The most effective methodologies to cultivate a global mindset

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Abstract

The aim of this research was to determine which methodologies were found by expatriate managers to be most effective in the development of a global mindset. In support of this aim, the research also investigated whether a global mindset would vary depending on the methodologies experienced by expatriate managers ; and whether exposure to a combination of methodologies would lead to a higher level of global mindedness.

A quantitative research approach was adopted with the unit of analysis being expatriate managers. Questionnaires were made available electronically. The collected data was coded and run through SAS version 9.2. Descriptive statistics were obtained to determine the respondent's level of global mindedness. Paired sample t-tests were performed between the means of the Learning Methodologies to determine perceived effectiveness. The Kruskal-Wallis non parametric test was run to compare the global mindedness of respondents based on the learning methodologies participants had been exposed to.

The results indicate that expatriate managers perceive International Assignments to be the most effective methodology to cultivate a global mindset. International Travel and Working in International Teams were also highly rated by the survey respondents as methodologies to cultivate a global mindset. All of these methodologies are founded on Experiential and Social Learning Theories. An exposure to a combination of methodologies was not found to provide statistically significant evidence that this leads to higher levels of global mindedness.

Declaration

I declare that this research project is my own work. It is submitted in partial fulfilment of the requirements for the degree of Masters of Business Administration at the Gordon Institute of Business Science, University of Pretoria. It has not been submitted before for any degree or examination in any other University. I further declare that I have obtained the necessary authorisation and consent to carry out this research.

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Chapter 1

1 Problem Definition

This chapter defines and takes an in depth look at the research problem being investigated which is to determine "The most effective methodologies to cultivate a global mindset".

1.1 Introduction to the Problem

"Companies that ignore the global mindset do so at their own peril. The ones that most effectively develop this quality in their employees – particularly senior leaders – will have a distinct advantage over their competitors" (Beechler & Baltzley, June 2008, p. 40). Levy, Beechler, Taylor & Boyacigiller (2007) echo how important a global mindset is for the competitive advantage of organisations that compete in the global market.

During the past decade a range of authors has focused on the concept of a global mindset. Some of the global mindset literature consulted includes the works of Arora, Jaju, Kefalas & Perenich (2004), Beechler & Baltzley (2008), Gupta & Govindarajan (2002), Nummela, Saarenketo & Puumalainen (2004), Paul (2000) and Suutari (2002). This research provides valuable insight into what a global mindset is, why it is important for companies to invest in cultivating a global mindset of their employees in preparation for internationalisation, conceptual frameworks of measuring a global mindset and methodologies to cultivate a global mindset.

From the literature reviewed on the methodologies to cultivate a global mindset, Gregersen, Morrison & Black (1998) proposed international travel, working in international teams, training and international assignments as four strategies to develop global leaders based on research they conducted from 1994 to 1997. Gupta *et al.* (2002) recommended formal education, participation in cross border endeavours, diverse locations for team meetings, immersion experiences in foreign cultures and expatriate assignments as possible methods to develop a global mindset. Arora *et al*. (2004) concluded that managers within the US textile industry who attended international management training and who lived in foreign countries are more globally minded.

Although various research has been conducted around the concept of, and proposed methodologies required to cultivate a global mindset (Arora *et al*, 2004; Gupta *et al*, 2002), existing literature fails to provide evidence on the most effective methodologies to cultivate a global mindset from the expatriate's perspective. The effectiveness of the methodologies that will be investigated will primarily be determined by how globally minded are individuals that participated in the study, the methodologies the expatriates have been exposed to and the perceived benefits gained from being exposed to the methodologies. Therefore, the contribution of the methodologies the expatriates have been exposed to, the level of global mindedness of the expatriates, together with the perceived effectiveness of the methodologies by

the expatriates, will be used to determine the overall effectiveness of the methodologies.

1.2 Research Motivation

Beechler & Barltzey (2008) argue the importance to companies of developing the global mindset of its employees in order to gain a competitive advantage over their competitors. According to Gupta *et al.* (2002) the cultivation of a global mindset is a long term endeavour which should be attempted in a disciplined manner. Gupta *et al.* (2002) also indicated that methodologies such as multi-year expatriate assignments can be a very expensive methodology to cultivate a global mindset. Given the time and costs involved in developing this mindset, companies competing in the global market need to consider which of the methodologies such as International Assignments, International Travel, Training and Development, Action Learning and working in International Teams, as proposed by Beechler *et al.* (2008), Conner (2000), Gupta *et al.* (2000), Paul (2000) and Suutari (2002), are considered to be the most effective based on the perspectives of expatriate managers. With this research, more insight will be gained into which methodologies are considered to be most effective to develop a global mindset. This information will assist companies to select the most appropriate methodology or combination of methodologies to develop the global mindset of their managers given the time and costs involved in developing this mindset.

Suutari (2002) highlighted that many companies have a shortage of competent global managers and Kefalas (1998) acknowledged that CEOs of US multinational corporations (MNCs) believe the competitiveness of their organisations reside with having a …"cadre of globally minded leaders" (p.548). Kefalas (1998) postulates that globally minded individuals are in a better position to implement the organisation's strategies by being able to adapt these to the needs of the local environment. By knowing which methodologies global managers (expatriates) consider to be most effective to cultivate a global mindset, Chief Learning Officers and Learning & Development (L & D) professionals will be in a more favourable position to make decisions and recommendations about the development process of their global managers.

1.3 Research Scope

The research aims to gain a deeper understanding of which of the methodologies expatriate managers, defined as managers working in a country outside of their home country (Reiche & Harzing, 2009), perceived to be the most effective in the cultivation of a global mindset.

The research will:

- Determine which methodologies expatriate managers have been exposed to that may have contributed to the development of a global mindset; and

- Determine which of these methodologies the expatriate managers perceived to be most effective to cultivate a global mindset, which will be compared to the actual global mindedness of the research participants.

The conceptual framework developed by Kefalas (1998), as used in the research of Arora *et al.* (2004), will be used as the measurement of the global mindset of expatriate managers. The framework focuses on qualifying an individual as either being globally minded or locally minded in accordance with an individual's way of thinking and characteristics that will drive an individual's actions (Arora *et al.*, 2004).

Gupta *et al.* (2002) states that a global mindset can be developed from an organisational and/or an individual's perspective. This research will focus on expatriate managers and therefore on ones individual global mindedness and not on the development of a global mindset at an organisational level or the cost implications of the methodologies from an organisation's perspective.

The research will also not focus on the individual characteristics of expatriate managers, such as willingness to learn (Gregersen *et al.*, 1998) that may have contributed to the cultivation of a global mindset, but rather on the effectiveness of the methodologies as perceived by expatriate managers. Focus on the global mindset from an organisation's perspective, the cost

implications of the methodologies and the influence of individual characteristics could be considered for future research.

1.4 Chapter Summary

This chapter focused on the rationale of why it is necessary to understand which methodologies are most effective to cultivate a global mindset. The following chapter will investigate the literature and theoretical frameworks on which this research will be based.

Chapter 2

2 Theory and Literature Review

2.1 Introduction

A range of authors and literature were consulted to define the concept of a global mindset and identify an operational framework to measure the global mindedness of individuals. The literature reviewed also focused on the definition and roles of expatriate managers, the theories related to the methodologies proposed to cultivate a global mindset, and models to measure the effectiveness of these methodologies.

2.2 Global Mindset Defined

Gupta *et al.* (2002) defines a global mindset as "*one that combines openness to and awareness of diversity across cultures and markets with a propensity and ability to synthesize across this diversity*" (p. 117)*.* This definition features in most publications related to a global mindset and highlights that global managers are expected to have an appreciation for various cultures and be able to deal with a level of complexity and uncertainty within the various markets they are exposed to.

Arora *et al.* (2004) do not offer their own definition of a global mindset but cite Rhinesmith's view on a global mindset as "one that scans the world from a broad perspective" (p. 397), which alludes to the fact that people with a global mindset are able to adapt to their environment and view the world from different outlooks.

Nummela *et al.* (2004) position a global mindset as a balance between having an international entrepreneurial orientation and outlook, with the manager's ability to "adjust to different environments and culture" (p. 53).

Levy *et al.* (2007) conducted a literature review to determine what has been written on the concept of a global mindset. Based on their review of existing literature, they suggested their own definition of a global mindset as "...a highly complex cognitive structure characterized by an openness to and articulation of multiple cultural and strategic realities on both global and local levels, and the cognitive ability to mediate and integrate across this multiplicity" (p. 244).

Whilst & Blonski (2010) define a global mindset as one that "*enables people to embrace complexity and paradox*" (p. 19)*.*

Boyd, Moore, Williams and Elbert (2011) offer a definition of a global mindset linked to the work of Javidan, Teagarden and Bowen (2010) that focuses on a) intellectual capital which covers knowledge of international business and an individual's ability to continue learning, b) psychological capital which ensures one is open to exposure to different cultures and change, and c) social capital which is the ability to build relationships with different stakeholders.

From all of these definitions and interpretations, it seems that the concept of a global mindset consistently refers to dealing with complexity and change related to environments, markets, culture and diversity at both a local and global level. Given the array of definitions that exist, the researcher would like to propose the definition of a global mindset as an individual's ability to deal with complexity and ambiguity that will enable them to work in different countries and work with different cultures as a citizen of the global environment.

2.2.1 Operational framework of a global mindset

Various authors such as Arora *et al.* (2004), Gupta *et al.* (2002) and Paul (2000), offer conceptual frameworks and characteristics to explain the components of a global mindset.

Paul (2000) believes an individual requires a more parochial mindset and that the following characteristics are signs of a strong global mindset: focus on big picture, confidence in vision and organisational processes, value of multicultural teams, viewing diversity as an opportunity, and openness to change.

Differing from Paul's view is the framework of Gupta *et al.* (2002) that distinguishes between the degree of integration (ability to integrate diversity across cultures and markets) and differentiation (openness to diversity

across cultures and markets) to determine a global mindset. The authors believe that in order to have a global mindset, a high degree of integration and differentiation is required. This framework differs from Paul's view that a parochial mindset is necessary as Gupta *et al.* (2002) recognise the parochial mindset as having a high level of integration but a low degree of differentiation.

According to Beechler *et al.* (2008), global leaders possess 10 characteristics which range from having the necessary knowledge and skills to deal with the complexity of the environment to personality traits such as tolerance for ambiguity and the ability to deal with cognitive complexity.

All of these frameworks offer a very conceptual and abstract perspective. Kefalas (1998) as cited in Arora *et al.* (2004), offers a more operational framework, as illustrated in Figure 1, to determine an individual's global mindset by using Conceptualisation and Contextualisation as two variables in the measurement of a global mindset.

Figure 1: Global mindset framework of Conceptualisation and Contextualisation (adopted from Arora *et al.*, 2004)

CONCEPTUALIZATION

(THINK GLOBALLY) Conceptualization relates to purpose, places, people and processes

D EXPATRIATES   **A** GLOBALS

CONCEPTUALIZATION

MEDIUM

CONCEPTS These are mental models, paradigms or axioms

CONTEXTUALIZATION

C MISFITS   **B** NATIONALS

LOW   MEDIUM   HIGH

CONCEPTS These attributes of the job and the environment

CONTEXTUALIZATION (ACT LOCALLY) Contextualization relates to strategy structure and systems

Conceptualisation focuses on an individual's ability to think of oneself as part of the global environment and deal with complexity. Contextualisation relates to an individual's concepts (mental models) and ability to adapt to the local context of the job or environment. This model seems to offer a more practical and appropriate approach to determine if an individual can be classified as having a global mindset as "...people who are globally minded and locally acting will be the best candidates for global ventures" (Arora *et al.*, 2004, p. 399). Individuals in quadrant A of Figure 1 can therefore be

considered to be globally minded and "...deemed the most appropriate for expanding an organization's activities globally" (Arora *et al.*, 2004, p. 400).

2.3 Expatriate Managers

Pucik & Saba (1998) as cited in Harvey & Moeller (2009) define an expatriate manager as "...an executive in a leadership position that involves international assignments" (p.291).

"*... the concept of global leaders (or sometimes global managers) has been used in various different manners. Sometimes the global leader term is used as a synonym of expatriate, i.e. those on long-term international assignment.*" (Suutari, March 2002, p. 221). As the terms expatriate, international manager, global leader and global manager are used interchangeably, this research will refer to the term 'expatriate' with an understanding that it is an individual in a management position working on an international assignment in a foreign country.

Harzing (2001) states that by knowing the role that expatriates play in business, expatriate assignments can be used as a more strategic tool especially in controlling foreign subsidiaries. Lui & Lee (2008) support this view and expand on it by declaring that organisations send expatriates abroad as part of their strategic human resource plan to develop global competencies.

According to Harzing (2001), organisations invest in the expatriate model to fill positions, to develop the international experience of managers and lastly to aid in organisational development (i.e. control and co-ordination of subsidiaries in accordance with head quarter requirements). Harvey *et al.* (2009) believe that due to business trends, such as globalisation, there will be a greater need for expatriate managers and that expatriate managers will have a major impact on the future success of MNCs.

Reiche, Harzing & Kraimer (2008) discuss the value of individuals on international assignments and the important roles they fulfil to link networks and transfer knowledge between home- and host-countries within MNCs. Harzing (2001) uses the following analogies to differentiate between the following three roles expatriates play, namely:

- The bear, a role that is tied directly with the level of control the expatriate manager has over the subsidiary's operations with a direct reporting line to head quarters;

- The bumble-bee, which translates into a socialisation effort to create a sense of shared values; and

- The spider, which uses informal communication to ensure knowledge and information are transferred from one part of the business to another by fulfilling a networking role.

Harzing (2001) concluded that the different expatriate roles are used in different situations. The direct control role of the bear will be more appropriate in greenfields projects whereas the bumble-bee and spider roles are more suitable for acquisitions where subsidiaries should be locally responsive. According to Kefalas (1998), globally minded individuals are able to devise a global strategy and adapt that strategy to the local context, whilst expatriates are individuals who think and act globally and are more suited to positions "…promoting democratic values and implementing humanitarian tasks", (Arora *et al.*, 2004, p. 400).

From the literature review conducted by Harvey *et al.* (2009), the authors indicate that there is a 20% – 40% expatriate failure rate which translates into high direct and indirect costs for organisations. The literature also indicates various reasons for the failure rate such as lack of training and ineffective leadership. By conducting research on the most effective methodologies to cultivate a global mindset, it may be a contributing factor in the reduction of the failure rate of expatriate managers who may find it difficult to adjust to a new environment. However, this is beyond the scope of this research and may be proposed as part of future research.

2.4 Methodologies to Cultivate a Global Mindset

Methodologies to cultivate a global mindset at an individual level as proposed by global mindset authors such as Beechler *et al*. (2008), Gregersen et al. (1998), Gupta *et al*. (2002), Paul (2000) and Suutari (2002), include:

- International Assignments;

- Training and Development (formal programmes or international training and development programmes);

- Action Learning groups / projects;

- International Travel;

- Working in international teams;

- International meetings and forums, which include the diversity of the team members and the location of team meetings;

- Shadow and job rotation opportunities; and

- Mentoring programmes.

Although the global mindset literature consulted for this research refers to these methodologies to cultivate a global mindset, the research will be limited to International Assignments, Training and Development Programmes, Action Learning, International Travel and Working in International Teams as these methodologies were consistently cited by Arora et al. (2004), Gregersen *et al.* (1998), Gupta et al. (2002), Paul (2002) and Suutari (2002)

in the work on global mindset and global manager / leader development. The remaining methodologies can be categorised into one of these methodologies. These methodologies also complement the argument by Arora *et al.* (2004) that both formal training and on-the-job exposure are important to the development of the global mindset of managers.

Milliman, Von Glinow and Nathan (1991) as cited in Caliguiru and Colakoglu (2007), discuss how human resource managers have the difficult task, especially in the international context, of developing the human talent of their organisation and ensuring alignment with the strategic plan of the organisation. Suutari (2002) suggests that "...companies should create a suitable package which is seen as the best alternative to develop global leaders" (p. 229).

Aguinis and Kraiger (2009) define development as "systematic efforts affecting individuals' knowledge or skills for purposes of personal growth or future jobs and/or roles" (p. 452). It is the researcher's assumption that by knowing which methodologies expatriates find to be most effective to cultivate a global mindset, CLO's, L & D specialists and other human resource managers would be in a better position to align the development initiatives with the organisation's strategy to balance the cost and time it takes to cultivate a global mindset as "the idea of inculcating a global mindset... for international managers is very important in today's global marketplace. Researchers and managers alike are making attempts to

provide guidelines for developing such a mindset" (Kedia, Harveston & Bhagat, 2001, p. 13).

Table 1 (pg 18) provides a meta analysis of the methodologies that will be analysed as part of the research. The table offers:

- a definition for each proposed methodology;

- a list of the authors that have proposed the methodology either as part of global mindset, global manager / leader development or expatriate research;

- where relevant, the theoretical foundations in which the methodology is grounded; and

- the key propositions the methodology offers regarding the cultivation of a global mindset.

Table 1: Review of methodologies to cultivate a global mindset that will form part of this research

Methodologies	Definition	Authors / citations	Theoretical Foundations	Key propositions linked to global mindset offered by the authors
International Assignments	Assignments where expatriates are required to complete a job assignment in a foreign country for an extended period of time (Oddou, Mendenhall & Ritchie, 2000).	Arora *et al.* (2004), Beechler *et al.* (2008), Bonache, Brewster & Suutari (2001), Carpenter, Sanders & Gregersen (2000), Gregersen *et al.* (1998), Gupta *et al.* (2002), Levy *et al.* (2007), Paul (2002), Neary & O'Grady (2000), Suutari (2002)	Experiential Learning Theory and Cultural Intelligence (Ng, Van Dyne & Ang, (2009a) Social Learning Theory (Black & Mendenhall, 1990)	• One of the most powerful strategies to develop global leaders • Develop sound understanding of worldwide operations and capabilities • Develop a pool of globally minded leaders for an organisation
Training & Development	Management and training programmes to "equip individuals with specific knowledge, skills, abilities, and other characteristics (KSAOs) such as greater awareness of cross-cultural differences" (Ng *et al.*, 2009a, p. 511).	Arora *et al.* (2004), Levy *et al.* (2007), Gregersen et al. (1998), Gupta *et al.* (2002), Neary *et al.* (2000), Paul (2000), Suutari (2002)	Accelerated Learning Methodologies (Preziosi & Alexakis, 2011), Experiential Learning Theory (Kolb & Kolb, 2005)	• Learning occurs at multiple levels i.e. inside the classroom through knowledge transfer and by promoting cross-cultural interaction and networking • Sharing of best practices, experiences and lessons learnt
Action Learning	"...real people resolving and taking action on real problems in real time and learning while doing so" (Marquardt, 2004).	Gregersen *et al.* (1998), Neary *et al.* (2000), Suutari (2002)	Social Learning Theory (Black *et al.*, 1990), Experiential Learning Theory (De Haan & De Ridder, 2005)	• Challenges managers to think beyond their existing job • Deepen understanding of organisation's vision and strategy • Work within cross-cultural teams

Table 1: Review of methodologies to cultivate a global mindset that will form part of this research (cont.)

Methodologies	Definition	Authors / citations	Theoretical Foundations	Key propositions linked to global mindset offered by the authors
International Travel	"...short term international travel assignments" (Oddou *et al.*, 2000, p.160) that seek "... to understand the city, to know and briefly live among the people, to understand the languages, both verbal and non-verbal, and to participate in the rituals of the city" (Damirin, 1993 as cited in Oddou *et al.* (2000, p.161).	Arora *et al.* (2004), Gregersen *et al.* (1998), Suutari (2002)	Social Learning Theory (Black *et al*, 1990)	• Increase global competence • Immerse into different cultures (quality of travel experience is important, not only quantity, Ng *et al.* (2009b)) • Understand different viewpoints and manage uncertainty
Working in International Teams	"Global teams are teams of managers from different parts of a multinational organization working together to achieve a team-specific mandate that is global in its scope" (Maznevski & DiStefano, 2000, p. 196).	Gregersen *et al.* (1998), Gupta *et al.* (2002), Paul (2000), Suutari (2002)	Social Learning Theory (Black *et al.*, 1990) Socratic Methodologies (Deloach, Saliba, Smith & Tiemann, 2004)	• Build networks in a rich context • Used to make organisational decisions • Gain international experience and cross-cultural interaction skills by considering contrasting views • Better retention of skills as they are continuously practised • Able to incorporate other development methodologies such as Action Learning

The discussion that follows provides an in-depth look at the advantages and disadvantages offered by each methodology. This section is concluded with an overall review of the methodologies discussed.

2.4.1 International Assignments

International Assignments are job assignments that individuals are required to complete in a foreign country for an extended period of time (Oddou et al, 2000). Table 2 highlights the advantages and disadvantages of International Assignments.

Table 2: Advantages and Disadvantages of International Assignments

Advantages of International Assignments	Disadvantages of International Assignments
Carpenter *et al.* (2000) indicates that international assignments offer: • The recipient a ticket to the top; • The ability to deal with global uncertainty; and • Have a positive impact on the firm's competitive advantage. The benefits of international assignments according to Oddou *et al.* (2000) are: • The ability to learn new customs and foreign business procedures; • The ability to allow new ways of thinking and the ability to understand the links between local and international operations; and	According to Gregersen *et al.* (1998) and Levy *et al.* (2007), learning from international assignments is not guaranteed, as a level of inquisitiveness by the individual is also required. Bonache *et al.* (2001) state that 10 – 25% of individuals that have been on an international assignment leave the company after one year of repatriation. Gupta *et al.* (2002) comment that careful selection of individuals earmarked for international assignments is necessary as this is an expensive approach to cultivate a global mindset and not everyone can cope

• The ability to better manage diversity. According to Bonache *et al.* (2001), international assignments assist with: • Gaining international experience; • Learning about the impact of one's decisions; • Developing multiple contacts; and • Aiding in knowledge transfer. Suutari (2002) argues that international assignments assist individuals with building stronger bonds and trust.	with being isolated from their culture and community. These statements are supported by Oddou *et al.* (2000). Besides the high costs and premature returns, Suutari (2002) also highlights the disadvantages of international assignments as: • Extensive time is required for development to take place; and • There is a negative impact on families, especially for dual-career relationships.

Gregersen *et al.* (1998) found that International Assignments were identified as the most powerful development experience. From the table it can be concluded that International Assignments offer a range of advantages, especially towards the cultivation of a global mindset. However, International Assignments require a). a lot of planning and effort to select the most appropriate individuals and b). as a stand-alone initiative, do not guarantee that learning will take place, and these may be crucial success factors of International Assignments. International Assignments also seem to be prone to the same disadvantage associated with expatriation which is that it is a timely and costly process that not only affects the individual but also their families.

2.4.2 Training and Development Programmes

Training and Development Programmes, with special reference to international programmes, aim to provide individuals with the necessary knowledge, skills and abilities to be better prepared for current and future roles (Ng *et al.*: 2009). Table 3 (pg 22) discusses the advantages and disadvantages of Training and Development Programmes.

Table 3: Advantages and Disadvantages of Training and Development Programmes

Advantages of Training and Development Programmes	Disadvantages of Training and Development Programmes
According to Gregersen *et al.* (1998), training and development can assist with modelling new behaviours and can be combined with other methodologies such as Action Learning. Neary *et al.* (2000) indicate that training and development programmes: • Can be linked to company specific strategic initiatives; • Can instil a shared set of values and behaviours; • Allow for the sharing of best practice and lessons learnt; • Can be linked to Action Learning; • Can cover the scope of learning beyond current perspectives; • Can be co-created with institutions that	Gregersen *et al.* (1998) claim that for training and development programmes to be successful, organisations need to know what content should be covered. Cant (2004) supports the importance of the content of development programmes to develop international leaders and the need to internationalise business curriculae. Neary *et al.* (2000) discuss the disadvantages of training and development programmes as: • Training alone is not enough to guarantee that learning will take place; • Commitment from company Senior Leaders is not guaranteed and without this, adequate company resources are not always allocated to the programme;

• have global expertise; • Create a heightened awareness of self and the environment; • Assist participants with dealing with change and ambiguity; and • Offer a safe and controlled setting for learning to take place.	• Training is not designed to develop leaders from scratch as a level of experience is required; • Training is ineffective if not strategically aligned to the organisation; and • It is difficult to evaluate the impact of training and development programmes.
Gupta *et al.* (2002) state that training and development offers variety as various delivery methodologies can be used such as self-study and lectures and allows for interaction at multiple levels.	Marquardt (2003, 2004) states that training and development programmes: • Are expensive to develop; • Are not always effective as they focus on developing a single dimension only; • Are problematic in that it is difficult to emulate the practical aspects of the theory covered as part of the programme; • Are not always up-to-date; and • Provide little evidence that transfer of learning has taken place.
Aguinis *et al.* (2009) concludes that Training and Development increases job performance.	

The discussion indicates that Training and Development Programmes offer a controlled learning environment where the organisation has input into the content that will be covered, which can lead to increased job performance. However, as with International Assignments, Training and Development Programmes alone are not able to guarantee that learning will take place, particularly when it comes to translating the classroom theory into practical application in the work environment. This could be one of the reasons that makes it difficult for training practitioners to determine the impact and value of these programmes.

In comparison to International Assignments, it seems that Training and Development Programmes do not offer the participant the same level of opportunity to practically apply skills such as dealing with complexity and working with different cultures. In contrast, Training and Development Programmes offer individuals the opportunity to share best practices and learnings which International Assignments cannot guarantee.

2.4.3 Action Learning

Action Learning refers to real projects that teams investigate in order to develop recommendations in real time while learning takes place (Marquardt, 2004). Table 4 (pg 24) contrasts the advantages and disadvantages of Action Learning.

Table 4: Advantages and Disadvantages of Action Learning

Advantages of Action Learning	Disadvantages of Action Learning
Suutari (2002) says Action Learning allows participants to think beyond their present job. Marquardt (2003) claims that Action Learning offers: • Individuals and teams the opportunity to simultaneously solve problems and develop as leaders; • Individuals the opportunity to learn to ask appropriate questions in conditions of risk;	Neary *et al.* (2000) says the success of Action Learning is dependent on good topics and the support of sponsors, which is lacking in the majority of Action Learning projects undertaken. Jennings (2002), concluded that Action Learning is less effective than other methodologies such as case studies and business simulations because of: • Organisational politics, especially if there are already strenuous

• Fresh thinking and the development of attributes such as systems thinking, change management, innovation, visioning and mentoring; • Individuals an increased awareness of the global environment; and • An adaptable leadership development approach. According to De Haan (2005), Action Learning: • Allows teams the opportunity to start taking on the role of facilitator in subsequent sessions; • Is an optimal methodology to connect learning with the work environment; • Offers team members the opportunity to learn from the feedback they receive from others and from exploring the issues in depth; and • Reinforces commitment between team members.	relationships between team members; • The amount of time required to participate in an Action Learning team; and • The lack of control the organisation, coach and participants have over the learning situation. Marquardt (2003) states that Action Learning: • Can be timeous, especially if teams work on projects in different countries; • Can be difficult to get the right mix of Action Learning coaches; and • Will not always realise a Return on Investment for organisations. De Haan (2005) indicates that Action Learning: • Offers delegates learning opportunities during the process, but not a lot of learning takes place after Action Learning has ended; and • Provides little improvement in the relationship between participants and their customers or managers.

It seems that Action Learning offers individuals the opportunity to learn the concepts associated with a global mindset i.e. dealing with complexity and working with different cultures in real time. However, in order for Action Learning to succeed, the project topics should be relevant and be supported by the organisation's senior management team. Not all organisations may be ready to embark on Action Learning due to low levels of commitment and a lack of involvement from Senior Managers in the organisation.

Action Learning offers similar advantages to International Assignments, but it is assumed that Action Learning takes place in a shorter time span and at a lower cost than International Assignments. In comparison to Training and Development Programmes, the impact of Action Learning is easier to measure, but does not offer the same level of control of the learning process as Training and Development Programmes do.

2.4.4 International Travel

International Travel refers to short term trips or assignments that individuals embark on in order to gain a better understanding of the culture and rituals associated with the destination (Oddou *et al.*, 2000). Table 5 (pg 26) discusses the advantages and disadvantages of International Travel.

Table 5: Advantages and Disadvantages of International Travel

Advantages of International Travel	Disadvantages of International Travel
Gregersen *et al.* (1998) discuss how International Travel can give individuals the opportunity to find out about the life of the locals and become entrenched in the culture to better understand it. Oddou *et al.* (2002) state that International Travel offers an individual the opportunity to: • View things from a different perspective; • Manage ambiguity; • Develop a sense of curiosity or	Oddou *et al.* (2002) quotes Gregersen *et al.* (1998) as stating that it is "…not the quantity of the travel that is important but rather the *quality* of the travel experience that aids global leadership development" (p. 161). With this statement, Oddou *et al.* (2002) emphasises that International Travel alone may not be adequate to develop global leadership skills if the quality of the experience is not monitored. Marquardt (2003) states that International

inquisitiveness about others who are different to what one is accustomed to; and • Stretch their own mental models to become more aware of cultural differences. Marquardt (2003) highlights that International Travel can be combined with other methodologies such as Action Learning.	Travel could be expensive and could require a lot of time away from the office to be effective. Ng (2009b) argues that individuals can become isolated and not gain the full benefit of International Travel if they are not forced to immerse themselves into the environment and the culture of the country they are visiting. This echoes Gregersen *et al.* (1998) and Oddou *et al.* (2002) who declare that the quality of the travel experience is crucial.

International Travel provides individuals with the opportunity to personally experience different cultures in their natural setting and therefore be in a position to better manage change. However, learning is not guaranteed if the individuals are not forced to immerse themselves into the environment and the culture. The effectiveness of International Travel is therefore linked with the opportunities individuals utilise in order to fully experience the country they are visiting.

In comparison to Training and Development Programmes and Action Learning, International Travel could be more expensive depending on the destinations being visited and the length of the travel.   However, International Travel, if planned appropriately, could offer the same benefits as International Assignments but in a shorter time frame.

2.4.5 Working in International Teams

Working in International Teams entails individuals from different parts of an organisation forming a global team that is required to work together on a project that is global in its scope (Maznevski *et al.*, 2000). Although this methodology may seem to be similar to Action Learning, International Work Teams are constructed for a specific project or purpose and there is not a requirement for learning to take place nor are teams supported by an external coach. Table 6 below discusses the advantages and disadvantages of Working in International Teams.

Table 6: Advantages and Disadvantages of Working in International Teams

Advantages of Working in International Teams	Disadvantages of Working in International Teams
According to Gregersen *et al.* (1998) working in international teams offers individuals the opportunity to appreciate contrasting views and assists individuals with making better decisions. As discussed by Maznevski *et al.* (2000) working in international teams is advantageous because: • New solutions are found to very strategic problems; • Double-loop learning allows for global leadership skills to be developed (*i.e.* through receiving feedback and reflection and adjusting behaviours accordingly before receiving feedback	Gregersen *et al.* (1998) warn that teams may become problematic if not managed well. Maznevski *et al.* (2000) lists the disadvantages of working in international teams as: • Conflict between individuals from different cultures and different functional backgrounds is initially damaging to team performance; • The geographical distribution of individuals complicates communication; • Teams are difficult to manage and expensive to support; • Decisions need to be made between

again);	face-to-face contact versus the use of technology which affects cost and performance;
• Learnings can immediately be incorporated into the work environment;	• Teams may need initial training to be able to perform optimally and deal with the complexities; and
• Communication between peers and people from different cultures is improved; and	• Team member's individual evaluation of their performance relative to that of the team becomes more difficult.
• It gives an individual the opportunity to learn to manage paradox.	
Gupta *et al.* (2002) conclude that cross-border teams allow one to appreciate the diversity of cultures and markets.	Kelly (2009) states the disadvantages of working in international teams as follows:
Kelly (2009) concludes that working in international teams offers the following advantages:	• May cause team conflict and result in negative outcomes;
• Facilitates higher level thinking;	• It takes time for a team to develop structure and to reach high levels of performance;
• Provides greater comprehension, retention and motivation of individuals;	• Team composition needs to be considered to ensure cohesion and productivity;
• Assists with the development of reasoning skills, communication skills, interpersonal and social skills; and	• Team members may fail to contribute if the team is too large; and
• Increases an individual's creativity.	• Members may become dissatisfied and fail to identify with the group.

It appears that before organisations embark on assigning individuals to International Work Teams, the organisation requires the necessary structure and infrastructure to be able to support these teams. International Work Teams offer several strategic benefits to organisations, however, without the required management support and infrastructure, teams appear to become unproductive and a lot of effort to manage.

Working in International Teams offers the same level of practical learning and application as Action Learning, but not in the same structured approach as Action Learning which is supported and the process guided by a coach. Team members may not be ready to embark on Working in International Teams and this methodology may require the same time and effort to select the most appropriate members as with International Assignments. Also, Working in International Teams as a development tool has a higher level of risk for the organisation as teams work on actual organisational projects and are not confined to the same 'safe' learning environment that Action Learning and Training and Development Programmes offer.

2.4.6 Review of methodologies

According to Gupta *et al.* (2002), when organisations are looking towards cultivating the global mindsets of their employees and when it comes to selecting appropriate methodologies to cultivate a global mindset, it is important to consider how long it will take to develop a global mindset (speed the methodology offers), the number of employees in the organisation who need to be globally minded and the success rate of the methodology in cultivating a global mindset. These types of criteria need to be weighed against the advantages and disadvantages each methodology offers together with the outcomes of this research to assist organisations with selecting the most appropriate methodology(s).

Cohen (2010) concluded that "…a multi-dimensional approach is the most effective way to develop effective global leadership" (p. 8) and was of the opinion that it is not only one approach but a combination of approaches that increased the effectiveness of global leadership development. Maznevski *et al.* (2000) also state that "The best leaders will be developed in organizations where multiple techniques reinforce each other" (p. 207).

Given these views, it may be anticipated that a combination of methodologies will be most effective to cultivate a global mindset. For instance, Neary *et al.* (2000) state that Training and Development alone will not guarantee learning, however, combined with other methodologies such as Action Learning and International Travel, the disadvantages of Training and Development Programmes could be compensated for by the advantages Action Learning and International Travel have to offer. It is assumed that this would be the case for all the methodologies discussed as part of this research. When selecting appropriate methodologies, it may also be important to consider how learning takes place as "…50 percent of learning takes place through work experience; 30 percent through interpersonal relationships with bosses, peers, subordinates, and professional contacts; and 20 percent through formal education and training" (Conner, 2000, p. 150).

2.5 Measuring Learning Effectiveness

Ng *et al.* (2009a) indicate that a more developmental perspective is required in global leader development and that during this process there should be a higher focus "...on learning effectiveness, rather than on work effectiveness" (p. 512).

According to Woodall (2005), learning effectiveness consists of three constructs i.e. context, impact and critique, where impact and critique relate to the Human Resource Development (HRD) community being under pressure to demonstrate its value to business, and context represents how complex it is to make the direct link between HRD initiatives and business results.

As the methodologies to cultivate a global mindset have learning theories at their core, the measures of learning effectiveness will be applied to measure the effectiveness of these methodologies. Spitzer (2005) offers a Learning Effectiveness Measurement (LEM) approach that evaluates the impact of learning at five levels of which Level 5 focuses on the retrospective measurement of learning effectiveness which will be incorporated into this research. The data analysis tool that will be used in this research retrospectively evaluates the effectiveness of the methodologies to cultivate a global mindset as perceived by expatriates.

Charlton and Osterweil (2005) conducted research on the concept of measuring training Return on Investment and found that the majority of the literature discussing this concept refers to the evaluation models of Kirkpatrick and Phillips. According to Tuzun (2005) and Jamjoom and Al-Mudimigh (2011), the Kirkpatrick evaluation model is so widely used because of the simplicity the model offers. Charlton *et al.* (2005) confirm that Kirkpatrick's model is widely known and used within the training community. Although the methodologies to cultivate a global mindset are broader than just classroom training initiatives, aspects of Kirkpatrick's evaluation model will be adapted and included in this research as part of the data collection tool.

Jamjoom *et al.* (2011) lists some of the criteria that can be used to measure the success of training as costs (direct and indirect), organisational efficiency, change in individual performance, learner reactions and behaviour change. Ng and Dastmalchian (2011) argue that training effectiveness is affected by "…individual and organizational as well as programme factors". As this research focuses on the perceptions of expatriates, criteria used to measure and compare the effectiveness of the methodologies expatriates have been exposed to will be measured at an individual level and include aspects such as the knowledge and experience gained, change in behaviour and learner reaction.

2.6 Chapter Summary

This chapter interrogated the existing literature and theories available to define the concept of a global mindset and the methodologies to cultivate a global mindset. The analysis in this chapter, together with a discussion of expatriate managers and measuring learning effectiveness, supports the aim of the research and highlighted the importance of knowing which methodologies are most effective to cultivate a global mindset.

Chapter 3

3.1 Research Question revisited

This study will focus on the following research question:

Research Question: Which methodologies do expatriate managers consider to be most effective in developing a global mindset?

In support of investigating this research question, the following hypotheses will be investigated:

- **Hypothesis 1**

  H_A: a global mindset will vary depending on the methodologies expatriate managers have been exposed to.

  H_0: a global mindset will not vary depending on the methodologies expatriate managers have been exposed to.

- **Hypothesis 2**

  H_A: exposure to a combination of methodologies leads to a higher level of global mindedness.

  H_0: exposure to a combination of methodologies does not lead to a higher level of global mindedness.

Further to this, the research will also explore whether there are additional methodologies that expatriate managers have been exposed to and found to be effective in the cultivation of a global mindset that were not proposed as part of this research.

Chapter 4

4   Research Methodology

This chapter discusses the research design and methodology that was used to determine which methodologies expatriates perceive to be most effective to cultivate a global mindset.

4.1 Research Design

Due to the nature of the research question, the data that was collected (*i.e.* answering who and what-type questions), and the amount of research that has already been conducted on the topic of a global mindset (secondary data that is available), a descriptive study was used (Blumberg, Cooper & Schindler, 2008).

For this quantitative research approach, an anonymous self-administered questionnaire was used as the primary data collection tool and was developed based on the work of Arora *et al.* (2004), Gupta *et al.* (2002) and the Kirkpatrick evaluation model (Aguinis *et al.*, 2009).   The questionnaire was made available electronically and the on-line link to the questionnaire was e-mailed to the participants. Participants who did not respond to the initial e-mail request were sent a reminder two weeks after the initial correspondence.

Although self-administered web-surveys traditionally have the lowest response rate (Arora *et al.*, 2004), this approach was most appropriate considering the participants were not all located within South Africa, it was quick to complete

the survey / obtain the data and it was a cost effective methodology to collect the data (Blumberg *et al.*, 2008).

4.2 Unit of Analysis and Population

For this study, the unit of analysis was expatriate managers who fulfil middle to senior level management positions in countries outside of their home country. Filter questions were used as part of the survey to qualify that individuals did form part of the population.

The survey was distributed to the researcher's personal contact list of expatriate managers and to MTN's expatriate population. The total population size was 215 expatriates. Due to the size of the population, no sampling techniques were applied and the questionnaire was distributed to the entire population who were all expatriate managers working outside of their home country. To ensure the expatriate managers are a true reflection of the population of this research, a qualifying question determining the respondents' job level was included in Section 1 of the questionnaire.

4.3 Data Gathering

As the entire population had access to e-mail and the internet, data was gathered using the self-administered questionnaire that was designed using Survey Monkey and was available on-line.

All participants received an e-mail notification about the purpose of survey, the survey instructions and the internet link to access the survey.

The data collected was based on the dependant variable *i.e.* a global mindset and the independent variables *i.e.* methodologies to cultivate a global mindset, as illustrated in Figure 2 (pg 39).

Figure 2: Research Methodology: Independent and Dependent Variables (adopted from Liu & Lee, 2008)
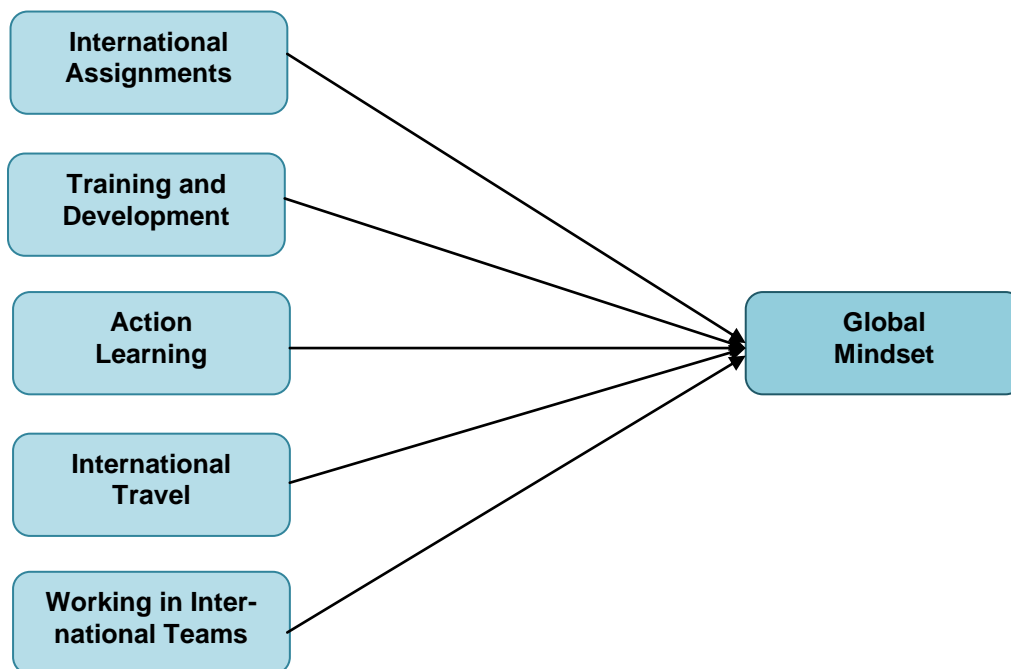
4.4 Questionnaire

The questionnaire, which was the primary data collection tool, consisted of the following three sections:

- Section 1: Demographic information which also consisted of questions to qualify that the participant formed part of the population of this research;

- Section 2: Think global and act local which aimed to measure the participant's current global mindset and was designed based on the work of Kefalas *et al.* (1998) and Arora *et al.* (2004); and

- Section 3: Assessed the perceived effectiveness of the methodologies the participants have been exposed to.

For Section 2, a five-point Likert scale was used with the required responses ranging from Strongly Disagree (represented by 1) to Strongly Agree (represented by 5) (Blumberg *et al.* (2008)) to determine the dependent variable (Global Mindset). This section of the questionnaire also contained inverse questions to prevent survey participants from answering all the questions in the same manner.

Section 3 consisted of a series of structured questions to determine which methodologies participants have been exposed to (the independent variables). Sequencing rules were applied to the on-line questionnaire to ensure participants only received the questions, relating to the effectiveness of a methodology, if they indicated that they have been exposed to that methodology (Tustin, Ligthelm, Martins & van Wyk, 2005).

Refer to Appendix 1 for the questionnaire.

4.5 Data Analysis

The collected data (completed questionnaires) was collated using an electronic data processing tool (Microsoft Excel). Before the data was analysed, Section 1 of the completed questionnaires were scrutinised to ensure only questionnaires that qualify in accordance with the stipulated population of this study were included in the analysis. Numeric values and identifiers were allocated to each response to code the data. The coded data was then extracted into SAS version 9.2 for analysis.

The initial analysis focused on obtaining frequencies and descriptive statistics to determine if the participants could be regarded as globally minded and to determine which methodologies participants were exposed to. To determine the internal consistency of the constructs of a global mindset, the Cronbach Alpha reliability coefficient was applied to Conceptualisation, Contextualisation and Global Mindedness. A paired sample t-test was performed to determine whether the difference between the means of Conceptualisation and Contextualisation was statistically significant.

Thereafter, a more in depth statistical analysis was conducted to determine which methodologies were found to be most effective to cultivate a global mindset. Paired sample t-tests were performed to determine if the difference between the means of the effectiveness of the Learning Methodologies was statistically significant. A 95% confidence interval was used. The Kruskal-

Wallis non parametric test was run to compare three categories, identified based on the learning methodologies participants have been exposed to, to determine if the difference between the means of the constructs of a global mindset was statistically significant between these categories.

4.6 Reliability and Validity

In order to ensure the reliability and validity of the data that was collected, the questionnaire was piloted with eight expatriates from Huawei who volunteered to be pilot subjects. Six of these responses formed part of the population of this research and the responses were analysed and compared to the research question and hypotheses discussed in Chapter 3, to determine if changes needed to be made to the questionnaire prior to distributing the link to the population. The questionnaire was also reviewed by two faculty experts who concluded that the questionnaire met the research objectives and that the questionnaire measured what it set out to measure.

4.7 Potential Research Limitations

Some of the limitations that may have influenced this study include:

- Participant's perceptions: as the data collection instrument for this research was a self-administered questionnaire, it may have influenced participant's responses to the questions as they may have behaved out of the ordinary *i.e.* completed the questionnaire to place themselves in a more favourable position to come across as globally minded (Blumberg

et al., 2008). This supports Ng, Van Dyne & Ang (2009b) who indicate that measuring learning should be conducted using "...multiple methodologies and sources" (p. 244) due to self-report bias.

- Self-perception theory: delegates may have completed information about their perceptions as if they were an *outside observer* looking in instead of being an individual that has "...come to 'know' their own attitudes, emotions and other internal states partially by inferring them from observations of their own overt behaviour or circumstances in which this behaviour occurs." (Bem, 1972).

- Cross-sectional study: Gupta *et al.* (2002) highlights that the development of a global mindset is a long term process, hence the use of the word '*cultivation*' of a global mindset. The snapshot view of this study may not have provided evidence of the most effective methodologies to cultivate a global mindset. A longitudinal empirical study may need to be considered for future research.

- The effectiveness of the methodologies was reported purely from an expatriate's perspective and does not consider the organisational factors / parameters such as cost and time, to competence to select the most appropriate methodologies according to the organisation's resources.

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4.8 Consistency Matrix

Table 7: The most effective methodologies to cultivate a global mindset

RESEARCH QUESTIONS	LITERATURE REVIEW	DATA COLLECTION TOOL	ANALYSIS
Research Question 1 Which methodologies do expatriate managers consider to be most effective in developing a global mindset?	Arora *et al.* (2004) Beechler *et al.* (2008) Gregersen et al. (1998) Gupta *et al.* (2002) Paul (2000) Suutari (2002)	Section 3 of the Questionnaire (Questions 3.1. – 3.6.)	Descriptive analysis and frequencies of demographics, individuals considered to be globally minded and a comparison of methodologies survey respondents have been exposed to (frequencies) and respondents' perceived effectiveness of each methodology (paired sample t-tests).
Hypotheses in support of the Research Question 1. A global mindset will vary depending on the methodologies these individuals have been exposed to. 2. Exposure to a combination of methodologies leads to a higher level of global mindedness.	Arora *et al.* (2004), Beechler *et al.* (2008), Gregersen et al. (1998), Gupta *et al.* (2002) Paul (2000) and Suutari (2002) Arora *et al.* (2004), Beechler *et al.* (2008), Gregersen et al. (1998), Gupta *et al.* (2002) Paul (2000) and Suutari (2002)	Section 2 and 3 of the Questionnaire Section 3 of the Questionnaire (Question 3.1 to 3.6).	Cronbach's alpha, frequencies, univariate analysis and paired sample t-test Mean's, frequencies and Kruskal-Wallis non parametric test

Chapter 5

5 Results

5.1 Introduction

In this chapter, the results of the study are reported. The data was coded in Microsoft Excel and thereafter analysed using SAS version 9.2.

The survey respondents' demographic data was analysed to ensure the validity of the sample and that the respondents are a true representation of the population of this study. Table 8 represents the demographic data of the survey respondents.

To determine if survey respondents can be regarded as globally minded, each item in the questionnaire was assigned a numeric value where five represents being global, with the scale being reversed for negative statements based on the methodology of Arora *et al.* (2004). Table 9 represents the descriptive statistics for the constructs of Global Mindedness which consists of Conceptualisation, Contextualisation and Global Mindset. The Cronbach Alpha reliability coefficient was used to determine the internal consistency of the constructs of Global Mindedness, which is also reported in Table 9. The Global Mindedness of the survey respondents is illustrated in a scatter plot in Figure 3 in accordance with the framework by Kefalas (1998). A paired sample t-test was performed on Conceptualisation and Contextualisation to determine if the means of these two constructs were statistically different, as tabulated in Table 10.

Table 11 reviews the Methodologies the survey respondents have been exposed to. The rating of each Methodology, based on the items being rated, is exhibited in Table 12 with the mean scores displayed in Table 13. Paired sample t-tests were performed on the means of the Methodologies to determine if the means between the Methodologies were statistically significant. Table 15 presents the frequencies of the Methodologies survey respondents reported had the greatest positive impact on their career. During the analysis of the data, it became apparent that there were three distinctive categories based on the Methodologies survey respondents have been exposed to. Category 1 consisted of survey respondents that were exposed to all five methodologies, Category 2 of survey respondents that were exposed to International Assignments, International Travel and Working in International Teams; and Category 3 of survey respondents that were exposed to one, two, three or four of the Methodologies. A Kruskal-Wallis non parametric test was applied to these categories to determine if the difference between the means of the Global Mindedness constructs were statistically significant and is documented in Table 16. Table 17 lists the alternative methodologies survey respondents have been exposed to.   All tests were conducted at a 95% confidence level.

5.2 Demographics

The instructions and on-line link to the questionnaire were distributed to 215 expatriates. A total of 109 expatriates started with the questionnaire, however, 23 questionnaires were incomplete and were discarded from the analysis. From the 86 completed questionnaires, 78 met the population parameters of this study and were included in the analysis. This means that a response rate of 40% was obtained. Arora *et al.* (2004) obtained a response rate of 26%.

Table 8 provides insight into the characteristics of the survey respondents and validates that the unit of analysis for this study was expatriate managers who fulfil middle to senior level management positions in countries outside of their home country. The table lists the frequencies and percentages of each category in accordance with following items; company, job level, years working outside of home country, age, gender and highest qualification.

Table 8: Demographic data for survey respondents

Item	Category	Frequency	Percent
Company	MTN	61	78.21
	Huawei	4	5.13
	Other	13	16.66
Job Level	Middle Management	20	25.64
	Senior Management	29	37.18
	Executive	22	28.21
	Specialist	7	8.97
Years outside home country	Less than 1 year	8	10.26
	1 – 3 years	17	21.79
	3 – 5 years	13	16.67
	5 years +	40	51.28

Age	25 – 35 yrs	17	21.79
	36 – 45 yrs	45	57.69
	46 – 50 yrs	10	12.82
	51 – 60 yrs	6	7.69
Gender	Male	70	89.74
	Female	8	10.26
Highest Qualification	High School / Certificate	2	2.63
	Degree / Diploma	22	28.95
	Honours / Post Grad	13	17.11
	Masters	39	51.32

5.3 Global Mindset

Tables 9 and 10, and Figure 3 indicate the level of global mindedness of the survey respondents. According to Gliem & Gliem (2003), the closer the value of the Cronbach Alpa is to 1 "…the greater the internal consistency of the items in the scale" (p. 87). Gliem *et al.* (2003) advise that the following Cronbach alpha values can be used as a guideline to determine internal consistency:

> 0.9   Excellent

> 0.8   Good

> 0.7   Acceptable

> 0.6   Questionable

> 0.5   Poor

< 0.5   Unacceptable

Table 9 indicates a Cronbach Alpha of 0.6414 for Conceptualisation, 0.7584 for Contextualisation and 0.8312 for a Global Mindset.

Table 9: Global Mindedness of survey respondents

Variable	Mean	Standard Deviation	Cronbach Alpha
Conceptualisation	3.7987	0.3254	0.6414
Contextualisation	3.6474	0.3878	0.7584
Global Mindset	**3.7231**	**0.3317**	**0.8312**

Figure 3: Scatterplot of Global Mindedness of survey respondents
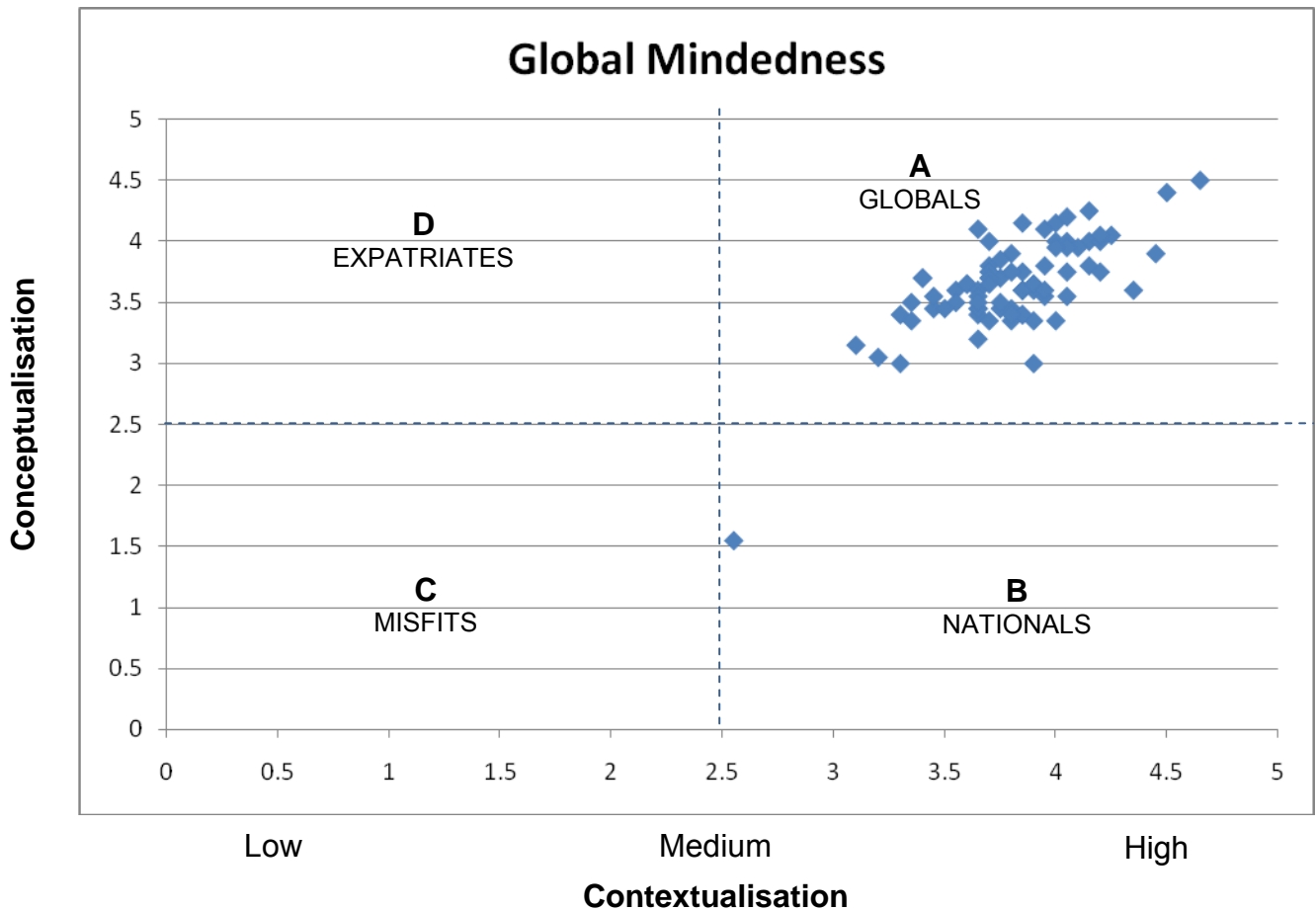
Figure 3 illustrates the global mindedness of the survey respondents based on the model by Kefalas (1998), indicating that the survey respondents can be regarded as globally minded, with the exception of one survey respondent.

Table 10: T-test score of Concept versus Context

Variable	N	Mean	Std Dev	Std Err	Significance – p value
Concept	78	3.7987	0.3254	0.0369	<.0001*
Context	78	3.6474	0.3878	0.0439	

*Significant at the 5% level

A paired sample t-test was performed on Conceptualisation and Contextualisation indicating that these two constructs are statistically different at the 5% level.

5.4 Learning Methodologies

Table 11 highlights the frequencies of the learning methodologies the survey respondents have been exposed to. The research question: which methodologies do expatriate managers consider to be most effective in developing a global mindset is answered by Tables 12 – 15.

Table 11: Learning Methodologies survey respondents have been exposed to

Methodology	Yes		No		Not Sure	
	N	%	N	%	N	%
International Assignment	68	87.18	9	11.54	1	1.28
Formal Training & Development	36	46.15	38	48.72	4	5.13
Action Learning	39	50.00	25	32.05	14	17.95
International Travel	75	96.15	2	2.56	1	1.28
International Work Teams	65	83.88	7	8.97	6	7.69

Table 12: Rating of the methodologies survey participants have been exposed to

Statement	Knowledge and experience gained was important to the success of my career			Feel more confident to deal with complexity			Feel more confident to adapt to local work environment			Would recommend to others to improve ability to 'think global and act local'		
Methodology	Rating	N	%	Rating	N	%	Rating	N	%	Rating	N	%
International Assignment	Agree *Strongly Agree*	16 *52*	23.53 76.47	Neither Agree *Strongly Agree*	1 18 *49*	1.28 26.47 72.06	Neither Agree *Strongly Agree*	1 28 *39*	1.47 41.18 57.35	Agree **Strongly Agree**	19 49	27.94 **72.06**
Formal Training & Development	Disagree Neither *Agree* Strongly Agree	1 5 *17* 13	2.78 13.89 *47.22* 36.11	Str Disagree Disagree Neither *Agree* Strongly Agree	1 1 5 *18* 11	2.78 2.78 13.89 *50.00* 30.56	Str Disagree Disagree Neither *Agree* Strongly Agree	1 1 5 *18* 11	2.78 2.78 13.89 *50.00* 30.56	Neither *Agree* Strongly Agree	1 *18* 17	2.78 *50.00* 47.22
Action Learning	Neither *Agree* Strongly Agree	1 *25* 13	2.56 *64.10* 33.33	Neither *Agree* Strongly Agree	3 *21* 15	7.69 53.85 38.46	Disagree Neither *Agree* Strongly Agree	1 2 *22* 14	2.56 5.13 *56.41* 35.90	Neither *Agree* Strongly Agree	1 *22* 16	2.56 *56.41* 41.03
International Travel	Disagree Neither *Agree* Strongly Agree	1 3 *38* 33	1.33 4.00 *50.67* 44.00	Neither Agree *Strongly Agree*	4 35 *36*	5.33 46.67 *48.00*	Disagree Neither *Agree* *Strongly Agree*	1 2 *36* *36*	1.33 2.67 *48.00* *48.00*	Neither Agree *Strongly Agree*	1 33 *41*	1.33 44.00 *54.57*
International Work Teams	Disagree Neither *Agree* Strongly Agree	1 3 *32* 29	1.54 4.62 *49.23* 44.62	Neither *Agree* Strongly Agree	1 *39* 25	1.54 *60.00* 38.46	Disagree Neither *Agree* Strongly Agree	1 2 *37* 25	1.54 3.08 *56.92* 38.46	*Agree* Strongly Agree	*34* 31	*52.31* 47.69

Table 13: Mean score of the methodologies survey respondents have been exposed to

Variable	N	Mean	Std Deviation
International Assignment	68	4.6875	0.3991
Training & Development	36	4.1667	0.6995
Action Learning	39	4.3141	0.5310
International Travel	75	4.4400	0.5309
International Work Teams	65	4.3846	0.5174

Based on the results tabulated in Tables 12 and 13, the survey respondents rated International Assignment as the most effective methodology in relation to the following statements:

- The knowledge and experience gained through participating in an International Assignment was important to the success of my career;

- As a result of participating on an International Assignment, I feel more confident to deal with complexity;

- As a result of participating on an International Assignment, I feel more confident to adapt to my local environment i.e. work with different cultures; and

- I would recommend participating on an International Assignment to others who want to improve their ability to 'think global and act local'.

Table 14: T-test score comparing methodologies

Methodology	Comparison Methodology	N	%	Mean	Std Deviation	Significance (p-value)
International Assignments	International Assignment	32	41	4.8125	0.3478	<.0001*
	Training & Development	32		4.1719	0.7168	
	International Assignment	35	45	4.7857	0.3645	<.0001*
	Action Learning	35		4.3286	0.5347	
	International Assignment	65	83	4.6962	0.3965	<.0001*
	International Travel	65		4.4846	0.4879	
	International Assignment	58	74	4.6724	0.4088	<.0001*
	International Work Teams	58		4.4267	0.4978	
Training & Development	Training & Development	25	32	4.3200	0.7200	0.2807
	Action Learning	25		4.4800	0.5150	
	Training & Development	35	45	4.1643	0.7096	0.0036*
	International Travel	35		4.5857	0.5421	
	Training & Development	32	41	4.2422	0.6522	0.0125*
	International Work Teams	32		4.4766	0.5094	
Action Learning	Action Learning	37	47	4.3243	0.5428	0.1733
	International Travel	37		4.4324	0.5324	
	Action Learning	34	44	4.2868	0.5370	0.0470*
	International Work Teams	34		4.4779	0.4938	
International Travel	International Travel	62	79	4.4355	0.5200	0.2873
	International Work Teams	62		4.3831	0.5254	

*Significant at the 5% level.

These results indicate that there were three combinations of methodologies that the survey respondents did not regard as statistically different, these are:

- Training & Development and Action Learning;

- Action Learning and International Travel; and

- International Travel and Working in International Work Teams.

Table 15: The methodology survey respondents selected as having the greatest positive impact on their career

Variable	Frequency	Percent	Cumulative Frequency	Cumulative Percent
International Assignment	50	64.10	50	64.10
Training & Development	5	6.41	55	70.51
Action Learning	1	1.28	56	71.79
International Travel	6	7.69	62	79.49
International Work Teams	16	20.51	78	100.00

The following Hypotheses are answered by Table 16:

- **Hypothesis 1**

  H_A: a global mindset will vary depending on the methodologies expatriate managers have been exposed to.

  H_0: a global mindset will not vary depending on the methodologies expatriate managers have been exposed to.

- **Hypothesis 2**

  H_A: exposure to a combination of methodologies leads to a higher level of global mindedness.

  H_0: exposure to a combination of methodologies does not lead to a higher level of global mindedness.

For Table 16, the Kruskal-Wallis test was performed. The Kruskal-Wallis is a non-parametric test, equivalent to an ANOVA, that is used to compare three or more unpaired groups (Taylor , 2007).

Table 16: Means of the groupings of methodologies survey respondents have been exposed to and Kruskal-Wallis comparison

Variable	Frequency	%	Methodology Groupings	Mean	Std Deviation	Significance (p-value)
Concept	20	25.64	Group 1	3.8150	0.3815	
			Group 2	3.9462	0.3065	0.1646
			Group 3	3.7489	0.2963	
Context	13	16.67	Group 1	3.6475	0.5562	
			Group 2	3.6885	0.3652	0.5267
			Group 3	3.6356	0.3043	
Global	45	57.69	Group 1	3.7313	0.4496	
			Group 2	3.8173	0.3090	0.2953
			Group 3	3.6922	0.2748	

The groups identified in Table 16 consist of the following Methodology categories:

- **Group 1:** which indicates that 20 survey respondents were exposed to all five methodologies that formed part of this study;

- **Group 2:** indicates that 13 survey respondents were exposed to the following three Methodologies; International Assignment, International Travel and Working in International Teams; and

- **Group 3:** a grouping of the remaining combinations where 45 participants were exposed to one, two, three or four of the Methodologies. However, due to the variations in combinations and low frequencies, it offered an

opportunity to analyse each combination individually resulting in all remaining combinations to be combined.

The results indicate that there was not a statistical difference between the mean scores of the Global Mindset constructs and the methodologies survey respondents have been exposed to.

For both hypotheses, the null hypothesis may be accepted.

Further to this research, it was explored whether there are additional methodologies expatriate managers have been exposed to and found to be effective in the cultivation of a global mindset that was not proposed as part of this research, this is depicted in Table 17.

Table 17: Additional methodologies survey respondents have been exposed to

Methodology	Frequency	Percent
Community work	9	36.00
Interaction with colleagues	5	20.00
Formal studies	3	12.00
Reading	2	8.00
International holidays	1	4.00
Meetings	1	4.00
International conferences	1	4.00
Coaching	1	4.00
Facebook	1	4.00
Field survival training	1	4.00

5.5 Chapter Summary

The chapter results indicate that expatriates can be regarded as globally minded and have been exposed to more than one methodology. The results also indicate that the survey respondents perceive International Assignments as the most effective and preferred methodology to cultivate a global mindset.

The results further indicate that there was not a statistical difference between the mean scores of the Global Mindset constructs and the methodologies survey respondents have been exposed to. This shows that a global mindset did not vary depending on the methodologies expatriate managers have been exposed to and that a combination of methodologies did not necessarily lead to a higher level of global mindedness. The results will be discussed in detail in the following chapter.

Chapter 6

6   Discussion of Results

6.1   Introduction

Aggarwal (2011) suggests that globalisation and technological advancements result in a rapidly changing business environment. Aggarwal (2011) further postulates that the development of a global mindset of organisations' managers is becoming increasingly important as a strategy to cope with the rapidly changing business environment.   These observations support this study's research question and hypotheses which will be discussed in greater depth, in light of the findings set out in the previous chapter.

The initial research question presented:

1. Which methodologies do expatriate managers consider to be most effective in developing a global mindset?

In support of investigating this research question, the following hypotheses will be investigated:

- **Hypothesis 1**

  H_A: a global mindset will vary depending on the methodologies expatriate managers have been exposed to.

  H_0: a global mindset will not vary depending on the methodologies expatriate managers have been exposed to.

- **Hypothesis 2**

  H_A: exposure to a combination of methodologies leads to a higher level of global mindedness.

  H_0: exposure to a combination of methodologies does not lead to a higher level of global mindedness.

The discussion will firstly focus on the demographics of the survey respondents, followed by a discussion of the global mindedness of the survey respondents and lastly, a detailed discussion of the research question and each hypothesis.

6.2 Demographics

As indicated in Chapter 5, the response rate for the survey was 40%. The on-line survey was distributed to expatriates employed with MTN, Absa Africa, Murray & Roberts, SABMiller, Huawei and GIBS. Table 8 in Chapter 5 (pg 47) indicates that 78.21% of the survey respondents were employed with MTN at the time of completing the survey, 5.13% with Huawei and the remaining 16.66% of the respondents were grouped together and collectively represented Absa Africa, Murray & Roberts, GIBS and SABMiller.

At 37.18%, Senior Management was the highest job level represented, followed by Executive level at 28.21% and Middle Management at 25.64%. Specialists represented 8.97% of the survey respondents. Fifty-one percent of the respondents have spent five years or more working outside their home country,

21.79% between 1 – 3 years, 16.67% between 3 – 5 years and 10.26% worked for outside their home country for less than a year. The majority of respondents were between the ages of 36 – 45 years at 57.69%, whilst 21.79% were between the ages of 25 – 35 years, 12.82% between the ages of 46 – 50 years and 7.69% between the ages of 51 – 60 years. No respondents were over 61 years old. An overwhelming majority of the respondents were male at 89.74%, with 10.26% being female respondents. In contrast to Arora *et al.*(2004) who reported that the majority of the respondents had a bachelor degree as their highest qualification (56.9%), 51.32% of this survey's respondents hold a Master's Degree, with only 28.95% holding a Degree / Diploma, 17.11% with an Honours or Post Graduate Degree and 2.63% with a High School Qualification / Certificate.   Although individual characteristics of respondents are not considered in this research, the results may lead to higher levels of global mindedness in comparison to Arora.

6.3   Global Mindset

To measure the global mindset of survey respondents, the Conceptualisation and Contextualisation model of Kefalas (1998) was used. Based on these two variables, the quadrants of the model classify individuals either as: Expatriates (individuals who are able to think globally and act globally), Misfits (individuals who think locally and act globally), Nationals (individuals who think locally and act locally) and lastly Globals (individuals who think globally and act locally). Individuals that score high on Conceptualisation (ability to think globally) and on Contextualisation (ability to act locally), can be regarded as Globally Minded

(Arora *et al.* (2004)). The main difference between Expatriates and individuals who can be regarded as Globally Minded is the ability to act local. According to Kefalas (1998), Expatriates aren't able to adapt a global strategy to a local environment or context as is the case with Globally Minded individuals.

A test of reliability was conducted on the dimensions that measure Global Mindedness (Table 9). The Cronbach Alpha for Conceptualisation (0.6414) and Contextualisation (0.7584) was acceptable, whilst the Cronbach Alpha of Global Mindset, the overall scale, received a good result at 0.8312. Arora *et al.* (2004) reported a Cronbach's Alpha for Conceptualisation as 0.76, for Contextualisation as 0.69 and for the overall scale as 0.84.

As depicted in Table 9 (pg 49), the mean score for Conceptualisation was 3.7987, which was higher than the mean score for Contextualisation which was 3.6474. According to the results in Table 10 (pg 50), the mean value of Conceptualisation was significantly higher than the mean value of Contextualisation which indicates that the survey respondents generally think globally but do not always act locally in all situations. With a mean score of 3.7231 for the overall scale, the survey respondents can be regarded as globally minded according to Kefala's (1998) model. This is also depicted in Figure 3 (pg 49), which illustrates the survey respondents are able to think globally and act locally (TGAL), except for one outlier who falls within the Nationals quadrant (think local, act local). In comparison, *Arora et al.* (2004) recorded the mean value scores for Conceptualisation as 3.59, for

Contextualisation as 3.31 and the overall scale mean as 3.45. This indicates that the Global Mindedness of the survey respondents of this study, based on the mean values, was higher and could therefore be regarded as more globally minded than the respondents from the Arora *et al.* (2004) study. Table 9 – 10 and Figure 3 indicate that a global mindset was prevalent in the expatriates that were surveyed.

6.4 Learning Methodologies

In this section, we aim to answer the following research question and hypotheses:

1. Which methodologies do expatriate managers consider to be most effective in developing a global mindset?

- Hypothesis 1: a global mindset will vary depending on the methodologies expatriate managers have been exposed to.
- Hypothesis 2: exposure to a combination of methodologies leads to a higher level of global mindedness.

Jennings (2002) examined the case method, simulations and action learning in order to determine which of these methodologies was perceived to be the most effective in the teaching of strategic management. Jennings (2002) states that although these three learning methods have different teaching approaches, they can be compared to one another, as the methods were all aimed towards

achieving the same learning outcomes. This is the same philosophy that was adopted for this study. The study assumes that, although the methods being compared in this research have different theoretical foundations, they were all aimed towards achieving the same outcome - cultivating a global mindset.

6.4.1 Research Question

Table 11 (pg 50) specifies that 96.15% of the survey respondents have embarked on International Travel, 87.18% have participated in International Assignments, 83.88% have been a team member of an International Work Team, 50.00% have participated in Action Learning and 46.15% have attended Formal Training & Development related to international business. Given that the unit of analysis for this study was expatriate managers who fulfil middle to senior level management positions in countries outside of their home country, it was expected that the top three methodologies experienced by this population would be an International Assignment, International Travel and Working in an International Team. There does however seem to be some support for the insights of Reiche *et al.* (2009) who claim that there are a growing number of individuals who initiate finding work abroad, given that 11.54% of the survey respondents have not been sent on an International Assignment by their company and may have done so at their own accord.

According to Arthur, Bennett, Edens & Bell (2003), the measure of effectiveness of methodologies, such as a training programme, may vary depending on the criteria that were used to measure the effectiveness. The evaluation criteria

used in this study to evaluate the effectiveness of the methodologies was therefore consistently applied to all the methodologies and the effectiveness of the methodologies was measured according to the respondent's reaction, learning and behaviour, based on the Global Mindset constructs and in relation to the Kirkpatrick evaluation model (Jamjoom *et al.,*2011).

The ratings of the methodologies the survey respondents have been exposed to are reported in Table 12 (pg 51). International Assignment received consistently high ratings on all the evaluation criteria based on the five-point Likert scale used in the on-line questionnaire. Formal Training & Development received moderate ratings, which were not as high as that of International Assignment. The ratings for Action Learning were similar to that of Formal Training & Development. The ratings for International Travel vary between Agree and Strongly Agree. However, these ratings are not as strong as with International Assignments, but are higher than Formal Training & Development and Action Learning. Working in International Work Teams received similar ratings to Formal Training & Development and Action Learning. The ratings recorded in Table 12 do not provide statistical evidence to determine which methodology expatriates found to be most effective to cultivate a global mindset.

This is partially answered by Table 13 (pg 52) where the mean values between the methodologies are compared. The mean value for International Assignment was recorded as 4.6875 which was the highest mean value of all the

methodologies. The mean value for International Travel was 4.4400, for International Work Teams was 4.3846, for Action Learning was 4.3141 and lastly for Training & Development was 4.1667.

Paired sample t-tests were performed on the means of the Methodologies to determine if the means between the Methodologies were statistically significant, based on the methodologies survey respondents have been exposed to. The results are reported in Table 14 (pg 53) as follows: the methodology; the comparison methodology; the number of survey respondents that have been exposed to both methodologies: the mean values for each methodology: the standard deviation for each methodology and lastly: the significance value (p-value). The results indicate that most of the mean values of the Methodologies compared were found to be statistically different, except for the following three combinations:

- Training & Development and Action Learning;

- Action Learning and International Travel; and

- International Travel and Working in International Work Teams.

The mean value for International Assignments was higher in comparison to all the other methodologies and was statistically different from all the other methodologies. In support of these results, 64.10% of the survey respondents reported International Assignments as being the methodology that had the greatest positive impact on their career (Table 15; pg 54).

Tables 12, 13, 14 and 15 answer the research question: Which methodologies do expatriate managers consider to be most effective in developing a global mindset? It is clear from the results presented expatriate managers consider International Assignments to be the most effective methodology to develop a global mindset. This supports the finding of Gregersen *et al.* (1998) that International Assignments were identified as the most powerful development experience and also strengthens Mintzberg & Gosling's (2002) argument that "…management education means little to those who have not experienced the practice" (p. 65).

Hamori & Koyuncu (2011) argue that international work exposure has become increasingly important for individuals aiming to fill executive positions. Gregersen *et al.* (1998) proposes the following to ensure MNC's enhance the power and effectiveness of international assignments: carefully selecting the correct individuals for the assignment; taking the person's family into consideration regarding the impact the assignment will have on them; providing appropriate training to assist the person with adjusting to the new environment and facilitating repatriation to ensure the individual is retained in the organisation. This is specifically important as International Assignments are seen as an expensive approach to cultivate a global mindset and not everyone can cope with being isolated from their culture and community (Gupta *et*

*al.,*2002). International Assignments also take extensive time to cultivate a global mindset (Suutari, 2002) and may impede on an individual's ascent up the corporate ladder, especially with long term assignments (Hamori *et al.*, 2011).

Vadstein & Gorski (2007) found that more and more professionals turn down International Assignment opportunities for the fear of not being able to climb the corporate ladder because they may be forgotten or may not have a position to come back to. Reiche *et al.* (2009) postulates that due to the impact on dual-career families and the costs involved with International Assignments, organisations should consider alternatives to expatriation such as International Travel and International Work Teams, which were ranked 2nd and 3rd respectively as the most effective methodologies to cultivate a global mindset based on the mean values tabulated in Table 13. Twenty-one percent of the respondents indicated International Work Teams to be the methodology that had the greatest positive impact on their career.

6.4.2 Hypotheses 1 and 2

In this section the discussion concentrates on the possibility that the global mindset of the survey respondents may vary depending on the methodologies these individuals have been exposed to (Hypothesis 1). Closely related to this is Hypothesis 2, which states that exposure to a combination of methodologies leads to a higher level of global mindedness.

During the analysis, three distinct groups / categories were identified based on the methodologies the survey respondents were exposed to. The groups are reported in Table 16 (pg 55) according to the following categories:

- **Group 1:** which indicates that there were 20 (26%) survey respondents that were exposed to all five methodologies that formed part of this study;

- **Group 2:** which indicates that there were 13 (16%) survey respondents that were exposed to the following three Methodologies; International Assignments, International Travel and Working in International Teams; and

- **Group 3:** a grouping of the remaining combinations where 45 (58%) participants were exposed to one, two, three or four of the Methodologies. However, due to the variations in combinations and low frequencies, this group offered an opportunity to analyse each combination individually resulting in all remaining combinations being combined.

Although the results indicate that there was not a statistical difference between the mean scores of the Global Mindset constructs and the methodologies survey respondents have been exposed to, it is worthwhile reporting that the mean values for Group 2 are higher than the mean values for Groups 1 and 3. Of particular interest is the fact that the individuals, who have been exposed to three methodologies in Group 2, could be considered more globally minded than the individuals who have been exposed to all five methodologies (Group 1). Crotty &

Soule (1997) positioned that there is a trend in executive development towards action- or experienced-based learning. With experiential and social learning theory at its core, International Assignments, International Travel and Working in International Work Teams may be perceived as being the most effective of the methodologies used to cultivate a global mindset and, combined, lead to higher global mindedness. These are perhaps insights which Chief Learning Officers and Learning & Development (L & D) professionals may need to take into consideration when deciding on the methodologies used to develop the global mindset of their managers. Deloach *et al.* (2004) suggest that a combination of a short-term course, reflection and a long-term experience may be a powerful combination in the development of global mindset.

The results indicate that there was some variance of the global mindset of expatriates surveyed depending on the methodologies to which they were exposed, however, this was not statistically significant. The results also indicated that expatriates have been exposed to more than one methodology.

However, the results did not provide concrete evidence in support of the two Hypotheses. Therefore the null Hypotheses may be accepted.

6.4.3 Additional methodologies

Further to the research question and hypotheses, the study also investigated if there were additional methodologies expatriate managers have been exposed to and found to be effective in the cultivation of a global mindset that were not proposed as part of this research.

Community work was proposed by 36% of the respondents as an additional methodology to cultivate a global mindset, as reported in Table 17 (pg 56). Twenty percent indicated interaction with colleagues as another method they regard as an effective methodology to cultivate a global mindset and 8% suggested formal studies to be an effective methodology to cultivate a global mindset. Once again, methodologies linked to experiential and social learning theory were indicated as the most effective methodologies. There are, therefore, additional methodologies that expatriate managers have been exposed to and have found to be effective in the cultivation of a global mindset, which Chief Learning Officers and Learning & Development (L & D) professionals may need to take into consideration when designing development initiatives.

6.5 Concerns

The assumption was made that the methods being compared in this research were all targeted towards achieving the same outcome; cultivating a global mindset. Nummela *et al.* (2004) found a significant relationship between a

global mindset and work experience, but no relationship between a global mindset and education. Given this, it may be necessary to determine whether the Training & Development and Action Learning experienced by the survey respondents were in actual fact targeted at the cultivation of a global mindset.

Existing literature supports the notion that a combination of approaches can support and reinforce one another to enhance the effectiveness of global leadership development (Cohen, 2010). However, no concrete evidence in this study supports this view and may need to be elaborated on in future research.

6.6 Conclusion

The results indicate that expatriate managers surveyed can be regarded as globally minded, with the exception of one respondent, and they perceive International Assignments to be the most effective methodology to cultivate a global mindset. Closely followed by International Assignments, are International Travel and Working in International Teams.

Although survey respondents have been exposed to more than one methodology, an exposure to a combination of methodologies was not found to provide statistically significant evidence that this leads to higher levels of global mindedness. Survey respondents proposed additional methodologies they found to be effective in the cultivation of a global mindset, with community work being at the top of the list.

Chapter 7

7   Conclusion

7.1 Introduction

Why do individuals require a global mindset? According to Levy et al. (2006) at a personal level, "…individuals with a global mindset are more likely to arrive at complex, innovative, and non-conventional interpretations that do no simplify global realities, but rather represent them in all their complexity, ambiguity, and indeterminacy" (p. 245). From the organisation's perspective, Kefalas (1998) believes that having a strong pool of globally minded leaders will strengthen an organisation's competitiveness as these individuals will be able to adapt global strategies to be implemented according to the needs of the local environment.

The value of a global mindset cannot be understated. This research therefore aimed to contribute to the existing global mindset body of knowledge by determining which methodologies expatriate managers found to be most effective in the development of a global mindset. Dodge (1993) as quoted in Conner (2000), found that 50% of learning takes place through work experience, 30% through interpersonal relationships and 20% through formal education and training. Given this, the findings in this research may assist Chief Learning Officers and Learning & Development (L & D) professionals to consider the most effective methodologies to cultivate a global mindset based on the discussions and results of this study.

7.2 Key Findings and Recommendations

The results indicate that expatriate managers perceive International Assignments to be the most effective methodology to cultivate a global mindset. International Assignments offer advantages and disadvantages to both the individual and the organisation, which should be taken into consideration when deciding whether this methodology could be used by an organisation to cultivate the global mindset of its managers. What was interesting about this finding was the fact that the theoretical foundations upon which International Assignments are modelled are Experiential Learning Theory and Social Learning Theory.

Experiential Learning Theory refers to active learning where the participant is actively participating while learning takes place (McCarthy, 2010). According to Black *et al.* (1990), Social Learning Theory is based on cognitive and behavioural theories where individuals draw on signs from their environment to anticipate the consequences of their decisions. Jennings (2002) positions that "…individuals learn from experience through reflection and action" (p. 658). This view is supported by McCall (2004) who builds on this point by stating that learning from experience is not necessarily guaranteed and, as a result of this, learning should be driven by the organisation's strategic agenda (Cohen, 2010).

International Travel and Working in International Teams were also highly rated by the survey respondents as methodologies to cultivate a global mindset. Both of these methodologies have Social Learning Theory as their foundational theory.

Although Training & Development and Action Learning also have Experiential Learning Theory and Social Learning Theory as theoretical foundations, these methodologies were not as highly rated by the survey respondents. This begs the question, does Training & Development and Action Learning offer the same level of 'experiential learning' as International Assignments, International Travel and Working in International Teams. Skipton & Marquardt (2010) propose several Action Learning design types depending on the outcome that needs to be achieved. It may be that different action learning designs or the most appropriate design has not been applied when using it as a tool to cultivate a global mindset. According to Tapuk (2005), in order for Training & Development to be effective the following needs to be in place:

> "…training method should: motivate the trainee to improve his or her performance, clearly demonstrate desired skills, provide an opportunity for active participation by the trainee, provide an opportunity to practice, provide timely feedback on the trainee's performance, provide some means for reinforcement while the trainee learns, be structured from simple to complex tasks, be adaptable to specific problems, encourage positive transfer from training to the job…" (p. 147).

It is recommended that the individuals involved in selecting methodologies to cultivate a global mindset, select the most appropriate methods based not only on the perceived effectiveness of the methodologies as discussed in this document, but also on other factors. These may include the advantages and disadvantages of each methodology, the costs involved, the resources available

and the time it will take to develop the skills required to be regarded as globally minded. Although Training & Development and Action Learning were not regarded as the most effective methodologies to cultivate a global mindset, there may still be merit in investigating the design of these methodologies based on the fact that individuals prefer to learn from experience. By incorporating Experiential and Social Learning aspects into the design of Training & Development and Action Learning methodologies, the same level of perceived effectiveness may be achieved. Also, Training & Development and Action Learning are more cost effective than International Assignments and offer a higher level of control to ensure learning takes place. In addition, advantages from Working in International Teams can be emulated by both Training & Development and Action Learning. There may also be alternative methodologies to consider, such as community work which could also be incorporated in to the milieu of methodologies to cultivate a global mindset.

7.3 Future Research Ideas

The following future research areas are recommended:

- Further research could be conducted into the value that Experiential and Social Learning Theory offers the cultivation of a global mindset. This could be coupled with any additional methodologies that are grounded by these theories which may be appropriate in the cultivation of a global mindset such as working in virtual teams, mentoring and so forth.

- This study focused on the global mindset of expatriate managers at a point in time after they have been exposed to the various methodologies.

It is recommended that a longitudinal study is conducted with a population that have not necessarily been exposed to all the methodologies and over time, the level of global mindedness be measured as the subjects are exposed to various methodologies. This would provide a more objective and focused perspective on the most effective methodologies to cultivate a global mindset.

- This same study could be conducted with a test group that are not expatriate managers, but managers who are required to engage at a global level and potentially consult at a local level (individuals who are still required to think globally and act locally) to determine if there is a difference in global mindedness and the choice of methodologies utilised, in comparison to expatriate managers.

- Further research could be conducted to determine if there are a growing number of individuals who initiate finding work abroad at their own accord.

7.4 Conclusion

This study provides useful insights into the perceived effectiveness of methodologies used to cultivate a global mindset. The different methodologies investigated provide unique opportunities for organisations to develop the global mindedness of their managers. Chief Learning Officers and Learning & Development (L & D) professionals should use the information and findings in this study, together with other factors such as cost, effort and time to determine which methodologies will be best positioned for their respective organisations,

based on the perceived effectiveness of each methodology and the fact that the methodologies considered to be most effective are grounded in Experiential and Social Learning Theories. By incorporating the concepts of Experiential and Social Learning Theory in the development of an organisation's managers, Chief Learning Officers and Learning & Development professionals may reduce the costs and time involved in the cultivation of a global mindset. This is particularly important, given the rise of competition as a result of globalisation (Levy *et al.*, 2007) and the increasing expectation to report on the value learning and development initiatives offer the organisation.

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Appendices

Appendix 1: Questionnaire

The questionnaire in this Appendix is a 'paper' version of the on-line questionnaire and includes sequencing instructions, which is not prevalent in the on-line questionnaire as sequencing rules have been applied and automatically guides the participant through the questionnaire in accordance with the participant's responses.

Dear Participant,

In an effort to better understand the learning and development needs of individuals working outside of their home countries, you have been selected to participate in a survey that will be used to determine which learning methodologies have been most effective in assisting you **to deal with complexity and the ability to work with different cultures from both a local and global perspective i.e. "think global and act local"**. Your participation in this questionnaire is voluntary and you may withdraw from the process at any time. Your response and participation is however very valuable to us and we would appreciate your assistance. The collated results of your organisation may be shared with your Group Human Resources Division, however, your individual responses will be kept confidential.

The questionnaire has been divided into three sections. Section 1 asks for general demographic information, Section 2 evaluates your current level of being able to think global and act local and Section 3 assesses your perception of the methodologies you have observed to be most effective to assist you to 'think global and act local'. Please complete all the sections. The questionnaire should take approximately 15 – 20 minutes to complete.

To complete the questionnaire, kindly access the following link:
https://www.surveymonkey.com/s/expatriatelearning

Thank you for your time and contribution to this research study. Please do not hesitate to address any enquiries about the questionnaire or the research study to me.

Kind regards,

Tanya van Lill

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By accessing and completing the questionnaire, you are consenting to participate in this process. The questionnaire may be accessed by selecting the following link: https://www.surveymonkey.com/s/expatriatelearning.

Section 1: Demographic Information

Please complete all the questions in this section by either selecting the appropriate option or typing in your response.

1.1.   What company do you currently work for?

1.2.   What is your current job level in the organisation?

Junior Management	
Middle Management	
Senior Management	
Executive	
Specialist	

1.3.   How long have you worked outside of your home country?

0 – 6 months	
6 months – 1 year	
1 – 3 years	
3 – 5 years	
5 years and longer	

1.4.   How old are you?

25 – 35 years old	
36 – 45 years old	
46 – 50 years old	
51 – 60 years old	
61 years or older	

1.5.   Gender:

Male	
Female	

1.6.   Please indicate your highest qualification:

High School / Certificate	
Degree / Diploma	
Honours Degree / Post Graduate Diploma	
Master's Degree	
Other – please specify	

Section 2: Think Global and Act Local

Please complete all the questions in this section and read each question carefully. Indicate with a cross (X) how strongly you agree or disagree with the statement. Each item is rated on a scale of 1 – 5 where 1 is strongly disagree and 5 is strongly agree.

	STATEMENT	STRONGLY DISAGREE 1	DISAGREE 2	NEITHER 3	AGREE 4	STRONGLY AGREE 5
1	In my job, the best one can do is to plan ahead for at most one year.					
2	Doing business with former enemies of the state is not patriotic.					
3	I think it is necessary today to develop strategic alliances with organisations around the globe.					
4	Projects that involve international dealings are long term.					
5	I take pride in belonging to an international organisation.					
6	I believe that in the next 10 years the world will be the same as it is today.					
7	In this interlinked world of ours, national boundaries are meaningless.					
8	Almost everybody agrees that international projects must have a shorter payback period than domestic ones.					
9	We really live in a global village.					
10	In discussions, I always drive for bigger, broader picture.					
11	I believe life is a balance of contradictory forces that are to be appreciated, pondered and managed.					
12	I consider it to be a disgrace when foreigners buy our land and buildings.					
13	I really believe that 5 – 10 years is the best planning horizon in our line of business.					

	STATEMENT	STRONGLY DISAGREE 1	DISAGREE 2	NEITHER 3	AGREE 4	STRONGLY AGREE 5
14	I find it easy to rethink boundaries, and change direction and behaviour.					
15	I feel comfortable with change, surprise and ambiguity.					
16	I get frustrated when someone is constantly looking for context.					
17	Contradictors are time wasters that muse be eliminated.					
18	I have no time for somebody trying to paint a broader, bigger picture.					
19	I believe I can live a fulfilling life in another culture.					
20	Five years is too long a planning horizon.					
21	I enjoy trying food from other countries.					
22	I find people from other countries to be boring.					
23	I enjoy working on world community projects.					
24	I get anxious around people from other cultures.					
25	I mostly watch and/or read the local news.					
26	Most of my social affiliations are local.					
27	I am at my best when I travel to countries that I do not understand.					
28	I get very curious when I meet somebody from another country.					
29	I enjoy reading foreign books or watching foreign movies.					
30	I find the idea of working with a person from another culture unappealing.					
31	When I meet someone from another culture I get very nervous.					

	STATEMENT	STRONGLY DISAGREE 1	DISAGREE 2	NEITHER 3	AGREE 4	STRONGLY AGREE 5
32	Travelling in countries where I can't read the street names gives me anxiety.					
33	Most of my professional affiliations are international.					
34	I get irritated when we don't accomplish on time what we set out to do.					
35	I become impatient when people from other cultures seem to take a long time to do something.					
36	I have a lot of empathy for people who struggle to speak my own language.					
37	I prefer to act in my local environment (community or organisation).					
38	When something unexpected happens, it is easier to change the process than the structure.					
39	In trying to accomplish my objectives, I find that diverse multicultural teams play a valuable role.					
40	I have close friends from other cultural backgrounds.					

Section 3: Developing the concept of 'Thinking Global and Acting Local'

Please complete all the questions in this section. Please read each question and the instructions carefully.

3.1. In my career, I (please indicate with a cross (x) next to the appropriate option):

	Yes	No	Not Sure
Was sent to a foreign country on an International Assignment that lasted longer than 6 months.			

If you have answered Yes to this question, please complete the following four questions.

If you answered No to this question, please proceed to section 3.2.

Indicate with a cross (X) how strongly you agree or disagree with the statement. Each item is rated on a scale of 1 – 5 where 1 is strongly disagree and 5 is strongly agree.

Statement	Strongly Disagree 1	Disagree 2	Neither 3	Agree 4	Strongly Agree 5
The knowledge and experience gained through participating in an International Assignment was important to the success of my career.					
As a result of participating on an International Assignment, I feel more confident to deal with complexity.					
As a result of participating on an International Assignment, I feel more confident to adapt to my local environment i.e. work with different cultures.					
I would recommend participating on an International Assignment to others who want to improve their ability to 'think global and act local'.					

3.2. In my career, I (please indicate with a cross (x) next to the appropriate option):

	Yes	No	Not Sure
Attended formal Training & Development Programmes that focused on international business which covered areas such as dealing with complexity, adapting to the local business environment and dealing with different			

cultures.			

If you have answered Yes to this question, please complete the following four questions. If you answered No to this question, please proceed to section 3.3.

Indicate with a cross (X) how strongly you agree or disagree with the statement. Each item is rated on a scale of 1 – 5 where 1 is strongly disagree and 5 is strongly agree.

Statement	Strongly Disagree 1	Disagree 2	Neither 3	Agree 4	Strongly Agree 5
The knowledge and experience gained through participating in a formal Training and Development programme was important to the success of my career.					
As a result of participating in a formal Training and Development programme, I feel more confident to deal with complexity.					
As a result of participating in a formal Training and Development programme, I feel more confident to adapt to my local environment i.e. work with different cultures.					
I would recommend participating in a formal Training and Development programme to others who want to improve their ability to 'think global and act local'.					

3.3. In my career, I (please indicate with a cross (x) next to the appropriate option):

	Yes	No	Not Sure
Participated in an Action Learning Project* either as part of a formal programme or as part of an internal organisation initiative.			

* Action Learning is a developmental process, supported by an Action Learning Coach, that   allows teams to work on real problems in real time and learning while doing so

If you have answered Yes to this question, please complete the following four questions. If you answered No to this question, please proceed to section 3.4.

Indicate with a cross (X) how strongly you agree or disagree with the statement. Each item is rated on a scale of 1 – 5 where 1 is strongly disagree and 5 is strongly agree.

Statement	Strongly Disagree 1	Disagree 2	Neither 3	Agree 4	Strongly Agree 5
The knowledge and experience gained through participating in an Action Learning Project was important to the success of my career.					
As a result of participating in an Action Learning Project, I feel more confident to deal with complexity.					
As a result of participating in an Action Learning Project, I feel more confident to adapt to my local environment i.e. work with different cultures.					
I would recommend participating in an Action Learning Project to others who want to improve their ability to 'think global and act local'.					

3.4. In my career, I (please indicate with a cross (x) next to the appropriate option):

	Yes	No	Not Sure
Travelled to foreign destinations either on business or as part of developmental opportunities (short term travels).			

If you have answered Yes to this question, please complete the following four questions. If you answered No to this question, please proceed to section 3.5.

Indicate with a cross (X) how strongly you agree or disagree with the statement. Each item is rated on a scale of 1 – 5 where 1 is strongly disagree and 5 is strongly agree.

Statement	Strongly Disagree 1	Disagree 2	Neither 3	Agree 4	Strongly Agree 5
The knowledge and experience I gained from travelling to foreign destinations was important to the success of my career.					

As a result of travelling to foreign destinations, I feel more confident to deal with complexity.					
As a result of travelling to foreign destinations, I feel more confident to adapt to my local environment i.e. work with different cultures.					
I would recommend travelling to foreign destinations to others who want to improve their ability to 'think global and act local'.					

3.5. In my career, I (please indicate with a cross (x) next to the appropriate option):

	Yes	No	Not Sure
Participated in an international work team(s) either as part of a formal development programme or as part of an internal organisational project.			

If you have answered Yes to this question, please complete the following four questions.

If you have answered No to this question, please proceed to section 3.6.

Indicate with a cross (X) how strongly you agree or disagree with the statement. Each item is rated on a scale of 1 – 5 where 1 is strongly disagree and 5 is strongly agree.

Statement	Strongly Disagree 1	Disagree 2	Neither 3	Agree 4	Strongly Agree 5
The knowledge and experience gained from participating in an international work team was important to the success of my career.					
As a result of participating in an international work team, I feel more confident to deal with complexity.					
As a result of participating in an international work team, I feel more confident to adapt to my local environment i.e. work with different cultures.					
I would recommend participating in an international work team to others who want to improve their ability to 'think global and act local'.					

3.6. Of the initiatives listed, which ONE had the greatest positive impact in your career and assisted you the most with developing your confidence to deal with complexity and work with different cultures? Select ONE item indicating with a cross (x) next to the item:

Initiative	Select ONE
International Assignment	
Formal Training & Development Programme	
Action Learning Project	
International Travel	
Participating in international work teams	

3.7. Are there any other learning and development opportunities you found that assisted you with your confidence to 'think global and act local' that was **NOT** listed in this questionnaire: