Adult Third Culture Kids: Potential Global Leaders with Global Mindset

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Abstract

Adult Third Culture Kids: Potential Global Leaders with Global Mindset

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Leaders of multinational organizations require a global mindset due to an increasingly global society that necessitates them to conduct business cross-culturally and virtually (Beechler, Boyacigiller, Levy, & Taylor, 2007; Gupta & Govindarajan, 2002; Lovvorn & Chen, 2011; Osland, 2011). This complex international business environment means there is a greater need for leaders and followers who are globally minded and equipped with global leadership skills (Bikson, Treverton, Moini, & Lindstrom, 2003). Additionally, research indicates a limited hiring pool (Lam & Selmer, 2004) and that more effort needs to go into the selection of global leaders (Cappellen & Janssens, 2008).

The purpose of this study, which used a descriptive mixed-methods approach, was to explore the global mindset of Adult Third Culture Kids (ATCKs), adults who spent at least one of their formative years growing up in a foreign country, for their potential as ideal global leaders as is suggested in existing research (Lam & Selmer, 2004; Tarique & Takeuchi, 2008). The participants (n=257) completed the Global Mindset Inventory (GMI) developed by the Najafi Global Mindset Institute, and 13 (n=13) participated in qualitative interviews. The findings suggest ATCKs have a higher likelihood of a change in the score on the GMI for three elements of global mindset, Passion for Diversity, Intercultural Empathy, and Cosmopolitan Outlook, than the normative population. The interview analysis resulted in four emergent themes: changers, communicators, creative problem solvers, and global citizens, which supported the findings from the GMI analysis. The research informs Human Resource professionals concerning a promising population to draw from for recruiting international employees as well as discusses the viability of options for developing global mindset, such as mentoring and overseas assignments. Recommendations for further research include global mindset and diversity, development of global mindset, antecedents of global mindset, and the effect of ATCKs’ diverse life experiences on their development of global mindset.
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I dedicate this dissertation to the loving memory of my sweet mother, Dottie.

“TCKs are the prototype citizens of the future.”

-Ted Ward, sociologist, 1984 (as cited in Pollock & Van Reken, 2009, p. xiii)
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Chapter 1: Introduction to the Research

Due to a global society, leaders of multinational organizations must conduct business cross-culturally and virtually, which requires a global mindset (Beechler, Boyacigiller, Levy, & Taylor, 2007; Gupta & Govindarajan, 2002; Lovvorn & Chen, 2011; Osland, 2011). The global society means, “International assignments are becoming more frequent and complex in organizations” (Ng, Van Dyne, & Ang, 2009, p. 97), which translates into a need for more leaders and followers who are culturally intelligent and globally minded. Two contributing factors to the urgency of finding global leaders are the growing shortage of global leaders (Osland, 2009) and the number one human resources (HR) priority of chief executive officers (CEO), which is talent (Wright, Stewart, & Moore, 2011). Consequently, HR must develop and recruit global talent to fulfill organizational objectives and remain competitive (McPhail, Fisher, Harvey, & Moeller, 2012; Solomon, 1994). One approach to solving this lack of global talent is to create global leadership development programs (Mendenhall, 2006; Palmer & Varner, 2005) with the purpose of fostering cross-cultural and global leadership competencies.

However, such programs require a significant amount of human and fiscal resources and time, often with mixed results (Adler & Bartholomew, 1992; Mendenhall, 2006). Since time is of the essence in the fast-paced international business world, are there other ways to fill the gap of global leaders? One potential answer is found in an emerging body of work postulating recruitment of Adult Third Culture Kids (ATCKs) (Tarique & Takeuchi, 2008) who, because of their life experience growing up between cultures, may have a predisposition to working cross-culturally and, as Lam and Selmer...
(2004) noted, are able to hit the ground running. Lam and Selmer (2004) define ATCKs as adults who spent at least one of their formative growing up years in a foreign country. Research indicated more effort needs to go into the selection of global leaders to determine whether candidates have “the values and motivation necessary for global leadership development” (Cappellen & Janssens, 2008, p. 14). It is because values and motivations cannot be changed through conventional training and development that the researchers postulate the importance of the selection process (Caligiuri, 2006). Additionally, the high failure rate – almost 45% – of expatriate assignments in American companies (Lovvorn & Chen, 2011) indicates it is beneficial for organizations to understand the profile of someone self-assured in a global environment. Hiring ATCKs who embraced their global experiences and developed a cosmopolitan frame of reference while growing up may not only reduce the number of failed expatriate assignments, decreasing costs, it may also increase multinational virtual team productivity, increasing organizational effectiveness.

Statement of the Problem

A 2003 Rand Corporation study predicted scarcities of global leaders in all U.S. sectors (Bikson, Moini, Lindstrom, & Treverton). Additionally, because of the specialized cognitive, behavioral, and emotive abilities required to conduct business cross-culturally, it is difficult for organizations to find candidates with global mindset and intercultural competency skills.

Purpose and Significance of the Problem

The purpose of this research was to examine whether the evidence suggests the childhood experiences of TCKs increases the level of global mindset in ATCKs. In other
words, this research explored whether the data support the notion that the TCK experience of growing up in a culture different from their parents’ culture increases an ATCK’s global mindedness. This study also examined whether TCKs consider themselves international or global citizens (i.e., self-identify as internationals). Additionally, the notion of ATCKs’ as model expatriates and global employees in global organizations as suggested by Lam and Selmer (2004) was explored with the intent of determining the potential of global mindset and global leadership capabilities in ATCKs. In summary, the purpose was to identify trends and patterns regarding global mindset and its development in ATCKs and to assess their global mindset. The intent is to inform the field of global mindset development and International Human Resource Management.

The significance of the problem reveals itself in the increasingly complex global environment that generates greater challenges for doing business effectively and efficiently (Kodwani, 2012; Story & Barbuto, 2011), particularly when people across cultures work together (Adler & Bartholomew, 1992). In addition, due to technological advances, doing business virtually has become commonplace requiring anyone within an organization, not just expatriates and traveling executives, to conduct business with people from other cultures and countries (Cho, 2009; Tarique & Takeuchi, 2008). Although training for expatriates is common, executives, managers, and other employees who live and work in their home country may receive little cultural preparation. Additionally, there is some criticism that the common approaches to pre-departure expatriate training “fail to address the complexity of present day expatriate experience” (Glanz, 2003, p. 259). Consequently, American employees and executives doing business with people from countries and cultures different from their own often bungle
business relationships, which negatively influences business outcomes. For example, Mendenhall (2006) illustrated the need for managers to develop global leadership competencies through the story of an American manager in Japan turning down social activities important to establishing relationships with Japanese managers. Mendenhall stated, “He did not know what he did not know” (p. 426).

Different cultures have different cultural practices and norms, hence the reasoning for cultural competency and expatriate training. The researchers Pucik and Saba (1998) found there were fewer studies about global managers as compared to expatriate managers. Pucik and Saba’s research clarified the differences between the concepts of global managers and expatriate managers. They posited, “The emphasis on the mindset helps to differentiate between expatriate and global managers” (p. 2). This leads to the question, how are the mindset differences, as explained by Pucik and Saba, being addressed? It may be possible to answer this question by recruiting and selecting employees and leaders who are ATCKs in addition to individuals with previous work or travel-related international experiences (Cho, 2009; Taruique & Takeuchi, 2008).

Most related research focuses on the preparation of expatriates rather than on global leaders, global followers, and multinational teams. Recent research conducted by Konyu-Fogel (2011) determined that a global mindset significantly improves leadership. The author’s research “results indicate a direct link between global mindset and leadership behavior, implying that global mindset improves leadership behavior critical to organizational performance;” consequently, the author recommended, “organizations should provide training and leadership development to increase the Global Mindset of their business leaders” (Konyu-Fogel, 2011, p. 1).
Values and ways of being in a culture influence behaviors in the workplace; leaders and followers of multinational organizations should have the competencies to interact with and support others from multiple cultures and countries (Ang & Van Dyne, 2008). An important aspect of becoming culturally intelligent means becoming globally minded (e.g., to what extent can employees, particularly executives, managers, and team leaders of any discipline, whose roles are to manage and lead people, take into consideration mental models and values beyond American paradigms?). Therefore, it is important to understand what it means as a leader to acquire and hold the competency of global mindset.

The intent of this research was to explore and assess the development of global mindset of ATCKs. It may also identify an existing population with a global mindset and a propensity to lead and work within multinational organizations from which recruiters may draw. Additionally, this research may provide practical guidelines for both human resources and learning professionals to develop a global mindset and recognize ATCKs as potential global leaders and employees with a propensity for a global mindset. This study may also instill the belief in leaders of multinational organizations that acquiring employees with a global mindset and developing a global mindset in current employees, significantly benefits business outcomes through a globally minded workforce capable of working cross-culturally, whether they remain in their home country, are expatriates, or travel between multiple countries. Finally, it may benefit educators by providing insight into curriculum development of coursework that cultivates cultural intelligence, global mindset, and global leadership skills in students.
Research Questions

The purpose of this study was to answer the following questions:

1. To what extent do ATCKs exhibit global mindset?

2. To what extent are ATCKs motivated to work and lead cross-culturally and in foreign countries?

3. How do ATCKs demonstrate (i.e., show evidence of) a global mindset? Do ATCKs see themselves as internationals?

4. How does the TCK life experience prepare ATCKs to work in global organizations?

The Conceptual Framework

Researcher Stance

My interest in things international led me to the topic of global mindset, which then steered me to discovering the phenomenon of Third Culture Kids (TCKs). These discoveries reminded me of the disconnect I sometimes felt with people upon returning to the United States after living in Japan for six years while growing up. This initiated a reflection on the reasons for the otherness I felt in organizations; in other words, why do I often feel like an outsider? As I continued down the research path, I began making the connection between the cultural values I hold, and my experience of spending six of my formative years in Japan. Additionally, I found overlaps in the research regarding the characteristics of global mindset, global leaders, and ATCKs. These observations, in addition to the increasingly global nature of business today, subsequently led me to think about the recruitment and development of leaders, followers, and teams doing business cross-culturally. I also began asking how prepared American employees at any level in
organizations are to work with people different from themselves. Are recruiters hiring people with a propensity for global mindset and how would recruiters know if someone has a potential for success in life abroad or the ability to interact appropriately with people different from themselves? If training is merely teaching cultural etiquette, and not additionally helping leaders and employees shift to a global mindset, then would it not behoove organizations to hire employees with life experience that has already prepared them to be global employees and leaders? Moreover, could that population be ATCKs? Although I began thinking about this in the context of American employees, these questions could apply to anyone from any country, in addition to those from the United States.

The philosophical approaches to my research are ontological and axiological since this study is an attempt to understand the extent to which ATCKs possess a global mindset and because I recognize that my biases can influence the research. Additionally, my experience of growing up in a foreign country and my status as an ATCK may influence my perspective on this topic. The worldviews guiding my approach to this research are a blend of pragmatism and social constructivism: pragmatism because I am not committed to one philosophy and reality and research occurs in multiple contexts and social constructivism because I am looking for understanding of the world in which we live and work. The theoretical lens I apply to my research is postmodernism since it recognizes the multiple perspectives of people in different groups (Creswell, 2007).

**Conceptual Framework of Three Research Streams**

The conceptual framework of this study builds upon three streams of research: (1) the development and selection of global talent (e.g., Konyu-Fogel, 2011; McCall, 2001;
Mendenhall, 2006; Osland, 2009, 2010; Palmer & Varner, 2005); (2) Global mindset, worldmindedness, and cultural intelligence (e.g., Ang & Van Dyne, 2008; Beechler et al., 2007; Cappellen & Janssens, 2008; Cohen, 2010; Gupta & Govindarajan, 2002; Javidan, Steers, & Hitt, 2007; Lovvorn & Chen, 2011); and (3) Adult Third Culture Kids (e.g., Burrus, 2006; Cho, 2009; Lam & Selmer, 2004; Solomon, 1994). Figure 1 graphically depicts the study and literature. Two other factors affecting the discourse in the literature for these research streams include: (1) the studies of global leadership, global mindset, and Third Culture Kids (TCKs) are in their infancy, which contributes to ambiguity of these topics and (2) global leadership development programs implemented thus far employ a variety of approaches that show poor results (Mendenhall, Osland, Bird, Oddou, & Maznevski, 2008). Both factors impact the definitions of global mindset, global leadership, and TCKs, as well as indicate the need for further research on these topics.
**Development and selection of global talent.** The first stream of research reviews development and selection of global leaders, which encompasses global mindset, global leadership, expatriate development, and the selection of global leaders and expatriates. It is based on the work of Konyu-Fogel (2011), Osland (2009), Mendenhall (2006), Palmer and Varner (2005), and McCall (2001).

Konyu-Fogel’s (2011) work provides insight into the development of globally minded leaders in organizations. She found a connection between global mindset and leadership behavior in that leadership behavior improves as a business leader becomes more globally minded. Osland (2009) suggested several global leadership development methodologies and presented conclusions from other global leadership development research. Although she made recommendations for business, Osland also advocated...
teaching methodologies to develop university students’ global leadership skills. The work of Mendenhall (2006) and Palmer and Varner (2005) discussed methodologies and curriculum content for global leader and expatriate training programs. Mendenhall emphasized the importance of ongoing support for developing global leaders, as “they cannot know what they do not know” (Mendenhall, 2006, p. 426). The strategy of ongoing support he recommended includes “the use of expert coaches in what has been termed, ‘real time’ training (Mendenhall & Stahl, 2000)” (Mendenhall, 2006, p. 427). Mendenhall also supported the notion that it takes time to become a global leader. He argued one cannot attend a training session and suddenly expect to be a global leader; the transformation process is one that is lengthy. Additionally, McCall (2001) pondered the question of the existence of naturally born global leaders. He pointed out existing agreement between theorists on the need to know the qualities required in global leaders; however, he also mentions the lack of agreement on what those qualities are. McCall also recognized the shortage of global leaders, as well as the notion that to be an effective global leader requires global experience.

Osland (2011) took a different approach to research on global leadership development by studying the processes of an expert global leader, rather than studying the competencies. Since most existing research focuses on competencies and not on the construct of global leadership, Osland conducted a case study featuring an interview with one expert global leader. Through this research, Osland (2011) determined expert leaders perceive the world differently and international background did not always contribute to insightful and sophisticated thinking, which are cognitive aspects of global leaders.
Supporting the first stream, Palmer and Varner (2005) advocated expatriate training should include:

- self-awareness, analysis of one’s own values, and their effects on behavior [because]… once the expatriate understands his/her own cultural orientation, he/she can much better focus on relevant elements in the target culture and make the changes in strategy necessary to achieve organizational goals. (pp. 20-21)

Palmer and Varner recommended studying short-term global assignments to “determine what kind of cultural preparation and cultural self-awareness can contribute to success” (p. 21) of expatriates.

Solomon (1994) also supported the first stream of research of development and selection of global talent; she stated, “Employees anywhere in the world can benefit from American strategies for valuing diversity, but only if those strategies respect cultural perspectives” (p. 40). She went on to ask several questions:

- Furthermore, how does the fact that we’re Americans play into all of it? And, underlying all of these considerations [aspects of valuing diversity] are the cultural assumptions we bring. How much can we expect other cultures to understand our assumptions? In other words, shouldn’t HR be moving toward a globally focused vision of diversity that includes international expats and employees of all origins as well as different values? (p. 40)

Solomon put forth several examples of organizational best practices in hiring and training that take into consideration the point she raised about HR needing to focus on global diversity with a new perspective.

**Global mindset, worldmindedness, and cultural intelligence.** The second stream of research, global mindset, world mindedness, and cultural intelligence, is based on the work of Ang and Van Dyne (2008), Cappellen and Janssens (2008), Cohen (2010), Gupta and Govindarajan (2002), Javidan et al. (2007), Beechler et al. (2007), Lovvorn and Chen (2011), and Sampson and Smith (1957). Cohen discussed the definition and notion of
global mindset, how and why it is important, and made a business case for its development as the corporation’s responsibility. Cohen also theorized that although development should be “driven” by and in alignment with corporate strategies, the individual must also recognize development of a global mindset is a lifelong endeavor. Cappellen and Janssens’s (2008) work also contributed to the second stream of research, global mindset, through their identification of competencies required for effective global leaders, including knowing-how, knowing-why, and knowing-whom; these concepts are discussed in detail in the literature review. Adler and Bartholomew (1992) indicated global managers “are expected to overcome an ethnocentric mindset and develop an openness to and understanding of other perspectives, selectively incorporating foreign values and practices into the global operations” (p. 2). In addition, Cappellen and Janssens (2008) identified differences between global manager and expatriate training needs; specifically, they concluded global managers need culturally neutral skills as opposed to expatriates, who need culturally specific training programs.

Worldmindedness, posited by Sampson and Smith (1957), emerged out of the post-World War II period when there “was an impetus for research into and evaluation of intercultural and educational experiences that are aimed at the development of worldminded attitudes” (p. 99). Sampson and Smith developed a scale to measure worldmindedness when they recognized the need to differentiate between nationalism and internationalism.

Javidan et al. (2007) offered the definition of global mindset as “a set of individual attributes that enable an individual to influence individuals, groups, and organizations from diverse social/cultural/institutional systems” (pp. 2-3). They also
argued the increasingly global society requires a different way of thinking on a global level. Javidan, Hough, and Bullough (n.d.), in conjunction with the Thunderbird Global Mindset Institute, developed a tool to measure the level of an individual’s or organization’s global mindset. This instrument is a survey called the Global Mindset Inventory (GMI).

Gupta and Govindarajan (2002) also asserted that for global organizations to compete effectively, companies must become intelligent in observing and interpreting the global and diverse business environment by developing a global mindset. They took an interesting approach in their definition and discussion of the topic intimating global mindset is cognitively versus competency based. The purpose of Gupta and Govindarajan’s research was to create a framework and method to assist companies in the development of global mindset.

*Adult third culture kids and global nomads as global leaders.* The third stream of research based on Lam and Selmer (2004), Burrus (2006), Cho (2009), Cottrell (2007), and Pollock and Van Reken (2009), discusses the notion of TCKs, ATCKs, and ATCKs as global nomads. The above researchers also made the supposition that ATCKs have a predisposition, because of the experiences they gained growing up in countries different from their passport countries, to interact cross-culturally in the role of global leaders. Pollock and Van Reken (2009) discussed, “why the two major realities of this experience – growing up among many cultural worlds and high mobility – have such a significant effect on” on TCKs (p. 1). They also identified a TCK profile that includes personal characteristics, practical skills, the rootlessness of TCKs, and other aspects of life as a TCK, both the benefits and the challenges.
Definition of Terms

The following list includes the definitions of terms used in this research study and paper.

**Adult Third Culture Kids (ATCKs)**

Adults who spent at least one of their formative growing up years in a foreign country (Lam & Selmer, 2004).

**Cosmopolitanism**

“Perspective, a state of mind, or – to take a more process-oriented view – a mode of managing meaning” (Hannerz as cited in Javidan et al., 2007, p. 16)

**Cultural intelligence**

A management and organizational psychological theory suggesting that an individual's understanding of the impact of his or her cultural background on behavior is necessary for effective business.

**Cultural competency**

Indicates ability to understand, value, appreciate, and work in several cultural contexts different from one’s own. It is a combination of the notions of intercultural and global mindset.

**Cross-cultural**

Comparing or dealing with two or more different cultures

**Expatriate**

Someone who lives in a foreign country. An expatriate manager is a manager who lives in a foreign country.
Global leaders/leadership

Individuals who effect significant positive change in organizations by building communities through the development of trust and the arrangement of organizational structures and processes in a context involving multiple cross-boundary stakeholders, multiple sources of external cross-boundary authority, and multiple cultures under conditions of temporal, geographical and cultural complexity. (Mendenhall et al., 2008, p. 17)

Global manager

A manager who works globally but does not live in the country in which he/she is doing business. Requires ability to “think and act both globally and locally” (Cohen, 2010, p. 3).

Global mindset

The “ability to influence individuals, groups, organizations, and systems that have different intellectual, social, and psychological knowledge or intelligence from your own” (Cohen, 2010, p. 3)

Intercultural

Of, relating to, involving, or representing different cultures.

Third Culture Kid (TCK)

Adolescents who lived at least one of their formative years in another country (Lam & Selmer, 2004).

Sponsorship

The support organization responsible for the employment of the parent or parents in the overseas area (Gleason, 1970, p. 4).
Virtual

Created, simulated, or carried on by means of a computer or computer network (virtual, n.d., para. 1).

Worldmindedness

“A highly worldminded individual favors a world-view of the problems of humanity, whose primary reference group is mankind, rather than Americans, English, Chinese, etc.” (Sampson & Smith, 1957, p. 99).

Assumptions and Limitations

Assumptions

There were a number of assumptions in this study including American leaders and followers lack cultural intelligence; thus, a shortage of global minded leaders and followers exists. Life experience is needed to develop a global mindset and be cross-culturally effective, and American business is slow to recognize the impact on business outcomes of poor cross-cultural skills and abilities. Additionally, there is an assumption that people with a global mindset and ATCKs share similar ways of thinking, thus ATCKs make potential globally effective leaders and followers. There is a need to understand how one develops global mindset and intercultural effectiveness. Finally, there is a lack of development opportunities for leaders and followers working cross-culturally.

Limitations

In terms of limitations, this research was conducted from an American perspective and within U.S. borders, which limits the global perspective of the concepts of global leadership, preparation for cross-cultural relationships, and global business environments.
Other anticipated limitations that turned out not to be issues were the identification of and access to interviewees for interviews of ATCKs due to their dispersed locations and hidden diversity. The assumption going into the research was that ATCKs are interested in and willing to share their experiences as TCKs, would enable the researcher to find subjects willing to participate in this study, was in fact correct. Additionally, with the electronic means of communication today, the numerous online communities of TCKs and ATCKs gave a large population of ATCKs from which to draw as sources of suitable participants. Lastly, the phenomenon of TCKs is complex due the variety of experiences lived by TCKs (Cottrell, 2012), thus making it difficult to isolate all confounding variables that may influence the outcome of this research.

**Summary**

This is a descriptive mixed-methods study intended to explore and perhaps identify a population of potential global leaders with pre-existing global mindset. The purpose was to identify trends and patterns regarding global mindset and its development in ATCKs as well as to assess their global mindset. The intent was to inform the fields of global mindset development and International Human Resource Management.

In brief, the data gathering methods included interviews and surveys of ATCKs to explore the competencies and development of global mindset in ATCKs. Chapter 2 discusses the literature supporting this research in detail. Chapter 3 explains the details and rationale of the chosen methodology. The significance of this study lies in addressing the need to recruit and develop global leaders and followers, who can work comfortably and effectively with coworkers from multiple cultures in multinational organizations to gain a competitive business advantage.
Chapter 2: Literature Review

Introduction to Chapter 2

Organizations face an increasingly complex global environment generating greater challenges for employees working across cultures. The complexity of these global changes creates not only business opportunities, but also cross-cultural obstacles affecting effective and efficient business operations that ultimately influence profitability (Adler & Bartholomew, 1992; Ang & Van Dyne, 2008; Osland, 2009). In addition, due to technological advances, doing business virtually has become commonplace requiring anyone within an organization, not just expatriates, to conduct business with people from other cultures and countries. Although training for expatriates is common, executives and managers who live and work in their home country may receive little cultural preparation. The question is, can employees, particularly leaders, think and act beyond American paradigms and take into consideration other mental models and values necessary for building effective business relationships across cultures?

Arising from this highly competitive global marketplace is the need for a new way of thinking, which goes beyond cultural awareness. This different mindset is more than knowing the appropriate etiquette and language of another country, but rather is an intercultural mindset (Bennett & Bennett, 2001; Konyu-Fogel, 2011) that on a global scale might be referred to as global mindset. The research into the development of global mindset and global leadership is in its infancy with the focus thus far on determining the competencies of each of these topics (Story & Barbuto, 2011). Although most related research focuses on the preparation of expatriates rather than on global leaders and
multinational teams, there is an emerging discussion regarding the antecedents, characteristics, and development of global mindset and global leadership that will be addressed in this chapter.

Several authors mentioned (Cho, 2009; Osland, 2009) in the following literature review advocate more than traveling or working in a foreign culture to develop global mindset and global leadership skills. They also identify developing global mindset as a process or journey that evolves over time. In other words, someone cannot attend a workshop or visit a country and expect to have a global mindset. Effort over time, gaining knowledge, and support in the form of training, coaching, working and living in other countries all appear to contribute to the development of global capabilities. Nevertheless, it is possible the basis of these assumptions is an extrapolation from numerous sources rather than solid research, which begs the need for further research.

**Literature Review**

The following is a discussion of the research on the phenomenon of global mindset and global mindset development in leaders and followers of multinational organizations. It also discusses the notion of ATCKs as potential global leaders and followers. There are three categories of research divided into three separate streams: Global mindset and global leadership development and selection; global mindset, cultural intelligence, and worldmindedness; and Third Culture Kids and Adult Third Culture Kids. The primary authors whose work supports these topics are Beechler et al. (2007); Burrus (2006); Cho (2009); Cohen (2010); Gupta and Govindarajan (2002); Lam and Selmer (2004); Mendenhall (2006); Osland (2009); Pollock and Van Reken (2001, 2009); Sampson and Smith (1957); and Solomon (1994). Research by both Osland and
Mendenhall, often cited in the literature, focuses on leadership competencies and the development of expatriate and global leaders. Although, Beechler et al. and Gupta and Govindarajan appear to be newer in the field, their work was referenced in several literature sources on this topic. The literature for this review dates back to the 1950s and continues into the 21st century.

**First Stream – Selection and Development of Global Leaders**

The first stream of literature discusses global mindset and global leadership development and selection, which encompasses expatriate development and selection of global leaders and expatriates. Consideration of the development of global mindset and global leadership occurs through literature reviews of the work of Bennett and Bennett (2001); Caligiuri (2006); Cappellen and Janssen (2008); Hollenbeck (2001); Konyu-Fogel (2011); McCall (2001); Mendenhall (2006); Ng, Van Dyne, and Ang (2009); Osland (2009, 2011); and Solomon (1994). The approaches to development of global mindset by these researchers vary depending on their perspective of global mindset construct, whether it is competency or cognitively based. Bennett and Bennett’s (2001) integrative approach to global and domestic diversity are also reviewed.

In *The Elusive, yet Critical Challenge of Developing Global Leaders* (2006), Mendenhall indicated an increasing need for global leaders in the globalized world of today. Unfortunately, the need for global leaders is greater than meets the demand (Mendenhall, 2006; Osland, 2009). “Mendenhall and Osland (2002) identify 53 competencies associated with the construct of global leadership” (Mendenhall, 2006, p. 423). After reviewing these competencies, the authors categorize them into six dimensions (Mendenhall, 2006), which are relationship, global business knowledge,
organizing, cognitive, vision, and traits. However, Mendenhall did not identify which of these is most vital or which comes first in global leadership development. Mendenhall reported two separate models, which together (one developed by International Organization Network and the other by Mendenhall and Osland) create a framework and pathway for global leadership training design. The pathway begins with foundational competencies since the “discussion of complexity is best designed into later stages of the training program than the beginning” (Mendenhall, 2006, p. 424). This design framework also recognizes that individuals should understand which of the competencies they already hold.

Additionally, Mendenhall (2006) explained the process of learning to become a global leader takes time. One cannot attend a training session and suddenly be a global leader; it is an ongoing transformational process that “does not involve adding incrementally new techniques to one’s managerial skill portfolio” (p. 425). He also emphasized the need for ongoing support for developing global leaders, as “they cannot know what they do not know” (p. 426). The strategies for development include “the use of expert coaches in what has been termed, ‘real time’ training (Mendenhall & Stahl, 2000)” (Mendenhall, 2006, p. 427). Additionally, Mendenhall stressed the importance of creating a safe developmental environment that allows the willingness to attempt and practice new proficiencies.

Osland (2009) discussed the global context shaping global leadership and distinguished it by multiplicity, interdependence, ambiguity, and flux. She asserted the complexity of global business requires certain management processes, including collaboration, discovery, organizing, and systems thinking. The global leader must learn
to alternate back and forth between cultures, namely his/her individual culture and the
culture of other coworkers, managers, and customers. Osland (2010) suggested
developing global leadership by traveling, working in multicultural teams, attending
training, and taking overseas assignments (which is considered the most effective). She
drew upon other global leadership development research, to hypothesize development
takes time, experiential learning is optimum, and development design should be multi
method and nonlinear. Osland (2010) also advocated teaching methodologies, such as
study abroad and virtual team projects, to develop university students’ global leadership
skills.

Osland (2011) contributed to the foundational research on global leadership by
examining cognition in global leaders. Since most existing research focuses on
competencies and not on the construct of global leadership, Osland (2011) went “beyond
competency approach to study expert cognition in effective global leaders” (p. 25). She
conducted her research utilizing a case study methodology that interviews one expert
global leader to consider processes in cognition of global leaders.

Through this research, Osland (2011) found, “experts, like Tom, perceive the
world differently and use more sophisticated processes of insightful thinking than do
novices… an extensive knowledge base serves as foundation and threshold requirement
for global leaders” (p. 26). Osland, however, did recognize that knowledge alone is
inadequate in the development of global expertise. The research also revealed the
interviewee, Tom, engaged in expert thinking observed in other global leaders. He is
analytical, and performs well under pressure and in complex unexpected situations.
Additionally, results indicated that international background was not necessarily a key
aspect of becoming a global leader, as was the case with Tom, who did not meet this criterion. Lastly, the results suggested there may be different developmental profiles and antecedents that contribute to global leadership development than just having international experiences.

The study by Cappellen and Janssens (2008) broadens the knowledge base regarding the career competencies of global managers. The researchers thoroughly review the relevant scholarship to explain the rationale for its theoretical orientation, which drew from many citations of others’ writings on global and expatriate managers. Cappellen and Janssens’s (2008) research identified competencies needed for effective global leaders, including knowing-how, knowing-why, and knowing-whom by conducting and analyzing interviews of 45 global managers from a content analysis approach. In addition, data collection from three transnational organizations included, but is not limited to, competencies related to work-life balance, international exposure, center of decision making, and career progression. Cappellen and Janssens’s findings indicated participants use professional and personal networks to obtain the position of global managers, and those global managers’ career competencies are portable across cultural boundaries. The basis of the researchers’ dialogue of competency differences between global and expatriate managers emerged from comparisons between their findings to previous research findings. Cappellen and Janssens pointed to this methodology as one of the limitations of their study. Thus, one of the recommendations Cappellen and Janssens made for future research included incorporating both samples into one study to enhance validity.
McCall (2001) posed the question, what would someone look like if he or she were born a global leader? He asked whether they could speak several languages, were their parents global leaders or from different cultural backgrounds? Did the global leader move around often as a child? The questions are interesting not only from the perspective of global leadership development but also in the context of ATCKs as potential global leaders. McCall posited that global leaders are not born but rather developed as the “natural process… [is] upset” (McCall, 2001, p. 304). McCall’s description of global leadership development is remarkably similar to the experience of a TCK, a phenomena presented in the following pages.

Along with his questions of what a global leader looks like and what global leadership is, McCall also considered the ongoing conversation of whether global leadership is competency based. He pointed out this is a debate in which both academics and practitioners engage. He likened this discussion to the search for a leopard in the dark woods, since it looks across the literature at strategy, expatriation, cross-cultural research, competencies, leadership, and adult learning making the search for the true meaning of global leadership difficult to uncover.

Hollenbeck (2001) asserted a review of this vast and expanding body of literature with common themes too great to conclude. Hollenbeck warned against too narrow of a perspective, finding the main methodology employed is surveys, accompanied by opinions, and is U.S. centric “to a fault” (p. 38). Hollenbeck agreed with Bartlett and Ghosal that there are many types of global leaders and “global leadership is about working across cultures” (p. 39). Additionally, Hollenbeck suggested, in agreement with Bartlett and Ghosal, global organizations require leaders who can work effectively across
country, culture, type of business, and function. Throughout his review of the
literature, he recognized the complexity and ambiguity of both international work and the
topic of global leadership. His journey led him to “Global Mindset” as a term he does not envision going away. He found it “a convenient catchall for gathering the competencies of global leaders, such as cultural sensitivity and ability to deal with cognitive complexity” and “offer[s] that global mindset is a characteristic of a person, not of the location of a job as some have suggested” (p. 41). Finally, Hollenbeck concluded, asking more questions such as if global mindset allows global leaders to work across company and cultural borders, how does one develop global mindset?

Recent research conducted by Konyu-Fogel (2011) determined that global mindset significantly affects improved leadership. The empirical study of business leaders in global organizations by Konyu-Fogel indicated a connection between global mindset and leadership behavior and leadership behavior improves as a business leader becomes more globally minded. The study consisted of a purposeful random sample of 158 business leaders from five continents who responded to a web survey. Konyu-Fogel used the composite score of intellectual and cultural intelligence of the leaders to measure levels of global mindset.

In the study, Konyu-Fogel (2011) revealed:

Six factors (number of foreign languages spoken, raised by/live in a bilingual/multi-ethnic family, number of countries worked in, percentage of employees working overseas, percentage of revenue from foreign operations, and location/country of employment) significantly increased global mindset. Global mindset tested significant on improving leadership behavior. (p. 281)
Consequently, Konyu-Fogel (2011) recommended organizations provide global mindset development training because of the link between global mindset and leadership behavior that contributes to increased organizational performance.

In this discussion on global mindset development, it is also notable to view it through the lens of diversity management. Bennett and Bennett (2001) proposed taking an integrative approach to global and domestic diversity that goes beyond culture specific training to focus on managing diversity on a global level. They saw the difference in thinking as a shift from ethnocentrism to ethnorelativism. “Ethnocentric, meaning that one’s own culture is experienced as central to reality…ethno relative, meaning that one’s own culture is experienced in the context of other cultures” (p. 14). Along this vein, they discussed the need to not only accept or understand different worldviews but also to adapt to other cultures. Bennett and Bennett (2001) posited adapting one’s behavior should be done because “it feels right,” rather than because “that’s the way one is supposed to act” (p. 22). They went on to say:

One should know what the range of appropriate behavior is, but one should not seek to generate the behavior based only on that knowledge. The extreme cases of behavior from knowledge are the ubiquitous lists of “tips” and “do’s and don’ts” that flow from amateur intercultural seminars…following these rules without a clear feeling for their appropriateness is likely to look contrived and possibly patronizing to members of another culture. (p. 22)

In some organizations, international employees attend “pre-departure or reentry training focusing on the culture specific aspects of their international sojourn, not on appreciating or managing diversity” (Bennett & Bennett, 2001, p. 4). Additionally, some American organizations export their home diversity programs around the world expecting to achieve inclusivity, when in actuality the initiatives are culturally insensitive, thus not
supporting inclusivity as intended. These programs reflect an American perspective, using “American communication, cognitive, and learning styles” (p. 4). In response, Bennett and Bennett (2001) presented an array of approaches and models for developing the “combination of concepts, attitudes, and skills necessary for effective cross-cultural interaction” (pp. 337-338).

Solomon (1994) also strongly advocated Human Resources (HR) departments change their approach to diversity by comprising a global perspective. This global diversity perspective driven by the increasingly international nature of business requires innovative methods of developing the cultural fluency of American expatriates. Solomon cited several organizational best practices for training and development, such as providing both host mentor and expatriate mentor programs established through HR departments. She also offered the example of one company that attributed some of its “success to careful selection and preparation. People who are asked to go on an international assignment have the maturity to be able to assess the issues they’ll be facing. They realize they’re not going abroad to impose American ethics on anyone” (p. 3).

Selection of leaders for multination organizations is becoming more important as assignments become more and more global in nature (Solomon, 1994), whether the position is as an expatriate, traveling around the world, or part of a multinational virtual team. Unfortunately, methods used to select these global employees “rely on informal and low-utility selection criteria such as international experience” (Ng et al., 2009, p. 1). The research by Ng et al. attempted to apply cultural intelligence to recruitment of individuals with the necessary skills. Ng et al.’s:
Central thesis is that previous international experiences do not necessarily translate into learning effectiveness: rather, the experience-effectiveness relationship is moderated by cultural intelligence, such that individuals with high cultural intelligence are more likely to leverage their experiences to enhance performance, compared to those with low cultural intelligence. (p. 1)

Ng et al. (2009) proposed a model explaining why previous research is less consistent in regard to determining the relationship between international experience and adjustment to it. They argued the individual’s type of experience overseas is what more closely determines whether he or she has intercultural effectiveness skills. They postulated different individuals integrate the international experience differently into his or her knowledge base. Therefore, they argued cultural intelligence more effectively influences one’s ability to have a positive international experience than experience of international assignments.

Research indicates more effort needs to go into the selection of global leaders to determine whether candidates have “the values and motivation necessary for global leadership development” (Cappellen & Janssens, 2008, p. 14). It is because values and motivations cannot be changed through conventional training and development that the researchers emphasized the importance of the selection process (Caligiuri, 2006). Additionally, the high failure rate of expatriate assignments of almost 45% in American companies (Lovvorn & Chen, 2011) indicates it is beneficial for organizations to understand the profile of someone self-assured in a global environment.

In an analysis of this first research stream, Konyu-Fogel’s (2011) research showed:

Global Mindset tested significant on improving Leadership Behavior. Intellectual intelligence was found to significantly improve Leadership Behavior. Specifically, the ability to differentiate and integrate was found to be the most
significant predictor of Leadership Behavior. Although cultural intelligence was found not to be significant influencing Leadership Behavior, it had an important contribution to the variability of Leadership Behavior. (Abstract, para. 1)

This finding appears to conflict with Lovvorn and Chen’s (2011) theory that cultural intelligence precedes the development of global mindset. Despite this difference in research findings, a common thread throughout this analysis of the literature suggests provision of global mindset, or cultural intelligence, and leadership development are essential for those individuals working and leading across cultures, whether they reside within their home country, travel for business, or are expatriates. The following stream considers cultural intelligence and global mindset in more detail with reference to diversity in relationship to global leaders and ATCKs.

**Second Stream – Worldmindedness, Cultural Intelligence, and Global Mindset**

The second stream of research is supported by Beechler et al. (2007), Cohen (2010), Gleason (1970), Gupta and Govindarajan (2002), Javidan et al. (2007), Lovvorn and Chen (2011), and Sampson and Smith (1957). “The idea that the cognitive capabilities, or global mindset, of senior management in multinational corporations (MNCs) is central to organizational performance is not a new one” (Javidan, Hough, & Bullough, 2007, p. 11). Javidan and Teagarden (2011) posited that global leaders need “a combination of attributes called Global Mindset that includes three theoretically derived components: intellectual capital, social capital, and psychological capital” to succeed (p. 20). Beechler and Javidan (2007) discussed this strategic imperative of global mindset in the context of the historical and technological factors that have influenced the growing need for individuals and companies to cope and thrive in the global environment. Factors
such as the decreasing cost of international travel, internet, opening of national
borders, and integrating financial markets have increased opportunities for organizations
to conduct business around the world.

Sampson and Smith (1957) recognized a need to conduct research into the notion
of worldmindedness because of the international tensions that arose after World War II.
Through their research, they developed a scale to measure world-minded attitudes in an
effort to address the difficulty of studying a construct without an adequate scale. In their
writings, they used worldmindedness as an unbroken word to differentiate it from the
hyphenated world-mindedness, which was the earlier title of this construct. They were
purposeful in removing the hyphen to ensure a specific meaning that was:

A frame of reference, apart from knowledge about, or interest in, international
relations. We identify as highly worldminded the individual who favors a world-
view of the problems of humanity, whose primary reference group is mankind,
rather than Americans, English, Chinese, etc. (p. 99)

Another focus of their study was to clarify the distinction between the constructs of
worldmindedness and international mindedness, which they did with their definition of
international-mindedness as “interest in or knowledge about international affairs; factual
and topical statements” (p. 99).

Gleason (1970) conducted an exploratory study of the worldmindedness of 157
American overseas-experienced college undergraduate students. His purpose was to gain
an understanding of the social adjustment patterns and manifestations of overseas-
experienced youth. He administered two survey tools, one of which was the
worldmindedness scale by Sampson and Smith (1957), to four categories of college
undergraduates on a Michigan and Illinois campus. The independent variable and basis
for selection was the overseas parent sponsorship: (a) Department of Defense, (b) federal-civilian, (c) missionary, and (d) business. Of the 157 participants who completed a screening survey and a survey questionnaire, 35 were interviewed regarding their “perceived effects of their overseas experience” (Gleason, 1970, p. 1). Participants were not randomly selected, a point Gleason clearly stated as a limitation of his research. He recognized the socialization process, the socio-cultural context in which one grows up, as having consequences on adult behavior. Thus, he investigated the effects of the socialization process during childhood and adolescence on personal adjustment patterns, employment and work roles, and “world-outlook of youth who have lived and studied abroad as dependents” (p. 2). Gleason identified the following factors as having influence on the level of worldmindedness in an individual:

1. Living among the local population in an overseas area as opposed to living in an American community.
2. Frequent interaction with local citizens in both social and work roles.
3. Making an attempt to learn and use the local language.
4. Living a considerable amount of years in an overseas environment and preferably in several different overseas environments.
5. Feeling “at home” in the foreign environment.
6. Having foreign students as best friends. (pp. 5-6)

Gleason’s research found the most positive worldmindedness responses were from students who reported five to seven years living overseas between grades one and seven, as compared to one to two years lived overseas. Additionally, even more positive responses came from those students who lived in three or more countries as compared to the students who moved once or twice overseas (Gleason, 1970).

Beechler et al. (2007) conducted a comprehensive literature review of theoretical and empirical research to study the theory and definition of global mindset. The purpose
of their research was to clarify conceptual confusion around the construct of global mindset, develop a theoretical framework, and provide a “critical assessment of the field of global mindset and suggest directions for future theoretical and empirical research” (p. 231). Through their review of other researchers’ conceptual and theoretical orientations toward global mindset, Beechler et al. gave clear descriptions of the sources of evidence from the narratives and summaries of earlier research and studies specific to the measurement of global mindset.

Since global mindset is a relatively new theoretical construct (Beechler et al., 2007; Javidan et al., 2007), Beechler et al. made an effort to elucidate its ambiguity. In developing a theoretical framework supported by cultural, strategic, and multidimensional themes, and by applying social science constructs of cosmopolitanism and cognitive complexity to their assessment, Beechler et al. excluded subjects such as expatriate and global leadership in order to isolate the construct of global mindset. The findings of the researchers showed “the majority of the studies conceptualize global mindset in relation to two salient dimensions of the global environment…cultural and national diversity and/or strategic complexity associated with globalization” (Beechler et al., 2007, p. 232). Emerging from their work is a definition of global mindset as, “a highly complex cognitive structure characterized by an openness to and articulation of multiple cultural and strategic realities on both global and local levels, and the cognitive ability to mediate and integrate across this multiplicity” (Beechler et al., p. 244). Remarkably, their definition of global mindset is similar to the definition Sampson and Smith (1957) gave to their construct of worldmindedness.
As a result of their research, Beechler et al. (2007) suggested the cultural solution to managing successfully in a multinational organization “is to move away from an ethnocentric mindset and develop a global mindset – a mindset that involves cultural self-awareness, openness to and understanding of other cultures and selective incorporation of foreign values and practices” (p. 233). Beechler et al. also argued global mindset is a way of thinking, a cognitive ability, rather than a set of competencies, which they assert is the focus of much of the literature on global mindset. Interestingly, Pucik and Saba (1998) posited prior to Beechler at al. that in selecting and developing global leaders, “The emerging emphasis on cultivating manager’s mind versus the traditional emphasis on competencies on the job that may require rethinking the traditional HR approaches to global leadership development” (p. 51). Furthermore, Adler and Bartholomew (1992) also emphasized that global managers should overcome an ethnocentric mindset and develop openness to and understanding of other perspectives, “understand the worldwide business environment from a global perspective… [and] be skillful at working with people from many cultures simultaneously” (p. 53).

Cohen (2010) conducted a global literature review discussing the notion of global mindset and how and why it is important to develop. His literature review is an example of the lack of rigor in much of the global mindset research Beechler et al. discussed. Although Cohen’s methodology included interviews, he briefly referred to them while including his viewpoint in the study. He suggested global leadership may not so much require new skill sets but rather a “new perspective” he referred to as global mindset, which aligns with Beechler’s et al. (2007) theoretical framework of global mindset.
One of Cohen’s (2010) definitions of global mindset was “the ability to influence individuals, groups, organizations, and systems that have different intellectual, social, and psychological knowledge or intelligence from your own” (p. 3). He also stated:

It requires simultaneously recognizing situations in which demands from both global and local elements are compelling, while combining an openness to and awareness of diversity across cultures and markets with a willingness and ability to synthesize across this diversity. (Cohen, 2010, p. 3)

Cohen made a business case for the development of global mindset as the corporation’s responsibility. In addition, he stated that although development should be “driven” by and in alignment with corporate strategies, the individual must also recognize development of a global mindset is a lifelong endeavor. The abridged version Cohen (2010) offered was, “think and act both globally and locally” at the same time.

Javidan et al. (n.d.) found it is possible to develop and improve global mindset. In response to their findings and the emerging body of research calling for the development of global mindset, Javidan et al. developed the Global Mindset Inventory (GMI). It is “the world’s first and only psychometric assessment tool that measures and predicts performance in global leadership positions” (p. 4). The GMI was developed at Thunderbird’s Najafi Global Mindset Institute by an expert panel of scholars using meticulous scientific methodology (Javidan & Teagarden, 2011).

Beechler and Javidan (2007) and the scholars involved in the development of the GMI defined global mindset (Javidan & Teagarden, 2011, p. 20) as:

Global mindset is the stock of (1) knowledge, (2) cognitive, and (3) psychological attributes that enable the global leader to influence individuals, groups and organizations (inside and outside the boundaries of the global organization)
representing diverse cultural/political/institutional systems to contribute toward the achievement of the global organization’s goals. (p. 154)

The GMI, an Internet-based survey measures global mindset by assessing three categories referred to as capital, Psychological Capital (PC), Social Capital (SC), and Intellectual Capital (IC). Each of these capitals is then divided into elements of Global Mindset (see Figures 2 and 3).
Note. Adapted from Najafi Global Mindset Institute (2012).

*Figure 2.* Elements of intellectual capital of global mindset.
Note. Adapted from Najafi Global Mindset Institute (2012).

**Figure 3.** Elements of psychological & social capitals of global mindset.
Once individuals complete the inventory, the results are intended to help them understand their own and “their group’s profile of Global Mindset, examine the importance of Global Mindset to their organization, and develop action plans to enhance their own, their direct reports’, and their organizations’ Global Mindset” (pp. 4-5).

Javidan and Walker (2012) recommended focusing on developing the capabilities of global mindset “that are of the most immediate benefit for [the individual’s] role, goals and interests” (p. 7). They have organized tips for developing global mindset into four categories: learn, connect, experience, and coach or contribute.

Lovvorn and Chen (2011), in their research, purposed “to examine the development of global mindset in managers” (p. 276). Their study included a discussion of what constitutes global mindset, the role of cultural intelligence in global mindset development as well as proposed a model supporting the importance of cultural intelligence in the development of a global mindset. Their model explicated the transformative experiences of developing a global mindset that includes international experience and cultural intelligence resulting in a global mindset, which allows managers to navigate successfully in foreign environments. It is also important to note that Lovvorn and Chen embraced Gupta and Govindarajan’s (2002) definition of global mindset (outlined later in this paper) because they believe it to be a “more expansive definition” (p. 276).

Supporting the research of Lovvorn and Chen (2011) is research by Pucik and Saba (1998). Pucik and Saba distinguished between the constructs of global managers and expatriate managers, “The emphasis on the mindset helps to differentiate between expatriate…and global managers” (p. 2). This differentiation is important in the study of
global mindset since expatriates may have learned cultural competency in the foreign
country of their international assignment, but it does not necessarily translate into global
mindset (Lovvorn & Chen, 2011). Osland (2011) aligns with Lovvorn and Chen’s (2011)
assumption that international experience does not necessarily mean one is globally
minded.

Lovvorn and Chen (2011) recognized the value of an international assignment in
developing the cultural intelligence one needs to develop global mindedness. They based
this assertion on prior research on cultural intelligence conducted by Earley and Ang
(2003), who argued certain aspects of social and emotional intelligence must exist for an
individual to have the capacity to adapt to cultures different from their own. Cultural
intelligence (CQ) is comprised of metacognitive CQ, cognitive CQ, and motivational CQ.
Individuals with high metacognitive CQ, which focuses on higher-order cognitive
processes that include planning, monitoring, and mental models, are “consciously aware
and mindful of cultural preferences and norms before and during interactions” (Ng et al.,
2009, p. 101). Individuals with high cognitive CQ, which:

focusing on knowledge of norms, practices, and conventions in different cultural
settings acquired from education and personal experiences…are able to anticipate
and understand similarities and differences across cultural situations…CQ also
includes [motivational CQ] the motivational capability to cope with ambiguous
and unfamiliar settings. (p. 101-102)

Rose, Ramalu, Uli, and Kumar (2010) found in their study of 332 expatriates
working in Malaysia, that “cultural intelligence [was] found to be a vital intercultural
competency that facilitates expatriates job performance in international assignments” (p.
76). Hence, their study revealed expatriates with higher levels of metacognitive and
behavioral cultural intelligence performed better.
According to Lovvorn and Chen (2011), to develop global mindset, managers first need to be culturally intelligent so they can “appreciate the diversity of experiences to formulate rapid, accurate, and situationally sensitive responses to emerging issues” (p. 277). In short, a higher level of cultural intelligence increases the ability to develop a global mindset. Understanding whether global mindset is cognitively or competency based is important because this distinction ultimately influences the methodology behind the development of global mindset. Cohen (2010), Beechler et al. (2007), and Lovvorn and Chen (2011) all identified global mindset as a phenomenon existing in the way people think about and relate to the world. Additionally, these researchers agreed there is a business case for global mindset, for leading successfully in international organizations.

Gupta and Govindarajan (2002) presented the problem of a quickly changing world becoming increasingly global, causing new challenges for business, such as unknown distant competitors. The researchers’ study examined four questions including: “Why mindset matters, what a global mindset is, the value of a global mindset, and finally, what companies can do to cultivate a global mindset?” (Gupta & Govindarajan, 2002, p. 116). Gupta and Govindarajan asserted that for companies to compete effectively, they must become intelligent in observing and interpreting the global and diverse business environment by developing a global mindset. These authors’ overall purpose in their research was to provide a framework and method to guide companies in the development of global mindset. Gupta and Govindarajan’s definition and discussion of the topic intimate global mindset was cognitively versus competency based.

Gupta and Govindarajan (2002) defined global mindset as “one that combines openness to and awareness of diversity across cultures and markets with a propensity and
ability to synthesize across this diversity” (p. 117). The researchers hypothesized development of a global mindset takes “cultivation and that the quest for a global mindset is a ceaseless journey” (Gupta & Govindarajan, 2002, p. 120). Although Gupta and Govindarajan discussed the imperative of developing a global mindset in all employees, irrespective of employees’ level within the organization, the researchers believe the greatest benefits come to executives who acquire the skill of thinking globally.

Gupta and Govindarajan (2002) posited the speed of development of global mindset is dependent upon:

four factors: (1) curiosity about the world and a commitment to becoming smarter about how the world works, (2) an explicit and self-conscious articulation of current mindsets, (3) exposure to diversity and novelty, and (4) a disciplined attempt to develop an integrated perspective that weaves together diverse strands of knowledge about cultures and markets. (p. 120)

The authors offered several suggestions for developing a global mindset including formal education (studying language, and diverse cultures and markets), participation in cross-border business teams and projects, holding meetings in different locations around the globe, immersion in foreign cultures, expatriate assignments, and developing cultural diversity among executive management. Conversely, researchers Nummela, Saarenketo, and Puumalainen (2004) provided evidence that formal education does not influence global mindset in executive management teams. Gupta and Govindarajan (2002) concluded by emphasizing that: (a) creating a global mindset is critical to developing the ability to operate in the dynamic global environment of the 21st century, (b) global mindset is a significant requirement for building cultural intelligence, and (c) global mindset is vital to the success of multinational organizations.
Although Gupta and Govindarajan (2002) provided what appears to be a number of viable methods for developing global mindset, so many alternatives are presented in the article, it is almost overwhelming to the reader. Consequently, it is difficult to sift through the researchers’ information to determine best practices. Gupta and Govindarajan offered a smorgasbord of options without the empirical research to support their assertions. Additionally, the authors did not appear to describe whether this is a study based on a literature review or explain how they chose the literature cited in their paper. Finally, their contention that global mindset is required to develop cultural intelligence is in contrast to other researchers who suggest the opposite, which is cultural intelligence is needed before one can become globally minded.

The review of this literature stream reveals that the quality of the international experience affects the development of global mindset. Thus, visiting only as a tourist in tourist accommodations or living in a foreigner’s compound may not provide the lived experiences that transform one’s thinking into global mindset. It is of interest to note that the construct of global mindset has roots in the earlier sociological notion of worldmindedness, which also indicated the quality of the overseas experience, although for children and adolescents also influenced the individual’s perception of his or her place in the world, i.e., I am an international citizen rather than a country specific citizen.

There are additional differences that emerge from the second research stream as compared to the first stream of this literature review. In the second stream, Gupta and Govindarajan (2002) gave a third perspective, which is global mindset precedes cultural intelligence. These inconsistencies between researchers further demonstrate the need for the study of the antecedents of global mindset.
Third Stream – Adult Third Culture Kids and Global Nomads as Global Leaders

The final stream of research is based on Burrus (2006), Cottrell and Useem (1994), Cho (2009), Lam and Selmer (2004), and Pollock and Van Reken (2009) who discussed the notions of TCKs, ATCKs, and ATCKs as global nomads. Supporting this stream is Boush (2009) who posited ATCKs are motivated to lead in a global world. The aforementioned researchers also make the supposition that ATCKs have a predisposition, because of experiences growing up, to interact cross-culturally in the role of global leaders and expatriates.

Who are these ATCKs? Where did they come from? Drs. Ruth and John Useem, noted intercultural researchers and scholars (as cited in Schaetti, 2000), first used the term TCK in the 1960s. TCK emerged from the theory of third culture as explained by David Pollock (as cited in Roman, 2004), another pioneer in the field:

Living abroad for an extended time changes one sufficiently so that individuals are no longer as they would have been had they stayed in their home country (the first culture) but neither are they like the people in their host country (the second culture). The result is that they form a new community of people that we call the third culture and the children from that community are third culture kids. Thus, a third culture kid is an individual who has spent a significant part of the developmental years (0 to approximately 18) in a culture other than the parent’s culture. (p. 1)

McDonald (2010) referred to those who were expatriates as children as Transculturals. She examined the phenomenon of ATCKs and TCKs through a counseling and development lens with the purpose of providing a culturally sensitive treatment model for these Transculturals. Although her focus is from a counseling perspective, she explained the uniqueness of the third culture that results from the experience of growing up outside the passport culture, the first culture as described above by Pollock, and usually the
culture of the country in which one holds a passport. The second culture is the host culture, one does not hold a passport for the country but it is the country of residence. Pollock and Van Reken (2009) described the third culture as transcending a specific culture; it is neither the native culture nor the host culture, but rather the culture between cultures.

The focus of writings about, and the small amount of research on TCKs and ATCKs, has been to understand the experience from anthropological, psychological, and sociological perspectives with the purpose of supporting the TCKs currently living the often-difficult experience. The terminology and construct is evolving. For instance, in 1984, McCaig (as cited in Schaetti & Ramsey, 1999) began using the term Global Nomad to describe her personal experience as a TCK.

Global nomads are persons of any age or nationality who have lived a significant part of their developmental years in one or more countries outside their passport country because of a parent's occupation. Children raised as global nomads can be the offspring of diplomatic, international business, government agency, international agency, missionary, or military personnel, or indeed of people living internationally mobile lives for any professional reason. (p. 1)

Later, the term ATCK was used to specify that the TCK was no longer a child, but rather an adult. Interestingly in recent years, another term first used in 2001 by Bethel (as cited in Schaetti, n.d.) is TCA (Third Culture Adult). TCA “highlights the evolution in expatriate terminology” to include “home grown” individuals whose global mobility began as adults “yet whose international experiences have wrought a profound identity change. No longer singularly rooted in one national culture” (Schaetti, n.d., para. 13).

With globalization comes an increasingly mobile and multicultural society, which means, “large numbers of people are now socialized in culturally complex environments.
Because the phenomenon is so common, it is important to understand what being raised in a cross-cultural environment means for these individuals” (Cottrell, 2007, p. 57). Cottrell explained the characteristics of TCKs, a subcategory of Cross Cultural Kids (CCKs). The expanded worldview and adaptability are a few of the similarities of CCKs no matter the type of cross-cultural socialization they experience. Different types of CCKs can be identified depending on the reasons for living in multiple cultures. She also described and compared children of cross-nationally married parents to children of internationally mobile parents and expatriates to immigrant families. These categories are compared since it is believed “the fact that the family has a sponsor-employer makes a difference” (p. 59).

Global nomads are typically the sons and daughters of people working in international business, the diplomatic services, military services, missionary services, international/non-governmental agencies, and international education. While global nomads may have much in common with immigrants and refugees, mobility based upon parental employment is a very particular experience. (Schaetti, 2000, p. 8)

Although these differences are noteworthy, for this particular research, ATCKs as potential global leaders with global mindset, the important factor to recognize is the study focuses on the adult who had a significant childhood experience in a culture different from his or her home culture and returned to the home culture/country.

Lam and Selmer (2004) and Cho (2009) posited the growing up experiences of TCKs, who are now adults (ATCKs) have the characteristics of global leaders with global mindset and cultural intelligence. Lam and Selmer (2004) conducted quantitative research of TCKs who lived at least one of their formative years in another country. They compared survey data collected from British TCKs currently living in Hong Kong
with their peers living in the United Kingdom and Hong Kong. “The results unequivocally suggest that TCKs’ perception of being international and their characteristics are different than that of their adolescent peers in the host and home country” (Lam & Selmer, 2004, p. 109). Their research showed former TCKs may be ideal expatriates because “their frames of reference developed from a young age, adult, former TCKs could be able to make use of them appropriately during cultural encounters” (p. 119). Their recommendations to international organizations is to recruit, as they say, “culturally adept individuals…this may minimize the need for cross-cultural training and at the same time eliminate many of the cross-cultural problems of assigning executives overseas” (Lam & Selmer, p. 119).

Cho (2009) explored the possibility of global nomads or TCKs as potential global managers using a multidisciplinary approach drawing from the International Human Resources, cross-cultural management, intercultural relations, education, psychology, and sociology literature. Cho argued that ATCKs, or global nomads as she referred to them, have during adolescence developed the characteristics and abilities that allow them to interact comfortably across cultures that their peers growing up in the home country did not develop. “For TCKs, cosmopolitanism is not a mere philosophical or political value that they should admire or aspire to but rather their way of being” (p. 28). In other words, the TCK experience develops an innate global mindedness, a cosmopolitanism during childhood. Cho’s conclusions regarding a TCK’s “way of being” align with Lovvorn and Chen (2011), Beechler et al. (2007), and Cohen (2010) who all identified global mindset as a phenomenon existing in the way people think about and relate to the world.
Gunesch (2004), on the other hand, cautioned that although TCKs “might have a head start with respect to the formation of a cosmopolitan cultural identity, the mere characteristic of being a Third Culture Kid or Global Nomad does not yet make them cosmopolitan” (p. 260). His perspective is bolstered by the supposition (Hannerz, 1996) that the motive of one’s mobility is the key to the effect of the experience. Hannerz posited that tourists are mobile but do not participate in the culture; instead, they are observers, thus their travel experience does not change their mindset. Similarly, Pollock and Van Reken (2009) discussed mobility as an influence on the TCK experience; however, their view of the complexity of TCK mobility is vastly more dynamic than that of Hannerz’s tourist mobility. Another characteristic of mobility for a TCK is the sponsor of the parent’s employment, which is the driving motive behind the family living outside the home country. This sponsor shapes the nature of mobility for a TCK, profoundly influencing the TCK experience. In simple terms, the question becomes, is one’s experience merely visiting and watching, versus acting in and with the culture as a participant?

Burrus (as cited in Abbott & Moral, 2011) discussed the phenomenon of, and coaching implications for, executive nomads, who during adolescence lived in several countries and now travel around the globe for his or her organization. She posited that global nomads have special attributes developed during their growing up years that allow them to move easily between cultures. She described them as having “what many multinational companies seek: innate intercultural instincts, mobility, and adaptability” (p. 231).
Burrus (2006) also outlined the differences between global nomads and immigrants or expatriates. Immigrants move once and often identify with the home country or adopted country, whereas expatriates are connected with their home country and may return home. On the other hand, the globalnomad, during his or her growing up years, had a multicultural experience resulting in identifying with multiple cultures, “which can be referred to as ‘third culture’ or ‘global nomad’” (p. 232). Burrus (2006) explained the experience of growing up between cultures often translates into the feeling of belonging everywhere; hence, many global nomads become executive nomads since they are comfortable with frequently moving around the world, a desirable characteristic for employees of multinationals.

Executive nomads represent a new and different type of corporate leader who is more adaptable, interculturally successful, and willing to work in a constantly changing environment. Executive nomads tend to have a certain humility when immersed in a new culture. Typical characteristics are flexibility, tolerance, and openness to integrating new experience...these characteristics, instinctive to the executive nomad, is highly desirable for the multinational seeking success-prone managers for intercultural assignments. (Burrus as cited in Abbott & Moral, 2011, p. 232)

Conversely, Burrus (2006) explicated the concern organizations have of some long-term expatriates and diplomats too closely identifying with the host country, consequently finding it difficult to represent their home country. Strengths executive nomads can offer are to act as intermediaries and negotiators, translating between locals and headquarters, thus acting as good company representatives. However, this positive attribute can also be difficult for executive nomads because the feeling of everywhere is home can also mean nowhere is home. Burrus (as cited in Abbott & Moral, 2011) spoke to the coaching implications of the executive nomads’ experience, such as the loneliness
that may accompany this feeling of lack of belonging. Coaching professionals can be supportive if they understand the unique nuances of the executive nomad and global nomad experience.

Burrus’s (as cited in Abbott & Moral, 2011) discussion of coaching executive nomads is relevant to this study because it consociates the cultural experiences of adults and children. “Cultural experience during childhood develops as one’s sense of identity, relationships with others, and view of the world are being formed” (p. 234). A life of constant change in one’s growing up years becomes so much a part of a global nomad’s identity that he or she often recreates this experience as an adult, which can translate into an exemplar global leader. McDonald (2010), in agreement with Burrus, noted, “Transculturals become so accustomed to change that change must be present for life to feel normal” (p. 42).

“Most citizens of the world grow up as unicultural individuals who learn how to live and work with people who are like themselves” (Deshmukh as cited in Javidan & Walker, 2013, p. 25). The experience of TCKs, ATCKs, Transculturals, Global Nomads, TCIs – Third Culture Individuals (Moore & Barker, 2012), or children of expatriates, growing up between cultures, the third culture, has given them the opportunity to learn to think beyond what their home culture is familiar with. This unique experience of growing up in multiple cultures has developed in ATCKs characteristics and capabilities their peers have not had the opportunity to learn. Such characteristics include adaptability, intercultural literacy, fluency in multiple languages, open-mindedness, and possessing multiple cultural identities or a multicultural identity (Moore & Barker); cultural chameleons, 3-D view of the world, careful observers, comfortable with change,
inner confidence and strong self-reliance, sensitive to hidden aspects of culture, and acting as bridges between different groups of people (Pollock & Van Reken).

Additionally, they have an interest in traveling and living abroad and are motivated to lead internationally (Boush, 2009), as well as being globally minded and cosmopolitan (Cho, 2009). To summarize, as a result of his research, Boush advocated:

>a multicultural background plays a significant role in determining motivation to lead in an international setting, a finding that should be built upon in the continued search for the effective multicultural and multinational leader. (p. iii)

**Final Synthesis and Reflections**

Across the literature, there is recognition that “global mindset,” “global leadership,” and “Third Culture Kids” are new constructs and fields of study needing further research, particularly in the area of empirical research. Even the language and terminology are part of the ongoing conversation in the literature. One observation is the terminology used in reference to cross-cultural leadership has evolved to “global leadership.” Although much of the literature refers to the concept of cross-cultural understanding as “global mindset,” some researchers see cultural intelligence as an antecedent to global mindset, while others see the opposite. It is also interesting to note the clear distinction made by at least one of the authors (Osland, 2011) between global leadership and global management. This information is all applicable to this study of global mindset and ATCKs to ensure the definitions and constructs align, so that apples are compared and contrasted, rather than apples and oranges.

Review of the literature does support the need for development of global mindset and global leadership for employees at all levels in organizations (Beechler et al., 2007; Gupta & Govindarajan, 2002). Cappellen and Janssens’s research (2008) indicated a
difference between global manager and expatriate training needs, specifically that
global managers need culturally neutral skills as compared to expatriates who need
culturally specific training programs.

Beechler et al. (2007), Cappellen and Janssens (2008), and Pucik and Saba (1998)
recommended careful consideration during the selection process of global leaders; these
researchers’ thinking suggested antecedents influence the ability to develop global
mindset. Antecedents such as level of inquisitiveness, adaptability, and a complex
cognitive structure all support the notion of global mindset as cognitively rather than
competency based. Beechler et al. advised that future research is critical to develop “a
clear model linking cognitions with traits, skills, and behaviors” to global mindset (p.
248). Additionally, the transformational process of developing global mindset as
suggested by Mendenhall (2006) and Lovvorn and Chen (2011) infers a shift in thinking.
This notion of transforming mental models as a step in developing global mindset
deserves further research as well, since it also implies global mindset is cognitive.

A common theme throughout the literature is that many of the researchers
(Cappellen & Janssens, 2008; Gupta & Govindarajan, 2002; Mendenhall, 2006; Solomon,
1994) advocated individual coaching as an important methodology for global mindset
development. However, little research supports this notion. Coaching and mentoring in
relationship to the development of global mindset is another area in need of additional
research.

The final theme and strand running through this research study is regarding
ATCKs as ideal global leaders who may have a tendency to be motivated and to seek out
and be comfortable with international assignments (Boush, 2009; Cottrell & Useem,
1994). This research may be important to HR recruiters as they endeavor to locate the optimal global leaders and followers as this population may provide an additional source of potentially suitable candidates, and thereby inform the field of International Human Resource Management.
Chapter 3: Research Methodology

**Introduction**

As mentioned, organizations are facing an increasingly complex global environment that generates challenges for people working across cultures. In addition, conducting business virtually has significantly increased due to technological advances, requiring leaders and employees to work with people from multiple cultures and in different countries on a regular basis. The imperative of effectively and efficiently leading and working in multinational organizations, which requires communicating across cultures, drives this mixed-methods study of ATCK global mindset. The study was informed by the research of Lam and Selmer (2004) whose results indicated TCKs develop cross-cultural capabilities and perceive themselves as international. As a result, these researchers assert former TCKs may be “ideal business expatriates” (Lam & Selmer, 2004, p. 119). Since Lam and Selmer’s (2004) population was focused on TCKs currently attending school outside their home countries, this research study focused on ATCKs no longer living in the host country with the purpose of exploring Lam and Selmer’s assertion that ATCKs have the cultural capabilities and global mindset needed as ideal expatriates and global employees.

This research of global mindset in ATCKs, who are 25 years old and above and had significant exposure to and involvement in more than one national culture during their school years is conducted utilizing a descriptive mixed-methods design (Creswell, 2007). The research is non-experimental and descriptive in nature because it is “aimed at studying a phenomenon as it occurs naturally, without manipulation or intervention”
(Ravid, 2011, p. 7). Interviews were conducted with 10-15 ATCKs to explore their
global mindset; in addition to this qualitative aspect, the researcher administered a
survey, the Global Mindset Inventory, to gain a quantitative understanding of the global
mindset of the sample ATCKs. The Global Mindset Inventory (GMI) was administered
to a large population to determine ATCKs’ level of global mindset. The data gathered
were analyzed to identify trends and patterns regarding global mindset and its
development in ATCKs and to assess their global mindset. The intent was to inform the
field of global mindset development and International Human Resource Management.
Details of the population, sample, site, and specific research design, a plan for data
collection and analysis, and ethical considerations regarding this study are explained in
the following pages.

**Research Design and Rationale**

The research methodology used in this study was a descriptive mixed-methods
design. This mix of qualitative and quantitative methods employed a purposeful
sampling of select individuals through convenience and targeted snowball sampling
(Creswell, 2007). These sampling methods were used during data collection as the
researcher studied individuals rather than individuals within an organization. Data
collection consisted of interviews and surveys discussed in more detail in the following
pages. The methodologies chosen studied the global mindset and global leadership
potential of ATCKs and explored the TCK experience of growing up in and exposure to a
country different from one’s passport country. Additionally, the study assessed the
global mindset level of ATCKs.
Research Questions

1. To what extent do ATCKs exhibit global mindset?
2. To what extent are ATCKs motivated to work and lead cross-culturally and in foreign countries?
3. How do ATCKs demonstrate (i.e., show evidence of) a global mindset? Do ATCKs see themselves as internationals?
4. How does the TCK life experience prepare ATCKs to work in global organizations?

Site and Population

Population Description

The target population of this study was ATCKs who grew up in cultures different from their parents’ culture. The population was comprised of adults, 25 and older, who lived a minimum of one year in a country different from their parents’ home country and/or different from their passport country during their school years between seven and 18 years of age and later returned to their home country. The identified age group parallels closely to Lam and Selmer’s (2004) research population of TCKs. Since exposure to, and involvement in, a national culture different from one’s own culture was the focus of this research, it is important to identify participants whose experiences were significant.

The participant sample for the interviews included 10-16 ATCKs aged 25 and older. The sample for the GMI survey included approximately 200 to 400 ATCKs in the same age group as the interviewees. Both males and females were represented in the population. Additionally, the sample included ATCKs who attended military dependent
schools in a foreign country because this demographic of the TCK population was disqualified from the Lam and Selmer study (2004). It is important to note that ATCKs may or may not have lived on a military base or corporate compound during their growing up years in the host country; often they lived on the economy of the host country. Therefore, it was necessary to differentiate in the survey the variable of housing location while living overseas.

Targeted snowball sampling was used to identify individuals who met the population criteria for this study. The researcher, who is an ATCK, has contacts with organizations such as the Overseas Brats and her high school alumni (Yo-Hi Red Devils Facebook page, Yo-Hi 2012 reunion email list) to draw from for the study’s population. Overseas Brats coordinator Joe agreed to send an invitation letter to Overseas Brats members; he had 7000 email addresses. There are other organizations and online groups, for example Global Nomads and Third Culture Kids found on LinkedIn (A-TCKs, We are Global Nomads, Austin TCKs/Global Nomads/Former Expat Kids, Competence in Intercultural Professions, tckid, Global Diversity). Facebook groups including Third Culture Kids Everywhere, Writing Out of Limbo, Global Nomad, the Third Culture Kids Research website (TCK Research.com), and Families in Global Transition (FIGT.org), were used to contact ATCKs who met the study’s criteria.

**Site Description**

This mixed-methods study is not dependent upon a particular location; therefore, there is no site to describe. The locations of the interviews were quiet private rooms in different places depending on where the participant was located. Interviews took place via the electronic program WebEx. Surveys were conducted online using a web-based
survey tool administered by the Najafi Global Mindset Institute associated with Thunderbird School of Global Management in Glendale, Arizona.

Site Access

Site access was not a concern for this study since participants were independently participating in the research and because the researcher was studying individuals rather than individuals within particular organizations. Additionally, because of the researcher’s TCK personal experience, she invited classmates who attended her high school in Japan to participate. The participants’ names, countries, and schools attended are identified directly in this study; therefore, access was not an issue. Interviews were planned for mutually convenient locations offering privacy and convenience. The Global Mindset Institute administered an online survey tool, allowing participants to complete the surveys at their convenience. The researcher supplied the email addresses of participants to the Najafi Global Mindset Institute.

Research Methods

Description of Methods Used

The mixed-methods design employed in this study included one-on-one interviews and the validated and reliable survey, the Global Mindset Inventory (GMI). The data collection methodologies of interviews and surveys were conducted concurrently. There were 439 potential participants invited to participate in the survey, from which interview participants for were drawn. The interview protocol and survey instrument, the GMI, are discussed in more detail in the following sections. The participants were invited through recruitment letters and emails (see Appendix A)
explaining the purpose and methods of the study and assuring the potential participants of confidentiality.

**Interviews.** Participants were selected by targeted convenience sampling (Merriam, 2009) through the researcher’s contacts with alumni organizations of ATCKs and other TCK organizations, such as online Facebook and LinkedIn groups for Global Nomads and ATCKs, TCKresearch.com and FIGT.org. The researcher explained the study to the appropriate individuals in organizations that may have contacts with ATCKs, such as Overseas Brats. These individuals then sent emails to potential participants requesting them to contact the researcher, who then compiled email addresses for participants to be included in the interviews and/or in the survey. From this targeted convenience sampling, snowball sampling generated additional participants for the study, for whom the researcher explained the research, its purpose, and asked for participation in the study. For interview participants, upon their verbal agreement, written invitations were sent to confirm participation. The interviewees filled out an informed consent form (see Appendix B) before beginning the online virtual interviews (Creswell, 2007).

The interviews were conducted in quiet and private locations suitable to interviewing, by WebEx, an online meeting tool, so participants would feel secure to fully engage. Additionally, all interviews were conducted by WebEx to avoid inconsistency in the interview process. Interviews were one-on-one, semi-structured, recorded, and transcribed (Creswell, 2007). An interview protocol was developed to explore the global mindset potential of ATCKs by integrating some of the Gupta and Govindarajan (2002) global mindset assessment employment interview questions (see Appendix C for the interview and observation protocols). After the interviews were
conducted, the data collected were examined and interpreted for meaningful patterns and recurring themes using content and context analysis. The conclusions drawn from these analyses were augmented by the GMI analysis results to look for commonalities and differences between the survey and interviews and to expound upon the inventory results.

The plan was to interview 10-15 ATCKs. The number of interviews was to be determined using data saturation, since it is the recommended practice used to guide the number of interviews in a qualitative research study (Mason, 2010). Mason explained, “The samples for qualitative research are generally much smaller than those used in quantitative studies…there is a point of diminishing return to a qualitative sample, as the study goes on more data does not necessarily lead to more information” (p. 1). In other words, a set number of interviews is not necessarily needed for the data to reveal understanding of a phenomenon, as pointed out by Creswell (2007), “I finally come to a point at which the categories are ‘saturated’; I no longer find new information that adds to my understanding of the category” (p. 240).

Survey. The second type of data gathering tool used in this research was the GMI, a survey instrument. The authors of the inventory gave their permission (see Appendix D) to use this proprietary survey because the global mindset of the ATCK population has not been previously studied using the GMI. Due to the proprietary nature of the GMI, the researcher carefully reported the results to avoid revealing the contents of the survey. The purpose of using this survey was to gather data and assess the global mindset of the ATCK participants. The tool took an average of 10 minutes to complete. The survey contained a total of 76 items of which 50 are related to global mindset and 26
are demographics, such as age and gender (Javidan et al., n.d.). In addition, several customized items were included on the survey (see Appendix E) to determine any differences in terms of responses by various demographic variables (e.g., length of time spent abroad between birth and 18 years, last age lived overseas, the number of countries and which countries lived in, sponsor of parents’ employment that initiated the move overseas, and location of housing). The participant list and email addresses gathered from various alumni, TCK, ATCK, and Global Nomad websites and organizations were sent to the Global Mindset Institute, which administered the survey. After administration of the survey, the data were compiled and statistically analyzed through the Najafi Global Mindset Institute. The institute provided to the researcher a PDF of the overall GMI scores and a database of the raw data to conduct further analyses.

The Najafi Global Mindset Institute at Thunderbird School of Global Management in Glendale, Arizona developed the GMI. It was developed using a rigorous scientific process that encompassed pilot tests with over 1,000 global managers. The survey was chosen for this study of ATCKs as potential global leaders with global mindset because of its high internal reliability and external validity in measuring global mindset (Javidan et al., n.d.). It measures global mindset in terms of Intellectual Capital (IC), Psychological Capital (PC) and Social Capital (SC) (see Table 1). “The overall Global Mindset score is the average of these three categories and their three subsets, which are comprised of nine scales. The correlations for the overall Global Mindset, as well as the three types of capital ranged from 0.994 to 0.998” (Javidan et al., n.d., p. 35). The Scale Reliabilities and Final Confirmatory Factor Analysis are listed in Appendix F.
validated GMI instrument was the group against which the surveyed ATCK population were compared for this research study.

**Stages of Data Collection**

Data collection began after the International Review Board (IRB) for Drexel University gave its approval. Upon approval, the selection of participants occurred so data collection could begin. The two phases of data collection that ensued concurrently were surveys and interviews. A small pilot of the qualitative interviews of ATCKs was conducted to identify any potential inconsistencies in the research design of the interviews and for clarity of the interview questions. In addition, the researcher reflected upon the interview process to determine whether the protocol was effective. Subsequently, changes were not necessary in the questions and processes of the interviews before the actual data collection for the research study began.

The data collection was conducted concurrently through interviews of the participants, during which time the GMI was administered to a larger population of ATCKs who were 25 years of age and older. During the interviews, the participants identified additional interview and survey participants who were ATCKs meeting the established criteria.

December 2012

- Doctoral committee review of research proposal and approval

Winter and Spring 2013

- IRB certification and approval by Drexel University
- Identification of pilot interview participants
- Identification of interview and survey participants
- Pilot interview questions
- Continue identification of survey and interview participants as needed
- Administer GMI following appropriate protocols

Summer 2013

- Analyze transcribed interviews for patterns of global mindset and intercultural competency in ATCKs needed for working successfully across cultures
- Analyze data from GMI
- Write report of findings including Chapters 4 and 5
- Dissertation hearing – late August

Table 1

*Global Mindset’s Three Capitals*

<table>
<thead>
<tr>
<th>Intellectual Capital</th>
<th>Psychological Capital</th>
<th>Social Capital</th>
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Note. Adapted from “Global Mindset’s Three Capitals,” *Najafi Global Mindset Institute* website. Copyright 2012 by the Thunderbird School of Global Management.

**Data Analysis Procedures**

After the initial analysis of each of the two data collections (interviews and GMI), the results of each were compared and merged. The themes emerged from the qualitative
data derived from the interviews studied, along with the findings from the quantitative data collected in the surveys by employing comparative analysis. Descriptive statistics utilized included percentages, frequency distributions, and means scores. Chi square analysis was planned to assess the statistical significance of the survey results as needed. The intent was to identify and quantify the global mindset of ATCKs from the subsequent findings resulting from data analysis. It was hoped the results of the research would help determine the efficacy of the TCK experience in relationship to developing global mindset and global leadership competencies.

**Ethical Considerations**

Global mindset, cultural intelligence, and global leadership are crucial topics in an increasingly global society; consequently, developing knowledge and understanding of these topics are vital to addressing societal concerns and cultural values on an international level. The intention of this research study, as stated in previous sections of this chapter, was to examine the notions of global mindset and intercultural competency in ATCKs. To accomplish this, the research methods included data collection that consisted of interviews and surveys. This section, Ethical Considerations, discusses the ethical implications of this research design and implementation, and covers the IRB approval rationale, the anticipated ethical considerations, and measures taken to ensure an ethical study.

Preventing scientific misconduct is vital to conducting credible research; therefore, the researcher was diligent in carrying out all stages of the research design as approved by the IRB to avoid any potential misconduct or the appearance thereof. A data gathering tool planned for use in this research was one-on-one interviews, which required
interaction between the researcher and participants. In addition to interviews, online surveys were administered. These methodologies required IRB approval to ensure protection of the participants’ privacy and wellbeing. Additionally, the IRB considered the benefits and risks of this research for the study’s participants and society in general. The level of IRB approval required was “Expedited.”

Ensuring the anonymity, confidentiality, and privacy of the participants in this study was essential to conducting it ethically. Providing a safe and confidential environment for one-on-one interviews, as well as protecting the privacy and confidentiality in the Internet survey process were imperative. This was necessary so no one felt manipulated or coerced into participating in the research. Finally, the researcher gained informed consent by following ethical research standards requiring clear and comprehensible explanations of the study and its purpose to ensure voluntary participation by the research subjects. Participants were informed of their right to withdraw at any time from the study. In this particular study, because of the proprietary nature of the survey tool, it was vital to ensure protection of the GMI while conducting research.

In conclusion, an ongoing deference to beneficence of the participants and the greater good of society means a continuous awareness and assessment of risk and benefits. Therefore, it was vitally important the researcher remained open to recognizing and mitigating potential harms that may not have been apparent during the design phase of this research study.
Summary

Emerging out of an increasingly global society and international marketplace is a critical requisite for employees with a global mindset and intercultural capabilities, who can work effectively across cultures (Takeuchi & Chen, 2013). Consequently, the need to identify potential leaders and followers with a global mindset, whether they are expatriates, virtual team members, or traveling executives, was the focus of this research on the potential of ATCKS as ideal globally minded leaders. This descriptive mixed-methods study included one-on-one interviews and surveys of ATCKs. Additionally, there was the need to protect the anonymity of the participants in the study. In conclusion, the researcher took careful consideration of the potential for bias because of her status as an ATCK.
Chapter 4: Findings, Results, and Interpretations

Findings

This study explored whether the evidence suggests that the childhood experiences of Third Culture Kids (TCKs) increases the level of global mindset in Adult Third Culture Kids (ATCKs). In other words, this research investigated whether the data support the TCK experience of growing up in a culture different from one’s parents’ culture increases an ATCKs’ global mindedness. This study also examined whether ATCKs self-identify as internationals. The researcher’s intent was to identify trends and patterns regarding global mindset and its development in ATCKs and to assess their global mindset. The objective was to inform the fields of global mindset development and International Human Resource Management and add to the limited research base of Third Culture Kids.

The purpose of the research study was achieved by administering the Global Mindset Inventory (GMI), developed by the Najafi Global Mindset Institute and conducting one-on-one qualitative interviews with ATCKs. Chapter 4 discusses the collection of the data, research findings, and interpretation of the data. The research questions answered are:

1. To what extent do ATCKs exhibit global mindset?
2. To what extent are ATCKs motivated to work and lead cross-culturally and in foreign countries?
3. How do ATCKs demonstrate (i.e., show evidence of) a global mindset? Do ATCKs see themselves as internationals?
4. How does the TCK life experience prepare ATCKs to work in global organizations?

**Demographic Description of the Sample**

Out of the 439 individuals invited by email to participate in the GMI, 257 respondents \((n=257)\) completed the online web-based survey tool, a response rate of 59%, slightly higher than usually expected from online surveys. In one study, the “average response rate for studies that utilized data collected from individuals was 52.7% with a standard deviation of 20.4” (Baruch & Holtom, 2008).

The GMI was administered through the Najafi Global Mindset Institute associated with Thunderbird School of Global Management in Glendale, Arizona. The survey remained open for approximately six weeks. Advanced notice and reminder emails were sent out periodically to increase the response rate. According to BeVier and Roth (1998), the “literature suggests that advance notice, follow-up reminders, monetary incentives, and issue salience are associated with higher response rates in consumer populations” (p. 1). The instrument consisted of the proprietary survey developed by the Najafi Global Mindset Institute, as well as demographic questions added by the researcher to identify variables specific to TCKs. In addition, interviews were conducted with 13 individuals \((n=13)\) for the qualitative portion of the research study.

A purposeful targeted snowball sampling methodology located the research sample population through Facebook and LinkedIn groups (Third Culture Kids Everywhere, Writing Out of Limbo, ATCKs, We are Global Nomads, Global Nomads/Former Expat Kids, Competence in Intercultural Professions, tckid, Global Diversity, Yo-Hi), and websites (Families in Global Transition [FIGT.org] and the Third
Many participants were contacted through special email invitations sent through the Overseas Brats monthly online newsletter. Other potential participants were recruited through Overseas Brats’ Facebook page and the researcher’s Nile C. Kinnick, Yokohama High School – Yo-Hi alumni meeting list and Facebook page. Prospective participants were asked to provide, by either phone or email, their email addresses by contacting the researcher directly. The Thunderbird Global School of Global Management and Najafi Global Mindset Institute emailed invitations to the volunteer participants with a link and instructions for completing the GMI.

The population comprised of ATCKs who spent a minimum of one year living overseas/outside their passport country between the ages of 7 and 18 and returned to their home country by the time they were 19 years old. Additionally, this population consisted of American ATCKs who were males and females 25 years and older. Of the 257 ($\eta = 257$) respondents who completed the GMI, 32% were male ($\eta = 82$) and 68% were female ($\eta = 175$). There were 13 ($\eta = 13$) participants in the interviews, of which 38% were male ($\eta = 5$) and 62% were female ($\eta = 8$). The interview participants also completed the GMI.

Although the original number of interviewees planned was approximately 15, 13 interviews were determined sufficient due to saturation. After interviewing the eighth and ninth participants, it was clear a pattern of strikingly similar responses and themes was emerging. According to Merriam (2009), the number of interviewees in a qualitative study depends on the “questions being asked, the data being gathered, the analysis in progress…what is needed is an adequate number of participants…to answer the question
posed at the beginning of the study” (p. 80). In this particular study, the 13 interviews more than adequately addressed the intent of each question.

There was some difficulty in meeting the exact parameters of the population due to the dynamic nature of the lives of expatriates and TCKs. For instance, in one case, a participant of both the survey and interviews held an American passport and considered herself an American, yet she was born overseas and lived a number of years growing up within and outside the US and held a second passport from the country where she lived at the time of the study. She and her husband, who was also an American TCK, were trying to return to the United States of America (US). Another survey and interview participant was born in the US, left when she was just months old, and lived in several countries by the time she was seven and then lived outside the US again as a teenager as an exchange student. Two other participants were missionary children born outside the US, attended boarding schools, visited and lived in the US for short times before they were 18 years old, and finally came to the US at 18 years old to attend college. There were also overseas military brats, who were born either inside or outside the US and lived in multiple locations around the world and within the US. Some lived on military bases or company compounds and others lived off base. Overall, most of the participants lived in the local communities of the host countries.

The interview participants lived in a wide variety of countries during their childhoods. Some lived in just one or two countries outside the US and others lived in four or five countries, these included: Senegal, Iran, Afghanistan, India, Indonesia, Singapore, France, Germany, Austria, The Netherlands, Italy, Japan, Philippines, Algeria,
Iraq, Peru, Australia, Turkey, Nigeria, Pakistan, Zambia, Kenya, Belgium, Panama, Peru, and several locations across the US.

Table 2

Item 33 – Number of Countries Lived in between 7 and 18 Years Old

<table>
<thead>
<tr>
<th>No. of Countries</th>
<th>%</th>
<th>η</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8.9</td>
<td>23</td>
</tr>
<tr>
<td>2</td>
<td>46.3</td>
<td>119</td>
</tr>
<tr>
<td>3</td>
<td>26.8</td>
<td>69</td>
</tr>
<tr>
<td>4</td>
<td>13.6</td>
<td>35</td>
</tr>
<tr>
<td>5 or more</td>
<td>4.3</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>99.9</td>
<td>257</td>
</tr>
</tbody>
</table>

Due to rounding, percentages may not total 100

Table 2 lists the number of countries the respondents to the Global Mindset Inventory (GMI) lived in between the ages of 7 and 18, their formative years. Twenty-three (8.9% η = 23) lived in one country. The majority lived in two countries (46.3% η = 119) and 69 (26.8% η = 69) lived in at least three countries. Thirty-five (13.6% η = 35) of the participants lived in four countries. Eleven (4.3% η = 11) lived in five or more countries. Table 3 indicates the number of years lived inside a military or company compound while living in these host countries.
Table 3

*Item 34 – Number of Years Lived Inside Company or Military Housing*

<table>
<thead>
<tr>
<th>No. of Years</th>
<th>%</th>
<th>η</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>35.4</td>
<td>91</td>
</tr>
<tr>
<td>1-2</td>
<td>18.7</td>
<td>48</td>
</tr>
<tr>
<td>3-4</td>
<td>25.3</td>
<td>65</td>
</tr>
<tr>
<td>5-6</td>
<td>6.2</td>
<td>16</td>
</tr>
<tr>
<td>7-8</td>
<td>7.0</td>
<td>18</td>
</tr>
<tr>
<td>9 or more</td>
<td>7.4</td>
<td>19</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100</td>
<td>257</td>
</tr>
</tbody>
</table>

Interestingly, although the majority of respondents (82% η = 211) lived outside a military or company compound, either completely or partially during their parents’ overseas assignment, the majority (61.1% η = 157) attended Department of Defense Dependent Schools (see Table 4).

Table 4

*Item 36 – Types of Schools Attended Outside Passport Country*

<table>
<thead>
<tr>
<th>Type of school</th>
<th>%</th>
<th>η</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Defense Dependent School</td>
<td>61.1</td>
<td>157</td>
</tr>
<tr>
<td>International school</td>
<td>24.9</td>
<td>64</td>
</tr>
<tr>
<td>Private religious school</td>
<td>2.3</td>
<td>6</td>
</tr>
<tr>
<td>Missionary</td>
<td>2.3</td>
<td>6</td>
</tr>
<tr>
<td>Foreign national school</td>
<td>6.2</td>
<td>16</td>
</tr>
<tr>
<td>Boarding</td>
<td>2.3</td>
<td>6</td>
</tr>
<tr>
<td>Home schooling</td>
<td>.08</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>99.9</td>
<td>257</td>
</tr>
</tbody>
</table>

Due to rounding, percentages may not total 100
Sixty-four (24.9% η = 64) participants attended international schools, and the third most frequently attended school was foreign national schools at 6.2% (η = 16). Six participants attended boarding schools, private religious schools, and missionary schools each (2.3% η = 6), and lastly two (.08% η = 2) participants were home schooled.

The sponsor of the parents’ employment in Table 5 indicates the motivating reason for the family moving to a foreign country. The majority, 64.2%, of the participants (η = 165) were overseas due to their parents’ military service. Most of the remaining participants of the study’s population were either in the foreign diplomatic service (10.9 % η = 28), business (10.5% η = 27), or missionary service (8.6% η = 22).

Table 5

*Item 38 – Sponsor of Parent’s Employment*

<table>
<thead>
<tr>
<th>Sponsor</th>
<th>%</th>
<th>η</th>
</tr>
</thead>
<tbody>
<tr>
<td>Military</td>
<td>64.2</td>
<td>165</td>
</tr>
<tr>
<td>Business</td>
<td>10.5</td>
<td>27</td>
</tr>
<tr>
<td>Missionary</td>
<td>8.6</td>
<td>22</td>
</tr>
<tr>
<td>Education</td>
<td>1.9</td>
<td>5</td>
</tr>
<tr>
<td>Nonprofit/Nongovernmental organization</td>
<td>3.1</td>
<td>8</td>
</tr>
<tr>
<td>Foreign diplomatic service</td>
<td>10.9</td>
<td>28</td>
</tr>
<tr>
<td>Entrepreneur</td>
<td>.4</td>
<td>1</td>
</tr>
<tr>
<td>Athlete</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Journalism</td>
<td>.4</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100</td>
<td>257</td>
</tr>
</tbody>
</table>

Table 6 designates the level of involvement and interaction of the TCK with the nationals and in the culture while living in the host country. Very few (2.3% η = 6) participants indicated no interaction with the local community and just 30 (11.7% η = 30)
were only involved to a small extent. Of the remaining participants, 65 (25.3% \( \eta = 65 \)) were involved to a very large extent, 71 (27.6% \( \eta = 71 \)) were involved to a large extent, and 85 (33.07% \( \eta = 85 \)) were involved to a moderate extent.

Table 6

*Item 40 – Level of Involvement with Local Community*

<table>
<thead>
<tr>
<th>Level of involvement with the local community 7-18 years old</th>
<th>%</th>
<th>( \eta )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>2.3</td>
<td>6</td>
</tr>
<tr>
<td>Small Extent</td>
<td>11.7</td>
<td>30</td>
</tr>
<tr>
<td>Moderate Extent</td>
<td>33.1</td>
<td>85</td>
</tr>
<tr>
<td>Large Extent</td>
<td>27.6</td>
<td>71</td>
</tr>
<tr>
<td>Very Large Extent</td>
<td>25.3</td>
<td>65</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>257</td>
</tr>
</tbody>
</table>

The ethnicity statistics listed in Table 7 show that of the 257 participants (\( \eta = 257 \)), 190 (73.9% \( \eta = 190 \)) were White or Caucasian, 23 (8.9% \( \eta = 23 \)) were multi-racial, and 17 (6.6% \( \eta = 17 \)) were Asian. Six (2.3% \( \eta = 6 \)) were Black or African American and six (2.3% \( \eta = 6 \)) were Latino. Only three (1.2% \( \eta = 3 \)) were Pacific Islander and one (.04% \( \eta = 1 \)) was Native American.
Table 7

Item 27 – Ethnicity of Participants

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>%</th>
<th>η</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>6.6</td>
<td>17</td>
</tr>
<tr>
<td>Black or African-American</td>
<td>2.3</td>
<td>6</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>2.3</td>
<td>6</td>
</tr>
<tr>
<td>White or Caucasian</td>
<td>73.9</td>
<td>190</td>
</tr>
<tr>
<td>Native American or American Indian</td>
<td>0.4</td>
<td>1</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>1.2</td>
<td>3</td>
</tr>
<tr>
<td>Multiracial</td>
<td>8.9</td>
<td>23</td>
</tr>
<tr>
<td>Other</td>
<td>4.3</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>99.9</strong></td>
<td><strong>257</strong></td>
</tr>
</tbody>
</table>

Due to rounding, percentages may not total 100

Interview participants were identified from the pool of GMI participants through targeted convenience sampling. Emails were sent informing potential interviewees of the details of the interview portion of the research along with a request to participate in an online interview. After the participants agreed to be interviewed, then the Human Subjects Consent to Participate Form (see Appendix B) was emailed to them with a signature request. All 13 of the interview participants completed this informed consent form before beginning the interviews to acknowledge that they fully understood the nature and purpose of the study procedures. Appointments were arranged to meet online using WebEx, an online meeting platform, which enabled the researcher and interviewee to see one another and to record the interview. The researcher also recorded the interviews with a digital recorder as a backup to avoid loss of interview data. Each of the interviews was then transcribed word-for-word. In addition, observation notes made during the interviews were integrated into the analysis of the interview data.
Detailed descriptions of the 13 participants of the qualitative, one-on-one interviews are found in Appendix G. Demographics include age and gender, ages lived outside the home country, number of countries lived in and number of passports, types of schools attended, housing locations, languages spoken, sponsor of parents’ employment, parents’ level of interest in the foreign culture, education level, and careers.

**Results and Interpretations**

Overall analysis of both the quantitative and qualitative components of this research study suggests ATCKs exhibit varying levels of global mindset. The following is a discussion of the study results by each research question. A thematic analysis of the qualitative data revealed four themes: (a) Changers, (b) Communicators, (c) Creative problem solvers, and (d) Global citizens. The attributes of ATCKs illustrated by these themes also include subthemes (see Figure 4). The statistical analysis of the GMI included descriptive and inferential statistics showing mixed results. It is notable and perhaps indicative of the notion of global mindset that the answers to the research questions seemed to be holistic; that is, the answer to one question also led to answers to other questions. Ultimately, this created a likely profile of ATCKs as potential global leaders with global mindset. It is also significant to note that although the researcher attempted to put an equal emphasis on both types of data, the qualitative aspect may have more weight than the quantitative components of the study (Leech & Onwuegbuzie, 2009).
Testing of the Research Questions 1–4

**Question 1:** To what extent do ATCKs exhibit global mindset?

The GMI and one-on-one interviews were conducted and analyzed to answer Question 1. The GMI, administered to participants in an online survey in an effort to explore the global mindset of ATCKs was statistically analyzed. The ATCK group ($\eta=257$) GMI mean is 3.59 (see Table 8), which is consistent with the overall GMI Grand Mean (normative population) of 3.59 ($\eta = 18,781$) as identified by the Najafi Global Mindset Institute. Since participants of this particular research study were not required to
have business experience, an aspect of the global mindset construct as identified by the developers of the GMI and expressed in the GMI as global business savvy, the ATCK group mean was calculated both with and without the Global Business Savvy element of the GMI. The ATCK group GMI mean without Global Business Savvy is 3.72, slightly higher than the grand mean of 3.59. It is also significant to note that of the 13 participants in the qualitative interviews conducted, 12 indicated significant business experience.

Table 8

*Research Population GMI Average*

<table>
<thead>
<tr>
<th>With Global Business Savvy</th>
<th>Without Global Business Savvy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>3.59</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>0.62</td>
</tr>
<tr>
<td>N</td>
<td>257</td>
</tr>
<tr>
<td>Confidence Level (95.0%)</td>
<td>0.08</td>
</tr>
</tbody>
</table>

Statistical tests suggest that one element under each of the three capitals of global mindset (Psychological, Intellectual, and Social) showed a significant difference between the GMI Grand Mean (normative population) and the ATCK group mean for that particular element. Those elements were Passion for Diversity, Intercultural Empathy, and Cosmopolitan Outlook. Z tests, both 1-Tailed and 2-Tailed, were conducted on the ATCK group mean and the GMI Grand Mean indicating a significant difference, evidence at the .01 levels that the grand mean and ATCK group mean are different from each other for these three elements (see Table 9). Specifically, the analysis showed a
significant likelihood the GMI in the Passion for Diversity element of Psychological Capital, Intercultural Empathy element of Social Capital, and Cosmopolitan element of Intellectual Capital of the GMI would be greater than the Grand Means suggested.

Table 9

*GMI Grand Mean vs. ATCK Group Mean*

<table>
<thead>
<tr>
<th>GMI Capital</th>
<th>Psychological</th>
<th>Social</th>
<th>Intellectual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capital Element</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passion for Diversity</td>
<td>4.26</td>
<td>3.49</td>
<td>3.30</td>
</tr>
<tr>
<td>Intercultural Empathy</td>
<td>4.43</td>
<td>3.88</td>
<td>3.56</td>
</tr>
<tr>
<td>Cosmopolitan Outlook</td>
<td>.01</td>
<td>.01</td>
<td>.01</td>
</tr>
</tbody>
</table>

A thematic analysis of the ATCK interviews was conducted to also consider the extent of global mindset exhibited by the research participants. The thematic analysis supports the notion that ATCKs have increased levels of global mindset. The four thematic clusters emerging from the analysis were: (a) Changers, (b) Communicators, (c) Creative problem solvers, and (d) Global citizens (see Figure 4). A more thorough discussion of these themes that surfaced from the interviews follows in the thematic analysis section.

**Question 2:** To what extent are ATCKs motivated to work and lead cross-culturally and in foreign countries?

Question 2 was answered through qualitative and quantitative data gathered in one-on-one interviews and the GMI survey. The element Passion for Diversity, which
falls under Psychological Capital measured in the GMI, is 4.26 in the GMI Grand Mean versus 4.43 for the ATCK group mean. Both 1-Tailed and 2-Tailed Z tests were performed to determine whether there was evidence of a difference between the ATCK group mean and the Grand Mean for Passion for Diversity. Passion for Diversity in the GMI measures enjoyment for exploring other parts of the world, getting to know people from other parts of the world, living in another country, and traveling (Javidan et al., n.d.). The results showed evidence at the .01 level for both the 1-Tailed and 2-Tailed Z tests that the GMI element Passion for Diversity ATCK group mean has a significant likelihood of being greater than the Grand Mean for that same element. The interview data supported this trend through interviewee comments and the thematic analysis. All 13 interviewees responded they either currently or previously worked internationally, or have or did have some international aspects to their work. Several interviewees were pursuing entrepreneurial business opportunities that encompass diversity and recruiting, and/or supporting TCKs living outside, returning to their home country, or attending college in the home country.

Interviewee comments made that indicated a willingness and motivation to live and work outside an ATCK’s home country included: “Passion for diversity,” “Love being in cultural settings, enjoy being around people from different backgrounds,” and “It’s an adventure meeting others from different cultures.” Other comments, such as “not afraid to move, to change,” “no attachment to a particular place,” and “home is where your house is” also suggest moving from place to place is an adventure. Additionally, one of the suppositions that emerged out of the interviews was anticipation and excitement for experiencing new cultures. Several of the interviewees referred to these
new experiences as “stimulating” and “driving energy.” A thematic analysis of the comments resulted in the themes of “Changers” and “Global Citizens.” Sub themes that emerged and indicated motivation to work and lead cross-culturally and in foreign countries were adaptable, flexible, resilient, zero tolerance for intolerance, empathetic, and passion for diversity.

**Question 3:** How do ATCKs demonstrate (i.e., show evidence of) a global mindset? Do ATCKs see themselves as internationals?

Question 3 was answered by qualitative and quantitative methods, specifically through the GMI survey and one-on-one semi-structured interviews. The GMI questions, in particular #39, partially answered the second half of Question 3, “Do ATCKs see themselves as internationals?” It implied ATCKs may demonstrate a global mindset by self-identifying as internationals as suggested by the results of question #39 of the GMI survey [Do you view yourself as: (a) International, (b) Citizen of your home country, or (c) Both international and citizen of your home country]. These results intimate that how someone views himself or herself had some effect on the GMI; however, how the viewpoints of international or citizen of home country affect the GMI is unclear. It is known that as the coding of #39 goes up (i.e., international, citizen of home country, or both), the GMI is expected to go up slightly. The GMI with Global Business Savvy showed that #39 contributed approximately a 2% increase in the GMI score.

Specifically, items 33, 35, 36, 38 versus 39 indicated significance at the .05 level. These results suggest significant evidence that a change in one of these variables will have some effect on the GMI score. In other words, the variables of number of countries lived in, type of school, location of housing, and sponsor of parents’ employment may
influence the likelihood of ATCKs self-identifying as internationals or both international and citizens of their home country ($n = 155$) versus identifying only as citizens of their home country ($n = 102$).

The 2-Tailed Z test results discussed under Question 2 also suggest a significant difference at the .01 level between the global mindset of ATCKs and the Grand Mean (normative) population in the GMI elements of Passion for Diversity, Intercultural Empathy, and Cosmopolitan Outlook. Additionally, the thematic analysis of the qualitative interview comments brought to light the themes of “Changers” and “Global Citizens,” consistent with the GMI results. As “Changers,” the ATCKs displayed the ability to be comfortable with and embrace change. This thematic analysis also indicated ATCKs are resilient, adapters, and flexible. As “Global Citizens,” the ATCKs value diversity, have zero tolerance for intolerance, and are empathetic to people who are different from them. These qualities are representative of evidence of a global mindset.

More specifically, the qualitative interviews revealed 100% of the interviewees ($n=13$) demonstrated varying levels of global mindset. When asked to define global mindset, interviewees’ commented, “big picture,” “[see myself as] citizen of the world,” “being open-minded, being tolerant, understanding the world is interconnected,” “keeping the big picture in mind, an interconnected world,” “taking in whole picture – not just your interests,” and “looking at things from a more global point of view and not being totally US centric.” One participant described global mindset this way:

Think of the world as one of understanding, of peace, of communication, of appreciation of our cultural differences, champion for each other, no matter where we are and who we are. [Global mindset is important] otherwise everything becomes about just you and your little world, and not everything that is best for you and your little world is the best thing for everybody.
Other comments suggesting demonstration of global mindset included, “I find myself adaptive to other cultures…try to get a sense of my surroundings and what’s appropriate in that culture so that I would learn to fit in,” and “We’re all human…there is something of value in all countries.” Two of the following detailed responses also suggested global mindset in the interview participant as well as the capability of bringing together people with different backgrounds:

A lot of management criteria are culturally bound. Every culture has a way it plans, organizes, evaluates, adapts, holds people accountable. Each is valid in its own context and if…bringing only your western mode of management, you alienate people…a TCK is able to be a bridge person for people from one culture to the other.

Experience of growing up overseas affected me in terms of being able to put myself in the shoes of people from other cultures …learning another language not just translating thoughts, but also thinking in a different pattern.

Table 10 summarizes the qualitative data analysis that answers Question 3 by sorting the interview participants’ comments to match with the corresponding GMI attributes. The matching of interviewee comments to GMI attributes demonstrates the propensity for global mindset in ATCKs. It is important to note that the level of global mindset will vary depending on the individual.
Table 10

Sample Field Interview Comments and GMI Attribute Sort

<table>
<thead>
<tr>
<th>Comments</th>
<th>GMI Attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I love being in cultural settings…I enjoy being around people from different backgrounds.”</td>
<td>Passion for Diversity</td>
</tr>
<tr>
<td>“Love meeting people.” “…incredibly stimulating.”</td>
<td>• Enjoy getting to know people from other parts of the world</td>
</tr>
<tr>
<td>“Understanding and actually trying to get to hear multiple points of view, helps you be innovative…I love working in a diverse team.”</td>
<td>• Interest in exploring other parts of the world</td>
</tr>
<tr>
<td>“Love traveling and meeting people,” “thrives on the environment,” “I can live anywhere.”</td>
<td>• Interest in living in another country</td>
</tr>
<tr>
<td>“I would cheerfully live someplace else.”</td>
<td>• Interest in variety</td>
</tr>
<tr>
<td>“…appreciation of our cultural differences, champion for each other, no matter where we are and who we are.”</td>
<td>• Willingness to work across cultures, and understand other cultures and histories</td>
</tr>
<tr>
<td>“we are all human…there’s something of value in every country.”</td>
<td></td>
</tr>
<tr>
<td>“I love weird unique human beings.” “I value having a diverse group of friends and them having diverse points of view.”</td>
<td></td>
</tr>
<tr>
<td>“I get really excited…manic…bordering on crazy…I can’t wait to get there.” (re: going to a new place)</td>
<td></td>
</tr>
<tr>
<td>“I get that drive energy when I’m working across cultures. I enjoy that far more than working just within my own culture.”</td>
<td></td>
</tr>
</tbody>
</table>
### Table 10 continued

<table>
<thead>
<tr>
<th>Comments</th>
<th>GMI Attributes</th>
</tr>
</thead>
</table>
| “I do really want to work with different cultures and create something…a company that would embrace all of these cultures.” | Quest for adventure  
- Interest in dealing with challenging situations  
- Willingness to take risk  
- Interest in testing one’s abilities  
- Interest in dealing with unpredictable situations |
| “when you are different from the norm you have to get creative…create your own path.” |  |
| “willing to try new things.”  
“curious.” “I get tired of things easily…” |  |
| Starting a diversity and recruiting website / building a consulting company supporting TCKs.  
“…meet a stumbling block, then you turn it into a stepping stone.” |  |
| Traveling is an “adventure.” |  |
| Important to ask questions, independent at an early age because of moving and traveling.  
“…where you sort of learn to think outside the box, because you don’t always know all the elements…simply learning to overcome.” “Adapt and overcome.” | Self-Assurance  
- Energetic  
- Self-confident  
- Comfortable in uncomfortable situations  
- Witty in tough situations |
<p>| When negotiating with Hungarians, she took part in their practice of drinking strong liquor before meetings, because “I was sensitive that it would offend them” if she did not. “They didn’t have ulterior motives. They were just being hospitable.” |  |
| “I’m not afraid of change…we [TCKs] embrace change.” “We’re good at systems change, good negotiators.” |  |</p>
<table>
<thead>
<tr>
<th>Comments</th>
<th>GMI Attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I would like to think my experiences have allowed me to look at issues from a variety of different perspectives.”</td>
<td>Intercultural Empathy</td>
</tr>
<tr>
<td>“World view vs. a US centric view of the world.”</td>
<td>• Ability to work well with people from other parts of the world</td>
</tr>
<tr>
<td>“…they don’t have to adapt to me.”</td>
<td>• Ability to understand nonverbal expressions of people from other cultures</td>
</tr>
<tr>
<td>“Translating behaviors.”</td>
<td>• Ability to emotionally connect to people from other parts of the world</td>
</tr>
<tr>
<td>“I do respect more and I try to learn more about [the cultural practice] and I try to adapt.”</td>
<td>• Ability to engage people from other parts of the world</td>
</tr>
<tr>
<td>“I try hard to check assumptions and ask questions.”</td>
<td></td>
</tr>
<tr>
<td>“Understanding that just because I think you’re supposed to look them in the eye to demonstrate respect, doesn’t mean the person I’m talking to thinks the same thing…understanding multiple points of view.”</td>
<td></td>
</tr>
<tr>
<td>Experience “affected me in term of being able to put myself in the shoes of people from other cultures.”</td>
<td></td>
</tr>
<tr>
<td>“learning another language not just translating thoughts, but also thinking in a different pattern.”</td>
<td></td>
</tr>
<tr>
<td>“a lot of management criteria are culturally-bound. Every culture has a way it plans, organizes, evaluates, adapts, holds people accountable. Each is valid in its own context and if…bringing only your western mode of management, you alienate people…TCK is able to be a bridge person for people from one culture to the other.”</td>
<td></td>
</tr>
<tr>
<td>“I was one of the bridges.”</td>
<td></td>
</tr>
<tr>
<td>“I approach every single person as they’re a human being, and they have a set of experiences, some of which I may have had, and some I may not have had. And that’s okay. I can learn from the ones they’ve had …they can learn from the one’s that I’ve had that they haven’t had. And together, we’re stronger than we are individually.”</td>
<td></td>
</tr>
<tr>
<td>“understanding cultural similarities.”</td>
<td></td>
</tr>
<tr>
<td>“ nonverbal communication speaks loudly of worldview.”</td>
<td></td>
</tr>
</tbody>
</table>
Table 10 continued

<table>
<thead>
<tr>
<th>Comments</th>
<th>GMI Attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Understanding and actually trying to get to hear multiple points of view.”</td>
<td>Interpersonal Impact and Diplomacy</td>
</tr>
<tr>
<td>“No one is a stranger.”</td>
<td>• Reputation as a leader</td>
</tr>
<tr>
<td>“…good leaders listen to all ideas.”</td>
<td>• Credibility</td>
</tr>
<tr>
<td>“When you’re trying to build a team with diversity and people from different backgrounds…I know how to create a welcoming atmosphere for people.”</td>
<td>• Easily starts conversations with strangers</td>
</tr>
<tr>
<td>“Open and accepting of cultures that are different from my own…trying to understand things from a different perspective, considering what cultural ramifications might have on somebody’s behavior or just way of being.”</td>
<td>• Ability to listen to others</td>
</tr>
<tr>
<td>Able to “more easily adapt to personalities” of coworkers, who are from other countries.</td>
<td>• Willingness to collaborate</td>
</tr>
<tr>
<td>TCK experience “has helped me become a much more approachable person, much more understanding when dealing with new people.”</td>
<td></td>
</tr>
<tr>
<td>“trying to think in their shoes or I often get the other people’s feedback.” “Inclusive and collaborative.”</td>
<td></td>
</tr>
<tr>
<td>“When people not getting along I’m asked to fix it, so I’m kind of a cleaner, get people talking again… reframing things, and being like a mediator.”</td>
<td></td>
</tr>
<tr>
<td>“I appreciated what they had to offer, and they knew that I did, and it made it easier for us to negotiate because I respect them.”</td>
<td></td>
</tr>
<tr>
<td>“The experience that I had living in their country and speaking German and having respect for them went a lot toward credibility with working with each other’s countries.”</td>
<td></td>
</tr>
</tbody>
</table>
Table 10 continued

<table>
<thead>
<tr>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of coworker customs from India and Muslim countries “better than my coworkers, who lived in the same place their entire lives.”</td>
</tr>
<tr>
<td>“If you are not sensitive to local values you are setting yourself up for failure.”</td>
</tr>
<tr>
<td>“There is wisdom in every culture…ignore it at your own peril.”</td>
</tr>
<tr>
<td>“I find myself adaptive to other cultures…try to get a sense of my surrounding and what’s appropriate in that culture so that I would learn to fit in.”</td>
</tr>
<tr>
<td>“World view vs. a US centric view of the world.”</td>
</tr>
<tr>
<td>Childhood experience “opened my eyes to other cultures and countries and their histories.”</td>
</tr>
<tr>
<td>“I was interested in international events.”</td>
</tr>
<tr>
<td>“I’m actually interested in…I read <em>The Economist</em>, some of the foreign newspapers, I pay attention to what’s happening internationally.”</td>
</tr>
</tbody>
</table>

Several of the interviewees talked about preparing for new cultural experiences, “it’s important to know the environment you are going to, for instance safety issues, plan strategies for dealing with difficult situations ahead of time.”

<table>
<thead>
<tr>
<th>GMI Attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Cosmopolitan Outlook</td>
</tr>
<tr>
<td>• Knowledge of cultures in different parts of the world</td>
</tr>
<tr>
<td>• Knowledge of geography, history, and important persons of several countries</td>
</tr>
<tr>
<td>• Knowledge of economic and political issues, concerns of regions around the world</td>
</tr>
</tbody>
</table>

GMI Attributes based on Javidan and Walker (2013) and Javidan et al. (n.d.).

**Question 4**: How does the TCK life experience prepare ATCKs to work in global organizations?

Question 4 was answered through qualitative interviews of 13 ATCKs. The results suggest that different expatriate experiences may prepare ATCKs differently to work in global organizations. So life experiences, such as the number of countries lived
in, location of housing, type of school attended, and sponsor of parents’ employment while living outside one’s passport country will vary depending on each individual’s experience, suggesting that some ATCKs may be more prepared whereas others may not be as well prepared.

An interesting and unexpected observation made from the interviews was that 11 of the 13 ATCKs, without prompting or questioning by the interviewer, discussed the positive influence of their parents’ attitude and approach toward the family experience of living outside the home country. Their parents took them to museums, temples, and other cultural and historical sights to learn about the host countries in which they lived, perhaps unknowingly preparing their children to work in global organizations and international environments as adults. Comments that indicated the parental influence included, “mother tried to immerse” herself in the culture and “parents loved traveling,” “my mother encouraged me to “embrace the culture and eat the food, understand religions,” “mother was upbeat about moving,” “mother gave me my first lesson in world relations,” and “mother treated moving as an adventure.” Another participant explained her father made sure the family did not live on base at his different military assignments around the world and within the US, whenever possible, as he did not want them to become too “ingrained” in military life.

One of the interviewees lived in Japan and Italy while growing up. She mentioned that living in Japan before moving to Italy “set me up to be sensitive to that [move], I don’t know if I would have been prepared for it.” She meant her experience during young childhood as a “minority” with blonde hair and blue eyes living and
“playing with Japanese children” was “a lesson” that prepared her for future international moves. She movingly explained:

And we lived next door to Japanese kids who had little tea sets and sat out playing with dolls or balls, or whatever. And uh, I was by myself standing in the front yard. And I was jumping onto a little wall, and then jumping off again. And as I climbed to the top of the little wall, and held my hands out, and jumped off this two foot wall, my mother from inside the house heard me yell, “BOMBS OVER TOKYO!!” [laughs] That’s what kids yelled at…that’s what kids yelled in the 50s when they jumped off things…And it was either “Bombs away” or “Bombs over Tokyo”…And my mother called me in for my first lesson in world relations…what I learned about living abroad that prepared me for adult life, at age 8, jumping off a little wall…I think it has been a lesson I have carried in my bones the rest of my life, that despite the war, despite the deaths, despite the frustration and anger, and all of the stereotyping that were brought, these were our neighbors. They were the people we were living next to. And my mother reminded me that I must never, ever in my life say that again. That it was inappropriate. Now, I had been saying it all my life, and nobody had ever said anything. But once we got to Japan, we realized that it was not an appropriate thing for young children to say. And um…again, as I say, in my bones, throughout every year since then, um…I have seen a lot of countries become enemies that I realize were not enemies before…just as the Japanese who had been an enemy, I realized were my friends.

The interviewee comments portrayed above and the following thematic analysis indicated the experience of global mobility prepared children to be “changers,” “communicators,” “creative problem solvers,” and “global citizens,” all attributes necessary for success in global assignments. These themes are discussed in more detail the following section.

**Thematic Analysis of the Interviews**

The thematic analysis of the data gleaned from the interviews indicated evidence of global mindset in ATCKs and supported the answers to the research Questions 1-4 as discussed earlier in Chapter 4. The themes and subthemes are discussed in detail below. During the interview phase and throughout the analysis of the interview data, the researcher used bracketing, in an attempt to set aside prejudices and assumptions and
safeguard validity in the qualitative portion of the study (Merriam, 2009). The lived experiences of ATCKs were explored for evidence of global mindset during the semi-structured interviews and observations. The interviews were recorded via WebEx, an online meeting tool. Additionally, field notes were taken of observations of the interviewees’ body language and vocalizations. The observation and interview protocols are listed in Appendix C. After the interviews were completed, they were transcribed and then analyzed for significant statements. These statements were developed into “clusters of meaning” and then placed into themes (Creswell, 2007, p. 61). Four themes emerged from the analysis: (a) Changers, (b) Communicators, (c) Creative problem solvers, and (d) Global citizens (see Figure 4). The statements, themes, and textural descriptions (Creswell) of the participants’ experiences are discussed below.

**Changers.** The interview participants all indicated comfort with change. They used words such as “learn,” “adaptable,” “flexible,” “adjust,” and “resilience.” One interviewee said he “tries to learn and adapt.” He explained, “They don’t have to adapt to me,” “they” referring to people different from himself. Another participant described her ability to “change on a dime.” Others said, “constantly having to learn new rules for respectful behavior,” “I would cheerfully live someplace else,” “I’m not afraid of change…I embrace change,” “I actually thrive better when I have the opportunity to be flexible,” “My experiences helped me to keep broadening my mind, and helped me to do things that are a little bit bigger picture,” and a “Desire to be close to the world. To not be in just one place…my languages allowed me to be close to more than one place.” Many of the “Changers” expressed their experiences of meeting people with different values
and living in countries with different government and social systems helped them understand there is not just one way of doing something.

**Creative problem solvers.** The Creative Problem Solvers theme included the three subthemes of Big Picture Thinkers, Integrators, and Innovators. Significant statements that developed into the overarching theme of Creative Problem Solvers included, “Experiences living and traveling overseas helped develop problem solving skills,” “not afraid to try new things, or to overcome whatever challenges are around you,” and “Find creative ways to deal with challenges.” Another interviewee described his TCK experience as giving him different perspectives to problems, “when everyone is thinking a certain way, my way of thinking about it is completely different.” The differences in the way people think from culture to culture were connoted in the statement, “learning another language not just translating thoughts, but also thinking in a different pattern.”

The Big Picture Thinking subtheme emerged out of consistent comments from all the interviewees. One participant made several comments that represented this subtheme, “skills in overseeing the bigger picture…and being able to think in um, in like an umbrella view over a lot of different areas, or over like project-based” and “I think of solutions and…I have the ability to grasp wider concepts.”

Integrators and Inclusiveness was the second subtheme of the Creative Problem Solvers. The participants consistently shared an inclusive perspective to the decision-making, problem solving, and creative processes. “I think good leaders listen to all ideas,” “Ask questions before assuming,” “interested in what other people have to say,” and “I want to hear everyone’s ideas.” One person expressed it this way:
If someone disagrees with me, I’m willing to listen and then change my mind…if they have a valid argument, we’ll either agree to disagree, or I’ll change my mind…so I’m not really stuck in…I’m not necessarily really myopic in my thinking. I hope not. I don’t want to be.

Another participant said, “If I’m working with somebody…from a different culture, I try to find those commonalities, and I try to incorporate that in to my everyday life.”

Another displayed both the ability to integrate and be inclusive, “that ability to see things from multiple perspectives and kind of bring all of that to the table, to kind of form a more cohesive picture.” One ATCK whose career involved negotiating as a representative of the US government said “taking in whole picture, consequences to everybody, not just your own interests or the other country’s interests.”

The third subtheme, Innovator, and what it takes to be innovative emerged out of several similar interview comments, such as “Understanding and actually trying to get to hear multiple points of view helps you be innovative…I love working in a diverse team.”

Another participant said, “when you move around so much you can’t get so stuck in what should be, and you have to take a look at what is and how you can make it better.”

Several of the interviewees discussed being “open to other ideas” and “thinking outside the box” as important to solving problems and learning to adapt in new environments. They related how these skills learned in childhood have helped them be creators and innovators in the workplace or in their own businesses. One comment that stood out was, “When you are different from the norm you have to get creative…create your own path.”

In one instance, while discussing learning to overcome, another interviewee made the following statement:
meet a stumbling block, then you turn it into a stepping stone. Don’t know what to expect so have to always be prepared to be creative and you have to be open to the experience as a whole, as opposed to having expectations.

**Communicators.** The third theme that emerged was “Communicators.” The researcher chose the word “communicators” to describe ATCKs because each interviewee referred to the importance of and their involvement with communication in the workplace. The subthemes arose from the descriptions the ATCKs gave of themselves, using the words “mediators,” “listeners,” “bridge builders,” and “translators and interpreters.”

The first subtheme of the Communicator theme was “Mediators.” One interviewee said she saw herself as a “mediator” and a “cleaner, reframing things in a way people can hear.” She went on to say, she was “often selected to be the communicator” in a previous job because she was “good at taking complicated ideas and simplifying them in ways others could understand” and she “delivers the messages.” Another participant said she was the “Problem solver for other people.”

As communicators, this group of ATCKs value listening, the second subtheme. Comments such as “I think good leaders listen to all ideas,” “Ask questions before assuming,” “Interested in what other people have to say,” and I “value listening more than people being right,” and “Not assuming that just because we’re all speaking English, that we understand each other” were all statements indicative of good communicators.

Bridge Builders was the third subtheme under Communicators that surfaced through the research. It was a fascinating discovery to find how many times the different interviewees used the same words to describe their ability to be “bridge builders, translators,” and “interpreters.” They described themselves as interpreters and
translators with regard to understanding cultural nuances, behaviors, and ways of being, which are all vastly different from culture to culture. They talked about “bringing people together:”

TCK is able to be a bridge person for people from one culture to the other…a lot of management criteria are culturally-bound. Every culture has a way it plans, organizes, evaluates, adapts, holds people accountable. Each is valid in its own context and if…bringing only your western mode of management, you alienate people…a TCK is able to be a bridge person for people from one culture to the other. I was one of the bridges.

Another ATCK explained how at work, she had been asked to serve on committees at the state level because, as she said, “I’m used …to kind of bring[ing] people together, to gain consensus around issues. So almost like a mediator at times.” Other significant statements such as “translate and observe,” “I’m good at reading people,” and “constantly having to interpret” make reference of the need to listen, observe, translate, and build bridges, skills necessary for adapting and communicating in the different cultural settings in which they grew up, which are transferable skills for effective global leaders. One of the stories that stood out as being indicative of this phenomenon was:

I was often kind of pulled in on any Japanese customers and meetings with upper level management that came over from Japan, just kind of to be in the room as an observer so that my manager and the people above him would ask me to debrief them afterwards of, you know, of body language and what did I think really happened in that meeting, because they were just totally baffled with, um, how to deal with Japanese culture.

Global citizens. In the theme Global Citizens, the three subthemes that emerged were Values Diversity, Zero Tolerance for Intolerance, and Empathetic. The participants spoke strongly about their value of diversity and emphasized the importance of “looking at things from a more global point of view and not being totally US centric.” One person
said I am a “citizen of the world” and another said, “I recognized sometimes the other is you.” They conversed about the world as being a part of it, belonging to it, and not as separate, better, or above other cultures. Many described the importance of recognizing that countries and people around the world are interdependent.

Overall, the 13 interviewees highly value diversity and different “ways of doing and thinking.” “I get that drive energy when I’m working across cultures. I enjoy that far more than working just within my own culture,” “prefer working in a diverse environment,” “I value having a diverse group of friends, and them having diverse points of view,” “If you are not sensitive to local values you are setting yourself up for failure.”

Their high value of diversity also emerged in their comments suggesting inclusivity and seeing the world as interconnected: “I want to hear everyone’s ideas.” “Treat people the same no matter where they are from,” “We value the people as people and not as a particular race, hopefully.” Other comments included “My TCK experience influenced…valuing a real understanding of diversity, not like a PC kind of diversity, understanding that human beings are complicated and that you have to honor…people’s cultural needs,” and “Being open minded, being tolerant, understanding the world is interconnected.”

One participant explained the shift in her thinking that arose from her experiences growing up in Japan this way:

Living in Japan was really humbling, uh…my first week of school, I…you know, all the weird food around me at lunch time, what I thought was weird, and I had a jelly sandwich, and you know, but the girl next to me had the vegemite, someone else was eating dried fish…you know. And I was making all these nasty remarks about how nasty the food was, not realizing I was the odd man out, you know. And a nun kind of whacked me on my shoulder and said, “Look around you. You’re the weirdo.” And it really was humbling living in Japan, you are the
weirdo. And that was a really good experience, and I think it…that humility, even though it happened when I was 13, I think it like stayed with me…in a good way.

Each of the interviewees displayed disgust with intolerance and discrimination:

“It really bothers me to see people that do make assumptions based on somebody’s national origin or their ethnicity, or whatever…I just don’t tolerate that.” A majority of the interviewees commented, without prompting, on their lack of tolerance for people who are quick to make judgments and are not open to discussing different points of view. Many used the word or phrase “shocked” or “taken aback” when first coming across racism after they arrived back in the US.

The dissimilarity to their peers in the way the participants react and respond to dealing with people different from themselves was a commonality amongst the ATCKs group: “[I’m] less quick to jump to conclusions than peers because of race” and “Religious tolerance” is important to me, though it is not to many of my coworkers. Someone else explained as an adult working overseas how her “colleagues acted differently than” she did:

Some of them were just the Ugly American…some of them really are an embarrassment to travel with by not showing any respect or talking about them in their presence like they didn’t exist…I mean, you wouldn’t do that if you had any kind of experience in the culture, if you had any respect for other people.

The third subtheme, Empathetic, revealed building relationships as vital to effectively working across cultural boundaries. The TCK experience helps “build credibility,” “build relationships with people from other cultures,” “I work very hard to develop a relationship with them because I find that if you have that relationship, you can
work through most things.” “It’s not the material things that matter; it’s the relationships that matter. And I think that’s key…in your professional life or personal life.”

In their discussions about building relationships and working with people from different backgrounds productively, empathy and respect emerged as a common theme. Growing up overseas “set me on a course to be a sympathetic neighbor and listener. I find it very difficult to villainize nations,” “affected me in terms of being able to put myself in the shoes of people from other cultures,” “greater understanding and appreciation of people who are new to [US],” and “see the big picture, so a bit more empathetic.” Two striking narratives also demonstrating empathy and respect follow:

Even in my business life, my connection with Japan was a bonus…the fact that I had actually lived in Japan, and that I had a respect and an admiration for Japan, um, made a difference.

I think because I’m a TCK I have a greater affinity for that, and can empathize…not threatened by immigrants…friends, they’re fearful about people from other cultures. I wouldn’t automatically condemn [a religion], because I know it’s a lot more complex…every faith, every religion in the world has people who are at the fringes…Understanding that when you watch the news broadcast…I’m getting a western view.

One interviewee who was quite eloquent described how he applied his learning from his childhood experiences of living in different cultures to his work as a manager in Haiti. He used cultural metaphors and imagery to motivate his staff, such as the metaphor of climbing mountains because in:

Haiti, there’s a problem; it’s a high mountain…because it’s a very mountainous country. So, I approached each step as a mountain. After you’ve gone over that mountain, you see the next one…what is the next mountain for…in order to get to where you want to go. And umm…that was a metaphor for planning. You have to learn to understand cultural differences in perspectives. You can’t teach world view, you have to experience it, you have to learn it through experience.
All but one of the interviewees held jobs or owned businesses that had a big picture focus with a cause. They showed a strong interest in making a difference in their work and in the world: “It’s what you do, knowing that you make a difference, knowing that you’re contributing to this…whether it’s local, global, whatever.” One person said he wished an international experience for others who have not had it and wants to help colleges improve TCK student retention. Another interviewee said we should aspire “to operate to the higher good of all people.” Another is developing a website that promotes diversity and recruits people into organizations from all different backgrounds. Two other participants work in social services agencies and another works supporting TCKs.

**Additional Analyses**

Analysis specific to items 41 and 42 were conducted to study whether childhood factors had any influence on global mindset and whether multicultural experiences after the age of 18 may have influenced the GMI scores. These two analyses were conducted because the research into the antecedents of global mindset is scarce. The t-tests showed significance at the .05 level for item 42. Additionally, the data showed that multicultural experiences after 18 years of age contributed to a 3% change in GMI scores. The multicultural experience choices and response rates were as follows: In the workplace 43% ($\eta=111$), studies outside of passport/home country/countries 19% ($\eta=48$), home life 11% ($\eta=28$), volunteer work 7% ($\eta=19$), multicultural/diversity studies within the home country 10% ($\eta=25$), and not applicable 10% ($\eta=26$) (see Table 11).
Conversely, there was no significant evidence that item 41 – other childhood factors of influence – had any effect on the GMI score. Of the 257 ($\eta = 257$) respondents, 2% ($\eta = 4$) indicated immigrant parents, 7% ($\eta = 19$) indicated family members of diverse ethnicities, 5% ($\eta = 14$) indicated multiple nationalities, 4% ($\eta = 11$) indicated international marriage, 7% ($\eta = 18$) indicated multiple languages spoken or 19% ($\eta = 49$) indicated a combination of these variables, and 55% ($\eta = 142$) indicated that none of these factors were applicable (see Table 12).

Table 11

*Item 42 – Multicultural Experience After 18 Years of Age*

<table>
<thead>
<tr>
<th>Type of experience</th>
<th>%</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the workplace</td>
<td>43</td>
<td>111</td>
</tr>
<tr>
<td>Studies outside of passport/home country/countries</td>
<td>19</td>
<td>48</td>
</tr>
<tr>
<td>Home life</td>
<td>11</td>
<td>28</td>
</tr>
<tr>
<td>Volunteer work</td>
<td>7</td>
<td>19</td>
</tr>
<tr>
<td>Multicultural/diversity studies within home country</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>N/A</td>
<td>10</td>
<td>26</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100</td>
<td>257</td>
</tr>
</tbody>
</table>
Table 12

Item 41– Other Childhood Factors of Influence

<table>
<thead>
<tr>
<th>Childhood factors</th>
<th>%</th>
<th>η</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immigrant parents</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Family members of diverse ethnicities</td>
<td>7</td>
<td>19</td>
</tr>
<tr>
<td>Multiple nationalities</td>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td>International marriage</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>Multiple languages spoken</td>
<td>7</td>
<td>18</td>
</tr>
<tr>
<td>More than one of the above</td>
<td>19</td>
<td>49</td>
</tr>
<tr>
<td>N/A</td>
<td>55</td>
<td>142</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>257</strong></td>
</tr>
</tbody>
</table>

Summary

Chapter 4 presented the findings, results, and interpretations that emerged from the qualitative and quantitative research regarding the global mindset of ATCKs. Four questions were answered through the analysis of statistical tests from the GMI results and thematic analysis of the data from the qualitative interviews. The study sample consisted of 257 ATCKs who completed the GMI online survey, including 13 ATCKs who participated in online interviews conducted by the researcher.

The GMI results showed the ATCK group (η=257) with a GMI group mean of 3.592 (see Table 8) that is consistent with the overall GMI Grand Mean (normative population) of 3.596 (η = 18,781). However, since this study was not limited to participants based on their business background, a calculation of the mean without Global Business Savvy showed the ATCK GMI group mean without Global Business Savvy is 3.72, slightly higher than the GMI grand mean.
There is evidence at the .01 level implying ATCKs show a significant likelihood that the GMI in three elements of the GMI is greater than the Grand Means suggests. These elements are Passion for Diversity, an element of Psychological Capital; Intercultural Empathy, an element of Social Capital; and Cosmopolitan, an element of Intellectual Capital of the GMI. The results also suggest significant evidence at the .05 level that a change in one of the variables, self-identification as an international, both international and citizen of the home country, or as only a citizen of the home country, will have some effect on the change in the GMI score.

Finally, the qualitative analysis indicated an emergence of four main themes with three subthemes each. The four themes revealed consistent characteristics of the ATCKs interviewed: (a) Changers, (b) Communicators, (c) Creative problem solvers, and (d) Global citizens and leaders (see Figure 4).

The novel aspect of this research was looking at TCKs from a business perspective as potential global leaders and employees with global mindset, thus studying ATCKs for the similar characteristics of global leaders as discussed in the literature review. Additionally, measuring global mindset through the GMI allowed for a quantitative look at the characteristics of ATCKs, another innovative approach to TCK research.

Chapter 5 presents the research conclusions, implications, recommendations, and summary of the study.
Chapter 5: Conclusions and Recommendations

Introduction

The purpose of this mixed-methods study was to examine whether there is evidence suggesting the childhood experience of growing up outside one’s passport country increases the level of global mindset in ATCKs as well as to explore ATCKs’ potential as global leaders. Quantitative research methodology was employed to evaluate the level of global mindset of ATCKs, specifically the use of the GMI survey, developed by the Najafi Global Mindset Institute. The interviews explored the childhood experiences of ATCKs, who spent a significant portion of their growing up years outside their passport country. The intention was to gain an understanding of how their lived experiences might have prepared ATCKs for global leadership, as well as look for evidence of global mindset. Four themes emerged from a thematic analysis of the interviewees’ comments: (a) Changers, (b) Communicators, (c) Creative problem solvers, and (d) Global citizens.

Chapter 5 summarizes the qualitative themes and quantitative results that emerged from the data analysis conducted to answer the four research questions presented in this study. A discussion of the results in comparison and contribution to previous research also ensues. Lastly, considerations for future research, implications for business and educational applications, and recommendations are examined.

Conclusions

This exploration of ATCKs as potential global leaders with global mindset arose from the researcher’s study of the recruitment and development of global leadership and
her own experience as a TCK. As she researched global leadership, she discovered the notions of global mindset and of third culture kids and began to see the commonalities between these in the characteristics, skills, and competencies found in the literature as reviewed in Chapter 2 of this study. This discovery of similarities was the motivation to explore if, in fact, ATCKs might exhibit the cultural intelligence and global mindset organizations need in their global leaders today (Bennett & Bennett, 2001; Javidan & Walker, 2013; McPhail et al., 2012). In addition, the global leadership requirements have been identified as in short supply and time consuming to develop (Takeuchi & Chen, 2013), thus requiring creative recruitment approaches to find global leaders, such as drawing from the growing population of ATCKs (Cottrell, 2012). The following section discusses the conclusions of each of the four research questions. One of the intriguing outcomes was that in answering the research questions, often the answer to one question unexpectedly answered another question as well.

Research Question 1: To what extent do ATCKs exhibit global mindset?

To answer Question 1, the GMI was administered to assess the global mindset of ATCKs. The statistical analysis showed that ATCKs’ GMI group mean is consistent with the GMI Grand Mean (normative population). Since the study’s population was chosen for the type of childhood experience growing up overseas rather than their global business experience, the ATCK Group Mean was recalculated without the Global Business Savvy element of the GMI. The GMI Group Mean calculated without Global Business Savvy was 3.72, indicating a slightly higher GMI score for ATCKs than the Grand Mean of 3.59 (normative population), but not at a statistically significant level. However, the tests analyzing the level of GMI of those ATCKs who self-identified as
either international or as both international and a citizen of their home country, as compared to those who identified as purely a citizen of their home country, indicated a probability of a change in the GMI at the statistically significant .05 level.

The three capitals in the GMI were isolated and analyzed in an attempt to identify any differences that might exist based on these capitals. This analysis presented evidence at the .01 level that the Grand Mean and ATCK group mean are different for certain GMI elements. The results showed evidence that ATCKs have a significant chance of a higher GMI score in the global mindset elements of Passion for Diversity, an element of Psychological Capital; Intercultural Empathy, an element of Social Capital; and Cosmopolitan, an element of Intellectual Capital. This is important to note since Global Business Savvy is easier to develop than Psychological Capital (Javidan et al., n.d.).

Although there was no significant evidence of a difference in the overall GMI score, there is significant evidence of differences in aspects of global mindset in ATCKs, specifically GMI elements of Passion for Diversity, Intercultural Empathy, and Cosmopolitanism. This suggests ATCKs may be better suited to global assignments from a global perspective versus non-ATCKs, since ATCKs appear to be more comfortable with diversity and have a greater ability to approach situations from multiple perspectives than their counterparts who did not spend growing up years overseas. However, ATCKs who do not have global business experience would need to develop the business skills necessary for international assignments. Nevertheless, previous research has shown that ATCKs have a high college completion rate (Cottrell, 2007; Pollock & Van Reken, 2009). Cottrell’s (2007) research showed 81% of ATCKs completed a bachelor’s degree and 39% completed at least a master’s degree (p. 4). Cottrell explained
because of ATCKs’ “high educational level” they “are occupationally elite,” holding positions such as “executives and administrators, professionals or semi-professionals in their current or most recent job (if retired or in school)” (Cottrell, 2007, p. 6).

To summarize the results of Question 1, although a limiting factor in this research could be the variability that participants were not required to have previous business experience, it does not dilute the study in the researcher’s mind because the purpose of the study was to determine ATCKs’ potential as global leaders with global mindset, not their level of business experience. Another important factor to keep in mind is that research has shown it is easier to develop business skills than global mindset (Javidan & Walker, 2013). Additionally, the qualitative data analysis did reveal global mindset tendencies in ATCKs through the four themes that emerged from the analysis: (a) Changers, (b) Communicators, (c) Creative problem solvers, and (d) Global citizens (see Figure 4). Of the 13 interviewees in the qualitative portion of this mixed-methods study, 12 indicated they had business experience.

**Research Question 2: To what extent are ATCKs motivated to work and lead cross-culturally and in foreign countries?**

To answer Question 2, qualitative and quantitative data were gathered in one-on-one interviews and from the GMI survey. The analysis of the qualitative data indicated themes and patterns revealing ATCKs are motivated to work and lead cross-culturally and in foreign countries. The quantitative data, the GMI, indicated evidence of a difference between the ATCK group mean and the Grand Mean (normative population) for Passion for Diversity at the .01 significance level. The element Passion for Diversity, under Psychological Capital of the GMI, is designed to measure enjoyment for exploring
other parts of the world, getting to know people from other parts of the world, living in another country, and traveling (Javidan et al., n.d.). These results supported prior research with upper-level high school students by Boush (2009) that showed “TCK scores were statistically different and higher than non-TCKs” concerning multicultural personality, which encompassed enjoyment of travel and acceptance of foreign languages and cultural differences” (p. 115). Other research by Cottrell (2007) also found that TCKs have a passion for diversity and are motivated to work cross-culturally.

To summarize the results of Question 2, ATCKs showed evidence of a statistically significant likelihood of motivation to work and lead cross-culturally in comparison to the normative group (GMI Grand Mean). This same motivation was evidenced in the qualitative interviews in comments such as “I would cheerfully live someplace else,” “I can live anywhere,” and:

If you’re looking for someone who is able to handle diversity well, if you’re looking for someone who is able to bring a cultural understanding to and bring a global mindset, and an appreciation for multinational, multicultural experiences, that’s my life.

Cabrera (2012) elucidated because the greatest challenges and opportunities facing business today are global, it is vital that the leaders are global. He asked and answered:

What does “global” really mean? The old mantra “think global, act global” is woefully inadequate…global leaders act as bridge builders, connectors of resources and talent across cultural and political boundaries – relentlessly dedicated to finding new ways of creating value. They don’t just think and act global, they are global. (p. 1)

**Research Question 3: How do ATCKs demonstrate (i.e., show evidence of) a global mindset? Do ATCKs see themselves as internationals?**

To answer Question 3, the study utilized quantitative and qualitative methodologies, gathering data from both the GMI survey and the participant interviews.
The quantitative data indicated a significant number of the participants saw themselves as either internationals or both internationals and citizens of the home country versus only as citizens of the home country. There was statistically significant evidence suggesting those ATCKs, who see themselves as internationals or both internationals and citizens of the home country, may have a likelihood of an increase, although slight, in the GMI score. The data possibly suggest such individuals have a somewhat higher level of global mindset than those who self-identify only as a citizen of their home country. However, since it was not clear in the data how the viewpoints of international, citizen of home country, or both, affected the GMI it would be an area worthy of further research.

From the qualitative data emerged a pattern and theme of Global Citizens. The interview data revealed the participants demonstrated aspects of global mindset. One of those elements is cognitive complexity, an ability to understand abstract ideas in action (Javidan & Walker, 2013). As stated by Javidan and Walker (2013), “Understanding the abstract is first about being able to move outside of our own views of the world to recognize alternative world view and realities” (p. 183). The interviewees talked about how living in a country different from their passport country while growing up gave them a broader perspective of the world. For instance, several participants explained how living in countries with different governmental and social systems helped them recognize that although the US system is worthy and valuable, so are many other systems. Another participant explained that ATCKs find it “easier thinking in an abstract.” Comments like these indicated a layering of abstract ideas. Walker describes this evolving and layering of abstract ideas:
When we’ve reached the point of both recognizing alternative realities and the fact that they may exist in parallel with other realities is when the really hard work begins. It is then that we must contemplate how we can work and live in these different realities in a way that respects the local culture but also aligns with our personal and cultural values. (p. 185)

In a dialogue about this abstract thinking during a monthly meeting with Global Mindset partners at the Najafi Global Mindset Institute, Dr. Stephen Segal (as cited in Javidan & Walker, 2013) discussed the notion of observing our preconceptions. He argued:

When we can begin to observe our preconceptions, we can begin to go beyond them, not in the sense of denying them but in a sense of opening a greater range of perspectives through which to see things…I am not only learning about the other but I am also learning about that which informs my taken for granted assumptions in terms of which I experience another. (p. 186)

One research participant, who explained a lesson she learned as a child living in Japan and because of her blonde hair and blue eyes that categorized her, she said, as a “minority” made the astonishingly similar comment, “I recognized that sometimes the other is you.”

The conclusion drawn from the above statements in relationship to the ATCK interviews is that many ATCKs have already done the hard work of recognizing alternative realities, as children or adolescents and have consequently found ways to “align [their] personal and cultural values” with cultures outside their own. This development of abstract thinking is a complex process that takes time, and, as mentioned previously, is harder to develop than other aspects of global mindset such as Global Business Savvy (Javidan & Walker, 2013). Therefore, it would behoove organizations doing business internationally to consider ATCKs in their recruitment process. If there are two candidates with equal qualifications, seriously consider the ATCK since there is a
probability he or she will be more comfortable in the uncomfortable position as an expatriate or globally mobile leader.

**Research Question 4: How does the TCK life experience prepare ATCKs to work in global organizations?**

To answer Question 4, the researcher conducted qualitative interviews. A thematic analysis of the interviewees’ comments regarding their TCK life experience of growing up in a country different from their passport country indicated opportunities for preparation of ATCKs to work in global environments. Those interviewed for this research study demonstrated preparedness for global assignments on different levels. Overall, they have a strong desire to work and live in a global context, as well as enjoy working with and learning from people different from themselves. Notably, several participants mentioned they apply these characteristics developed in childhood to not only international business and global environments, but also to business and personal relationships within the US, since there are many cultures within American society. Learning the language and building relationships with neighbors during their stay overseas, gave them insight into different worldviews, also preparing them to work in global organizations.

As one participant said, what you do with the experience is what makes the difference in the quality of learning from one’s life as a TCK. Another said you “can’t teach worldview, you have to experience it.” These comments align with Ng et al. (2009) who contemplate why previous research is less consistent in regard to determining the relationship between international experience and cultural adjustment. Ng et al. (2009) argued that the individual’s type of experience overseas is what more closely determines
whether he or she has developed intercultural effectiveness skills, postulating different individuals integrate the international experience differently into his or her knowledge base.

The ability to bridge differences is an example of how ATCKs may integrate their international experience preparing them to work in global organizations. This adeptness was evidenced in the ATCK interviews through the theme of Communicators, specifically in the subthemes of “mediators,” “listeners,” and “bridge builders.” The subtheme of bridge builder, in particular, links closely with Bird and Osland’s (2006) supposition that trust, a vital element of collaboration, can be a cultural barrier to intercultural collaboration. These researchers contended, “Cultural sense making is useful in analyzing intercultural situations (Bird & Osland, 2006, p. 115). “Understanding, surfacing, and respecting these differences sets the stage. The, partners must find a way to bridge the gap between the way they prefer to collaborate and work” (p. 123). The need and ability to be “perceived as trustworthy” (p. 123) was described by several of the participants. For instance, one ATCK professional attributed his success in a management position in Haiti to his ability to bridge the cultural gap between the U.S. and Haiti skillfully. A skill he developed because of his experience growing up overseas. Another explained how she built trust as a diplomat by speaking the language and respecting the culture of the country she was negotiating with as compared to her coworkers who were not ATCKs.

Lastly, another conclusion from this research about ATCKs and global mindset pertains to those without a TCK background or ATCKs who did not fully integrate their international experience into their lives and careers. The implication is there is hope for
those who are not ATCKs; one does not have to have spent a significant portion of their growing up years in a country different from his or her passport country to develop global mindset. Despite this, there is still much to learn about the antecedents of global mindset.

**Unexpected Outcomes**

**Antecedents of Global Mindset**

An unexpected outcome of the GMI data indicated certain childhood influences (immigrant parents, family members of diverse ethnicities, multiple nationalities, international marriages, or multiple languages) did not show a statistically significant probability of a change in global mindset. However, the quantitative data did indicate multicultural experiences in adulthood might have a significant probability of affecting changes in GMI scores. These findings support the research of Hayden, Rancic, and Thompson (2000) who sought out the attitudes of teachers and students in regard to what it means to be international. They found “having parents of different nationalities is considered unnecessary as a contributing factor to being international” (p. 121).

Although, Matthes’ study indicated global mindset is “not inherited, but acquired, and that personal, educational, and professional factors in the leader’s background are the mediators through which nationality affects global mindset” (p. v), she also found global mindset is significantly higher in leaders of dual citizenship. Even though this variable was not addressed directly in this study of ATCKs, one item on the survey did ask about multiple nationalities rather than citizenship. A question that arises from the difference in the two research findings is what made the difference in the findings; could the wording
of the question have influenced the outcome? This may be a question to consider in future research.

**Education and TCK Potential Careers**

Another unexpected outcome was the identification of ATCKs’ skills and abilities that could be used by TCK career counselors and therapists to encourage high school and college TCKs to leverage their unique characteristics for success in their adult lives. In addition, the information from this study is valuable in that it may encourage parents with TCKs to provide the distinctive opportunities available while living outside their home country that enable enrichment and maximization of the TCK experience for their children’s future life success.

**Cultural Adjustment**

The focus of this research was global mindset, which has a relationship to and with diversity. Since diversity in terms of race and ethnicity was not a focus of this study, it may be an area to consider in future studies. Another area of research to pursue is the relationship between diversity and global mindset.

It is thought-provoking to note that employees with diverse backgrounds and ethnicities, minorities in particular, may be more adaptable to global assignments. Solomon (1994) considered the evidence that “the cultural experiences of American minorities in the United States may make them more able to cope with being outside the mainstream when they go abroad” (p. 48). This point of Solomon’s drew attention to the probability that if a TCK’s physical characteristics blend in with the population of the host country, it may be less likely for the TCK to experience life as an outsider, as opposed to TCKs who have a physical and visible difference. This phenomenon of the
depth of a TCK’s outsider experience during his or her life in the host country revealed itself in the interview responses of the ATCK participants. In particular, the breadth of difference between cultures, for example, in some cases those participants who lived in India, Japan, Indonesia, or Afghanistan, gave the impression of a deeper level of global mindset as compared to those who lived only in Western Europe. These differing visible and cultural experiences may have an effect on the development of TCKs’ global mindset; therefore, this may be another area worthwhile of further research.

**Recommendations**

The following sections discuss implications of this research and recommendations for future research. The major implication, as other researchers have emphasized (Beechler et al., 2007; Javidan & Walker, 2012, 2013; Konyu-Fogel, 2011; Lam & Selmer, 2004; Osland, 2009; Solomon, 1994), is for business, nongovernmental organizations, and governments to make concentrated efforts to not only understand the impact and value of organizational and individual global mindset on business outcomes, but also carefully hire for global mindset and develop global mindset to ensure success in the competitive global environment (Caliguiri, 2006).

The research outcomes may contribute to business, human resource development professionals, and educators, whether global or local, by informing the design of appropriate educational opportunities that promote development of global mindset in leaders and followers. Recommendations include, but are not limited to, the need for organizations to take purposeful action to locate an applicant population who may be more apt to have an existing tendency toward global mindset, such as ATCKs. Organizations also need to design and implement global mindset development programs
for current employees who may not be globally minded as well as implement programs facilitating a shift in the organizational culture to a global perspective.

**Business and Other Organizations**

Another recommendation from this research is for American businesses and other types of organizations to recognize its Western biases and adapt accordingly. “Going global is not simply taking your business abroad and using the resources. It is learning how to do business in a *global way* that supports, energizes, and empowers people of all different cultures, including yourself” (Solomon, 1994, p. 48). Therefore, it is incumbent upon business to think and act using a global mindset not only in their approach to recruitment, retention, and development of global leaders and followers, but also in every aspect of doing business globally to optimize success. From a practical perspective, this begs the question, what do global organizations do about becoming more globally minded? Theoretically, this question signals the need for further research into the implications and development of global mindedness on an organizational level, in addition to continued research into the development of global mindset in individuals.

**HR, Global Mindset, and Diversity**

Solomon advocates for HR to rethink diversity in its global operations and asked the question, “shouldn’t HR be moving toward a globally focused vision of diversity that includes international expats and employees of all origins as well as differing values?” (p. 41). The value in thinking about global mindset from a traditional diversity perspective is to recognize the critical contribution of diversity of thought in building innovative products, business practices, and organizations, which are imperatives to profitable and successful organizations. In a study by Ramaswami and Mackiewicz (2010), “one of
[the] key findings was that most companies fall short on diversity of thought and culture needed to handle global business” (p. 7). Without the often-neglected area of diversity of thought, which from this researcher’s point of view is encompassed by global mindset, it is difficult to build a diverse workforce. It is difficult because diversity is not just about what we see on the surface such as race, ethnicity, and language, to name a few, but also about the diversity of thought that emerges from those differences. Future research may focus on the relationship between diversity and global mindset to consider questions such as, are they one and the same, does one come before the other, should diversity and global mindset be categorized together, and how do we address development of them in the global workplace – separately or together?

**HR Recruitment**

McPhail et al. (2012) recommended International Human Resource Management professionals should, in anticipation of the increasingly global marketplace and the growing cadre of expatriates, “build and maintain a portfolio of various categories of global managers” so that their organizations can compete effectively” (p. 269). Other researchers agree with the importance of the selection process of global leaders (Caligiuri, 2006; Cappellen & Janssens, 2008). It is the specific values and motivations needed for global leadership positions and the difficulty in changing these through conventional training and development that drives the emphasis on the need for careful recruiting. In relationship to this study on ATCKs and global mindset, suggesting ATCKs who consider themselves as international may have a higher level of global mindset, Glanz (2003) mentioned, “the perception of an international self or even the recognition of different selves” may be what will attract organizations to hire children of
expatriates for global assignments. Since a limitation that may have affected the outcome of this research was that participants were not required to have business experience to complete the GMI survey, future research could focus on only ATCKs with business experience. Ideally, comparative studies that survey and interview ATCKs and non-ATCKs are also recommended.

As stated earlier in Chapter 2, Osland (2009) asserted the complexity of global business requires certain management processes, including collaboration, discovery, organizing, and systems thinking. All of which are critical to organizational success and identified in this research and previous research, as attributes of ATCKs. Additionally, it is crucial global leaders learn to alternate back and forth between cultures, namely their individual culture and the culture of other coworkers, managers, and customers, again a skill ATCKs learn while growing up outside their passport country. The global leadership competencies and abilities of many ATCKs have, along with a significant probability of having developed them during their unique childhood experience, distinguished them from their peers who grew up in their home country. Consequently, business should consider recruiting and hiring these global nomads, many of whom are prepared for the complexities of a global business environment.

The prevalence of ATCKs/global nomads/transculturals within the United States is increasing (McDonald, 2010). Although they are often overlooked, ATCKs are becoming increasingly recognized and accessible due to the Internet and various social networking websites such as Facebook, tckid, and LinkedIn. Other ways of sourcing these individuals is through organizations such as Global Nomads, Overseas Brats, and
Families in Global Transition, to name a few, thus making it a realistic probability for organizations to find this population of potential global leaders and followers.

Future research is needed to identify avenues for bringing together ATCKs and business so not only ATCKs recognize their innate global skills and abilities, but recruiters, HR professionals, and hiring managers appreciate the potential value these individuals can offer organizations. Such research could also help ATCKs discover how to better market their skills and abilities, so those who are not ATCKs are receptive to understanding and recognizing ATCKs’ global competencies and potential as global leaders.

Finally, practitioners may use this research to reframe the expatriate experience to one of opportunity not only for the employee but also for the family. When organizations offer global assignments to employees by highlighting the positive outcomes of living abroad for the children and significant others, it may shift the negative perspective many people have of these positions to one of an opportunity of a lifetime. Just as parents today want to send their children to the best schools to prepare them for college and future careers, they may clamor to give their children the opportunity of a TCK life experience.

**Human Resource Development (HRD)**

A 2010 Society for Human Resource Management (SHRM) white paper on global leadership stated, “Global Mindset is the foundation for successful global leadership” (Lockwood & Schmit, p. 2). The SHRM report also emphasized the imperative of organizations committing to the learning and development of global leaders to ensure effective and successful global leadership. These statements, in addition to the results
from this study on ATCKs and global mindset, clearly indicate more research is required to understand why certain experiences more effectively develop global mindset, intercultural effectiveness, and global business skills as well as contribute to cultural adjustment in overseas assignments.

Other researchers in agreement with the need for additional research are Takeuchi and Chen (2013) who recommended, “it is necessary to specify the relationship between the overall construct of prior international experience and its multiple dimensions” (p. 280). Takeuchi and Chen posited that to understand the relationship between the amount of experience versus richness and depth of experience, it is vital “to stress the multiple dimensional nature of international experience” (p. 280). In so doing, they postulate studying whether or not the international experiences were in a work or non-work related setting, during adult, childhood, or adolescence, while living or traveling, to name just a few of the possible international experiences someone can have that may influence the cultural adaptation process.

Bennett and Bennett (2001) theorized the need to have a way of construing an event in order to experience it or “the existence of phenomena in a worldview depends on the extent to which we can discriminate those particular phenomena” (p. 15). Glanz (2003) suggested with the advent of the internet, informal methods of learning and development for expatriates is emerging, she sees this as sense making that may better address the complexity of the expatriate experience. Interestingly, both Bennett and Glanz discussed experiences that arise by surprise “may be more powerful than expected and planned intervention” (Glanz, 2003, p. 272) in making sense of and
integrating the experiences that influence development of cross-cultural understanding and of self in multiple identities.

This supposition supports the experience of ATCKs as one that fits into the category of unexpected and unplanned interventions that give opportunity to reflect on actual events and self in multiple contexts. For instance, the research participant, who told the story about her mother explaining to her that yelling “Bombs over Tokyo” when playing with Japanese children was inappropriate, was an example of an informal learning moment about culture and world events she experienced at just eight years old while living in Japan. As stated earlier, although experience is a time consuming proposition, it most effectively develops global mindset. So, how can organizations create those meaningful experiences that go beyond a training event that seldom fosters retrospection?

Due to the potential for global mindset in ATCKs, studying how and why many ATCKs develop a global mindset, could be a key to understanding global mindset development. Consequently, one of the implications for future research is for academics and practitioners to study the essence of the ATCK experience to understand the differences between those ATCKs who have a tendency to be globally minded versus those who do not and why. This information may inform the HRD field as to the development process of global leaders, followers, and expatriates by perhaps identifying efficacious methods of preparing for international assignments.

Practitioners need to understand the success of global leaders, followers, or expatriates is not necessarily dependent upon the expected linear progression of work experience abroad. Rather, they need to see overseas preparation as nonlinear, which
includes the TCK experience. For example, one HR executive was passed over for international assignments because she “never had international business experience” although she had the childhood experience of growing up overseas. This executive knew she was motivated and comfortable working in cross-cultural settings because of her TCK experience. Despite this, HR and hiring managers in her organization did not recognize her global skills because her abilities were not developed in the “usual and expected” fashion. This is an example of a flawed HR and organizational decision that perhaps was made at a significant cost to the business. Additionally, the story above indicates further study is recommended of the specific activities and experiences of ATCKs, expatriates, and global leaders, who have a higher level of global mindset and how their experiences predisposed them to think globally, additionally enlightening the learning and development and education fields.

The final recommendations are to mentor ATCKs to become global leaders and develop ATCKs to become mentors for global leaders. Since ATCKs have already experienced living overseas, and consequently may have an existing global mindset, they should be considered potential global leaders. In addition to the unseen proclivity of a global mindset, the higher probability of a college education (Bousch, 2009) also positions ATCKs as potential global leaders who have a better chance for success than counterparts who are not ATCKs, thus saving organizations time and money and increasing profits.

**Summary**

Human resource professionals, learning and development professionals, and business educators must recognize and leverage the strategic competitive advantage of
drawing from multiple human resource labor pools for domestic and multinational organizations (McWilliams, Van Fleet, & Wright, 2001). A previously unrecognized population is ATCKs due to the hidden nature of their cultural hybridity (Greenholtz & Kim, 2009). The ATCKs in this study and as shown in previous research studies want to travel, live in different places, both outside and inside the US, and interact with people who are different from themselves. Additionally, they have the empathy necessary to consider different ways of thinking and doing and the inclination to be flexible. Overall, the comments made by the participants of this research were remarkably close to comments of participants in other qualitative studies (Pollock & Van Reken, 2009) that examined the characteristics of ATCKs, indicating a consistency throughout the body of research findings concerning TCKs and ATCKs. Additionally, the quantitative results also confirmed the prior research (Boush, 2009) regarding ATCKs characteristics and the motivation of ATCKs to lead across cultures.

As for the overarching question of this research, do ATCKs have the potential to be global leaders with global mindset, there is evidence indicating this is the case. In fact, it confirms Lam and Selmer’s (2004) research that demonstrated former TCKs may be ideal expatriates because “their frames of reference developed from a young age, adult, former TCKs could be able to make use of them appropriately during cultural encounters” (p. 119). Additionally this study reinforces Lam and Selmer’s (2004) recommendation to international organizations to recruit, as they say, “culturally adept individuals…this may minimize the need for cross-cultural training and at the same time eliminate many of the cross-cultural problems of assigning executives overseas” (p. 119).
Finally, this research on Adult Third Culture Kids: Potential global leaders with global mindset, buttresses the work of Cho (2009), who theorized the TCK experience develops an innate global mindedness and cosmopolitanism during childhood.

In conclusion, the following quotes from Cabrera (2012), although pertaining to global mindset, encapsulate the value of ATCKs as potential global leaders:

The global mindset allows leaders to connect with individuals and organizations across boundaries. Their entrepreneurial spirit equips them to create value through those connections, and their citizenship drives them to make a positive contribution to the communities with which they engage. Connecting, creating, and contributing are the three core tasks that make or break a global leader. (para. 3)

Truly global leaders act as bridge builders, connectors of resources and talent across cultural and political boundaries — relentlessly dedicated to finding new ways of creating value. They don't just think and act global, they are global. (para. 1)
List of References


Appendix A: Recruitment Letter Requesting Participation in Doctorate Research on ATCKs

Hello,

I am doctoral candidate at Drexel University in the EdD Educational Leadership and Management program conducting research under the guidance of Dr. Salvatore Falletta. I am in the process of recruiting adults over the age of 25, who spent a minimum of one year between 7 and 18 years of age in a country different from their passport country, and returned to their passport country by their 19th birthday. Participants will volunteer to participate in an online survey and/or Skype interview.

The topic of my research is Adult Third Culture Kids: Potential leaders with global mindset. The intent of this research is to explore and assess the development of global mindset of Adult Third Culture Kids (ATCKs) and their potential suitability as global leaders.

If you qualify to participate in the study, please respond by sending me an email at Patricia.A.Stokke@drexel.edu. Participation is voluntary. Your name and responses will be kept confidential and anonymous. The online survey, The Global Mindset Inventory developed by the Najafi Global Mindset Institute, takes approximately 15 to 20 minutes to complete. If you participate in an interview, you will be asked to sign a consent form in advance. The interview will take between 45 minutes to one hour. You may opt out of the study at any time.

The implications of this research may include adding to the scholarly knowledge of global mindset and global leadership development. It may also identify an existing population, who has a global mindset and a propensity to lead and work within multinational organizations. Additionally, this research may provide practical guidelines for developing global mindset, as well as gain recognition of ATCKs as potential global leaders with a propensity towards a global mindset. This study may also instill the belief in leaders of multinational organizations that acquiring employees with a global mindset and developing a global mindset in current employees, significantly benefits business outcomes through a workforce that is capable of working cross-culturally. Finally, it may benefit educators by providing insight into curriculum development of coursework that cultivates cultural intelligence, global mindset, and global leadership skills in students.

Please email me at Patricia.A.Stokke@drexel.edu or call me at 831-818-1683 to volunteer to participate or to ask any questions. Also, please feel free to forward this recruitment letter to anyone you think may qualify or to an appropriate list serv.

Thank you so much for your time and generosity!

Respectfully,
Patricia A. Stokke
831-818-1683
Patricia.A.Stokke@drexel.edu
From: Patricia Stokke, EdD Candidate Drexel University
Subject: Contribute to research on your experience as an overseas brat, third culture kid, missionary kid, and/or global nomad!

In an effort to learn more about the unique experience of growing up in a country different from one’s passport country, I am exploring Adult Third Culture Kids (ATCKs) as potential global leaders with global mindset.

If you are over the age of 25 and lived a minimum of one year between 7 and 18 years of age in a country different from your passport country, and returned to your passport country by your 19th birthday you qualify to participate in this important study.

The purpose of this study is to assess the global mindset of ATCKs, and explore their experiences and perceptions of that experience as it may have shaped their thinking and approach to the world, and specifically in the workplace. This research may contribute to the fields of third culture kids, human resource development, education, and business development. It also may help ATCKs in identifying strengths developed in their unique childhood experience that may contribute to success in their careers.

This research is comprised of two parts. The first part is an online survey, the Global Mindset Inventory, developed by the Najafi Global Mindset Institute. The second part consists of one on one interviews conducted through Skype with me, Patricia Stokke, who is the researcher. Most participants will only complete the online survey. If you are interested in being interviewed, please indicate your interest in your email to me.

The Global Mindset Inventory should take approximately 15 to 20 minutes to complete. The information from this survey will be kept strictly confidential, as will the information from the interviews. Without exception, individual responses will not be released to anyone. Your participation in this study is completely voluntary. You can refuse to be in the study at any time and there will be no negative consequences if you to decide to do so. In any publication or presentation of research results, your identity will be kept strictly confidential.

Please contact me at Patricia.A.Stokke@drexel.edu to participate in this research study. I will forward survey participant email addresses to the Najafi Global Mindset Institute at the Thunderbird School of Global Management, who will administer the survey. Participants will receive a link to the Global Mindset Inventory, directly from the Najafi Global Mindset Institute.

If you have questions about this research, please contact Patricia Stokke at Patricia.A.Stokke@drexel.edu or (831) 818-1683.

Thank you for participating in this important survey.
Appendix B: Human Subjects Consent to Participate Form

“Adult Third Culture Kids: Potential leaders with global mindset”

Dear Participant,

The following information is provided to help you decide whether you wish to consent to participate in this research study. You should be aware that you are free to decide not to participate or to withdraw at any time without any adverse effects.

The purpose of this study is to explore the experiences of Adult Third Culture Kids and their perceptions of the influence of that experience on their thinking and approach to the world, more specifically in the workplace. This is a qualitative descriptive study design.

Data collection will involve one audio recorded interview with the possibility of a second interview should you agree to a follow-up interview. Observations and field notes will also be made during the interview process.

Please do not hesitate to ask any questions about the study, either before agreeing to participate or during the time that you are participating. Your name and associations will not be identified within the research study and your identity as a participant will only be known to the researcher; pseudonyms will be used to protect your privacy.

There are no known risks and/or discomforts associated with this research study. The expected benefit associated with your participation in this study is to assist in the future identification, development, and recruitment of global leaders.

Please sign this consent with full knowledge of the nature and purpose of the study procedures. A copy of this consent form will be given to you to keep.

Signature of Participant ___________________________ Date ___________________________
Appendix C: Interview Protocol

Project: Adult Third Culture Kids: Potential leaders with global mindset

Consent form:

Time of interview:

Date:

Place: Skype

Interviewee name:

Interviewer: Patricia Stokke, BS, MA, PHR, doctoral candidate at Drexel University studying educational leadership and management

Lead in to Interview:

Purpose of the study

Potential length of the interview

Data that is being collected

I am interviewing you today because I am interested in finding out about your experiences as a Third Culture Kid (TCK) and as an Adult Third Culture Kid (ATCK). Specifically, I would like to hear about how your growing up experience influenced your worldview and career.

I have a few demographic questions and then I would like to hear your story of how living in a country different from your passport country for one or more years between the ages of 6 and 18 influenced you as an adult.

Remind interviewee that all information is confidential and pseudonyms will be used in the study to protect anonymity and privacy

[Turn on recording device – test ]

Questions:

1. Name of Interviewee:

2. Where and when were you born?

3. Where do you live now? For how long?
4. What type of work do you do?

5. What is your current position?

6. Length of time in this position:

7. Location/s of your work:
   a. Do you live and work in the same country?

8. Which country/countries is/are your passport country/countries?
   a. Which country/countries are your parents’ passport country/countries?

9. Where and why did you move to while growing up?
   a. How long did you live in each country?
   b. Did you live on base, off base, in a company compound, on the economy, or __________?

10. How old were you when you moved?
    a. Who or what entity sponsored your family’s move?
    b. What type of school did you attend?

11. When did you return to your passport country permanently?
    a. Have you lived or traveled outside of your passport country since you returned?
    b. Where did you live or travel and for how long?
    c. Where do you now call home?

12. Describe how your experience of living and growing up in a country/culture different from your passport country/culture affected your adult life and career.

13. How has your experience as a TCK shaped your leadership role? How has it affected your decision making?

14. Share an example of a specific leadership challenge you addressed and discuss how your unique experience as a TCK influenced the way you addressed it.

15. How does being in a new cultural setting affect you?
    a. Does is cause excitement, fear, inquisitiveness, avoidance, and/or __________?

16. How do you approach cultural differences when visiting or living in a new cultural setting?
    a. Are you curious, sensitive and adapt to the differences, or uninterested, unconcerned and prefer staying within your comfort zone?
17. *How do you view your values?*
   a. *How has growing up in different cultures influenced your values and ways of thinking?*
   b. *Do you regard your values as acquired from multiple cultures or from just one culture?*

18. *How has your TCK experience affected the way you interact with others?*
   a. *Does national origin affect how you assign status to others?*
   b. *How open are you to ideas from other countries and cultures as compared to your own country and culture of origin?*
   c. *What are more important, understanding people as individuals or as representatives of their national culture and country?*


20. *Do you have any additional thoughts you would like to discuss that you feel would contribute to this research study?*

**Conclusion and wrap up:**

Thank you for participating in this interview. Your responses are confidential and will only be used for my dissertation at Drexel. Depending on the need, may I contact you again if it is necessary to clarify information from our interview today?

---

**Observation Protocol Template**

<table>
<thead>
<tr>
<th>Descriptive Notes</th>
<th>Reflective Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length of Interview:</td>
<td></td>
</tr>
<tr>
<td>General: What are the lived experiences of Adult TCKS</td>
<td></td>
</tr>
</tbody>
</table>
Appendix D: Agreement/Permission letter from the

Najafi Global Mindset Institute

November 16, 2012

Dr. Mansour Javidan
Director Najafi Global Mindset Institute
Thunderbird School of Global Management
1 Global Place, Glendale, AZ 85306

Patricia Stokke
Drexel University Doctoral Student
PO Box 191
Aptos, CA 95001

The following is an agreement between Patricia Stokke, Doctoral student at Drexel University, and Dr. Mansour Javidan, Director of Najafi Global Mindset Institute:

1. The Global Mindset Inventory (GMI) is a copyrighted and trademarked instrument. Ms. Stokke will not copy or in any way replicate the items in the questionnaire without explicit permission from Dr. Javidan. She will also not make public any of the items in the questionnaire without explicit permission from Dr. Javidan.

2. This agreement is only valid for Ms. Stokke’s dissertation research and shall not be extended to any other research project by Ms. Stokke without explicit permission from Dr. Javidan.

3. Najafi Global Mindset Institute at Thunderbird School of Global Management agrees to provide the Global Mindset Inventory (GMI) free of charge to Patricia Stokke for her dissertation research:
   a. Run / administer the survey to between 200 to 400 individuals
   b. Produce a database with data in a spreadsheet such as Excel that identifies demographics of participants and raw data results of GMI in a form conducive to data analysis
   c. Provide a report with the overall GMI score indicating the 3 capitals and 9 elements of survey participants.

4. If Patricia Stokke publishes her research then she will include Dr. Javidan as a coauthor. If Dr. Javidan publishes using the data from this research and its results, then Patricia Stokke will be included as a coauthor.

5. Patricia Stokke will provide Thunderbird with:
   a. Names and email addresses of invitees
   b. List of demographic questions
   c. Any additional questions specific to and necessary for conducting research on Adult TCKs as potential leaders with global mindset

6. Patricia Stokke will protect the proprietary nature of the survey.
7. Patricia Stokke will provide Thunderbird access to the demographic questions that she adds to the survey and allows Thunderbird to conduct research on these items.

8. Thunderbird School of Global Management gives Patricia Stokke the permission to use the Global Mindset Inventory in her dissertation research conducted in conjunction with her doctoral studies in the EdD Educational Leadership and Management program at Drexel University at the Sacramento, California campus.

Patricia Stokke [Signature] Date: 11/16/2012

Dr. Mansour Javidan [Signature] Date: 11/30/12
Appendix E: Global Mindset Inventory

(This is a proprietary survey so it is not listed here)

Questions to be added to the Global Mindset Inventory by the researcher, Stokke (2012):

1. At what ages did you live in a country other than your passport country?
2. What country is your passport country?
3. How many different countries did you live in between the ages of 7 and 18?
4. At what age did you return to your passport country?
5. Did you live in a company compound or military housing?
   a. For how long?
6. Did you live outside of a company compound or military base?
   a. For how long?
7. What type of school did you attend and for how long?
   a. DOD school
   b. International school
   c. Private religious school (e.g. Catholic and/or missionary school)
   d. Other: explain
8. Sponsor of parent’s employment?
   a. Military
   b. Business
   c. Missionary
   d. Education
   e. Nonprofit
   f. Foreign diplomatic service
   g. Other: explain
9. Do you view yourself as an:
   a. International
   b. Citizen of your home country
   c. Both international and citizen of your home country
10. To what extent were you involved with/interacted with the local community between the ages of 7 and 18 while living outside your passport country?
   a. 1=Not at all
   b. 2=Small Extent
   c. 3=Moderate Extent
   d. 4=Large Extent
   e. 5=Very Large Extent
11. What other factors may have influenced you during your childhood?
   a. Immigrant parents
b. Diverse ethnicities
   c. Diverse nationalities
   d. Multiple languages spoken
   e. Other:

12. What other multicultural experiences have you had since you were 18 years of age?
   a. In the workplace
   b. Studies in countries other than your passport country
   c. Home life
   d. Volunteer work
   e. Other:
### Table 4.1. Scale Reliabilities

<table>
<thead>
<tr>
<th></th>
<th>Cronbach’s Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>N = 1,266</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total GMI Average</strong></td>
<td>0.964</td>
</tr>
<tr>
<td><strong>Psychological Capital</strong></td>
<td>0.895</td>
</tr>
<tr>
<td>Passion for Diversity</td>
<td>0.908</td>
</tr>
<tr>
<td>Quest for Adventure</td>
<td>0.787</td>
</tr>
<tr>
<td>Self-Assuredness</td>
<td>0.776</td>
</tr>
<tr>
<td><strong>Social Capital</strong></td>
<td>0.889</td>
</tr>
<tr>
<td>Intercultural Empathy</td>
<td>0.889</td>
</tr>
<tr>
<td>Interpersonal Impact</td>
<td>0.626</td>
</tr>
<tr>
<td>Diplomacy</td>
<td>0.781</td>
</tr>
<tr>
<td><strong>Intellectual Capital</strong></td>
<td>0.945</td>
</tr>
<tr>
<td>Global Business Savvy</td>
<td>0.943</td>
</tr>
<tr>
<td>Cosmopolitan Outlook</td>
<td>0.930</td>
</tr>
<tr>
<td>Cognitive Complexity</td>
<td>0.838</td>
</tr>
</tbody>
</table>

(Javidan, Hough, & Bullough, n.d., p. 38)
**Table 4.2. Scale Reliabilities**

N = 6,071

<table>
<thead>
<tr>
<th></th>
<th>Cronbach’s Alpha</th>
<th># of Items</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total GMI Average</strong></td>
<td>0.962</td>
<td>50</td>
<td>4302</td>
</tr>
<tr>
<td>Psychological Capital</td>
<td>0.897</td>
<td>16</td>
<td>5972</td>
</tr>
<tr>
<td>Passion for Diversity</td>
<td>0.910</td>
<td>6</td>
<td>6071</td>
</tr>
<tr>
<td>Quest for Adventure</td>
<td>0.816</td>
<td>5</td>
<td>6044</td>
</tr>
<tr>
<td>Self-Assuredness</td>
<td>0.788</td>
<td>5</td>
<td>5972</td>
</tr>
<tr>
<td><strong>Social Capital</strong></td>
<td>0.894</td>
<td>14</td>
<td>6024</td>
</tr>
<tr>
<td>Intercultural Empathy</td>
<td>0.899</td>
<td>6</td>
<td>6044</td>
</tr>
<tr>
<td>Interpersonal Impact</td>
<td>0.680</td>
<td>3</td>
<td>6051</td>
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<tr>
<td>Diplomacy</td>
<td>0.800</td>
<td>5</td>
<td>6024</td>
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<tr>
<td><strong>Intellectual Capital</strong></td>
<td>0.939</td>
<td>20</td>
<td>4421</td>
</tr>
<tr>
<td>Global Business Savvy</td>
<td>0.941</td>
<td>8</td>
<td>6071</td>
</tr>
<tr>
<td>Cosmopolitan Outlook</td>
<td>0.932</td>
<td>7</td>
<td>4421</td>
</tr>
<tr>
<td>Cognitive Complexity</td>
<td>0.850</td>
<td>5</td>
<td>6071</td>
</tr>
</tbody>
</table>

(Javidan, Hough, & Bullough, n.d., p. 39)

**Table 3.4. Final Confirmatory Factor Analysis**

<table>
<thead>
<tr>
<th></th>
<th>Chi-Square</th>
<th>Degrees of Freedom</th>
<th>CFI</th>
<th>RMSEA</th>
<th>SRMR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model 1: 9 scales loaded onto 3 categories</td>
<td>13449.02</td>
<td>1163</td>
<td>0.895</td>
<td>0.055</td>
<td>0.071</td>
</tr>
<tr>
<td>Model 2: 9 Scales not loaded onto 3 categories</td>
<td>10110.516</td>
<td>1139</td>
<td>0.923</td>
<td>0.047</td>
<td>0.039</td>
</tr>
</tbody>
</table>

N = 3,542

(Javidan, Hough, & Bullough, n.d., p. 37)
## Appendix G: Demographics of Interview Participants

<table>
<thead>
<tr>
<th>Part/Age/Gender</th>
<th>Ages Overseas</th>
<th>No. Countries &amp; Passports</th>
<th>Schools</th>
<th>Home Location</th>
<th>Languages</th>
<th>Sponsor</th>
<th>Parent Level of Interest</th>
<th>Education</th>
<th>Career</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1: 34/M</td>
<td>Born Senegal 0-16 yrs. old</td>
<td>6/2</td>
<td>Private Embassy residences Local residences</td>
<td>4 fluent: French #1 English Italian Spanish</td>
<td>Father Diplomat</td>
<td>Pursuing MBA</td>
<td>Previously finance. Now developing software for recruiting with focus on diversity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P2: 47/F</td>
<td>6 mos.-7 yrs. &amp; 15 yrs. old</td>
<td>4/1</td>
<td>Local Local residences</td>
<td>1 fluent: English, spoke Spanish as child, some German</td>
<td>Father Corporate - Exxon Oil</td>
<td>Mother “immersed” herself in the cultures. Parents loved traveling</td>
<td>Bachelor’s degree foreign service</td>
<td>Technical writer/Publisher – Beer co. Int’l aspects to job</td>
<td></td>
</tr>
<tr>
<td>P3: 36/F</td>
<td>7-13 yrs. &amp; 16-18 yrs. old</td>
<td>3/1</td>
<td>Catholic girls school &amp; American overseas school Local residential apartments</td>
<td>2 fluent: English Japanese</td>
<td>Father Corporate - IBM</td>
<td>Mother encouraged her to “embrace culture” eat food understand religions.</td>
<td>Master’s in counseling</td>
<td>Consultant</td>
<td></td>
</tr>
<tr>
<td>P4: 62/M</td>
<td>Born India 0-16 yrs. old</td>
<td>2/1</td>
<td>English Boarding Boarding school local &amp; residence</td>
<td>3 fluent: English French Creole Spanish First lang. Telugu</td>
<td>Parents Missionary</td>
<td>Master’s Int’l Communication</td>
<td>Nonprofits Overseas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part/Age/Gender</td>
<td>Ages Overseas</td>
<td>No. Countries &amp; Passports</td>
<td>Schools</td>
<td>Home Location</td>
<td>Languages</td>
<td>Sponsor</td>
<td>Parent Level of Interest</td>
<td>Education</td>
<td>Career</td>
</tr>
<tr>
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<td>-----------</td>
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<td>--------------------------</td>
<td>-----------</td>
<td>--------</td>
</tr>
<tr>
<td>P5: 79/F</td>
<td>15-16 yrs. old</td>
<td>2/1</td>
<td>American dependent</td>
<td>Local Housing</td>
<td>4 fluent: English French German Italian</td>
<td>Father Army</td>
<td>Parents encouraged interaction – planned outings</td>
<td>Law degree</td>
<td>DOJ 38 yrs criminal dept. extradition, western Europe, some eastern Europe late in career</td>
</tr>
<tr>
<td>P6: 56/M</td>
<td>Born New Delhi 0-15 yrs. old</td>
<td>4/1</td>
<td>DOD &amp; Int’l</td>
<td>Local Housing</td>
<td>1 fluent: English Indonesian &amp; Turkish as child</td>
<td>Father Foreign Service</td>
<td>Parents open – had a desire to help people. Mother taught women in Pakistan to read. Family still has friends in Pakistan.</td>
<td>Some college</td>
<td>Sales in company that does international customs &amp; shipping</td>
</tr>
<tr>
<td>P7: 59/F</td>
<td>5-8 yrs., 9-10 yrs., &amp; 14-17 yrs. old</td>
<td>3/1</td>
<td>DOD</td>
<td>Base Housing Local Housing</td>
<td>2 fluent: English Italian Some Japanese</td>
<td>Father Military Stepfather Corporate – JAL</td>
<td>Mother took her to museums, historical places</td>
<td>MBA Sustainable Business</td>
<td>Banking – commercial real estate</td>
</tr>
<tr>
<td>P8: 66/F</td>
<td>Born Hawaii, 8-11 yrs., &amp; 15 -18 yrs. old</td>
<td>3/1</td>
<td>DOD &amp; NATO</td>
<td>Local Housing Base Housing</td>
<td>3 fluent: English Italian Spanish</td>
<td>Father Military - Navy Pilot</td>
<td>Japanese tutor – taught culture &amp; language. Mother taught her “lessons in world relations”</td>
<td>Master’s in Italian</td>
<td>Foreign language professor &amp; Int’l student trips &amp; visiting Int’l students</td>
</tr>
<tr>
<td>Part/Age/Gender</td>
<td>Ages Overseas</td>
<td>No. Countries &amp; Passports</td>
<td>Schools</td>
<td>Home Location</td>
<td>Languages</td>
<td>Sponsor</td>
<td>Parent Level of Interest</td>
<td>Education</td>
<td>Career</td>
</tr>
<tr>
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</tr>
<tr>
<td>P9: 32/M</td>
<td>Born Zambia 0-12 yrs., &amp; 14-18 yrs. old</td>
<td>3/1</td>
<td>Boarding school Kenya</td>
<td>Local Housing &amp; Boarding School</td>
<td>1 fluent: English</td>
<td>Foreign service &amp; missionary</td>
<td>Bachelor’s psychology</td>
<td>Master’s Education</td>
<td>Area Director RAs small university &amp; presents on TCKs – wants to help students see the “wider world…understand complexities of world</td>
</tr>
<tr>
<td>P10: 34/F</td>
<td>Born Netherlands 0-5 yrs., 12-16 yrs., &amp; 16 yrs. old thru college</td>
<td>3/2</td>
<td>Local schools &amp; NATO / Int’l school</td>
<td>Local Housing</td>
<td>3 fluent: English Dutch Flemish</td>
<td>Father – Air Force Father Dutch. Father American.</td>
<td>College degree</td>
<td></td>
<td>Case Manager in welfare office, works with displaced immigrants. Member of Int’l women’s organization</td>
</tr>
<tr>
<td>P11: 59/F</td>
<td>Born Tokyo, 5-8 yrs. &amp; 14-17 yrs. old</td>
<td>3 &amp; lived all over US/1</td>
<td>DOD &amp; Int’l school</td>
<td>Lived on &amp; off base</td>
<td>1 fluent: English Some Spanish</td>
<td>Father Air Force</td>
<td>Degree in Vocational rehab</td>
<td></td>
<td>Social services with people with disabilities. Advocacy work</td>
</tr>
<tr>
<td>Part/Age/Gender</td>
<td>Ages Overseas</td>
<td>No. Countries &amp; Passports</td>
<td>Schools</td>
<td>Home Location</td>
<td>Languages</td>
<td>Sponsor</td>
<td>Parent Level of Interest</td>
<td>Education</td>
<td>Career</td>
</tr>
<tr>
<td>-----------------</td>
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<td>-----------</td>
<td>--------</td>
</tr>
<tr>
<td>P12: 59/M</td>
<td>14-18 yrs. old</td>
<td>2 &amp; lived all over US/1</td>
<td>DOD</td>
<td>Lived on &amp; off base</td>
<td>1 fluent: English Some Japanese</td>
<td>Father Navy - pilot</td>
<td>Parents took them sightseeing &amp; traveled everywhere they went. Wash. DC &amp; Japan were “transformative” experiences</td>
<td>College degree</td>
<td>Senior housing industry – nursing home administrator</td>
</tr>
<tr>
<td>P13: 54/F</td>
<td>Born Indonesia Back to US 15 or 16 yrs. old</td>
<td>5/1</td>
<td>British boarding school, American overseas school, Int’l school, &amp; DOD</td>
<td>Local Housing</td>
<td>First lang. Bahasa Indonesian Now fluent 3: English Turkish Spanish</td>
<td>Father Foreign Service - USAID - US Agency for Int’l Development</td>
<td></td>
<td>Graduate degree</td>
<td>Became a teacher so she could work overseas. Recently: University professor in Turkey</td>
</tr>
</tbody>
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