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People Manager Mindset Perceptual Influence On Culture At A Large Technology Company

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PEOPLE MANAGER MINDSET PERCEPTIONAL INFLUENCE ON CULTURE
AT A LARGE TECHNOLOGY COMPANY

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ABSTRACT

The purpose of this study was to identify the perceptions of a growth mindset, meaning an innate desire to learn, persist in the face of setbacks, value failure as essential to learning and regularly seeks feedback to improve by eight people managers in a large technology company (e.g., Microsoft, Alphabet's Google, Facebook, and Amazon). Utilizing LinkedIn.com, eight people managers were identified and asked to describe their roles in communicating their organization's culture to their direct reports and the tools supplied by their respective Company to influence their process (e.g., trainings, internal communications, etc.). Additionally, the study documented examples of how the people managers communicated about and/or navigated transitions related to leadership or organizational changes with their direct reports. The purpose of this approach was to examine three factors: (1) self (e.g., how informants make a meaning of global mindset), (2) the organization (e.g., how informants perceive or influence within their organizational culture) and (3) people (e.g., how the informants enact their approaches (i.e., convey global mindset) to their direct reports). Findings indicate that the participants understood the concepts of organizational culture and growth mindset and how they manifested within their organizations. Participants' roles were to effectively recruit staff, model the expected culture and to measure the culture and organizational changes. However, the measurement of the culture and

organizational changes was done differently and to varying degrees in each of the participants' respective organizations.

Keywords: Growth Mindset, Organizational Culture, People Manager

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CHAPTER 1: INTRODUCTION

Employee commitment has been described as an employee's positive relationship with the organization, department or manager (Fedor *et al.*, 2006). There is conflicting research on how organizations (both non-profit and for-profit) often identify their organizational culture, many describe the leader as the impetus for the influencing manager interactions and behavior. It's not uncommon to hear a leader from an organization note that their organization has a: strong culture; client obsessed culture; visionary culture; innovative culture; results-driven culture or even a toxic culture. A variety of terms that have a broad implication for how an organization performs under current leadership. Organizational culture is defined as 'a system of shared values (that define what is important) and norms that define appropriate attitudes and behaviors for organizational members (how to feel and behave)' (O'Reilly and Chatman, 1996).

In general, culture is defined by how the people within the organization interact with each other which is based on each organizational member's mindset. Many have the belief that organizational culture is driven by the mindset of the managers of an organization. This foundational trait, the development of a culture, can have a sustaining impact on an organization if the manager's mindset is aligned to the expected outcome of the overall leader. Many large technology companies have collected data over the years to influence people manager behavior (e.g. data collection and analysis). Observational analysis included the review of any available historical data to determine the importance of a people manager's ability to influence workforce behavior during change. Accordingly, the researcher performed a preliminary feasibility analysis of historical data to study the practicality of a formal research study in this area. In conducting the feasibility analysis, the researcher utilized a historical large technology company's published Harvard Business Review article "How Microsoft Uses a Growth Mindset to Develop Leaders

(Dweck and Hogan, 2016) and several published IT Showcase Blogs, which detail employee experiences, on their publicly accessible website, Microsoft.com and Glassdoor.com. Dweck and Hogan (2016) note, “Research shows that managers see far more leadership potential in their employees when their companies adopt a growth mindset – the belief that talent should be developed in everyone, not viewed as a fixed, innate gift that some have, and others don’t.” In further conducting the feasibility analysis of the archival documents the researcher identified four managers who were leading teams and how their mindsets were influenced with their direct reports. These managers were identified through review the Microsoft YouTube Channel (Microsoft YouTube, 2016). Early research suggests that in large technology corporations, the complexity and dynamism of the global environment make external adaptation more urgent and internal agreement on goals more difficult for large multinational corporations than for domestic (U.S. based) firms. In review of the historical documents the researcher learned

While Microsoft is still in the early phases of adopting a growth mindset throughout the organization, this cultural component can’t be overstated. The Company is already seeing the benefits in the form of more-innovative ideas and products – and employees are developing leadership skills in unexpected places, at every level. (Dweck and Hogan, 2016)

In analyzing the historical documents, specific queries had been raised in the various articles, examples from the collateral include:

Question 1) What is the manager’s objective of developing an organizational culture aligned with their organizational leadership?

Manager 1 responded, “I have been with [this large global technology corporation] nearly 20 years, and the changes that have occurred under our new CEO have been inspirational. I knew

the CEO when he worked in the business, and he was just as clever and interpersonal. He is the reason that I enjoy coming to work each day, and I run my team with him top of mind.”

Manager 2 responded, “I really liked it when we did not have to focus on teaming [having members collaborate to develop solutions]. The Company was not as successful [under previous leadership], but the work/life balance was more predictable. I do not get excited when I have new members to the team talking about Growth Mindset.”

Manager 3 responded, “I joined [this large global technology corporation] because of the CEO, his story and journey resonated with me, which influenced me to leave IBM. I have enjoyed the journey thus far, and hope my team appreciates it to.”

Manager 4 responded, “I have been with [this large global technology corporation] for more than 90 days and have not had to fill out an expense statement. Industry is much better than a law firm or professional service organization. I have already informed my team how lucky they are.”

Question 2) When does, the manager become aware of a need for enforcing the organizational culture, that is championed by the leader?

Manager 1 responded, “Experiencing a re-organization is a rite of passage at [this large global technology corporation]. Having experienced more than 10 during my tenure, I have become a better person because of it. If any of the newbies look uncertain, I try to provide a framework of comfort to enable their success when the re-org is announced.”

Manager 2 responded, “The idea of managing specific team members causes anxiety. Under the prior CEO, you knew what to do, it was expected of all the hires. We need more of that to answer your question.”

Manager 3 responded, “I have 1 on 1 syncs with my team every week to make sure we are all on the same page. The team operates better when we are living the spirit of our CEO daily.”

Manager 4 responded, “I did not have to experience the economic downturn of 2008-10 as I was still in high school. The impact was very real to my friends and I would not want anyone to have to relate to that topic. If a re-organization occurred, I would be compelled to be over communicative.”

Question 3) What is the people manager’s experience with monitoring an organizational culture?

Manager 1 responded, “It’s a required core priority or performance metric included within all employees’ evaluations. Our CEO is clever, and by inserting the measurement in one’s file, they have to demonstrate how they meet it annually.”

Manager 2 responded, “Not a fan of the diverse & inclusive (D&I) priority. It impacted my rewards last year because I did not show I met it as expected.”

Manager 3 responded, “The diverse & inclusive (D&I) core priority is one of the pillars all personnel must demonstrate in their personal evaluations, another reason I enjoy the culture.”

Manager 4 responded, “[This large global technology corporation] is living in the now, we make all generations in the company acknowledge that being inclusive takes work, and you have the opportunity to highlight all instances of success or learnings of how you applied it during the evaluation period.”

Question 4) What type of managerial, organizational process or framework occurs that reflects these people manager experiences?

Manager 1 responded, “[Performance evaluation] I have three rhythms throughout the year, where I evaluate my team on these key measurements within our employee tool repository.”

Manager 2 responded, “[Performance evaluation] I tell all my direct reports, they will be evaluated once a year (or whatever the requirement is from management).”

Manager 3 responded, “The employee evaluation process occurs twice a year for my direct reports (every six months).”

Manager 4 responded, “[People Manager Training] I have not participated in the evaluation process yet, but [this large global technology corporation] certainly has a host of trainings for a new hire. I received links to trainings on culture and inclusivity for eight different sessions in the first week.”

The researcher’s review of this archival data suggested further study may be warranted to further refine the question(s) posed and see if the outcome would be similar across the large corporate technology industry (e.g. Amazon.com, Facebook, Alphabet’s Google and Microsoft). In reviewing the archival questions, the researcher wanted to know more specifics about the manager’s perceptions. For example, the first question asks: What is the manager’s objective of developing an organizational culture aligned with their organizational leadership? The researcher re-purposed this question for a more specific application of the manager’s perception: Would you say the current CEO or organizational mission influenced your decision to join your Company?” What is your educational background? How many years have you led people at your Company? More questions that allow for a true data comparison and analysis. The researcher found that this process of increasing employee commitment and improving organizational culture through people managers appears to be important based on reviewing this large technology organizations archived document. Previously it was understood that having a project manager with technical skills was the principal acute aspect in successful project management, but research has postulated the critical significance of leadership skills as an often-overlooked aspect of project success or failure (Thompson, 2010). Fifty-five percent of IT projects fail or are deemed unsuccessful (Florentine, 2017). In 2016, globally, organizations waste an average of

\$97 million dollars for every \$1 billion invested information technology projects (Florentine, 2017). It is believed that leadership is a needed competency for successful project outcomes (Thompson, 2010). A limitation of this study is the lack of literature available to assess if employee commitment increases or decreases after a manager adopts any of the proposed theories related to Dweck's mindset or Kotter's change management.

Background of the study

The research examined found that the quality of a relationship between managers and their subordinates continues to be a key factor accomplishment of organizational project goals (Thompson, 2010). As a result, the most successful organizations in project management tend to focus resources on development of human capital (Florentine, 2017). That means, investing in the development and improvement of people leadership proficiently in a manner that considers this investment just as important as the development of information technology, project management skills, and technical skills (Florentine, 2017). The researcher believes studying the people manager's mindset may advance research in this area.

The concept of growth mindset is based on the belief that intelligence is connected to one's effort and is not a fixed trait (Dweck, 2007). The counterpart, a fixed mindset, contends that intelligence and talent are inherited and thus fixed. Carol Dweck and her research associates (Dweck, 2006; Mueller & Dweck, 1998; Yeager & Dweck, 2012) have pioneered the research on growth mindset. People with a fixed mindset believe that talent and intelligence are fixed at birth and don't really change over time (Dweck, 2006). In contrast, people with a growth mindset believe that with hard work and practice they can learn or do almost anything (Yeager & Dweck, 2012). Additionally, researchers have concluded that one's growth mindset is actually malleable

and can be taught (Aronson, Fried, & Good, 2002; Blackwell, Trzesniewski, Dweck, 2007; Good, Aronson, & Inzlicht, 2003; Levy, Plaks, Hong, Chiu, & Dweck, 2001).

The researcher found that people managers should keep in mind that their role in a large technology organization is crucial. Not only are they responsible for providing organizational infrastructure but their role is also pivotal in yet another respect: they should help employees gain a better understanding on how those activities can contribute to their development (Rupcic, 2017). Given the criticality of a people manager within a large technology organization, an examination into the implementation of a growth mindset to improve culture and organizational success is considered.

Statement of the problem

The researcher discovered that quality of relationship between managers and their subordinates continues to be a key factor for accomplishment of organizational project goals (Thompson, 2010). As a result, the most successful organizations in project management tend to focus resources on development of human capital (Florentine, 2017). That means, investing in the development and improvement of people leadership proficiently in a manner that considers this investment just as important as the development of information technology, project management skills, and technical skills (Florentine, 2017). There is conflicting research on how people manager mindset can influence the attitude, culture and performance of a large global technology corporation. During an organizational change, identified managers that exhibit a growth mindset are likely to create successful teams. The use of Kotter's eight stage process of creating a major change (Kotter 1996) is studied in detail, providing insight into the use of this process that can be of benefit to other change managers seeking to apply it.

The researcher found that Dweck (2007) refers to the “faith” that everyone can learn as a “growth mindset.” For Dweck (2007) a mindset is a belief about intelligence, talent, and potential that enables or inhibits success. Managers who possess growth mindsets are able to help all workforce members achieve regardless of factors such as socioeconomic status or race (Berliner, 2009; Dweck, 2007). No studies were identified that investigate the problem of how to identify managers who are exhibiting a growth mindset which would benefit an organization’s leader through change; insofar as this lack of understanding can result in a business failure. However, there are criticisms that need to be tempered by Sikorko’s (2008) observation that “...no single model can provide a one-size-fits-all solution to organizational change.”

Purpose of the study

The purpose of this study was to identify the perceptions of a growth mindset, meaning an innate desire to learn, persist in the face of setbacks, value failure as essential to learning and regularly seeks feedback to improve (Dweck, 2007) by eight people managers in a large technology company (e.g., Microsoft, Alphabet’s Google, Facebook, and Amazon). The eight people managers were asked to describe their roles in communicating their organization’s culture to their direct reports and the tools supplied by their respective Company to influence their process (e.g., trainings, internal communications, etc.). Additionally, the study documented examples of how the people managers communicated and/or navigated transitions related to leadership or organizational changes with their direct reports. The purpose of this approach was to examine three factors: (1) self (e.g., how informants make a meaning of global mindset), (2) the organization (e.g., how informants perceive or influence within their organizational culture) and (3) people (e.g., how the informants enact their approaches and convey global mindset to their direct reports). Many of the large technology companies have collected data over

the years to influence people manager behavior (e.g., data collection and analysis). Where applicable, any archival observational data was reviewed to determine the importance of a people manager's ability to influence workforce behavior during change.

The researcher learned that for information technology project managers, business leadership skills are becoming just as important as project management skills due to the digital convergence and interconnection between business operations and technical operations (Florentine, 2017). The relevance of this research becomes clear when recognizing the significant divide that has been identified between the academic and practitioner change management communities. In 1993, Buchanan identified that a boundary existed between theoreticians and practitioners (Buchanan 1993, p. 684), with both groups being dismissive of each other's work. He/she/they suggested that there was little connection between their contributions to the field (1993, p. 685). More recently, Saka (2003, p. 481) identified a similar division between how change management is described and how it is practiced. This situation has apparently not changed, with Appelbaum et al. (2012, p. 764) and others calling for a greater emphasis on producing research in a form that is usable by those who practice change management.

The researcher data included a mix of audio and video data (e.g., recordings of interviews, focus groups or talk in consultation), and the data was transcribed into written form. The interview transcripts were analyzed by the researcher through the lens of Dweck's mindset theory and Kotter's model of change. An outcome of the researcher's study resulted in documented findings that use theories, such as Dweck's Mindset theory or Kotter's model of change, to analyze managers' perceptions of global mindset. The eight people managers' data were analyzed with theoretical concepts to make meaning of the data, for example to identify if

they potentially influence the attitude, culture and performance of an organization. The research questions guided the data collection and analysis framework.

Research questions

The researcher found that in qualitative studies, the research questions depict the central phenomenon to be explored (Creswell, 2015). The reason behind the centralized research question is to discover the multifaceted set of factors surrounding the central phenomenon and present the diverse perspectives that participants hold (Creswell, 2018):

Question 1) How do people managers characterize organizational culture?

Question 2) What strategies and mechanisms do people managers use to engage direct reports in a global mindset?

Question 3) How do people managers interact with their direct reports (e.g. regular cadence, in-person, email) in relation to organizational changes?

Conceptual framework

The foundation for the study is provided through the use of a conceptual framework, which enables the researcher to describe the study's importance and rigor (Ravitch & Riggan, 2017). The rapid growth of large technology companies has created organizational challenges. Large tech companies nationally, in recent years, have shown their penchant for stylish offices with plenty of fringe amenities, like table tennis and free beer/beverages, designed to draw in sought-after millennial or generational z workers. Still, a fun office only does so much to keep an employee engaged and on board particularly in a competitive hiring climate (Finance and Commerce, 2016). These various aims have created personnel challenges for the people manager(s) in these organizations. The quality of relationship between managers and their subordinates continues to be a key factor accomplishment of organizational project goals

(Thompson, 2010). As a result, is the most successful organizations in project management tend to focus resources on development of human capital (Florentine, 2017). That means, investing in the development and improvement of people leadership proficiently in a manner that considers these investments just as important as the development of information technology, project management skills, and technical skills (Florentine, 2017).

The researcher learned that the concept of growth mindset is based on the belief that intelligence is connected to one's effort and is not a fixed trait (Dweck, 2007). The counterpart, a fixed mindset, contends that intelligence and talent are inherited and thus fixed. Additionally, researchers have concluded that a growth mindset is actually malleable and can be taught (Aronson, Fried, & Good, 2002; Blackwell, Trzesniewski, Dweck, 2007; Good, Aronson, & Inzlicht, 2003; Levy, Plaks, Hong, Chiu, & Dweck, 2001).

A global mindset, according to Rhinesmith (1993, . . . is a way of being rather than a set of skills. It is an orientation of the world that allows one to see certain things that others do not. A global mindset means the ability to scan the world from a broad perspective, always looking for unexpected trends and opportunities that may constitute a threat or an opportunity to achieve personal, professional or organizational objectives. (p. 24),

A global mindset is for each manager to realize his or her firm's interdependence on the global economy even when the firm's activities are seemingly confined to the domestic environment. However, to sustain and develop a global mindset, a manager also needs knowledge and skills (Kedia & Mukherji, 1999).

When an organization conducts re-organization, leadership teams change as direct outcome of the activity. As a result, following a leadership transition a manager may begin to

develop the guise of the intended organizational culture based on self-reflective elements. This can be problematic if the manager did not consider: How much self-reflection they have done? What is their goal in self-disclosure? What kinds of information do they disclose? What personal information do their employees share with them? How long have they known their employees? A reasoned and developed process can aid in the prevention of unintended outcomes based on implemented policies within the organizational culture. Kotter's model of change (1996) is a popular process model for change management (Appelbaum, Habashy, Malo, & Shafiq, 2012). For example, Kotter (1996) depicts the change process as a series of eight steps that change leaders should follow to implement and institutionalize changes. Change leaders should: (1) establish a sense of urgency for change, (2) create a guiding coalition, (3) develop a vision and strategy, (4) communicate the change vision, (5) empower broad-based action, (6) generate short-term wins, (7) consolidate gains and produce more change, and (8) anchor the new approaches in the culture (Kotter, 1996). Kotter emphasizes that each step builds on the previous steps, and while skipping steps may create a sense of quick progress, it undermines the likelihood of success down the road. In their subsequent work, Kotter and Cohen proposed that there are three overarching phases in the model: Phase I (steps 1–3) is creating a climate for change, Phase II (steps 4–6) is engaging and enabling the whole organization, and Phase III (steps 7–8) is implementing and sustaining change (Cohen, 2005; Kotter & Cohen, 2002).

Many large technology companies have collected data over the years to influence people manager behavior (e.g. data collection and analysis). Observational analysis included the review of any available historical data to determine the importance of a people manager's ability to influence workforce behavior during change. For example, a historical document identifying four managers working at a large global technology corporation, all were anticipating a re-

organization due to the pace and needs of the company. Below, Figure 1: Manager Profiles, provides a snapshot of the interviewees, before a re-organization. Data sets post the re-organization do not exist, however, utilizing this analysis the researcher engaged the managers to determine if there had been a major attribute shift from the data collected. The researcher utilized the responses to examine, through Dweck’s growth mindset theory and the process of change prescribed in the Kotter model, how the shift unfolded in practice. Specifically, analyzing the data to see if the development of change phases (from the Kotter theory) vary from the prescribed order and what impact the execution of early change phases has on change success in later phases.

Figure 1. Manager Profiles:

Site Study Snapshot				
* Proposed Site Study Description				Data obtained on LinkedIn
Archival Analysis				
	Manager 1	Manager 2	Manager 3	Manager 4
Governance & Business Program Management	<ul style="list-style-type: none"> • Strategy (Overall Design, Plan) • ROB & Engagement Models • Cross Ops coordination • Scorecard & Decision Support (KPIs) • Ops Finance • Ops Comms & Ops Change Mgmt. 	<ul style="list-style-type: none"> • Resource allocation w/ strategic priorities • Strategy & Stakeholder alignment • Accurate & Timely perf. & fin. Data • Capabilities Growth/Maturation 	<ul style="list-style-type: none"> • Strategy Alignment • All partner engagements 	<ul style="list-style-type: none"> • Strategy Ailment • All Up KPI's and Scorecard Ownership
Manager Profile	<ul style="list-style-type: none"> • Started in 2000 (19 years) • Self-proclaimed "Fixed Mindset" • Completed Growth Mindset training • Management Excellence Training • Academics (BS, MS, PhD Computer Science) 	<ul style="list-style-type: none"> • Started in 2008 (11 years) • Working on "Growth Mindset" • Completed Growth Mindset training • Management Excellence Training • Academics (BS, MS Engineering) 	<ul style="list-style-type: none"> • Started in 2015 (4 years) • Completed Growth Mindset training • Management Excellence Training • Academics (BS, MS, PhD Computer Science) 	<ul style="list-style-type: none"> • Started in 2019 (less than 1 year) • Joined because of Growth Mindset Culture • Academics (BBA, MBA, JD Law)
Manager Prior Experience	<ul style="list-style-type: none"> • 10 years in Tech Industry (multiple, 4, small tech firms, less than 20 employees in the Companies) 	<ul style="list-style-type: none"> • 5 years in consulting industry (McKinsey Consulting); more than 10,000 employees on each company engagement 	<ul style="list-style-type: none"> • 11 years (2 Fortune 100 Companies, non-tech); both with more than 100,000 employees 	<ul style="list-style-type: none"> • 5 years Big Law consulting; 3 years Big 4 consulting. Both Firms had more than 5,000 employees

Significance of the study

For information technology project managers, business leadership skills are becoming just as important as project management skills due to the digital convergence and interconnection

between business operations and technical operations (Florentine, 2017). The relevance of this research becomes clear on recognizing the significant divide that has been identified between the academic and practitioner change management communities. In 1993, it was identified that a boundary existed between theoreticians and practitioners (Buchanan 1993, p .684), with both being dismissive of each other's work, and that there was little connection between their contributions (1993, p. 685). More recently, Saka (2003, p. 481) identified a similar division between how change management is described and how it is practiced. This situation has apparently not changed, with Appelbaum et al. (2012), p. 764) calling for a greater emphasis on producing research in a form that is usable by those who practice change management.

Could it be that a people managerial mindset has not been considered important within the organizational model when considering organizational culture? The investigative question(s) derived on analysis of the historical data collected from four managers suggests that workforce behaviors may be influenced directly by their people manager. Using the historical data as a guide to structure objective interview(s), the significance of this study is the analytical diligence of applicational research theories in mindset and model of change. Potentially identifying if organizational people managers may influence workforce behavior by identifying the key attributes based on the facts obtained.

CHAPTER 2: LITERATURE REVIEW

The literature review provides evidence of previous studies that align with a research topic and addresses the gaps to advance the dialogue in the literature (Creswell, 2015). The quality of relationship between managers and their subordinates continues to be a key factor accomplishment of organizational project goals (Thompson, 2010). As a result, the most successful organizations in project management tend to focus resources on the development of human capital (Florentine, 2017). That means investing in the development and improvement of people leadership proficiently in a manner that considers human capital investment just as important as the development of information technology, project management skills, and technical skills (Florentine, 2017). The literature review addresses the following topics: large technology companies' human resource development, Dweck's Mindset theory, and Kotter's change model and dual system.

Large technology companies human resource development

Tech companies nationally in recent years have shown their penchant for stylish offices with plenty of fringe amenities, like table tennis and free beer, designed to draw in sought-after millennial workers. Still, a fun office only does so much to keep an employee engaged and on board particularly in a competitive hiring climate (Finance and Commerce, 2016). Over the last 26 years, a large technology company, Impetus has evolved as a thought leader in the technology space of data science, big data and BI. Impetus provides various avenues for employees to work together as one large team. Praveen Kankariya, CEO, Impetus, says, "What makes us a great place to work is all people coming together and creating a shared big future, without any distractions. Ultimately, the gratification of making a difference by coming together is what makes a difference" (Business World, 2019). A large technology company's leader can make a

statement such as Mr. Praveen Kankariya's and the application of this thought leadership to the organizational culture is generally required by the technical and interpersonal skill sets of the people managers.

Managers' skills and orientation

One could argue that there are a number of reasons why managers must possess both technical and interpersonal skills (Jillins, 2001). Firstly, the cost of recruiting and retaining technically skilled people is growing, a replacement professional would cost the organization around \$5,600 USD and take nearly 14 weeks of training (Jillins, 2001). Secondly, people need to be encouraged and nurtured, not let down. A failing of many organizations occurs even before people are recruited (Jillins, 2001). The idea seems to be to pump up potential recruits' expectations of progress, only for them to discover, once employed, that reality of organizational life is very different than the glowing hype they were given at the road show (Jillins, 2001). A good manager recognizes the real value in their roles lies in the opportunity to set the tone and establish and reinforce a team culture where members thrive and achieve organizational objectives. It's this conscious and deliberate curation of the culture that sets great managers apart (Deacon, 2019). Globalization will obviously require strategic thinking that involves identifying different ways for people to meet their goals and determine which actions will get them where they want to be (Stumpf, 1989).

Story, Barbuto, Luthans, & Bovaird (2014) took a macro-level approach toward mindset, Perlmutter (1969) was one of the first to describe global mindset as a geocentric orientation that multinational organizations have while doing business. Then at the micro level, Rhinesmith (1992) identified global mindset as a way identity leaders have of viewing the world as a whole that would allow them to value differences, manage complexity, and scan the global environment

for business trends. This micro-level trend has continued through the years and is the focus of this study as well. For example, Kefalas (1998) conceptualized one's global mindset as having a global view of the world and the capacity to adapt to local environments. Murtha et al. (1998) operationalized global mindset in terms of managers' cognition of international strategy and organization. Gupta and Govindarajan (2002) described a conceptual framework of global mindset in terms of market and cultural awareness and openness, and the ability to integrate differing perspectives. Bouquet (2005) studied global mindset and reported three overarching behaviors related to it—the capacity to process and analyze global business information, the capacity to develop relationships with key stakeholders around the world, and the capacity to use globally relevant information while making decisions for the organization (Story, Barbuto, Luthans, & Bovaird, 2014).

A global mindset, according to Rhinesmith (1993),

. . . is a way of being rather than a set of skills. It is an orientation of the world that allows one to see certain things that others do not. A global mindset means the ability to scan the world from a broad perspective, always looking for unexpected trends and opportunities that may constitute a threat or an opportunity to achieve personal, professional or organizational objectives. (p. 24)

A global mindset allows each manager to realize his or her firm's interdependence on the global economy even when the firm's activities are seemingly confined to the domestic environment. However, to sustain and develop a global mindset, a manager also needs knowledge and skills (Kedia & Mukherji, 1999).

Multi-national corporations (MNC)

Knowledge requirements for global managers are the basic building blocks toward a global perspective and a global mindset. Constantly striving for a bigger, better picture will expand one's knowledge (Rhinesmith, 1993), and that a global manager's technical, business, and industry knowledge is the most fundamental quality that allows him or her to successfully manage the competitive process, both domestic and foreign. This knowledge must be broad as well as deep and must include a well-developed international dimension that includes constant scanning of information, and competitive and market conditions on a global basis (Kedia & Mukherji, 1999). Another important area is country-specific knowledge that implies some understanding of social, political, and economic development and policies of the concerned countries (Lane et al., 1997).

Crossing national borders, multi-national corporations (MNCs) are particularly vulnerable to multiple political, cultural, and economic systems within which they operate, and an effective management information system is crucial for the success of MNCs (Fatehi, 1996). Given the changed level of training and the new priorities for global managers, coupled with knowledge and skills required for a global mindset, global managers must play a leadership role (Kedia & Mukherji, 1999). To do this, global managers must define their role and develop certain qualities that make them true global managers (Kets de Vries & Mead, 1992). The primary role of the global manager, according to Kets de Vries and Mead, is to act as a catalyst within the organization.

A global mindset, to distinguish it from a non-global mindset, is one that is characterized by unique time and space perspectives, and a general predisposition (Kefalas & Neuland, 1997). A unique time perspective is one of taking a long-term view when dealing with international

business activities. Similarly, a unique space perspective is one where managers with a global mindset will extend their personal space well beyond their immediate surroundings, both in terms of geography and in real and potential relationships with other people (Kedia & Mukherji, 1999). Also, managers with a global mindset will exhibit a general predisposition by being more tolerant of other peoples and cultures, consider cultural diversity an asset, thrive on ambiguity, balance contradictory forces, and rethink boundaries (Kefalas & Neuland, 1997; Rhinesmith, 1993).

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According to Fatehi & Ghadar (2014), internationalization has two separate manifestations. One facet is the geographic and operational expansion that takes companies beyond their home markets and results in building relationships with diverse people (Dunning, 1980, 1998; Johanson and Vahlne, 1977; Sethi and Guisinger, 2002; Sethi *et al.*, 2003). This facet of internationalization is connected with a strategic perspective. Going international increases the complexity of managing and building relationships with heterogeneous groups of people (Adler and Ghadar, 1990; Ghemawat and Ghadar, 2006). Successful multinational companies (MNCs) have a strategic perspective and can deal with the added complexity of international operations. This makes it possible to meet the challenge of managing geographically distant operations and responding to local demands (Prahalad and Doz, 1987; Prahalad, 1990; Kim and Mauborgne, 1996; Sanders and Carpenter, 1998). Expansion into different geographic areas enhances strategic capability. The development of strategic capability (Bartlett and Ghoshal, 1989; Caproni *et al.*, 1992) and the information processing challenge of global operation rests on the ability to conceptualize the intricate global dynamics (Arora *et al.*, 2004; Begley and Boyd, 2003; Jeannot, 2000; Paul, 2000). This capability is very useful for success in unfamiliar foreign environments (Fatehi & Ghadar, 2014).

Levy *et al.* (2007a, 2007b) have considered this facet of internationalization as a part of global mindset. Leaders consider this aspect as an operational complexity that enables a firm to manage global operation the way a conglomerate is operated (Fatehi & Ghadar, 2014). Operational knowledge of controlling costs and meeting customers and market demands are

essential to success of a firm, be it a domestic conglomerate or an MNC. This aspect is indirectly influenced by the global mindset. Similar to other managerial phenomenon, the operational facet and the change in a manager's mindset influence one another. The former is operational and measurable directly through quantitative data on the firm's performance, and the latter is a cognitive phenomenon that we suggest can be measured as a way of thinking and attitude (Fatehi & Ghadar, 2014).

Fatehi & Ghadar (2014) highlight that second facet is a change in the mindset of the firm's management. Unless managers accept the reality that knowledge, skills and abilities are differentiating factors among individuals, not nationality, international business performance may suffer. Globalization has created a hypercompetitive business environment that requires a change in management mentality from locally focused to an international orientation (Bartlett and Ghoshal, 1990; Kindleberger, 1969). Nummela et al. (2004), based on empirical data, posited that global mindset is one of the key parameters of international performance. Chatterjee (2005, p. 39) suggested that a "different frame of aligning people, strategy and purpose may be through the extension and enrichment of a global mindset rather than the strategy or structure." Gupta and Govindarajan (2004) proposed that in today's economic landscape, successful companies can exploit distant and often ill-understood regions of the world by creating a global mindset. Harvey and Novicevic (2001) elaborated on the mental concept of time and its relation to global mindset. They recommended that in today's hypercompetitive environment, in formulating strategy, managers should take into account various time perspectives and possess a global mindset. Jokinen (2005) equated global mindset with global competencies and advanced certain guidelines for building it. To Lahiri et al. (2008), global mindset is the ability to view the

world using a broad perspective that transcends a tunnel view and myopic perspective (Fatehi & Ghadar, 2014).

Roles, skills and mindsets

Given the changing business and social climate, continuously evolving corporate needs, interests in expansion towards emerging markets, foreign direct investments and globalization, and requests by accrediting bodies for continuous curriculum revision at business schools in the United States, it is essential to first review these well-known theoretical managerial domains (Laud, Arevalo & Johnson, 2016). It is important to determine to what extent the role requirements from which these frameworks were derived are still considered important and relevant. To this end, here is a brief overview of the literature on roles, skills, and mindsets, followed by a discussion on some of the issues in nomenclature (Laud, Arevalo & Johnson, 2016). Hypotheses linking managerial roles, skills and mindsets are set forth, followed by the methodology. Laud, Arevalo, & Johnson, (2016) summarizes their results and share a discussion on the relationship of these domains, including independence between roles, skills and mindsets, empirical evidence reflecting new role groupings of managerial roles, and novel empirical evidence suggesting disparity in levels of engagement among executives. The researcher concludes by reviewing the implications of our findings and make recommendations for future research and enhancement of managerial domains in management education (Laud, Arevalo & Johnson, 2016).

The nature of managerial roles has changed significantly over the past 50 years migrating from command-and-control models to contemporary roles that emphasize worker support, coaching, motivating, and facilitating (Laud, Arevalo & Johnson, 2016). Team leadership has also evolved by deemphasizing the more authoritative director role to one of team player,

partner, and joint owner. Similarly, Mintzberg's taxonomy draws several interesting time-sensitive conclusions about the nature of managerial work which clearly reflect the work environment in the early 1970's (Laud, Arevalo & Johnson, 2016). For example, he observed that managers responded to an average of five telephone calls per day. By contrast, today's executive has access to email, texting, voicemail, cell-phone messaging, chat rooms, discussion boards, on-line conferences, and social media outlets, as well as a number of virtual offices (Laud, Arevalo & Johnson, 2016). Today's managers may receive 200–300 messages per day or more which dramatically changes the nature of their role, how they function, set priorities, deal with work intensity, politics, and human relations (Laud, Arevalo & Johnson, 2016). These few examples underscore the significant shifts that have developed due to technological progress, expansion of knowledge work, social changes, and delayering that occurred as organizations became more horizontal and workers became more autonomous (DuBrin, 2012). Thus, the researcher needs to examine whether previously accepted taxonomy for role content, with each role appearing to be of equal weight, holds relevancy and reflects the range of today's managerial job content. The extension of Mintsberg's (2009) 10 roles to Dubrin's (2012) 17 roles and Dierdorff, Rubin, and Morgeson's (2009) 18 roles is valuable for expanding theoretical cataloging contributions, but as such, do not examine effectiveness. The researcher proposes a further look at how these roles are both quantitatively and qualitatively perceived by managers in terms of relevancy and utility (Laud, Arevalo & Johnson, 2016).

Of course, both developments, the geographic and operational expansion, and global mindset, take place gradually (Johanson and Vahlne, 1977; Kedia, and Mukherji, 1999). Measuring the first facet of internationalization is not difficult. Geographic and operational expansion and establishment of subsidiaries in other markets are reflected in the financial reports

and performance documents. The difficult task is measuring the mindset of managers (Fatehi & Ghadar, 2014).

Mindsets of people managers

There is conflicting research on how people manager mindset can influence the attitude, culture and performance of a large global technology corporation. During an organizational change, identified managers that exhibit a growth mindset are likely to create successful teams. Dweck (2007) refers to the “faith” that everyone can learn as a “growth mindset.” For Dweck (2007) a mindset is a belief about intelligence, talent, and potential that enables or inhibits success. Managers who possess growth mindsets can help all workforce members achieve regardless of factors such as socioeconomic status or race (Berliner, 2009; Dweck, 2007). However, it is important to note the unique character qualities of a professional within a large technology company, which often transcends cross borders and operates globally.

Rhinesmith (1992) who defines mindset as “A predisposition to see the world in a particular way . . . a filter through which we look at the world . . . a predisposition to perceive and reason in certain ways . . . a means of simplifying the environment and bringing to each new experience or even a preestablished frame of reference for understanding it” (p. 63). The language of mindset seems to have entered the field of leadership and organizational development as a way of characterizing changing assumptions and patterns of thinking associated with contemporary societal shifts (Anderson & Anderson, 2001; Marshak & Grant, 2008). For leadership this shift has included challenging the image of leadership as taming the dynamics of change (Smith & Saint-Onge, 1996), and questioning rationalist assumptions, including the assumption that good leadership can be linked to stable, universal competencies, and behaviors (Conger, 2010). Instead, leadership has been understood as engaging *with* change

dynamics particularly, as complexity theorists argue, through “making sense of patterns in small changes” (Plowman & Duchon, 2008, p. 144). One of the critical implications of these changes for leadership is that leadership work becomes inherently relational and situational (Ladkin, 2010; Uhl-Bien, 2006), further providing a broad contextual lens toward mindset.

Exhibiting a growth mindset can include a desire to learn for instance, Chelimsky (1997) framed evaluation as “knowledge-seeking that may also serve to build capacity and/or establish worth” (p. 100). This researcher notes the “may,” “also” and “and/ or,” qualifiers and hesitations, themselves unusual in definitional statements, that suggest underlying definitional tensions when it comes to evaluation. In a widely quoted typology, Chelimsky outlines three kinds of evaluation logics: evaluation for accountability, development, and knowledge. These three perspectives are analytically useful, helping to break the tendency to treat evaluation as if it is a “monolithic” (Chelimsky, p. 104) by pointing toward three rather different systems of thought or filters for the evaluative enterprise.

The next section addresses how each of these to work at a mindset level with evaluation itself.

Broadening the definition of mindset.

Generally, these pressures to nurture stronger commitment in employees worldwide affect large technology companies, that face greater difficulty than pure domestic firms in creating and maintaining organizational commitment in employees. Organizational commitment, which has been defined as “the relative strength of an individual's identification with and involvement in a particular organization” (Mowday, Porter and Steers 1982, p. 27), is fostered when employees perceive that they are treated fairly and are valued for their contributions, when important promises have been met by the organization, and when employees can trust the organization

(Allen, Shore and Griffeth 2003; Aquino, Griffeth, Allen and Hom 1997; Gould-Williams 2003; Guest and Conway 1997; Wayne, Shore, Bommer and Tetrick, 2002). Organizational commitment can also be enhanced through nurturing identification and involvement with the organization's goals and values (Meyer and Allen, 1991). Such commitment may reflect concepts for consideration when characterizing one's mindset.

Four mindsets

Kedia & Mukherji (1999) introduced the concept of four mindsets that the researcher should classify and explain in some detail: (1) Defender; (2) Explorer; (3) Controller; and (4) Integrator.

The Defender

This concept by Kedia & Mukherji (1999) describes the defender as having a traditional mindset that is internally focused and is essentially oriented to the domestic market and its needs (Baird, 1994). The defender is basically uninterested in other markets and cultures and assumes any foreign element in the domestic market to be an unwanted and a temporary aberration.

The attitudes and beliefs of the defender follow the theme that what is different, in terms of culture and people, is dangerous (Kedia & Mukherji, 1999). The defender acknowledges that others exist but is uninterested in their existence. Faced with limited foreign advertising, production, or distribution, the defender makes no conscious effort to cultivate or understand foreign clients, competitors, or markets. The defender is unaware that there exists a connection, in many cases a strong one, between the activities of foreign competitors and the future of the domestic market. When faced with increased competition, the defender prefers to retreat within the protective custody of the domestic legal and political system rather than aggressively

confront the foreign competition. There is almost no international element in the business strategies that the defender formulates and implements (Kedia & Mukherji, 1999).

The Explorer

This concept by Kedia & Mukherji (1999) describes the explorer, although largely inward-looking like the defender, is aware that business opportunities may exist in foreign markets. The explorer is aware that there are differences across nationalities and cultures around the world but does not necessarily consider foreign cultures to be dangerous or to be avoided. To the explorer, foreign markets, notwithstanding the different cultures, present opportunities for increasing sales and expanding distribution of products (Baird, 1994).

As long as the mindset is that of the explorer, the domestic market will always predominate (Kedia & Mukherji, 1999). The foreign or international business of the explorer, whether it be manufacturing, distributing, or selling, is controlled from the head office located in the home country. The foreign forays the explorer undertake serve to provide intelligence to the head office to estimate foreign competitive threats, assess political changes, and monitor competitors. The foreign operations of the explorer are centrally managed from head office usually with highly centralized decision-making and operational control to oversee the communication and distribution lines established abroad. The explorer prefers to follow strategies like exporting and franchising and has limited investment commitments overseas (Kedia & Mukherji, 1999).

The Controller

This concept by Kedia & Mukherji (1999) describes the controller as more externally oriented than the explorer. The controller wishes to dominate the overseas markets through well-developed systems and procedures that have worked very well at home. Unlike the explorer, the

controller is willing to make a larger investment commitment internationally, and the proportion of foreign sales to domestic sales is considerable. The controller, however, follows an ethnocentric mindset (Chakravarthy & Perlmutter, 1985). Ethnocentrism implies that strategic decisions are guided by the values and interests of the parent company in its international activities. The controller establishes full-scale development, production, and distribution facilities abroad (Baird, 1994).

The controller may follow some variations of its unique mindset to further its own ends (Kedia & Mukherji, 1999). One such variation is a polycentric mindset which implies that strategic decisions are tailored to suit the cultures of the various countries in which the controller operates, or a region-centric mindset where decisions are blended between the interests of the controller and its subsidiaries on a limited regional basis (Chakravarthy & Perlmutter, 1985). The culture of the controller, however, is the dominant one in business operations and strategic decision making. The controller, while allowing for a certain degree of independence in the activities of its many dispersed units, maintains financial and strategic control (Kedia & Mukherji, 1999).

The Integrator

This concept by Kedia & Mukherji (1999) describes the integrator, as the manager with a global perspective with a real global mindset based on heightened awareness (knowledge), and enhanced abilities (skills). The integrator holds a multiple cultural perspective and creates a worldwide web of relationships with suppliers, developers, designers, distributors, competitors, and customers (Baird, 1994). The integrator also weaves together a complex web of partnerships, alliances, and relationships that shift and reconfigure over time as new threats and opportunities appear (Kedia & Mukherji, 1999). The integrator can use his or her knowledge skillfully in

actions leading toward organizational effectiveness. The integrator is typified as one who is aware, who understands, and who is competent (Kedia & Mukherji, 1999).

The integrator can leverage differences and synergistically integrate the many disparate elements in his or her complex world (Kedia & Mukherji, 1999). The integrator knows not only how to deal with a second party but is also aware how the second party deals with the third, and how the third party deals with the second (Baird, 1994). Integrators coordinate more than they control and spend a lot of their time and resources improving coordination and cooperation among the different elements of the worldwide system (Kedia & Mukherji, 1999). The integrator sees his or her role as that of creating effective and embedded networks, which in turn allows appropriate linking and leveraging (Kedia & Mukherji, 1999). The key to network building is active management of cross-company and cross-cultural issues (Hagel, 1996). A critical function for managers is to develop and sustain mechanisms for knowledge flow and transfer from one part of the global system to another (Kedia & Mukherji, 1999).

Virtual interactions

Another consideration to include in this literature review is how large technology companies utilize 'virtual teams' to conduct day to day activities. For example, Tran, Oh & Choi (2016) note that virtual teams are groups of employees with unique skills, situated in distant locations, whose members must collaborate using technology across space and time to accomplish important organizational tasks (Kirkman, Rosen, Tesluk & Gibson, 2004; Lipnack & Stamps, 2000). The research on virtual teams has compared conventional, face-to-face teams and virtual teams, and identified the particular characteristics of virtual teams (Kanawattanachai & Yoo, 2007; van Bezooijen, 2011). For example, Griffith and Neale (2001) classified 'pure traditional' and 'pure virtual teams' by distinguishing two dimensions of team virtuality: the time

that team members spend together and the extent to which technological support is used. Bell and Kozlowski (2002) specified two distinct features: physically distributed members and communication through synchronous (simultaneous) and asynchronous (delayed) interaction such as phone calls, emails, and instant messaging. Kirkman and Mathieu (2005) distinguished three dimensions including the extent of team members' reliance on virtual tools, the informational value of these tools, and the synchronicity of the team members' interactions. Thus, in comparison with face-to-face teams, virtual teams differ in several aspects, including reliance on technology, spatial distance, lifecycle, task types, and the extent to which organizational boundaries are crossed (van Bezooijen, 2011).

Virtual Teams

The literature has shown that the physical absence of virtual team members can negatively influence employees' willingness to cooperate with virtual team members (Cohen & Gibson, 2003). Two prominent reasons exist for this negative influence. The first reason lies in the reduction of available social context cues such as nonverbal signals (facial expressions), para-verbal signals (voice volume), status and interpersonal cues (physical appearance), and features of the physical surroundings. Lack of these cues leads to failures in developing interpersonal relationships (Tran, Oh & Choi, 2016).

Tran, Oh & Choi (2016) noted that, when problems occur, distributed team members are more inclined to blame remote members for the problems deriving from situational attributions (Cramton, 2001). Van de Kleij (2007) noted that this attribution error has negative consequences for employees' willingness to cooperate. The second negative outcome is the lack of recognition of the team members' endeavors. Carroll, Rosson, Convertino, and Ganoë (2006) emphasized that distributed members in virtual teams are less willing to cooperate in teamwork if they don't

know what tools, resources, and information their partners have and what their partners' attitudes are. Maintaining an ongoing awareness of other members' endeavors will motivate virtual team members to cooperate more for collaborative actions (Thompson & Coovert, 2006). Harveston, Kedia, and Davis (2000) viewed global mindset as the propensity of managers to engage in proactive and visionary behaviors to achieve strategic objectives in international markets. Thus, employees with a global mindset have global views and the capacity to adapt to the local environment, which helps these individuals efficiently achieve their goals (Kefalas, 1998). Gupta and Govindarajan (2002) also found that global-minded managers were able to integrate diversity across cultures and borders and therefore better understand markets.

Self-efficacy

Further, Tran, Oh & Choi (2016) argue that global mindset positively influences employees' self-efficacy in virtual teams in the following ways. First, global mindset makes individuals better communicators and more willing to cooperate with members from different cultures and locations (Martin, Gilson, & Maynard, 2004). Thus, they are better prepared to execute their tasks and gain confidence in their task-related capabilities. Dekker (2013) found that having a global mindset makes individuals feel more successful, competent, and satisfied in their jobs. Likewise, when dealing with international activities (Rhinesmith, 1992; Kedia & Mukherji, 1999), individuals with global mindsets are more likely to feel successful and competent when interacting with foreign colleagues and, therefore, perform well in their jobs. This mechanism, in turn, makes them more confident (Adler & Bartholomew, 1992).

Considering Tran, Oh & Choi (2016) highlight that secondly, with the ability to balance contradictions and thus, a capability to handle tensions that stem from the collaboration process, members with global mindsets are likely to feel more satisfied in their work (Dekker, 2013).

Rhinesmith (1992) reported that individuals with global mindsets have broader perspectives and try to understand the specific local context used in the decision-making process. They tend to trust processes when dealing with the need to adapt and value teamwork and diversity. In addition, they view change as an opportunity rather than a threat and therefore, are open to new ideas and experiences. Thus, their global mindsets make them more self-efficacious. In this vein, Endres, Chowdhury, and Milner (2009) identified that individuals who possess global mindsets have a high tolerance for ambiguity and function effectively during periods of uncertainty. With a high ambiguity tolerance, they become more efficacious in their jobs. Thus, global-minded employees are more likely to be confident in regard to completing their jobs successfully (Tran, Oh & Choi, 2016).

Khurram, Khurram, & Ashraf (2018), note that in the course of worklife, organizational members come across various inconsistencies in institutional fields. They respond differently to these conflicts and inconsistencies as per their personal experiences (Creed et al., 2014). These experiences are the product of the institutional practices that are carved in their minds and are internalized in the form of their disposition (Bourdieu, 2000). They result in emotional investment into certain internalized institutional practices (Bourdieu, 2000). Emotional investment can be defined as the emotional attachment of an organizational member to the basic ideals of certain institutional arrangements (Stavrakakis, 2008; Voronov and Vince, 2012; Zizek, 1999) that discipline the organizational members' subjectivity and disposition (Creed et al., 2014). Organizational members are considered as more than refined "actors" who initiate and respond to any change in the institutional stimuli (Bechky, 2011; Hallett and Ventresca, 2006). The emotional investment of organizational members' disposition makes them respond differently to different situations. It may cause them to transcend certain institutional

arrangement (Creed et al., 2014; Patriotta and Lanzara, 2006), and alternative institutional arrangements may or may not let them alter their behavioral scripts (Thornton et al., 2012). Even the organizational members may not identify the need to alter their behavior in response to a novel situation (Molinsky, 2013; Swidler, 1986). In a nutshell, the life-long learning process and personal experiences of organizational members impact their perspective to face and understand the institutional inconsistencies (Kegan, 1982, 1994; Mezirow, 2000). Researchers have found that subclasses of people managers' behavioral types can influence the requisite impact that they have, and identified the three groups as: socialized knowers, self-authoring knowers, and self-transforming knowers (Khurram, Khurram, & Ashraf, 2018).

Socialized knowers

Khurram, Khurram, & Ashraf (2018), say that socialized knowers depend on the will of the "valued others" for the construction of reality and meaning making of their environment. They even make sense of institutional milieu via the cues of valued other (Weber and Glynn, 2006). They do not rely on their own direct experience with the institutional arrangements. Their association with valued others is the source of authentication for them and make socialized knowers feel worthy. They subordinate their own needs to the happiness of others (Drago-Severson, 2009), as the level of sensitivity toward the wills of their valued others is high. Their self-subordination to valued others is a psychological phenomenon, which postulates that they are strongly prone to be identified with others and be liked (Kegan and Lahey, 2009). This is because they depend on respected authorities as sources of authentication of their own opinions, feelings and actions. They perceive the peril of being shunned by the valued others as a threat to their very sense of self-authentication (Creed et al., 2014; Scheff, 1988; Thoits, 2004). Thus, the

values, norms, reasoning and emotional experiences of socialized knowers are embedded in their social context (Kegan, 2000, p. 59).

Self-authoring knowers

This concept by Khurram, Khurram, & Ashraf, (2018), say that self-authoring knowers have a high sense of authority and possess the capacity for making deliberate choices between their own beliefs and expectations of others (Drago-Severson, 2009; Kuhnert and Lewis, 1987). They consider other people around as autonomous beings, being different from them, and having their own distinct values and agendas. Self-authoring knowers internalize certain institutional goals and treat them as their own desires and wishes. Therefore, they heavily invest in institutional goals. Understanding the context of an institution is prerequisite for attaining this mindset stage. This context helps them to develop internalized capacity to desire certain things and exercise discretionary judgment based on their values (Khurram, Khurram, & Ashraf, 2018).

Self-authoring knowers invest in institutional arrangements in which their desired identity is rooted. Generally, individuals governed by different logics can navigate multiple institutional spheres such as work and family. For instance, there can be self-authoring knowers who might prioritize different institutional spheres differently – e.g., they might prioritize their religion more than their profession, and this might be reversed for another person. Likewise, for them, some institutional orders are more demanding and dominate their life more strongly (Cosser, 1974). The desired identities of self-authoring knowers are more likely to be aligned with one institutional sphere than another. Thus, they prefer to invest in those institutional spheres in which their desired identity is rooted (Khurram, Khurram, & Ashraf, 2018).

Self-transforming knowers

Khurram, Khurram, & Ashraf (2018) suggest this mindset stage is the most difficult to attain, thus is rare among the adults (Kegan, 1994; Kegan and Lahey, 2009; Rooke and Torbert, 2005; Strang and Kuhnert, 2009; Torbert, 1987). Self-transforming knowers take their “unique identity itself as an object of reflection”, experiencing “multiple possibilities of the self as a product of interaction with others” (McCauley et al. 2006, p. 638). They are indulged in what Lawrence and Maitlis (2012) call the “ethic of care”. Ethic of care involves seeing others as relational rather than as bounded actors and independent. Ethic of care allows them to value the growth of an uncertain future, conceive truth as provisional and local and recognize the ubiquity of vulnerability (McCauley et al., 2006). They consider conflict as inevitable and an opportunity for self-development and development of others as well. Self-transforming knowers are akin to Mannheim’s (1985) free-floating intellectuals, whose subjectivities are less constituted by the extant institutional arrangements and their positions in the arrangements. They adopt a more skeptical orientation toward the institutional arrangements they encounter (Khurram, Khurram, & Ashraf, 2018).

Goxe & Belhoste (2019) note that a global mindset is usually characterized as an ability to articulate multiple cultural and strategic realities on both global and local levels (Levy et al., 2007a). A global mindset has become a key concept in research on global leadership and international management and “an important competitive tool for today’s managers” (Javidan et al., 2007, p. 222). A large number of handbooks, magazines, courses, professional and scholarly publications have promoted its virtues, considering it an individual and inherently positive asset that both individuals and companies should possess or develop in order to succeed on the international stage (Black et al., 1999; Gupta and Govindarajan, 2002).

Further, Goxe & Belhoste (2019) apply a new approach to the notion of global mindset by making two notable contributions.

First, breaking with previous research, we conceptualize global mindset not only as an individual or organizational-level cognitive structure, but also as a process by which a group of individuals identifies, welcomes and integrates others like themselves and, conversely, identifies and influences, but ultimately rejects others not like themselves. (Goxe & Belhoste, 2019)

Goxe & Belhoste (2019) consequently contribute to broadening the definition of global mindset, which should not continue to be analyzed solely as an individual and innate capacity, but rather as a co-construction of a collective scheme of thought shared by a group of dominant actors and imposed by them (Goxe & Belhoste, 2019).

“Second, we show that global mindset can be an instrument of discrimination and reveal the power games and symbolic struggles among actors in the global field” Goxe & Belhoste, (2019). In contrast with previous research, Goxe & Belhoste (2019) demonstrate that global mindset is a double-edged concept: it is not solely an instrument for achieving integration but also one used to discriminate against and reject newcomers to an international business community. Their new perspective on global mindset has profound implications for international business (IB) and global mindset scholars and for practitioners (Goxe & Belhoste, 2019). For scholars, this alternative vision of global mindset as a social construct encourages us to rethink the international business arena as a field where actors compete to defend or impose their respective positions and worldviews. For educators and practitioners, this study sheds light on the existence of symbolic struggles that result from these social forces and suggests ways to adapt international business education and training programs (Goxe & Belhoste, 2019).

Although the literature on global mindset is substantial, the nature of the concept remains uncertain. The literature is dominated by individual-based, objectivist studies that define global mindset as a highly positive skill or a strategic resource for MNCs and managers (Javidan and Teagarden, 2011). Some alternative social-constructivist studies have begun to consider it at a broader level, insisting on its social embeddedness, complex social networks and forces (Mayrhofer et al., 2004).

There is a concept by Keating & Heslin (2015) that is highlighted by Gallup's 2013 142-country study on the State of the Global Workplace, that found only 13% of employees worldwide report that they are engaged at work. In contrast, 63% of employees are not engaged and another 24% are actively disengaged. While some (e.g., Zenger, 2013) question the massive prevalence of disengagement reported by Gallup, given that engaged employees are a key ingredient for a productive workforce (Christian, Garza, & Slaughter, 2011; Harter, Schmidt, & Hayes, 2002), fresh avenues for understanding and increasing engagement are a topic of enduring interest to human resource management scholars and practitioners alike (Keating & Heslin, 2015).

Mindsets are the implicit theories or assumptions that people hold about the plasticity of their abilities. An entity implicit theory (Dweck, 1986), intuitively relabeled by Dweck (2006) as a fixed mindset, reflects the underlying assumption that an ability is largely a static, fixed entity that is not amenable to being changed very much. A fixed mindset is exemplified in statements that underscore limitations in the scope for people to develop, such as “You can't really teach an old dog new tricks,” and “You can't make a silk purse out of a sow's ear.” On the other hand, an incremental implicit theory (Dweck, 1986), relabeled as a growth mindset (Dweck, 2006) embodies the assumption that abilities are malleable and can be cultivated through concerted

effort. Statements underscoring the process of ability and skill development, such as “Talents are developed, not discovered” and “Things are almost always hard before they are easy,” reflect a growth mindset.

Mindsets are a mental framework that guide how people think, feel, and act in achievement contexts (Dweck, 1999). Decades of research in domains such as educational (e.g., Blackwell, Trzesniewski, & Dweck, 2007), social (e.g., Beer, 2002), and organizational (e.g., Heslin, Latham, & VandeWalle, 2005) psychology have revealed the self-regulatory and interpersonal implications of mindsets. When people hold a fixed mindset, the assumption that abilities cannot be altered very much leads them to avoid challenges that might expose an inherent ability deficiency (Hong, Chiu, Dweck, Lin, & Wan, 1999). A fixed mindset inclines people to view effort as fruitless (Mueller & Dweck, 1998) and to ignore negative and potentially helpful feedback (Heslin & VandeWalle, 2005, April).

The assumption that abilities are immutable also prompts those with a fixed mindset to rapidly judge people for their perceived transgressions (Erdley & Dweck, 1993) that can strain their relationships with others (Knee, Patrick, & Lonsbary, 2003). When people have a growth mindset, however, they tend to embrace challenges and construe effort as crucial for mastering tasks (Blackwell et al., 2007). The belief that abilities are malleable prompts people to seek and pay attention to corrective feedback (Heslin & VandeWalle, 2005; Mangels, Butterfield, Lamb, Good, & Dweck, 2006) and to perceive setbacks as reflecting a need for more effort and better strategies, rather than indicative of limited ability. Instead of condemning others for their perceived wrongdoings (Erdley & Dweck, 1993), a growth mindset is associated with helping others to develop and change (Heslin, VandeWalle, & Latham, 2006).

While mindsets occur on a continuum between the fixed and growth prototypes, most people typically hold either a primarily fixed or growth mindset about their abilities in particular areas (Burnette et al., 2013). For instance, a person could hold a growth mindset about her quantitative ability and a fixed mindset about her ability to work with difficult customers (Dweck, 1999). Mindsets are also only weakly empirically related to personality (e.g., Spinath, Spinath, Riemann, & Angleitner, 2003), which suggests they exist independently of personality rather than emanating from it (Keating & Heslin, 2015).

It was Holm (2015) who highlighted that alternate mindsets (AMS) are characterized in literature by the pre-conscious (i.e. potentially available to the consciousness) awareness, uncontrolled mental processes (i.e. associative, imaginative, intuitive) and holistic thinking (Dane and Pratt, 2007; Davis-Floyd and Arvidson 1997; Hodgkinson et al 2009). In contrast, the traditional mindset (TMS) is characterized by the conscious awareness, controlled mental processes, and analytical-logical manipulation of symbols. While many of the techniques that workplaces are using to facilitate the cultivation of alternate mindsets are secular, many of these techniques are embedded in religious philosophy and traditions. Therefore, literature linking spirituality and religion to management and organizational behavior position this topic compared to related streams of research (Holm, 2015).

Further, Noble, (2015) notes the treatment of information and knowledge in economics is often undertaken to simplify theory building rather than to provide a description of how people make economic decisions. The concept of a mindset is used by Lamberton (2005) to describe how people with different knowledge may not commute information gained through communication into economic activity. People perceive which information is important differently and some may miss the salient point presented to them. Noble (2015) extends

Lamberton's use of the concept to other economic applications where the maintenance of a person's current activity, through an existing mindset, allows theorists the advantage of incorporating an increasing sense of an economic actor's mind in their formulations.

A mindset can be viewed along with other cognitive concepts, such as bounded rationality, information sets or myopia, limiting a person's ability. However, this is a reactionary response more fitting to economic orthodoxy. The concept of a mindset should be interpreted as a characteristic of a person's thinking rather than a mechanism for diminishing the economic actor's abilities (Noble, 2015).

Mindsets can form in many ways. The process can be highly conscious and fueled by strong emotions or vested interests (Noble, 2015). Alternatively, it can be unconscious, at the tacit end of the spectrum, so that people are oblivious to lingering characteristics in their actions. In emphasizing the mindset's implications for economics, this study rejects set-type models in which 'something is always there' and suggests that notions from outside the rational field have consequences when it comes to economic decisions (Noble, 2015). Different people in different situations provide examples of how widespread and varied the treatment of information can be because of the different mindsets they hold. Some mindsets prevent individuals from changing their behavior while some people have mindsets that demand regular change. While mindsets seem to apply to individuals, norms, identities, and mores held by groups within cultures should also be considered as they pervade each individual's thinking (Noble, 2015).

It was Lamberton who made a distinction between mindset and both bounded rationality and commodified information, suggesting that personal history and knowledge held, not rationality or range of choices, are frequently factors in economic outcomes (Noble, 2015). The impact of mindsets within organizations increases as the locus of information usage increases. It

is not just the information in use that can cause problems, but also the knowledge controlling information usage. While the significance of distribution is not denied by Lambertson, he considers organization of more importance in determining outcomes (Noble, 2015).

Leading change is the ultimate test of a leader (Kotter, 1995). That test has been made even more difficult with the impact of globalization, which requires executives to manage cross-cultural complexity in its mix of employees, customers, suppliers, and competitors (Javidan, Dorfman, Sully de Luque, & House, 2006). Leading change is very much a process of influencing others, a process made even more challenging when cross-cultural differences complicate how best to try to influence the different stakeholders.

The concept by Jiang, Ananthram & Li (2018), highlight that mindset is a predisposition to perceive the world in a particular way that sets boundaries and provides guidelines for ways in which one is expected to behave (Rhinesmith 1992, p. 63). The mindsets of senior managers play a critical role in firms' decision-making processes and influence firms' strategic decisions, actions, and performance (Nadkarni et al. 2011; Nadkarni and Perez 2007; Porac and Thomas 1990). For senior managers to be effective in making and implementing internationalization decisions and strategies, they need to develop a mindset with global scope (Kedia and Mukherji, 1999). Such a mindset with global scope enables senior managers to view the world from a global perspective that accepts reality as a balance of paradoxical and competitive forces and opens their minds by rethinking boundaries and adjusting their behaviors (Arora et al. 2004). The notion of global mindset has been extensively conceptualized from various perspectives, such as the cultural perspective (Adler and Bartholomew 1992; Beechler et al. 2004; Kobrin 1994), the strategic perspective (Arora et al. 2004; Barlett and Ghoshal 1990; Govindarajan and Gupta 2001; Kefalas 1998; Levy 2005), and the multidimensional perspective (Kedia and Mukherji

1999; Levy et al. 2007; Rhinesmith 1996). Hence, the global mindset is “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” (Levy et al. 2007, p. 244). Based on this multidimensional perspective, senior managers with a global mindset possess values including cultural awareness, adaptability, tolerance, and flexibility (Harveston et al. 2000; Levy et al. 2007; Rhinesmith 1992, 1996).

Further, Jiang, Ananthram & Li (2018), note the psychological cognitive base and values perspectives, this study specifically examines how senior managers’ cognitive decision-making style and managerial experience interact with their global mindset orientation in affecting their choice of foreign direct investment (FDI) entry mode. More specifically, Jiang, Ananthram & Li (2018) studied two specific research questions: (1) does senior managers’ global mindset affect their decisions on their firms’ foreign market entry mode choice? (2) How do senior managers’ decision-making styles and relevant managerial experience interact with their global mindset in influencing their decision-making on their firms’ foreign market entry mode choice?

Jiang, Ananthram & Li (2018) report three findings: first they explain how macro- and meso-level information is cognitively processed by managers in entry mode decision-making, as well as how managers’ personal attributes—including both unobservable (psychological) and observable (background characteristics of managers) attributes—shape the entry mode decision process and outcomes. The study further extends both the entry mode and global mindset literature by contextualizing when and to what extent managerial global mindset affects ownership decisions, as the dynamics and interactions among managerial cognitive attributes (i.e., global mindset, decision-making style and experience) shape their cognitive bases and

values and consequently influence the decision-making process of senior managers and entry mode decision outcomes (Jiang, Ananthram & Li, 2018).

Second, Jiang, Ananthram & Li (2018) suggest that managerial cognition is an important missing piece and should be added as the fourth dimension of the eclectic models proposed by Dunning (1980, 1988) and Hill et al. (1990) to explain entry mode decisions and in the strategic tripod framework proposed by Peng (2009) and Peng et al. (2008).

Third, Jiang, Ananthram & Li (2018), empirically validate a multidimensional conceptualization of managers' global mindset. The concept helps leaders understand how managers' global mindset affects MNEs' entry mode decisions and how managers' cognitive decision-making style and managerial experience affect their ability to acquire and analyze information, leading to different decision outcomes.

The concept by Hill (2016) highlights most staff's reactions would appear to be under the control of the immediate supervisor, so the manager is pivotal. Dissatisfaction here features far more strongly at exit interviews than does dissatisfaction with pay and conditions. According to *Investors in People* (Connolly, 2013), the most unpopular management trait was failing to reward or recognize employees for good work. Other complaints included being disorganized, failing to motivate employees and a lack of interest in employees' career progression. "People join companies and leave managers" (Hill, 2016).

According to Kennedy, Carroll & Francoeur (2013), this inquiry follows the growing calls for leadership and leadership mindsets that respond to the complexities of contemporary circumstances seen as requiring a particular adeptness with uncertainty, ambiguity, and collaboration. Chelimsky (1997) describes it as "knowledge-seeking that may also serve to build capacity and/ or establish worth" (p. 100). Therefore, with the question of building capacity

and/or establishing worth in emerging approaches to leadership development. In distinguishing between leadership development that is concerned with mindset rather than skillset, leadership development is concerned with three interconnected dimensions (Ladkin, 2005)—the personal, relational, and contextual. Focusing particularly on the relational, the research considers “both the need to lead recognizing plurality of interests and that leadership acts are essentially relational, *indeed conversational* [Italics added]” (p. 27).

According to Kennedy, Carroll & Francoeur (2013), the way researchers know leadership—or any other phenomena— “. . . provides clues about where we might usefully look for it” (Ladkin, 2010, p. 16). Conceptualizations of leadership are shifting and this in turn influences where it appears. The move from skillset to mindset is associated with a different way of knowing leadership. On a historical basis, leadership has largely been known through the stories of individual leaders. This leads the distinction between leaders and leadership to be collapsed causing leadership to become associated with “. . . those individuals who grab our attention” (Ladkin, 2010, p. 11). In line with this way of knowing leadership, leadership research has involved studying successful leaders and their organizations to know what these individuals actually do (e.g., Collins, 2001; Tichy & Devanna, 1986). It is no surprise then that the prevalent approach to leadership development and the approach with the deepest roots focuses on individual skillset development and is based on what is known about successful leaders (Conger, 2010). Leadership development based on this way of knowing leadership exemplifies a skill set approach to development. The more effective programs of this nature are “typically built around a set of tangible leadership behaviors or competencies” (p. 716). This way of knowing leadership invites technically orientated approaches to evaluation (Kennedy, Carroll & Francoeur, 2013). For example, Kennedy, Carroll & Francoeur (2013) note that, in the early 1980s, 360 feedback

became increasingly popular, as individual leaders' performance was evaluated according to an organizationally specific matrix of competencies and related behaviors (Boyatzis, 1982; Conger & Kanungo, 1987).

The concept explored by the research of Lukinaite and Sondaite (2017) is seeking to respond to the requirements of the contemporary society, as most large international corporations all over the world are either already applying or currently seeking to implement a matrix organizational structure. A matrix is an organizational structure that shares the power among more than one dimension (Horney & O'Shea, 2009). A matrix organization is characterized as one having several managers, competing goals, influence without authority and accountability without control (Hall 2013). The matrix encourages innovation and fast action and speeds the dissemination of information to those who know how to use it. However, the matrix violates the traditional principles of authority tending to evoke ambiguity and conflict (Sy et al. 2005). This model of organizational management causes a lot of ambiguity and changes in practice, and requires different treatment, attitudes and competences (Wellman, 2007). Organizations wishing to be successful and to control their complexity must turn to developing certain skills and properties. The totality of these properties is called a matrix mindset (Hall 2013). A set of certain properties like flexibility, personal leadership, ability to tolerate ambiguity, etc. allows one to be a successful employee and/or a manager in a matrix organization (Hall, 2013, Wellman, 2007).

Managerial approach

Further, Lukinaite and Sondaite (2017) note that matrix organizing seeks to capture the efficiency and specialization as well as customer focus and flexibility. The cost of simultaneous efficiency and flexibility is high internal complexity (Snow, 2015).

The research findings by Lukinaite and Sondaite (2017) asserted that five critical behavior constructs, that is Empowerment (Accountability, Trust, Allow Mistakes), Support (Open Relationship, Active Listening, Access), Decision making (Active Listening, Decisiveness), Flexibility/Balance (Tools, Processes), were instrumental in matrix organizational performance and were strongly influenced by senior leadership behavior (Wellman 2007). According to Horney and O'Shea (2009), the values can serve to facilitate the move to matrix organization. Working cross-functionally means that previously disjoint groups must listen to each other to accomplish common work (Collaboration), in doing so respect is demonstrated for the views of others and their perspectives (Respect for People). Pushing decision making to the lowest possible level reflects the nature of Leadership Empowerment. When everyone communicates openly and honestly to come to workable and effective agreements, this demonstrates a value of Integrity (Horney & O'Shea, 2009). Mitchel (2014) distinguished five areas of skill expertise that are important in demonstrating the capacity to be effective in a matrix leadership role: learning from others, communicating through technology, engaging and listening to others, empowering others, and connectedness to the broader business. Hall (2013) claims that there is a certain set of properties, skills and attitudes (matrix mindset), which differs a lot from what is particular to usual and stable organizational environments, where leaders know all the answers and causes and effects are clear. Lukinaite and Sondaite (2017) found the key matrix mindset elements as the following:

- Self – leadership. It manifests through accepting control and responsibility for one's role, skills and goals.

- Breadth. An ability to view things from the local as well as from the global perspective; responsibility and involvement which is not limited by usual boundaries and procedures. It manifests through thinking and acting outside of one's role and functions.
- Being comfortable with ambiguity. Frequent changes and absence of absolute control. It manifests together with confidence and an ability to defy this ambiguity, to work in uncertainty, flexibly and confidently.
- Being adaptive. Being flexible and open to new ideas, working methods, learning and new methods of operation, other cultures.
- Being influential. An ability to achieve results and influence without having a formal role or power, but through creating and establishing relations based on cooperation.

Noting that Lukinaite and Sondaite's (2017) research discovered a certain set of attitudes and skills, literature referred to as mindset is crucial to include in a matrix organizational structure effectively and productively. There is a lack of study of the mindset of both the employees working and not working in a matrix organizational structure.

Organizational process change

Kotter's model of change (1996) is a popular process model for change management (Appelbaum, Habashy, Malo, & Shafiq, 2012). For example, Kotter (1996) depicts the change process as a series of eight steps that change leaders should follow to implement and institutionalize changes. Change leaders should: (1) establish a sense of urgency for change, (2) create a guiding coalition, (3) develop a vision and strategy, (4) communicate the change vision, (5) empower broad-based action, (6) generate short-term wins, (7) consolidate gains and produce more change, and (8) anchor the new approaches in the culture (Kotter, 1996). Kotter emphasizes that each step builds on the previous steps, and while skipping steps may create a

sense of quick progress, it undermines the likelihood of success down the road. In their subsequent work, Kotter and Cohen proposed that there are three overarching phases in the model: Phase I (steps 1–3) is creating a climate for change, Phase II (steps 4–6) is engaging and enabling the whole organization, and Phase III (steps 7–8) is implementing and sustaining change (Cohen, 2005; Kotter & Cohen, 2002). Kotter argues that the eight steps should be followed in sequence and that extended overlapping of the steps will compromise success, implying that steps are requisite of one another. Therefore, not implementing the first step will make it difficult or impossible to implement the subsequent steps.

Kotter Step 1: Establish a sense of urgency

According to Kotter (1995), successful change efforts must begin with individuals and groups evaluating a company's "competitive situation, market position, technological trends and financial performance". Bold or risky actions normally associated with good leadership are generally required for creating a strong sense of urgency (Kotter, 1995, p. 43). Kotter (1995) further states that leaders must find ways to communicate this information "broadly and dramatically". He claims that the first step is essential as the start of organizational changes require aggressive cooperation of many individuals. This need for change must be understood; otherwise, the change agents will not have enough "power and credibility to initiate the required change program" (Kotter, 1997). Kotter (1996, p. 44) also recommends the use of consultants as a tactic for creating a sense of urgency and challenge the status quo. Armenakis et al. (1993) strengthen Kotter's statement by suggesting the recruitment of sources outside the organization, as they can reinforce the change agent's message.

Kotter Step 2: Create a guiding coalition

According to Kotter (1996, p. 52), no one person is capable of single-handedly leading and managing the change process in an organization and putting together the right "guiding coalition" of people to lead a change initiative is critical to its success. This guiding coalition should be made up of people with the following characteristics (Kotter, 1996, p. 53):

- position power: enough key players on board so that those left out cannot block progress;
- expertise: all relevant points of view should be represented so that informed intelligent decisions can be made;
- credibility: the group should be seen and respected by those in the firm so that the group's pronouncements will be taken seriously by other employees; and
- leadership: the group should have enough proven leaders to be able to drive the change process.

Kotter Step 3: Develop a vision and strategy

The first task of the guiding coalition from Kotter's Step 2 is to formulate a "clear and sensible vision" for the transformation effort (Kotter, 1996, p. 70). Without such a vision, the change objectives can easily dissolve into a list of confusing and incompatible projects that can take the organization in the wrong direction or nowhere at all (Kotter, 1996, p. 70).

Kotter Step 4: Communicate the change vision

Communication is a critical element of the organizational change process as it can reduce uncertainty (Bordia et al., 2004), decrease ambiguity and can even affect the type of positive or negative responses to organizational change (Nelissen and van Selm, 2008). Uncertainty is defined by Salem and Williams (1984), as an inability to describe, predict, or explain.

Complaints of inadequate information are common in organizations (Daniels and Spiker, 1983).

A study conducted by Nelissen and van Selm (2008) served to explore the correlation between responses of survivors of an organizational restructuring and downsizing and the role of management communication. Their studies found that the most significant correlation between employee satisfaction and management communication. It was determined that employees who are satisfied with the management communication saw more personal opportunities and had a positive state of mind on the organizational change, lending support to Kotter's fourth step. Furthermore, these employees felt confident in the successful enrolment of the change. Employees who felt the survival of the company depends on the organizational change showed positive responses regarding the high quality of management communication (Nelissen and van Selm, 2008).

Kotter Step 5: Empower broad-based action

Employees are emboldened to try new ideas and approaches, often just simply by the successful communication of the vision across the organization (Kotter, 1995). However, communication is never sufficient by itself and employees often need help in getting rid of obstacles to the change vision (Kotter, 1995). Typically, empowering employees involves addressing four major obstacles: structures, skills, systems, and supervisors (Kotter, 1996, p. 102). An analysis of empowerment in frontline employees at 16 luxury hotels in seven European countries revealed that structure, supervisor attitudes, and training all play a role in employee empowerment (Klidas et al., 2007). Obstacles created by supervisors and the hierarchical structure of organizations were also acknowledged by the organizational consultants at Burswood Resort Hotel in Western Australia who found that empowered actions and independent thinking were often frowned upon by supervisors who were more used to the existing structured hierarchy (Cacioppe, 1998).

Kotter Step 6: Generate short-term wins

Seeing the changes happening and working and recognizing the work being done by people towards achieving the longer-term goals is critical in Kotter's (1995) view.

Kotter states that it may be tempting for managers to declare victory after the first signs of performance improvement are visible. However, as new processes can regress, it's crucial for leaders to use these short-term gains to tackle other issues, such as systems and structures that are not in line with the recently implemented changes (Kotter, 1995). Pfeifer et al. (2005) argue that verifying the credibility of vision and strategy through the use of measurable results is the main goal for gathering first successes. Management will require these first successes to plan for the further change process and be able to partially justify the short-term costs incurred through change (Pfeifer et al., 2005).

Kotter Step 7: Consolidate gains and produce more change

Kotter maintains that leaders will need to prove the "new way is working" (Kotter, 1995). First successes can also serve to "neutralize cynics and self-centered opponents" (Kotter, 1997). Company P3 GmbH, for example, decided to enter into the telecommunications advisory business and a first success was achieved through the production of the study results which were published in major German newspapers. These results showed P3 GmbH's competence and as a result, several projects took shape and market participants were interested. The change led to the creation of the company P3 Solution GmbH, devoted to the telecommunications market (Pfeifer et al., 2005).

Kotter Step 8: Anchor the new approaches in the culture

Kotter (1996) believes that new behaviors are subject to degradation if they are not rooted in social norms and shared values once the pressure for change is alleviated. He cites two factors that are critical to the institutionalization of change in corporate culture:

- (1) showing employees "how the new approaches, behaviors and attitudes have helped improve performance" (Kotter, 1996, p. 67); and
- (2) ensuring that "the next generation of management personifies the new approach" (Kotter, 1996, p. 67).

Kotter Summary

Kotter's eight-step model was fully elaborated to address "fundamental changes in how the business is conducted in order to help cope with a new, more challenging market environment" (Kotter, 1995). This statement implicitly states a framework in which the model is applicable; therefore, it is not expected to be applicable to all types of changes. For example, a foundation for the success for the model would include the mindset of the people managers who are implementing it. Applebaum (2012), states "The reliance of managers on 'evidence-based practice' remains limited. They are more likely to look into grey literature written from a practical point of view, since this is a lot easier to understand and implement than scholarly empirical literature." Further, Applebaum (2012) states, while Kotter's eight steps remain an excellent starting point for managers implementing change in their organizations and applying the model is likely to improve the chances of success, the model should not be considered as something that guarantees success. In practice, it may be useful to account for contextual variables and adapt the model accordingly. It may also be constructive to combine Kotter's planned framework with some of the other leading change models such as emergent,

contingency, or choice models and theories in change management literature and find the best mix based on the organization and the change being implemented (Applebaum, 2012). Here Kotter's eight-step model is combined with Dweck's Mindset to determine the influence on both the personnel and the organization's ability to meet its objectives.

Dual System

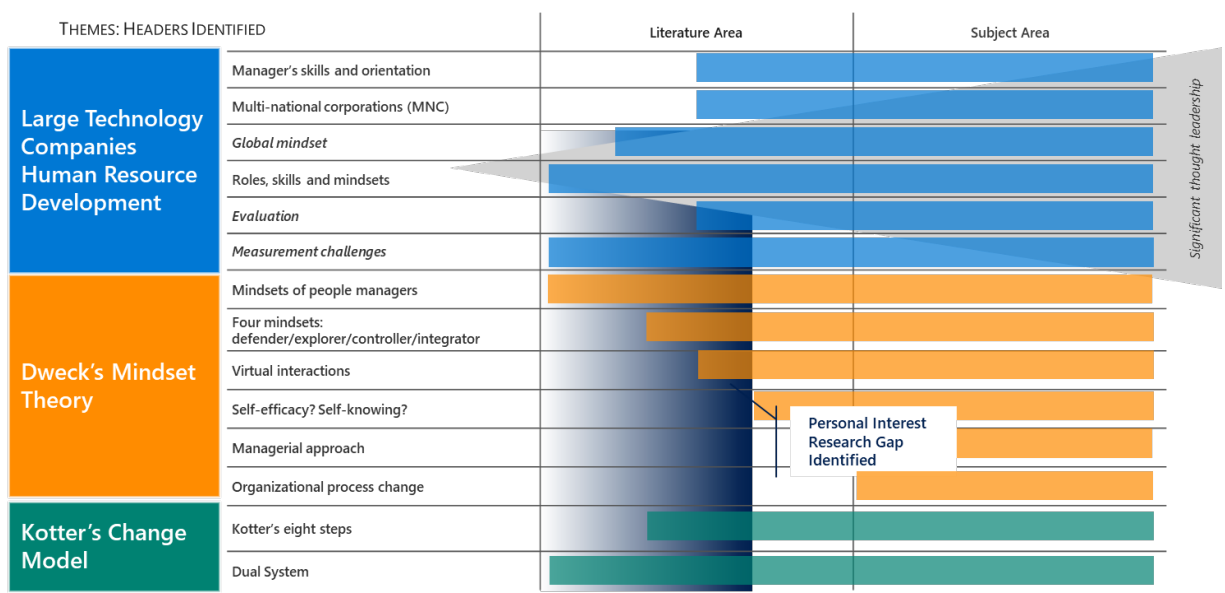
In Leavy (2014), Kotter reports that he and his associates at his consulting firm, Kotter International, have helped a number of clients in both the profit and not-for-profit spheres to introduce this organizational innovation and to achieve significant impact. Kotter's innovation involves re-creating the dual operating system idea as a deliberate organizational design choice.

Kotter's basic idea, echoing the insights of Govindarajan and Trimble (2010), is to let the traditional management-driven hierarchy and associated processes and controls focus on "doing today's job well" (Leavy, 2014), delivering the day-to-day performance demands on the business, while the strategy accelerator network assumes the burden of work that "demands innovation, agility, difficult change and big strategic initiatives" (Leavy, 2014). In effect, the network structure mimics "successful enterprises in their entrepreneurial phase," where initiatives and sub-initiatives typically "coalesce and disband as needed" (Leavy, 2014). So the intriguing dual operating system solution proposed by Kotter is not unfamiliar to veteran executives. New enterprises typically assume network properties from the outset and eventually evolve to management-driven hierarchies as they scale and mature. Looking back, at some stage in almost every corporate history, network and hierarchy will be found to have co-existed symbiotically for some period of time before the traditional tendency for the hierarchy to dominate eventually takes over (Leavy, 2014).

Conclusion

The researcher found that collectively, these processes have independently been criticized. It has been claimed that mindset and change management processes describe what has to be done but provide little detail in how it should be achieved (Pfeifer et al. 2005, p. 297), and that it is not sufficiently detailed to guide change management in all situations (Appelbaum et al. 2012, p. 775). Researchers have concluded that having a growth mindset is actually malleable and can be taught (Aronson, Fried, & Good, 2002; Blackwell, Trzesniewski, Dweck, 2007; Good, Aronson, & Inzlicht, 2003; Levy, Plaks, Hong, Chiu, & Dweck, 2001). Mindset is a cornerstone for researching its impact on influencing change management within a large technology organization. Below, Figure 2 captures the research literature areas reviewed by theme header and shows how the literature reviewed applies to the research questions being studied.

Figure 2. Literature Review Themes



CHAPTER 3: METHODOLOGY

The purpose of this study was to identify the perceptions of a growth mindset, meaning an innate desire to learn, persist in the face of setbacks, value failure as essential to learning and regularly seeks feedback to improve (Dweck, 2007) by eight people managers in a large technology company (e.g., Microsoft, Alphabet's Google, Facebook, and Amazon). The eight people managers were asked to describe their roles in communicating their organization's culture to their direct reports and the tools supplied by their respective Company to influence their process (e.g., trainings, internal communications, etc.). Additionally, the study documented examples of how the people managers communicated and/or navigated transitions related to leadership or organizational changes with their direct reports. The purpose of this approach was to examine three factors: (1) self (e.g., how informants make a meaning of global mindset), (2) the organization (e.g., how informants perceive or influence within their organizational culture) and (3) people (e.g., how the informants enact their approaches (i.e., convey global mindset to their direct reports). Many of the large technology companies have collected data over the years to examine people manager behavior (e.g., data collection and analysis). Those findings are then used to influence meeting organizational objectives, where applicable, any archival observational data was reviewed to determine the importance of a people manager's ability to influence workforce behavior during change. For the purpose of this study, interview transcripts serve as the data.

For information technology project managers, business leadership skills are becoming just as important as project management skills due to the digital convergence and interconnection between business operations and technical operations (Florentine, 2017). The relevance of this research becomes clear when recognizing the significant divide that has been identified between

the academic and practitioner change management communities. In 1993, Buchanan identified that a boundary existed between theoreticians and practitioners (Buchanan 1993, p. 684), with both groups being dismissive of each other's work. They suggested that there was little connection between formal research and contributions to the field (1993, p. 685). More recently, Saka (2003, p. 481) identified a similar division between how change management is described and how it is practiced. This situation has apparently not changed, with Appelbaum et al. (2012, p. 764) and others calling for a greater emphasis on producing research in a form that is usable by those who practice change management.

Research Design and Questions

A qualitative research design was used. Research is not limited to a specific audience, as noted in Creswell (2014) "In qualitative research, you collect data to learn about the participants in the study and develop forms, called protocols, for recording data as the study proceeds. These forms pose general questions so that the participants can provide answers to the questions. Often questions on these forms will change and emerge during the data collection" (p. 17).

For purposes of this research study, the researcher reviewed audio or video data (e.g., recordings of interviews) and these data were transcribed into written form. Additionally, where applicable the researcher has reviewed any archival material received. For example, the researcher reviewed an archival transcript interview between four managers regarding the creation of transformational culture at a large technology company. That review informed the interview protocol. During the researcher's review of that transcript, a text database was created to determine the meaning of each group of sentences. Creswell states,

The result may also include themes or broad categories that represent your findings. In qualitative studies in which you both describe individuals and identify themes, a rich,

complex picture emerges. From this complex picture, you make an interpretation of the meaning of the data by reflecting on how the findings relate to existing research, by stating a personal reflection about the significance of the lessons learned during the study. (p. 18).

Based on the archival material review the researcher was able discern the importance of the five-key metrics for each area of work (1) Governance & Business Program Management, (2) Team Metrics, (3) Manager Profile, including requisite training provided by the organization, (4) Timeline to transition and duration post re-organization, and (5) Manager prior experience. These data attributes were measured, pre- and post-re-organization within the study. In qualitative studies, the research questions depict the central phenomenon to be explored (Creswell, 2015). The reason behind the centralized research question is to discover the multifaceted set of factors surrounding the central phenomenon and present the diverse perspectives that participants hold (Creswell, 2018):

Question 1) How do people managers characterize organizational culture?

Question 2) What strategies and mechanisms do people managers use to engage direct reports in a global mindset?

Question 3) How do people managers interact with their direct reports (e.g., regular cadence, in-person, email) in relation to organizational changes?

Site Information

Typically, a single site is selected for a phenomenological study (Creswell, 2018). Therefore, the researcher's site selection utilized the professional platform, LinkedIn. As of 2020, LinkedIn had more 690 million members in more than 200 countries, including executives from all the Fortune 500 companies (About LinkedIn, 2020). The advent of the Internet and the

ease and opportunity of interaction among people of the world is reflected in increased numbers of international firms, particularly those from the inception establish a global perspective. These firms are called “born global”. According to Knight and Cavusgil (2004, p. 129), a great majority of successful “born global” firms believe in the importance of this international orientation. These firms progress to internationalization rather rapidly. The period from domestic establishment to initial foreign market entry is often three years or less (Autio et al., 2000; McDougall and Oviatt, 2000). These firms begin with a global view of their markets, and develop the capabilities needed to achieve their international goals (Harveston et al., 2000; Knight and Cavusgil, 2004, p. 125). Many personnel from four specific large technology companies: (1) Microsoft, (2) Alphabet’s Google, (3) Facebook and (4) Amazon utilize the professional network site, LinkedIn, to highlight their current position(s), employees managed, previous employers, performance highlights and educational backgrounds. This information has been utilized to identify people managers of these four large technology organizations with whom were communicated via electronic means (LinkedIn’s InMail service or email) and engage utilizing a general mode of communications within their organizations (e.g., video conference calls, email, and messaging services).

Creswell, J.W., and Creswell J. D. (2018) emphasize the importance of securing necessary permissions through the gatekeepers of any research site. Therefore, the researcher has obtained approval for the project from the employees’ employer and adhered to all institutional review board requirements. Respect for daily operations was maintained throughout the study, with interviews organized around the participants’ convenience (i.e., occurring outside of their business hours)

Sampling Method

Purposive sampling, also called intentional sampling, was used to identify the sample population based on specific criteria. This type of sampling is used in many qualitative studies to allow the researcher to identify small, specific groups to work with. Participants for this study are chosen using a purposeful, criterion-based sample for the isolated study site. The participant requirements for this doctoral study included large technology company people managers with evaluative influence over personnel. Criteria for participation in the study include:

- Must be an employee at the site of study (Microsoft, Alphabet's Google, Facebook and Amazon).
- Must actively manage a team of direct reports with evaluation requirements.
- Must have input into the approval work performed by direct reports.
- Must have organizational learning and educational requirements associated with their role.

Because the research included four large technology companies within the site study, confidentiality for all participants was secured throughout the project by using deidentified information for the study site and participants. Participants were recruited within the LinkedIn network based on the purposeful criteria within the study site.

Instrumentation and Data Collection

Research is not limited to a specific audience, as noted in Creswell (2014). As such, a semi-structured interview with open-ended questions served as a way for the researcher to explore the answers to the questions asked, and the ascribed meaning participants make from their experiences (Seidman, 2019). Each interview was 30-60 minutes. To ensure credibility and rigor is maintained throughout the study, a member checking process was embedded in the

protocol (Birt et al., 2016). Participants had the opportunity to review the synthesized, analyzed data to ensure their experiences are accurately captured (Birt et al., 2016).

Interview Protocol

Participants who met the specified criteria (e.g., employed as a people manager with Microsoft, Alphabet's Google, Facebook, or Amazon) were identified and recruited through the LinkedIn professional network. The interview protocol included questions about the participants' experiences (Siedman, 2019). The length of interviews allowed for researcher flexibility in the interview process. Informed consent was explained to the interviewee and obtained prior to being enrolled as a participant. Appendix B includes the form that was used in this research study to request informed consent from the participants. The interviews were conducted through video conferencing, which allows the option for recording, or by telephone. No in-person interviewing took place for this study.

The researcher developed a semi-structured interview instrument to reflect the research questions, as noted in Appendix A. The interview protocol included questions about the participants' demographic information and people management history, experiences with culture at their organization, and reflection on the meaning from experiences (Siedman, 2019). All in-depth, semi-structured interviews were recorded with participant permission, transcribed, and stored in a secure location at the researcher's home. Transcription was performed by the researcher to gain a deeper familiarization with the material. Any personally identifiable information was removed to ensure the confidentiality of the participants and the study site. Only the researcher knows the identities and responses of the participants to ensure privacy. Generic classification labels such as Participant 1, Participant 2, and so on were used to replace participant names in the reporting process. Creswell, J.W., and Creswell, J.D. (2018) explain that

validity is enhanced when participants are followed-up with throughout the analysis phase of the research. Member checking was used to offer an opportunity for the participants to review and revise the final report to ensure the accuracy of the findings. Additionally, participants were afforded the opportunity to review the transcribed interview to ensure a textual description of their experiences are accurately portrayed. Participants were provided an opportunity to review the synthesized and analyzed data to ensure their experiences were correctly interpreted (Birt et al., 2016).

Precautions were employed to safeguard identity of the study site and population. Ethical considerations for the site were included in maintaining participant and institutional confidentiality. The researcher ensured that no interview questions would compromise the integrity of the institution. All transcripts of interviews were stored in a secure location with only researcher access. No organizationally identifiable information will be made publicly available to uphold confidentiality for the site and participants. Data have been coded to remove identifying information and pseudonyms were used.

Data Analysis

The research data included a mix of audio and video recordings which were transcribed into written form. The interview transcripts were analyzed by the researcher through the lens of Dweck's mindset theory and Kotter's model of change. An outcome of the researcher's study resulted in documented findings that use theories, such as Dweck's Mindset theory or Kotter's model of change, to analyze managers' perceptions of global mindset.

The eight people managers' data were analyzed with theoretical concepts to make meaning of the data, for example, to identify if they potentially influence the attitude, culture and performance of an organization. The research questions guided the data collection and analysis

framework. Where applicable, any archival material received that supported the large technology company's defined data on mindset attributes or on mindset at the people manager level informed the background of the study. The focus of the interviews was to determine the importance of a people manager's growth mindset attribute on their ability to influence workforce behavior during a re-organization.

As a qualitative study, heavy reliance is placed on data collection and interpretive analysis (Smith et al., 2009). Each recorded in-depth interview was transcribed for analysis. The data are organized and analyzed through the interpretive phenomenological analysis (IPA), as the methodology is useful for understanding personal lived experience and exploring persons' relatedness to, or involvement in, a particular event or process (Smith et al., 2009). IPA aims to capture and explore the meanings that participants assign to their experiences with participants recruited for their expertise in the phenomenon (Reid, Flowers & Larkin, 2005). IPA is an approach to qualitative, experiential and psychological research which has been informed by concepts and debates from three key areas of the philosophy of knowledge: phenomenology, hermeneutics and ideography (Smith et al., 2009).

Once the transcription was complete, a thorough reading of the transcripts was performed, and interesting details were highlighted. Exploratory notations were used to provide a rationale for the highlighted text (Smith et al., 2009). In-vivo coding and descriptive coding was used to ensure the analysis was oriented on each participant's experiences (Saldana, 2016). Where applicable, themes or emerging subthemes were developed based on transcribed interviews and exploratory comments by coding the interesting descriptions. The themes were examined for connections, and then the process was repeated with each transcript. Smith et al. (2009) recommend treating each transcript individually to capture the uniqueness of each

participants' experiences and allow themes to be identified. Once all transcripts were coded and reflected upon, the researcher looked for patterns within the themes. Identifying recurrent themes were determined if themes were present in over half of the participants' transcribed interviews to adhere to Smith, Flowers, and Larkins' (2009) suggestions and increase the validity of the study. Any saturation of the data was documented and reported in the themes.

Limitations of the Research Design

Limitations exist in all research projects and acknowledging the constraints that can affect the interpretation of the findings is critical to safeguarding the study (Bloomberg & Volpe, 2015). Consequently, the data collected from LinkedIn requires significant voluntary details from participants' experiences, and each participant did vary in the level of details shared during the interview, which can be one limitation for the study design (Smith et al., 2009). The researcher utilized semi-structured, in-depth interviews on a one-to-one basis to account for this potential limitation. Another possible limitation of this project is the use of a single study-site with a small purposeful sample, and the results may not be broadly applied to all large technology companies. Any future research using a similar design may be able to draw parallels from the participants in this study even though the results were not identical. Another potential limitation is researcher bias, a potential limitation that can affect all researchers. This is a limitation that the researcher attempted to avoid by ensuring there were no conflicts of interest, lack of any emotional or prejudiced attitudes towards the topic and establishing a level of oversight by referring to an ethics committee and peer-review procedures.

Credibility

Qualitative research requires an emphasis on the credibility or reliability of the research findings to ensure the participants' experiences are accurately interpreted (Korstjens & Moser,

2018). The researcher ensured credibility is upheld in this project through prolonged engagement with the participants (Korstjens & Moser, 2018). Multiple cycles of analysis were conducted to capture representative themes for participants' experiences. A member checking procedure was deployed to solidify the credibility of this research project. Engaging in these activities produced a reliable and sound study by the researcher.

Member checking procedures strengthen credibility. A member checking process was employed in this study to enhance reliability and validity. Member checking can be applied in the data analysis phase to ensure the credibility of the findings and interpretations is achieved (Bloomberg & Volpe, 2015). Participants were allowed to review the transcribed interview as the first step in the member checking process. Then the participants were invited to assess the findings to certify the lived experiences are accurately represented in a textual format.

Additional member checking measures included a hypothetical independent audit to enhance validity (Smith et al., 2009). Yin (as cited in Smith et al., 2009) proposes that validity can be checked by storing the data to allow others a way to "follow the chain of evidence that leads from initial documentation through to the final report" (p. 183). Therefore, data filed provided a paper trail of the raw data and written findings to ensure validity and confirmability were maintained throughout, and the research remained transparent. For example, any memos from the development of the research, the proposal, interview questionnaires, and coded deidentified transcripts served as an independent audit trail and were kept on the researcher's password-protected computer.

Transferability

Qualitative research is not necessarily concerned with generalizing findings of a study as in quantitative research but instead focuses on transferability in which findings might be applied

in similar organizational scenarios (Bloomberg & Volpe, 2015). To promote transferability to other settings, the researcher provided rich, thick descriptions to portray the described experiences of participants vividly. Doing this can permit others to draw parallels between the findings in the study and applicability to their context or setting. Descriptions of the context, sample, sample size, selection criteria, interview questions, and findings were provided to address transferability for this project (Korstjens & Moser, 2018).

Validity

The researcher remained oriented to the data in a reflexive manner to describe the participants' experiences in-depth. Member checking procedures in addition to the in-depth interviews were conducted to enhance the validity and quality of the study.

Confirmability

A study's confirmability ensures the researcher's viewpoints do not influence the interpretations but are based on the data collected (Korstjens & Moser, 2018). The use of an audit trail, as previously mentioned, can increase the project's confirmability. Creswell and Poth (2018) explain that confirmability establishes the value of data and is implemented through the auditing of the research process. Therefore, the researcher addressed confirmability by filing the data so another researcher could retrace the steps taken throughout the research process. The researcher remained transparent throughout the study's development until completion of the project.

Ethical Issues in the Study

Merriam and Tisdell (2016) explain the importance for researchers to engage in ethical practices and attempt to predict any potential ethical issues before conducting research. To uphold ethical practices, the researcher adhered to all ethical requirements outlined in Title 45,

Part 46 of the U.S. Code of Federal Regulations (e-CFR, 2019). Prior to collecting data, the researcher obtained IRB approval from the university and maintain ethical requisites throughout the research process. All recruited participants received a form regarding informed consent stipulations and offer voluntary acceptance to contribute described experiences for the study. Siedman (2019) affirms that informed consent can facilitate an understanding of any potential risks before participation to help guard against any vulnerabilities and certify the right for protection. The purpose and potential benefits of the study were delineated in the informed consent document. An assertion of confidentiality for participants was also included in the consent form.

Participants were offered an explanation of the right to terminate involvement in the study at any time throughout the study. Any personally identifiable information regarding the participants was safeguarded by utilizing pseudonyms for records, recordings, and transcripts, such as Participant 1, Participant 2, etc. The researcher has access to the decoded data regarding participant information. Additionally, interview recordings and transcriptions were stored on a secure, password-protected computer. Any digitally collected data will be erased from the device, and any printed material will be shredded after five years.

Conclusion and Summary

The purpose of the research and the strategy for implementing the research project is delineated in this chapter. This research study focused on three primary research questions about the mindset of people managers within a large technology company and how they manage organizational change within their teams. The strategy for conducting the study involved a professional network site, LinkedIn, with a purposeful, criterion-based sampling method for participant selection. Eight people managers from large technology companies were recruited for

this study. An interview protocol utilizing semi-structured interviews on a one-to-one basis was used for the data collection procedure. The data were analyzed using in-vivo and descriptive coding to depict key themes from participants' experiences.

Furthermore, this chapter provides details about the approach in this study to ensure reliability and validity throughout the process. Other inclusions involving the ethical considerations and strategy are described. The study aimed to document the mindsets of people managers in large technology companies to understand any barriers when implementing organizational change initiatives.

CHAPTER 4: RESULTS

While the importance of conducting research in managerial mindset continues to gain traction, there is still a lack of research on the perceptions of people managers. Utilizing an interpretive phenomenological analysis (IPA) methodology, the study aimed to document the mindsets of people managers in large technology companies to understand their opportunities and barriers when implementing organizational change initiatives.

The semi-structured interview allowed the researcher to discern the importance of the five-key metrics for each area of work (1) Governance & Business Program Management, (2) Team Metrics, (3) Manager Profile, including requisite training provided by the organization, (4) Timeline to transition and duration post-reorganization, and (5) Manager prior experience.

These data attributes were measured within the study by the researcher interpreting the accounts of the participants. The purpose of this approach was to examine three factors: (1) self (e.g. how informants make a meaning of global mindset), (2) the organization (e.g. how informants perceive influence within their organizational culture) and (3) people (e.g. how the informants enact their approaches, for example, convey a global mindset, to their direct reports). In qualitative studies, the research questions depict the central phenomenon to be explored (Creswell, 2015). The reason behind the centralized research question is to discover the multifaceted set of factors surrounding the central phenomenon and present the diverse perspectives that participants hold (Creswell, 2018):

The purpose of this study is to identify the perceptions of global mindset within people managers in a large technology company:

Question 1) How do people managers characterize organizational culture?

Question 2) What strategies and mechanisms do people managers use to engage direct reports in a global mindset?

Question 3) How do people managers interact with their direct reports (e.g. regular cadence, in-person, email) in relation to organizational changes?

Data Collection and Analysis Overview

When conducting an interpretative phenomenological analysis (IPA) study, the researcher needs to interpret the accounts of the participants. This study sought eight participants, which is keeping with the prescribed sample size of an IPA study (Smith, Flowers, & Larkin, 2009). IPA ideography is concerned with the particular, which means that IPA is committed to detail, a thorough and systematic commitment to documenting a particular experiential phenomenon which is understood from the perspective of particular people, in a particular context (Smith et al., 2009). Data for this study were collected through a semi-structured interview protocol. Interviews were conducted either online and recorded using Microsoft Teams, an online video conferencing software that includes a recording, transcription, and accessibility features with audio data being collected via a memo recorder application. The data were analyzed for key themes and trends again using the guidance given by Smith et al. (2009). This involved the researcher listening to the recordings while reading the transcripts and identifying key themes from each transcript. The researcher then searched for connections across the themes before moving on. The final stage was looking for patterns across the transcripts. Member checking is a process whereby the researcher asks one or more of the participants to check the accuracy of the account (Creswell, 2015). Further, participants were asked about whether the themes that were later identified were accurate. They were also offered the chance to clarify any content in the transcripts.

In this research study, interview protocol and instrumentation provided the researcher with further insight into the lived experiences of the participants and often complemented the narratives given. The advantage of using interview protocol and instrumentation is that it is relatively unobtrusive and is easily administered and managed; however, it can also be limiting in determining complex social relationships or intricate patterns of interaction (Bloomberg & Volpe, 2012, pp. 120-121). Participant consent was gained prior to the start of interview protocol.

Interview Process

Eight participants agreed to participate in the interview process. The eight participants are currently working or transitioned within the last six months from a large technology company with roles as a people manager. The researcher utilized purposive sampling, also called intentional sampling, to identify the sample population based on specific criteria. This type of sampling is used in many qualitative studies to allow the researcher to identify small, specific groups to work with. Participants for this study were chosen using a purposeful, criterion-based sample for the isolated study site. The participant requirements for this doctoral study include large technology company people managers with evaluative influence over personnel. Criteria for participation in the study include:

- Must be or have been an employee at the site of study (Microsoft, Alphabet's Google, Facebook and Amazon).
- Must actively manage a team of direct reports with evaluation requirements.
- Must have input into the approval work performed by direct reports.
- Must have organizational learning and educational requirements associated with their role.

Because the study included four large technology companies within the site study, confidentiality for all participants was secured throughout the project by using unidentifiable information for the study site and participants. Participants were recruited on LinkedIn.com based on the purposeful criteria within the study site. The researcher sought a sample size of eight. A sample of this size allowed the researcher to develop meaningful points of similarity and difference between participants, but not so many that the person is in danger of being overwhelmed by the amount of data generated (Smith et al., 2009).

Research is not limited to a specific audience, as noted in Creswell (2014):

In qualitative research, you collect data to learn the participants in the study and develop forms, called protocols, for recording data as the study proceeds. These forms pose general questions so that the participants can provide answers to the questions. Often questions on these forms will change and emerge during the data collection. (p. 17)

As such a semi-structured interview with open-ended questions served as a way for the researcher to explore the answers to the questions asked, and the ascribed meaning participants make from their experiences (Seidman, 2019).

Each interview averaged 60 minutes to complete. To ensure credibility and rigor was maintained throughout the study, a member checking process was embedded in the protocol (Birt et al., 2016). The Microsoft Teams platform provided a transcription service that depicted all responses visually for each interview. Participants had the opportunity to review the synthesized, analyzed data to ensure their experiences were accurately captured (Birt et al., 2016). The participants were asked 23 questions. These questions can be seen in Appendix A.

Figure 3 Participants.

Figure 3. Participants			
Participant #	*Manager Profile	*Manager Experience	*Direct Reports
Participant 1	Female who serves as a key middle management leader within a Finance capacity. Managed people at current organization for 10+ years.	15+ years' experience as a people manager and holds an undergraduate business degree and is professionally licensed as Certified Public Accountant.	Leads a centralized team of 8 direct reports with work responsibilities in 100+ countries.
Participant 2	Female who serves as a key middle management leader within a Finance capacity. Managed people at current organization for approximately 5 years.	15+ years' experience as a people manager and holds an undergraduate degree in Finance and holds a Master of Business Administration in Finance.	Leads a decentralized team that includes 5 direct reports in the participants 12-person organization. Work responsibilities in 100+ countries.
Participant 3	Male who serves as a key middle management leader within a Finance capacity. Managed people at current organization for approximately 2 years.	15+ years' experience as a people manager and holds a Master of Business Administration and a Master of Science in Accounting Degree.	Leads a centralized team of 4 (remotely) with work responsibilities in the U.S.
Participant 4	Female who serves as a key middle management leader within an Engineering capacity. Managed people at current organization indirectly for approximately 4 years.	15+ years' experience as a people manager and holds an undergraduate degree in Business Administration.	Leads a decentralized team of 15+ vendors and engineers in China, Vancouver (Canada), Fargo (North Dakota) and Seattle (Washington).
Participant 5	Male who serves as a key middle management leader within an Engineering capacity. Managed people at current organization for approximately 2 years.	15+ years of experience as a people manager and holds an undergraduate degree in Computer Science and a Master of Science in Computer Applications.	Leads a decentralized team of 10 direct reports in three countries.
Participant 6	Female who serves as a key middle management leader within an Engineering capacity. Managed people at current organization for approximately 8 years.	15+ years of experience as a people manager and holds a Master of Business Administration and a Master of Science in Finance and Marketing.	Leads a centralized team of 7 with responsibilities in 5+ countries.
Participant 7	Male who serves as a key middle management leader within an Engineering capacity. Managed people at current organization for approximately 3 months.	15+ years of experience as a people manager and holds an undergraduate degree in Computer Science and Engineering, Master of Science in Computer Science and Master of Business Administration.	Leads a decentralized team that includes 4 direct reports in the participants 24-person organization. Work responsibilities in 5+ countries.
Participant 8	Female who serves as a key middle management leader within an Engineering capacity. Managed people at current organization indirectly for approximately 4 years	15+ years' experience as a people manager and holds an undergraduate degree in Business Administration and Jurist Doctorate in Law.	Leads a centralized team of 4 (remotely) with work responsibilities in the U.S.

The researcher used an interview protocol that allowed for an agenda of the topics to be set. The agenda topics were the ones discussed with the participant. Following this agenda allowed the researcher to anticipate potential sensitive issues, and to frame the questions in suitably open forms (Smith et al., 2009). However, during an interview the agenda may change since, for example, a participant may not provide details about an experience and as such may need prompting or the researcher may need to use probing questions to elicit sufficient detail. For the most part, the participants were forthcoming in their interactions but having an interview protocol allowed the researcher to be prepared for any circumstances during an interview where that might not be the case. In Figure 3 above the researcher presented data obtained during the interview from each participant to capture the various backgrounds of each participant involved in the study. Further, the researcher presented the data obtained from each participant related to their people management experience and the number of direct reports in their roles.

Themes

The researcher identified themes and sub themes based upon the review of the literature and the conceptual framework. Three distinct managerial approach themes, as identified by the research questions, were established for the study in relation to (A) organizational culture, (B) global mindset, and (C) change management. The researcher's analysis of the data found sub themes within those larger themes. Once the transcription was completed, a thorough reading of the transcripts was performed, and relevant details are highlighted below. Exploratory notations were used for the highlighted text (Smith et al., 2009). In-vivo coding and descriptive coding were used to ensure the analysis is oriented to each participant's experiences (Saldana, 2016). Emerging themes were developed based on transcribed interviews and exploratory comments by

coding the interesting descriptions. The themes were examined for connections, and then the process was repeated with each transcript.

Theme A: Organizational Culture

An analysis of the transcripts under the theme of organizational culture, identified three sub-themes emerging from the coding process. They are A.1) Positive practices A.2) cultural influences and A.3) peer modeling.

Sub-theme A.1: Positive practices

For the initial area of organizational management, it appears that participants' organizational leaders encourage regular systematic engagement with the broader team (e.g., a team meeting) as a positive practice. For example, Participant: #2 noted that "This has been a key focus area since joining the Company. I was hired to build a new team and reinforcing the stated culture was a central theme to our team's success." Participant: #6 agreed about the importance of the team meeting stating, "I would say it has been the case for me since arrival." Participant: #7 had the same response, "Within the first week." Where the above-mentioned participants 2, 4, 5, 6 and 7 held weekly or bi-weekly team meetings, Participants 1, 3 and 8 conducted their meetings on a monthly or quarterly basis. Participant: #5 reported that, "From Day 1...I had meetings scheduled because I became manager."

All participants exhibited an understanding of the importance of regular manager and direct reporting employee engagement upon joining their respective organizations. All emphasized this was seemingly an expectation associated with their roles and commenced when they began managing direct reports.

The researcher further found an increased meeting cadence rhythm existed for direct one on one discussions with each participant's direct reports. Each participant noted cultural

influence as a rationale for the meeting sessions. These sessions were to provide direct feedback and assessment of each member's work product contributions and their exhibition of the key organizational leadership success traits. A good manager recognizes the real value in their roles lies in the opportunity to set the tone and establish and reinforce a team culture where members thrive and achieve organizational objectives. It's this conscious and deliberate curation of the culture that sets great managers apart (Deacon, 2019). Globalization will obviously require strategic thinking that involves identifying different ways for people to meet their goals and determine which actions will get them where they want to be (Stumpf, 1989).

All eight participants in their roles referenced the importance of adherence to their respective organizations mission statement to their direct reports and utilized the meetings held to discuss this topic as an agenda item.

Each participant was asked about their role as people manager, specifically when they became aware of a need for enforcing the organizational culture that is championed by their Company leader. Participant: #8 described "It's expected for one with the qualifications for the role. We must fulfill the vision of being a managerial member of the organization." All eight participants indicated that the regular and systematic engagement with their team of direct reports was identified in their organizations as a positive practice. This practice would provide two supporting metrics of their engagement models, that is: (1) consistent communication and (2) unified approach of re-emphasizing organizational cultural factors. Participant: #4 reflected on their experience:

I believe this has always been part of my practice. To get my team to align with the vision that we are trying to follow, I felt the need to be completely transparent with them and part of that was to clearly communicate the organization culture and vision that is

presented by the CEO and...leadership. In addition to this, it was also important that I exemplified this culture and vision in my own leadership.

Five participants indicated a scheduled and recurring weekly or bi-weekly meeting with their team of direct reports, and three participants referenced maintaining a monthly or quarterly meeting with their team of direct reports. Regular meetings are a positive practice described by participants that encouraged broad team alignment on strategy, compliance and problem solving within the context of the organization as championed by the organization's leader.

Sub-theme A.2: Cultural influence

The researcher was informed by the participants that their roles supported cultural influences within their organizations for evangelizing to their direct reports. It was learned that each participant noted that a key component of their roles related to onboarding their direct reports and evaluating their performance. Participant: #1 – “After managing people in my initial few years, I quickly realized that it is important to have a culture that is enforced by the tone at the top.” Five participants indicated that they maintained a bi-weekly meeting with each member of their team, and three participants noted a weekly meeting with each member of their team in a one-on-one setting. Participant: #3 indicated, “When a member of my team demonstrates a lack of leadership or accountability...these meetings serve a reminder for how we are evaluated.” All eight participants identified having a regular one on one meeting with each member of their team directly. The purpose of this practice was to: (1) Direct one to one validation of personnel understanding of their work within the organization by (2) maintaining an increased meeting cadence as expected within their organizations. Validation is evident in the employee annual performance review cycle and a voluntary organization-wide survey that is distributed at each of the participants' respective organization. The importance of the meeting cadence was noted in the

annual voluntary survey and as a parameter that each people manager discusses in the employee annual performance review with their organizational leaders.

All participants summarized people management as a necessity for maintaining the organizational cultural expectation and the noted forums of voluntary organizational surveys and employee annual performance review as important validation control points to see understand managerial and personnel observations based on this common approach at their respective organizations.

Sub-theme A.3: Peer modeling

The researcher was provided with departmental information from each participant as it pertains to their team meeting and one on one meeting cadences. Participant: #8 described, “It’s expected for one with the qualifications for the role. We must fulfill the vision of being a managerial member of the organization...this includes people managers working together to reinforce the CEOs messaging.”

Participants noted that their respective organizations provided internal award programs for the people managed teams that demonstrate examples of organizational culture commitment. All eight participants self-identified being recognized for an award and that people managers believed that these awards were necessary for advancement within the organization. The researcher observed that the award system encouraged people manager peers to compete for the award recognition opportunities.

All eight participants identified that their peers follow similar regimes for team meetings and one on one meeting cadences in support of their organizational CEO. It was identified that the meeting cadences were (1) unified across the peer group at their respective Company, and (2) unified consistency across all the organizations represented in the interview sample.

The findings were organized through the participant interview protocol, instrumentation narratives, and themes. Data from each individual narrative was portrayed while data from the interview protocol and instrumentation were depicted in each theme. The primary finding of this theme was that, while the eight people managers reported having an overall positive managerial approach experience, there was consistency of positive practices, cultural influences, and peer modeling in their respective organizations.

Theme B: Global Mindset

An analysis of the transcripts under the theme of global mindset identified two sub-themes emerging from the coding process. They are 1) training and 2) managing expectations.

Participants identified two categories that related to global mindset: (B.1) Training, and (B.2) Managing Expectations. The findings uncovered unanimity in measurement from all eight participants related to organizational training, manager trainings, company acquisitions, company re-organizations, and how the organizational culture deployed at each company aligned employee performance and success to these metrics (e.g., evidencing the application of continual learnings and organizational culture in daily activities). There is conflicting research on how people manager mindset can influence the attitude, culture and performance of a large global technology corporation. During an organizational change, identified managers that exhibit a growth mindset are likely to create successful teams. Dweck (2007) refers to the “faith” that everyone can learn as a “growth mindset.” For Dweck (2007) a mindset is a belief about intelligence, talent, and potential that enables or inhibits success. Managers who possess growth mindsets can help all workforce members achieve regardless of factors such as socioeconomic status or race (Berliner, 2009; Dweck, 2007). However, it is important to note the unique

character qualities of a professional within a large technology company, which often transcends or crosses borders and operates globally.

Sub-theme B.1: Training

Each participant was asked about their role as people manager specifically when new trainings or initiatives are introduced. “Do you actively review them to disseminate with your direct reports? If not, how would the information be filtered to them?” Participant: #4 responded with the statement “I am passionate about learning, so learning is part of what I encourage in my team as well. I am usually very careful to forward on new trainings, initiatives, or even additional training opportunities that I feel will generally help in the development of my team.” Other participants echoed the same value for new learning. Participant: #1 suggested “As and when there are trainings, there are communication channels (either me or my leadership team) which cascades down trainings to my direct reports.” All eight participants indicated that “success can be learned” in relation to their roles as people managers within their organizations. Participant: #3 confirmed, “Yes. Growth Mindset.”

Each participant noted that onboard training was utilized as mechanism within their respective organizations to introduce new hires to the company culture included the specific language (“success can be learned”) and subsequent training was provided to enable a new hire to achieve this success. It was identified amongst the participants that (1) consistent alignment of importance of growth mindset principles deployed in the onboard training, and (2) there was a unified approach of mandatory organizational training and review of completion that was monitored. Participant: #2 described that, “Yes, I monitor the team’s completion of all required trainings. Additionally, we discuss other valuable training opportunities in our extended team meetings. Culture and values are a recurring topic with my people manager discussions.”

All eight participants confirmed they had received organizational culture training and that they were responsible for reviewing their direct reports completion of the trainings as well.

Participant: #8 stated that “I review them individually and share my understanding with management. Once aligned I distribute the content to my direct reports.” Further all eight participants noted that they participated in continued people manager specific trainings that enabled them to continue to perform their roles. Participant: #6 recalled, “If there is a required training? Yes, I make sure that both me and my team will do it on time.”

The researcher observed that all eight participants understood a similar definition of growth mindset. As noted from Dweck (2007) a mindset is a belief about intelligence, talent, and potential that enables or inhibits success. Managers who possess growth mindsets can help all workforce members achieve regardless of factors such as socioeconomic status or race (Berliner, 2009; Dweck, 2007). The participants noted mandatory organizational culture training at their respective organizations and a reference to the importance of having a growth mindset was present. All participants noted that a common origin based ‘growth mindset’ definition was not standardized at their organization. However, the requirement to manage their direct reports for specified organizational cultural trainings was additionally referenced across all eight participants.

Sub-theme B.2: Managing Expectations

All eight participants indicated they were accountable for managing direct report development and success. Their management included ensuring their direct reports completed trainings that benefited their direct reports performance. The participants each noted that “the assessment of talent management” (e.g., review of their direct reports’ performance) enabled

other opportunities within their respective companies. For example, Participant: #5 indicated “Yes, I review them but I have to specifically assign time to each member.”

It was identified amongst the participants that (1) managing expectations is a unified framework across each organization, and (2) it is unified with consistency across each organization. Participant: #7 noted, “Yes, the initiatives are thoroughly vetted by everyone in the leadership team and sometimes SMEs from specific functions are invited to the brainstorming/review sessions before information being trickled down to the rest of the teams.”

The researcher observed that each participant aligned training and the management of expectations as potential predictors of a direct reports’ global mindset.

Theme C: Change Management

An analysis of the transcripts under the theme of organizational culture, identified a sub-theme emerging from the coding process. The identified sub-theme was C.1) Adaptability and C.2) Flexibility.

For the area of change management, it appears that all participants’ organizations have experienced more than five acquisitions in a calendar year for the past five years.

It was identified that those experiencing an acquisition were (1) unified across the peer group at their respective Company, and (2) unified consistency across all the organizations represented in the interview sample. Each participant was asked about their role as people managers, specifically if acquisitions influenced their organizational culture (e.g., supported it or changed it). Participant: #2 stated that, “Thus far I would say that our acquisitions have remained aligned with our corporate culture. In certain cases, we have acquired companies with the intention to allow space for their own culture to remain intact with reduced integration into our

Company, where those organizations' own cultures are key to their working models and success.”

The researcher found that each participant was highly attentive to their respective organization(s) acquisition announcements. Each participant was able to reference the most recent acquisitions by their organizations and how they believed they aligned to their culture.

Sub-theme C.1: Adaptability

There was a consensus amongst the participant group that adaptability was an important attribute for success because of the rapid change that occurs within all the organizations.

Participant: #4 said, “I can speak to this in my prior roles where I was part of companies that were acquired. The acquisitions were a key part of change in the organizational culture in both cases. These changes were not always positive as they brought in a culture that was foreign and the change happened too fast. One learning I had from this was the importance of allowing the cultural change to happen gradually to allow for even better adoption of change.” When the researcher further inquired if significant communication, training or activities have occurred with each acquisition, the participants noted minimal negative impact. Participant: #5 stated there was “No negative impact.” and Participant #1’s response was similar, with “No impact, we will probably influence the culture of the acquired companies, which I think should be beneficial.” When asked was a people management support model deployed, all participants noted a framework existed to enable them. Participant: #3 felt that, “Yes, I am fully supported for all business activities, including acquisitions.”

All eight participants confirmed that their organization had actively acquired other companies and that organizational acquisitions occur with regular frequency over the past two years. Participant: #2 reflected that, “Thus far I would say that our acquisitions have remained

aligned with our corporate culture. In certain cases, we have acquired companies with the intention to allow space for their own culture to remain intact with reduced integration into our Company, where those organizations' own cultures are key to their working models and success.”

It was identified amongst the participants that (1) a consistent alignment of high frequency of company acquisitions occur and (2) that consistent alignment on both acquisition and re-organization activity occurred at participant organizations. Participant: #6 stated, “I would say Yes, we have learned a lot from a recent multi-billion-dollar acquisition. They are having a positive impact on our culture and we're learning from them. They're learning from us.”

All eight participants noted that their respective Company culture was not negatively impacted by the acquisition activity. Further all eight participants noted that regular re-organizations occur and none of their direct teams were impacted in the past two years. Participant: #8 noted that “The CEO sets our charter and has explained the rationale for each acquisition (internally and via the press), each acquisition had cultural supporting purpose that enabled our products and people.”

The researcher found it most interesting how the participants perceive their own organization's influence on the other, in terms of an adaptive measure.

Sub-theme C.2: Flexibility

Each participant identified flexibility as a common strength in being successful within a large technology organization. Similar notions were captured when asked about how each participant monitors their direct reports for success, for example Participant: #2 stated that “Growth mindset, collaborative approach, operational excellence, continuous improvement, contributing to the success of others “, as key attributes of flexibility. Another variation of being

flexible was presented by Participant: #1, who noted “Impact across the three circles (individual accomplishment, contribution to other’s success, leveraging others), exhibiting leadership principles are considered while assessing success.” Each participant noted that their primary objective is to coach flexibility to enable their direct reports to succeed on new projects.

A common expectation from the participants was that their direct reports would possess many of these traits, for example, Participant: #5 described “I look for the following: Customer Obsession, Deliver Results, and Ownership” when identifying potential top talent. Similarly, Participant: #6 said “Top of their technical and soft skills, I often look at their curiosity to learn ability to ask questions. Seek clarity, create clarity, and make sure that they possess growth mindset.” This was also expressed by Participant: #7 in this statement “On the soft skills side I value collaboration, humility and tenacity in overcoming obstacles. On the technical skills side I look for hunger for knowledge and learning.” Whereas the remaining participants (#3, #4, and #8) aligned on measures of flexibility to include: communication skills, leadership skills, technical skills and soft skills.

The researcher observed that the participants were keen on evaluative measures of adaptability and flexibility, and reflective about the importance of onboarding and continuous monitoring for success (as defined by their respective organizations).

Conclusion

This chapter presented the experiences of eight people managers at large technology organizations uncovered by this study. The findings were organized through the participant interview protocol, instrumentation narratives, and themes. Data from each individual narrative was portrayed while data from the interview protocol and instrumentation were depicted in each theme.

Three distinct managerial approach themes, as identified by the research questions, were established for the study in relation to (A) organizational culture, (B) global mindset, and (C) change management. The researcher's analysis of the data found sub themes within those larger themes, respectively (A.1) positive practices, (A.2) cultural influence, (A.3) peer modeling, (B.1) training, (B.2) managing expectations, and (C.1) adaptability and (C.2) flexibility.

The primary finding of this study was that while the eight people managers reported having an overall positive managerial approach experience, there was consistency of engagement toward a growth mindset cultural competency. While this implies that similar approaches are measured across organizations, there are specific cultural distinctions that were captured by the organizational leadership messaging to the people managers.

The findings are discussed as relevant to the literature in Chapter 5 where the researcher provides further interpretative discussion, including researcher recommendations. In addition, a discussion on future research is provided.

CHAPTER 5: CONCLUSION

The purpose of this study was to identify the perceptions of a growth mindset by eight people managers in a large technology company (e.g., Microsoft, Alphabet's Google, Facebook, and Amazon). The eight people managers were asked to describe their roles in communicating their organization's culture to their direct reports and the tools supplied by their respective Company to influence their process (e.g., trainings, internal communications, etc.). Additionally, the study documented examples of how the people managers communicated and/or navigated transitions related to leadership or organizational changes with their direct reports. The purpose of this approach was to examine three factors: (1) self (e.g., how informants make a meaning of global mindset), (2) the organization (e.g., how informants perceive or influence within their organizational culture) and (3) people (e.g., how the informants enact their approaches (i.e., convey global mindset) to their direct reports). Many of the large technology companies have collected data over the years to influence people manager behavior (e.g., data collection and analysis).

The researcher's data included a mix of audio and video data which were transcribed into written form. The interview transcripts were analyzed by the researcher through the lens of Dweck's mindset theory and Kotter's model of change. An outcome of the researcher's study resulted in documented findings that use theories, such as Dweck's Mindset theory or Kotter's model of change, to analyze managers' perceptions of global mindset.

The eight people managers' data was analyzed with theoretical concepts to make meaning of the data, for example to identify if they potentially influence the attitude, culture and performance of an organization. The research questions were aligned to the three factors of

(1) self, (2) the organization and (3) people as necessary tools utilized in the guidance of data collection and analysis framework.

Question 1) How do people managers characterize organizational culture?

Question 2) What strategies and mechanisms do people managers use to engage direct reports in a global mindset?

Question 3) How do people managers interact with their direct reports (e.g. regular cadence, in-person, email) in relation to organizational changes?

The alignment of the three factors with the research question(s) enabled the identification of the perceptions of a growth mindset by the eight people managers in a large technology company. For example, research question one is seeking an understanding of how a people manager characterizes organizational culture, this requires a sense of their self-awareness, which is exhibited within factor (1) self (e.g., how informants make a meaning of global mindset). The second research question inquires about what strategies and mechanisms people managers use to engage direct reports in a global mindset. This requires the people manager to reflect on their organizational tool sets, which provides an observation of the next for the factor (2) the organization (e.g., how informants perceive or influence within their organizational culture). Lastly, the third research question seeks to have each participant reference their interactions with their direct reports, which is inherent for the final factor (3) people (e.g., how the informants enact their approaches (i.e., convey global mindset) to their direct reports).

Interpretation of Findings

The findings presented in this section of the chapter are based on the descriptions by the leaders that were interviewed in conjunction with the literature that was explored in Chapter 2. Smith et al. (2009) suggested an approach whereby the data are explored in a wider context

suggesting one should engage “in a dialogue between your findings and the existing literature” (p. 112). The findings below are organized in relation to the appropriate research question. How the findings relate to the theoretical framework that guided this study are also acknowledged where appropriate.

Research Question 1) How do people managers characterize organizational culture?

It was found that all the participants were positively influenced by their organizational culture. Each participant noted that the organizational leader and culture were primary factors influencing their decision to join the company and each day they strive to influence the cultural elements to their direct reports.

Exhibiting a growth mindset can include a desire to learn. For instance, Chelimsky (1997) framed evaluation as “knowledge-seeking that may also serve to build capacity and/ or establish worth” (p. 100). Each participant noted that success was identified in their ability to encourage their direct reports to continuously learn and improve. Unanimously, each participant identified this as key attribute of their role.

Chelimsky highlights, “we note the “may,” “also” and “and/ or,” qualifiers and hesitations, themselves unusual in definitional statements, that suggest underlying definitional tensions when it comes to evaluation” (p. 101). In a widely quoted typology, Chelimsky outlines three kinds of evaluation logics: evaluation for accountability, development, and knowledge. These three perspectives are analytically useful, helping to break the tendency to treat evaluation as if it is a “monolithic” (Chelimsky, p. 104) by pointing toward three rather different systems of thought or filters for the evaluative enterprise. It was found that the participants each exhibited a desire to continue learning and they each noted examples of knowledge seeking for development, competency and being accountable were necessary for success at their respective organizations.

Many participants noted key flexibility evaluative measures such as ‘openness to learn’, ‘hunger for knowledge and learning’, and ‘continuous improvement.’

Research Question 2) What strategies and mechanisms do people managers use to engage direct reports in a global mindset?

It was found that each participant’s organization deployed required or mandated employment training at the manager level and the direct report level. This mechanism appears to serve as a model for maintaining the presence of the organizational culture throughout the large technology company. One could argue that there are a number of reasons why managers must possess both technical and interpersonal skills (Jillins, 2001). Firstly, the cost of recruiting and retaining technically skilled people is growing, and replacing a professional would cost the organization around \$5,600 USD and take nearly 14 weeks of training (Jillins, 2001). Secondly, people need to be encouraged and nurtured, not let down. A failing of many organizations occurs even before people are recruited (Jillins, 2001). The idea seems to be to pump up potential recruits’ expectations of progress, only for them to discover, once employed, that reality of organizational life is very different than the glowing hype they were given at the road show (Jillins, 2001). A good manager recognizes the real value in their roles lies in the opportunity to set the tone and establish and reinforce a team culture where members thrive and achieve organizational objectives. It’s this conscious and deliberate curation of the culture that sets great managers apart (Deacon, 2019). Globalization will obviously require strategic thinking that involves identifying different ways for people to meet their goals and determine which actions will get them where they want to be (Stumpf, 1989). Each participant noted assigned work deliverables that required engagement with colleagues in their organizations that worked in

multiple countries outside of the United States. Regular and systematic review of the engagement model of each participant's direct reports maintained the success of each project.

Research Question 3) How do people managers interact with their direct reports (e.g., regular cadence, in-person, email) in relation to organizational changes?

It was found that each participant's organization was active in acquiring companies as well as internal business model re-organizations. This constant activity of change was noteworthy in that each participant maintains a regular direct one on one meeting with each member of their team; most of the participants (5) maintained a bi-weekly cadence with their direct reports and the remainder (3) evidenced a weekly cadence. These heightened touchpoints enabled regular updates and forums for communications on all topics, including organizational changes. Only two participants noted any inquiries from direct reports on organizational changes. Seemingly, the high frequency of touchpoints aligned with the organizational strategy creates a rhythm of expectation from both the people manager and their direct report. As the researcher observed, the references to adaptability and flexibility led to a direct report meeting their potential.

The researcher learned that, for information technology project managers, business leadership skills are becoming just as important as project management skills due to the digital convergence and interconnection between business operations and technical operations (Florentine, 2017). The relevance of this research becomes clear when recognizing the significant divide that has been identified between the academic and practitioner change management communities. In 1993, Buchanan identified that a boundary existed between theoreticians and practitioners (Buchanan 1993, p. 684), with both groups being dismissive of each other's work. They suggested that there was little connection between their contributions to

the field (1993, p. 685). More recently, Saka (2003, p. 481) identified a similar division between how change management is described and how it is practiced. This situation has apparently not changed, with Appelbaum et al. (2012, p. 764) and others calling for a greater emphasis on producing research in a form that is usable by those who practice change management.

Kotter's model of change (1996) is a popular process model for change management (Appelbaum, Habashy, Malo, & Shafiq, 2012). For example, Kotter (1996) depicts the change process as a series of eight steps that change leaders should follow to implement and institutionalize changes. Change leaders should: (1) establish a sense of urgency for change, (2) create a guiding coalition, (3) develop a vision and strategy, (4) communicate the change vision, (5) empower broad-based action, (6) generate short-term wins, (7) consolidate gains and produce more change, and (8) anchor the new approaches in the culture (Kotter, 1996). Kotter emphasizes that each step builds on the previous steps, and while skipping steps may create a sense of quick progress, it undermines the likelihood of success down the road. The researcher found common traits present within the themes and sub-themes of the findings that align to Kotter's framework. There were seven distinct sub-themes identified: (A.1) positive practices, (A.2) cultural influence, (A.3) peer modeling, (B.1) training, (B.2) managing expectations, (C.1) adaptability and (C.2) flexibility. The similarities of these sub-themes to Kotter's eight steps for change management are present in the high frequency engagement model deployed between the people managers and their direct reports. Like Kotter, one could not conclude implementing the first sub-theme step would make it difficult or impossible to implement the subsequent sub-theme steps.

It was found that the regular engagement with each direct report at the one-on-one level was a key finding for maintaining certainty with each team member, and the subsequent

reinforcement at the team meeting level enabled continuity in communications for each organization.

Implications for Practice and Theory

The nature of managerial roles has changed significantly over the past 50 years, migrating from command-and-control models to contemporary roles that emphasize worker support, coaching, motivating, and facilitating (Laud, Arevalo & Johnson, 2016). Team leadership has also evolved by deemphasizing the more authoritative director role to one of team player, partner, and joint owner. Similarly, Mintzberg's taxonomy draws several interesting time-sensitive conclusions about the nature of managerial work which clearly reflect the work environment in the early 1970's (Laud, Arevalo & Johnson, 2016). For example, he observed that managers responded to an average of five telephone calls per day. By contrast, today's executive has access to email, texting, voicemail, cell-phone messaging, chat rooms, discussion boards, on-line conferences, and social media outlets, as well as a number of virtual offices (Laud, Arevalo & Johnson, 2016). Today's managers may receive 200–300 messages per day or more which dramatically changes the nature of their role, how they function, set priorities, deal with work intensity, politics, and human relations (Laud, Arevalo & Johnson, 2016). These few examples underscore the significant shifts that have developed due to technological progress, expansion of knowledge work, social changes, and delayering that occurred as organizations became more horizontal, and workers became more autonomous (DuBrin, 2012). Thus, researchers need to examine whether previously accepted taxonomy for role content, with each role appearing to be of equal weight, holds relevancy and reflects the range of today's managerial job content. It was found that a people manager at large technology company is under constant real-time evaluation

and is regularly engaging and communicating with their direct members and team in the workforce.

As a result, it becomes important that a person in the role of a people manager recognizes these shifts in taxonomy and can enhance their skill sets accordingly to enable their organization. People with a fixed mindset believe that talent and intelligence are fixed at birth and don't really change over time (Dweck, 2006). In contrast, people with a growth mindset believe that with hard work and practice they can learn or do almost anything (Yeager & Dweck, 2012). Additionally, researchers have concluded that a growth mindset is actually malleable and can be taught (Aronson, Fried, & Good, 2002; Blackwell, Trzesniewski, Dweck, 2007; Good, Aronson, & Inzlicht, 2003; Levy, Plaks, Hong, Chiu, & Dweck, 2001).

Recommendations for Action and Further Study

Based upon the findings of the study, recommendations for action are outlined below. The researcher has three recommendations: (1) explicit hiring references to growth mindset, (2) adoption of specific growth mindset evaluative measures in performance reviews, and (3) organizational programmatic training on growth mindset.

The first recommendation of consideration is that when identifying people managers at a large technology company the recruiters should explicitly state to prospective candidates the need for a growth mindset is necessary for the role. Each participant exhibited the qualities of a growth mindset and all eight participants referenced the importance of mindset for success in their roles and at their organizations. Each participant noted the constant evaluation and feedback enables the workforce to complete organizational objectives. Dweck (2007) refers to the "faith" that everyone can learn as a "growth mindset." For Dweck (2007) a mindset is a belief about intelligence, talent, and potential that enables or inhibits success. Managers who possess growth

mindsets are able to help all workforce members achieve regardless of factors such as socioeconomic status or race (Berliner, 2009; Dweck, 2007). Historically, the researcher was unable to identify where this recommendation had been previously researched (i.e. how to identify managers that are exhibiting a growth mindset which would benefit an organization's leader through change) insofar as this lack of understanding can result in a business failure.

A second recommendation would be to include evidence of a growth mindset in performance evaluations. It was revealed that each participant is serving in a role that manages people and each direct or indirect report is constantly be reviewed and examined (via one-on-one meetings, team meetings and with peers and as a performance metric) for success. Mindsets can form in many ways. The process can be highly conscious and fueled by strong emotions or vested interests (Noble, 2015). Alternatively, it can be unconscious, at the tacit end of the spectrum, so that people are oblivious to lingering characteristics in their actions. In emphasizing the mindset's implications for economics, this study rejects set-type models in which 'something is always there' and suggests that notions from outside the rational field have consequences when it comes to economic decisions (Noble, 2015). Different people in different situations provide examples of how widespread and varied the treatment of information can be because of the different mindsets they hold. Some mindsets prevent individuals from changing their behavior while some people have mindsets that demand regular change. While mindsets seem to apply to individuals, norms, identities and mores held by groups within cultures should also be considered as they pervade each individual's thinking (Noble, 2015).

The final recommendation would be the creation of a formalized organizational programmatic training program on growth mindset. The researcher found the specific references from each participant's attention to training, suggest that a formalized training program on

growth mindset would eliminate misinformation and standardize the assessment by leveraging this recommended tool to onboard, monitor and maintain organizational expectations. It was Lamberton who made a distinction between mindset and both bounded rationality and commodified information, suggesting that personal history and knowledge held, not rationality or range of choices, are frequently factors in economic outcomes (Noble, 2015). The impact of mindsets within organizations increases as the locus of information usage increases. It is not just the information in use that can cause problems, but also the knowledge controlling information usage. While the significance of distribution is not denied by Lamberton, he considers organization more important in determining outcomes (Noble, 2015).

Recommendation for Further Study

Based upon the findings of this study, some potential further areas of investigation were identified. These are based upon the methodology that was used for this study and the data that were collected. Further investigation of the phenomenon would help enhance the findings of the limited sample reviewed (e.g. of people managers) and identify additional considerations for a large technology company's success. Increasing the interview protocol and instrumentation to include members of the directly managed community would require a larger study, or possibly the use of a case study methodology to facilitate such an approach.

Conclusion

This study used an interpretive phenomenological analysis (IPA) methodology to describe and explain the phenomena of the mindset of people managers within a large technology organization in examining their importance in maintaining culture through periods of change within the company. It proposed to identify key leadership strategies and techniques that can be implemented to initiate positive culture reinforcement and the meeting of organizational

objectives. Three guiding research questions were identified that guided the research in order to investigate this phenomenon. An IPA methodology was chosen for this study. The researcher conducted one-to-one semi-structured interviews utilizing the protocol, as described by Smith et al. (2009). This study used voluntary participants that were sought from the researcher's contacts, professional networks and through referrals. The data were then transcribed and coded as per the guidance by Smith et al. (2009).

The data were analyzed for key themes and trends again using the guidance given by Smith et al. (2009) and Peoples (2020). From the data that were collected it was found that the participants understood the concepts of organizational culture and growth mindset and how they manifested within their organizations. It was found through their descriptions of experiences that it was their role to effectively recruit staff, model the expected culture and measure the culture and organizational changes. However, the measurement of the culture and organizational changes was done differently and to varying degrees in each of the participants' respective organizations.

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APPENDIX A: DATA COLLECTION INSTRUMENT FOR SEMI-STRUCTURED
INTERVIEW

Large Technology Company People Manager Mindset

#1) Would you say the current CEO or organizational mission influenced your decision to join your Company?

#2) What is your educational background?

#3) How many years have you led people at your Company (and have any CEO or key leadership changes occurred)?

#4) How many people do you currently manage?

#5) Is your team centralized or decentralized?

#6) How often do you hold team meetings with your direct reports?

#7) How often do you meet individually with your direct reports?

#8) Would you say your meeting cadences (team meeting and individual meeting) or similar to that of your peers (whom also people manager)?

#9) How often do you and your peers (whom also people manage) discuss successful methods for managing people?

#10) In your role as a people manager, when did you become aware of a need for enforcing the organizational culture that is championed by your Company leader or peers?

#11) In your role as a people manager, does your Company experience offer any required trainings or videos to monitor people manager's adherence to the organizational culture?

#12) When new trainings or initiatives are introduced by your Company, do you actively review them to disseminate with your direct reports? If not, how would the information be filtered to them?

#13) In your role as a people manager, do you believe your Company provides adequate tools for people managers to utilize (e.g. required trainings, elective trainings)?

#14) Do you believe your company's culture and how well employees exhibit the qualities can be tied to promotions?

#15) How would you describe the current CEO's stance on organizational culture at your Company?

#16) Has your Company acquired any companies in the past two years?

#17) Are you aware if these acquisitions influenced your organizational culture (e.g. supported or changed it)?

#18) Have you experienced any organizational re-structuring in the past two years (or are you aware of any re-orgs that may have occurred)?

#19) Have any of these events influenced your current role as people manager?

#20) Have your direct reports inquired or raised questions on these topics to you?

#21) When evaluating your direct reports, what are the key attributes that you identify for success?

#22) Would you say the top performers at your company also exhibit these attributes for success?

#23) What do you believe could improve your ability to be a more successful people manager (if any)?

APPENDIX B: CONSENT FORM

**UNIVERSITY OF NEW ENGLAND
CONSENT FOR PARTICIPATION IN RESEARCH**

Project Title: People Manager Mindset Perceptual Influence on Culture at a Large Technology Company

Principal Investigator(s): Robert Patterson, Student University of New England

Introduction:

- Please read this form. You may also request that the form is read to you. The purpose of this form is to give you information about this research study, and if you choose to participate, document that choice.
- You are encouraged to ask any questions that you may have about this study, now, during, or after the project is complete. You can take as much time as you need to decide whether or not you want to participate. Your participation is voluntary.

Why is this research study being done?

This research study is being done to explore the mindset theory of people managers at large technology companies and observe the mindset mechanics of organizational change and culture.

Who will be in this study?

People managers at large technology companies that actively train and evaluate direct reports will be in this study.

What will I be asked to do?

You will be asked to participate in an interview that will last approximately 30-60 minutes and give permission for the interview to be recorded for transcription and analysis by me. You will also be invited to review the transcribed interview and findings to ensure your lived experiences are accurately represented.

What are the possible risks of taking part in this study?

There are no anticipated risks for participating in this study, and you are not obligated to answer any questions that you are not comfortable with.

What are the possible benefits of taking part in this study?

There are no direct benefits for participating in this study; however, you might obtain a deeper understanding of mindset theory and organizational change management.

What will it cost me?

There are no monetary costs related to participating in this study. Interviews will be completed at your convenience, by teleconference or telephone.

How will my privacy be protected?

No personally identifiable information will be used in this research study for participants to protect privacy. Generic classification labels such as Contributor 1, Contributor 2, and so on will be used to replace your name.

How will my data be kept confidential?

All documents and interview recordings associated with this research study will be securely stored on my password-protected computer and destroyed after five years from the completion of the study. All data will be kept confidential to the extent permitted by law.

What are my rights as a research participant?

- Your participation is voluntary. Your decision to participate will have no impact on your current or future relations with the University.
- Your decision to participate will not affect your relationship with the University or me.
- You may skip or refuse to answer any question for any reason.
- If you choose not to participate, there is no penalty to you, and you will not lose any benefits that you are otherwise entitled to receive.
- You are free to withdraw from this research study at any time, for any reason.
 - If you choose to withdraw from the research, there will be no penalty to you, and you will not lose any benefits that you are otherwise entitled to receive.
- You will be informed of any significant findings developed during the course of the research that may affect your willingness to participate in the research.
- If you sustain an injury while participating in this study, your participation may be ended.

What other options do I have?

- You may choose not to participate.

Whom may I contact with questions?

- The researcher conducting this study is Robert Patterson.
 - For more information regarding this study, please contact me via email or by phone.
- If you choose to participate in this research study and believe you may have suffered a research-related injury, please contact the faculty advisor, Dr. Michelle Collay Ph.D.

- If you have any questions or concerns about your rights as a research subject, you may call Mary Bachman DeSilva, Sc.D., Chair of the UNE Institutional Review Board at (207) 221-4567 or irb@une.edu.

Will I receive a copy of this consent form?

- You will be given a copy of this consent form.
-

Participant's Statement

I understand the above description of this research and the risks and benefits associated with my participation as a research subject. I agree to take part in the research and do so voluntarily.

Participant's signature or
Legally authorized representative

Date

Printed name

Researcher's Statement

The participant named above had sufficient time to consider the information, had an opportunity to ask questions, and voluntarily agreed to be in this study.

Researcher's signature

Date

Printed name