# How can Spiritual Self-Leadership encourage Identity Development and Sense of Belonging in ATCKs in order for them to fully realize their potential and value contribution in the workplace?

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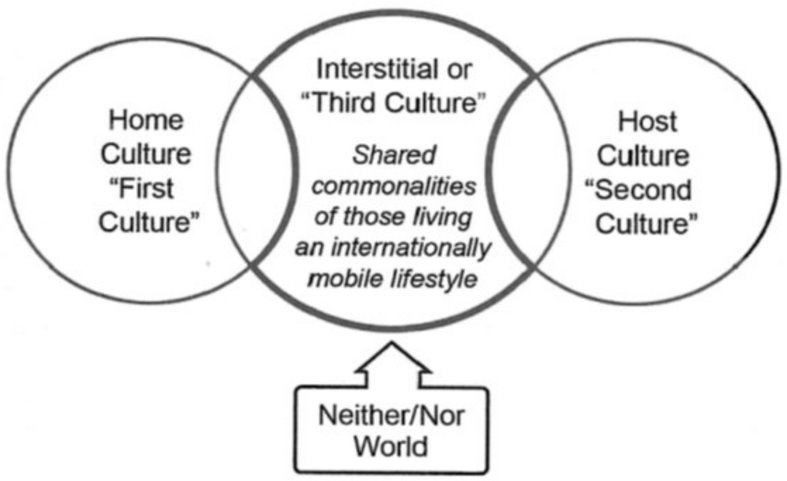
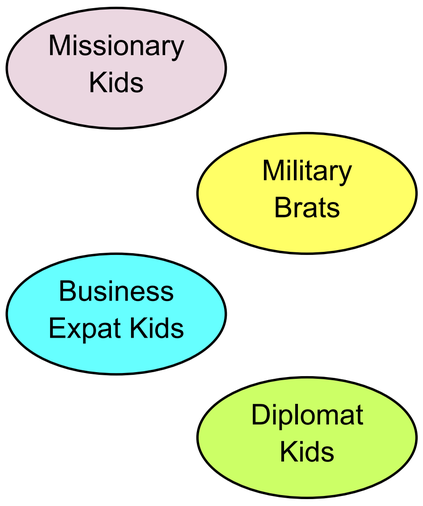
## Why Adult Third Culture Kids (ATCKs)?

"… a person who spends a significant part of his or her first eighteen years of life accompanying parent(s) into a country that is different from at least one parent's passport country(ies) due to a parent's choice of work or advanced training (Pollock et al., 2017, p. 27)




The Third Culture Model (Pollock et al., 2017, p. 17)




**ATCK Contributions to Organizations**

Expanded Worldview

Cross-Cultural Appreciation & Understanding

Linguistic Ability

Adaptability

Global Leaders with Global Mindsets

**ATCK Challenges**

Sense of Belonging — Rootlessness

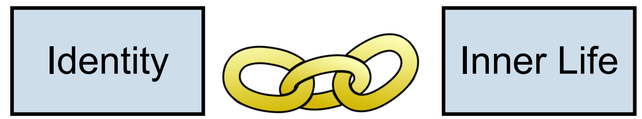
Identity Creation — Chameleon & Hidden Immigrant

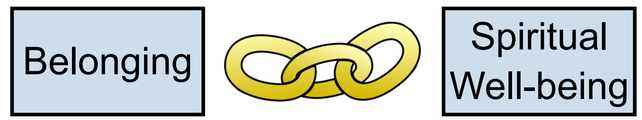
Restlessness & Transient Lifestyle

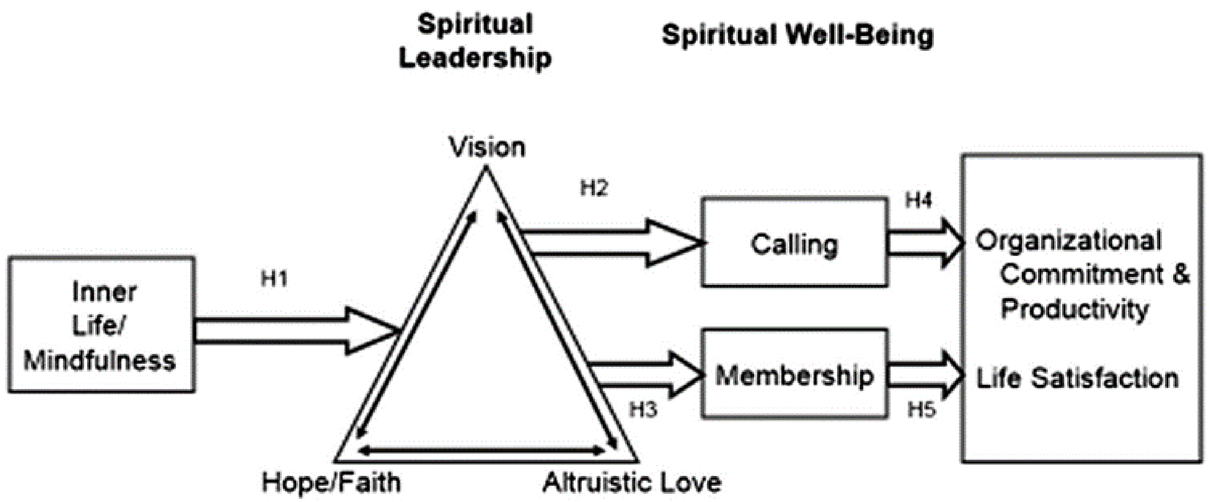
Fractured or Underdeveloped Relationships

## Why Spiritual Self-Leadership?

"… recognition of an inner life that nourishes and is nourished by meaningful work that takes place in the context of community" (Ashmos & Duchon, 2000, p. 139).




Spiritual Leadership Model (Fry et al., 2017, p. 25)

# Theoretical & Practical Implications

## Academic Literature

Implications of ATCK challenges for organizations

Relationship of the Spiritual Leadership model to ATCK challenges

Relationship of the Spiritual Leadership model and self-leadership

Application of spiritual leadership to leadership practices and curriculum

## ATCKs

Provide avenue to overcome challenges

Encourage spiritual growth

Develop spiritual leadership skills

Remove barriers to professional success

## ATCK Practitioners

Inform the development of workshops and tools on spiritual self-leadership approaches for practitioners to then:

- Coach ATCKs
- Coach organizations with expatriate employees

## Organizations

Provide steps for implementing spiritual self-leadership which will benefit all employees.

ATCKs can then add value through their cross-cultural knowledge & skills, assist with DEIC challenges, and fill needed expatriate positions.

## Society

By 2036, 1 in every 2 Canadians will be either immigrants or their children.

Equipping ATCKs will place them in a better position to lead Canadians through the coming transition.

## 01 Sampling

Purposive sampling from: 1) Canadian faith-based non-profit organizations and 2) Canadian military, diplomatic, and business communities.
Equal number of participants (at least three) from these age categories: 18-29; 30-45; 46-60; and 61+.

## 02 Participant Criteria

1) Canadian passports; 2) at least 5 years spent between 0-18 outside Canada; 3) minimum 3 years work experience; and 4) leadership experience preferred but not required

## 05 Validity & Reliability

1) Member checking;
2) Use rich and thick description;
3) researcher self-reflection to clarify bias; and
4) peer debriefing.

# Narrative Inquiry

## 03 Data Collection

Multiple in-depth semi-structured interviews:
1) 2 hours in length, accounting for interview fatigue;
2) Open ended question to allow participant to tell their story

Observations recorded immediately after interview:
1) About interview and participant;
2) Add validity & reliability

## 04 Data Analysis

Narrative Analysis: 1) Transcribe data verbatim; 2) Code data in complete stories instead of small chunks; 3) Thematic analysis; and 4) Narrative constructed from emerging themes, including a sampling of participant stories.

## Relevant Literature


Ashmos, D. P., & Duchon, D. (2000). Spirituality at Work: A Conceptualization and Measure. Journal of Management Inquiry, 9(2), 134–145. https://doi.org/10.1177/105649260092008

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Pollock, D. C., Van Reken, R. E., & Pollock, Michael, V. (2017). *Third culture kids: Growing up among Worlds* (3rd ed.). Nicholas Brealey Publishing.