — generates new ideas
B. *Decision Making* — specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative
C. *Problem Solving* — recognizes problems and devises and implements plan of action
D. *Seeing Things in the Mind's Eye* — organizes, and processes symbols, pictures, graphs, objects, and other information
E. *Knowing How to Learn* — uses efficient learning techniques to acquire and apply new knowledge and skills
F. *Reasoning* — discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty

A. *Responsibility* — exerts a high level of effort and perseveres towards goal attainment
B. *Self-Esteem* — believes in own self-worth and maintains a positive view of self
C. *Sociability* — demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings
D. *Self-Management* — assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
E. *Integrity/Honesty* — chooses ethical courses of action

Appendix F. SCANS three-part foundation. Adapted from "What work requires of schools: A SCANS report for America 2000," United States Department of Labor, Secretary's Commission on Achieving Necessary Skills, 2000, p. xi.