

2018

Reshaping Management Effectiveness and Its Effect on Organizational Resilience in Multinational Enterprises

Franzelle Pertilla
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Walden University

College of Management and Technology

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Franzelle Pertilla

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Walden University
2018

Abstract

Reshaping Management Effectiveness and Its Effect on Organizational Resilience in

Multinational Enterprises

by

Franzelle Pertilla

MBA, Mercer University, 1998

BA, Clark Atlanta University, 1980

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Management

Walden University

May 2018

Abstract

Given the state of accelerating change in technology, globalization, and society, long-term planning has become challenging, thus improving organizational resilience to environmental change has become more important. The management problem addressed the need for strategies to improve organization resilience in the face of environmental change. The purpose of this phenomenological study was to explore the lived experiences of managers to use a firm's human, financial, and technological resources to improve organizational resilience. The lived experiences of organizational leaders in addressing organizational resilience was the central research question. The conceptual framework was built on the World Economic Forum's National Resilience Beta Framework and Kotter's 8-stage process. Data collection involved interviews with 21 managers from American multinational enterprises. Collected data were sorted by use of open and axial coding techniques. The findings of this study underscored the need for leaders to make management capability a priority toward building resilient firms. Management strategies including management intent, data driven decision making, enlightened leadership, and continued building of relationships with stakeholders improved organizational resilience. In reshaping managerial effectiveness and capability, the study's findings may contribute to social change by encouraging collaboration among leaders and stakeholders to effect strategies for organizational and environmental resilience.

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Dedication

I could not have accomplished this milestone without the love and support of my family and devoted friends. My deceased father and mother instilled the notion in me from a very early age that I could do anything that I wanted to do in life. Especially from my Daddy, I learned the only limitations in life are the ones that you allow to be placed on you.

Acknowledgments

Thank you to my academic team, Dr. David Gould, committee chair, Dr. Karla Phlypo, committee member, and Dr. Lisa Barrow, URR member, for your guidance as we traversed the path of completion. I am especially grateful to “Dr. Dave” for his recognition of my business knowledge and expert ability to help me put it into action with the highest level of academic rigor. I often struggled along the way. This dissertation would not have been made possible without your genius. You will remain my respected mentor.

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Chapter 1: Introduction to the Study

When it comes to leading organizations in a changing world, a broad range of challenges characterize the business landscape. Organizational leaders must address rising costs, a shrinking workforce, business takeovers, and globalization. For whole industries, disruptive change continues to occur, and some companies have reached a critical juncture—for better or for worse. The advice for addressing the forces of change is plentiful but remains confounding for leaders to successfully put into practice.

In this study, I explored the relevant underpinnings of management effectiveness and the emerging nature of organizational resilience in multinational firms. In Chapter 1, I introduce the purpose of this study, the research question, and the problem statement. I conclude Chapter 1 with assumptions that I made about the study, its delimitations and limitations, and the significance of this study.

Background of the Study

Throughout the years, researchers have looked at general intelligence, personality, ethics, and even genetic factors to explain differences in leadership effectiveness or predictors of success. As organizations explore international trade, researchers have recognized the influences of cultural domains on market access and business opportunities. The influence of globalization has pressured organizations to pursue diversification strategies as they struggle to achieve better financial results. In a new era of doing business, it is increasingly evident that personality power and technical-managerial strengths are no longer perceived as effective leadership. Geocentric firms are

looking to expand their operations and professionalize their human talent (Plakhotnik, Rocco, Collins, & Landorf, 2015).

When people relocate often halfway around the world, the firms that sponsor the relocations must ensure that human capital capabilities are fitting for international assignments. The reality for American multinational enterprises (MNEs) is that they need employees with a global mindset (Deloitte, 2017). Employees at any organization level can no longer look at their responsibilities in isolation as in rote work assembly lines. Homogeneous ways of thinking at the U.S. headquarters may not be appropriate for culturally distant locations (Javidan & Dastmalchian, 2009). In addition to identifying skill gaps, Deloitte pointed to 10 human capital trends that involve improving leadership, structures, technology, diversity, and the overall employment experience. The 10 human capital trends included the following:

- Building agile organizations.
- New learning models.
- Talent acquisition.
- Culture and engagement.
- Performance management.
- Leader development.
- Digital platforms.
- People analytics.
- Diversity.
- Workforce augmentation.

Today's companies depend on individuals who are capable of setting a vision, establishing goals, directing people, and recognizing and seizing opportunities, then converting them into marketable programs that add value to the organization (Gillespie & Hennessey, 2016). A priority for MNEs is developing its human talent, because competent people are required to guide an organization through the challenges faced by conducting business in complex global environments (Deloitte, 2017). Achieving success is not possible without employees and strategic partners being aligned to the mission.

Researchers acknowledge the need for organizational managers to enhance their skills to collect and integrate information (Siricharoen, 2012), which is not an easy task, and failures are common. The inadequacies in problem solving capabilities threaten the pursuit of opportunities for MNEs. Yeh, Lai, and Ho (2006) stressed that the dependence on information technology has commanded the use of intangible knowledge in the private and the public sectors. They looked at knowledge management system adoption as a critical tool for managing organizational knowledge.

Kuo and Lee (2011) described the purpose of a knowledge management system to help organizations collect, store, retrieve, and distribute knowledge. They looked beyond the technical aspects of how to build a system to inform how knowledge was dispersed in Taiwanese firms. Kuo and Lee determined that high performance demands human talent with the ability to direct dispersed teams to achieve the company's objectives. Their findings on how data and information are converted to knowledge drew attention to the patterns and practices of people and how they are institutionalized. From Kuo and Lee's findings, knowledge management was viewed as a source of competitive advantage.

Along the theme of the use of knowledge in multinational firms, Tippmann, Scott, and Mangematin (2012) performed a qualitative exploratory research study to capture the strategies of global organizing and competencies required of leaders to execute business strategies. They captured the microlevel details of nonroutine problem solving to sort out different activity patterns and their implications on knowledge processes. A critical insight gained from this study was that managers lacking the ability to execute business strategies will not likely contribute to solving social conditions in local settings (Tippmann et al., 2012).

The formulation of business strategies and timely adjustments to the external environment are essential for MNE survival (Lin & Wu, 2013). Tippmann et al. examined managers' competence on how they navigate information flow and decision-making processes. Brynjolfsson and Coffee (2014) called attention to the issue of the increase in computing power and its use as leaders seek ways to access information and disperse knowledge for use in organizations. With the increase of technology innovations, smart tools are altering the way companies respond to customer demands. This is amplified by increased competition from companies with the financial strength, flexibility, and scalability required for organizational resilience.

As businesses develop, every cycle has brought a unique variety of challenges. Desmet and Parente (2012) looked at mechanisms that enable or disrupt business from the lens of economic transition and industry revolution. They calibrated growth to the expansions of goods and services and the increase in the size of the firm. The Industrial Revolution brought mass prowess via simple labor assembly lines and manufacturing

systems. The Second Industrial Revolution increased the flow of goods and services through advances in technology production that transformed the economy. A shift to a more knowledge-based economy signaled the era of digitization—also known as the Third Industrial Revolution. The Fourth Industrial Revolution has arrived and is about the complex arrangements of digital, physical, and biological systems (World Economic Forum, 2017). This new technological renaissance has not only altered, but in some cases, disrupted conventional ways of doing business. For many industries, the World Economic Forum 2017 Report predicted exponential change in business operating models and technological innovation.

Despite the advantages enabled by technology, no singular condition, skill, or trait exists across countries that will be used in the same tradition as one's home country. How U.S. firms early detect, assess, and regulate systems to lessen disturbances throughout each life cycle stage could be better understood (Fath, Dean, & Katzmaier, 2015). Betts, Laud, Mir, and Vicari (2015) also discovered the structure and deployment of technology need to be different for multinationals compared with domestic firms. Accordingly, the framework that supports operational activities could integrate business strategy and information systems to balance the demanding influences of societal, economic, and competitive pressures (Chung et al., 2012).

Problem Statement

The general problem that I addressed in this study was the limited information regarding the resilience capability of U.S. enterprises that operate globally. How MNEs address resilience from the lens of management effectiveness is not well documented in

the academic literature (Festing, Knappert, Dowling, & Engle Sr., 2012). A growing concern for MNEs is the linkage between leaders' ability to intellectualize innovation and meet business strategies (Tippmann et al., 2012). Less than optimal management practices may contribute to the loss of millions of dollars in opportunities.

The specific problem that I addressed in this study was a lack of management strategies to improve organizational resilience through effective use of capital resources: human, financial, and technology. Although researchers acknowledge the need for leaders to collect and integrate information, the inadequacies in problem-solving capabilities threaten the pursuit of opportunities for MNEs (Siricharoen, 2012). Given the perceived relevance of management effectiveness and organizational resilience, I aim to bridge this gap in the literature via discussion of how and why resilience needs to be supported through the structure, processes, and socially responsible strategies by organizational leaders.

Purpose of the Study

The purpose of this qualitative descriptive phenomenological study was to explore the lived experiences of managers to use a firm's human, financial, and technological resources to improve organizational resilience. This approach will allow me to identify, explore, and report the issues and problems from the experiences of the targeted management populations in multinational organizations that can be qualitatively evaluated. In-depth interviews will involve top, middle, and supervisory level employees. The expected sample size will be 20 participants or until data saturation occurs. The findings of this study may generate new knowledge to help inform leaders how to gain,

apply, and replicate knowledge for improved business resilience in a technology-driven world.

Research Questions

The central question to the discovery phase of this dissertation research follows an inductive paradigm. It is the choice of this paradigm that sets forth the research path.

The research question was: What are the lived experiences of organizational leaders to address business resilience? Two subquestions situate the development of a semistructured interview guide for the interviews given organizational leaders lived experiences:

Subquestion 1: How might leaders describe a resilient company?

Subquestion 2: How might leaders describe strategies that support or inhibit resilience?

The descriptive phenomenological methodological approach allows findings to emerge from the collected data as opposed to making assumptions about findings before commencing the study (Gill, 2014). Exploring this question through the lived experiences of managers in a multinational firm will allow me to describe the dynamic and strategic capabilities of the people and the firm. The findings of this question are detailed in Chapter 4.

Conceptual Framework

The conceptual framework for this study includes the key factors and relationships held about the phenomena studied. I researched several conceptual frameworks within this doctoral study to examine the underlying processes of resilience

and behavioral factors related to management effectiveness. The primary frameworks are World Economic Forum’s National Resilience Beta Framework and Kotter’s 8-stage process of change. I identify other behavioral concepts that involve leaders’ capacity to think, exploit knowledge, motivate people, address change, and to solve problems.

National Resilience Beta Framework

Influenced by systems thinking (von Bertalanffy, 1972), the primary paradigm that I drew from to inform this study was the national resilience beta framework (Figure 1).

| MACRO SYSTEM | | COUNTRY | | | | |
|--------------------------|----------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| SUBSYSTEMS | | Economic | Environmental | Governance | Infrastructure | Social |
| COMPONENTS OF RESILIENCE | RESILIENCE CHARACTERISTICS | Robustness | Robustness | Robustness | Robustness | Robustness |
| | | Redundancy | Redundancy | Redundancy | Redundancy | Redundancy |
| | | Resourcefulness | Resourcefulness | Resourcefulness | Resourcefulness | Resourcefulness |
| | RESILIENCE PERFORMANCE | Response | Response | Response | Response | Response |
| | | Recovery | Recovery | Recovery | Recovery | Recovery |

Figure 1. National resilience beta framework. *Global Risks*, 2013 (p. 38) by World Economic Forum. Reprinted with permission.

This research is one of the foremost pieces of current management literature that organized information into a structure that could pragmatically inform organizational leaders about resilience. The dimensions of the National Resilience Beta Framework (NRBF) depict five subsystems and five components. The subsystems identified as economic, environmental, governance, infrastructure, and social factors are each assessed

by the components of resilience: (a) robustness, (b) redundancy, (c) resourcefulness, (d) response, and (e) recovery.

Robustness refers to the ability to withstand disruption. Redundancy involves backup strategies in the wake of disruptions. Resourcefulness refers to the flexibility of a system. Response means the ability to harness necessary information to enable decision making. Recovery entails the ability of a system to evolve after a changing event or conditions.

The representation of information in its framework is useful to understand how resilience capacity is assessed and resources managed. Within this structure, organizations may find a means for reshaping leader effectiveness while improving organizational resilience. I considered not only the potential for strengthening organizations, but also positive change in relation to the environment and society. Public and private organizations can exchange information to increase the optimization of their capabilities and the delivery of programs needed in communities, especially in response to disruptions. These dimensions will be explained more in the Chapter 2 review of the literature.

Theoretical Influences

In this study, I draw attention to the emergent dynamics of networks, shifts in thinking, and organizational relationships. The capability of people and capacity of resources underscore the resilience issue. To explain how factors of the enabling environment tie-in to its development, I consider insights from the empirically tested CAS theory, which postulates complex interactions among various components in a

system. CAS theory is a transdisciplinary approach for looking at the complex interrelation of societal and natural phenomena, human cognitive structures, and processes specific to them (Liang, Peng, Xue, Guo, & Wang, 2015). Business organizations are complex adaptive systems per CAS and operate in continual interchange with each other and their economic, social, technological, physical, and political environments.

In the organizational context, using CAS as an assessment lens to understand the activities of the MNEs involves looking at the properties of a system. Managers rely on intelligence to assess the condition of their businesses. Holland (1995) characterized CAS as being composed of agents in interaction that adapt and learn as they interact. Such capability depends on the multiple interactions in hierarchical systems, with boundaries, inputs, outputs and feedback loops between the agents and the sum of the various agents. From Holland's work (1995), what is learned about CAS applied to economies, ecological environments, technological, systems, human health systems, or other aspects of organizations.

As driven by the changing nature of business, shifts in thinking require the creation of new paradigms or the reinterpretation of existing ones (Effelsberg, Solga, & Gurt, 2014). The set of leadership behaviors that ignite change can be viewed from the lens of transformational leadership theory where motivation and personality theories also come into play as motivation influences innovation (Sevincer, Kluge, & Oettingen, 2014). Transformational theory offers an approach for looking at the intellectual

stimulation of leaders as they take inputs and convert them to outputs (Shotter & Tsoukas, 2014).

Concepts relevant to the leadership process can also be perceived through Maslow's (1954) hierarchy of needs theory (Lester, 2103). Maslow suggested five interdependent levels of human needs that must be met in a sequential order for survival. Taken together, these approaches encompass the requisites that help translate behaviors into strategic formulation within an organization.

Nature of the Study

This study uses a descriptive phenomenology study design. Neither quantitative method nor mixed methods orientations to inquiry were suitable because quantification of findings was not applicable to the research problem. The analytic strategy will define the priorities and rationale of information that will be analyzed to uphold the rigor of this research design. The collection of information relies on multiple sources of evidence to gain a deeper understanding of the lived experiences of managers in global business environments.

Patton (2015) informed that qualitative researchers tend to select between five research designs: (a) grounded theory, (b) phenomenology, (c) narrative, (d) ethnography, and (e) case study. The case study design and phenomenology design were considered for this study. In a description of the richness and potential of case study, Yin (2013) maintained its practical relevance to social science and distinguished it as looking at the phenomenon from a bounded system process. In terms of the scope of the units of study, Mohammed et al. (2013) also found that multiple case studies are useful for studying

factors that influence the process of internationalization. Conversely, Giorgi (2009) promoted descriptive phenomenology as a discovery-oriented method to represent the lived experiences of research participants concerning the phenomenon. After carefully studying both options, I determined that a descriptive phenomenological approach was the best fit to gain an understanding of the targeted sample.

McIntyre and Ivanaj (2016) asserted that international environments are typically rich with contextual variables. The criteria for selection of an MNE consists of having operations located in different regions of the world, with a technology-intensive business focus, and leaders with dispersed team responsibility in the selected locations. I expect to gain insights about the people and their environment through interviews involving managers in top, middle and supervisory positions. I expect that approximately 20 participants, or until data saturation occurs, will be involved in this activity. I will use my contacts from professional associations to solicit participants who lead *Fortune* global companies. The participant selection logic is explained in Chapter 3.

Definitions

Definitions of key terms used in the study are identified to provide relative meaning in this study.

Adaptability: The ability of a firm to rework its mechanisms in accord with the changes in their external environment (Seah, Hsieh, & Huang, 2014). This considers adaptive capacity, which includes elements that allow managers to make timely decisions.

Agility: The overall ability of a firm to understand environmental change and to

respond quickly and effectively (Veisah, Shiri, & Eghbali, 2014).

Business model: The logic of the business and the way it operates to create value for its stakeholders is referred to as the business model (Viltard, 2016).

Competency: The fundamental principle is built around demonstrative capability, including the technologies used in business (Seah et al., 2014).

Corporate social responsibility: The focus of organizations on stakeholders' interests and social issues (Choi, Ullah, & Kwak, 2015).

Feedback loops: The term refers to the use of output in an organization to inform new input (Latta, 2009).

Geocentric: The term refers to firms that operate in multiple countries with the objective to achieve global and local results (Plakhotnik et al., 2015).

Knowledge management (KM): The ability of an organization to harness its intellectual assets in strategic decision-making to achieve expected results refers to knowledge management (Yeh et al., 2006).

Knowledge management system (KMS): The term refers to a type of information system that collects, stores, retrieves, and disseminates information to support business activities (Kuo & Lee, 2011).

Resilience: The concept is attributed to the ability to learn, self-organize, become financially stable, and adapt to disturbances in the environment (Sudmeier-Rieux, 2014).

Strategy: The term refers to the choice of business model through which the firm will compete in the marketplace (Viltard, 2016).

Sustainability: The concept takes into account how human welfare is maintained or increased over some time-based scale (Anderies, Folke, Walker, & Ostrom, 2013).

Assumptions

The first assumption that I make is that the selection of firms in a technology-intensive industry would represent the emerging conditions this study addresses. McKinsey Global Institute (2013) noted the landscape of multinational firms will profoundly change by 2025. McKinsey projected that a geographic shift will have profound implications for the nature of competitiveness, innovation, and the pursuit for resources and talent.

The second assumption that I make is that the role of management is even more multidisciplinary and multidimensional in geocentric firms. To put this in perspective, there are multiple aspects of change that managers face in globally operated firms. These firms are concerned about the capabilities of their managers to keep pace with technological change. As such, the effect of management choices is more readily seen in real time (Pelser & Prinsloo, 2014).

The third assumption that I make is that research participants self-identify as experts in their respective areas. Managerial, cultural, technical and other competencies can be examined in interview questions. I can draw on their experiences to contribute to the understanding of ways to enact a collective capability to reshape leadership effectiveness for the enterprise.

The last assumption that I make is the use of terminology. In researching the

topic, I found overlapping use of the term management and leadership in the literature (Megheirkouni, 2015). I may interchangeably use both terms to refer to employees with responsibility for planning, organizing, controlling, staffing, and leading people. I also recognize that distinctions drawn in terms of organizational hierarchy, titles, and roles may vary by firm.

Scope and Delimitations

The scope of the study is manager's lived work experiences in multinational enterprises. The parameters that I set for this study is to look at participants in top, middle, or supervisory positions with 5 years or more of management experience. These boundaries were set due to several reasons: (a) the time constraint to complete the research, (b) the desire to explore the research question with greater depth and clarity, and (c) the need to comprehend the interplay of managerial competencies and use of the company's resources in strategic decision making.

Limitations

Researchers do not have a consensus on how to design qualitative research methodologies. The methodological limitation of this study relates to convenience sampling. Maxwell (2013) indicated several goals may exist for purposeful or convenience sampling. The four most important reasons mentioned included the aim to: (a) capture the heterogeneity in the population, (b) adequately represent the entire range of the population, (c) examine cases critical to the theories selected, and (d) support comparative designs often used in quantitative research.

In this research study, convenience sampling was used to achieve representativeness of the setting, individuals, or activities selected. The participant pool was limited to managers in one division of the company. Therefore, the representation of enterprise-wide company issues that other divisional managers face and an understanding of how these issues affect employees in those other divisions of the company may not be obtained in this study.

Significance of the Study

The new dilemmas of management in a technology driven world escalate the level of focus needed on leadership effectiveness. The role of information technology has shifted to the development of business plans, policies, and product differentiation (Chung, Hsu, Tsai, Huang, & Tsai, 2012). The significance of this research study was that it may expand the literature to understand how to reshape management effectiveness by looking at the integration of business and technology strategies required to support organizational competitiveness and resilience.

As such, the study includes the organization's internal and external environments to understand those influences on the problem. Insights from this study may inform leaders of new strategies to support the sustainable operations of their organizations. The implications of these issues for corporate social responsibility rather than profit making only might promote society interest before self-interest (Suk Bong, Ullah, & Won, 2015). Ultimately, leader effectiveness affects society, as evidenced by community building actions of empowerment and engagement.

Significance to Practice

The benefit of this study to practice is the increased adaptive capacity of leaders to proactively identify problems, develop strategies to solve those problems, and mitigate risk involved with disruption caused by these problems. The study might play a role in refocusing the efficacy of organizational management. The literature substantiates the need for attention to the identified strategic issues in contemporary organizations.

Significance to Theory

Organizational effectiveness is one of the most multifaceted and debated areas of leadership research. Generally, researchers characterize the variable of effectiveness in ambiguous terms with insufficient consideration to conditions. The mainstream of literature tells the reader that leadership is important. This study may contribute to theory by advancing understanding of the phenomenon of leadership effectiveness in the context of organizational resilience.

Significance to Social Change

Organizations operate in a dynamic and interconnected environment. The implications for positive social change are bounded within the scope of the organization's capacity to extend its operations to support the broader community in times of crises. Consequently, the organization's participative approach enables learning on both sides and a shift in how organizational leaders think and act.

Summary and Transition

The purpose of this descriptive phenomenological study is to generate new knowledge that may improve leader effectiveness for improved organizational resilience.

An introduction to the study was given in this chapter. The problem is defined, research question identified, and the rationale for the qualitative research methodologies is outlined. Considering the dynamic forces of economic globalization, the study's significance to social change and contribution to research is presented. With the establishment of this foundation, I reflected on the scope and limitations of this study.

The concept of resilience carries ambivalent responses to what and how leaders should carry out their duties of leading, planning, controlling, staffing, and organizing business activities. Although definitions of key terms are provided, background on this concept is needed to comprehend management responsibilities in contemporary organizations. The diverging perspectives of the phenomena are often debated. A literature review is covered in the next chapter to give context to these factors.

Chapter 2: Literature Review

The specific problem that I addressed in this study was a lack of management's strategies to improve organizational resilience through effective use of capital resources: human, financial, and technology. The purpose of this descriptive phenomenology study was to explore the capabilities of managers to use a firm's human, financial, social, and technological resources to improve organizational resilience. In this chapter, I delineate the approach used to ascertain information for the literature review. The discussion that follows is divided into four parts: (a) the search strategy, (b) the conceptual foundation, (c) the literature review, and (d) a summary of implications for the impending study.

Literature Search Strategy

In conducting this review, I accessed most materials through the Walden University Library databases. The search plan was guided by a Microsoft Excel spreadsheet designed to identify sources by the categories of search interest. The spreadsheet included refereed articles, conference proceedings, periodicals, and Web sources from the periods of 2012-2017. The exception to the stated timeframe was the use of seminal works that predated the 5-year period.

Other reliable sources outside of the Walden Library were used to inform the study. Industry information was obtained from publications by global consulting firms such as A.T. Kearney, McKinsey, Towers and Watson, and Deloitte. These companies provide subject matter expertise on a variety of business concerns, thought-leadership, and world insights. These consulting firms offered information on the topics of global affairs, leadership, technology, communications, government, and workplace issues. As a

point of record, I read periodicals such as Forbes, Fortune, and Wall Street and a variety of business materials to obtain insights about news, opinions, and industry trends.

I checked the quantity and quality of information against a literature review schematic to ensure relevance of information to the business problem, research question, conceptual framework, and methodology (see Figure 2).

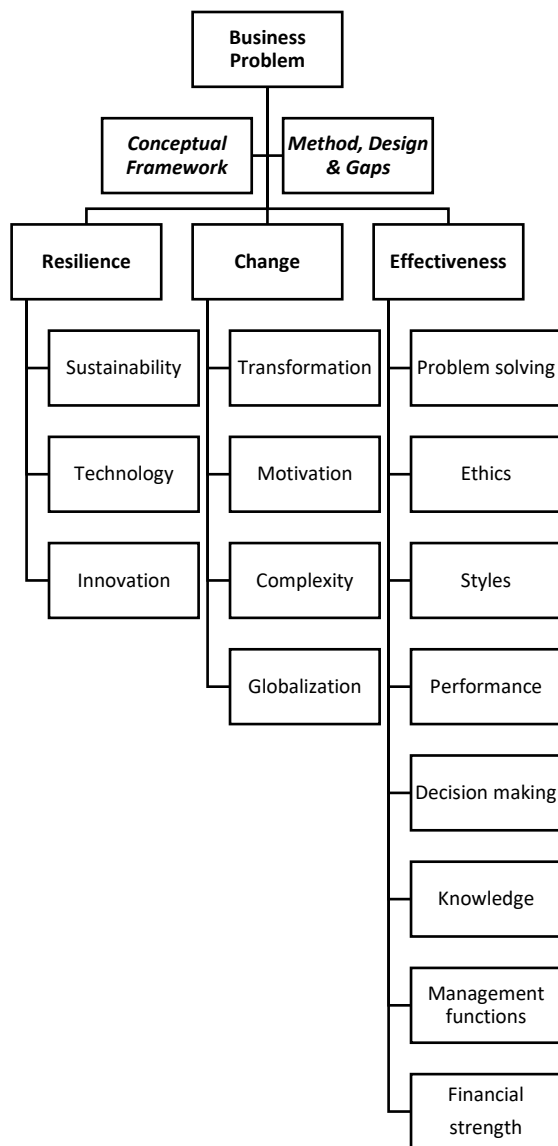


Figure 2. Literature review schematic.

Overall, the academic search for leadership information generated more than 1,500 peer-reviewed articles obtained from a collection of high quality and reliable sources including: Pro-Quest Central, Emerald Management, SAGE Premier, JSTOR, ScienceDirect, THOREAU, and Psychology databases. The use of Google Scholar search engine also produced another 25 scholarly articles. The search was narrowed to Boolean/phrases that linked to *leadership effectiveness, MNEs (MNEs), transformational leadership, systems thinking, adaptive theory, resilience, performance, problem-solving, technology, management, and ethics*. After carefully scanning information from all sources, I selected the most relevant articles for inclusion in the study.

Conceptual Framework

Although numerous frameworks exist in the discipline of management, I selected well-established frameworks that align with the phenomenological method used in this study. The selected frameworks are the National Resilience Beta Framework (World Economic Forum, 2013) and Kotter's 8-stage model of change. These frameworks provide an outline of the thoughts and courses of action for managing capability in business and public settings. With regard to the selection of these frameworks, the criteria were based on themes that were most salient in the review of articles: (a) the influences of motivation and change on business practices, (b) the influences of globalization on the enabling environment, and (c) the relevance of information to conceptualization of the phenomenon.

As defined in Chapter 1, the five components refer to a company's ability to withstand disruption, adjust, and use its resources to self-organize after the disruptive condition. These components are used to assess resilience through many dimensions that influence organizational decision making. The subsystems refer to the macro environment, including economic, political, and legal structures, natural forces such as water and energy, and societal concerns (Figure 3).

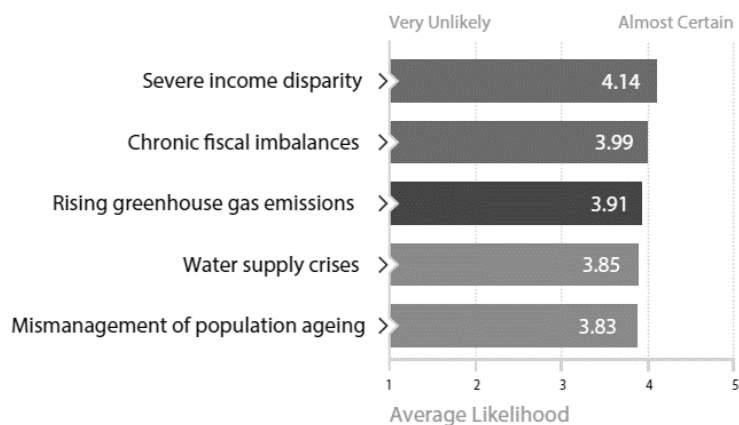
| MACRO SYSTEM | | COUNTRY | | | | |
|--------------------------|----------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| SUBSYSTEMS | | Economic | Environmental | Governance | Infrastructure | Social |
| COMPONENTS OF RESILIENCE | RESILIENCE CHARACTERISTICS | Robustness | Robustness | Robustness | Robustness | Robustness |
| | | Redundancy | Redundancy | Redundancy | Redundancy | Redundancy |
| | | Resourcefulness | Resourcefulness | Resourcefulness | Resourcefulness | Resourcefulness |
| | RESILIENCE PERFORMANCE | Response | Response | Response | Response | Response |
| | | Recovery | Recovery | Recovery | Recovery | Recovery |

Figure 3. National resilience beta framework. *Global Risks 2013* (p. 38) by the World Economic Forum. Reprinted with permission.

The World Economic Forum (2013) identified several problems for both economic and environmental landscapes in their Global Risks 2013 report. The Global Risks report represented themes analyzed from a survey of over 1000 industry, government, academia, and civil society respondents who reviewed 50 global risks. The report's structure consisted of five components: robustness, resourcefulness, redundancy, response, and recovery that formed the lens to look at five national-level subsystems: economic, environmental, governance, infrastructure, and social.

In the organizational context, risks are described as preventable, strategic, or external (World Economic Forum, 2013). Preventable risks are related to employee mistakes and process failures. Strategic risks are described as voluntary decisions a company makes after weighing the losses and gains. External risks involve situations outside of the company's ability to control. The Global Risks 2013 report was shaped from the view of global risks as being external to an organization (Figure 4).

Likelihood



Impact

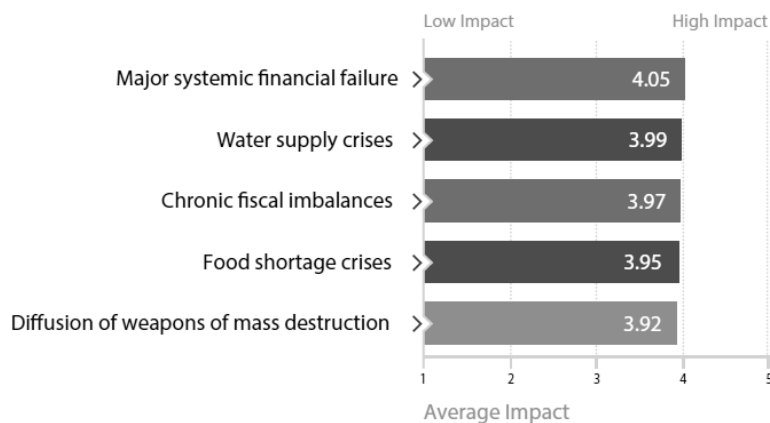


Figure 4. Likelihood and impact of risks. *Global Risks 2013* (p. 10) by World Economic Forum. Reprinted with permission.

Given the evolving nature of risks, the perceptions of leaders were segmented by the top five risks by likelihood and impact to address risk exposure. The report also noted the requirement of collaboration among public, private, and civil society to strengthen communications and cooperation for recovery and resourcefulness.

Within the approach of transforming experiences were precepts and structures that concentrated information into useful concepts. Kotter's (1996) 8-stage model attempted to address why transformations fail (Table 1). Kotter believed eight fundamental errors undermined change efforts and identified them in sequence

Table 1

Kotter (1996) 8-Stage Process of Change

| Actions | 8-Stage model |
|----------------------------------|--|
| Establishes climate for change | 1. Establishing a sense of urgency |
| | 2. Creating the guiding coalition |
| | 3. Developing a vision and strategy |
| Enlists the whole organization | 4. Communicating the change vision |
| | 5. Empowering broad-based action |
| | 6. Generating short-term wins |
| Implements and reinforces change | 7. Consolidating gains and producing more change |
| | 8. Anchoring new approaches in the culture |

These three categories offer an integrated view of the eight stages identified in the change model. Kotter articulated the need for leadership to:

- Establish a climate for change.
- Enlist the whole organization.
- Implement and reinforce the change.

The internal environment of the organization is shaped by the dynamics represented in the model. While his 8-stage model laid an action plan for business leadership, Kotter also noted that change was problematic without sufficient leadership. He initiated the 8-step model from the position of *leading*—not managing—change. He posited that transformation is more about leadership—establishing direction and strategies to achieve that direction. The change agents need to have strong leadership skills. Leaders foster change to compete effectively and sustain resilient organizations.

Linking concepts to practice is a major consideration for this study. These conceptual frameworks connect theory with practice for evidence-based methods to understand how managers perceive their work experiences in MNEs. The selected frameworks have tenets closely aligned with systems theory, complex adaptive systems, motivation, and transformational leadership theories. The NBRF shows how the fostering of resilience activates at deep structural, systemic, and human relationship levels in today's business unusual environments. Many large organizations such as AT&T, Allied Signal Inc, and The Goodyear Tire and Rubber Company have adopted the thinking of Kotter's model or applied it to large-scale implementation teams with success (Kotter & Cohen, 2012).

The contexts and classifications of the NBRF and Kotter's frameworks give clarity to understanding organizational phenomena. Furthermore, these concepts are positioned in case studies, ethnographic explorations, as well as phenomenological studies to show how changing the present circumstances in society require shifting

actions. The next section includes those frameworks and where the information is situated in the literature.

Literature Review

The content examination of articles is arranged in three streams of discussion: resilience, change, and effectiveness. The desire to understand people and business has long been a challenge for scholars and practitioners. Drawing from the full potential of these bodies of literature requires understanding some of the main principles bracketed with them. First, the environment in which employee's work affects how they think about their work and the way they go about doing their work. Second, learning is linked to developing innovation and competitiveness. Third, change is a constant reality of business management. How companies perceive these complexities in relation to managerial effectiveness is discussed in the next section on organizational resilience.

Resilience

Although the idea of resilience has been around for a long time, people view resilience from a variety of perspectives. Over the past 20 years the discussion about resilience has been in the context of disasters, international intervention, and governance (Pugh, 2014). Resilience is about how people and nature can use disruptions to spur revitalization and novel thinking. There are many drivers for resilience and sustainability. Pugh contended that resilience could not be understood without perceiving the complexities of life and the world. For example, a corporate leader will primarily look at issues that affect the production of goods and services for the company. A city government leader will look at issues that affect the community. A country leader will

look at sustainability from a macro environment standpoint. Researchers pointed to the interconnectedness of these concerns and the risks that go along with them as experienced by public and private organizations around the world (World Economic Forum, 2013).

Due to its importance to the viability of organization, resilience has received increased research attention (Combe & Carrington, 2015). When disruptive change is encountered, a CEOs or top management's sense making under stressful conditions is often conflicted. The authors point to the difficulty added to the situation when the leaders face ambiguity and uncertainty. Errors due to time stress, inaccurate understanding of the condition, and decisions made in silos typify the decision-making environment.

As the scope of risks grow, multinational firms need a better way of addressing the erratic movements in the international markets. Government policies and practices present diverse forms of political risks. Corruption and piracy of information risks confound development of security strategies. Technology and skilled labor continue to expose gaps in learning and knowledge transfer in firms. The case study research undertaken by McManus, Seville, Brunson, and Vargo (2007) on improving the resilience of organizations was consistent with that of the National Resilience Beta Framework (World Economic Forum, 2013). They described resilience management as a process that involves (a) building awareness of the issues, (b) mapping operations and functions from an internal and external perspective, (c) self-assessment of vulnerability, (d) identification of the greatest threats, and (e) making adaptive capacity more robust in

a constantly changing and interconnected environment (McManus, Seville, Brunson, & Vargo, 2007). These researchers identified 15 resilience indicators that represented the key issues from 10 New Zealand companies across a range of industry sectors. One of the key awareness issues was that of roles and responsibilities in the organization. Poor awareness of roles and responsibilities translated to the symptoms of poor awareness and disengagement in the organization. This is a distinct barrier to the flow of information in the organization and, in turn, reduces an organization's adaptive capacity.

Another finding was, for the most part, organizations still treated crises as reactionary despite the invested time in pandemic planning for such events. The importance of internal resources was highly regarded by all participating firms in the case study. The issues of an aging population, financial position, and strategic vision highlighted problems relative to human assets. In contrast, organizations with high leadership transparency in decision making, communications, and visibility were deemed to have a marked impact on adaptive capacity.

Parkes and Boland (2012) also studied the complexities of risks from the lens of CAS theory. They looked at uncertainties that may be disruptive to business when the roles, responsibilities, and accountability aspects are unclear. They focused on leader experiences and solution orientated approaches. Their research findings underscored the emerging nature of change and emphasized the need to bolster individual leadership capabilities to respond to it under uncertain conditions. The literature also highlighted the reliance on technology for organizations to achieve reconfigurations that support strategic and operational changes as discussed in the next section.

Winnard, Adcroft, Lee, and Skipp (2014) approached resilience as symbiotic to sustainability. They explored the concepts through the lens of CAS since they asserted that businesses are constantly evolving. Winnard et al. believed that both resilience and sustainability must exist in interdependent conditions and what essentially differentiates resilient systems from rigid ones in adaptive capacity.

Sustainability was viewed as act of balancing different and sometime conflicting goals pertaining to the triple bottom line—economy, society, and natural resources.

Common to the extant literature, Winnard et al. viewed the planetary system as the larger whole that includes society and the economic system which operates within it (see Figure 5).

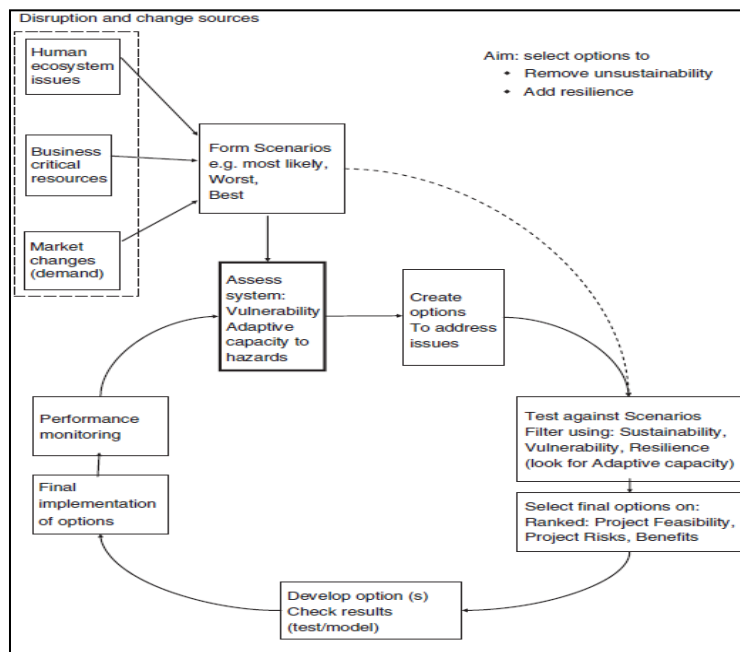


Figure 5. Process flow for resilient sustainability approach (Winnard et al., 2014). Reprinted with permission.

The process flow follows a path of disruptive source recognition to form scenarios, assess them, and create options to address the issues. The options are checked against scenarios for adaptive capacity and proceed through implementation and performance monitoring phases. Winnard et al. reinforced the point that system assessment for vulnerability is an on-going activity that involves planning, mitigation of risks through reacting to and overcoming an event in progress and recovery after changes. In practice, managers cannot plan for every eventuality, rather they can use strategic thinking and a method for effecting change that builds and sustains resilience in the organizations.

Adaptation through technology. The pressures of global economic fragility and global competition has intensified the premium placed on the optimal use of a firm's technology resources. Technology seemed an ignored topic compared to marketing, management of human resources, and financial management, until after second World War when firms such as Westinghouse and General Electric pursued research and development interests (Li-Hua & Lu, 2013). In the 1990s, technology began to take shape and evolve into a formal field of study. Through the driving forces of innovation such as connectivity, digital technologies, social networks, and business transformation became a strategic conversation (Li-Hua & Lu, 2013).

The optimization of work potential through business processes brings challenges to even the most technologically savvy companies. MNEs such as Microsoft, IBM, and Apple demonstrate high dependency on structures that enable assimilation and innovation through information and communications technologies. The role of information technology has shifted to the development of business plans, policies, and product

differentiation. Watanabe, Naveed, and Zhao (2014) implied technology as a driver for competitiveness and a mechanism for agility.

Collins and Ryan (2007) extended the view of organizational adaption by looking at the effect of technology on labor displacement. They delineated the changing conditions that displace employees. Collins and Ryan (2007) illustrated the effect of technology changes in banking, travel, and other industries:

- The capacity of databases enables nonprofits to better manage donor retention, acquisition, and distribution of their resources.
- Automated teller machines (ATMs) provide convenience to customers and reduce the need for branch locations.
- The travel and hospitality industries have been transformed through the adoption of Web-based platforms for real-time customer engagement solutions and reduction of live agents.

The reflective capabilities generated via technology platforms implicate their relevance to stakeholders.

A unique problem triggered by the international tourism industry is whether it can maintain its pace of growth without damaging the natural resources and constructed environments, both of which must be preserved for future generations (Edgell, 2015). In 2014, the industry accounted for \$7.6 trillion or 9.8% of the world's gross development product and 277 million jobs. Edgell argued the need for a more rigorous international sustainable tourism policy. The tourism industry has the capacity to either enrich a destination through effective planning and efficient management or to damage it through

overuse. The existing United Nation's sustainable tourism policy calls for these specific needs:

- The need for partnerships between public and private sectors
- The maintenance of quality of life
- The protection of ecosystems, natural species, and natural habitat

Arguably, the concepts of sustainable tourism are difficult to operationalize given the United Nation's involvement with over 172 countries. Edgell (2015) saw value-based leadership as the hallmark led by a diverse stakeholder membership toward global welfare.

The multinational firm's position related to how resilience is addressed is made more complex by intergovernmental processes and conventions (Adamou, 2014). International organizations operate in an environment that is complicated by risks. Adamou drew attention to the increased numbers of standards and practices that have emerged over the last 10 years to manage the impact of crises and disruptions. When considering the level of preparedness, Adamou declared senior management in international firms have been slower to systematically address the issue. The lack of expertise, structural, and internal barriers was cited as problems for international companies. Using the United Nations as an exemplar, the advantages of inter-organizational collaboration and partnerships in the same region have proven to be solid strategies to improve business continuity (Adamou, 2014). Business continuity should be valued as a strategic tool for organizational performance and integrated in the long-

term enterprise planning process, instead of being left in the contingency planning silo (Adamou, 2014).

Steiner and Cleary (2014) situated the discussion about resilience at the entrepreneur level in Australian private firms. Because entrepreneurship business activities deliver essential services and products to residents and visitors in small communities, Steiner and Cleary aimed to understand resilience in private sector organizations and how those business owners coped with a changing business environment. Using case study methodology, their findings revealed similar implications of the social, environmental, and economic changes found in the Global Risks 2013 report. Steiner and Cleary also argued the competences of organizational leaders as important to building organizational capacity.

Change

At the turn of the millennium, an abundance of information was written about change and its proposed effect on individuals, society and organizations. Perusing the vast body of literature on leadership and models, two characteristics stand out: (a) world events are forcing organizations to restructure their organizational strategies, and (b) bureaucratic structures hinder decision making and collaboration (McCloskey, 2014). The evolution of leadership theory and modern practices has raised the need for change. The perspectives of researchers about organizational change differed based on their ontological and epistemological affiliation. Along the continuum of time, scholars developed various terminology, mental constructs, concepts, and process models to explain how organizational change takes place. The classifications of change were

distinguished as organizations developed amid a variety of theoretical assumptions at various points in time.

I point to Lewin's field theory (Papanek, 1973) as a seminal work to arrive at a baseline for background discussion. Lewin's concept borrowed from the psychologists view of an *open system* as an explanatory structure for understanding organizations. Lewin's force field analysis contributed three essential steps identified in order of progression as: unfreeze, change, and refreeze of the organization (Papanek, 1973). The driving forces are greater than the restraining forces in the unfreeze stage. People learn the new behaviors in the changing stage. The refreezing stage is where the change is reinforced through feedback loops and organizational rewards.

Lewin's idea deduced the role of the leader to manage, control, and direct actions to enable change to occur. These steps focused on the conditions of getting the change accomplished rather than its rationale for doing so. The ability of firms to manage change was mainly concerned with stability during the mid-20th century since the initial degree of complexity in operating firms was limited (Dervitsiotis, 2012). While Lewin's model exemplified forces that either prohibited or promoted change, it lacked consideration of the complexity of human experiences. Kotter built on Lewin's model by using an 8-stage process with the advantage of being more specific and thus easier for organizations to follow.

As systems thinking evolved, the seminal work of Argyris and Schön (Argyris, 1995) drew attention to the need to examine the reasoning involved with strategizing change. They emphasized the need to understand human action. Argyris and Schön

articulated the concept of espoused theories by looking at cognitive structures and how people act on their thinking. Espoused theories represent what people say they will do. Theories-in-use describes what people do, and reasons for their actions are implied rather than expressly stated. These thoughts encompassed action learning and organizational learning (Argyris, 1995).

The principle stream of thought was the belief that employees, especially management, needed to first make sense of the change agenda to determine the basis for action. The actions and routines of individuals were viewed as theories of action. They argued that learning occurred through single loop and double loop learning. Single loop learning occurs when the mismatch between intentions and consequences is produced the first time. If the master program individuals use to produce the action does not change, error correction will be unsuccessful or will not endure. Argyris called this second illustration double loop learning. Argyris viewed the master program as the framework that appraises individuals of tactics consistent with their values they should use to achieve their intended results. While theories in action has relevance in the literature, Bochman and Kroth (2010) found the application of double loop learning as difficult to master as higher levels of complexity are experienced.

As such, organizational activities will be influenced by managerial decisions, employee attitude, and other stakeholder attributes. Changes in the direction, culture, or management style might also have a considerable effect on the internal organization. In part, the ability of organizations to anchor change is dependent on its organizational culture. In the changed environment, people listen with an open mind and harness their

potential to help their organizations innovate to provide new products and services in a competitive marketplace.

This includes aligning people to the direction and motivating them to produce change. He made the argument for skills beyond the core management ones—planning, organizing, budgeting, controlling, staffing, and problem solving—to developing more leaders with skills that create and communicate vision for broad-based empowerment. To be clear, Kotter (1996) believed that managers are needed in an organization because contemporary organizations are too complex for a single, charismatic leader with obedient disciples to produce change. The difference, in Kotter's view, is that management moderates the change process, while leadership drives the transformation. Both leadership and management work together to achieve common business goals.

Kotter and Schlesinger (2008) also recognized hazards would happen whenever humans are subjected to compulsory change. They observed that managers often underestimate the implications and lack the confidence to implement change. The shifting conditions are not clear and employees resist initiatives. The method for dealing with resistance to change must match the situation. Five common approaches were identified to overcome resistance:

- Education/communication is needed when the change agents seek to understand where there is lack of information or inaccuracies in information. This effort might be very time consuming, but necessary if many people are involved. People will often take part in the change once they better understand the purpose.

- Participation/involvement requires the change agents to reach out to the people to gain useful information and help with implementation.
- Facilitation/support is appropriate to help people with adjustment problems during the process. This approach may be time consuming and the change can still fail.
- Negotiation/agreement is used when power is concentrated in groups of people. It can be costly to achieve compliance.
- Manipulation/co-optation is an advantage when other tactics do not work. It can have drawbacks if people feel manipulated.
- Explicit/implicit coercion may be necessary when time is non-negotiable. This forcing approach yields a quick solution, but relationships might be severed in the aftermath.

Ford and Ford (2010) expanded Kotter's perspective with emphasis on the skill of communication. Through case study analysis, their research held the primary mechanism for effecting change is produced through crucial discourse between change agents and recipients in daily settings. This language-based perspective sought to put a conversational profile into a frame where managers could become aware of and adjust their dialogues in real time. Through conversation analysis profiled in a graph format, managers are enabled to discern relationships between what they are saying and what is happening in the conduct of change. The authors realized that not all talk leads to effective action. Notwithstanding, conversational profiles offered one of many tools for identifying effective patterns of talk that might lead to changes that are successful.

In looking at the external drivers that shape change, Kotter (1996) assured that no

organization is immune to social and economic forces. Figure 6 represents four external forces that drive the need for change in organizations.

| | |
|--|---|
| Technological | <ul style="list-style-type: none"> • Communication • Transportation • More information networks connecting people globally |
| International Economic Integration | <ul style="list-style-type: none"> • Fewer tarriffs (GATT) • Currencies linked via floating exchange rates • More global capital flows |
| Maturation of Markets in Developed Countries | <ul style="list-style-type: none"> • Slower domestic growth • More aggressive exporters • More deregulation |
| Fall of Communist and Socialist Regimes | <ul style="list-style-type: none"> • More countries linked to the capitalist system • More privatization |

Figure 6. Kotter (1996) Economic forces driving the need for major change in Organizations. Reprinted with permission.

Few studies have tested the efficacy of Kotter's 8-stage model (Pollack & Pollack, 2015).

The efficacy of the model has been both supported and criticized in the literature. Despite the critics, Pollack and Pollack (2015) indicated it remains one of the most widely recognized models for organizational transformation and remains a key reference on change management in the literature. Onward, this doctoral study includes the capabilities of the individual business leader to effect change in organizations.

Effectiveness

The essence of effectiveness is to improve the performance of how managers use their capabilities. Even with the countless performance taxonomies, management researchers perceive differently what constitutes effectiveness (Laud, Arevalo, &

Johnson, 2016). The fact that ineffective leadership occurs too frequently is undeniable. Gandolfi and Stone (2016) described the problem as a crisis of leadership. They saw failures in almost every industry around the world ranging from *Fortune* companies to small business enterprises. Some examples include the unethical practices of securities expert Bernie Madoff that resulted in a \$20 billion Ponzi scheme; to its detriment, Polaroid company could not keep pace with innovation; the impact of digital print market changed the entire print industry; Hostess brands filed bankruptcy after the market shifted from sugary foods to healthier eating; the misguided management of Infosys in India caused a sharp business decline; Nokia's telecommunications business failure; Walmart's business downturn in Brazil, China, and Mexico questioned their leadership approaches in emerging markets (Brahma, 2015; Gandolfi & Stone, 2015).

Organizational knowledge as a strategic asset developed as a recurrent theme in more recent literature. Learning is paramount to the development of organizations (Megheirkouni, 2015) and vital to competitive advantage. The thinking about today's educational system is its instructional methods needs to be refined to equip people with the ability to work in the modern economy (World Economic Forum, 2016). Megheirkouni (2015) argued the growing demand for technological innovation to empower individuals, commerce, and communities requires fresh and resourceful educational initiatives (Megheirkouni, 2015). These debates reflect developing leadership skills as a strategic priority for MNEs. Seethamraju (2012) saw the focus of leaders on strategic business issues as critical to success. They asserted the struggle of companies to proficiently execute business processes and linked the skills of managers as a crucial role

in that gap. Seethamraju's (2012) research suggested the lack of leader proficiency toward the design of technology strategies to achieve business objectives.

The complexities of work, roles, and functions in relation to practice often lead to perplexities about managerial effectiveness. There are terminology differences and areas of focus in terms of how organizations perceive role requirements (see Table 2). Gartner (2002) brought to the forefront the notion of resilience from a systems theory view which moved the focus beyond the manager as an individual to the manager's relationship with stakeholders in the process, and the context of the environment. Leadership establishes a culture and commitment to organizational resilience throughout the enterprise. The organizational behaviorists, as explained by Yukl (2012), highlighted key behaviors necessary to achieve work. In their focus on effectiveness, Bateman and Snell (2017) offered a contemporary view of the four critical areas with emphasis on collaboration and high-performance standards.

Table 2

Managerial Capabilities

| 4 Functions | Gartner (2002) | Yukl (2012) | Bateman & Snell (2017) |
|-------------|---------------------|--------------------------|------------------------|
| Focus | Resilience | Behaviors | Effectiveness |
| Planning | Sets priorities | Clarifying planning | Strategy |
| Organizing | Allocates resources | Empowering | Structure |
| Leading | Builds culture | Advocating change | Power and influence |
| Controlling | Builds systems | Decisional Monitoring | Systems and change |

Laud, Arevalo, and Johnson (2016) declared there are few empirical studies that have explored assessment of these taxonomies in relation to applied practice. This perceived gap highlighted the need to understand the theoretical classifications and the how these dimensions may influence managerial effectiveness in organizational settings.

As the pace of globalization increased in the 21st century, business leaders realized a need to pay closer attention to both domestic and international business practices. The attention of researchers turned to the analysis of conditions that involved a multiplicity of factors that not only considered culture, but also the cross-border operating environment. Identifying which behaviors and capabilities are vital to address the unpredicted challenges of the future is one of the premiere challenges for companies today. Agility is recognized as the most important skill for leaders in multinational firms (Povah, 2012; Veisheh, Shiri, & Eghbali, 2014).

The review of studies led to some consistent findings with regards to the emerging workplace. The influence of intellect on leadership became a prevalent stream of thought. Intelligence influences the acquisition of skills. Thus, leader cognition became framed in the global mindset. The global mindset became recognized as a required leadership competency. This competency centered on the leader's ability to influence stakeholders (individuals, groups, and organizations) to enact workers' achievement of organizational goals (Mathews, 2016). Accordingly, a conceptual model of global leadership was identified by several researchers, to recognize the scope and depth of leadership skills required in this leadership domain. Mainly, the shift in thinking

that embodies the global mindset encourages refinements in business practices as organizations transform.

Transformational leadership. Transformational leadership theory came into adoption in the 1980s as the focus on business performance, motivation, and leadership personalities were popularized. In today's thinking about enduring organizations, transformation leadership has been shown to help the organization adapt to change by eliminating ineffective patterns of behavior. The literature reflects emphasis on people and process. People take eminence over organizational tasks. These trends reinforced the proposition that the global organization needed a different management style—one that could operate in risky situations, work with diverse cultures, and create new perspectives.

Transformation hinges on the ability of leadership to transform the organization from its current state to its desired state. Nging and Yazdanifard (2015) described the role of a leader as a pathfinder—one who inspires others to a shared vision that empowers them to attain that vision. Towards organizational change, this type of leader is effective at adapting, anticipating, and planning for constraints (Nging & Yazdanifard, 2015). The characteristic of intellectual stimulation is deemed integral to the change process.

Abrell-Vogel and Rowold (2014) considered the influence of the leader as a role model in effecting followers' commitment to change. These researchers offered insights into the relevance of transformational leadership and its effectiveness in change situations. Mainly, the constructs of *individual support*, *affective commitment to change*, and *providing an appropriate model* were captured using a Transformation Leadership Inventory (TLI) created in 1990 by Podsakoff, MacKenzie, Moorman and Fetter.

Nging and Yazdanifard (2015) raised the importance of leadership styles in organizational change. They believed that different changing processes require different leadership styles as people work together under diverse conditions for the success of the enterprise. Baard, Rench, and Kozlowski (2014) believed the perpetual flow of change challenged individuals, groups, and leaders to adapt to workplace conditions. There can be no leaders without subordinates. Subordinates are followers in the sense that they follow directions given by their leaders. Because performance is predicated on the strength of the follower-leader relationship, researchers focused on this dimension to perceive the mechanisms of adaptation in changing workplace conditions.

Motivation. A precondition to employer engagement is motivation. Researchers saw motivation as one of the cornerstones in the human experience that drives and sustains high performance. As a dynamic process, leaders must know how to direct the efforts of the total enterprise to advance its business endeavors (Spisak et al., 2015). Maslow's significant influence on motivation theory was initiated from the discipline of psychology, Maslow's hierarchy of needs model helped managers learn how to encourage workers toward goal achievement. Consistent with this goal, they indicated managers needed to inspire workers to be responsive to updated knowledge and skills.

Building on the thinking of Maslow, Wilson and Madsen (2008) believed individuals direct their behavior toward actions that will satisfy their internal needs. These researchers saw learning and motivation as inextricably tied together. This notion made sense then and is useful now as people continue to brace themselves for more workplace change. A related appeal is for organizations to direct people towards work

that leads to self-fulfillment, but that is a difficult goal for most managers to fathom. Following the theme of business skills, it is necessary to understand the context and environment in which leaders apply them.

Employee engagement. From these trends, researchers reasoned organizational failures also hurt the economy and the confidence level of people in organizational leaders (Korten, 2006; Ryland, 1997). Trust may be elusive, but it is an essential requirement for relationship building in organizations. Korten (2006) proposed that trust lays the foundation for enabling progress by people working together for shared benefit. The research study of Sevincer et al. (2014) found that people's thinking and beliefs about the affective events of their environments will affect the way they pursue their personal and professional goals. Employee engagement is a critical link to organizational performance. It is difficult when employees do not share a sense of commitment or benefit in doing work. Workers engaging in voluntary and rewarded actions go above and beyond what their roles demand to contribute to organizations. Hussain and Hassan (2016) suggested if managers made the necessary decisions then workers would do their jobs as effectively and efficiently as possible.

Alabi and Alabi (2014) recognized the long-standing debate in the literature of what constitutes effective leadership. With focus on the academic sector, these researchers employed a qualitative exploratory design based on a mixed method approach involving surveys and interviews to elicit information about leadership effectiveness for becoming deans. They conceptualized effective leadership as the ability to work through people to achieve business results using methods that achieve continual improvement.

They sought to understand the factors that influence leadership effectiveness and shared the observation that assessment of leader attributes tends to be based on 360-degree assessments which attempt to link relationships (self, boss, peers, direct reports) with organizational outcomes. Along with the key behaviors expected of senior leaders, the researchers referenced a 22-scale benchmark from a 2002 Fleenor and Bryant study that measured problem areas that could derail a career:

- Problems with interpersonal relationships – insensitive, cold, aloof, arrogant.
- Difficulty in molding a staff—over manages, unable to staff effectively.
- Difficulty in making strategic decisions unable to think strategically.
- Lack of follow-through—overly ambitious, untrustworthy.
- Overdependence overdependent on advocate or mentor.
- Strategic differences with management—unable to adapt to a boss with different style.

The scales measured revealed helpful information, but did not account for the conditions necessary to move people to the desired results (Aliba & Aliba, 2015). To achieve the technical and leadership competence required in an organization, Aliba and Aliba opined that a leadership assessment program should be introduced at the recruitment phase of hiring.

Towers and Watson (2013) underscored the importance of an integrated leadership development strategy to build and sustain effective leadership. The findings from their research revealed six competencies that will be required for 21st century leaders:

- Agile thinking. Leaders must be equipped to manage paradoxes in changing economic, political, and market conditions.
- Digital business skills. A highly skilled technical workforce is in demand as organizations seek to leverage digital technologies to grow their businesses.
- Global operating skills. New geographies require leaders with sensitivity to cultural diversity and international markets.
- Authenticity and responsiveness. Transparency is necessary for building organizational trust with employees and responsiveness to their concerns.
- Collaborative problem solving. Shifting from top down paradigms to collaborative thinking to be more inclusive is imperative.
- Change leadership. Complexity in business environments is on the rise. Managers should understand and embrace change as a way of business life.

Towers and Watson (2013) saw a larger role for human resource executives to help assess the strengths and gaps of leadership capabilities against a multidimensional leadership model. The Towers Watson 2012-2013 Global Talent Management and Rewards Study showed that the leaders surveyed believed their leadership development programs adequately provide the support for long-term business goals. As well as senior and middle management roles, companies that are primed for advancement sometimes include first-line managers and critical technical roles in their succession development plans.

Culture. The subject of organizational culture advanced in literature research to

account for the cultural experiences of people in organizations and ability of leaders to consider the deeper meanings of culture dynamics on the implementation of change (Latta, 2009). Latta looked at organizational culture as a situational variable in determining a leader's success efforts implementing change. The OC3 model is grounded in systems theory and embodies feedback loops that promote a state of organizational equilibrium throughout the change (see Figure 7).



Figure 7. OC³ model (Latta, 2009). Reprinted with permission.

The OC³ made several propositions with respect to how cultural knowledge shapes direction: The model illustrates ways in which cultural aspects impel change at each stage of implementation. Organizational culture is perceived as necessary for informing leader decision making throughout the change process whether cultural reform is required consequently.

The Global Leadership and Organizational Behavior Effectiveness (GLOBE)

model offered a different view into the discourse on culture and leadership. GLOBE is regarded as the most comprehensive study that empirically researched the relationship between culture and leader behavior in many societies with so many organizations (Venaik, Zhu, & Brewer, 2013). The GLOBE empirically examined cultural phenomena that made it possible to comprehend social orientations across cultures. The initial study was conceived in 1991 and published in 2004 as *Culture, Leadership, and Organizations: The GLOBAL Study of 62 Societies* by House of the Wharton Business School. The research was based on data collected from about 17,300 middle managers from 951 organizations in the food processing, financial services, and telecommunications service industries (Javidan & Dastmalchian, 2009).

Javidan and Dastmalchian (2009) looked at the implications of the GLOBE study and found that managers need strategic capabilities to compete in markets around the globe (see Figure 8).



Figure 8. Global leader's responsibilities (Javidan & Dastmalchian, 2009)

They described a range of responsibilities required to leverage organizational learning and resources for local market responsiveness. No single person can effectively handle the broad scope of responsibilities to link activities and capabilities worldwide. Rather, this representation made it not only possible to envisage the scope of responsibilities for global leaders, but also signaled the need to look at leadership efficacy, organizational processes and practices.

Relative to leader efficacy, Javidan and Dastmalchian also explained GLOBE's societal clusters and the extent to which specific leader attributes and behaviors are endorsed. The GLOBE study built on the findings of Hofstede (1980) and other researchers to inform the values, beliefs and practices among societies (see Table 3).

Table 3

GLOBE Study (2004) Cultural Dimensions

| Dimension | Description |
|-------------------------|---|
| Power distance | The extent to which members expect the distribution of power. |
| Uncertainty avoidance | The extent to which a society values orderliness and consistency by reliance on social norms and rituals. |
| Humane orientation | The degree to which belonging and caring are expressed. |
| Collectivism I | The degree to which institutions focus on distribution of resources. |
| Collectivism II | The degree to which individuals/groups express cohesiveness, loyalty or pride in their organizations or families. |
| Assertiveness | The extent to which individuals are assertive in their relationships with others. |
| Gender egalitarianism | The degree to which gender inequality is minimized. |
| Future orientation | The extent to which societies or individuals engage in planning for the future and delayed gratification. |
| Performance orientation | The degree to which rewards are encouraged for performance. |

For example, Javidan and Dastmalchian (2009) reasoned if Singaporean managers know that Singapore is highly ranked on future orientation, they might use this information to involve employees in setting long-term strategies for the firm. And if a manager knows that Singapore is ranked as a highly collectivistic country then strategic focus could be given to how company actions will contribute to the Singapore government and society.

Marques (2015) viewed the challenges in the changed leadership landscape of contemporary business between 2005 and 2014. Marques presented the foundations of change as shifts in:

- Societal values influenced by diverse environments.
- Investor focus from obsession on shareholder returns to the ethics and depth of quality in the organization.
- The concept of stability from remaining the same to agility.
- The influence of excessive stress from elevated demands on employees.

These discussions in leadership theory and leadership development are central to understanding how to capture information and understand dynamic individual and group processes in organizations.

The earliest models of leader effectiveness emphasized forms, which maximized certain attributes. While prior research focused on leaders' qualities about personality traits, leadership styles, and group behavior, Dinh et al. (2014) suggested that researchers know less about how leaders make organizations viable than how leaders are perceived. Practitioners must select from a wide array of conceptual themes and theories to understand and illustrate how organizational inputs are structured to produce outputs. The

research approach for this study began from the premise that the resilience dimension in relation to addressing managerial effectiveness has been consistently overshadowed in the field of management. This gap in the literature creates the opportunity for practitioners to use scientific research to address managerial effectiveness.

Summary and Conclusions

The literature is clear that effectively managing business toward improved organizational resilience involves more than just disaster planning. The view of resilience moved from a technical process to a macro environment view that includes collaborators from society, government, institutions, and private sectors to respond to the forces of change. Orienting the discussion began with identification of the terminology. This was important as researchers held several working definitions in accordance with the conceptual paradigm. The conceptual frameworks that were introduced helped to evolve the discussion and distinguish content that informed aspects to improve vulnerability and action. Despite advances in technology, collaboration among shareholders remains challenged since many information and communications technologies, policies, laws, and societies may be involved in building up resilience efforts.

The literature is also clear that making business less vulnerable requires an internal system that can endure change, demonstrate a capacity to learn, and to adapt. This complex adaptive system paradigm enlightened the need for strategic and operational capabilities to prepare for uncertainties. The research showed that strategic resilience is oriented toward the long term. Operational resilience is concerned with systems that function at optimal levels to enable firms to more effectively compete in the

marketplace. Management is a practice of consciously and continually developing organizations. Learning is required for both strategic and operational resilience. Despite the empirical studies, the question remains as to the strategies needed by business leaders to improve organizational resilience. There is less research about the ability to respond quickly, decisively and effectively to unforeseen and unpredictable forces. A false assumption that a framework might be generalized across industries could be disastrous. Organizations are unique and do not prescribe to the same operational conditions and knowledge base. I found no research that challenges these discoveries. I discuss the research methodology in Chapter 3 toward determining an appropriate approach to exploring this phenomenon,

Chapter 3: Research Method

This chapter includes a discussion of the research design and rationale followed by a review of the role of the researcher. I provide an in-depth discussion about the methodology, including participant logic, instrumentation, and data collection. The discussion concludes with consideration of trustworthiness and ethical procedures. The purpose of this qualitative descriptive phenomenological study was to explore the lived experiences of managers to use a firm's human, financial, and technological resources to improve organizational resilience. I focused on the research design after having determined a qualitative orientation to research inquiry to explore the central research question:

RQ: What are the lived experiences of organizational leaders to address business resilience?

The two subquestions situate the development of a semistructured interview guide (see Appendix F) to guide the interviews:

Subquestion 1: How might leaders describe a resilient company?

Subquestion 2: How might leaders describe strategies that support or inhibit resilience?

The semistructured interview guide consists of 12 interview questions that align with the research questions by asking perspectives that relate to resilience, change, and effectiveness. Exploring these questions through the lived experiences of managers in multinational firms will allow me to describe the dynamic and strategic capabilities of the people and the firm. The findings to these questions are detailed in Chapter 4.

Research Design and Rationale

Organizational research is described in three types of inquiry: qualitative, quantitative, or mixed methods. A quantitative study is not appropriate for this study because it seeks a cause/effect relationship between variables such as resilience and technology. I determined that it was not necessary to draw inferences from measurable data and qualitative data used in mixed-methods research. The purposeful distinction of selecting qualitative research is that I will collect the type of data consistent with the complexity of the research problem. In this instance, the focus is on understanding human experiential phenomena, namely managers in a multinational organization with diverse teams and layers of responsibility.

Sinkovics and Alfodi (2012) conceived the qualitative inquiry research as a set of interpretive activities that seek to understand the situated meaning behind actions and behaviors and rely heavily on the researcher as a unique interpreter of the data. Several different views exist as to the methods used to make sense of the aspects of qualitative inquiry (Maxwell, 2013; Patton, 2015; Yin, 2013). I concluded no rule exists to tell a researcher precisely how to focus a study. As introduced in Chapter 1, qualitative inquiry can be explored through many research genres (Saldaña, 2009). Patton (2015) and other researchers explained one of the key tasks of the researcher is to pragmatically determine the breadth and depth of the research intended. In the succeeding paragraphs, I share my assessment of the research traditions of grounded theory, narrative research, case study, and phenomenology to explore my research question.

As a design, grounded study has been used to generate deep insights into

leadership. However, its use of mixed methods was not appropriate for this research design. Mixed methods integrate qualitative and quantitative data methods for a multidimensional look at phenomena (Saldaña, 2009). A key assumption with the grounded study design is that the researcher seeks to create a theory about the lives of people studied. To accomplish that aim, the grounded design requires a large sample size. This study neither seeks to generate a new theory nor to understand a cause/effect between variables such as leadership and effectiveness or leadership and resilience. This study seeks to understand a phenomenon and, in this manner, fill a void in the management literature. The grounded study approach was quickly eliminated on the list of viable options.

The variety of narrative research methods tends toward the descriptive, a feature that aligns with the need for interviewing participants over a sustained period (Patton, 2015). For example, the distinction of narrative ethnography is the depth of focus on individual experiences through storytelling. This aspect of narrative inquiry diverges from the interviewer/participant semistructured exchanges proposed for this study. Storytelling would not prove useful to generate findings toward this study's research question. In addition, the time involved to construct meaning from storytelling did not fit the length of time to complete this doctoral study.

In contrast to narrative research, I found the case study with an exploratory nature an appealing option given its ability to use of a variety of techniques in real world contexts to explore the research question. Yin (2013) explained a case is a bounded system that may contain rich sources of information about a phenomenon of interest. Yin

noted the strength of case study as the ability to use a variety of evidence such as interviews, observations, or artifacts to support the research question, whether it is quantitatively or qualitatively orientated. The usefulness of case studies in technology and innovation related topics is frequently illustrated in leadership literature (Lee, Vargo, & Seville, 2013; Yeh et al., 2006). Despite its applicability to qualitative research, the limitation for a new researcher is unclear guidelines on how to construct a case that would produce credible, reliable research in a timely manner.

Chosen over other qualitative designs, the descriptive phenomenological approach allows findings to emerge from the collected data as opposed to making assumptions about findings prior to commencing the study (Gill, 2014). The procedures for data collection and analysis are defined. Exploring this question through the lived experiences of managers in a multinational firm would allow me to describe the dynamic and strategic capabilities of the people and the firm.

Finlay (2014) found that variations exist within the phenomenological traditions since all inquiry entails description. Finlay and other authors differentiated between descriptive phenomenology versus interpretive, or hermeneutic, phenomenology. All approaches aim for rich descriptions of the phenomenon as it is experienced. This study follows the Giorgi (2009) phenomenological tradition. Giorgi's (2009) regarded descriptive phenomenology as a method for discovering and expressing the lived experiences of the observable event. The phenomenology design informs specific ways of formulating research questions and procedures for data collection, analysis, and participant sampling.

Following Giorgi's guidance, a supporting set of interview questions will help to determine the data required when working with participants. For example, the first subquestion will focus on how the perceptions of managers might reveal the phenomenon of leader effectiveness. The second interview question asked managers to describe their perceptions of organizational resilience. The third interview question asked managers to share their strategic change experiences and processes and so forth. Interview questions (see Appendix F) are discussed in more details under the Instrumentation section of this proposal.

Role of the Researcher

In deriving scientific evidence in phenomenological investigations, the researcher establishes and carries out a series of methods and procedures that fulfill the requirements of an organized, disciplined and systematic study (Georgi, 2009). A researcher is integral to the process both as an observer of the phenomenon and instrument of research. My primary objective is to explicate the lived experiences of participants in this qualitative method research.

In conducting the research, I would follow the epoché principle of suspending what I already know to see fresh (Finlay, 2014). In that regard, I would maintain an unbiased role as an interviewer and refrain from making insertions about participant experiences. I have no employment attachment with the targeted MNE. I would not use participants from my current work environment for the main study. While a relationship might exist with a sponsoring executive, I have no duty to personal contacts while conducting this study. I would make known the ethical guidelines and policies that

govern this study to any sponsoring executive and participants via the informed consent letter (see Appendix D) before commencing the semi-structured interviews. The consent letter serves not to comply with regulatory requirements, but also to obstruct conflicts of interest. I am accountable to the ethical responsibilities established by Walden's Institutional Review Board for Ethical Standards in Research (IRB) and the policies set forth to protect human research participants by the National Institutes of Health (NIH), an agency of the United States Department of Health and Human Services.

Methodology

A qualitative method with a descriptive phenomenology design is selected based on the conceptual frameworks identified in Chapter 2. Qualitative research is interpretative which allows the researcher to develop a deep understanding of the phenomenon. The qualitative method is especially helpful to discover information about values, activities, and social contexts of individual participant experiences. This methodology section explains seven components of the study. The six components are (a) participant selection logic, (b) instrumentation, (c) data collection, (d) data analysis, (e) issues of trustworthiness, (f) instrumentation, and (g) ethical considerations.

Participant Selection Logic

It is impossible and impractical to collect data from all units of study covered by the research problem (Frankfort-Nachmias, Nachmias, & DeWaard, 2015). The sample design is based on purposive sampling. With this design, data are collected from a small subset of the population for this qualitative descriptive phenomenological study. The sample size included 20 participants following the advice of Giorgi (2009) for a

phenomenology study design. In qualitative studies with small numbers of participants with a limited number of sites (Maxwell, 2013), purposeful selection is an advantage. Despite the small sample size, I expected to spend ample time with the sampling population to gain a rich description of a variety of their experiences.

The sampling population will come from American multinational corporations. The selected individuals worked at headquarters in the United States and branches or subsidiaries in host countries (Gillespie & Hennessey, 2016). I constructed a profile to illustrate the size and complexity of firms in which global managers work. This insight helped to frame the environment in which the managers might work. The multinationals tend to share these features:

- Organizational structure with multiple divisional layers.
- Employee base of over 200,000 employees in multiple countries.
- Establish operations via ownership or alliance with other companies, institutions, or governments.
- Support corporate social responsibility and humanitarian efforts.
- Rank among the world's largest public companies.

The scope of work experiences of managers who work in multinational companies differed from those of domestic managers who hold the same job title. Managers' assignments included travel to or work in a host country for a limited period. These aspects of lived experiences were helpful to explore as globalization affects the emerging nature of global firms. I determined the sample composition of participants (see Table 4) during the interviews.

Table 4

Sample Demographics

| Demographic | Description |
|--------------------------------|---------------------|
| Gender | Female |
| | Male |
| Management level | Top |
| | Middle |
| | Supervisory |
| Years of work experience | 5-7 years |
| | 7-10 years |
| | 10-more years |
| Education level | No degree |
| | Associate/technical |
| | Bachelor |
| | Masters |
| Number of employees supervised | 0-10 |
| | 11-20 |
| | 21-30 |
| | 31-40 |
| | 41-50 |
| | 51- over |
| Field of work experience | Customer service |
| | Operations |
| | Engineering |
| | Finance |
| | Human resource |
| | Legal |
| | Marketing |
| | Sales |

Towers Watson (2012) found it useful to develop a respondent profile for the Towers Watson Global Workforce Study that represented over 3200 people and a variety of industries in 29 countries around the world. Towers Watson captured demographic information that was categorized by:

- Gender listed as male or female.

- Job level defined as senior management, mid-level management, supervisor/foreman, profession/technician/ specialist, nonmanagement-salaried, and nonmanagement-hourly.
- Age groups segmented by under 30, 30-49, 40-49, and 50 or older.
- Organization size tracked by number of employees segmented by 999 and under, 1000-4,999, 5000-9,999, 10,000 or more.

With this respondent profile, Towers Watson could sufficiently understand the composition of a diverse employee populations. Similarly, understanding the job characteristics (see Table 5) for this study was helpful to ensure the sample could inform the research question. This segmentation allowed me to explore information at the subaggregate level that might prove meaningful while analyzing the collected data.

Table 5

Sample Job Characteristics

| Leader level | Responsibilities | Skill/knowledge/ability |
|--------------|---|---|
| Top | Develop company's strategic goals and plans | Ability to create vision, develop long range plans, and lead change |
| Middle | Translate strategic plans into specific objectives and activities | Determine near term strategies to increase revenues, direct budgets, drive innovation, and solve problems |
| Supervisory | Coordinate resources to achieve tactical activities managers | Assign work flows, evaluate performance, and implement plans |

To gain access to participants, I relied on professional societies to reach executive level sponsors for the research interviews. Participants will be recruited based on a referred list from the sponsoring executive. The communication with the sponsoring

executive will describe the context for research, discuss the criterion for participant selection, and provide an overview of the procedures used for participant interviews. Then, the sponsoring executive will distribute an introductory letter to qualified participants with request for their participation in the study. The selected participants will receive a consent letter from me prior to interview engagement (see Appendix E). Upon request, participants will receive a synopsis of the interview results.

Instrumentation

The semistructured interview method allowed me to gather information about the experiences of managers and how they have evolved by using open-ended questions. An in-person interview guide will be used to collect data because the interview protocol—a question set that must be covered—guides the flexibility of the interview questioning process by the researcher (Maxwell, 2013). The interview questions were adjusted based on the context of the participants' responses (Frankfort-Nachmias et al., 2009). The sensitivity of some issues to be discussed are reliant on the social interaction between the interviewer and the individual participant. The interviews will ultimately help me to ascertain information about perceived leadership effectiveness, decision support tools, group cohesion, and other perspectives about the enterprise.

Maxwell (2013) argued the use of multiple data collection methods to gather insights about different aspects of the phenomena. The use of a multifaceted strategy also supports triangulation (Maxwell, 2013). The point of triangulation is to support quality, rigor, and trustworthiness in a study. The chance of researcher bias on the influence of

the study's outcome is reduced through using two or more methods to look at the same phenomenon (Schmidt, Mansson, & Dolles, 2013).

Additional data may be gathered from managers' business reports to support their reference to situations and actions taken in the work environment. If time permits, data might be gathered through interviews with managers' direct reports to gain an interpretation of their work practices. Other sources of information might come from company annual reports or industry generated articles about the company.

Pilot Study

Upon approval by the Walden Institutional Review Board, I conducted a small-scale test of the instructions and interview questions for this research. Maxwell (2013) recommended that the researcher pilot-test the semistructured interview guide with others with similarities as close to the targeted interviewees. The instructions and questions were sent to a mix of 4 informants in both academic and corporate settings who were willing to share their knowledge with me. The administering and analysis of the pilot study took approximately 1 week.

Procedures for Recruitment, Participation, and Data Collection

In this section, I anticipated the process, difficulties, and possible results by thinking through the relation of each step to the next. The researcher must understand procedures for working with participants and obtaining data for the study to be useful. Giorgi (2009) favored the openness of the phenomenology technique, but also called attention to the need for systematic rigor. In this context, Sanders (1994) described the fundamental elements of a phenomenology design:

- Specify the limitations of the investigation
- Collect the data
- Analyze the data

The researcher must first determine what is to be investigated and follow with who will comprise the subjects. Sanders noted the collection of data might take a variety of formats such as semistructured interviews, a documentary study, or participant observations. The emergent forms of interviews, such as Skype, WeChat, Cisco WebEx or other technology platforms have been used by researchers against a background of mobility, scheduling, and distance issues to accommodate participants (Aborisade, 2013). The advantage is that many technology-based platforms support the digital recording of conversations and are equipped to provide a transcript immediately following the event. Like treatment of the traditional interview, the sense making of technology-based feedback happens through analysis of the gathered data.

The study's purpose and research question command the proper ways of handling data collection and organization. I developed a methodology guide (see Table 6) to support the process for this study. The methodology guide does not describe every step entailed with treatment of the data. Instead, the methodology guide serves as an outline to develop a detailed plan of action for participant recruitment, engagement, and interviewing.

Table 6

Methodology Guide

| Method | Participant criteria | Data collection strategy | Data analysis strategy |
|---------------------------|---|--|---|
| Descriptive phenomenology | <ul style="list-style-type: none"> • Management job level • Employed by a multinational corporation • Five years or more of management experience • Manages dispersed teams or liaises with them to get work done | <ul style="list-style-type: none"> • Interviews • Acquire company proprietary documents • Search for Public company documents • Search for industry briefs relevant to the company and research question | <ul style="list-style-type: none"> • Read transcripts • Divide them into units • Scrutinize data <ul style="list-style-type: none"> • Member checking • Determine saturation • Use NVivo software to code and probe data |

The next several paragraphs delineate my approach for recruitment, participation, and data collection.

Recruitment. I recruited participants through corporate members of Leadership Atlanta, American Management Association, and LinkedIn. Leadership Atlanta is an Atlanta, Georgia organization that has been in existence for 48 years with an expansive list of developed (over 40) and emerging (under 40) members. I am an active member of Leadership Atlanta with exclusive access to the internally published profiles of over 500 business executives. Having a common bond with executives of the Leadership Atlanta program will help facilitate the recruitment process. I did not enlist every member, only those executives that suited the needs of this research aim. Contacting the selected

executives did not require the organization's approval. However, I made the executive director aware of my intent as a professional courtesy. A consent form and interview letter of recruitment supported the recruitment process. LinkedIn is the world's largest professional networking organization with public access. It uses an Internet based platform to engage a member base of over 500 million individuals. LinkedIn is a public social network of which I subscribe as a member. I am also a member of the American Management Association, a nonprofit organization that provides professional development solutions to Fortune 500 companies. The plan was to select several executives through telephone or electronic mode to discuss my interview needs and decide about organizational fit. If the participant criteria aligned with this study's methodology guide, I would move forward with the interview protocol.

Participation. In conducting qualitative research interviews, questions of practicality challenge the researcher regarding sampling parameters (Miles, Huberman & Saldaña, 2014). The researcher should take care to check that the sampling frame is feasible. This means the researcher should consider if the conditions of time, resources, and access to people are right for the study. Following the advice of Miles et al. (2014), I determined a purposive sample of 20 participants, plus a fallback sample of 10 people would be identified in case the sample frame requires expansion. I remained open to sampling until data saturation occurs. At the end of the data collection process, a debrief letter (see Appendix H) was sent to individuals who fully participated in the study. The debrief letter served a three-fold purpose to: (a) thank individuals for their participation,

(b) answer any outstanding questions, and (c) confirm the exit of participants from the study.

Data Collection

I collected, organized, and tracked data from participant interviews. The semistructured interview guide (see Appendix F) supported the conduct of interviews. Data collection commenced upon approval of the Proposal by the dissertation committee and the Walden Institutional Review Board (IRB).

The data collection process is an 8-week planned approach that will involve site visits and subsequent follow up activity after the initial interview. The initial interviews are planned in one-hour increments at the location of the participant's choice. The interviews may be conducted via face-to-face or other emergent technology platforms such as Skype, CiscoWebex or Google Hangouts. Data was stored on a password protected desktop computer at my home office. A back-up file of data was stored on a password encrypted external hard drive. These steps were taken to ensure the preservation and protection of data.

Data Analysis Plan

The plan for this study was to collect data and use content analysis to systematically evaluate it. Chowdhury (2015) pointed out the multidimensionality of data analysis. From Chowdhury's perspective, the collection of data and analysis may overlap. He also observed that data analysis could be done through digital convergence. For this study, I selected the NVivo software program to assist with storage, indexing, sorting, and analyzing of data. Patton (2015) raised the issue of the investment of time to

coordinate internal and external resources to get the work done. Patton asserted that mechanical power to facilitate work should not outweigh the human thinking process. To Patton's point, the researcher should not be overly reliant on computer software to analyze data.

Miles et al. (2014) recognized data analysis as a concurrent flow of activity and suggested the creation of a data collection scheme to track activities. By using a schematic (see Figure 9), the conduct of activities will be consistent for this study.

Following are seven progressive actions identified for this study:

1. Collect data
2. Review data
3. Coding
4. Thematic analysis
5. Reflections
6. Synthesis
7. Written summary

The interactional conditions between researcher and participants affect the form and flow of the coding activities. The activity flow begins with the collection of data from interviews. The next step is to review data, then categorize it or create codes. The application of coding served the task to evaluate the data and discover its meaning (Miles et al., 2014). Saldaña (2009) described coding different ways. The task can be applied by using descriptive coding, in vivo coding, process coding, axial, or values coding, to name a few of the variety of techniques.

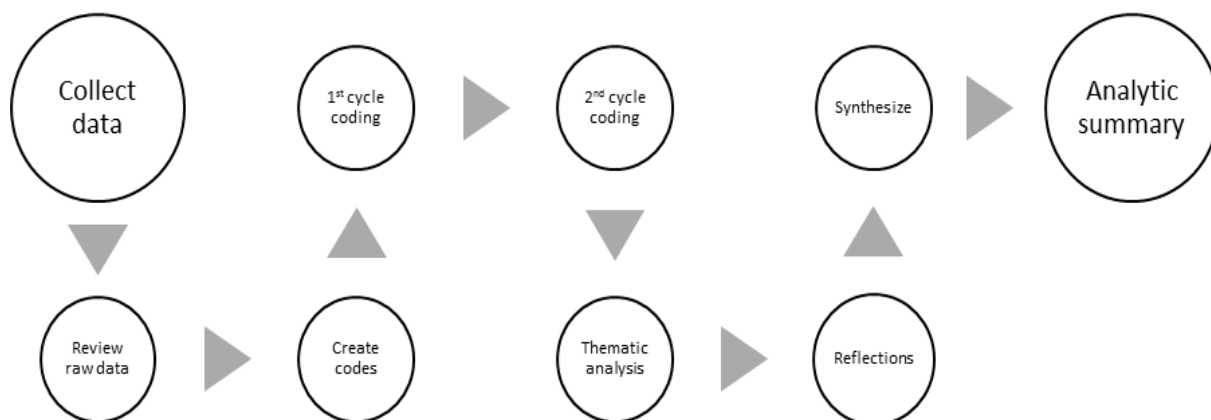


Figure 9. Data analysis plan schematic.

The method of descriptive coding aligned with the descriptive phenomenology design for this study. The assignment of codes might begin with a single word or phrase. Some authors make suggestions about ways researchers can approach their data to identify patterns. Miles et al. (2014) suggested the use of pre-coding starts with a list of established codes and subcodes. The established codes may be useful for the for sorting and analyzing of newly collected data. The research question and open-ended interview questions could be used to pre-code data for this study. Some authors also pointed to the pitfalls of precoding. Turner, Kim, and Andersen (2013) warned the efficiencies gained with pre-coding could lead to researcher bias. The potential for research bias necessitates vetting the evidence before the researcher acts in a certain direction (Turner et al., 2013).

In their research on event management, Park and Park (2017) found it useful to hire an assistant to develop a spreadsheet to build a coding book as a starting point for performing thematic analysis on 698 event management articles. The authors reconciled

their reviews and reduced the frequency of categories to nine themes. In this study, the distinction of coding activities is divided into two cycles (see Figure 10).

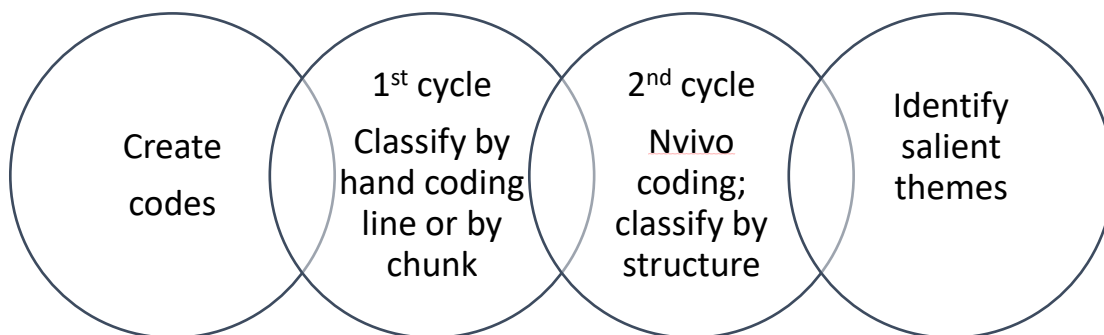


Figure 10. Coding.

At this juncture, new information may be generated using open or axial coding. The emergent nature of data analysis is evident during coding. For each type of data, Turner et al. (2013) warned that the researcher should pay attention to the context in which it was collected. The attention given to context might increase the chances of the researcher assigning authentic value to the information. Member checking will also occur to corroborate participants' feedback (Patton, 2015).

Thematic analysis helps to give codes a structural identity (Miles et al, 2014). Sammut-Bonnici and Parotic (2013) employed a concept mapping process to derived conceptual categories in their aim to develop a common logic of strategic management. The methodology to accomplish this aim exploited thematic analysis to look at linkages between the integral disciplines of strategic management and innovation management. The authors grouped seven core themes to develop a thematic framework of strategic innovation. These themes helped to provide insight to their research questions:

- How do innovation initiatives emerge and get implemented?
- What is the performance impact for these initiatives for value activities for the firm?

For use in this dissertation study, the conceptual frameworks of the Global Risks Report 2013 and Kotter's 8-Stage Change Model presented a starting point for precoding (see Table 7). Along with the literature review in Chapter 2, these sources provided a good cross-reference check for information that might emerge in the newly collected data.

Table 7

Thematic Analysis

| Key themes | Global risks report 2013 | Kotter's 8-stage change model |
|--------------------------|--|--|
| Resilience | Reliability Adaptive decision making | Crises Competitive capacity Adaptive |
| Management effectiveness | Collaborative efforts Culture Global ethos Governance | Business goals Coalition Complacency Ethics Teamwork |
| Technology | Change Innovation Knowledge | Capacity Resources Skills |

Essentially, thematic analysis pointed to a direction to help the researcher synthesize the content collection.

Several researchers support there is a diminishing point of return to small sample size data. My rationale for saturation is to cease data collection when no new information emerges. Fusch and Ness (2015) recommended several methods that are used in qualitative research to determine saturation, including the construction of a data

saturation grid and data triangulation. To inform this study, I constructed a data grid to show the types and quantity of data collected. I will apply triangulation (multiple sources of data) to explore diverse viewpoints of the same experience.

Prior to the synthesis of information, reflection occurs so that saturation data or discrepant issues might be addressed. Reflection allows the researcher to rethink differing perceptions that might have emerged as data is coded. A written summary of the information is the output of the data analysis plan. Examination of the literature shows the role of content analysis in the dissertation process is very important (Maxwell, 2013; Miles et al., 2014; Patton, 2015). In terms of credibility, the researcher must stay true to the data to achieve trustworthiness.

Issues of Trustworthiness

Credibility

In qualitative studies, the researcher must take care to achieve trustworthiness in the interpretation, meaning, and use of information. Trustworthiness refers to the extent to which the findings are an authentic reflection of the phenomenon explored. The cornerstone of credibility stems from the procedures used to transcribe the data (Miles et al., 2014). In this study, trustworthiness will be evident throughout the research procedures that entail rich descriptions of data, interview analysis, and member checking.

Transferability

One of the bases of research is its replication or the transferability of its findings (Maxwell, 2013). This study involved a purposive sampling strategy. As a part of theoretical validity, proximal similarity to the number of people, selection strategy, data

analysis approach, and the relationship between the researcher and participant are relevant factors to consider for replication. Yin (2013) argued the advantage of replication logic in qualitative research. Dissimilar to quantitative studies, the transferability of findings is not a focus of this study given the nonrandom selection of participants. And the findings will not likely be transferable.

Dependability

The application of systems thinking by the researcher will be evidenced in the process design. This is important because the process design undergirds the consistent execution of data collection and analysis. Systems thinkers look at the whole, parts, and relations in the analysis of data and interpretation of findings.

Confirmability

Epoché is the essential attitude to suspend preconceived notions of a phenomenon while it is being studied (Finlay, 2014). The strategy to establish confirmability in this research involves researcher reflexivity. The data analysis plan includes the step of reflexivity to help the researcher release established ideas and remain open to new understandings about the participant's lived experiences. The researcher might gain new insights through thematic recurrence and implicit expressions (Finlay, 2014).

Ethical Procedures

Research integrity is paramount in all aspects of working with human subjects in a discipline where accountability and transparency are increasingly demanded. Ethical issues such as respect for privacy, confidentiality, risks, legality, or procedures, may arise at any point in research activities. These tensions are manifested through how the

research unfolds. Patton (2015) explained the researcher's responsibility to address these issues during the process of research.

The compliance check to ensure a researcher's understanding of the scope of ethical procedures is the Certificate of Completion of the National Institutes of Health (NIH) web-based training course *Protecting Human Research Participants*. I earned the Certificate of Completion on June 14, 2015, Certificate Number 1779898. Upon approval by the Walden University Institutional Review Board (IRB), I complied with the IRB standards, U.S. federal regulations, and international guidelines applicable to this study. The IRB application also ensured the student researcher's understanding of the record of retention span of 5 years.

Summary

In Chapter 3, I focused on methodologies associated with conducting this descriptive phenomenology study design. A broad overview of boundary conditions by governing institutions revealed the complexity of this research undertaking. I discussed the standards of the Walden IRB and U.S. National Institutes of Health relevant to this study. The certificate of completion showed compliance with the U.S. NIH training for protecting human subjects in research experiments.

To meet the goals of this study, I introduced the organizing constructs of participant engagement. I explain this study's research design as a blueprint that detailed how I will access, collect, and analyze data. The use of digital software and technology platforms were discussed in consideration of time to complete the study,

alongside access to participants. I relate the relevance of the research question and interview questions to the coding process.

I further acknowledged the role of the researcher as the instrument. The skill of the researcher to extract information and analyze it in a disciplined way is critical to the credibility of findings. And finally, I affirmed my understanding that a human experience cannot be replaced with a mechanistic prescription in this descriptive phenomenology research study design.

Chapter 4: Results

The purpose of the qualitative descriptive phenomenological study was to explore the lived experiences of managers in MNEs. The initial step in the data collection process involved a pilot study. This chapter consists of a description of the pilot study, research setting, demographics, data collection and analysis, evidence of trustworthiness, and complete study results.

Pilot Study

I administered a pilot study to test the adequacy of the semistructured interview guide. The steps taken to administer the pilot included the recruitment letter (Appendix G), the questions in the semistructured interview guide (Appendix F), and the approved IRB consent form (see Appendix E) that were emailed on October 3, 2017, to four people. I received "I consent" emails from four respondents. Of the four respondents, I clarified instructions with one person via email.

Three participants provided feedback to the full set of 12 questions. Pilot participants held different titles and levels of responsibility in their respective companies. Each participant had over 25 years of middle to top level business experience. The timely receipt of responses allowed me to conduct the pilot within 1 week. I recorded the date of each participant's reply to show the turnaround time to collect and analyze data:

- Participant 1 replied on October 5, 2017.
- Participant 2 replied on October 7, 2017.
- Participant 3 replied on October 7, 2017
- Participant 4 replied on October 8, 2017.

I reviewed each participant's feedback as it was received. Pilot study participants offered feedback to the justification of questions and their order. Question 1 was viewed as an icebreaker. Question 2 was viewed as necessary to establish the person's present situation. Questions 3 and 4 were viewed as necessary to establish rapport and understand the person's background. From that point, participants indicated that the order and flow of questions made sense. Common themes emerged from the response such as holding people accountable, performance behavior, competencies, common goal, and motivation.

Although there were no recommended changes to the questions, one participant perceived answers to Questions 10 and 12 might be less candid to avoid any recriminations as those questions delved more deeply into the organization's capabilities. I noted the comment and its relevance to drawing on the experiences of managers during the interview conversations (Patton, 2015). I felt confident about commencing the main study.

Research Setting

The research setting for interviews varied by location. The location was selected by each interview participant. As planned, I conducted the interviews via face meetings, telephone, iPhone mobile device using Face Time, and online meeting technology using WebEx. For example, the first interview was conducted at the participant's company office where she gave me a tour of the facility at the end of the session. Participants 2 and 3 selected a restaurant since the lunch hour was more conducive for their schedules. Due to the demands of travel, the interview with participant 4 was held via Face Time. I planned a WebEx meeting with Participant 6, but his schedule change resulted in his

participation via telephone from his home residence. Face interviews were the primary consideration for interviews. Participants opted for digital meeting technology as the preferred communications method to accommodate geographic constraints, which included video and audio options for communications.

The conditions of the public environment influenced the flow of conversation during interviews. The selection of seating at restaurants was important to reduce distractions. One interview was held at a private club setting which lessened impromptu encounters and recording distortion from the typical background music. The restaurant interviews trended approximately 1 hour and 15 minutes compared to the average time of 55 minutes for other interviews. Despite the slight nuances of the restaurant setting, participants seemed very relaxed and unreservedly responded to questions.

I remained conscious of the interview protocol during each session. To set the business tone, I consistently restated the purpose of the study, the participant's rights, voluntary nature of the study, and commitment to confidentiality. Also, I stated the title of the study as mentioned on the consent form. I found the participants curious about study's title, *Reshaping Management Effectiveness and its Effect on Organizational Resilience in MNEs*. The explanation discussion created a good transition to the formal questioning process.

Demographics

Participants represented a diverse pool of managers with multidisciplinary perspectives and business experiences. In terms of educational levels, 18 participants held a master's degree, three held a bachelor's degree, and five held industry certifications

such as CPA or PMP. The background of participants aligned with the sampling technique follow.

Table 8

Participant Profile

| Participant | Gender | Age | Title | Years of experience |
|-------------|--------|----------|----------------------------------|---------------------|
| P1 | Female | 41-50 | Senior vice president | 21-30 |
| P2 | Female | 61+ | Chief executive officer | 31-40 |
| P3 | Female | 41-50 | Human resource director | 21-30 |
| P4 | Female | 51-60 | General manager | 31-40 |
| P5 | Female | 41-50 | Human resource director | 21-30 |
| P6 | Male | 41-50 | Vice president | 21-30 |
| P7 | Male | 61+ | Regional director | 41-50 |
| P8 | Female | 51-60 | Executive director | 31-40 |
| P9 | Female | 41-50 | Senior project manager | 21-30 |
| P10 | Male | 61– over | President | 31-40 |
| P11 | Male | 61– over | Department head | 31-40 |
| P12 | Female | 41-50 | Sales director | 21-30 |
| P13 | Female | 61+ | President | 31-40 |
| P14 | Male | 51-60 | Partner | 25-30 |
| P15 | Male | 31- 40 | Consultant | 16-20 |
| P16 | Female | 61+ | Senior executive | 31-40 |
| P17 | Female | 41-50 | Implementation delivery manager | 21-30 |
| P18 | Male | 41-50 | Implementation delivery manager | 21-30 |
| P19 | Male | 41-50 | Sales manager | 21-30 |
| P20 | Male | 61+ | Director implementation services | 31-40 |
| P21 | Female | 41-50 | Senior data governance manager | 31-40 |

Data Collection

The purpose of this study was to explore the lived experiences of participants who work for multinational firms to use the firm's human, financial, and technological resources. I commenced data collection under IRB approval No. 09-29-17-0023443 for application of study entitled, Reshaping Management Effectiveness and its Effect on

Organizational Resilience in MNEs. I used a Semistructured Interview Guide (see Appendix F) that consisted of 12 interview questions to prompt participant responses.

I kept a detailed record of the research activities associated with the data collection process. This included the pilot study, interview log sheets, consent form, recruitment letter, and debrief letter. I targeted 42 contacts that fit the desired sample via purposeful sampling. I successfully interviewed 21 participants. Along with a list of my corporate contacts, participants were recruited from professional societies, LinkedIn and Leadership Atlanta.

Table 9

Source of Participants

| Participant program | Number of participants |
|---------------------|------------------------|
| LinkedIn | 5 |
| Leadership Atlanta | 5 |
| Corporate contacts | 11 |
| Total | 21 |

Participants met the inclusion criteria that required the following:

- Work for an MNE.
- Have 5 years or more of management experience.
- Work in a top, middle or supervisory position.
- Manage dispersed teams or liaises with them to get work done.

The criteria information was confirmed during the actual interview when each participant responded to Questions 1 and 2 of the Semistructured Interview Guide. The procedures used to collect data aligned 100% with the approved steps as set forth in the IRB

application and final proposal submitted to committee members. The interview process is detailed in the next section.

Interview Process

The proposal for conducting interviews was a period of 9 weeks. The steps taken aligned with the planned procedures. However, the actual time taken to conduct the process was extended by approximately 4 weeks. The time variation was due to several factors such as change of interview dates, conflict with travel schedules, year-end reporting responsibilities for executives, and observance of holidays/vacations. The actual time spent for data collection is documented in a description of procedures table.

Table 10

Description of Procedures

| Step | Date | Activity |
|--------|-----------------------------|--|
| Step 1 | October 3-8, 2017 | Piloted semistructured interview guide |
| Step 2 | October 11- November 15 | Recruited participants |
| Step 3 | October 16-November 28 | Conducted interviews |
| Step 4 | October 16-November 28 | Recorded information |
| Step 5 | October 16-November 28 | Analyzed content |
| Step 6 | November 28-December 5 | Reflections |
| Step 7 | December 6-13 | Synthesis |
| Step 8 | December 14-January 6, 2018 | Written summary and debrief letter |

The procedures were managed in 8 steps that often overlapped for activities performed. I begin with Step 2 of the process to explain the overlapping process. Step 2 of the recruitment plan was an iterative process of emailing the recruitment letter to targeted contacts, following up via email and telephone for confirmation of consent to participate, and arranging a meeting with each participant. I launched the first batch of 22 emails during the period of October 9-13. Within a 2-day turnaround time, 9 interviews were

scheduled for the remaining days in October. After a member-check of the first three interviews (Patton, 2015), I felt confident of my ability to accurately capture participant responses. Along with member checks, I regularly summarized responses to verify what they said to what I had recorded. The value of using a recording device facilitated the note taking process while mobile for easy upload into a computer file for review. I determined that sending transcripts to every participant was unwarranted. Concurrently, I recorded transcripts, downloaded digital filed notes and recordings to my computer, then entered the transcripts and recorded data in NVivo. The interview implementation scheme depicts dates associated with interviews

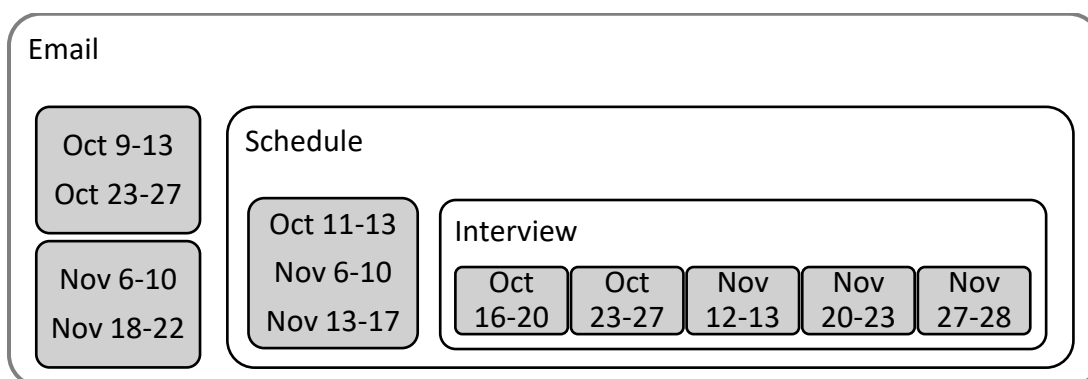


Figure 11. Interview implementation scheme.

The frequency of interviews occurred on a weekly basis with one exception during the first week of November. Three interviews were rescheduled until after the Thanksgiving holiday period of November 23-24, 2017. Data saturation occurred at interview number 17, but I continued the interviews to do additional probing as I completed interviews 18-21. Step 6 allocated time for me to critically think about the meaning of the information gleaned. Step 7 brought together the essences of experiences through synthesis of textual-structural analyses. The activities in Step 8 brought closure

to the study of the phenomenon. Upon sending the debrief letter, I removed the emails from my Walden inbox. I printed and scanned the emails to a password protected folder on my computer to comply with the retention of data for 5 years.

Data Analysis

The data analysis discussion is partitioned in three main sections: structure, analyses, and results. Structure was needed to ensure the reliability of how I controlled the data. Analyses were conducted to make sense of the data collected. The results were formed from the textual-structural statements of the experiences combined.

Structure

Given the robust data, I found it necessary to systemize my approach to analysis. I created an A³ model to guide the steps of annotating, associating, and affirming these key actions (see Figure 12). The structure helped me to rigorously conduct the procedures.

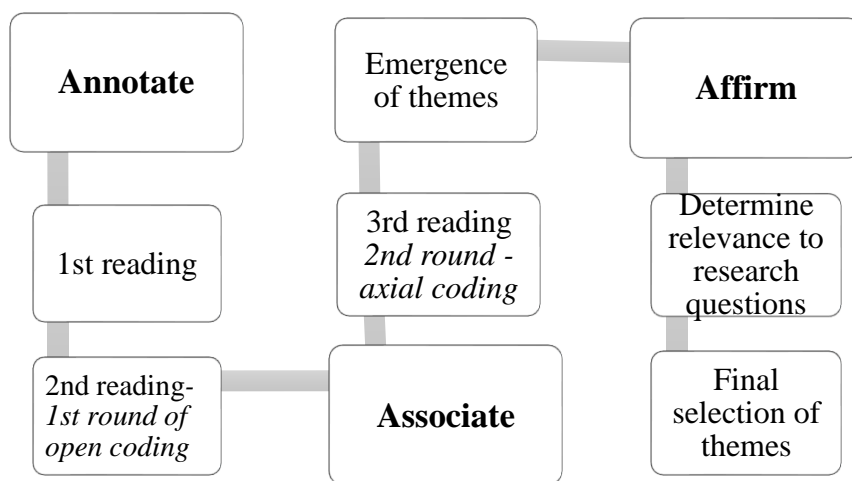


Figure 12. A³ model of analysis

Analyses

I sought to inform my study about the lived experiences of managers through the

consciousness of each experiencer (Finlay, 2014). Furthermore, I wanted to understand not only how the phenomena is, but also how it came to be (Giorgi, 2009). I began with a base of 21 interviews. I used open and axial coding of the data to categorize the content (Miles et al, 2014). The coding was performed using hand coding and NVivo, a qualitative data analysis software package for looking at unstructured, non-numeric data.

The NVivo database was the repository for all source materials: scanned notes, transcripts, audio, and video files. The descriptive process of the phenomenological method began with the creation of nodes in NVivo. In NVivo terminology, nodes are the coding references that form the analytical framework of the project. The access to NVivo files was also password protected. The NVivo feature sets of coding, protection of properties, and the ability to visually explore the subject matter were very beneficial.

The first reading of the data was to get a global sense of the information in its entirety. I created transcripts and imported them into NVivo. The transcripts were labeled by participant number since names were no longer identified. The member check technique had occurred through participant validation of feedback. The protection of confidentiality could be assured from this point.

The data guided the process of using NVivo analysis tools and shifting back and forth from the transcripts. The second reading required reading the data line-by-line to perform open coding. The action of open coding yielded 27 nodes established in NVivo. I looked for infrequently discussed information and determined it was uninformative. Upon the third reading, basic units of analysis were formed through axial coding. NVivo enabled a more practical way to axial code information. I looked at multiple layers of text

in clusters, by word count, and relationships to form categories and subcategories of coded information.

While I did not use pre-codes based on the conceptual frameworks that influenced this study, I compared the emergent themes to them for perspective. The similar themes of change, people, and strategy are deliberated in both Kotter's 8-Step Change Model and National Resilience Beta Framework. I also applied triangulation to explore diverse viewpoints of the same experience (Fusch & Ness, 2015). This was a rigorous process of looking at data for relationships, frequency of word count, parent, and subcodes. When I determined that no new rich and thick data could be obtained, I deliberated the final reduction of thematic codes.

Table 11

Thematic Codes

| Theme | Parent code | Word count frequency | Subcode | Semistructured interview guide |
|--------------------------------------|-------------|----------------------|---|--------------------------------|
| Theme 1: Evolve with the environment | Change | 52 | <ul style="list-style-type: none"> • Disruptive • Strategic | Q6 Q5 |
| Theme 2: Value people | People | 65 | <ul style="list-style-type: none"> • Develop • Motivate • Productivity | Q3-4 Q7 Q8-9 |
| Theme 3: Strategy & leadership | Strategy | 54 | <ul style="list-style-type: none"> • Understand • Implementation | Q11-Q12 Q10 |

Evidence of Trustworthiness

Credibility

I bracketed my biases to ensure that I did not devalue any data. I determined the relevance of the content and focused on its relation to the research questions. This was a rigorous process of reading participant responses and thinking about the meaning of the information (Giorgi, 2009; Gill, 2014). My knowledge of situations or with issues discussed was purposely laid aside as each interview was conducted. During the analysis process, I referred to written records, not my memory, to construct meaning from the data. Explicitly, I drew on Giorgi's (2009) method to employ the appropriate disciplinary attitude to conduct the interviews.

Transferability

The transfer of findings is not a strong argument for this study. I provided comprehensive information on the purposive sample of 21 participants. The reported data collection and analyses strategies are strong points of this study. I placed rigor around the structure and control of data which are relevant factors for replicability. The future researcher will have sufficient detail to decide if the factors in this study are similar enough to apply to another setting. But as I used a small and nonrandom sample, transferability is not likely.

Dependability

As a systems thinker, reflexivity was an important procedure that undergirded the data collection and analyses phases. I critically thought about information and made necessary adjustments during the progression of interviews. The pilot study and member

checks improved the level of dependability of the study. I assessed that the results are consistent with the data.

Confirmability

I assessed that confirmability criterion was supported in the audit trail of my work. The logic of my decisions is detailed from the initiation of interviews to the study's findings. I paid meticulous attention to ensure the viewpoint of participants reflected the phenomenon's findings and not that of my own. These aspects of transparency support confirmability.

Study Results

The purpose of the descriptive phenomenological inquiry served to elicit data necessary to produce findings about the research problem. From the findings, I accomplished my objective to generate up-to-date knowledge by exploring the phenomenon of how managers effectively use their firm's resources to improve organizational resilience. In the organizational context, the application of resilience capability to business strategy helped to bridge the gap of understanding of how management effectiveness might be reshaped.

In alignment with the National Resilience Beta Framework, the dimensions of change and risk took central positions in the discourse about organizational resilience. The theme of People provided the counterpoint between change and strategy. Kotter's 8-Step Change model aligned with the participants' discussion about process, agility, flexibility, or the lack thereof in some situations. The discussion of people capabilities was carried over in theme of leadership. While the role of leadership was not argued in

this study, participants made cautionary arguments about the *what* and *how* leaders recognize and set priorities in a geocentric company.

The findings discussion begins with content related insights. The insights are organized by themes. For each theme, I illustrated an account of participants' lived experiences and the outlooks that exemplified them. To recap, I identified the themes as:

- Theme 1: Evolve with the environment
- Theme 2: Value people
- Theme 3: Leadership

The contextual meanings of themes are explained in each section of discussion and supported by specific questions. It was not possible to show every item of feedback generated by participants. Rather, I selected participant feedback that was most relevant and compelling to support the study's purpose. The remainder of discussion shows how the chosen themes were used to answer the main research question and two supporting questions:

Research Question: What are the lived experiences of organizational leaders to address business resilience?

- Subquestion 1: How might leaders describe a resilient company?
- Subquestion 2: How might leaders describe strategies that support or inhibit resilience?

Further, these reported findings showed that regardless of their individual perspectives, participants favored an environment where all stakeholders behaved in a manner to achieve sustainable enterprise excellence (Edgeman, 2013).

Theme 1: Evolve with The Environment

What it meant to evolve with the environment was related to dimensions of change and risk expressed through participant experiences. The complexity of change was considered based on a wide range of circumstances. The indication here is that the forces that shape resilience might also be viewed through the lens of participants' lived experiences with change. This point extends knowledge in the discipline.

As guided by the interview questions, change was looked at as strategic or disruptive. The lived experiences of participants included situations that brought challenges, but often resulted in a degree of benefit to the individual or environment.

Table 12

Themes and Descriptions for Research Questions 5, 6

| Theme | Description | Distribution |
|-------------------|--|--------------|
| Strategic change | Strategic change was universally thought of as an initiative designed by the firm to accomplish an important objective. | n=21 |
| Disruptive change | Disruptive change was typically viewed as predicaments faced by participants characterized by intense pressure, force reduction, and job displacement. | n=21 |

The prevailing view of 100% of participants about change is that it will happen. The nature of uncertainty is prevalent in the literature (Kotter & Schlessinger, 2008). The testimonies of participants substantiated a significant divide exists between change theory and practice (Anderies et al., 2013). The dynamics of how change happens and how people respond was illustrated in the lived experiences of participants. Some change efforts proved to be failures while others succeeded most often with great difficulty.

Table 13

Lived Experiences with Strategic Change

Q5. Reflect on a strategic change situation within the last year and describe your lived experience with it.

| Outlook | Lived Experience | Reference |
|-------------|---|-----------|
| | Based on how we use collaborative tools for business development and what practitioners do, we are starting to use technology in a different way with infusion of fresh energy from low level employees of firm. We form a pipeline of information for output; form our own strategies. For example: crowdsourcing platform is used to get ideas. | P15 |
| Progress | Practice of Kaizen in lean manufacturing environment SOPS became overkill – counterproductive to implement- so prominent would be a sticker on how to wash your hands in the bathroom. Leaders now vet everything to make sure it is a good business decision. It saves time and eliminates wastes being data driven. Previously, it was based on who could speak the loudest. The company changed the direction of the mission. People were often frustrated with how they got there, including community. | P18 |
| Frustration | Sometimes it’s like being in a bad marriage – a power struggle on how to get things done. Change is inevitable; expect that change will occur. My client that had to overhaul an SAP system. He needed sponsors to tell him the truth about the bad implementation – people (employees) were afraid to speak up. | |
| | A reorganization took me out of a Project Manager role to a Business Analyst and took away some responsibility. I looked at the situation and knew it would not work or benefit my skill set. I laid out a plan to CIO for a new position- Manager of Project Management and the CIO approved the change. This prolonged her time at the firm. | P17 |
| Opportunity | I had just gone through a strategic architecture - 900 job titles reduced to 300 titles and 6 levels in the merger. We went through another major project to merge accounting systems – Global Design. I volunteered for transition, but a position was created for me. The role change was a positive; out of disruption can come opportunity. Some people took early retirement – hard to see people go through it; 32,000 people across the world (more ‘people leaves’ in the U.S.) | P21 |

Table 14

Lived Experience with Disruptive Change

| Q. 6. Please describe how you handle disruptive change. | | |
|---|-----------------|-----------|
| Lived Experience | Circumstance | Reference |
| Participant was dispersed to another state to lead a new team of people had to pivot from new service realizations to customer service and tooling within 90 days; got people up to snuff had to bring in expertise to train people- team ranged from baby boomers – Gen Xers. | | |
| It is inevitable; embrace it – make sure you don't take it personally. Three years ago, participant had a regular sales team- achieved honors. His boss took the team away from him. Initially, along with his people, the participant felt deflated. He moved to a new role – National job- worked with a consulting firm to make the shift. He moved the organization to B2B and is now looked at as the subject matter expert in B2B; It put him in a good position. | Displaced | 5 |
| The company had voluntary & involuntary layoffs. During the process communication was lacking. Insurgency- work suffered- people were not as engaged. Looking for exit strategy and trying to protect themselves. Participant departed company and her group was disbanded after she left. | Force Reduction | 7 |
| Participant had to train an employee that would take her position. Her position was being offshored. She knew that it was a company decision for the betterment and there would be other opportunities; It caused disruption because it was perceived as a threat to her peers, employees, and cross functional teams; affected getting work done. | | |
| The question of how disruptive it is depends on where you sit; all professionals know that they need to develop business. Amping up level of accountability dramatically caused disruption to the affected environment. Some embraced it; others kept their head down; others left firm. | Pressure | 9 |

Participants also enumerated in concrete ways how change is tied to technology. The use of technology invariably showed up in participant responses across the question set in response to Question 11 of the Semistructured Interview Guide (see Appendix F). Some salient points made by participants include:

- Technology is the primary conduit for work communications and knowledge management.
- Incorporating technology strategies into your business plan helps you to run a more competitive business. They are determined by a needs assessment. We use our Website, Facebook page, Twitter account and Instagram account. How we strategically use the Internet to market our business is another technology area that benefits from proactive analyzing.
- Essential driver of business now; it adds value to product- new data is more important than selling unit. I've seen focus turn from product to information over the course of 3-5 years

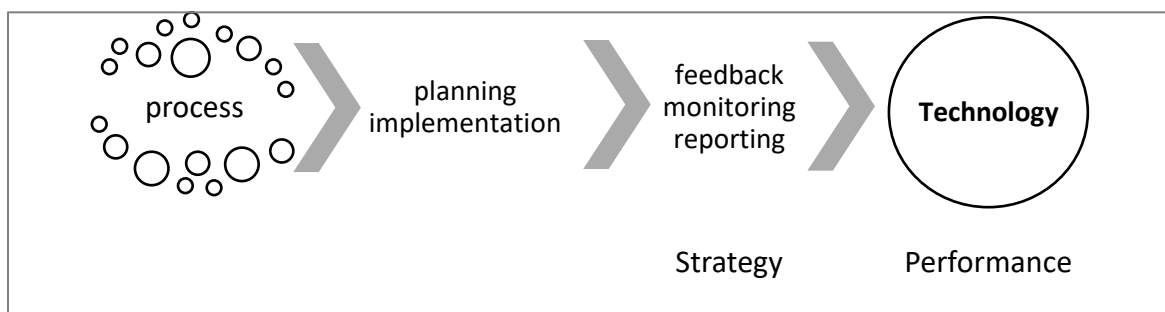


Figure 13. Enabling acts of technology.

Participants saw technology as an enabler of many things. Principally, participants viewed technology management (Pelsner & Prinsloo, 2014) as a critical component to developing company strategy and for achieving high performance.

Theme 2: Value People

This section focused on the talent and skills needed from people to address change, manage control, and improve stability in MNEs. Festing et al. (2012) conducted an encompassing literature review of the interplay of people with processes and practices toward standardization in global performance management. With a similar purpose in mind, the individual narratives in this study highlighted the dynamics of managing people toward high performance goals that successful MNEs adopt across borders.

According to 100% of the individual narratives, participants put people at the core of their companies. They used terms like *value*, *valuing*, *empathize*, *support* in their respective responses. To answer Subresearch Question1: How might leaders describe a resilient company? robust responses were gathered from almost 50% of the questions on the semistructured interview guide:

- Q3 Please describe the distinctive management competencies to perform your job.
- Q4 Describe how management development occurs in your company.\
- Q7 Describe how do you motivate your team for productivity.
- Q8 Describe how organizational culture affects the performance of people that you manage.
- Q9 Think about your interactions with business affiliates and describe how you manage cultural diversity.

Participants believed that *people are the goal to success for large companies*. The rationale of valuing people and how it manifests is discussed in the remainder of this

section. The ensuing discussion is segmented into the topics of develop, motivate, and culture that represent the body of participant feedback for Theme 2.

Table 15

Themes and Descriptions for Research Questions 3, 4, 7, 8, 9

| Theme | Description | Participants |
|----------|---|--------------|
| Develop | The subtheme of develop focused on the learning environment of managers. People are developed through training to gain the requisite skills to support business objectives. | n=12 |
| Motivate | The subtheme of motivate was shaped by participants' goal orientation. | n=16 |
| Culture | The subtheme of culture reflected participants' beliefs, interactions, and how they adapt in the work environment. | n=11 |

Develop. The responses gathered focused on how people are trained. Ways of training included formal and informal approaches. Typically, formal approaches encompassed conventional learning through national company leadership conferences, management develop programs, and local leadership programs. Informal approaches took the form of optional online modules, classroom-based courses or externally offered industry courses. In this context, people are valued when you invest in them. Even with the investment in training, two of the most perplexing problems for managers remain skill maximization and process application.

Skill maximization. Participants expressed a heightened awareness of the challenges their mature business units face to not only to prepare for the future, but also to effectively compete using that knowledge. Participants are clear that an expanded budget, increased headcount, or reduced workload is likely not a part of the solution. The

pressure to achieve higher levels of performance with existing resources forces hard decisions about underperformance. Skill maximization is key to creating value.

Process application. Participants recognize the need to synchronize technical knowledge and conceptual skills with systems thinking. They are concerned about the deficiency of this capability in their business units. MNEs operate in increasingly process-oriented environments where data is embedded in complex systems. Participants acknowledge they have the tools to service the process. The gap is often how they think about using the tools for decision making and implementation purposes.

Career track. The participants were aware of opportunities for advancement in their companies. Few participants reported well-defined parameters for career path (see Table 18). Individuals did not claim an advantage in terms of employee retention. They believed the model helped to set career advancement expectations.

Table 16

Career Model

| Participant | Career Path | Industry Classification |
|-------------|---|--|
| 14 | <ul style="list-style-type: none"> • 5-7 Manager • 7-9 years Director • 10-12 Managing Director • 13-17 years Partner | <ul style="list-style-type: none"> • Advisory Services Consulting |
| 18 | <ul style="list-style-type: none"> • Geared toward individual • Trajectory of career 5-10 years • Mentor them in same span • Go from engineer to plant manager to sales manager | <ul style="list-style-type: none"> • Data Processing Provider |

The ways people create value for the business and in turn benefit from it, held interesting perceptions by participants.

Motivate. This subsection reports the actions toward motivation. The accounts revealed a dichotomy of responses. The question was framed in the context of performance. For clarity, I compared my written notes with the taped recordings. Participants who used organizational assessment tools such as Maslow's Hierarchy of Needs, DiSC, and MBTI® believed these tools helped to form positive behaviors in their teams. It was also apparent that participants who managed in sales environments believed the main vehicle to motivation was money. What follows are samples of participants' responses to questions 7:

Question 7. Describe how do you motivate your team for productivity.

“P10: I have the reputation as a highly motivated leader who expects and only accepts a high level of achievement. I work hard at understanding ... my sales teams to understand what makes them tick. I then deal with them on the basis of helping them to reach their goals. When a team member cannot achieve the goals set, I chat with them and let them know I will help them find another job since the one with me wasn't working out. I have had numerous people who I have fired come back and tell me it was the best thing that could have happened and thanked me. That word gets around and it has earned me a lot of respect.”

“P18: I develop trust within the relationship and empower them to make decisions and to make mistakes- let them get it done. A scorecard is used to track results; figure out what's going on – fix process and not the person. I subscribe to Maslow's Hierarchy of Needs Theory.”

“P15: Alignment with people’s interest is important. People want different things; There is not a way to motivate all the same way. Leadership curates different experiences with who they hire. Give people a sense of freedom. People are intelligent, competitive. I deliver coaching feedback and provide mentorship.”

“P13: I work with a personality instrument to understand people – DISC.”

“P2: Compensation is the main vehicle for motivation.”

“P7: The job is sales – sales compensation model drives motivation; people are self driven; self starters focus on winning.”

“P11: Their job is sales – sales compensation model.”

Culture. Culture is a situation variable that might impel change in organizations (Latta, 2009). The ability to comprehend how it affects business is a management task. Participants provided ample responses to Question 8: Describe how organizational culture affects the performance of people that you manage. Of the 15 responses generated, one participant’s account illustrated culture from every dimension. He managed a team of 100 people from 28 countries, 63% were millennials, all were women, except two men. Overall, participants believed the terms *culture*, *diversity*, and *cultural diversity* have to be explained less in environments where working with people of different ages, lifestyles, languages, political preferences, and educational backgrounds is a way of life.

Theme 3: Leadership

From the management literature, the widely held belief that top levels of

leadership hold the ultimate responsibility of transforming organizations was supported in this study. Consistent with this belief, participants observed that execution of leadership duties can be chaotic. All 21 participants contributed responses related to aspects of leadership to answer the research question. In this section, the supporting research question was:

- Subresearch Question 2: How might leaders describe strategies that support or inhibit resilience?

In crafting their responses, I could hear audible sentiments as the pitch of their voices fluctuated. The transcripts showed criticisms and complements of leadership. Participant feedback was generated from responses to these interview questions:

- Q10. Describe how business strategies are developed and implemented in your division.
- Q11. Describe how technology strategies are decided for your division of the company.
- Q12. How would you describe the division leaders' understanding of business strategy?

Some of the responses to the technology discussion were captured in Theme1: Evolve with the Environment under the heading of Technology as an Enabler. Other responses will be discussed in this section in the context of enabling leader capacity. The remainder of this section delineates four streams in the succeeding paragraphs.

Many researchers (Plakhotnik et al., 2015; Watanabe et al., 2014) have looked at

crucial issues in the evolving global business landscape. The capacity of leaders to engage in a marketplace without boundaries is perpetually scrutinized. Arguably, global leaders demonstrate complex qualities. To establish the baseline for discussion, the four streams of thought that surfaced from participants' feedback are:

- Thought #1 Mindset. The mindset of the global leader is marked by clear intent.
- Thought #2 Acumen. Make decision driven by accurate information. Decision making skills of leaders are quickly exposed in global settings.
- Thought #3 Capacity. Leaders must possess the influence, power, and partnerships to execute their duties across boundaries.
- Thought #4 Behaviors. Timely engagement of stakeholders is needed to get the work done. People are not robots and relationships matter.

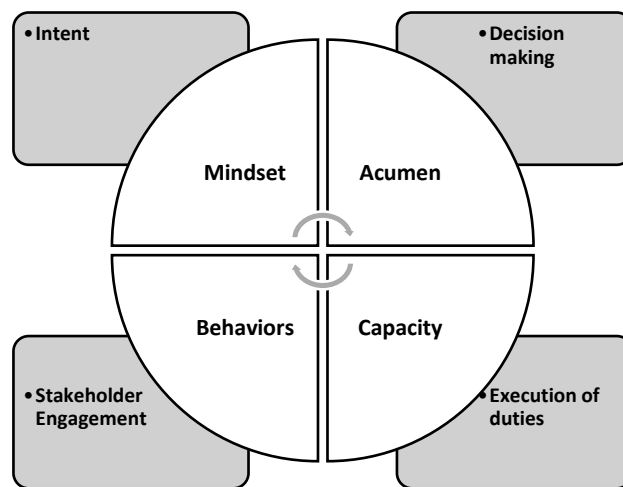


Figure 14. Four streams of thought on leadership.

Along with these prevailing thoughts, participants expressed some provoking narratives in terms of the development and implementation of business strategies.

Table 17

Building Strategies

Q10. Describe how business strategies are developed and implemented in your division.

| # | Lived Experience | Reference |
|---|---|-----------|
| 1 | <p>Senior Leaders and Board of Directors build priorities in certain categories; look for: 1) top line growth, 2) sustainability, and. to be world class. Each office goes into a road map process to look at:</p> <ul style="list-style-type: none"> • Industry focus • Service line focus <p>Do market assessment in terms of company position.</p> | P11 |
| 2 | <p>Strategies are developed and never implemented. Sometimes people don't have finances and resources to implement them.</p> | P13 |
| 3 | <p>Strategies are developed based on trends and capacities</p> <ul style="list-style-type: none"> • More capacity equals strategy to expand • Less capacity-must look to diversity and improve margin <p>It depends on the state of business and access to capital; for example: financial strategy may be to get out of debt.</p> | P18 |
| 4 | <p>Are not inclusive of those that would be impacted downstream</p> | P9 |
| 5 | <p>The SVP and upper management talk about what they want to do then tell everybody else what they are thinking.</p> | P4 |

Building strategies was a recurrent word group from the feedback. A specific criticism of leaders was the lack of ability to grasp when current activities do not work and adapt before situations become turbulent. Participants firmly believe that easing these tensions will positively affect the enterprise.

Summary

I explained this study was undertaken to understand management effectiveness and its effect on organizational resilience using a descriptive phenomenology approach to the qualitative method. I conducted the recruitment, interview, and follow-up procedures according to the approved Walden IRB number 09-29-17-0023443 for the study entitled, *Reshaping Management Effectiveness and its Effect on Organizational Resilience in MNEs*. I successfully completed 21 interviews. I explained how I sought answers to the research question, what are the lived experiences of organizational leaders to address business resilience? I identified how the 12 interview questions in the Semistructured Interview Guide were connected to the research questions and two subresearch questions: Subresearch Question 1: How might leaders describe a resilient company? and Subresearch Question 2: How might leaders describe strategies that support or inhibit resilience? I was conscious of the ethical practices considered by the Walden IRB as each interview was conducted. Each participant could comprehend fully and answer questions in a rich and textured manner. Participants were not affected by emotional trauma or obstacles during the interviews. Both participants and researcher were equipped to successfully complete the data collection process. I supported the findings by identifying participant responses to the valid questions. I took steps to protect participant confidentiality. All original paper documents, electronic recordings, and NVivo software data will remain protected until the information is destroyed in 5 years.

Chapter 5: Discussion, Conclusions, and Recommendations

The purpose of this qualitative descriptive phenomenological study was to explore the lived experiences of managers to use a firm's human, financial, and technological resources to improve organizational resilience. This chapter covers an interpretation of the findings, limitations of the study, recommendations, implications, and a conclusion.

Interpretation of Findings

The discoveries made in the study extended knowledge in the management discipline. Without modification, the insights aligned with the national resilience beta framework. Kotter's change model was found relevant, but with slight difference to the role of short-term wins. Short-term wins tend to derail in today's accelerated business environment with multiple team layers without strong business process management capability.

The analyses of the data generated three themes generated from an interview guide that consisted of 12 interview questions. The interview questions were formulated from three overarching questions:

Research question: What are the lived experiences of organizational leaders to address business resilience?

- Subresearch Question 1: How might leaders describe a resilient company?
- Subresearch Question 2: How might leaders describe strategies that support or inhibit resilience?

These questions helped me to construct participants' lived experiences with the phenomena. The themes are detailed in the next several paragraphs of each subsection.

Theme 1: Evolve with the Environment

This theme refers to the meanings assigned by managers to the complexities of change experiences. In the organizational context, to evolve with the environment meant to adapt under planned or compelled circumstances. Global environments have many factors that can create uncertainty. The more complex the change, the more difficult it is to sustain strength. The collective research data suggested that managers need better adaptive strategies to evolve with the environment. This discovery confirmed my thinking about the applicability of Kotter's change model and World Economic Forum's frameworks to contemporary business.

Participants framed their experiences against a backdrop of internal and external forces that influence how they get their work done. Participants recognized the pressures encountered by customer demands, productivity measures, and competitive forces. Strategic change was generally perceived as the type of change the individual could have some bearing on such as a shift in goals, new process, or work procedure. Planned change implies the characteristics of deliberate efforts to make changes in the organizational direction then return to a sense of normalcy in the work environment. In opposition, disruptive change was associated with upheavals in the work environment such as economic downturn, worker relocation, or job loss that consequentially affects the individual's welfare.

Whether change stemmed from strategic or disruptive experiences, the common denominator was the magnitude of the shock inflicted on the individual. Arguably, the mechanisms that support resilient behavior are reliant on the capabilities of each person.

Leading in global enterprises is an emergent process (Seah et al., 2014). How well managers can predict external changes and trends affecting their businesses depends on how well they can react to the forces affecting their businesses. Changes in external components of the environment such as the economy and technology create risks (World Economic Forum, 2017). A contributing factor to how senior leaders respond to change is the intense focus toward short-term gains to meet Wall Street expectations.

In seeking how managers develop resilience, Dervitsiotis (2012) found that successful leaders effectively used their resources to respond to changing situations. Leaders use economic indices to make business spending decisions such as expansion of operations, adding human resources, or making technology investments. The technological component, comprised of a wide range of intelligent agents or substitutions, are used to reduce costs and improve productivity. Consistent with systems theory (von Bertalanffy, 1972), managers act as agents to cooperate and tap into their mental network to navigate the course of complexity in business enterprises. Despite the odds, it seemed that participants in the study who were able to sustain themselves in the face of disruptive conditions were able to get realistic perspectives about the situation, persevere, and work with others to resolution.

Theme 2: Value people

The second theme concerned how companies value people. The discoveries confirmed my thinking about the importance of agility in MNEs as indicated in the conceptual frameworks. People bring a number of strengths and weaknesses to the enterprise. In this study, I discovered that management development takes on an

organized process of building knowledge. Value is affirmed through employee training, career opportunities, and recognition of productivity.

Management makes the determination if the enterprise can be served through its people resources. Organizational managers identify the skills to leverage and the ones to develop or acquire through hiring. Towers Watson (2013) found these five competencies vital to global managers:

- Agile thinking.
- Collaborative problem solving.
- Global operating skills.
- Change leadership.
- Authenticity.

In relation to employee training, participants identified methods that served to impart information, develop analytical and problem-solving skills, and modify job behaviors. Individual development plans are encouraged in some organizations with the specific intent of bolstering desired job competencies. Participants used a mass of single words and word clusters (Appendix J) to describe the competencies required to perform their jobs. The descriptions revealed the range of views that 21 professionals with similarities in backgrounds and industries have about management competencies.

The findings pointed out the ability of MNEs to compete in the marketplace is strongly tied to the ability of employees to timely put their skills into action. Another important insight gleaned was the strong emphasis on proficiency in the disciplines of their industries (i.e., sales, marketing, financial, operations). In the management

literature, Festing et al. (2012) observed that the transfer of knowledge in MNEs is tied to company performance. The fundamental principle of demonstrative capability is core to managing and leading. Individuals with strong business acumen and risk-taking acceptance can more effectively direct global firms. The dimension of company performance is discussed more in the next section.

Theme 3: Leadership

The third theme extended knowledge in the management literature via focus on the role leadership holds in cultivating an environment of resilience. My interpretation of research participants' view of reality drew attention to ways leaders might work more effectively to build stronger connections within the corporate environment and outside of the corporate environment. Dervitsiotis (2012) determined that an agile organization is necessary to adapt to strategic and operational complexities in a global economy. The condition of an organization and the environment that it operates must be understood to adapt strategies.

Corporate environment. To increase agility and effectiveness, leaders need to not only adopt a global mindset, but also strengthen their efforts to integrate actions required to operate at the velocity of marketplaces. In doing so, managers must ensure their work serves a higher purpose using higher ordered thinking and business process management skills. Javidan et al. (2006) identified the ability to execute plans and demonstrate the acumen to adjust them along the way as critical success factors for global leaders.

Decision making. Decision making is a critical activity in management life. The

impact of decisions may be long term and involve uncertainty and risk. Uncertainty occurs when managers lack sufficient information to act on. Risk occurs when the probabilities of success are less than 100% and disruption may happen (Bateman et al., 2017). These complex decisions are not solvable by simple directives, procedures, or calculations. Complex decisions are typically involved with non-routine problems and have no proven answers. Tippman et al. (2012) researched problem solving in MNEs by looking at management activity patterns and their implications on business. Consistent with Tippman et al., the characteristics of activity patterns revealed some tensions associated with scoping solutions to non-routine problems in this study.

Drawing on the company's capabilities, managers should be equipped to access information and disperse it across national boundaries with the increased use of technology innovations and smart tools. Whether it be to restructure work processes or entire departments, the use of data rather than instinct is fundamental to large scale operations. Leaders must possess the capability to incorporate motivations with data to take informed action. These observations build on the World Economic Forum's (WEF) view of the future of work and managing technological change. The WEF literature is clear that the use of technology brings a distinct advantage to the workplace. The next section explains the interpretation of findings toward how leaders collaborate in the external environment.

Collaborative Environment

The complexity of organizational relationships influences how MNEs respond to

market forces to meet the challenging demands of customers. In this context, participants referred to the development and cooperation of alliances in local and national markets to produce and transfer goods and service. A distinctive feature of MNEs is the structure of social, political, and alliances built in one region that is likely to have an effect in another region. The scalability (people/processes) of the enterprise is necessary to compete more effectively against competition.

Winard et al. (2014) argued the difficulty of leaders to put relationships in place with shared resources to support their business agendas. The perpetual flow of change makes relationships evolve over time in unpredictable competitive environments. Leadership adaptation to match the business environment is experiential. I understood through participants experiences how the management of vulnerabilities underscore the importance of planning, implementation, and adaptive capacity to improve resourcefulness in operations.

Limitations of the Study

I expect this study to have relevance to future research about global leadership. I explored the lived experiences of managers to use a firm's human, financial, and technological resources to improve organizational resilience. As with qualitative exploratory research, the transferability of findings is determined by the researcher who might carry out a similar study in the future.

The focal point of this study was to take a micro-level look at the phenomena of leadership effectiveness through the lived experiences of managers at top, middle and

supervisory levels in MNEs. The descriptive phenomenology method was suited for the purpose and length of time allotted to complete this study.

One possible limitation of this study was participants' concerns might be influenced by a local view of situations. How problems are framed depend on how they look to the individual sharing the experiences. How managers frame problems might be affected by problem solving styles, local country, or economic factors. In a future study, it may be advantageous to expand the sample to include managers from other countries.

Another point about the sample is the participant pool represented one division of the company. Given the breadth and depth of global firms, it is possible that other concerns in the wider environment might have been uncovered to inform the phenomenon. Perhaps, a future design might involve a multiyear longitudinal mixed methods study to uncover additional insights about how leaders use company resources to achieve management effectiveness and improve organizational resilience.

Recommendations

The mass of management research does not identify perfect organizations nor individuals. The literature emphasizes the complexity of business and the role of people in it. Javidan et al. (2006) identified the ability to execute plans and demonstrate the acumen to adjust them along the way as critical success factors for global leaders. The recommendations in this study follow the research questions and the findings. To shrink the gap, I recommend that managers: (a) adopt a global mindset and integrate actions required to operate under conditions of uncertainty, (b) reduce the pull of the past to

adapt to the workplace of the future, and (c) strengthen capabilities to shift from administrators to cultivate strategic focus.

As discussed in Chapter 2, a familiar theme linked to discussions about globalization is developing the global mindset. Researchers have defined the global mindset in various ways. This study refers to the term as an orientation to global management that illustrates the capability of leaders to interpret their role from multiple perspectives and harness their intelligence to manage the complexity of transworld operations. The capacity to engage in a boundaryless paradigm is highly dependent on the education, cultural exposure, and job-related experience of the individual.

The second recommendation is to reduce the pull of the past to adapt to the workplace of the future. The attempt to work more efficiently is undermined by old ways of thinking to solve nonroutine problems. Leaders' skills can erode given the sheer volume of time-pressured tactical decisions involved with their duties. These dilemmas affect the ability of leaders to communicate, use technology, and promote a culture of performance. Fath et al. (2015) reframed the features of the socioeconomic environment to reorient leaders to how they reallocate resources and traditional concepts that do not inform present-day economic and social development.

The third recommendation drawn is to strengthen capabilities to shift from administrators to cultivate strategic focus. This means that leaders must take advantage of machine learning to speed decision making. The world is evolving around a Fourth Industrial Revolution (Industry 4.0). This idea is one in which living environments connect to one that is digital: the Internet of Things, big data, smart machines, and cloud

computing. While risks abound, McKinsey Global Institute (2016) believed that data is at the heart of disruption across the economy and that data has opened the window for disruption across several industries. Their research unveiled the need for top level and middle level managers to understand how to use data-driven insights and get data into work flow processes.

These recommendations propose some guidance for future research. I suggest using multi-year longitudinal mixed methods studies to explore these recommendations. In this way, the scale of effectiveness on resilience might be more holistically understood. This discussion is followed by implications of the research and conclusions of the study.

Implications

Implications of this study included both theoretical and methodological inferences related to management effectiveness and organizational resilience. This study drew attention to the construct of resilience and the conundrum of effective leadership in MNEs. As concluded from the findings, effective leaders are strategically focused and skilled at building partnerships to support business activities. Leaders of MNEs are especially concerned about business beyond their back-end operations. Strategic leaders recognize the need for cooperation among corporate, industrial, and community members to address issues across national borders. They know that changes in business cause changes in society.

Resilience is fundamentally collaborative in nature. Anderies et al. (2013) argued

the concept of an ecosystem to align relationships and human decision-making processes to address learning, adaptation, feedback, and control support social change. In this sense, Anderies suggested the capacity of society to transform depends on the complex interactions of localities, cities, corporations, and governments. WEF (2013) described the components of resilience: (a) robustness, (b) resourcefulness, (c) redundancy, (d) response, and (e) recovery as a lens to look at economic, environmental, governance, infrastructure, and social strata. From this lens, WEF revealed a spectrum of ways that risks are related and how society, government, NGOs, and business intersect for the common good and positive social change.

When governments create policies that open their borders to trade, corporations provide revenues via tariffs and foreign direct investments. In recognition of the diversity of perspectives and priorities, multinational firms must be attuned to the relevance of an ecosystem to their business agenda. For example, civil society and NGO networks play a role in environmental governance. Corporate support of grassroots organizations, NGO causes, and other inclusive developments creates a conduit for positive social exchange in the communities that they conduct business.

Conclusions

The ability to innovate and be resilient across national borders are important strengths of an MNE. A key mechanism by which innovation and resilience occur is through leadership. The propositions made in this study raised attention to how real-world problems might be addressed in the context of leadership capability to exploit a multinational firm's assets. Being exploratory, the findings identified variations in

socially embedded behaviors and highly context-specific interactions that influence management decisions about resource allocation. The theory of systems thinking and conceptual frameworks helped to formulate an understanding of dynamic processes. In contemporary societies, the assumption of crisis as a probable event is almost a norm. This study extends knowledge in the discipline that the philosophical foundation of management in MNEs to improve resilience and leadership effectiveness should be reconstructed.

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Appendix A: Permission Letter for Use of WEF Framework

6/29/2017

RE: Copyright Permission to Use Model in Dissertations - Franzelle Pertilla

RE: Copyright Permission to Use Model in Dissertations

Katharine Shaw <Katharine.Shaw@weforum.org> on behalf of
Global Risks Report <GlobalRisksReport@weforum.org>

Tue 6/27/2017 11:08 AM

To: Franzelle Pertilla <fpert001@waldenu.edu>;

Cc: Global Risks Report <GlobalRisksReport@weforum.org>;

Dear Franzelle,

Thank you for getting back to us. We approve your request.

As described in the agreement, please cite our work as follows: Source: "Report name", World Economic Forum, Switzerland, "year". As we keep a record of all material using our data, we kindly ask you to send us a copy or link to your publication once released.

Please don't hesitate to contact me should you have any questions.

Best regards,
Katharine

Katharine Shaw

Project Specialist, Global Competitiveness and Risks

World Economic Forum

www.weforum.orgGlobalRisksReport@weforum.org

From: Franzelle Pertilla [mailto:fpert001@waldenu.edu]**Sent:** 26 June 2017 21:40**To:** Global Risks Report**Subject:** Re: Copyright Permission to Use Model in Dissertations

Dear Katharine Shaw:

Please find attached the completed Publishing Request form. Thank you for including citation instructions. Please contact me should you require additional information.

Most sincerely,

Franzelle Pertilla
Doctoral Candidate
404-788-3181



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| Name of requester: | Franzelle Pertilla, Doctoral Candidate, Walden University |
| Organization name: | n/a |
| Report featuring the data: | .. Global Risks Report 2013 |
| Data requested (including page numbers from the publication): | <ul style="list-style-type: none"> • Figure 23 National Resilience Beta Framework, page 38 • Figure 4 Likelihood and Impact of Risks, page 10 |
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 Signed by: Franzelle Pertilla
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6/26/2017

RE: Copyright Permission to Use Model in Dissertations - Franzelle Pertilla

RE: Copyright Permission to Use Model in Dissertations

Katharine Shaw <Katharine.Shaw@weforum.org> on behalf of
Global Risks Report <GlobalRisksReport@weforum.org>

Mon 6/26/2017 4:36 AM

To: Franzelle Pertilla <fpert001@waldenu.edu>;

Cc: Global Risks Report <GlobalRisksReport@weforum.org>;

1 attachments (182 KB)

Global Risk Report Publishing Request Form.doc;

Dear Franzelle,

Thank you for your interest in using the Global Risks Report for your dissertation. In order to formalize your request, could you please complete the attached request form? We would be most grateful if you could include the figure numbers as well as the titles of the diagrams you would like to use. Please sign and return the form to me via email.

All material from the World Economic Forum should be cited as: Source: "Report name", World Economic Forum, Switzerland, "year" (adjusted as necessary to fit the standard academic citation style you are using).

Best regards,
Katharine

Katharine Shaw

Project Specialist, Global Competitiveness and Risks

World Economic Forum

www.weforum.org

GlobalRisksReport@weforum.org

From: Martine Michaud **On Behalf Of** World Economic Forum
Sent: 22 June 2017 04:33
To: Global Risks Report
Subject: FW: Copyright Permission to Use Model in Dissertations

From: Franzelle Pertilla [<mailto:>]
Sent: 19 June 2017 17:19
To: World Economic Forum
Subject: Copyright Permission to Use Model in Dissertations

Dear World Economic Forum:

I am a doctoral student at Walden University completing my Ph.D. in Management. I am writing to obtain permission for use of diagrams found in your Global Risks report in my dissertation.

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6/26/2017

RE: Copyright Permission to Use Model in Dissertations - Franzelle Pertilla

My study concerns managerial effectiveness and its impact on organizational resilience in global firms. Upon consent, the following diagrammatic representations will appear in my dissertation for publication:

- National Resilience Beta Framework
- Global Risks – Macro System
- Likelihood and Impact of Risks

The dissertation will be made available for the public through Walden University's repository and through its publication databases. I would appreciate your permission by June 30, 2017.

Thank you for considering this request in support of advancing knowledge in the field of management.

Sincerely,

Franzelle Pertilla
Walden University Doctoral Candidate
fpert001@waldenu.edu
404-788-3181mobile

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Appendix B: Permission Letter for Use of Process Flow Diagram

6/20/2017

RE: Copyright Permission Request to Use Figure in Diss... - Franzelle Pertilla

RE: Copyright Permission Request to Use Figure in Dissertation

Liam Devaney <ldevaney@emeraldgroup.com>

Tue 6/20/2017 8:41 AM

To: Franzelle Pertilla <fpert001@waldenu.edu>

Dear Franzelle,

Thank you for your email.

Please allow me to introduce myself, my name is Liam and I am the Rights Executive here at Emerald

In regards to your request Emerald is happy for you to use this content within your thesis subject to full referencing. Please note however that in the future if you wish to publish your thesis commercially you will need to clear permission again.

I hope the above has answered your query but should you require any further assistance, please do not hesitate to contact me.

Regards

Liam Devaney
Rights Executive | Emerald Group
L.Devaney@emeraldinsight.com | www.emeraldinsight.com



Please consider the environment before printing this email

From: Franzelle Pertilla [mailto:fpert001@waldenu.edu]
Sent: 19 June 2017 16:17
To: Permissions <Permissions@emeraldinsight.com>
Subject: Copyright Permission Request to Use Figure in Dissertation

Dear Emerald Publishing:

I am a doctoral student at Walden University completing my Ph.D. in Management. I am writing to obtain permission for use of Figure 3. Simple Process Flow for Resilient Sustainability Approach found on page 312 in the article, "Surviving or Flourishing? Integrating Business Resilience and Sustainability" by Julie Winnard, Andy Adcroft, Jacquetta Lee, and David Skipp (2014) in the Journal of Strategy and Management, volume 7, Issue 3, pages 303-315 (doi:10.1108/JSMA-11-2012-0059).

My dissertation concerns managerial effectiveness and its impact on organizational resilience in global firms. The dissertation will be made available for the public through Walden University's repository and through its publication databases.

I would appreciate your permission by June 30, 2017. Thank you for considering this request in support of advancing knowledge in the field of management.

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Appendix C: Permission Letter for Use of the OC³ Model

6/19/2017 RE: Copyright Permission Request -Use of OC3 Figure, A Process Model of Organizational Change in Cultural Context by Latta (2009)

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Today, 12:31 PM

Franzelle Pertilla

Inbox

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From: Franzelle Pertilla [mailto:fpert001@waldenu.edu]

Sent: Monday, June 19, 2017 8:11 AM

To: permissions (US) <permissions@sagepub.com>

Subject: Copyright Permission Request -Use of OC3 Figure, A Process Model of Organizational Change in Cultural Context by Latta (2009)

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Sincerely,

Franzelle Pertilla
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Author: Gail F. Latta

Publication: Journal of Leadership and Organizational Studies

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Appendix D: Permission Letter for Use of Kotter's Change Model

6/19/2017

[Harvard Business Publishing] Re: Doctoral Student Req... - Franzelle Pertilla

[Harvard Business Publishing] Re: Doctoral Student Request for Permission to Use Kotter's Leading Change - Exhibits in Dissertation [1-of-2]

Van Morrill (Harvard Business Publishing - Permissions Team)

Mon 6/19/2017 1:37 PM

To: Franzelle Pertilla <fpert001@waldenu.edu>;

- Please type your reply above this line -##

Conversation CCs (if any):

Your request (472391) has been updated. To add additional comments, reply to this email.



Van Morrill (Harvard Business Publishing)

Jun 19, 1:36 PM EDT

Dear Franzelle Pertilla,

Thank you for your inquiry. We received your two messages today, the one below and the second one sent about an hour later, which appears to be a duplicate of this one. I will reply to both messages here.

For academic research reports such as theses and dissertations regarding the use of tables or exhibits from books, formal copyright permission is actually not required; this is considered a "fair use" situation, so you can use them freely.

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6/19/2017

[Harvard Business Publishing] Re: Doctoral Student Req... - Franzelle Pertilla

**Franzelle Pertilla**

Jun 19, 11:05 AM EDT

Dear Harvard Business Publishing:

I am a doctoral student at Walden University completing my Ph.D. in Management. I am writing to obtain permission for use of two exhibits of Kotter's work in the book, *Leading Change* by John P. Kotter (1996), Boston, MA: Harvard Business School Press. The exhibits are: Exhibit 1: Economic and Social Forces Driving the Need for Major Change in Organizations (page 19) and Exhibit 2. The Eight-Stage Process of Creating Major Change found (page 21).

My dissertation concerns managerial effectiveness and its impact on organizational resilience in global firms. The dissertation will be made available for the public through Walden University's repository and through its publication databases.

I would appreciate your permission by June 30, 2017. Thank you for considering this request in support of advancing knowledge in the field of management. I can be reached at fpert001@waldenu.edu or 404-788-3181.

Sincerely,

Franzelle Pertilla
Walden University Doctoral Candidate
fpert001@waldenu.edu

Conversation CCs (if any):

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[JL6Z8P-5O3K]

Appendix E: Participant Letter of Informed Consent

Dear _____:

You are invited to take part in a research study about understanding the experiences of managers in multinational enterprises. The researcher is inviting top, middle, and supervisory level employees to be in the study. Your name/contact information was obtained via a professional member organization. This form is part of a process called “informed consent” to allow you to understand this study before deciding whether to take part.

This study is being conducted by a researcher named Franzelle Pertilla, who is a doctoral student at Walden University.

Background Information:

The purpose of this study is to explore the lived experiences of managers to use a firm’s human, financial, and technological resources to improve organizational resilience.

Procedures:

If you agree to be in this study, you will be asked to:

- Participate in a interview via face-to-face or by using Skype, Webex or similar technology.
- The interview time is requested for a period of approximately one hour.
- The interview may be recorded to ensure the transcription of notes are accurate.

A set of 12 interview questions probes the lived experiences of each business professional. Here are some sample questions to give the participants a reasonable idea of what to expect:

- *Reflect on a strategic change situation within the last year and describe your lived experience with it*
- *Please describe the distinctive management competencies to perform your job.*

Voluntary Nature of the Study:

This study is voluntary. You are free to accept or turn down the invitation. If you decide to be in the study now, you can still change your mind later. You may stop at any time.

Risks and Benefits of Being in the Study:

Being in this study would not pose risk to your safety or wellbeing. The findings of the study will be used to advance knowledge in the field of management.

Payment:

A \$5 Starbucks gift certificate will be provided for participation in this study. It will be provided upon meeting with you to conduct the study.

Privacy:

Reports coming out of this study will not share the identities of individual participants. Details that might identify participants, such as the location of the study, also will not be shared. The researcher will not use your personal information for any purpose outside of this research project. Data will be kept secure by computer password protection and the use of codes in place of names when storing the data after transcription. Data will be kept for a period of at least 5 years, as required by the university.

Contacts and Questions:

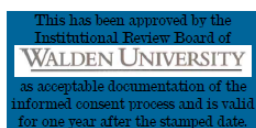
You may ask any questions you have now. Or if you have questions later, you may contact the researcher via email at fpert001@waldenu.edu or 404-788-3181. If you want to talk privately about your rights as a participant, you can call the Research Participant Advocate at my university at 612-312-1210. Walden University's approval number for this study is **09-29-17-0023443** and it expires on **September 28, 2018**. The researcher will give you a copy of this form to keep.

Obtaining Your Consent

If you feel you understand the study well enough to make a decision about it, please indicate your consent by replying to this email with the words, "I consent."

Sincerely,

Franzelle Pertilla
Walden University Doctoral Candidate



2017.09.29

14:50:50

-05'00'

Appendix F: Semistructured Interview Guide

Questions

1. To begin, please describe your background.
2. Tell me about your current job role and responsibility.
3. Please describe the distinctive management competencies to perform your job.
4. Describe how management development occurs in your company.
5. Reflect on a strategic change situation within the last year and describe your lived experience with it.
6. Please describe how you handle disruptive change.
7. Describe how do you motivate your team for productivity.
8. Describe how organizational culture affects the performance of people that you manage.
9. Think about your interactions with business affiliates and describe how you manage cultural diversity.
10. Describe how business strategies are developed and implemented in your division.
11. Describe how technology strategies are decided for your division of the company.
12. How would you describe the division leaders' understanding of business strategy?

Appendix G: Interview Letter of Recruitment

Dear _____,

My name is Franzelle Pertilla. I am a Ph.D. candidate in the Management program at Walden University. I am writing to request your participation in an interview to support completion of my doctoral dissertation.

The purpose of my research is to explore the lived experiences of managers to use a firm's human, financial, and technological resources to improve organizational resilience. Overall, I will interview 20 participants as a part of this study. My aim is to learn about your lived experiences at XYZ COMPANY to help me gain the insights needed for my research.

As stated in the attached Letter of Informed Consent, your responses to the interview questions will be kept confidential. The interview will be tape recorded for note taking purposes. It will take approximately 60 minutes in a location of your choice. I will contact you to schedule an initial date. I will also follow up a few days prior to the interview date to confirm your participation and location.

I will offer a \$5 Starbucks gift certificate at the time that the interview is conducted. In advance, thank you for your consideration of this important research effort.

Sincerely,

Franzelle Pertilla
Walden University Ph.D. Candidate

Appendix H: Debrief Letter

Dear _____,

Thank you for your full cooperation with the interview process for my doctoral study. Your investment of time was greatly appreciated. The data collection process has ended.

I previously informed you that the purpose of the research was to explore the lived experiences of managers to use a firm's human, financial, and technological resources to improve organizational resilience. The findings of the study will be used to advance knowledge in the field of management. I expect public access to the study in 2018. A brief summary of the findings is attached to this letter.

Should you have questions about the data collection results, please contact me.

Sincerely,

Franzelle Pertilla
Walden University Ph.D. Candidate

Appendix I: Node Structure

| 1 st Round Datapoints | 2 nd Round Concepts | Themes |
|--|--|---------------------|
| 1. Critical skills on how to manage people | | |
| 2. Talent acquisition | | |
| 3. Talent assessment | <ul style="list-style-type: none"> • Acquire, train, retain, and motivate employees | People |
| 4. Personal learning | | |
| 5. mentor | | |
| 6. Career trajectory | | |
| 7. Workforce | | |
| 8. Transformation | | |
| 9. Different countries | | |
| 10. diversity | | |
| 11. Strategic | <ul style="list-style-type: none"> • Ability to absorb change | |
| 12. Business decision | <ul style="list-style-type: none"> • Pace of change | Change |
| 13. Flexibility | <ul style="list-style-type: none"> • Company direction | |
| 14. Be open minded | | |
| 15. Transformation | | |
| 16. Collaborative/ tools | <ul style="list-style-type: none"> • Organizational systems | Performance |
| 17. Operational procedures | <ul style="list-style-type: none"> • Performance | |
| 18. Tactical processes | <ul style="list-style-type: none"> • Adaptability | |
| 19. Company's brand | | |
| 20. Chaotic-leaders | | |
| 21. Wall street stock performance | | Economic factors |
| 22. Greed is driving things | | |
| 23. Build priorities | <ul style="list-style-type: none"> • Leadership focus | Strategic practices |
| 24. Trends | <ul style="list-style-type: none"> • Industry trends | |
| 25. Industry focus | <ul style="list-style-type: none"> • Competitive position | |
| 26. Thick relationships | <ul style="list-style-type: none"> • Trust | |
| 27. Transparency | | |

Appendix J: Management Competencies Inventory

| Participant | Description | | |
|-------------|--|---|---|
| P1 | <ul style="list-style-type: none"> Proficiency in disciplines of sales /marketing3/ financial and operations | <ul style="list-style-type: none"> Keys: be agile, understand the numbers, people development, | |
| P2 | <ul style="list-style-type: none"> Strong emphasis on business acumen Interpersonal skills | <ul style="list-style-type: none"> Financial and functions of management | |
| P3 | <ul style="list-style-type: none"> Sense of spirituality Sometimes a teacher Organized | <ul style="list-style-type: none"> Must be a good listener Honest/ trustworthy Confidante | <ul style="list-style-type: none"> Conflict resolution Anger management Friend |
| P4 | <ul style="list-style-type: none"> Sales skills Customer focused skills | | |
| P5 | <ul style="list-style-type: none"> Operational skills Know technology Resolution skills – can’t contract out Training Finance - \$100M budget | <ul style="list-style-type: none"> Know how to Manage and Lead people-focus on the “me issues”; business must be people centric; had a great SVP of HR to drive business & reduce overhead | <ul style="list-style-type: none"> Skilled at putting process around steps—easier to make things efficient Technical side – case law- legal knowledge |
| P6 | <ul style="list-style-type: none"> Sales – pipeline mgt sales cycle (1-7) Budget Performance – growth targets | <ul style="list-style-type: none"> Managing people – need to feel valued understand needs of individual | |
| P7 | <ul style="list-style-type: none"> Navigate matrix organization Relationship building internal and external to organizations Performance | <ul style="list-style-type: none"> Savvy – know business strategies Sales management skills Presentation skills – presence | <ul style="list-style-type: none"> People management Analytical – know performance; understand financial statements |
| P8 | <ul style="list-style-type: none"> Developing partnerships | <ul style="list-style-type: none"> Building revenue | |

| | | | |
|-----|--|--|---|
| | <ul style="list-style-type: none"> • Building teams • Conflict management. | <ul style="list-style-type: none"> • Increasing philanthropic support | |
| P9 | <ul style="list-style-type: none"> • Analytical thinking • Program /process management • Finance background to maintain budget | <ul style="list-style-type: none"> • Cross functional skills • Business analytics • Verbal/written communications | <ul style="list-style-type: none"> • |
| P10 | <ul style="list-style-type: none"> • Sales effectiveness • Accounting knowledge • Hiring skills | | |
| P11 | <ul style="list-style-type: none"> • Must know how to navigate organizations • Relationship building • Savvy – know business strategies | <ul style="list-style-type: none"> • Performance • Analytical performance – financial statements | <ul style="list-style-type: none"> • Sales management • Presentation/presence |
| P12 | <ul style="list-style-type: none"> • Planning • Organizing capital expense mgmt. • Performance mgmt. | | |
| P13 | <ul style="list-style-type: none"> • Accountability • Results-focused • Think globally | | |
| P14 | <ul style="list-style-type: none"> • Technical capabilities • Leadership • Listening skills | <ul style="list-style-type: none"> • Cultural sensitivity • Navigate organization | <ul style="list-style-type: none"> • |
| P15 | <ul style="list-style-type: none"> • Versatile and adaptable • Client delivery – project mgmt. • | <ul style="list-style-type: none"> • Logical structuring g/systemically aware • Human interactions – must leverage people skills | <ul style="list-style-type: none"> • Compelling presentations • Analysis |
| P16 | <ul style="list-style-type: none"> • Careful about how to change organization – people need to feel comfortable • Allow people to learn her, as well | <ul style="list-style-type: none"> • Must be a great listener • Must be patient | |
| P17 | <ul style="list-style-type: none"> • Project management | <ul style="list-style-type: none"> • Negotiate | <ul style="list-style-type: none"> • Accountability |

| | | | |
|-----|--|--|--|
| | <ul style="list-style-type: none"> • Communicate effectively • Proactive | <ul style="list-style-type: none"> • Personality to interact w/people • Analytical | <ul style="list-style-type: none"> • Role model & mentor |
| P18 | <ul style="list-style-type: none"> • Coaching and development | | |
| P19 | <ul style="list-style-type: none"> • Interpersonal • Industry knowledge • Diplomacy skills – including customer service | | |
| P20 | <ul style="list-style-type: none"> • Outgoing • “treat people as I want them to treat me” • | <ul style="list-style-type: none"> • Not be afraid to take on new challenges • Sales presence • Verbal communications | <ul style="list-style-type: none"> • Quick on my feet • Fair but demanding • Disciplined • |
| P21 | <ul style="list-style-type: none"> • Accounting related skills • Interpersonal - MBTI personality instrument helps | | |