PORTRAITS OF HIGHER EDUCATION LEADERS: A NARRATIVE OF THE LIFE STORIES OF PRIVATE UNIVERSITY PRESIDENTS IN BRAZIL

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Abstract

This study aimed to provide a window into the life stories of presidents of private higher education institutions in Brazil as they reflected upon the experiences that they believed influenced their leadership. In this study, four themes and eight sub themes emerged related to the experiences in their lifetime that influenced their leadership (a) Society, (b) Journeys, (c) Wisdom and Knowledge, and (d) Character Traits. Theme A, Society, encompassed two major sub themes that further detailed the nature of the involvements and experiences within society: Family and social systems. Theme B, Journeys, included physical journeys to other lands and transitions in their lives with motherhood or fatherhood. Theme C, Wisdom and Knowledge, included experiential knowledge and knowledge acquired thought education and/or advice. Hard work and determination were major sub themes within Theme D, Character Traits. Examples from the data collected illustrated these themes and identified sub themes. This study is valuable for a range of international higher education audiences and higher education leadership purposes, providing theoretical, methodological and practical significance to the fields of international higher education, narrative studies, South America studies and leadership studies. Implications of this study’s findings, conclusions, as well as future research suggestions are presented in the concluding chapter of this study.

*Keywords*: international higher education, leadership, Brazil, Latinos, authentic leaders
I dedicate this thesis:

To all the kind human beings I had the pleasure to meet in this journey.

To all that took the time to share their expertise with me.

To all presidents that shared their extraordinary life stories with me.

And to all angels and saints that guided me in this journey.

Thank you.
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"The privilege of a lifetime is being who you are" — Joseph Campbell

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Chapter 1: Introduction

Over the past five years, Brazil’s economy has grown considerably (Fishlow, 2013; Reid, 2014). Several factors have contributed to this growth, such as the rising economies of the BRICS countries (Brazil, Russia, India, China, and South Africa) (Lo & Hiscock, 2014; Nadkarni & Noonan, 2013), the development of the oil reserves off the Brazilian shoreline (Davidson, 2012), as well as Brazil’s international exposure as the host of three high profile events: the 2012 United Nations Conference on Sustainable Development, the 2014 FIFA World Cup games, and the 2016 Olympic games.

Brazil’s growth goes beyond the economic scope. The private higher education sector is also an emerging and promising market in Brazil (Davidson, 2012; National Institute for Education Studies Anísio Teixeira (INEP), 2013; Lo & Hiscock, 2014, Sécca & Leal, 2014). There is empirical evidence of this sector’s rise. The last Brazilian higher education report conducted by the National Institute for Education Studies Anísio Teixeira (INEP), a federal agency under the Brazilian Ministry of Education, reported that the total number of enrollments in higher education in the Republic of Brazil had surpassed 7 million in 2012, growing an astonishing 81% between 2003 and 2012 (INEP, 2013). Specifically, the report recorded 3,887,022 enrolled students in 2003, and in 2012, that number rose to 7,037,688 (INEP, 2013). These more than 7 million college students are enrolled in 2,416 Brazilian higher education institutions. Of these institutions, 304 are public and government-led, while 2,112 are private (INEP, 2013).

From this research, statistics suggest that the enrolment trends for Brazilian students entering higher education may increase even more in the next few years, especially as access to education continues to improve (INEP, 2013). Brazil’s potential promise in the higher education
sector does not end with enrollment statistics. Strauss and Borenstein (2014) also emphasized Brazil’s speedy expansion in higher education, suggesting that the private higher education sector played an important role in opening access to education.

The rising interest, increased access, and rapid growth of the Brazilian private higher education sector necessitated an understanding of its leadership. However, there was little research within the context of Brazilian private higher education that focused on its leaders, or explored the experiences that influenced the leadership of the leaders of this blooming sector. Leadership studies may be a key to understanding this emerging market and its future, making the study of presidents of private higher education institutions in Brazil timely and important.

Statement of the Problem and Significance

Brazil is a young democratic society that rose from a military dictatorship regime less than thirty years ago. The country has since emerged as an economic superpower and is the world’s seventh-largest economy (World Bank, 2014). Some credit improved access to education as a contributing factor to this transformation (Bruns, Evans, & Luque, 2012; Cardoso & Winter, 2006). Others have argued that despite its economic improvement, the educational sector remains a leading challenge for the country and that more investments are needed (World Bank, 2014; Zibechi, 2014). The Brazilian Republic acknowledged the need to improve the educational sector and has cited increased investments as a means to do so (Bruns, Evans, & Luque, 2012; MEC, 2014).

However, effective investment efforts require an understanding of a sector (Paulsen & Smart, 2001). Because higher education is largely driven by human capital (Paulsen & Smart, 2001), leadership studies may serve as panacea for both understanding the sector and attaining higher levels of achievement in Brazil. As Northouse (2013) pointed out, “leadership is a topic
with universal appeal…an influence process that assists groups of individuals toward goal attainment” (p. 14).

Authentic leadership studies have emerged in some western countries, and the study of authentic leadership is considered to be “timely and worthwhile” (Northouse, 2013, p. 263). Yukl (2010) wrote that authentic leadership theory “describes an ideal leader whose behavior is guided by strong positive values” (p. 432). However, the study of authentic leadership within a Brazilian private higher education context with a focus on leaders’ experiences and perceptions is missing from both western literature and literature originating from South America.

Over the past decade, scholars have looked at authentic leadership (AL) from different angles, with diverse viewpoints, and by employing numerous methodologies to study the phenomenon. For example, scholars have attempted to define AL (Avolio & Gardner, 2005; Avolio, Walumbwa, & Weber, 2009; Novicevic, Harvey, & Rock, 2006; Shamir & Eilam, 2005) and measure it (Moriano, Molero, & Lévy Mangin, 2011; Walumbwa, Avolio, Gardner, Wernsing, & Peterson, 2007). Scholars have utilized quantitative methods (Moriano et al., 2011; Özkan & Ceylan, 2012; Peus, Wesche, Streicher, Braun, & Frey, 2012; Walumbwa et al., 2007; Xiong & Fang, 2014), qualitative methods (Arkoubi, 2013; Endrissat, Müller, & Kaudela-Baum, 2007; Murphy, 2012), and mixed methods (Walumbwa et al., 2007).

Researchers have also sought to obtain a deeper understanding of the ethical components of the construct (May, Chan, Hodges, & Avolio, 2003; Sparrowe, 2005). Others have wanted to advance AL theoretically by reviewing theory related to authentic leadership and its progression (Gardner, Cogliser, Davis, & Dickens, 2011). Yet only a few of these studies have focused on the antecedent factors of authentic leadership in a leader’s lifetime (Jourian, 2014; Northouse, 2013; Peus et al., 2012), or examined it within different cultures and contexts (Avolio et al.,
Within the context of this study, lifetime antecedent factors of authentic leadership are the experiences within a person’s lifetime that contribute to their development as leaders (Luthans & Avolio, 2003).

In general, despite the different perspectives and approaches to authentic leadership, most researchers agree that as authentic leadership theory gains prominence, it is crucial to explore the antecedent factors to further the theory (Avolio et al., 2009; Caza & Jackson, 2011; Cooper, Scandura, & Schriesheim, 2005; Neider & Schriesheim, 2014; Northouse, 2013; Yukl, 2010). In order to contribute to the understanding of this theoretical gap, the focus of this study was on the life stories of higher education leaders who are current presidents of private universities in Brazil.

Utilizing a life story narrative approach, this study aimed to understand the experiences in the lives of presidents of private Brazilian universities that may have contributed to their development as authentic leaders in the Brazilian private higher education sector. Therefore, the purpose of this narrative study was to examine how three private university presidents in Brazil understood the experiences in their lifetime that influenced their leadership. Specifically, a life story narrative approach, conducted via data driven thematic analysis, served as a window into the life stories of the participants as they reflected on their life experiences and leadership journeys.

The significance of this study is trifold: it contributes to theory, methodology and practice. Theoretically, this study expands the conversation about authentic leaders internationally, specifically, in the Republic of Brazil in South America. Context was a significant factor within the study. This study also contributes to the theoretical understanding of authentic leadership, by inductively studying the experiences of private university presidents in
Brazil via life story narrative research.

This study is significant and unique, not only as a means of contributing to a better understanding of authentic leadership in the context of a Latin country, but also to continue the conversation addressing the antecedent factors of authentic leadership, a need emphasized by many researchers (e.g. Avolio et al., 2009; Caza & Jackson, 2011; Cooper et al., 2005; Neider & Northouse, 2013; Schriesheim, 2014; Yukl, 2010).

Riesman’s (2013) requested narrative researchers to reflect back on the dramaturgical literary origins of narratives, and follow this creative path in writing narrative studies. This study is methodologically significant because it addressed a literary rhetoric plea from narrative scholars for more narrative studies employing a literary form of writing (e.g. Creswell, 2013; Riessman, 2008, 2013). This study accomplished this writing style by presenting the stories of the participants utilizing literary techniques. This study also contributes to higher education practice, as there is a lack of understanding of leadership in higher education in Brazil, and if this sector continues to flourish, a greater understanding of leadership development is not only important, but also necessary.

In summary, despite advances within the theoretical research about authentic leadership, as well as both practitioner and scholarly interests in the concept over the past decade, the theory lacks qualitative studies focusing on antecedent factors of authentic leadership from a theoretical developmental approach in a South America country. In addition, limited studies have addressed the literary rhetoric plea of narrative researchers. Therefore, this study is valuable for a range of audiences and purposes, providing theoretical, methodological, and practical significance to the fields of higher education administration studies, leadership studies, narrative studies, and South American studies.
Research Question

This study was designed to address one broad research question: How do three private university presidents in Brazil understand the experiences in their lifetime that may have influenced their leadership?

Self-portrait

I am part of the first generation in my family who did not experience the military dictatorship regime in Brazil. This regime was an authoritarian period in the Brazilian history. I was raised and educated in schools that followed Freirean pedagogy and these schools were progressive, constructivist, and authentic schools. My family believed in a new democratic Brazil and in a kind of education that was self-directed and provided a range of perspectives about society.

One of the components of the military dictatorship regime was censorship, and as a post-military dictatorship regime child in Brazil, learning did not rely solely on books. Numerous forms of art such as music, paintings, and poems produced before and during the military dictatorship regime were a greater part of my learning. This led me to a greater appreciation of the hidden meanings and turning points of biographies, memoirs, stories, arts, folktales, literature, analysis of historical works, as well as dialogue with others.

Despite the fact that I attended public schools in Brazil, I had the privilege of having the best tutors, experiencing other nations, and actively engaging in extra-curricular courses outside the Brazilian public school system. These experiences have shaped who I am as person, educator, and as a leader of educational and experiential programs in Brazil today.

Following my elementary and secondary education in Brazil, I graduated with a degree in business administration in an innovative and pioneering private Brazilian university that focused
on entrepreneurship. After moving to the United States more than a decade ago to continue my studies and broaden my perspectives in another country, I earned a master’s degree in education with a concentration on instructional technology. This academic degree broadened my view of education and its potential in advancing nations.

Pursuing a doctoral degree in education with a concentration in organizational leadership studies was nothing less than an internal, moral choice. Contributing to the practical and academic advancement of authentic leadership in the field of education in the context of my native country, Brazil, is not only a personal, professional, and academic interest of mine. It is also an act of reflection, self-awareness and above all, a principled choice.

My professional background and how I became interested in leadership studies.

I started my professional career at a very young age in the Brazilian corporate world, where I had the unique opportunity to work with very bright, highly successful, and authentic leaders. For the past twelve years, despite the fact that I have kept strong ties with Brazilian society, I have called the United States my primary home. Embracing the United States as my primary residence has provided me with the opportunity to work not only in the American private higher education sector and within American public schools, but also to experience the American corporate sector, working with equally bright and successful authentic leaders.

Equally important to my personal and professional background is how I learned about and became interested in authentic leadership. I was introduced to authentic leadership during a doctoral concentration course called “Contemporary Models of Leadership”. The course was taught and developed by the one of the most positive and authentic leaders that I encountered in my lifetime. This academic experience certainly brought back memories of the leadership that I had experienced in Brazil, and I became fascinated with the possibility to contribute to the
methodological approach, and to the academic and practitioner conversation surrounding this emerging theory. As Pearce (2003) proposed, “Every idea you hold passionately has a background in your personal experience” (p. 21).

Theoretical Framework

Theoretical framework and life story narratives. Researchers agree that the early selection of a theoretical lens to guide a research is crucial as a means to define how the researcher will explore and frame a given problem (Anfara & Mertz, 2006; Butin, 2010; Creswell, 2013). However, in narratives focusing on life stories, theory is often used as a secondary tool to guide an interpretive approach (Clandinin & Connelly, 2000; Connelly & Clandinin, 1990).

Clandinin and Connelly (2000) explained what they call “tensions” between researchers regarding the place of theory in narratives (p. 40). They cautioned that interpretive researchers should not take “formalist” views, as the stories may be jeopardized and constrained (p. 40). Clandinin and Connelly contended that “the ‘framework’ is a formalist view; it is a view that things are never what they are but are rather what our framework or point of view or perspective or outlook makes of them” (p. 39).

Patton (2002) further explained that “approaching fieldwork without being constrained by predetermined categories of analysis contributes to the depth, openness, and detail of qualitative inquiry” (p. 14). Therefore, considering that the researcher is employing an interpretive inductive life story narrative to this study, the theoretical framework, while acknowledged and discussed, predominantly provides the reader with the researcher’s initial perspective, rather than constraining the research. Thus, the theory of authentic leadership has a secondary place in this
study in order to honor the stories of the participants and to allow their stories to emerge without boundaries.

**Authentic leadership.** Yukl (2010) wrote that authentic leadership theory “describes an ideal leader whose behavior is guided by strong positive values” (p. 432). The leadership literature contains three predominate theoretical lines of thought of authentic leadership: (1) intrapersonal, (2) interpersonal, and (3) developmental (Northouse, 2013). The intrapersonal line of thought acknowledges the dynamics of the leader, followers, and other players, focusing on what is happening within the individual and followers’ minds (Shamir & Eilam, 2005). The interpersonal line of thought focuses on the leader, yet it suggests a multidimensional co-constructed relational concept with the follower (Eagly, 2005; Northouse, 2013).

The most recent developments in authentic leadership studies have established a developmental line of thought (Avolio & Gardner, 2005; Cameron, Duton, & Quinn, 2003; Gardner et al., 2005; Northouse, 2013). This perspective places emphasis on the lifetime of the leader and acknowledging followers without overemphasizing the followers’ relationship with the leader (Avolio & Gardner, 2005). It also places importance on the context (Luthans & Avolio, 2003). This developmental approach is grounded in the seminal work of Luthans and Avolio (2003), and on the authentic leadership development model (Avolio et al., 2009; Cameron et al., 2003; Caza & Jackson, 2011; Northouse, 2013).

**Developmental authentic leadership.** This study employs a theoretical developmental perspective of authentic leadership (Luthans & Avolio, 2003; Northouse, 2013). The developmental line of inquiry of authentic leadership is rooted in positive psychology (Luthans & Avolio, 2003), places attention on the context (Avolio & Gardner, 2005; Luthans & Avolio, 2003), and largely relies on positive organizational scholarship (Cameron et al., 2003; Luthans &
Avolio, 2003). This line of thought also places significant importance on antecedent factors across a lifetime, the good or bad experiences that trigger or influence an individual’s development as a leader (Luthans & Avolio, 2003; Northouse, 2013).

The cornerstone of authentic leadership theory within a developmental line of inquiry is the idea that “critical events, or what can be called ‘triggers’... can contribute significantly to leadership development” (Luthans & Avolio, 2003, p. 247). Considering the purpose of this study, Luthans and Avolio’s seminal work definition of authentic leadership will be adopted: “…a process that draws from both positive psychological capacities and a highly developed organizational context, which results in both greater self-awareness and self-regulated positive behaviors on the part of leaders and associates, fostering positive self-development” (p. 243).

In summary, despite acknowledging the merits of different definitions of authentic leadership and lines of inquiry, this study focused on the developmental stream of authentic leadership and assumes the positive psychology as its roots (Luthans & Avolio, 2003). Even though the researcher acknowledges the possible role of followers in the authentic leadership theory, followers are not the focus of this study. Instead, the researcher focused on the stories of leaders as told by the leaders themselves.

**Authentic leadership development model.** The authentic leadership development model places emphases on the lifetime antecedent factors of authentic leadership, and favors a life story approach by focusing on life experiences of a person over time within a specific context (Luthans & Avolio, 2003). By employing Luthans and Avolio's authentic leadership development as a guiding framework, this study sought to examine how three private university presidents in Brazil understood the experiences in their lifetime that influenced their leadership.
Figure 1 illustrates Luthans and Avolio's (2003) authentic leadership development model.

Luthans and Avolio's (2003) authentic leadership development model provides three sets of antecedent conditions. The first set of antecedents tends to be internal, and includes life experiences, positive psychological capacities, such as confidence, hope, optimism and resilience, self-awareness and self-regulation (Luthans & Avolio, 2003).

The second set of antecedents, tend to be more external and deal with the context of lived experiences, such as the country the person resides in, the group the person belongs to, and so on. Dynamic and synergetic contexts in which the individual is embedded contribute to self-awareness by promoting and facilitating trigger events (Luthans & Avolio, 2003).

The third set of antecedent factors of authentic leadership may have internal or external origins, and include trigger events and life challenges, as these may occur in the context or
within the person (Luthans & Avolio, 2003). While there are a number of antecedent conditions identified in the model, according to Luthans and Avolio self-awareness is one of the antecedents that has the greatest impact on the development of authentic leadership. This antecedent factor, in turn, leads to self-regulation, which is the precursor to the display of characteristics of an authentic leader (Luthans & Avolio, 2003).

While this framework guided the research design, because this study was inductive and was set in a previously unstudied context, the researcher remained open to concepts and constructs outside of the specific life antecedents presented in the literature. In doing so, it allowed for the stories of the participants to emerge, providing a window to other factors that influence the leadership development in Brazilian private higher education leaders.

**Design Rationale**

Qualitative inquiry is particularly oriented toward “exploration, discovery and inductive logic” (Patton, 2002, p. 55). The choice of a data driven study is justified because other factors beyond those presented in the model could emerge and influence the leadership development of the participants. The design of this research also considered the researcher’s experience as a Brazilian with the Brazilian culture. In order to honor the participant’s stories and in respect of the cultural customs of Brazil, data collected via participants’ interviews served as the primary means of analysis.

Collecting data through detailed life story interviews and the participant’s completion of a timeline form determined key influences, critical moments, and transformation experiences that lead their life journey toward an authentic leadership direction. Document reviews, such as reviews of Brazilian databases, and other artifacts were organized chronologically as the secondary form of data, and served to introduce the stories of the participants and the context.
This data driven approach drove the analysis and interpretation of the data more than existing models.

The selection of the verb “understand” in the design of the research question, purpose, and as a lens of this study reflects the fact that narrative inquiries use this verb to explore experiences in narratives (Creswell, 2013, p. 135). It was also selected as a means to ensure proper rhetorical alignment of the study’s components.

**Summary of Contents and Organization**

This thesis was divided into five chapters. Chapter One introduced and presented an overview of the study, its significance, the researcher’s positionality as related to the topic, guiding concepts, and a holistic overview of the design of the study. Chapter Two presents a review of the literature. The literature review provides background on the topic and presents a review of the literature related to life stories narrative studies, Brazil, the Brazilian private higher education system, as well as leadership. Chapter Three presents the methodology employed in this narrative study. Chapter Four presents the research findings. Chapter Five presents the implications for research, methodology, and practice as well as possibilities of future research.

**Definition of Key Terms**

For the purposes of this study, the following terms are defined.

**Brazilian Private Higher Education Institutions**: Institutions of higher education located in Brazil that are owned and lead by citizens or private organizations rather than owned by the Brazilian government.

**Brazilian Higher Education Presidents**: Individuals holding the highest hierarchical level position in their higher education institutions.

**Military Dictatorship Regime**: An authoritarian period in the Brazilian history. It
started in 1964 and lasted until 1985. It started to collapse in 1984 when the population lead by an opposition group of politicians, artists, and visionaries participated in a movement on the streets in favor of democracy focusing on ensure the establishment of popular direct election for a president in Brazil (Levine, 2003).

**Post-Military Dictatorship period:** A period in the Brazilian history that started in 1985 with the election of President Tancredo Neves. The period gained momentum in 1988 when the new constitution of Brazil was promulgated, hence, eliminating traces of the military regime and instituting democratic principles (Levine, 2003).

**Antecedent Factors of Authentic Leadership:** The experiences within a person’s lifetime that contribute to their development as leaders (Luthans & Avolio, 2003).

**Authenticity:** In short, “involves being true to oneself, not others” (Avolio & Gardner, 2005, p. 332).

**Authentic Leadership:** The leader’s own development of authenticity in a context leading to “greater self-awareness and self-regulated positive behaviors” to leaders and others, thereby promoting “positive self-development” (Luthans & Avolio, 2003, p. 243).

**Authentic Leaders:** Leaders that, “act in accordance with deep personal values and convictions” (Avolio, Gardner, Walumbwa, Luthans, & May, 2004, p. 806).
Chapter 2: Literature Review

This literature review chapter serves as means to situate the readers within the broader scholarly and practitioner context of the study. To accomplish this, this chapter focused on: Brazil, Brazilian higher education, Brazilian private higher education, authentic leadership, authentic leaders, and life stories narratives. Due to the limited scholarly literature on authentic leaders in the context of higher education in Brazil, the authentic leaders section is limited.

It is important to note that the life story narrative research proposed for this study influences the type and scope of the literature reviewed. Typically, a qualitative study’s literature review focuses the researcher and helps determine the path that the investigation may take (Butin, 2010; Creswell, 2013). In contrast, a literature review section in life story narratives is not extensive (Clandinin & Connelly, 2000; Riessman, 2013). The accumulation of data outside the scope of the individual narratives is not the goal of life story narratives (Atkinson, 2008, Clandinin & Connelly, 2000; Riessman, 2013; Sandelowski, 1991; Sparrowe, 2005).

The first section of this review introduces Brazil and the Brazilian higher education sector. This section includes a brief history of the country, the origins of the private higher education system in Brazil, as well as the development of the private higher education sector post-military dictatorship regime, and its possible relationship with the public sector.

The second section focuses on leadership and begins with a brief overview of the field of leadership studies. This section builds on the information from the first chapter, presenting developments in authentic leadership, authentic leaders, as well as opportunities for research. The final section of this literature review focuses on life-stories and their relevance to this study.

Historical Overview of Brazil

Before discussing the history of the Brazilian educational system or the private higher
education sector within it, the larger context of the Republic of Brazil should be considered. Portuguese native Pedro Alvares Cabral discovered Brazil in 1500 when he went off course on one of his trade trips to the Indian continent (Levine, 2003).

Even though the Portuguese reached Brazil in the 1500’s, it was only in the 1530’s that the first colonists arrived (Sampaio, 1988). However, “Portugal did not conquer Brazil, as Spain did in its empire. After the discovery, it took decades for the Portuguese to understand the potential of their new colony” (Roett, 2011, p. 19).

Brazil’s history is turbulent. It is shaped by both positive and negative experiences, including massacres of the native population of Brazil, exploitation of slaves, a dictatorship regime, rural guerrillas, economic crises, and finally democracy (Levine, 2003) and oil prosperity (Davidson, 2012). Brazil’s rise as a superpower did not happen overnight (Zibechi, 2014). Brazil has overcome adversities during its history, and has grown strong from it. From a colony believed to lack any potential (Roett, 2011), to an independent democratic society, “Brazil is becoming an energy superpower at a time when oil and other energy-dense fuels are becoming increasingly scarce and expensive” (Davidson, 2012, p. 15). In fact, 82% of the country’s electricity is generated via renewable sources (Davidson, 2012). Other countries, such as the United States, only employ 11% (Davidson, 2012).

Brazil has a population of 203,004,665 inhabitants (IBGE, 2014), making it the fifth largest country by population in the world (CIA, 2014). Despite its hardships, Brazil is considered a land of opportunities and progress (Roett, 2011; Rohter, 2012; Zibechi, 2014). In fact, forty million citizens “have risen from poverty to middle-class status in the eight years prior to May 2011” (Davidson, 2012, p. 15). Researchers “now predict that Brazil will overtake
France within a decade, thus fulfilling the government’s proclaimed goal that Brazil should become ‘the fifth power’” (Roett, 2011, p. 275).

In economic terms, this means that “Brazil has achieved more than stability- It is now a predictable economy” (Roett, 2011, p. 151). However, in social terms, the country has a long journey ahead to support all citizens, although the government seems to be committed to investing in and supporting basic sectors such as health, education, and housing (Roett, 2011). This, in turn, may contribute to the continued rise in prosperity of the Brazilian nation and its people.

In summary, Brazil’s rise is grounded on its turbulent history (Reid, 2014; Roett, 2011). The country and its people overcome hardships in positive ways throughout its history, and remarkably, Brazil has emerged as a powerful country in the 21st century (Roett, 2011). Recent scholars studying the Republic of Brazil have stated that as the country “becomes more prosperous, powerful, and capable of exercising leadership, its engagement with the rest of the world grows, and there are more reasons for the rest of us to care about how Brazilians think and what they do” (Rohter, 2012, p. 8). This study seeks to contribute to this understanding in the field of private higher education in Brazil.

**The Higher Education Sector in Brazil**

From 1530 to 1808, during the Brazilian colonial period, the Portuguese monarchy focused on the development of a central government in the newly discovered land, as well as its prosperous exploration of natural resources (Levine, 2003). In 1808, a rudimentary Brazilian public education sector controlled by the state was established to meet the demands of the administration of the colony following the transfer of the Portuguese monarchy and Portuguese royal family to Brazil (Barreyro, 2008). In the previous colonial decades, Portugal's policies
clearly opposed the creation of educational institutions in the Brazilian colony (Barreyro, 2008). These so-called ‘simple institutions of education’ lasted throughout the Brazilian Imperial period (1808-1889) (Sampaio, 1988; Sécca & Leal, 2014). They were not sophisticated and their goals were equally simple. The focus was on forming professionals that would meet the needs of the colony, such as management of the exploration for gold, security of the borders, and slavery trades (Barreyro, 2008).

**The public higher education sector in Brazil.** Despite the fact that the public higher education sector is not the focus of this study, it is important to briefly discuss a possible relationship between the Brazilian public higher education sector and the private, prior to focusing on the contextual story of the private sector. Brazil was the last country in Latin America to establish a formal institution of higher education (Buarque, 2003). The first Brazilian university, Universidade de São Paulo, was only established in 1934 (Buarque, 2003).

Sampaio (2000) suggested that, indirectly, the private higher education sector might have its institutional roots on the public sector. The limited number of public higher education institutions, its selective academic process coupled with a socially oriented non-cost model, lead to an expansion of private higher education institutions and the thriving of the private higher education sector (Sampaio, 2000, 2013). This private education sector emerged to meet the demand of students that could not have access to public higher education (Barreyro, 2008; Sampaio, 2000, 2013).

There is a distinct clientele of students in the Brazilian higher education sector. Sampaio (2000) found that despite the fact that public higher education is free, students enrolled in public higher education institutions are often students that come from wealthy families, they were dedicated full time to their studies and possessed superior academic preparation (Sampaio,
In contrast, students enrolled in private higher education institutions, often lacked strong academic preparation, were socioeconomic disadvantaged, and possessed limitations for dedication to their studies full time, as these students often had to juggle their studies with their work responsibilities (Sampaio, 2000).

Up to the end of the twenty-century, directly or indirectly, the government had great influence in the public and the private sectors. Despite the fact that the government still has some influence on the private sector, after the military dictatorship regime the private sector has gained more autonomy (Sampaio, 2000; 2013).

The pathways that both sectors took may run parallel, but are quite distinct (Sampaio, 2000; 2013). What could have formally marked the different paths of both sectors was article 1 of the Brazilian Decree law number 2306 of August 19, 1997 (Sampaio, 2013). This law formalized that private institutions of higher education could then assume a commercial nature, and as such shall be governed by the civil code (Sampaio, 2013). In turn, the majority of the private education institutions adopted a business model, which included a commercial, often less selective process, giving opportunities to students that could not meet the entrance requirements of public higher education institutions (Sampaio, 2013).

The story of the private higher education sector in Brazil. From 1530 to 1808, during the Brazilian colonial period, there are no formal records of private higher education institutions in Brazil (Barreyro, 2008; Sampaio, 1988). It was only with Brazil’s independence in 1822 and the creation of the first constitution two years later that the Brazilian education sector started to develop. However, it took more than one hundred years for the first university to be formally established in the country (Buarque, 2003).

The development of the Brazilian educational sector began with a decentralization
process, followed by the creation of autonomous institutions, independent of the government, in the 1830’s (Levine, 2003). The majority of these newly formed autonomous institutions were lead by Jesuits (Sampaio, 1988). Despite the fact that these non-governmental institutions were more sophisticated than those formed during the Imperial period, they were not considered universities (Sampaio, 1988).

Institutions of higher education (or universities) replaced the autonomous institutions’ model in the 1934’s (Alonso, 2010; Barreyro, 2008; Buarque, 2003). In the following years, there was exponential growth in the public and private higher education sectors in Brazil (Levine, 2003). However, the private higher education sector only gained momentum in the early 1970’s, following a comprehensive higher education reform in 1968 (Levine, 2003; Martins, 1968). This reform restructured the higher education system and one goal was to ensure a more transparent admission process, favoring financial and administrative autonomy for universities (Martins, 1968).

The Brazilian higher education reform of 1968 generated public awareness and a high demand for higher education in the country. Because of the limited number of public institutions, the demand was met by the newly formed private higher education sector (Sampaio, 1988). This private higher education sector grew within the context of the military dictatorship regime and was highly controlled by it. Thereafter, with the end of military rule in 1985, and the slow democratization of the country, there was a short period of stagnation of the private higher education sector in Brazil, largely because of the country’s economic crisis and adaptation to the democratic process (Barreyro, 2008; Fishlow, 2013). However, during late 1980’s and early 1990’s, as the country began to recover from the military dictatorship regime, and with democratization, private higher education institutions gained more autonomy. With more
autonomy, these private higher education institutions were allowed to reinvent their curricula to better serve the demand presented by industrialization, globalization, and new technologies (Barreyro, 2008).

In the years that followed the post-military dictatorship regime, a period of access to information led to an awareness of the importance of education for the advancement of the Brazilian Republic (Cardoso & Winter, 2006). Brazilian artists, intellectuals, and scholars that had sought asylum in other countries during the military dictatorship regime returned to Brazil and the country experienced a significant improvement in primary and secondary education (Levine, 2003).

Primary and secondary schools’ improvement, coupled with industrialization, economic expansion, and democracy led to an increased student interest in higher education, creating a demand for more higher education institutions (Almeida, Antonio, Gutierrez, & Marques, 2013). The post-military dictatorship regime’s priority was the privatization of state-owned companies, not public education. Therefore, Brazil saw a decline in the establishment of new public higher education institutions during this time. There were not enough public universities to meet the demand of prospective students (Fishlow, 2013). Many of these students turned to the private education sector as an option to obtain a degree. Private higher education universities then reached their second grand momentum, post the higher education reform, in late 1990’s (Barreyro, 2008).

In the early years of the 21st century, the private higher education sector showed a remarkable enrollment increase (MEC, 2014). Due to the inability of the public higher education sector to meet the demand of students interested in attending college, the government instituted programs to facilitate access to the private higher education sector such as the ProUni program.
The ProUni program provides scholarships for students that are accepted to private higher education institutions and meet income requirements (Cavalcanti, Guimaraes, & Sampaio, 2010). These new policies have benefited the private higher education sector and led to the continuing growth of private universities in Brazil. The Brazilian educational landscape includes this private higher education sector that shows positive conditions to continue thriving.

The ProUni program opened the doors for a population of students that, before 2004, thought higher education in a private university was unattainable (Cavalcanti et al., 2010). Access to higher education for those that would not have otherwise been able to attend a private institution of higher education has led to a thriving private higher education sector in Brazil (Sécca & Leal, 2014).

Private higher education institutions in Brazil most recently appear to have reached their latest 21st century momentum. Over the years, political, social, and economic changes in the country led to the evolution and flourishing of the private higher education sector and to an understanding that its prospects for the future are promising ones. The 21st century private higher education sector in Brazil is now numerically superior to the public sector, both in enrollments and in the number of establishments (MEC, 2014).

Summary. The private higher education sector developed as a means to aid the public education sector to meet the demand of students (Sampaio, 2013; Sécca & Leal, 2014). However, since its early years, private education has been a part of the educational system in Brazil, directly or indirectly. The model of private higher education that currently prevails in the country originated in the institutions created in the nineteenth century, after the proclamation of the Republic of Brazil. The Brazilian private higher education sector gained its first momentum in 1970’s, following a compressive Brazilian higher education reform (Levine, 2003; Martins,
Private higher education universities then reached their second momentum, after the Military Dictatorship in late 1980’s and early 1990’s, when private universities were allowed to redesign their curricula, had more autonomy in their educational practices, and granted the possibility to be governed by the civil code (Sampaio, 2013). Presently, the Brazilian private higher education sector seems to be thriving its 21st century momentum with a large and steadily growing number of Brazilian students starting to gain access to the private higher education sector.

**Overview of Leadership**

Despite the fact that the term ‘lead’ derived from the native English was first recorded in the year 825 AD meaning to command, to direct, and to drive, the word ‘leadership’ only first appeared in the English language in the nineteenth century (Oliveira & Delfino, 2013). Since then, leadership has been studied both theoretically and empirically worldwide (Day, Fleenor, Atwater, Sturm, & McKee, 2014; Grint, 2011; Northouse, 2013).

The literature on leadership is not only vast, but also multidimensional, situational, and complex (Bryman, Collinson, Grint, Jackson, & Uhl-Bien, 2011, Northouse, 2013). Yukl (2010) suggested that, “researchers usually define leadership according their individual perspectives and the aspects of the phenomenon of most interest to then” (p. 2). According to Northouse (2013), “some researchers conceptualize leadership as a trait or as a behavior, whereas others view leadership from an information-processing perspective or relational standpoint” (p. 1). Despite the attempts to conceptualization, “scholars and practitioners have attempted to define leadership for more than a century without universal consensus” (Northouse 2013, p. 2).

A review of the leadership literature suggested that definitions of leadership seem to be highly influenced by the context, as well as the time when leadership was defined (Northouse,
For example, Moore (1927) defined leadership at the onset of the great depression as, “the ability to impress the will of the leader on those lead and to induce obedience, respect, loyalty, and cooperation” (p. 127). In contrast, Luthans and Avolio’s (2003) definition of leadership proposed post-September 11th 2001 conveyed a more positive, hopeful democratic vision: “…a process that draws from both positive psychological capacities and a highly developed organizational context, which results in both greater self-awareness and self-regulated positive behaviors on the part of leaders and associates, fostering positive self-development” (p. 243).

Aside from the different points of view on lines of thought and consensus of definitions of leadership, researches seem to agree that leadership is a growing, rapidly changing field (Day et al., 2014; Grint, 2011) and a “highly valued phenomenon” (Northouse 2013, p. 14). As eloquently put by Yukl (2010) “no single, ‘correct’ definition of leadership covers all situations; what matters is how useful the definition is for increasing our understanding of effective leadership” (p. 23). This study adopted Luthans and Avolio’s (2003) authentic leadership definition as its guide, which is a psychological perspective of leadership.

**Authentic Leadership**

According to Northouse (2013), “Authentic leadership represents one of the newest areas of leadership research” (p. 253). The line of inquiry of authentic leadership in this study is rooted in positive psychology (Avolio & Gardner, 2005; Gardner et al., 2005; May et al., 2003; Michie & Gooty, 2005). Positive psychology is defined as the “scientific study of ordinary human strengths and virtues” (Sheldon & King, 2001, p. 216).

Positive psychology emerged as an attempt on the part of psychologists to broaden their perspectives to a more qualitative, subjective angle, rather than the positivist angle that had
dominated the field of psychology for decades (Sheldon & King, 2001). This is not to suggest that all studies of the field of psychology connected to illness be disregarded, but to look at the positive aspects of behavior scientifically, and to build understanding that may improve quality of life (Seligman & Csikszentmihalyi, 2000). More specifically, positive psychology is “an attempt to urge psychologists to adopt a more open appreciative perspective regarding human potentials, motives and capacities” (Sheldon & King, 2001, p. 216).

Positive organizational scholarship emerged parallel to positive psychology, from the work of organizational scholars (Cameron et al., 2003). Since 2003, scholars have engaged in the study of positive psychology in the context of organizations calling the new discipline positive organizational scholarship (Cameron et al., 2003). Positive organizational scholarship “focus[es] on positive process and states that occur in association with organizational contexts” (Cameron et al., 2003, p. 5). These scholars theorize and empirically study human capital and its positive psychological capabilities in organizations (Cameron et al., 2003).

Positive organizational scholarship does not ignore the scientific and negative conditions that are embedded in organizations and its context, rather it places less emphasis on negativity by focusing on developing a novel lens, or as Cameron and colleagues (2003) described “an expanded perspective that includes instrumental concerns but puts an increased emphasis on ideas of ‘goodness’ and positive human potential” (p. 4).

The authentic leadership theory has its roots on positive organizational scholarship (Luthans & Avolio, 2003). According to Yukl (2010), the theory “describes an ideal leader whose behavior is guided by strong positive values” (p. 432). In particular, the authentic leadership developmental line of thought grounded in the seminal work of Luthans and Avolio
substantially relies on positive organizational scholarship. These theories emphasize the significance of constructive and optimistic conditions for positive results in organizations.

In summary, the aim of positive psychology is to create a lens that directs the focus to include building positive qualities rather than concentrating solely with repairing that of which is negative (Seligman & Csikszentmihalyi, 2000). Drawn from the positive psychology, positive organizational scholarship and authentic leadership emerged as new disciplines to study the virtues of individuals and organizations as well as what makes them flourish (Cameron et al., 2003).

**The evolution of authentic leadership.** The concepts of authenticity and originality are not new (Harter, 2002). They can be traced to Greek philosophy and the ideals of “know-it yourself” or “what is your true?” (Harter, 2002, p. 382). Yukl (2010) wrote that the general authentic leadership theory “describes an ideal leader whose behavior is guided by strong positive values” (p. 432).

Theorists and practitioners alike view the understanding of authentic leadership as a work in progress (Arkoubi, 2013; Caza & Jackson, 2011; Day et al., 2014; Luthans & Avolio, 2003; Neider & Schriesheim, 2014; Northouse, 2013; Owusu-Bempah, Addison, & Fairweather, 2014). Caza and Jackson described the scholarly literature on authentic leadership as “primarily formative” rather than “summative in nature” (p. 353).

Over the years, despite being a new area of inquiry, scholars have sought to study the authentic leadership theory via quantitative methods (Moriano et al., 2011; Özkan & Ceylan, 2012; Peus, Wesche, Streicher, Braun, & Frey, 2012; Walumbwa et al., 2007; Xiong & Fang, 2014), qualitative methods (Arkoubi, 2013; Endrissat et al., 2007; Murphy, 2012), and mixed methods (Walumbwa et al., 2007). These studies provide different insights that the literature of
authentic leadership necessitates more research.

**Lines of thought and approaches of authentic leadership.** As authentic leadership gains prominence in the theoretical and practitioner arenas, it is imperative that scholars studying the construct clearly define their pathways, the lines of thought, and the road map they take to study authentic leadership (Caza & Jackson, 2011). This may assure that the levels of analysis, definitions, approaches, and perspectives adopted are aligned in their research (Caza & Jackson, 2011).

According to Northouse (2013) authentic leadership studies often follow two paths, a practitioner path and a theoretical path. While these two paths often overlap and complement each other, they are quite distinct. The practitioner’s path is often prescriptive, presents the basics of authentic leadership in an accessible language with “real-life examples” and is “not evidence based” (Northouse, 2013, p. 255). The theoretical path “is based on findings from social science research” and emerged paralleled to the practitioner’s approach (Northouse, 2013, p. 253-255).

Bill George, Nick Craig and Andrew Mclean are the pioneers of the practitioner line of thought (Northouse, 2013). The practitioner developmental line of inquiry describes an authentic leader as a leader that leads with a passion and purpose, practicing their values, leading “with the heart”, developing “connected relationships” and having “self-discipline to get results” (George, McLean & Craig, 2008, p. xxii). In this line of inquiry, “your life story is the foundation of your leadership” (George et al., 2008, p. 1). From a practitioner viewpoint authentic leadership suggests a leader who is true to one self (George, Sims, McLean & Mayer, 2007).

Luthans, Avolio, Shamir, and Eilam are the pioneers of the theoretical approach to authentic leadership (Northouse, 2013). From a theoretical lens, antecedent factors such as...
“positive psychological capacities, moral reasoning capacities, and critical life events...are influential in a person’s ability to become an authentic leader” (Northouse, 2013, p. 226). This approach also places the emphasis on the life story of the leader (Northouse, 2013). What distinguishes this path is its stream of lines of thought.

While there are no clear definition of lines of thought in the practitioner’s path, the theoretical path presents three dominate theoretical lines of thought concerning authentic leadership: (1) intrapersonal, (2) interpersonal, and (2) developmental (Northouse, 2013). Despite acknowledging the merits of the practitioner’s pathways to authentic leadership, in order to advance the theoretical aspects of the theory, this study followed the developmental line of inquiry. Table 1 illustrates the most common descriptions of theoretical authentic leadership on the western scholarly literature:

Table 1.

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<thead>
<tr>
<th>Most Common Lines of Thought and Descriptions of Authentic Leadership</th>
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<tr>
<td><strong>Approach</strong></td>
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<tr>
<td>Intrapersonal</td>
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<td>Interpersonal</td>
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Table 1 continued

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<tr>
<th>Approach</th>
<th>Theorist</th>
<th>Foundations</th>
<th>Descriptions</th>
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<tbody>
<tr>
<td>Developmental</td>
<td>(Luthans &amp; Avolio, 2003)</td>
<td>Grounded on positive organizational scholarship, authentic leadership can be developed over a lifetime and is triggered by major life events (Avolio &amp; Gardner, 2005; Luthans &amp; Avolio, 2003). The leader’s behavior is grounded on antecedent factors and gathered thru life story (Luthans &amp; Avolio, 2003).</td>
<td>“a process that draws from both positive psychological capacities and a highly developed organizational context, which results in both greater self-awareness and self-regulated positive behaviors on the part of leaders and associates, fostering positive self-development” (Luthans &amp; Avolio, 2003. p. 243).</td>
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The intrapersonal line of thought acknowledges the dynamics of the leader, followers, and other players, focusing on what is happening within the individual and followers’ minds and how the followers legitimate the authenticity of the leader (Shamir & Eilam, 2005). This approach is considered “more complicated” as it involves several players (Avolio & Gardner, 2005, p. 332). Shamir and others have advanced this line of thought and suggested the study of authentic followership and life story of the leader (Arkoubi, 2013; Murphy, 2012; Shamir, Dayan-Horesh, & Adler, 2005; Shamir & Eilam, 2005). The cornerstone of intrapersonal studies is that, “in addition to authentic leaders, authentic leadership includes authentic followership as well” (Shamir & Eilam, 2005, p. 400). Critics of this perspective have strong opinions, noting that this approach presents a complex view, and that the authentic leadership theory is not at this stage yet, as its basic underlying assumptions have not been fully investigated (Avolio & Gardner, 2005; Northouse, 2013). While there is merit and criticism regarding this intrapersonal viewpoint, this perspective is not the focus of this study.

The interpersonal line of thought focuses on the leader, yet suggests a multidimensional co-constructed relational concept with the follower (Eagly, 2005; Northouse, 2013). Scholars
such as Eagly have advanced this line of thought by linking it with the relational theory. Researchers agree that because the authentic leadership theory is still in its early stages of development, this relational co-constructed perspective may be ambiguous or even premature at this stage (Northouse, 2013; Shamir & Eilam, 2005). In this line of inquiry is important that the leader adapts to the follower’s values in order to be effective (Northouse, 2013). This line of thought was a less appropriate as a guiding lens for this research as the researcher looked at the development of authentic leadership over the lifespan of the participants.

It is important to stress that the focus of this study is on the theoretical path and the developmental authentic leadership line of inquiry. Advancements in authentic leadership studies emphasize this developmental line of thought (Avolio & Gardner, 2005; Cameron, Duton, & Quinn, 2003; Gardner et al., 2005; Northouse, 2013). This perspective emphasizes the lifetime of the leader, acknowledging the followers, but not overemphasizing followers’ relationship with the leader as its cornerstone (Avolio & Gardner, 2005). It also places importance on the context, antecedent factors and leader’s life story (Luthans & Avolio, 2003). In this line of inquiry, authentic leadership is triggered by major life events over a lifetime (Avolio & Gardner, 2005). This approach is grounded on the seminal work of Luthans and Avolio (2003), particularly, on the authentic leadership development model (Luthans & Avolio, 2003).

**Developmental authentic leadership.** As stated previously, this study employs a theoretical developmental perspective of authentic leadership (Luthans & Avolio, 2003; Northouse, 2013). Atewologun (2013) suggested that management scholars have dominated the developmental authentic leadership area, and emphasized the need of expanding this line of thought to the study of other areas such as education.
The theoretical developmental line of inquiry of authentic leadership is rooted in positive psychology (Luthans & Avolio, 2003), places attention on the context (Avolio & Gardner, 2005; Luthans & Avolio, 2003), and largely relies on positive organizational scholarship (Cameron et al., 2003; Luthans & Avolio, 2003). This line of thought also places significant importance on antecedent factors across a lifetime, the good or bad experiences that trigger or influence an individual’s development as a leader, and places emphasis on the life story of the leader (Luthans & Avolio, 2003; Northhouse, 2013). The theoretical developmental line of inquiry is concerned with the antecedent factors of authentic leadership, how authentic leadership develops over a life span and the critical events or experiences that may trigger it (Northhouse, 2013).

**Empirical works of authentic leadership.** Authentic leadership is a relatively new complex theory in need of more research (Caza & Jackson, 2011; Cutler, 2014; Fields, 2013; Neider & Schriesheim, 2014; Northhouse, 2013; Yukl, 2010). Reviews and empirical studies have led to a conclusion that the literature on authentic leadership is formative and with limited empirical studies, despite an emerging body of empirical research that lacks alignment among the study’s components and peer-review (Caza & Jackson, 2011).

For instance, Gardner and colleagues’ (2011) reviewed ninety-one publications on authentic leadership and authentic leaders. This review included articles published in non-peer-reviewed journals. This literature review suggested that much more clarification is needed in order for the field of authentic leadership to progress. The review also indicated that the field still lacks studies that can add to the knowledge of antecedent factors of authentic leadership (Gardner et al., 2011).
Caza and Jackson’s (2011) also reviewed authentic leadership studies. However, in their review, only seven empirical studies were found. This literature review suggested that the authentic leadership theory is an emerging one. In addition, it added to the scholarly conversation of authentic leadership in a more analytical and deeper level than Gardner and colleagues’ review, as all articles included in their research were empirical. Caza and Jackson’s review also identified the antecedent factors of authentic leadership as an area of studies that necessitates more understanding.

**Antecedent factors of authentic leadership.** As this study is data driven and other antecedent factors of leadership may emerge during the research in the context of private higher education in Brazil, the researcher will limit the discussion of antecedent factors to a broad overview of what has been found in the theoretical developmental authentic leadership literature. Luthans and Avolio (2003) suggested that authentic leadership, rather than being a single trait can be developed, and that it develops over a lifetime based on experiences as well as the context of the reflection, and largely relies on awareness, and self-regulation. The pair also indicated that authentic leadership may be triggered by life experiences such as critical life events, good or bad, such as beginning a new position or experiencing a trauma, followed by self-awareness (Luthans & Avolio, 2003).

Shamir and Eilam (2005) explained that, “authentic leadership rests heavily on the self-relevant meanings the leader attaches to his or her life experiences, and these meanings are captured in the leader’s life story” (p. 395). Shamir and Eilam proposed that experiences coupled with the “state of eudaimonia” (the capability of an individual to act in congruence with their values and with self-knowledge) could be an antecedent factor of authentic leadership (p. 396). Similarly, Sparrowe’s (2005) theoretical study proposed self-knowledge as the starting
point of authentic leadership. Expanding on Sparrowe’s work, Avolio and Gardner’s (2005) theoretical review presented an elaborated list of possible factors, such as positive psychological capital and moral perspective, self-awareness and regulation, behaviors, as well as processes such as positive modeling, exchanges in the organizational context (Avolio & Gardner, 2005).

Northouse (2013) narrowed the list to the following antecedent factors of authentic leadership: (1) psychological attributes, such as confidence, hope, optimism, resilience and (2) moral reasoning. Aligning with Luthans and Avolio' (2003) and Gardner and colleagues (2005) initial theoretical findings, Northouse also suggested that critical life events in the life of a leader may influence (a) self-awareness, (b) internalized moral perspectives, (c) balancing processing, and (d) relational transparency (p. 263).

Similarly, Peus and colleagues (2012) found that the two predominant antecedent factors of authentic leadership in the European context are self-knowledge and self-consistency (p. 343). These identified factors align with Luthans and Avolio' (2003) and Gardner and colleagues (2005) initial theoretical findings of possible antecedent factors of authentic leadership presented on chapter one.

**Authentic leadership studies in specific contexts.** Employing a positivist starting point and quantitative methods, Peus, Wesche, Streicher, Braun and Frey (2011) measured the antecedents of developmental authentic leadership in a European context. The study indicated that extra effort, self-knowledge, and self-consistency were “antecedents of authentic leadership” (p. 343). This study advanced the theoretical construct by extending the conversation on antecedent factors of the theory by validating self-knowledge and self-consistency as antecedent factors of authentic leadership. Ultimately, the authors acknowledged that, “more empirically based knowledge on the skills that are prerequisite to authentic leadership is needed in order to
fully use its potential for the practice of leadership” (Peus et al., 2012, p. 346).

Internationally, Turner and Mavin (2008) studied the subjective life-stories and journeys of 22 British senior leaders in England, focusing on their leadership development via narrative inquiry. Utilizing developmental authentic leadership as guiding framework, they sought to “generate subjective narratives of how individuals establish and sustain leadership” (p. 1). Their purpose was similar to this proposed study but in a European context. The study findings extended the authentic leadership theory to the European context. More specifically, the study revealed that, “senior leader’s life stories and in particular negative trigger events are significant to their approach as a leaders” (Turner and Mavin, 2008, p. 1). They found that “life stories experiences and in particular trigger events, are worthy of serious exploration and further research” (Turner & Mavin, 2008, p. 15). Turner and Mavin’s study also suggested that honesty, integrity, and particularly negative experiences or “negative trigger events,” are potential antecedent factors of authentic leadership in the United Kingdom (p. 15).

Although the North American literature does not present many qualitative studies of authentic leadership in a South American context, one European study focused on the study of authentic leadership in Brazil in the education field. Bento and Ribeiro (2013) employed a subjective definition and developmental approach to authentic leadership from a positivist viewpoint. This was the only study known to have studied authentic leadership in Brazil. In their quantitative study, Bento and Ribeiro examined the level of authenticity of leadership through followers’ perceptions (rather than the leaders’ perceptions) and how this level differed in public schools and private schools in Brazil. They reported that 86 teachers from Brazil participated. Their findings indicated that that the levels of authenticity of the Brazilian school leaders were, “above the moderate level” (p. 128).
**Authentic Leaders**

Authentic leaders must be genuine (Shamir & Eilam, 2005). To accomplish that these leaders “lead with purpose, meaning and values”, being themselves, the person that they are created to be (George, 2003, p. 12). Shamir and Eilam contended that an authentic leader must be true to itself, rather than acting to meet the expectations of others. Therefore, the authenticity of a leader reflects aspects of the leader’s personality and uniqueness, so it cannot simply be measured, rather, can only be understood (Avolio, 2005). Shamir and Eilam argued that authentic leaders are motivated by personal internal beliefs, instead of being motivated by status or external values. These leaders lead from their own point of view, and often their actions are based on their personal values and their own convictions (Shamir & Eilam, 2005).

Employing a cultural perspective, Goffee and Gareth (2005) suggested that authentic leaders “retain their distinctiveness as individuals, yet they know how to win acceptance in strong corporate and social cultures” (p. 2). Authentic leaders seem to be able to adapt to situations they face and the people they lead, not losing their identities during this process, by remaining focused on their destination without neglecting their starting point as individuals (Goffee & Gareth, 2005). Goffee and Gareth suggested that authentic leaders are “highly attuned to their environments, they rely on an intuition born of formative, sometimes harsh experiences to understand the expectations and concerns of the people they seek to influence” (p. 2).

Luthans and Avolio (2003) stated that authentic leaders are guided by conscious values that allow them to operate with high standards of integrity and uniqueness. Similarly, researchers, Avolio, Gardner, Walumbwa, Luthans and May (2004) reported that authentic leaders act in accordance with their own core values. Under the developmental perspective, authentic leaders can be perceived as the center of their practices, as they ground their decisions
and viewpoints on what they perceive as correct based on their internal values, principles, and ethics (Avolio, 2005).

Authentic leaders often place their values ahead of potential gains that could contradict their principles and personal convictions, which in turn generates respect and trust (Luthans & Avolio, 2003). Authentic leaders are also perceived as displaying conscious moral perspectives, being confident, hopeful, optimistic, resilient, and possessing a high moral character (Avolio et al., 2004).

In this study, the factor that indicates someone is authentic is the degree of transparency and consistency between their personal values and behaviors (Avolio et al., 2004; Luthans & Avolio, 2003; Gardner et al., 2005; Northouse, 2013). These values and behaviors may be rooted in the leader’s life antecedents or lived experiences, such as critical events and experiences that occurred over a lifetime and context (George, 2003; Luthans & Avolio, 2003; Northouse, 2013). These values and behaviors can be understood thru life stories (George, 2003; George et al., 2008; Luthans & Avolio, 2003; Shamir & Eilam, 2005; Turner & Mavin, 2008).

In summary, Luthans and Avolio (2003) proposed that rather than a prescribed set of rules, authentic leadership is a lifetime occurrence grounded on lived experiences. Luthans and Avolio conceptualized authentic leadership theory as a developmental process in the lifetime of the leader that forms in their lives over a lifetime the foundation of authentic leaders is their deep sense of selves and how they position themselves as being true to themselves, in relation to issues according to their personal values and beliefs, these values and beliefs are grounded in their life experiences and can be understood via life stories (Avolio, 2005; George, 2003).

**Leadership in leaders in Brazil.** It is important to emphasize once more that the accumulation of data outside the scope of the individual narratives is not the goal of life story
narratives (Atkinson, 2008, Clandinin & Connelly, 2000; Riessman, 2013; Sandelowski, 1991; Sparrowe, 2005), as this accumulation may jeopardize and constrain the stories of the participants (Clandinin & Connelly, 2000). However, in concluding this review of leadership and leaders, it is significant to provide a general overview of the leadership in leaders in Brazil. The concept of authentic leadership is an emerging one and no known peer-reviewed scholarly study was found that addressed the focus of this research.

The leadership of Brazilian private higher education leaders seemed to be neglected by not only the leadership literature, but is also missing in the authentic leadership scholarly literature. No study was found addressing the leadership of private university presidents either. Most of the recent literature on leadership in Brazil seems to be focused on transformational leadership (Machado, 2011; Strapasson & Medeiros, 2009). These studies often addressed executives in several fields (Neto, Tanure, Santos & Lima, 2009).

For instance, Brazilian scholars Neto and colleagues (2009), in their study of the leadership of 430 Brazilian higher-level executives stated that it is not doable to compare the ideal leadership of higher-level executives in Brazil with that of what is presented by the western literature. Their study’s findings indicated that the leadership of Brazilian leaders is very distinct to that of what is considered to be an ideal type of leader in North America.

According to Neto and colleagues’ (2009), study, the higher level executives that participated on the study paid much more attention to aspects related to their own perception, rather than the values and needs of the their followers. Their quantitative study employed a range of theories of leadership originated in North America from the personality theory to the transformational leadership theory. Their study did not take in consideration the authentic leadership theory.
Life Story Narrative and Leadership Studies

Humans have been telling the life stories of leaders for centuries. From the story of the leader Jesus in the Bible to recent high profile stories such as the life story of Steven Jobs or Hillary Clinton, life stories are captivating texts that serve as means of reflection and learning for those telling and for those reading it.

Atkinson (1998) defines a life story as:

* A life story is the story a person chooses to tell about the life he or she has lived, told as completely and honestly as possible, what is remembered of it, and what the teller wants others to know of it, usually as a result of a guided interview by another...A life story is a fairly complete narrating of one’s entire experience of life as a whole, highlighting the most important aspects” (Author’s italics, p. 8).

Unquestionably, “Life stories do not occur in a vacuum” (Cruikshank, 1992, p. 16). Stories evolve over time and are deeply embedded in a context (Atkinson, 1998; Connelly & Clandinin, 2013). Atkinson (1998) argued that a life story narrative “is the most helpful research approach available to gain a subjective perspective on and understanding of whatever scope of the topic or issue is under consideration” (p. 13). Its applications are boundless as narrative studies of lives “can explain or confirm experience through the moral, ethical or social context of a given situation. Life stories can illustrate what is like to be in a process in a world made up of change” (Atkinson, 1998, p. 13).

Life story narratives, as a qualitative approach, has a long tradition within the fields of anthropology and psychology (Atkinson, 1998, 2007). A life story narrative is collaboration between researcher and participants, with a focus on a lifetime of an individual (Connelly & Clandinin, 1990; McAdams, 2008; McAdams, 2012, Sandelowski, 1991).
As a data collection method, life story interviews are interdisciplinary and have been widely used in several fields (Atkinson, 2007). Sociologists and sociolinguists employ life stories in their fields as means to understand societies and cultures (Atkinson, 1998). The methodology also has been proved to be particularly effective in the study of leaders in organizational contexts, particularly in the study of leadership (Briggs, Coleman, & Morrison, 2012). A life story narrative is a “powerful and innovative multidiciplinary narrative inquiry methodology” (Atkinson, 2007, p. 239). Shamir, Dayan-Horesh and Adler (2005) posited that “by studying leaders’ life stories, we can access cultural meanings of leadership and compare them across contexts” (p. 25).

A life story narrative can be employed in a range of contexts and fields as a means to enter the inner world of the participants, and learn from the viewponts of others in a honest and genufine fashion (Atkinson, 2007). For example, Murphy (2012) employed a life story narrative to study nurses who were chief executives. They investigated the lives of these nurses in order to unveil how their leadership journey evolved in the context of their organizations. Similarly, Shamir et al. (2005) studied the development of leaders by qualitatively investigating the leaders’ lives employing a life story narrative. Their research proposes that a life story narrative is a promising method to leadership studies. Branson (2007) employed a life story narrative with a focus on recent experiences of six principals’ leadership approaches in Catholic elementary schools in Australia. A life story narrative approach was employed as a means to delve into the stories of these principals, and thus understand their leadership, their meaning making process, as well as how they are grounded in their personal beliefs (Branson, 2007).

In addition, many other studies have utilized the life story narrative approach to study the experience of leaders (e.g. Shamir, Dayan-Horesh, & Adler, 2005; Eilam & Shamir, 2013;
Shamir & Eilam, 2005; McAdams, 2011; Murphy, 2012; Ramirez & Hammack, 2014; Shaw, 2010; Tonnsen, Alexander, Topolka-Jorissen, & Jacobs, 2011; Weischer, Weibler & Petersen, 2013).

Conclusions

Creswell (2012) wrote that literature reviews play a small role in qualitatative studies because “qualitative research relies more on the views of participants in the study and less on the direction identified in the literature” (p. 17). Narratives and life stories in particular eschew complicated literature reviews (Atkinson, 2007; Connelly & Clandinin, 1990). The main goal of this chapter was to provide the readers an overview into the context of the study through an overview of Brazil, the Brazilian private higher education sector, authentic leadership, authentic leaders, and life stories as addressed in the leadership literature.
Chapter 3: Methodology

This qualitative study was designed to address one broad research question: How do three private university presidents in Brazil understand the experiences in their lifetime that may have influenced their leadership? A life story narrative, conducted via data-driven temporal thematic analysis, served as a window into the life stories of three private university presidents as they reflected on their life experiences journey and leadership in the private higher education sector in Brazil. This chapter presents the methodology.

**Research paradigm.** Paradigms are the lens of the study (Wellington, 2000). The interpretive-subjective paradigm as described by Burrell and Morgan (1979) served as the lens through which the data collected was interpreted. This paradigm aims “to understand and explain the social world primarily from the point of view of the actors involved” (Burrell & Morgan, 1979, p. 226). Through this lens, the researcher participated in the research by interacting with the participants, and by becoming immersed in the participants’ stories. The interpretive-subjective paradigm was the most suitable lens for this study as a means to understand the life experiences of the participants from their own viewpoint.

**Qualitative research.** Scholars have utilized an array of approaches to study leadership (Bryman, 2011, Northouse, 2013; Parry, Mumford, Bower & Watts, 2014; Riggio & Harvey, 2011). There are countless perspectives, angles, and foci through which scholars approach leadership studies (Bryman, 2011, Riggio & Harvey, 2011; Northouse, 2013; Dinh, Lord, Gardner, Meuser, Liden & Hu, 2014). The majority of the studies in the field of leadership employed quantitative methods, although recent studies have employed qualitative methods (Dumas & Anderson, 2014; Myers, 2013; Parry et. al, 2014). Qualitative research is characterized by its adaptable, emerging structure with a focus on participant’s experiences as a
means to provide an in-depth understanding of a given topic (Creswell, 2012; Patton, 2002; Merriam, 2009).

**Narrative Approach.** Narratives are rooted in the humanities and social sciences, and are a collaborative effort between the researcher and the participants (Creswell, 2013; Connelly & Clandinin, 1990; Riessman, 2008). According to Phillion (2002), “narrative inquiries almost always are about people’s lives, their interests, concerns, and passions” (p. 17). Narratives gained popularity in the 1980’s (Connelly & Clandinin, 2013; Polkinghorne, 2007) and more recently the approach has expanded, being used in organizational studies and other areas (Creswell, 2013; Riessman, 2008).

Clandinin (2013) explained that a narrative is “an approach to the study of human lives conceived as a way of honoring live experience as a source of important knowledge and understanding” (p. 17). In fact, according to Clandinin and Connelly (2000), “narrative studies are judged to be important when they become literary texts to be read by others not so much for the knowledge they contain but for the vicarious testing of life possibilities by readers of the research” (p. 42).

There are several approaches to and forms of narrative research (Connelly & Clandinin, 1990; Elliott, 2005; Polkinghorne, 2007; Riessman, 2007; Sandelowski, 1991). This study adopted a life story narrative approach (Atkinson, 2007; Connelly & Clandinin, 1990; McAdams, 2008; McAdams, 2012). Connelly and Clandinin suggested that this approach is used to “describe…lives, collect and tell stories of them, and write narratives of experience” (p. 2).

Life story narratives generally employ a sample size of one or a maximum of two participants (Connelly & Clandinin, 2013; Creswell, 2013). However, this study included three
participants, allowing for a variety of experiences and stories in a Brazilian context to emerge, thus providing a range of perspectives. Briggs, Coleman and Morrison (2012) wrote that life story narratives “help understand research problems based around education careers and individuals’ experiences of being in a leadership role” (p. 225). The purpose of this study justified the selection of the life story narrative as its methodological approach. Life story narratives as methodological approach provide a holistic, vivid account of lived experiences of the participants (Clandinin, 2013; McAdams, 2012; Creswell, 2013).

Site and Participants

This study employed a criterion sample of three Brazilian educational leaders who were private university presidents in Brazil. The criteria included that participants had held academic and/or administrative positions in private universities in Brazil for at least five years and had actively served as a president of a private higher education institution in Brazil for at least one year. This criterion allowed for the selection of participants who had experienced shifts in the Brazilian landscape.

Recruitment. Upon approval of the Institutional Review Board, the researcher contacted a bi-national organization in Brazil and asked for recommendations of potential participants. During this contact, the researcher explained the nature of the inquiry and the candidates’ requirements. The bi-national organization also received a copy of the unsigned consent form and interview protocol in English and in Portuguese. Upon receiving recommendations, the researcher contacted potential participants in person asking for their participation. Those that meet the participation criteria received an oral explanation of the study and were provided with a copy of the interview protocol and unsigned consent form. These documents explained that a pseudonym would be used to protect the participants’ confidentiality in the transcribed
interviews, data analysis process, and final presentation. It also stated that they were allowed to withdraw at any time and for any reason, as well as how the study may impact them, and its potential benefits. No incentives or rewards were given for their participation. Those who decided to contribute to the study signed the letter of consent and returned it to the researcher in person. The researcher’s personal and professional background was also disclosed to participants.

**Data Collection**

**Interviews.** Connelly and Clandinin (2013) wrote that, “narrative inquirers tend to begin with experience as lived and told in stories” (p. 128). To accomplish this in this life story narrative study, stories were gathered primarily through one-on-one, open-ended life story interviews. One-on-one open-ended interviewing is the most common means to gather life stories and for developing a richer and deeper understanding about the participant’s experiences (Atkinson, 1998; Connelly & Clandinin, 2013). According to Patton (2002), “Open-ended questions and probes yield in-depth responses about people’s experiences, perceptions, opinions, feelings and knowledge” (p. 4). During the third interview, participants were also asked to complete a reflective timeline form, which contained a chronological organization of their life experiences and events.

The data collection strategy was adapted from Atkinson’s (1998) life story interview questions (Appendix D). Using Atkinson’s life story interview questions as a guide, three individual face-to-face oral interviews were conducted in Brazil for approximately sixty minutes. All interviews were conducted in Portuguese. These interviews followed an interview protocol included as Appendix D. The first interview focused on early childhood and transition to adolescence and early adulthood. The second interview focused on adult life, major life themes,
and transitions in detail, specifically related to their status as higher education leaders. The final interview focused on inner life, traditions, as well as social factors, concluding with a final timeline reflection. The participants were given the right to decline to answer to any questions or withdraw from the interview at any time with no penalty or negative consequences.

Atkinson’s (1998) life story interview model does not specify a time frame for conducting interviews. However, Atkinson noted that when interviewing for life stories, researchers should demonstrate openness and flexibility. On one hand, the participants may become engaged in telling their stories, resulting in longer and less-structured interviews. On the other hand, some participants may have difficulty telling their stories and the interviewer may need to ask more probing questions (Atkinson, 1998). The participants of this study had no difficulty in telling their stories and the researcher’s role was of an active listener.

According to Marshall and Gretchen (2011), when “interviewing elites- individuals in positions of power and influence,” researchers may need to “adapt the planned structure of the interview, based on the wishes and predilections of the person interviewed” (p. 155-156). The interviews respected and honored the availability of the participants. These interviews were conducted in a location of the participant’s choice.

With the participants’ permission, the interviews were audio recorded for transcription and analysis purposes. Third party transcription services were used. Upon receiving the transcripts, the researcher proceeded with elimination of identifiers in order to protect the identity of the participants. The researcher shared the transcripts and stories with the participants for their review.

Artifacts. Many narrative research approaches, particularly those driven by theory, often use artifacts as primary sources of data in tandem with interviews (Polkinghorne, 1995;
Riessman, 2008). However, in life story narratives the researcher is not attempting to prove a theory. Accordingly, artifacts, if any, are often reviewed as secondary sources of data in life story narratives, primarily used as memory triggers as oral stories are the main source of data in this approach (Atkinson, 2007; Clandinin, 2013; McAdams, 2012). Moreover, by using the artifacts as merely secondary forms of data collection, the methodological literary approach sought was accomplished and “the life story [was] located within its historical context” (Goodson, 1992, p. 210).

In this study, artifacts were carefully reviewed when available and appropriate in order to introduce the oral stories and the contextual background during the third-person retelling process. Artifacts, such as pictures, newspapers articles, and resumes were also used during the interviews as memory triggers when available and appropriate. However, the researcher was careful when presenting these artifacts in the analysis, as they could potentially compromise the confidentiality and identity of the participants. To this end, the role of these artifacts were to “help contextualize” the stories as told by the participants (Connelly & Clandinin, 2013) rather than constraining and jeopardizing the oral stories (Atkinson, 2007; Clandinin, 2013; McAdams, 2012).

**Data Storage**

Storage and management of data was accomplished electronically and on paper. After transcribing and translating the interviews while removing identifiers, the data was encrypted, backed up, and stored electronically in a hard drive with a password. The researcher also kept an additional encrypted backup in her computer in a folder with a password. Upon completion of this project raw data containing confidential interviewee information, including audio, electronic information and hard copies were destroyed. Consent and other signed documentation will be
kept in a safe for three years.

**Data Analysis**

Narrative research, particularly life story narrative research, is not guided by a unanimous prescribed design of analysis (Carey & Atkinson, 2009; Clandinin & Connelly, 2000; Riessman, 2008; McAdams, 2012). Goodson (2001) wrote that narrative analysis is “about making sense of, or interpreting, the information and evidence that the researcher has decided to consider as a data” (p. 35). Thus, narrative research is “highly interpretative” (Riessman, 2008, p. 74).

After transcribing the interviews, collecting secondary data in the form of artifacts, and removing identifiers, narrative analysis began. The analysis followed four steps: First, the researcher coded the stories; second, the researcher proceeded with the chronological organization of the stories; third, a completion of a chronological coded storyline was accomplished; finally the final step included portrayal of the stories and the context in the third person tense in forms introductions, as well as retelling of the individual stories in the first person tense. This final step included translation from Portuguese to English, and thematic analysis.

**Narrative coding.** During the narrative coding the researcher looked for motifs and proceeded with motif coding. Saldaña (2013) explained that, “a motif as a literary device is an element that sometimes appears several times within a narrative work, and in Motif Coding the motif or element might appear several times or only once within an excerpt” (p. 128). The coding process considered Thompson’s Motif-Index (Garry & El-Shamy, 2004; Jason, 2000; Thompson, 2008). Garry and El-Shamy indicated that the Motif-Index “for areas such as Central Africa, North American, and Oceania is inadequate” (p. Xviii). However, this study was conducted in South America and motifs are a commonly used as reference in Latino stories (e.g.
Aldama, 2013, Carey & Atkinson, 2009). In this study, motif coding was employed as a means to prepare the stories for temporal organization and thematic analysis. This strategy also served in identifying epiphanies, themes, turning points, and characters in a coherent manner in anticipation of the retelling process.

**Chronological organization.** Clandinin and Connelly’s (2000) three-dimensional space model allows narrative inquirers to examine and organize narratives while considering dimensions of time, space, as well as personal and social aspects. The three-dimensional space model situates the story of the participants considering the past, present and future in a context (Connelly & Clandinin, 2000). This model also serves “as an analytical frame for reducing the stories to a set of understandings” (Connelly & Clandinin, 2000, p. 54). When using this analytical tool narrative, the researcher organized the stories into temporal, personal, social and situational spaces. Employing Clandinin and Connelly’s model as a tool, chronological organization of the stories was accomplished. During this organization, the researcher looked at interactions between the spaces, seeking to established consistency and continuity between plots, epiphanies and turning points within the spaces and the context.

**Presentation.** In presenting narrative stories Reissman (2008) suggested presenting an analogical example that narrative researchers, “…make sure the events are in the right order; use the pronouns “I” and “me” to tell the story; make sure the beginning is interesting” (p. 1). This representation was accomplished by temporal and thematic organization of individual stories, restoring first person nomenclature during retelling, translation and presentation of the stories in Chapter Four.

**Thematic analysis.** Luton (2010) explained that, “in thematic analysis, the contents of the stories are examined by identifying stories that are relevant to the research propose” (p. 68).
After sorting of the data, chronological organization, as well as during coding, the researcher read several times the stories that addressed the goals of the study. During thematic analysis original data was revisited and interpreted. Riessman (2008) recommends narrative researchers conducting thematic analysis to pay attention to “what” was said rather than “how” it was said (p. 54). In this study, this was accomplished by a careful review of the original transcripts and by giving special attention to the predominant motifs that emerged. Following thematic analysis was the interpretation of the stories in forms of themes and sub themes.

**Trustworthiness**

Creswell (2013) advises qualitative researchers to employ at least two procedures in order to accomplish trustworthiness in their research. In this study three major procedures were completed to ensure the dependability and trustworthiness of this study. First, to minimize bias the researcher provided a positionality statement and kept research analytic memos that were used to capture the researcher’s reflections throughout the process in preparation for the analysis.

Second, the researcher carefully provided rich, thick description when representing the stories in Chapter Four. Thick description strategies followed Ponterotto (2006) orientation that it, “entail[s] describing fully the participants of the study without compromising anonymity” (p. 546). Thick description was accomplished by the inclusion of verbatim accounts in form of translations wherever possible and appropriate.

Lincoln and Guba (1985) deem member checking to be, “the most critical technique for establishing credibility” (p. 314). The third procedure included member checking and it was accomplished by providing the participants with the opportunity to review the original transcripts as well as the narrative stories developed. Finally, the credibility of this study was also
accomplished by an independent examination of the translation of original transcripts and organized stories.

**Protection of Human Subjects**

Butin (2010) explained that, “protection for participants goes beyond confidentiality and anonymity” (p. 106). Upon approval of the Institutional Review Board (IRB), the Brazilian leaders volunteered to participate in the study. Prior to data collection, participants were provided with an informed consent form, which indicated that their participation would not adversely affect their standing or performance within their institution. The researcher protected the participant’s confidentiality and identity in the transcribed interviews, data analysis process, and final reporting by using a pseudonym chosen by each participant. The participants had the opportunity to ask questions about the study, were informed that they had the right to decline answering any question, and that they could withdraw from the interview and the study at any time and for any reason. They also were provided with a copy of the interview protocol and consent form in both Portuguese and English prior to the interview for their review. These documents were also reviewed orally with the participants.

**Limitations and Delimitations**

One limitation of this study relies on linguistic aspects. More specifically it relies on the nature of life story translations, representation of the narrator’s voice, and potential cultural-linguistic resemblances among participant’s stories and the researcher’s voice. The researcher was the one conducting the interviews, translating the transcripts and organizing the stories. She is fluent in Portuguese and English and the interviews were conducted in Portuguese. In general, the resemblance of the translator’s voice with that of the narrator is a normal facet of narrative translations (Hermans, 1996). Potentially, the participants and the researcher share similarities in
their ways of linguistically expressing themselves and this resemblance may be more apparent in this research. Hermans explained: “When we read translated narrative, the original Narrator's voice is not the only which comes to us. The Translator's discursive presence in the translated text becomes discernible” (p. 23). To address this limitation, the researcher sought, to the best of her abilities, to represent the source language, Portuguese, accurately in form and style and making it comparable to that of the target language, English. As a professionally trained Portuguese translator/interpreter and a former translator/interpreter at a school district in Massachusetts, the researcher has subject matter experience and knowledge of techniques and terminology appropriate for the translation of this research. Chase (2008) explained that, “in testimonio, oral history, life story, and performance narrative- the researcher (and translator, who is sometimes-but not always-the same person) makes decisions about how to translate and transcribe the narrator’s story” (p. 76).

As noted on Chapter One, the potential for researcher bias is also inherent in this study. Despite the fact that the researcher’s bias was disclosed and the researcher’s use of trustworthy strategies of representation in this interpretive-subjective study, bias cannot be eliminated. Briscoe (2005) wrote “no matter a researcher’s intentions, their perceptions and thus representation of the other will always be from their particular perspective” (p. 26).

An important delimitation of this study included the level of analysis and focus. Despite the fact that the researcher recognized that some authentic leadership theories describe the construct as multidimensional involving followers’ perceptions of their leader or relational style, the researcher chose to focus on the leaders’ perceptions within their cultural context. Due to the emerging nature of the construct of authentic leadership and the need to better understand the perspective of leaders in Brazil, this research focused on the leaders perspectives as they told
their stories. Finally, it is important to emphasize that the participants’ experience, and stories should not be generalized to all Brazilian leaders. They tell the stories of three individuals.
Chapter 4: Findings

Methodological Organization of the Findings

This chapter presents data collected through in-depth life-story interviews and artifacts. The purpose of these life story narratives was to examine how three private university presidents in Brazil understood the experiences in their lifetime that influenced their leadership. The following research question guided the study: How do three private university presidents in Brazil understand the experiences in their lifetime that may have influenced their leadership?

Prior to presenting the findings, it is important to emphasize the methodological approach and organization of the findings previously discussed in Chapter Three. First and foremost, first person retelling of life story narratives is a key recommendation of narrative scholars (e.g. Atkinson, 1995; Carey & Atkinson, 2009; Riessman, 2008). In fact, Riessman emphasized the importance of making intentional efforts to maintain the voice of the participants “intact” when presenting them in the form of stories (Riessman, 2008, p. 53).

This study followed these recommendations, and the participant’s voices, translated from their verbatim accounts were the study’s focus. This allowed the reader to not only read the interpretation of the researcher, but also to develop his or her own unique interpretations. Secondary sources of data collection in the form of artifacts served as tools to contextualize the stories rather than constrain them. Both the prologue and individual portraits were written in the third person as a means to situate the reader and introduce the stories. Whenever possible, this was accomplished with the aids of literary language. Creswell (2013) explained that, “We conduct qualitative research when we want to write in a literary, flexible style that conveys stories, or theater, or poems, without restrictions of formal academic structures of writing” (p. 48).
Structural Organization of the Chapter

This chapter is divided into four sections. It begins with a brief introduction of the broader context, the participants within that context, and a prologue. Following this are the portraits of each individual story in the third person using literary approaches. These portraits precede the first person retelling of each participant’s story. Each portrait is then followed by first person accounts of the participants’ stories, translated from their verbatim accounts. The third section introduces emerging themes and sub themes from the life story narratives in relation to the research question as identified through examination of the data, and thematic analysis. Thematic analysis was accomplished with the aids of motif coding. In the last section, the researcher summarizes the findings.

Introduction to the Broader Context

Significant historic moments and movements marked Brazil’s history and trajectory from a dictatorship regime to a democratic society. Appendix E illustrates major events from 1964, the beginning of the dictatorship regime, to the present. Siqueira (2006) portrayed the dictatorship era as an oppressive one: “Brazilians feed the bitterness generated by the lack of political perspectives caused by arbitrary scheme set up by the military dictatorship…Brazilians had to live with lack of essential goods for survival, unemployment, hunger, illiteracy, and insecurity” (p. 2, translated). Today Brazil is a democratic country. President Tancredo Neves said,

We can’t deny that there were many moments of discouragement and fatigue, in which each of us wondered if it was worth fighting. But each time that temptation attacked us, the exciting vision of the people resisting and waiting, recreated in all of us an energy
that we assumed we no longer had and we resume, the very next day, as if nothing had been lost. (President elected Tancredo Neves, Brasilia, 01/15/1985, translated speech)

The dictatorship regime in Brazil lasted from 1964 to 1985, and it was a period of censorship (Levine, 1999). Levine explained that during the dictatorship regime, protests and civilian movements against the regime were not allowed and the media could not report the abuses that daily citizens suffered. Levine also indicated that violence, political persecution, and repression marked that era. The year 1968 was a particular oppressive year, where “Act #5 closed Congress [and] tightened dictatorship” (Levine, 1999, p. xiii). During that period, arts such as literature and music played a critical role in documenting and portraying what that era entailed (Palácio do Planalto, 2014). Many intellectuals and artists fled the country and sought asylum in other countries (Virgilio, 2014). Many others remained in Brazil and through arts, particularly using metaphors and figurative language, documented and kept the memory of that period alive (Levine, 1999; Virgilio, 2014).

During the dictatorship regime, many oppressed citizens portrayed the era via music. Musician Geraldo Vandré Paraíba who composed the song “Pra Não Dizer que não Falei das Flores— For them not to say that I never spoke about the flowers — in 1968 (Appendix G). The song is considered a call to the Brazilian citizens to go to the streets and fight for to democracy and is an example of the used metaphors and figurative language during that period (Virgilio, 2014).

The year of 1985 marks thirty years of freedom from the dictatorship regime in Brazil (Palácio do Planalto, 2014). The post-military era was marked by the return of lost freedoms and civil rights to all Brazilian citizens (Levine, 1999).
The participants within the broader context. Brazil’s trajectory toward democracy was turbulent and several movements and historic moments marked the history of the country. Since the establishment of democracy in 1985, much has been accomplished in the country to assist the underprivileged, including programs established to foster educational access (MEC, 2014). Democracy and interest for the common good is evident not only within the context where the stories occurred, but also through the stories of the study’s participants.

Brazil’s democracy was possible thanks to a population that believed and valued freedom, and thus fought for a democratic country. Many of those, some of them students at the time, were the ones on the frontlines fighting for a better land. Others were only children at the time and only indirectly lived the effects of the dictatorship or the post-dictatorship regime in the country and in their lives. Currently, some of those people are prominent leaders of the Brazilian private higher education sector. Their stories relay where they came from, who they are, who they serve, what their leadership entails, as well as how they understand the experiences that have influenced their approaches to leadership. The next section introduces these stories. First however, the researcher provides a prologue that establishes the mythical and dramaturgical context of the participants’ stories.

Prologue

Once upon a time, there was an empty land. Then, someone moved there. Someone else also moved there. More and more people moved there, had children, and their children had children. With time, they formed a community, a progressive community. And, not long ago, that land was no longer just a land it was a grand democratic city, and it was named Greatland.

Greatland is like any other metropolis with thousands of stories to tell. But there is something special about Greatland. Greatland is believed to be the land where promises are
fulfilled if you work hard, love what you do, and do your best when doing what you love.

Greatland is the mecca of storytellers, the holder of legends, and the hearth of the country. At least, this is what the people who live there say.

Greatland is where all the characters of these stories lived or were drawn to at some point in their lives; some for a specific reason, and others for no reason at all. Some were drawn to the city by accident, others by choice, and for others, it was just destiny. Greatland is where most “magic moments” occurred in the lives of the characters of these stories. Energetic Passionate moved from Farmland to Greatland, left Greatland for Europeland and later returned to Greatland. Kind Facilitator was born in Infoland and raised in Village of Flowers. She later moved from Village of Flowers to Greatland. And True Warrior… well True Warrior… True Warrior was born and raised in Greatland and never left.

A beautiful land, with a stunning bright sunset and glittering blue sky, Greatland is not only a kind, passionate, sensitive, and giving land. Greatland is also an authentic, driven, strong, resilient, thoughtful, rebellious, and loyal land. Greatland is nothing more than the people that live or lived there. And so all of our characters live, lived, or will live in the Greatland at one point of their lives. If they stay or if they move one day, they all leave a legacy behind. Directly or indirectly their personal and professional experiences in Greatland or outside Greatland influenced their life, their leadership. Their stories, their voices, tell the stories of who they were, and who they are today. Greatland is the center stage of our stories. And so, we shall begin…

**Portrait I: Energetic Passionate**

Once upon a time, in the stunning Farmland, there was an especially bright little girl, named Energetic Passionate. She grew up on a farm and moved to the Greatland with her
parents when she was only seven years old. Later, she moved to Europeland, and completed her Ph.D. in organizational studies. Passionate, loyal, energetic, innovative, impatient and with an entrepreneurial spirit, she accomplished beautiful things. Among them, she became the mother of two lovely princesses, pioneered a doctoral degree in one of the best universities in Latin America, and became a founding president of an innovative private university in Brazil.

Energetic Passionate wears several hats. She is a daughter, a sister, a mom, a professor, a scholar, an adviser, and an accomplished administrator. Her life-stories are filled with drive and passion. An accomplished scholar in the field of organizational studies, her research interests include: power and gender relations, women’s studies, leadership and identity.

Eloquent, confident, self-aware, and resilient, she never forgot her identity, the experiences, the ogres, and heroes that led her to be what she is today. Today, that special bright little girl is the president and the mastermind of a groundbreaking private research university in Latin America. Her experiences tell the story. Her journey is filled with passion and magical moments. After all, she is Energetic Passionate. And this is her story.

**Energetic Passionate’ Story**

**Childhood: A victorious firstborn.** I am the eldest daughter in a family of seven children and I was born on a farm. My parents were also born and raised on a farm and my father decided to move with the family to Greatland when I was seven years old. I had some important milestones of my childhood that have shaped who I’ve become. First and foremost is the fact that I am the firstborn child. Maybe my father really wanted me to be a boy. As the firstborn, I think I got a very large load to carry, both from my father and from my mother. Even though my father never put any restrictions on me, I would say I grew up in a patriarchal culture. Both in my time, as well as today, but mainly in my time, the culture was, and perhaps today still
is, very patriarchal. My mother also has had a very strong influence in my life. My mother was such a dedicated mother. In terms of education, even though my mother and father only finished elementary school (because they were also born on a farm), both highly valued and stressed the importance of studying. My father always said, “The legacy I can leave to my children is education.”

We moved to Greatland when I was seven years old and I started my education under odd circumstances. Because my birthday was in the middle of the year, I started school late, at seven and a half years old. Despite this, I never had any learning difficulties throughout the educational stage of my life. Besides that, because my father probably would have liked to study more himself and because he valued education so highly, I felt like I was always the example for my siblings. I believe that my brothers had several issues regarding this and probably could have benefited from therapy.

Adolescence: Extraordinary events and the discovery of a treasure. I’ve always been a very hard-working student. For example, I finished high school without having to worry about any final tests. I had already earned high enough grades to waive all of the required tests. But I had two problems during high school. The first problem was that I was terrible at drawing. If I needed to make a straight line it was quite possible that I ended up drawing it curved; if I wanted to make a curve, it was quite possible that I’d end up with a straight line. Therefore, I had a lot of trouble because I had drawing classes, craft classes, and some other art classes with the nuns. I suffered with arts and crafts. The second difficulty was that I was always touted as the example. If my brothers and sisters had some difficulty in school, my father was always very severe in terms of discipline and I was made the example. So these were the two points that were most difficult for me.
During high-school years, I did not want to do a regular kind of track that they called “normal.” What I wanted to do at the time was what they called “the scientific track.” Scientific studies would prepare you for college and I wanted to study medicine and psychiatry. Imagine that! However, I ended up in the normal track, and I took two admission exams, one to study in an educational institute and one to study in a community college, and I passed them both. I never had difficulties with my studies. I decided to stay at the institute, and my father, amazed, thought that the fact that he did not have to pay for it was something extraordinary. For him, this was an inconceivable situation.

**Early adulthood: Identity tests and deceptive bargains.** I remember that I did the normal track in high school, when at the Institute I completed an internship, and went to teach—all these things. But I did not want to be a teacher. I did not want to. I took a vocational test at the institute. I marked all of the items that I thought would make me seem interested in medical school. I wanted the psychologist to say once it was complete, "Look, you have all the characteristics to embrace and follow medicine as a career."

I remember when I finished the vocational test and the psychologist came to give me feedback. She told me a number of things, but in summary said the following. She said, “Look, it's amazing how you like biology, this area of biology, but you have all the features to be a teacher, so I recommend you go for a biology major, and go to teach a biology class.” No, no and no! I always enjoyed writing as well. So, I said, "No," and I went to study journalism instead.

I finished my education at the Institute and went into journalism, but I wanted to be a doctor. Since I would not be able to be a doctor, I decided to be a writer. Then I took the entrance exam to be a journalist, and passed it. However, I realized that things were not as I
thought they were. As a journalist, you had to go to the streets, find news, and write. At the
time, I worked on both the advertising side of journalism, such as public relations, and the
regular day-to-day journalism side. I had opportunities to work in all these areas. I got to work
at an agency and a bank in the communications department. I produced an ad on television when
I was just a student. I found it all very beautiful and wonderful. Then I did an internship at a
large company, and later went to work for a reputable newspaper. I did some front-page reports.

I remember one interview I did. At that time I was very young. It was an interview with
a very important Minister to the Brazilian president. As I arrived, I looked around and I only
saw men there. When I arrived, they looked at me differently. I was a girl, a very young girl. I
do know one thing for sure: Due to the fact that I was a very young girl, he ended up giving me
more attention, and my report ended up on the front-page news. Consequently, even before I
finished my major, I had my own column in the newspaper. It was my column and I wrote it by
myself. I signed my name and this was a very interesting experience for me. But then I began to
realize that the newspaper paid very little. I pondered: Maybe I should go into public relations?
I had completed an internship at a big company earlier, and they called me and asked me if I
wanted to work there. I left the newspaper and entered the public relations industry. I spent one
year there, and although it was also a very interesting experience, I realized that it was not what I
wanted for my life. I thought: This isn’t it. It’s not what I want.

**Adulthood: The quest for other realms and the unique.** Then came an opportunity—
Brazil was investing in master degrees. A program was available called “National Plan for
Executives Training,” more or less at the end of the 80s. They opened this program in
southeastern Brazil and I think they also opened in some parts in the south. I applied. It was the
first class ever and I received a scholarship. The scholarship was very good; it was only a little
less than my salary in the great company I worked for. I started my master's degree under that scholarship—I had to dedicate myself to it full time to receive the scholarship. My parents, especially my father said, “But you will study, will not pay, and will still receive? This is too much.” The fact that I did not have to pay for my education seemed unbelievable to them.

Even before completing a master's degree, I started to teach in one of the largest public universities in Brazil as a substitute professor. I also began taking other classes when possible. After that, I went to work in a research institution as an advisor to the president in the organizational development area.

During that time in my life I said, “No, I do not want to go for a Ph.D.,” but I changed my mind later. I got pregnant. I had my first child and really wanted the research institution I worked for to grant me a leave of absence so that I could complete my doctoral studies. The institution did not give me the leave of absence. My husband insisted that I pursue a Ph.D. so we went abroad and completed our Ph.D.’s together. Once we finished our doctorates, we returned to Brazil, and soon after, I assumed the leadership of the Department of Administrative Sciences at one of the best universities in Latin America. We offered a Master's degree in administration and I was elected the director of this program. They called it a “course.” I said, “Guys, a course? We will not get anywhere with a course. How is a graduate program only comprised of one course?”

I took over the department and made many changes in two years. First, I changed the name. I started by saying, “Guys, let's change that name.” At the time, the Dean’s office did not want to accept the change. I insisted. I insisted so much that the Dean of Graduate Studies told me, “All right, I'll give you support, but you will have to change the entire master’s program.”
The Dean’s office believed that many faculty groups had already been formed but they lacked synergy. “Let's change this, we will create better relationships with our colleagues,” I said.

And with that, I managed to create a department of Research and Graduate Studies in only two years. I was also the one that created the Doctorate in Business Administration at one of the best universities in Latin America. I also created a specialization. I had the collaboration of several people, but all this started with me.

At that point, my husband and I started to review courses for the Brazilian Education department. My husband thought it was appropriate for him to retire and to create a university, and so we created We Care University. I retired from my position, but before I started to dedicate myself full-time to We Care University, I started to work in another institution of higher education, while dedicating part-time to We Care University. I worked at the other institution of higher education a little more than one year, mainly creating research groups. When I saw that I really could not continue to devote myself to We Care University while being a full-time professor at another institution, I ended up deciding to quit the other job and to dedicate my time to the university we had created. And I would say this: in terms of the idea of We Care University, the project was my husband's, but We Care University’s academic project was mine.

After 32 years of marriage, my husband and I divorced, but we still work together. In terms of institutional design with a focus on research, we accomplished what the institution could accomplish in terms of innovation. We instituted an interdisciplinary research project in all majors. Every semester, all students participated in an academic research initiative, as if it was collective scientific research. This initiative really helped students develop professional skills in their majors. When the college was five years old and still very young, we introduced
the creation of a master’s program. With the college only recently created, the master’s program was approved.

The structure of our master’s program is innovative. We provide experiences for our students in research and social projects. I have the ability to see something that might be a problem and then say, "We have this problem. We have this challenge, how can we solve this pedagogically?" I have this ability. And with this ability, we already have several innovative majors. Of course, we work as a team, but our leadership is very lean, with very few people. Everyone has two positions, because it is a lean minimalist structure. After I began working at We Care University as its president, my scientific/academic production is not the same as it used to be. I think in my area, in terms of research, I continue to publish, especially articles. But I do not have much time for it.

**Insights**

**The value of the industry.** I think I'm creative and work a lot. It is work, work, work, work, work, and more work. I think I have a lot of energy to work. Sometimes I'm tired, I'm sick, etc., but I have this energy. People say, “You will die,” but at least I'll die happy. I have two daughters and the institution is my third child, a daughter whom I believe in. I think from time to time it pushes me hard but it has its good side; it has a number of compensations.

I think I have passion for what I do. I have passion when I see, in terms of the university, a graduating class. We work with many students from the ProUni that come from the poorer classes, and we see—I’ve had the opportunity to see it for myself—that sometimes the parents did not believe that their children would graduate. I think this is a very important paradigm. We have ProUni students coming from a very difficult situation.
We must have a well-thought-out academic project to best serve these students, a recovery project to help students that had no access to information and opportunities during their lives, during high school. And we seek to help the students. Personally, I am very happy when we see the following: A student who came to us from ProUni on 100% scholarship, which means that the student belongs to a specific less advantageous low-income social class, graduated, gets a master’s degree and see that same student, now working as a professor in an institution of higher education. Is this not the greatest thing ever? To see a person receive the necessary conditions and opportunity is great—the person shines. To see competencies that the person already had, but were not properly developed and formed—I think that's wonderful, don’t you agree?

I think our motto in the design of our institution, the We Care University, is: If you have a project, make it happen. Our project was to create a private institution of higher education, knowing that we do not have the best students in terms of academic knowledge. To have phenomenal institution and to strive each day to be a team is just something extraordinary. We are just a group of professors. We have no bank financing us, nothing. The university is what we do, what we built with the initial capital that we put in. This is a project of opportunities. To have a project, believe in it and bring it to fruition—fighting for it to happen, even if it is in leaps and bounds, at times. And to see what you can do. I think the design of the project is what guided the development of the project.

**Magic moments and other extraordinary events.** The happiest moment of my life, especially as a woman, was the moment I gave birth to my daughters. The first birth for me was a spectacular deal. It was a cesarean, so I was anesthetized, fading off into nowhere. When I was coming back from the anesthesia, I was mumbling to the doctor, almost asleep, “My
daughter will be president of Brazil. My daughter will be president of Brazil,” insisting on that. When my other daughter was born, she breathed a little amniotic fluid at birth and had several problems. I was so distressed and asked the nurse to please see her. I put her on my chest, nursed her, and the fact that I breastfed her seemed to help her tremendously even though she did not have much strength. These are the magical moments in my life.

Magical moments, professionally and personally, of course I have several. We go back and forth in life. At We Care University, the first graduating class of students was special. Actually, no, it was not even the first one. It was the first class I saw when I entered the classroom. I could not believe it. I said to our team, “People, these are our students, our responsibility. No one, no government, no one has to be responsible for them. These people are relying on us. These people are trusting us.” I felt like I had never been in the classroom before. I was so thrilled to see that the class believed in us.

**Deceptions and endurance.** I'll tell you that if you ask if I had many moments of sadness, I had many. I had a lot of moments of joy as well. I am the kind of person that can cry and laugh. But the manifestation of a disease in my second daughter has been many times very heavy, very heavy on me, coming with great moments of sadness. Despite everything, I never stopped doing anything because of them, because of my children. No, what I could not do, what I was not able to accomplish, was my responsibility. I tried to do my best.

I'm not a model of a mother, as my mother was. The death of my mother hit me hard. And my mother was a mother so devoted, so traditional, that three months after her death, I had frozen snacks in my freezer that were made by my mom. My mom was so dedicated that she would go to my house, and my brothers’ and sister’s house, and cook us homemade snacks. I'm
not that kind of model-mother. In no way am I this kind of mother. I am not. I used to eat the
snacks she made before she died, and cried.

I am not that kind of mother, but what I can do for my daughters, I do. These problems,
the death of my mother, the manifestation of illness in my daughter, moments that my daughter
had to go through, and still is going through, these moments are very hard for me. My divorce
also impacted me a lot. Even though we try to not be impacted by it, it impacted me. I love to
conduct research. I research gender relations, woman empowerment, everything. But my
divorce was in the context of my conservative female notion where the family structure is
important. It is very incongruent with my lines of research, but it is a fact in my life.

Another thing that sometimes bothers me is lack of recognition. For example, let’s go
back to the first major higher education institution that I worked at. All you have in that business
department, I created. And the recognition, I have no memory of any recognition from them, and
I think, “Damn, all that I did, all my dedication, even despite all of my difficulties, I already had
my daughter, but I never stopped doing absolutely nothing, despite my personal adversities. No
one ever said thank you.” I think the level of recognition of my dedication to create the graduate
programs in that institution bothers me. It was so influential in my life; it is sad. It is as if there
is no memory left, and it bothers me.

**Customs and Traditions: The deeds of the gods and the quest for uniqueness.** I was
always against traditions. For example, everyone in my husband’s family knew how to cook. I
cannot cook. I love good food, but only know how to make a couple of dishes. My mother-in-
law used to say, “She can cook, but she has no time.” She protected me.

Also, I think that my mother’s influence in my life is very important. My mother was a
very welcoming lady. We lived on a farm before coming to Greatland; those of us who stayed
on the farm had no health care. So people in the family, the ones that lived in the rural areas, used to come to Greatland and stay in my home when they needed to go to the doctor. These doctors were sometimes private doctors, sometimes volunteers. My mother accompanied everyone that came to see the doctors. So when I was about nine/ten years old, I was responsible for preparing lunch while my mother was away. But, look, I did not follow the traditions that women of my age had to follow—knowing how to cook, sew, or having to know how to do this or that. I was very opposed to that.

When I started working in journalism, my father said, “But this is impossible, where on earth have you ever seen a woman, a woman witnessing crime?” I tried to break all the rules, breaking from everything that was very traditional although I was very influenced by my family. And in terms of religion, I am religious. However, I am not a practitioner. I remember when I was studying in a Catholic school, there was a nun who told me, “Look, you have the seed of a religious vocation, it's up to you to grow it or kill it.” I stayed three days with that in my head and I said to myself, “I'll kill it. This will not work out; it will not work out.” I don’t practice any religion, but I believe in God. This is a family influence; if I had been born in another place, maybe I would not have this influence. I believe we can do a lot when we want to do something, when you believe in yourself, but we have to have protection, I believe in this. This is a factor that, in terms of this religious tradition, is still very present in my life.

**Journey: Interesting moments.** In my career, I have had some interesting moments. I was a representative of the largest Brazilian research agency, which is notable recognition in the scientific area. I have had a few moments, but I would not say they were trajectories. I recently received a medal for my contribution to the field of organizational studies.
Sometimes I fight a lot with my advisees. I say, “I will kill one.” And when the thesis comes out and the advisee does a good job, I am very happy. This year, I received one dedication. It was from one of my advisees, and it was one of the most beautiful dedications I’ve ever received in my life. He talked a little about leadership. He researched leadership and said that, in that path, he found a leader. His dedication in his dissertation to me was beautiful. So, we have these moments, these moments that help us to forget the difficulties a little bit, because there are a lot of difficulties too, a lot in many different areas and departments. There are many. They are a part of life.

**Historical moments: Assertiveness of conduct and transformations.** One of the most powerful historic moments in my life was when I stood up against the United States’ influence in our culture. I participated a lot in this movement. I did not like to sing American songs. I did not like the American influence, but I loved Elvis. And I decided to not listen to music in English. I decided to get a Ph.D. in Europe, even though I was accepted in Ph.D. programs in the United States. That moment was certainly remarkable, even striking. In terms of the dictatorship, my idol was Chico Buarque—how he went against the United States’ influence in our culture and the way he wrote his songs. I think it was also a very important thing to challenge and contest authority. He did not get exiled or anything, but the music he made spoke as if he was exiled. This had an impact on my leadership in terms of starting to position myself with more assertiveness.

**Leadership.** I would say that my own research has influenced my leadership—I research woman empowerment and I find this very interesting. Currently, we have an ongoing study with women, high-level executives of companies in more or less male-dominated sectors. All in all, I think things are moving in the direction I’d like to go. I like to do research, I like to teach, and I
like to write. I like to lead the university. I am delighted to do this; I believe in the project; I'm happy. I have this shelter. I swear to God that sometimes I think, "No, I will stop, it is time to, to stop." Then I come back to my senses and I'm like, "My God, will I?" It's as if We Care University was my third daughter.

**Family Influences.** I think I had two very strong and different influences. With my father, very much the head of the household, it was, "Yes sir, no sir, and amen.” My father, he had a passion, he had a great desire to study. And my mother was a very delicate lady.

Let’s call these moments ‘the magic moments.’ Today, with my father, we hug and joke with each other. Until recently, now he is 89, he used to play with us, throw us on the floor, because he was very tall and strong. He drank beer with us. Even when I was young, I did not have any drinking restrictions, as long as I drank near him. But I was never allowed to smoke. But I smoked, secretly. But if we wanted to drink there was no problem. He always accompanied us. Even today, he still joins us. He still drinks with us, but my father has always had the desire to study. Perhaps that is why I was so insistent in pursuing medicine; it was his dream to have a son that was a doctor. So, of course it influenced me when I used to say I wanted to become one. He also influenced my siblings.

I have a sister that is an electrical engineer but she did not practice the profession because she decided to join the public sector, the justice department. She took the medical school entrance exam four or five times until it reached a point where she said, “I give up,” and moved forward with engineering. My other sister is a veterinarian. She is a doctor of animals, not of people, but she is a doctor. And I have another sister that studied odontology. And my brothers—one studied business administration, the other one went to law school, and now is a
lawyer, and another one graduated in engineering. In short, my father influenced everyone. For my father, education was very important.

My mother had a great influence in the following way: she emphasized that women should not depend on men and that you have to have your own life, independence, and your own money. Asking, “I need money to buy this, I need money to buy that” always felt oppressive to her. On the one hand, my father encouraged us to study. On the other hand, my mother encouraged us to be independent and make money. I think that these two influences led me to think that neither of them wanted their children to repeat their lives. My father did not study and had a desire to study. My mother wanted us to not be dependent on a husband like she was.

I think these were two very strong influences in my life: my father and mother. Also, I have been studying women’s empowerment for a long time, and from time to time of course I stop and start to analyze myself. As a result, I often think, “how can a family of seven children, four women, with the same culture, the same father, the same mother and the same influences turn out so differently?” Of course, we can call it a question of subjectivity. But if we delve into it a little more, it is closely linked to the very conception and development of psychoanalysis, that is, the elements of human nature, how they combine.

For example, I see that I have always liked to tell people what to do. At one point, I realized I wanted to say something and be respected. This is a point that I find important. I remember I was in middle school, and a boy, I do not know what the boy did, but he teased me. He really teased me. I beat him hard. I beat him. How this boy must hate me! I wonder if he remembers the image of being beaten by a girl in front of all of his peers. I beat him in front of the whole school, at the school gate.
And the next day at that same place, his father beat him even more. “That's for you to learn to not to let a woman beat you,” said his father. Then his father asked, “Who is it that beat you?” I thought, “I'll get beat! Oh my god, now what? I will be beat!” The boy replied, “It was her, dad,” pointing to me. The boy’s dad looked at me, and looked back to the boy. “Come here boy. That's for you to learn not to be beat by a girl,” and the dad beat him even more for him to learn to be respected. Poor thing. At the time, I had no idea what kind of impact it could have on me, right? Now, I think beyond that encouragement, I had an incentive. I was and I am like that. I'm a bit dissatisfied with the established laws and oppression.

I always say that these days, the only thing people don’t change is their DNA. But the rest, everything else is subject to change. So I'm a little dissatisfied with established rules. I want to think outside of the box. I have a certain dissatisfaction with the establish laws, this coupled with energy. Sometimes I'm dead tired. But suddenly, I have a power. And I'm creative. I think these elements, the creativity and the energy combine in a perfect way in my life. I'm a very demanding person, too, and some even say that I am authoritarian. I'm not that authoritative, but they say I am…Oh my goodness…

My worse quality is impatience. I am highly impatient. And if you ask me what is my perspective, my main quality? I'll answer loyalty. If I say something to you, even if I die, I’ll fulfill my promise. And on the other hand, I also want people to have loyalty, and sometimes it is not reciprocated. Yeah, that's problematic for me. I suffer with things like that.

**Legacy.** Today I'm not even so sure if I would like to keep the institution's project, because I think it can change so much. But perhaps a legacy I’d like to leave, and especially for those people who work more directly with me, to my children, to my grandchildren, to my advisees, to my students, is that people should always have a project. Whatever project it is. I
believe the day you do not have a project is the day you begin to die. It is very important to have a project, to believe in it, and do everything in your power for it to happen. For example, if you have a vacation project, that project, it moves you. You start thinking: "Damn, I’ll get to visit such a place,” then you start thinking in terms of what clothing you will wear, “I have to buy this, do this, that.” We all have to have a project in all areas of our life. I hope my daughters hold on to this belief and never let it go. Another thing I wish is that people had more loyalty although today this seems almost impossible. This is very difficult, but I'd like that.

**Portrait II: Kind Facilitator**

Once upon a time, in the quiet colorful Village of Flowers there was a nice studious little girl named Kind Facilitator. Despite the fact that Kind Facilitator grew up in Village of Flowers, she was actually born in Infoland. This studious little girl, of course, grew up studying. School was her life and she had it all figured out. She would move from Village of Flowers one day, study more and become independent. There was no other option as far as she knew. After all, everyone she knew did just that in Village of Flowers. Later on, she moved to Greatland and studied even more. That was a great accomplishment, she thought. Intelligent, focused and kind, she accomplished magnificent things. A lovely mom of one smart little boy, and today a successful executive, Kind Facilitator is an accomplished practitioner, businesswoman, and a caring president of a cutting-edge private university in Brazil.

She has a purpose—to touch lives in a good way. She does not want to be a bad example. Perhaps the experiences, the ogres, the witches, and the heroes she encountered in her journey led her to be where she is and how she leads today. Or perhaps not, perhaps, it was only the ogres and witches of her life, her negative experiences. Her memories tell the story. Her
journey is filled with the desire to do good things for others, to touch and transform lives with good examples. After all, she is Kind Facilitator and this is her story.

**Kind Facilitator’s Story**

**Childhood: A studious girl.** I was born in the seventies and come from a family of educators. I just realized that recently, even though I’ve been working in the field of education for about a decade. As child I was always studying. I was always a good student. I feel that I should have played more. Not playing a lot can be a bit negative. When I was a kid, I was always busy—it was music class, or it was a foreign language class. I was always in school and I carried a responsibility to be the best; for me it was not enough to be average, I wanted to be the best, nothing less than the best. And this desire of being the best was mine. It was something that I felt deeply, a kind of responsibility I had.

When I was a child I did not have a specific thing that I wanted to be when I grew up. I just knew I wanted to be good at whatever I selected and I used to think, “I want to be the best at whatever I end up doing,” but I had no idea what that would be. As a child, I did not like to play with dolls. I liked to teach, to play teacher. This I never thought about back then, but I'm remembering this now. The only place I worked within the educational field was at the university I work at now, Touch Lives University. After about four or five years at Touch Lives University, I said to myself, “I want to be in education forever.” That's when I thought, “Yeah, and this comes from my roots.”

I come from a very traditional family, and when I say traditional, I mean a very large family. My mother’s family is a family of eleven children, nine women, nine teachers, and I just came to reflect on this facet of my family after I started working in education. Then I said, “Well, I have to be a teacher, an educator, because I think this is in my roots, in my origins.”
My father’s side is not a family of teachers, but a family that always valued education. When I was born, my father was still a mechanical engineering student. He studied in one of the best universities in Infoland, and we lived in Infoland until he graduated. When he graduated, we moved as a family to another city, Village of Flowers, precisely because of his graduation. I was still very young and I remember that my father went to work at Village of Flowers and we all moved there with him. I think I was raised in an environment where education has always been seen as a major factor. The schooling, the formal education at school, was the most valued treasure in my family; it was a standing tradition in my mother's family, and a valuable principle in the family of my father.

From a very early age, when I lived in Village of Flowers, what I remember from my childhood was encountering other people who did not have this kind of appreciation for education in their homes, people who did not internalize the importance of education. This is something that I still remember. Still very young, my parents enrolled me in a language school to learn English. Few people in Village of Flowers at that time attended the language school or learned English when they were seven or eight years old. Children in that age did other activities, but they did not study English. Children spent their time playing with other kids, instead of attending music classes at the conservatory or drawing class at the fine arts museum. I did all of those things as a kid.

I was not able to do the traditional activities that other kids liked to do, these activities, included going to the club to practice jazz or practicing sports. At home my parents always told me, “You will play the piano at the conservatory, study musical perception, go to the choir.” And that caused sadness in my life because I was ten years old and what I wanted most was to be with my peers from school playing at the club. Instead, I had to practice the piano and learn how
to speak English. I always liked English. But practicing the piano, sometimes, was a sacrifice. But for what it’s worth, it gave me discipline for my studies, and it provided me with concentration skills. I attribute some attributes and qualities that I developed to my musical training, playing and practicing the piano when I was a kid.

When I think of my childhood, I also remember my father trying to provide us opportunities even though the city was small. My father worked in the big city and my mother stayed home with the children; he did all he could to create educational opportunities for all of us. For example, my father often hosted foreigners who came from the headquarters in the multinational corporation that he worked. He used to take me to the hotel where they were staying and I would spend afternoons with the old ladies and businessmen’s wives. I would spend time with them to learn with them. I talked with them in English, so they could tell me what it was like in their own country, how things worked in their land. The old ladies thought it was very unusual for a little girl from a small town, Village of Flowers, to be there speaking English, chatting with them. Village of Flowers was really just too small.

Let me tell you another story. One day, a branch of a famous high school that had headquarters in the big city was established in Village of Flowers. The first thing my father did was to enroll his children into that school. I thought that this was very funny because my friends’ parents did not enroll their children there. The high school was only for very wealthy people and that was not the case with my father; he was not part of the elite of the city. So in that high school, there were only the city's elite kids and myself. My parents justified this decision by saying, “What we can leave you with is education and the independence that you gain from education is priceless.” It was important that I grew up with that belief in my head.

Looking back, this is more or less what I experienced: Education was at the center of our
childhood development. It was something that I lived. I think that if we ever reached a certain point—this wasn’t the case, it was far from it— but if it came to a point in my family where we had to choose between food and education, it would probably have been education. We would go hungry. It was that same line of thought for all four children. We always attended the best schools and all extracurricular classes that could complement our education.

My mother is very wise. She always said, “You have to be independent and to be independent you have to study.” When I was younger, I had the following vision: Dad works, Daddy says and Mommy obeys orders. Later on and much older, I realized that it was absolutely nothing like that. The reality was that she led the house. She used my father as an excuse. And Mom, what happened to her was that she worked as a teacher until she married my father. My father lived in Infoland and they got married, she left her job, and moved there with him. Mom was always a very thoughtful person. She was the frontrunner. She led all, the management of day-to-day operations at the house, the kids, what to do, where to go. She was the head that coordinated all the children. I used to see her role as secondary as a kid. Looking back, as an adult, I realize that she was always the leader, the decision maker.

**Adolescence: The quests for uniqueness in other realms.** I was born in Infoland and moved to Village of Flowers when I was still a kid. I stayed in Village of Flowers until it was time for my entrance exam to attend college. I came to Greatland when I was just about ready to attend college to take the entrance examination tests. I was finishing my senior year in high school.

I had plans to move to Greatland, or Up-and-coming City or Big City. These were all different cities. It was my idea. It was my plan to move to another city to continue studying. Normally, everyone including, of course, myself would live in Village of Flowers until it was
time to attend college. For those who wanted to study, most certainly the path was to move to another land, and this was a part of their life plan. Many would then move to the Big City. The Greatland, people would prefer it the least because it was far from Village of Flowers. Then the majority of the people of Village of Flowers used to move to Big City, some would move to the Up-and-coming City, while others moved to some more developed areas to attend school. Few, however, thought of making the decision to move to Greatland. I was among the few that did. I already knew that this was my path. We did not talk about this at home, but there was no other way. There was no alternative to this path. This was life. It was implicit that once we grew up, we should go somewhere.

**Early adulthood: Deceptive bargains and other ogres.** I chose business administration and graduated in this field due to lack of choice. I didn’t know what I wanted to do. I had no idea. I chose business administration because it was neutral. I was against everything my parents wanted, but I didn’t choose administration to be rebellious. I chose administration because in fact, I didn’t know what I wanted to be. So I thought: if I study business administration, I can work in a range of fields. However, I had no idea what business administration entailed, what I would learn, whether or not it in fact had anything to do with my characteristics, since I did not take a vocational test. I really chose business administration because it was neutral. I was like 17 years old. I knew nothing about life. I was moving to a new city, a city I did not know, so I thought, “let’s see where this will lead”. So I passed the entrance exam and went to study business administration in one of the best universities in Latin America.

The university I chose emphasized freedom but not in a positive sense. It was a disorganized, sloppy kind of freedom. A kind of freedom where you lack the figure of a
university president, or a dean, or someone that in fact was concerned with the growth of the student who chose to study there. I think the university I chose followed this kind of mentality: Since business administration is one of the most competitive majors in Brazil and there are very few openings, they assumed that if you were intelligent enough to pass the entrance exam then you must be a competent person. Therefore, you had all of the psychological conditions to graduate with good grades. The university assumed that you would graduate. The rationale was that since the university was already the best, it didn’t need anything too structured.

Overall, I liked studying organizations. In fact, I not only enjoyed learning about companies, I really liked learning about unions and working relationships. I liked studying those subjects, but I felt that there was a lack of connection between practice and theory there. That connection between theory and practice was one I never had in my major at that university. My major was very generalist.

I never had a professor that I would consider inspiring. I never had a professor that was remarkable. I had professors that liked me; I was always a very good student, a very applied and dedicated student. I’ve always been that good girl who did everything right. I learned what needed to be learned, and when I could not learn, I asked for clarification. Nonetheless, I can’t say that I had a professor that had an impact on me, a professor that I’d say, “I wanted to be that person.”

I did undergraduate research with professors when I started participating in the junior company at the university. I was very active, but when I was approaching the end of my major, I started thinking, “Well, what will I do with everything I've learned here?” Then I was selected for an internship, a trainee program for auditors at a multinational company, which brought me
peace of mind. I said, “Good.” In the auditor program, I didn’t know what I would do. I had no idea what an auditor did, but I knew I had to go through a very long training period.

Then I thought, “Well, I have no idea what I'll do. I don’t know what they are training me for here. I do not know the reason someone would want me, but at least they will train me for something. And there is a possibility that I will consolidate my knowledge here.” That's what I thought.

At the university they did not have an internship department or a career center. They had absolutely none of that. The farthest they would go would be to put a poster somewhere once in a while about this or that opportunity and we would have to pursue those opportunities.

Time passed and I was selected for a job at the multinational company where I had done my internship. I participated in the selection process to be a financial auditor and I said, “I will go work there; it is a multinational company; and once I graduate, I will be employed.” I was not sure what I would do in that new job. On top of everything else, I was very young. When I graduated, I was about 20 to 21 years old. I graduated from there without knowing the exact worth of my major, but I really believe that education gives you a bird's eye view, a privileged perspective and sooner or later you end up discovering the value of what you did. You may only find out the value of your major later on.

**Adulthood: Transformation by various means - A treasure is found.** Towards my early adulthood, I realized that I always sought to reach for something different so I traveled a lot. I never sought to travel to the United States. I would say, “No, I want to go to Egypt, I want to go to Turkey”. I always aimed to visit different places.

As you get older, you look back to the past and realize what was worthwhile to you. I stayed at the multinational company for four years working in a very specific area, tax auditing.
I realized then that that was not what I wanted for my life and I said to myself, “No, I do not like any of this, I don’t want to be a tax consultant. I studied to work in an organization; therefore my vision had to be bigger than a company’s tax department. I want to see the company as a whole.”

That was the first turning point. That was when I left for other companies. I started working in telecommunications, always working in the financial department because of my auditing experience, and because I always liked numbers. I thought that numbers would be my pathway so I advanced in my career occupying several roles through numerous areas of finance including controlling, and accounting. I worked four years in auditing. For five or six years I worked with telecommunications, always in the area of finance.

It was a time of change at Touch Lives University; when they were changing the structure of the institution, the president of the university was searching for a person who was good with numbers to fill one position that was created. He found me, and I came to education without knowing what this business was all about. I didn’t know why a school needed someone with so much experience in the financial arena; I did not know the lay of the land. I did not see a school as an organization or as a company.

I came to the university to deal with finances. My primary role was balancing of the budget. Despite the fact that I had no voice in the committees, I was always participating as an active listener. If there were an academic committee that discussed grades, or a committee that discussed the future of a major, career development, curriculum etc., I would attend the meeting and listen. Soon enough, I started learning about the business of education.

That's when I had this insight, “I was born to work in education and it is in the education field where I want to stay, and I do not want to leave the field of education under any
circumstance because that's what I like, and I think this is in the blood of my mother and my aunts; it is in my blood.” It was at that moment that I was carried away by the field. I then fell, in essence, into education, and that is where I am today. I’ve been in education for ten years, taking care of the organization, academics and everything. I’ve been doing this since I came back from my maternity leave.

My son is three years old today. Speaking of my son, it was difficult at the beginning to handle motherhood. I think that's what every woman lives through. After a few years working at Touch Lives University, I said to myself, “I want to own the business.” And what I meant by owning was not having it as mine; that ownership meant that I wanted to take care of the business.

I knew I needed to learn about education, and I pursued that learning. When the time arrived and I realized I was ready, I said, “I'm ready to take care of the organization.” Then I also realized something else, “But now, I have to be a mother too.” Without this realization, my time as a mother would pass and things in Touch Lives University would get in the way, and I would doubt myself as a mother, and my ability to take care of the organization. The president who hired me at Touch Lives University moved up to be the head of the board of trustees and he invited me to take a higher position as president of Touch Lives University in the Greatland. I said to him, “Look, I'll be a mother.” He replied, "No problem. We want you here whether you are a mother or not; we want you at any time of your life." To me, that was very decisive.

I came back from my maternity leave as president of the institution in the Greatland. Motherhood was something that took a hold of me — it was a very overwhelming thing. I never imagined in my wildest dreams that I would be so happy being a mother. I was really taken by motherhood. Motherhood took a hold of me, and I had a very hard time thinking about going
back to work. Towards the end of my maternity leave I remember thinking, “I do not know if it's worth going back to work.” However, I came back to work because I like what I do so much. I think if I were in any other industry, in any other position, or in any other business, I would not have returned. I said, “to leave my son, to not stay with him, it has to be for something that I like a lot.” That is my affinity for education.

Nowadays, looking back at my childhood, I seek to not put a sense of urgency on my son. I take him to school and he goes to play. He will not learn eighteen languages. He will play. When I was a kid, I was on a schedule. I had a schedule for everything. There were days when I had lunch in the car because I had to go to piano lessons before going to another extra-curricular activity. That's something I try to avoid for my son. If I had one wish, the only thing I would wish for would be to have more time. I have something to do all the time. I always have something to do. A family tradition now that I have with my son, an exercise I do, is not to transfer any sense of urgency to him. I take time with him. I don’t rush him. This is something that I think is very good. The world may be falling but I do not run with it when I am with him. I do not rush when I am doing something with him.

**Insights**

**The ogres and the witches.** My first job out of college was in finance, in auditing. In auditing, I had two female superiors. It was very complicated because they were notorious and not in a good way. They were the kind of people who could not form a team. They could not lead by example. They were considered extremely rude, strict and lacking manners. The perception was that the two women thought, “I have no personal life, just work, and that's the only thing that is worthwhile.” I started my career with these two people and I would say to my
colleagues: “Folks, I do not want that in my life. I will never want to be like them. I do not want to get to a place where people do not want to be with me.”

At that time, cell phones were starting to emerge. I remember that my colleagues bought cell phones but they didn’t tell their superiors that they had them. “No, we will never tell them we have cell phones. Because if we tell Miss X, tell Miss Y, they will call us. We do not want them to call us.” Back then we did not yet have caller ID.

I used to look at situation of my colleagues being afraid of our superiors, and say, “Folks, but what's that? This is a team. Can we work this out together?” I was somehow shaped by these bad examples, and I used to ponder, “I do not know what I'll be, but whatever it is, I know for sure that I do not want to be like them; I know I will not be them. I don’t want to be that.”

Today I believe that a leader of a university that teaches business administration, leadership, human resources management and so forth, should have leadership that is a good example. I try to prepare and monitor myself. If I am not a good example for those how am I going to have the audacity to teach something that I can’t do? And if I’m not a good example for the dean of the business school, what will he pass on to his chair, to pass to the professors and to students? This, for me, is something that is embedded in my life and this must work in practice. Because the example is something that will cascade down until it gets to the classroom. And it all starts with me, like a domino effect. It is not enough to teach the book or the theory if in fact you do not practice what you preach.

**Historical moments: Motives for transformation.** Despite being born in Infoland, I was raised in Village of Flowers. In Village of Flowers, formal education was not considered central in traditional families. Village of Flowers was so small that it did not have higher education institutions. It had no university. I lived there with my family until it was time to go
to college at which point each of the kids went elsewhere to study. Village of Flowers did not have a culture that valued education, and were my parents that instilled the value of education in me. In Village of Flowers we lived in a fairly-tale. We did not have access to everything that happened in the world. We lived in our own little box. We had no access to large movements that happened in Brazil. As a child, I lived in an era where great revolutions or major issues weren’t present. But even if they did occur, they certainly arrived with very little impact on Village of Flowers, because Village of Flowers was a tourist town, rural and very small. Village of Flowers was a beautiful, colorful, clean city without industry, without big schools. It was a bulletproof city. The information or the impact of historical movements did not get there in a timely manner.

However, I do remember two historical moments, but I confess that I can’t say to what extent they struck me as leader. I remember the movement for democracy. I was on vacation in Infoland. I remember people screaming, “Direct Elections Now!” The other moment was the impeachment of President Collor. I remember because I was studying to take the undergraduate entrance exam, and I needed to understand that event, as most certainly that topic would be the subject of examination. So there were these two moments. I can’t tell you to what extent these historical events influenced my life as a president of an educational institution. What I know for sure is that, everyday, I deal with education with what is different, with the youth and if my leadership is not of the open kind, one that provides space for people to flourish, the best place for me to be is not in an educational institution. I could be a great leader somewhere else. What do I mean by that? That school is a space of diversity and it is a space where freedom of expression is paramount.
As an example, I see students and their parents in my office all the time. One day, a group of students came to talk to me and said, “We are creating a student government, but do not worry because it is not a student government opposition, it is a student government to work together.” I kindly replied, "Of course I do not worry!" That to me was obvious, because we no longer live in a dictatorship regime. To me, a student government opposition, a student government that is going to fight, is the student government of the 1960s and not today’s student government. The question now is, “What do we do together to improve it here? What am I not doing that you as the student government will do and will help me?” Then I told them, “This is part of your education and I want you have access to everything.”

In short, as much as I have gone through these two moments of democracy and impeachment, I do not know if that's what made me who I am today, or if this is something that is solely mine. I can’t tell for sure. Nonetheless, in my mind, if we are not able to deal with the different, with the contradictory, with the unexpected right away, in that very moment when things start to form, it becomes much more difficult to deal with it as we move forward.

**Leadership.** You know, looking back, I don’t think there is any significant event in my childhood, anything important that may have marked and influenced my leadership, but there is one thing I clearly remember. I remember, that as a child I was very fond of graduations. I think my leadership style was built in my adulthood, because of my professional experience. I am “anti-examples”. I attribute my leadership characteristics to the “examples” I had in my professional life, the bad examples that I would not want to be like. I would not like to repeat them and act like some people act.

Moreover, I think I carry what my father and my mother carried, and that is the idea that education transforms. I think that at We Care University, I have this responsibility to transform,
the responsibility to lead this transformation, the responsibility to facilitate this process of transformation. For instance, if I find a student in a time of doubt, I see myself. I see myself years ago in doubt thinking, “What to do? Why am I here? Why am I studying this? Where will this take me?” This gives me purpose. I can facilitate that transformation. I can help the student understand that education, the education that he's experiencing at Touch Lives University, will most likely shape his life and his future. Most likely, that student will find himself in the course of his university career. I can make this process easier. I can facilitate this process.

I think a professional discovery is a personal discovery. If you are a happy professional, you are a happy person because I think you can’t separate your personal life from your professional life. If you don’t find yourself, what gives you meaning, and if the education you received doesn’t assist you in reaching your best discovery, you will not be a happy person. You will not be a good leader. Often when I talk with a student’s father, or with the student himself, he asks me, “Is Touch Lives University the best school?” And my answer is, “It depends.” Sometimes I say, "No, it's not." I think there is a right school for each person. Touch Lives University may or may not be the best school for you. The best school for you may be a school that I don’t even know the name. If the school matches who you are, if it is a university that can reach you, if it is a university that can impact you, then it is the best school.

**Legacy.** The legacy I want to leave is to contribute to the transformation of people’s lives. That is the purpose I believe the school serves. For example, and this is a general example, something that I experience as an educational leader, and it may also happen elsewhere, is when I see a student that arrives at Touch Lives University and that student undergoes a transformation process. You see the student entering the classroom and leaving transformed, and that is amazing. When you take a person from one point to another point, a
better point and witness that person’s evolution, you realize that you changed that person's life, broadened that person’s vision. This I think is the highest legacy one can leave.

I think what we need to leave is transformation. And for what it’s worth, I think I am able to give better than what I received. I think that's the purpose of schools: in fact, to make a conscious transformation there. And it is not only myself, Kind Facilitator that needs to leave this legacy. I think institutions also have this responsibility. I did not have this when I was in college. Thinking of higher education, I don’t think the university I attended changed me. It served to broaden my perspectives to what was around me. It gave me the tools to discover and to realize that what I had there is not the kind of education that I would want my son to have. He may even decide to go to that school one day, and it could be that it would be different for him.

You will not be able to facilitate the same level of transformation in every student, but you can provide a conscious transformation. I want students to have access, to gain knowledge, and from there the student can think critically about what he will make of his life. That's what I think is worthwhile. I like students. I like not only the student, but I also like the student's mother, the student’s father, and the student’s professor. I think there's no way for you to work in a school if you do not like the students and the professors. I like people. I like dealing with people. I like to lead and nurture people and I like to listen.

And there's another thing I think we need: focus. I think I am a focused person and I work a lot. There is a range of things and issues that end up on the president’s desk, from academic issues, to day-to-day issues, operational issues, processes and routines, to questions I have to address to the board about the feasibility of a particular major, if we follow this or that… It is in fact, a lot; you need to have focus, you need to know what matters. You need to keep focused on what matters. My life changed. My life was a transformation. It was turning, going
from one place to another, and I am now facilitating the transformation of other people. I do not want these people to have the same disappointing experience I had when I was a college student. Hopefully they will not have to go through what I went through. And if they have, I hope I have nothing to do with it.

**Portrait III: True Warrior**

Once upon a time in Greatland, a long time ago, even before Greatland was considered Greatland, there was a little boy named True Warrior. He was born and raised in Greatland and never left. Soft-spoken, supportive, modest, dedicated and caring, True Warrior was in essence a democratic, resilient, highly confident, and self-aware activist.

He accomplished spectacular things. Today he leads one of the largest and greatest private universities in Greatland. A son, a brother, a husband, a cousin, a dad, a professor, a scholar, an activist and an accomplished administrator, his life story is filled with the perfect balance of dedication, resilience, confidence and simplicity. From humble beginnings, what he is today is the result of his hard work, dedication, and desire to contribute to a better land, to a better society.

Throughout his journey, True Warrior found people he liked, people he admired, and people he helped. He put himself in other people’s shoes, fought for a better land and for a better life, and found himself. True Warrior has come full circle. Perhaps, the experiences, the ogres, and heroes he encountered in his journey led him to be who he is today or perhaps not. Perhaps, it was the land. Or perhaps it was a combination of both or none; maybe it was something else. His experiences tell the story. In any case, today, that little boy is a lovely dad and husband, a professor, an adviser, and an elected president of a democratic private university in Latin
America. His journey is filled with resilience, dedication, and hard work. After all, he is True Warrior. And this is his story.

**True Warrior’s Story**

**Childhood: Humble beginnings surrounded by family’s kindness and hospitality.** I was born in Greatland and always lived in Greatland. I am very local. Greatland is the city where I was born, the city where I stayed. I am from a large family of many brothers and sisters—eight brothers and sisters. I also come from a long line of large families – both my mother and my father, and their brothers and sisters all have extensive families, each with eight children. I am the sixth of eight children. In my family it was very funny, because we had a pattern going in birth order: we had two men, two women, two men, two women.

Back in the day, Greatland was a very close-knit environment. Despite the fact that Greatland is a relatively new city, back in the day it was different there; it was a different era. I am in my late fifties and so, fifty years ago, the city was very different. All my life, I lived in a traditional neighborhood in Greatland, which is a prime area of the city. At that time, I remember many houses. I remember the transportation system, a transportation system that was very rudimentary, very simple. You did not have the awful congestion that comes from today’s metropolitan lifestyle.

I came from an environment where my father’s brothers and sisters lived very close to each other. It was a ranch environment that was divided in half – an “up ranch” and a “down ranch.” And in this environment, the family living in the up ranch gave a portion of the land to the city and eventually the city opened up a small street. The part that still belonged to my grandfather, he later allotted, and my brothers and sisters lived there. My brothers and sisters had three houses because my grandfather died early on. My grandmother lived in one of these
houses with one of her daughters and my father's sister. Frequently, my grandmother’s two sisters, who lived in a nearby city and were already widows, visited her in Greatland.

As a child, my father's brothers’ and sisters’ presence was very strong. I tell other people and they do not believe that in Greatland, back then, we never even locked the doors of our houses. For instance, my home for many years had no lock for it was broken. It was a time that we had the delivery of milk and bread just by the mailbox. I remember a small little truck that we called ‘little cow.’ And every day little cow honked at the same time, and we went to get milk at the corner. In those days, Greatland was a village.

**Adolescence: Remarkable people, aspirations and tests of endurance.** The constant interaction I had with my cousins, first cousins and second cousins, who lived in Greatland was very intense. It marks my life in terms of my childhood, my youth, and, in particular, my adolescence. I would say that until I was about sixteen years old or so, this influenced me a lot. It was a time we had street games and all the cousins met to play. Holidays were always in the cousins’ houses.

We did not have many resources. We could not afford much. We had a large family and a vacation on the beach and things like having a car were out of reach. This lack of resources impacted my life very much. We played a lot in the street, always playing a lot with the cousins and I grew up in an environment where we played on the streets with groups of friends from the neighborhood. When I was fourteen years old or so, two or three blocks away from my house, I used to meet with groups. We used to meet at night and during the weekends. I had my circle of friends around my house and this is where I interacted with others. I also had the good fortune and opportunity to study very close to my home. I always studied in public schools and the
schools were four or five blocks from my house, so I went back and forth to school walking alone. For me, the traditional district of Greatland was my city, my territory.

I had strong family ties and spent a lot of time gathering with the family, mainly family on my father’s side, given my father’s physical limitations. The cousins were always very supportive. On my mother’s side, we also had strong family ties, but not as strong as those with my father’s side, because her family was not as large as my father’s and they were all dispersed around the city. On the contrary, my father’s side was close by; we lived close to one another and this family bond really represents my life story.

I think there was a very important person in my life at that time, as well as today, that influenced me—my older brother. He was my godfather. This gives you an idea of how close the family was and the age gap between us. Naturally with the age gap, he left home early, and graduated in Social Sciences. My brother was very active during the student movement of 1968. I wasn’t because I was a young boy, but my brother was already a university student. My brother was one of a kind and he had the opportunity to study outside Brazil, with the so-called American Fields. Today we call it AFS. My brother was able to attend high school in the United States, traveled to Portugal, to Spain, and soon enough he developed into a well-respected intellectual and scholar. His Master’s and his Ph.D. were in Political Science. Why do I say that influences me? I’ve been dealing with Political Science for quite some time, and at that time I was very influenced by my father and my brother. I was very attached to my father. It was very clear, my brothers saw, that I always had a preference to spending time with the older crowd.

Let’s talk about my father’s influence, which is a strong one. I was very close to my father. My father died too early. He never met my wife. He never met his grandchildren. I accompanied my father everywhere helping him with birds, especially with his birds, and with
his tools. I inherited much of these customs from my father, in that I have to care for the birds and the environment. I also inherited the desire to do repairs and a dedication to the house I inherited from him. My father was a person who had these skills and influenced me. My father tried to pass onto me the idea that when people asked me what I was going to be when I grew up, a basic question, I'd say I would be an ambassador. He tried to influence me to have a diplomatic career. I think he wanted me to follow a little bit in my brother’s footsteps, with a twist. He also wanted me to see the other side of the world. That did not catch my interest and I communicated very clearly that I wanted to go into medicine and he greatly encouraged me to do so. But unfortunately, when I took the entrance exam to study medicine, I did not pass with a high enough score to study in one of the best universities in Latin America. Because I failed the exam, I gave up and had no more motivation to fight that battle. This is one thing in my life that has haunted me. I think medicine is a fabulous area that I find fantastic.

I also studied in a Catholic school and I remember we had a teacher that was a nice guy. He was a hairy man, bearded, a math teacher. He was a guy with a very open mind. He was teaching in a school that had a Catholic tradition, a school of priests, even though the priests were no longer physically present, as their presence was prominent in the direction and control of the school. That guy was totally a fish out of water, teaching. He was teaching sophomores and seniors. We used to go to his house on Fridays. He had a brother who was a musician. I remember that the band, at the time during the dictatorship, was called "Cut Word." It was a very oppositional MPB (popular Brazilian music) band. We have to remember that this was a time of a very strong dictatorship regime. This was a very interesting guy. He was a guy who did not forget classroom relationships with students. He was an excellent teacher, a very dear teacher. He was a guy who demanded but with sweetness. He was a guy ahead of his time,
already practicing teaching focused on the student and not on the teacher. He had an impressive amount of patience. He taught us in other ways too, and provided extracurricular interaction outside of the classroom. This out of the classroom experience was something less common at that time. This was an important milestone in my life.

I never had discipline problems when it came to studying. I never repeated a year in school or failed. I remember very few situations where I had struggled. For example, I had problems with geography. I had a lot of trouble in high school with geography. I had a terrible teacher who did not like me. He was a very bad guy who used to send me out of the classroom. It was his problem because he did not like me. From there I went to the university. I always had discipline and was studying hard, with focus and control in regards to my studies.

**Early Adulthood: Access to other worlds and magic strength.** Since I did not pass the entrance exam to study medicine, I ended up studying psychology. Back in the day, you could have a second option, and that was my second option, so I studied psychology. In my youth, I studied psychology and I was a part of the student movement. The student movement was a time in Brazil, during the late 70s, towards the end of the military government. I participated in student organizations, the reconstruction process of the National Union of Students, which was a very strong movement against the military dictatorship. I began to become dissatisfied with my major because I thought that psychology was an individual escape. At that time, the practice of clinical psychology was very intense and I felt it was a very individual thing, very personal, where you were limited to the office. I tried to work with Social Community Psychology, but that also did not convince me.

I ended up becoming excited by the idea of going into the field of political science. I gave up psychology. I completed a Master’s in Political Science and despite not having a direct
influence from my brother, I have no doubt that both my own reflection on his path, coupled with the time that I lived in, the social movements of the time in Brazil, led me in this direction. So I took a risk and completed a Master’s in Political Science in the early 80s. That moment was difficult for me because I had just gotten married, and in reality I was, for better or worse, changing professions. I say that because in Brazil there is this story that your major, the course you graduated from, is who you are, and you carry that stereotype, that label, for a lifetime. They used to say to me at Great University, “This one is a psychologist.” I was like, "No, I'm not, I've been in the field. I am no longer in the field.”

So I entered the Political Science field with some difficulty, in that I was just married. I married my lovely wife when I was 22 years old. I also rejected the political history of traditional marriage. I did not want to marry in the church, nor did my wife. My mother-in-law said that she wanted us to marry in the church, something to which I did not give attention. We ended up doing something very simple, without much sophistication, and we got married at city hall. We didn’t have anything. We had absolutely nothing.

When we got married we lived in a rental house behind another house. That house only had two bedrooms. My brother and his friends used to share one of the bedrooms, and the other bedroom I shared with my wife. Everything we have today, we built for ourselves from scratch. I did not inherit anything from my family or from my wife’s family, not even a penny. Our life was difficult, because at that time during the 80’s, I was still working in psychology as a preschool teacher and on top of it, getting my master’s degree. That impacted me a lot too. That teaching job was a very important job.

My marriage also had an impact on me, because it was a break from the comfortable way of living at the expense of my family. My marriage was a transition from the known to the
unknown in my life. When we got married, we had a very simple life, a very difficult life. We did not have a car and we took the bus everywhere. We lived with a very limited income and we had to work hard for a better life. I was that guy that decided not to marry in the church, that did not get any marriage gifts, and that did not have things at home. That was a very interesting thing to me, a very interesting moment. I had to postpone my graduation. In some instances, I was bullied due to my participation in the students’ movement. Due to my involvement with the student movement I even dropped classes and delayed my graduation one year. This delayed my professionalization.

I did not think that I would be a teacher one day. Yet, there I was working as a pre-school teacher. I needed to survive. I actually liked being a pre-school teacher and I liked the project that I was working on. It was a very interesting project, a neat community project idealized by an association of parents who were the ones hiring the teachers, a very fascinating proposal, a kind of alternative education. The process of reading, for example at that project, was, “I read the book of life.” It was a very experiential kind of education. The children had their own garden and classes were grouped by age. It did not have the formal rigor of the 80s. The teachers were not licensed. It was a pre-school, of course.

Looking back, I think I walked a very stiff, torturous road, and over time I managed to position myself in political science. I started working in research, first as a research assistant here and there. It is a challenging field. It was a universe in which I did not master a foreign language, and still have not mastered to this day, and the readings were intense, very difficult readings in other languages. Then job opportunities started to knock on my door. I went to work in the Legislative Congress and this was also a very important phase for me in my political science education. There I worked in the advisory parliament. I was chief of staff for a senator
at the Legislative Congress and I was part of an advisory board of another federal senator. I dedicated a lot of myself to political work towards social issues from the beginning.

I always had a partisan story. I actively participated in the creation of the Workers Party in Brazil. At that time, in 1978 and 1979, I attended clandestine leftist organizations, and that led me to join the social movement, the critique of psychology. All of the parallel work of parliamentary aid, which began in the Congress, also went through the House of Representatives, the Greatland’s City Hall, and the City Council of Greatland. That was a very interesting experience working and learning the legislative process, partisan policies, political analysis as a whole, and the relationship between the state powers. This is something that greatly influenced my life, thinking in terms of my career, not in terms of my career as an educator.

I always worked very hard—morning, afternoon, and night. In a short time, I was getting my master’s with a scholarship and teaching a class here and a class there. Then I began teaching at Great University in the early ‘80s. Later on, I went to work at the Legislative Congress towards the end of my master’s degree. Nonetheless, I left the doors open for the possibility of teaching classes at Great University, and indeed I did, despite the fact that since I joined in the early 80s at the Great University, I’d only had a short introduction to the university only teaching two, three years there part time. In the late 80's, I came back to the university full time and I’ve been in a dedicated contract at the Great University for the past 25 years. Though I joined the Great University in a more permanent way, I also kept my other occupations as a political aide. In the mid-90s when I decided to pursue a Ph.D., I thought that I should in fact pursue a Ph.D. in political science and I ended up getting a Ph.D. in political science and sociology.
During that time, I was working at Great University and assigned to the college of Humanities. The college of Humanities was separate from the other colleges at Great University and offered only psychology and pedagogy majors. The university did not have a general faculty senate. All colleges were isolated colleges. For better or worse, my psychology major was still worth something. I had to teach psychology to survive, and I was not very pleased with that deal. I was able to do it, and overall, it taught me a lot and I enjoyed interacting with the students. It really was very cool in my early experiences as a full time college professor.

At Great University, I also started to coordinate the graduate research department. I thought, “I think that psychology will not catch me again, no it will not.” And it was cool, because as Great University grew, the Humanities college that I was associated with grew as well, and started offering courses not only in Psychology and Education, but also Law and Sociology. The university was gaining prominence, expanding its range, and I, as research department leader, was really interested in that expansion. I liked it a lot, and I continued coordinating the department and still taught a few classes.

**Adulthood: Choosing what it is important.** Since I did not want to stay in psychology, I assumed that I could contribute to research methodology, as I was dedicated to that in my master’s. At that time, I was one of the few holding a master’s degree. There were not a lot of people that had master’s degrees and Ph.Ds. And I really worked hard and I dedicated myself to it. I built a career. I realized at that moment that I could do a combination of two things in academia: theory and practice. First, I could be in the classroom with all types of different possibilities of work such as teaching, advising the students and thinking in terms of academic research projects, capstones, dissertations, and theses. That was a cool path that I combined with a leadership path that I started as a department chair, and that gave me a lot of freedom.
I never liked to overwhelm myself teaching a lot of courses, and that I confess I was always able to keep only a few classes. “More quality than quantity,” I always said. This allowed me to have time to work with events and other research projects. These things gave me a lot of know-how at Great University too. Looking back I realize that I distinguished myself from the group and I was able to accomplish a lot in the humanities. I think the environment also provided a foundation. We find out that it is possible to do, what we think is good, or what we are able to do.

The environment provided other elements for the professional success of the institution itself and we were very successful in stimulating the expansion and growth of scientific journals and periodicals. We established periodicals at that time that were printed in mimeograph machines, which today are very well evaluated in the Brazilian scientific system Qualis of CAPES. We managed to lead an amazing publishing project, in which I was the head. In this publishing project, which lasted maybe six or seven years, we managed to edit and get a record number of books, some sixty books, to the streets. We worked with publishers without much expense. The aim of the project was to collect theses and dissertations, democratize their access, and not let them just attract dust in the drawer, but try to put them on the street for social utility. That was an amazing project. At the same time that we were gaining visibility for our institution, we were also contributing with social value. I think this was a really nice project that rapidly expanded. That project was one thing that I think marked my career at Great University as a professor, as a chair, and as a leader.

During my tenure, I held several positions as department chair, as dean, provost, and currently as a president. I never let my positions define who I was. I was never someone who did things in exchange for receiving something from others. I do not have a complaint, not even
one case, where a professor told me that I made any process difficult for him to publish his work in a book. Never. And this is because I always thought of myself as just a facilitator. This know-how I have been developing, and enjoying, I think there is that combination of the two fronts I always performed, as an administrator and a professor.

I was the dean of research and extension for many years. When I needed to leave this position to help start another university, I suggested that the department open a publishing subdivision for me to follow up and support the publishing of academic works periodicals and books. This arrangement would not require my physical presence at the university. When I came back, I returned as the Provost of graduate research. In this area, I assisted in the unified graduate research project, working in a broad sense, in a more unified way. We were able to gather expertise in all areas, integrate the colleges, thus creating conditions for the emergence of masters and doctorates, interdisciplinary collaboration, and institutionalizing the system of research and scientific initiation.

At the end of the twentieth century, we were a modest university center; in five years, we became an accredited large university. I remained as Provost, still teaching and collaborating with the law school. The path to becoming a provost of graduate research extension and teaching was a bit of natural process. I had created conditions in my career that naturally led to it. There was no dispute with the president and my candidacy for the position was natural just as I think the presidency came naturally to me at first, which was direct election at the university with all segments participating.

Looking back, I think I have an ability to effectively deal with conflicts. I do not have an authoritarian persona in any way. I am tolerant and I have listening skills. I managed to transition through many political crises and heavy clashes which led to many dismissals of
personnel for political reasons. I survived all of these difficult times, combining leadership with teaching. I confess that I have always fought for this. I think that with the university’s expansion and growth of possibilities, one thing that I was able to do and I can do it well is to advise. I think I developed the ability to advise students. I have great presence, I correct text and I edit the text. In addition to student reading and writing, learning occurs when you as a professor give constructive suggestions, not orders, suggestions in the student’s text and the student reflects on your viewpoints, and critically develops his own views. This contributes to student’s growth. Technology is here for a reason, and I use the track changes function on Microsoft Word a lot. I highlight the text, I engage in conversations with the student’s writing. This I enjoy doing. So much so, that today, even though I am the university president, I still have three advisees, and on top of that I still have an ongoing research with a graduate student.

It is not easy to juggle all this with all of my administrative duties. But this gives me energy. What drives me is the contact with the student, the contact with academic research, the contact with groups of people. It is important to think outside the education plan. And most importantly, it is a phenomenal thing to follow a student’s development, how he arrived and how he comes out. Classroom work is rewarding.

**Historical Moments: Tests of endurance.** When I think about historical moments that marked my life, I have no doubt that the student movement was very important in my life. I was trying to survive with limited resources and then I got married. The student movement was strong for me. I participated in clandestine organizations with the opposition. I had to be careful to escape police repression. To see the movement happening was phenomenal. I participated in the congress, representing the National Union of Students, the UNE, that was decimated by the dictatorship around 1968, and in 1979, having participated and chose, as delegate at a meeting
where the members elect the delegate directly was a phenomenal event in my life. When you participate in moments like that, it is something that you will remember forever and with intensity. Also having elected Lula’s government after going through so much is something that really marked my life.

**Journey: Assertiveness of conduct.** The Political Science universe allowed me to experience the country's political institutions, and this is what excites me the most. Later in life too, I went to law school. In early 2000’s, I received my law degree at Great University. I already had a leadership position when I started law school at Great University, and close to my graduation, I was already the Provost. Living this double life was pretty neat. Two roles. And I was able to handle it. I managed to keep my work in the morning and in afternoon, as a professor and provost, and at night I attended law school. I even had momentary satisfaction because my daughter chose to attend law school as well. Of the three universities for which she passed the entrance exam, she came to study at Great University. For two semesters we were classmates. It was a very interesting experience. She did not pursue a career in the field; she got married and moved to another country. Nonetheless, that was a remarkable experience for me.

Living a double life so to speak, as a student and as an administrator was something surreal. This required me to jump through a lot of hoops and not to let my two roles in the institution turn into institutional schizophrenia. I knew my place in everything. I did not abuse my privileged position in any of my roles, whether as a student or as an administrator, and did not let my classmates use me to negotiate things with professors, nor to talk with my professors about things that belonged to the students’ universe. When it was time to attend class, I used the student’s bathroom, the students’ cafeteria and I stayed with the students. I was a student. During the day it changed. I am a very disciplined and demanding person and these
characteristics helped me. I never had any conflict. I lived these two lives for five years. It was not a short period. I was not an unknown professor at Great University. I was well known; there was no way they would not recognize me. This was also a very neat thing in my life. I think these are things that marked my life.

In short, my family ties, in the very small Greatland, in which I always had my father's encouragement to study, influenced me. I majored in psychology, went to get a Master’s in Political Science, and a Ph.D. in Sociology and Politics, and later on I decided to attend law school and so I am also an attorney now. At the same time I took on many different lines of work, many closely linked to the Parliament. I never worked as a politician despite the fact that I had an ideological bond with the Worker’s Party, which I still have.

The end of a circle: Quests for the unique and for what is important. My tenure at the university led me on two paths: academia and a preference for small groups. At the same time, I know that I have academic production limits. I can produce, I can write here and there, but this is no longer my path and the leadership has infected me. It grabbed me for good. I think I'm ending a circle. In particular, we were able to install in our institution the democratic spirit, and I fought hard for this. For example, for the position of a president to be filled by direct election.

I need to back off a bit to allow others to emerge and also to dedicate myself a little more to other things because the position demands a lot. I am embedded in a frantic, hectic, and very busy routine that involves a lot of executive work that I find hard to get out of. I think there is something that is a part of me. I have this executive persona that can also be developed in other areas. I intend to finish my work career at Great University, combining this with other possibilities. I also want to dedicate more time to faculty development. I can collaborate in
faculty development with the experience I have, even if I combine it with my administrative position.

**Insights**

**Family.** I always did my own thing. I think I was also very devoted to my family. I always helped my mother. I was always very close to my father. I always liked to stay at home. Since I got married and I’ve been married for a long time, I do not have that kind of mentality that there is work that belongs to women and work that belongs to men. I never saw things in this way. Some things I no longer do because I think it is difficult for a man, for example, to deal with the maid.

A house with three women and one man is very hard. I help. I collaborate. At home I dedicate my time in taking care and organizing as much as I can. I think this is a something that I have in life. I learned at home when I was young to dedicate, to be supportive, to be present in the activities, share responsibilities. It's something I demand of my daughters. I don’t accept, for example, that they disorganize the common area. After a while, they take care of their own room; if it is messy, we close the door. But people are responsible for healthy environments in all aspects, with hygiene, cleaning, maintenance and organization. I have these characteristics and that is something that has impacted my life also.

**Customs and traditions.** During my childhood, my adolescence and a bit during my early adulthood, I attended church. My father's family and my mother's family have always been very Catholic. It is a powerful force in Brazil, and especially in Greatland and in the capitals. Families who came from the rural areas, such as my family, are very religious people. Catholicism was always very strong in Greatland. I studied in Catholic schools, and I helped with mass. But when I started college, I stopped attending church. My wife is very religious and
so is her mother but it did not affect me. What may have marked my experience with religion were the Christian teachings of ethical values and human values. I do not see myself with strong cultural influences or religious influences.

Heroes. Recapping a bit more about what marked my life in terms of where I am today, I would say, that I had a very interesting family atmosphere that emotionally marked my life. Living with my cousins is a very good memory. On the other hand, the presence of my brother as my godfather is really something that when I talk about it makes me emotional, as he was a very important person in my life. He was a person who marked my journey, and that indirectly led me to follow his political science footsteps. I never thought I would change my journey towards the direction of his journey. At the same time, I also embraced the academic career, a career that he also embraced as a professor and scholar. We had a lot of dialogue, but he died young, at the age of fifty-six; this was fifteen years ago. I miss him very much.

My family—my wife and my daughters—are also very important in my life and in my progress and growth because they were very understanding. Because in all professions, if we take home with us “homework”, if we bring “work” to "home", the family has to be accepting and understanding. Not only a professor does this. The entrepreneur goes out at night; he has meetings, refrains from having dinner with family sometimes because he must devote time to his work. It is not only the professor who has "homework," and gives "homework," and takes home "homework." I think my family knew how to deal with it.

I advocated the importance of education to my daughters. The atmosphere at home, in the family, was always an atmosphere of stimulus to their studies, to develop this skill, to seek alternatives of building autonomy and income. I owe this stimulus, this support, to my father and to my brother.
Leadership. The environment of Great University and particularly in the area of social sciences and humanities is very open. We never had issues. We always respected diversity and plurality, and embraced differences and democracy. This is an important thing to me in my leadership. Respect of differences has to be a trademark of the university. Everyone in academia should be able to express his or her differences to others. The institution is required to create channels for this to occur without any traces of discrimination. I think this marks my journey and my decision to pursue political science, my journey defending the democratic process, and studying political institutions. After I assumed the office as president, I became very careful with my political, partisan orientation — more careful because I am the ambassador, the institution's business card. I am very careful with the public sphere.

Legacy. At home, for me, the greatest legacy that we can have in the family is having children who have achieved their own development and professionalization. Education is a fundamental tool. Each person realizes their path and develops and learns that it is never too late in life to change course. I think I was the example of this.

My daughter ended up dropping out of law school, radically changing her life. She went to study English overseas and just ended up staying in the country and then getting married. I think it is important to respect the decisions that each person makes in their lives. Often my daughters complained that my history of medicine led them to think about going to medical school. I do not think I forced the idea, to the contrary, when one said that she did not want to go to medical school, I said, "So, stop studying this, and go seek out other things." Today one of my daughters has graduated in business administration and her interest is in gastronomy. She survives, makes money from it.
But the greatest legacy I think is education, personal development, morals, and a perspective of autonomous survival. These are the things that I find most important. I think that at work, the prominence that I carry with me today as a president is something I do not want. These are temporary things. What I hope for is bigger than me; it is that we, as an institution, have strengthened the mission of the institution. That is to expand, not to depend on profit-making business (we are a non-profit private institution), we have to get professional leadership, reaching above all for the formation of informed citizens that are aware of their role in transforming society.

I think this is the greatest legacy and I think this is linked to my life story. We need a different country. We need a more equal society, more fraternal and more just, people living without discrimination, and having dignity of life, work, and social living. All professions are important, are fair, and everyone is deserving of decent income and living conditions. And the state has to proportionally provide according to what the person gives to the state. I think this is my fight.

**Thematic Analysis of Findings**

This section presents common themes among the participants derived from the thematic analysis of the life story narratives of all three participants in relationship to the research question. Four key themes emerged from the thematic analysis (a) Society, (b) Journeys, (c) Wisdom and Knowledge and, (d) Character Traits. These themes originated from the thematic analysis and motif coding of the life story narratives. They were interpreted and organized in forms of internal and external nature. Figure 2 illustrates the findings.
Life experiences of an external nature dealt with external factors and the outer-self and were often related to participation and involvement of the participant with and within the outside world such as interactions with others. The predominate key themes of external nature across the three life stories were: Society and Journeys. Conversely, life experiences of an internal nature dealt with inner-self and were often subjective and personal in the lives of the individual. Motifs of Character Traits, Wisdom and Knowledge appeared as major key themes of internal nature across all three participant’s life stories. Appendix F expands on the meanings of the motifs that lead to these identified themes.

**Themes.** The identified themes originated from predominant motif coding across the life story narratives and were organized in two groups as follows: Group One - Experiences typically of external nature (a) Society, (b) Journeys; and Group Two - experiences typically of internal nature (c) Wisdom and Knowledge and, (d) Character Traits. Figure 3 illustrates external and internal themes in this study.
Common themes and sub themes. Within each theme are sub themes that further narrowed and detailed how the participants understood the nature of their respective experience. These were also identified by a careful analysis of the predominant motifs within the experiences of the participants. Theme A, Society, is of an external nature and encompasses two major sub themes that further detail the nature of the involvements and experiences within society: Family and social systems. Theme B, Journeys, is also of an external nature. This theme includes two major sub themes that expand upon the nature of the experienced journey. This sub theme involves physical journeys to other lands and transitions in their lives with motherhood or fatherhood. Despite the fact that Theme C, Wisdom and Knowledge could be interpreted as both of internal and external nature, in this study it was classified as of internal nature. This classification was due to the nature of motif “J” that led to this theme. Motif “J” considers knowledge a mental internal experience (Appendix F). This theme was further narrowed to two sub themes: experiential knowledge and knowledge acquired thought education and/or advice. The final theme that emerged in this study, Theme D is of internal nature. Theme D includes
Character Traits. Theme D sub themes include hard work and determination. Figure 4 illustrates these themes and sub themes.

**Figure 4. Themes and Sub Themes**

**Themes and sub themes: External nature.** Experiences of an external nature with family and social systems were a common influence in the lives of the participants. As presented in the stories, the participants understood these influences through experiences and involvements with and within society, including family and social systems. For example, within sub theme A1, Family, all participants mentioned the figure of the father as a prominent influence in their lives. Besides the figure of the father, True Warrior also mentioned the figure of an older brother (that was also his godfather). As True Warrior stated: “I think there was a very important person in my life at that time, as well as today, that influenced me—my older brother. He was my godfather”. This sub theme indicated that family played a critical role in shaping the participants’ leadership.
Still within theme A, Society, is another sub theme, sub theme A2, Social Systems. Social Systems was also a common theme that emerged from all three stories. All of the participants mentioned societal experiences as an administrator, as leader, with students, faculty and superiors. True Warrior also mentioned experiences with social movements and events towards democracy as key influences in his leadership.

For example, Energetic Passionate stated that a “magical moment” occurred in her adulthood when she entered the first class of her institution to welcome the freshmen students. In that class, she had several less advantaged students that were given opportunities to pursue higher education. She herself was also given scholarships and opportunities to pursue higher education in her childhood and early adulthood and she felt a responsibility to lead with the purpose to provide those students with opportunities and broader perspectives. During her childhood, Kind Facilitator interacted with different social classes when she attended a school she considered to be for the “wealthy,” even though she did not considered herself part of that social class and her friends attended other schools. This experience led her to an understanding that she could help facilitate students’ processes in making informed decisions regarding the pursuit of higher education—the fact that not all schools considered best in rankings may be a good fit for all students. Experiences with social systems were also very present in True Warrior’s life. True Warrior participated in several events and critical movements for democracy and his leadership style reflects this feature. These experiences led him to lead with a democratic and equalitarian purpose.

Theme B, Journeys, also deals with experiences of an external nature that were common influences in the lives of the participants. Within this theme, there are two major sub themes: B1, Other Lands and B2, Motherhood/ Fatherhood. All three participants attributed significance
to remarkable moments in the form of journeys that influenced their leadership. Becoming parents, or simply moving from point “A” to point “B” were remarkable influences in their lives. These journeys were in forms of moving, whether within or to certain cities or countries, and in forms of journeys to a different stage in life such as becoming parents.

For example, sub theme B1 Journeys to Other Lands, were present in Energetic Passionate, Kind Facilitator and in True Warrior’s stories. Both Energetic Passionate and Kind Facilitator mentioned their physical journeys to other countries or cities. Energetic Passionate earned her Ph.D. overseas. True Warrior’s journeys were often in forms of itinerary journeys when participating in student movements in several parts of the country, and subjective journeys from known to the unknown, such as his journey into married life.

A second sub theme within the theme Journeys is sub theme B2: Experiences with Motherhood/Fatherhood. This sub theme was also a common theme mentioned in all three stories. For example, Energetic Passionate stated: “The happiest moment of my life…It was the moment I saw the birth of my daughters. The first birth for me was a spectacular deal.” She later stated that her institution is like her own daughter, in fact, she considered it her “third daughter”. For Kind Facilitator, motherhood was also a remarkable event in her life: “Motherhood was something that took me, was a very overwhelming thing. I never imagined in my wildest dreams that I would be so happy being a mother.” True Warrior also mentioned the relationship with his daughters, particularly when one of them attended law school with him, as marking a significant moment in his lifetime: “…my daughter chose to attend law school as well. Of the three universities for which she passed the entrance exam, she came to study at Great University. For two semesters we were classmates. It was a very interesting experience.” Table 2 illustrates these key themes and sub themes of an external nature.
Table 2.

*Themes and Sub Themes of External Nature*

<table>
<thead>
<tr>
<th>External nature</th>
<th>Energetic Passionate</th>
<th>Kind Facilitator</th>
<th>True Warrior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theme A: Society</strong></td>
<td>A1. Family</td>
<td>Experiences with family, particularly with the figure of their parents.</td>
<td>A1. Family</td>
</tr>
<tr>
<td></td>
<td>A2. Social Systems</td>
<td>Experiences with society, particularly with students, faculty and superiors.</td>
<td>A2. Social Systems</td>
</tr>
<tr>
<td><strong>Theme B: Journeys</strong></td>
<td>B1. Other Lands</td>
<td>Experiences moving, whether within or to certain cities or countries.</td>
<td>B1. Other Lands</td>
</tr>
</tbody>
</table>

**Themes and sub themes: Internal nature.** Experiences of an internal nature, with knowledge, as well as traits of personality were also influences in the lives of the participants.

Two major themes emerged within the experiences of an internal nature: Theme C: Wisdom and Knowledge and Theme D: Character Traits. Recognition of the value of education early in life was a common influence in the lives of all three participants. In general, knowledge in various forms was a recurring theme among all three participants’ stories. Within Theme C, Wisdom and Knowledge, are two major sub themes: C1, Experiential Knowledge and C2, Knowledge Through Education and/or Advice. The significance of knowledge, whether in the form of experiences, education, or wisdom acquired in forms of advice were greater influences in the lives of the participants. Kind Facilitator stated: “…today, trying to look back this is more or less what I see: Education as a center for the development of the children. It was something that I lived.”
In addition, experiential learning in diverse fields was also present in the stories of the participants. None of the participants had planned to follow a career in the private higher education system. All three worked in other industries and fields prior to dedicating their careers to private higher education and may have a diverse perspective that includes not only experiential learning in the field of private higher education, but also in other fields. For example, Energetic Passionate worked in a research agency as an assistant to the president. Kind Facilitator worked in the finance industry. True Warrior worked as a psychologist and also worked in several government branches.

Knowledge Through Education and/or Advice, sub theme C2, was also present in the stories of all participants. This knowledge was often acquired via advice of their immediate family or through formal education. For example, Energetic Passionate was highly influenced by the advice of her parents: “… my mother and father…valued very much the importance of studying. My father always said: ‘The legacy I can leave to my children is education.’” She further explained: “That is, on one side my father encouraging us to study, on the other side my mother’s beliefs that you have to be independent and you have to make money.” Similarly, Kind facilitator stated: “… I think I carry what my father and my mother carried, and that is that education transforms… That was always what was significant to them. For them education was very important.” For True Warrior, knowledge through education and advice of immediate family was also present. He had dialogues with his older brother and educational advice from his father.

Theme D, Character Traits, was also a predominant internal influence in the lives of the participants. Within this theme there were several attributes of personality; among them there were two major traits that were common to all three participants: Hard work and Determination.
These two traits were frequent ones through the lived experiences in the lifetime of the participants. For example, Energetic Passionate stated: “I've always been a very hard-working.” Kind facilitator said: “I was always a very good student, a very applied and dedicated student.” True Warrior also affirmed his hard work qualities: “I always worked very hard—morning, afternoon, and night.” Coupled with sub theme D1 Hard Work is sub theme D2, Determination. Energetic Passionate, Kind Facilitator and True Warrior displayed extraordinary energy and willpower in forms of determination in their stories, going the extra mile to accomplish their goals. For example, Energetic Passionate stated: “Sometimes I'm dead tired. But suddenly, I have a power.” Kind Facilitator also stated her willpower of determination: “I want to be the best at whatever I ended up doing.” Determination was also frequently present in the life stories of True Warrior. True Warrior had willpower and displayed determination when participating in student movements and pursuing a new career in Political Science and Law. Table 3 illustrates these key themes and sub themes of internal nature.

Table 3.

*Themes and Sub Themes of Internal Nature*

<table>
<thead>
<tr>
<th>Internal nature</th>
<th>Energetic Passionate</th>
<th>Kind Facilitator</th>
<th>True Warrior</th>
</tr>
</thead>
</table>
| **Theme C: Wisdom and Knowledge** | C1. Experiential Knowledge
Experiences not only with education and other professional experiences in diverse fields. | C1. Experiential Knowledge
Experiences not only with education and other professional experiences in diverse fields. | C1. Experiential Knowledge
Experiences not only with education and other professional experiences in diverse fields. |
|                              | C2. Knowledge Through Education/Advice
Experiences with education and or advice of immediate family, particularly her parents. | C2. Knowledge Through Education/Advice
Experiences with education and or advice of immediate family, particularly her parents. | C2. Knowledge Through Education/Advice
Experiences with education and or advice of immediate family, particularly with his father and older brother. |
| **Theme D: Character Traits** | D1. Hard Work
Experiences going the extra mile in her endeavors serving as an example to siblings. | D1. Hard Work
Experiences working hard in all her endeavors, both personally and professionally. | D1. Hard Work
Experiences working hard in all her endeavors, both personally and professionally. |
|                              | D2. Determination
Extraordinary energy and willpower to accomplish her goals.                      | D2. Determination
Extraordinary energy and willpower to accomplish her goals.                      | D2. Determination
Extraordinary energy and willpower to accomplish his goals.                      |
Conclusion

Through a careful thematic analysis four key themes and eight sub-themes emerged: (a) Society, (b) Journeys, (c) Wisdom and Knowledge, and (d) Character Traits. These themes were organized into two groups: Group 1 experiences of external nature: (a) Society, (b) Journeys; and Group 2 experiences of internal nature: (c) Wisdom and Knowledge, (d) Character Traits. Within each group, sub-themes emerged and were presented in this chapter. Examples from the data collected illustrated these themes. Chapter five will report these themes and subthemes, conclusions, as well as the implications of this study for, methodology, theory and practice.
The purpose of this life story narrative was to examine how three private university presidents in Brazil understood the experiences in their lifetime that influenced their leadership. The following research question guided the study: How do three private university presidents in Brazil understand the experiences in their lifetime that may have influenced their leadership?

The findings from this study help to incorporate a South American perspective and the Latino voices into the Western authentic leadership literature. The next sections revisit the methodology and findings, provide a background of the study, present its conclusions, and implications. In addition, it also discusses some of the existing literature and how the findings of this study may connect to and/or expand upon existing findings. Finally, this chapter concludes with recommendations for future research and final remarks.

Revisiting the Study

**Background.** In this inductive life story narrative study the researcher employed motifs and motif coding, temporal organization, and thematic analysis in order to make sense of the participants’ stories and to interpret how they understood the antecedent factors of their leadership. Motifs are commonly used as references in Latino stories (e.g. Aldama, 2013, Carey & Atkinson, 2009). Temporal organization (Connelly & Clandinin, 2000) and thematic analysis (Riessman, 2008) are interpretative and frequently used forms employed by narrative scholars.

**Methodology.** According to Atkinson (1995), “A life story can take a poetic form, a factual form, a metaphorical form, or any other creatively expressed form” (p. xv). In presenting the stories and the portraits of the participants, the researcher opted for a creative form, employing both literary forms of writing and figurative language when possible. The interview questions were open-ended and the participant’s voices led the direction of the interviews, the
presentation of data, and the focus of the study. In order to honor the participants’ stories and considering the interpretative lens of this study, rather than comparing cases, the researcher sought to present emerging themes and sub themes in the lives of the participants.

**Addressing the research goal.** The following findings addressed the goal of this study to understand the experiences in a lifetime that may have influenced the participants’ leadership (a) Society, (b) Journeys, (c) Wisdom and Knowledge, and (d) Character Traits. Theme A, Society, encompassed two major sub themes that further detailed the nature of the involvements and experiences within society: A1 Family and A2 Social Systems. Theme B, Journeys, included: B1 Journeys to Other Lands and B2 Motherhood or Fatherhood. Theme C, Wisdom and Knowledge, included: C1 Experiential Knowledge and C2 Knowledge Acquired Thought Education/Advice. Sub theme D1 Hard Work and D2 Determination were major sub themes within Theme D, Character Traits. Figure 5 illustrates these findings:

![Diagram of themes]

**Figure 5.** Participant’s Understandings of Lifetime Experiences that Influenced their Leadership.
Conclusions

Because the methodology of this study allowed presenting the narratives of the participants in forms of stories, the researcher has the ability to some extent extrapolate beyond the major thematic findings of this study that addressed the research question and to draw conclusions based on the guiding perspective of the study.

In this study two major conclusions emerged (1) Each president was authentic in his/her approach to leadership and (2) Based on the life stories, and not on the analysis, each president displayed some of the positive psychological capacities presented by Luthans and Avolio's (2003) authentic leadership development model, but not all.

**Conclusion # 1: Each president was authentic in his/her approach to leadership.** One conclusion in this study is the ability to classify the participants as authentic leaders based on the definition adopted in this study which was leaders that, “act in accordance with deep personal values and convictions” (Avolio et al., 2004, p. 806). The stories indicated that all three participants were true to themselves and their personal values and convictions acquired in their lifetime and these characteristics reflected in their leadership. The experiences that led to this status of authentic leaders, and how they understood them, are as diverse as they are unique and genuine. These experiences were presented in Chapter Four.

The participants’ lived experiences and personal values impacted the way they lead their institutions. Moreover, the participants possessed awareness of the experiences that led them to lead the way they do. For example, Energetic Passionate experiences with scientific research triggered a leadership where academic research and pedagogical approaches are very much valued in the institution she leads. Today, she is the founding president of an innovative university that values scientific research and gives opportunities to other students. Her early
experiences and epiphanies with research studies seem to be reflected in her leadership. She stated: “I have the ability to see something that might be a problem and then say, "We have this problem. We have this challenge, how can we solve this pedagogically?" Her passion for scientific research and focus on pedagogic approaches were clear throughout the interviews.

Kind Facilitator grounded her leadership in what she perceived as correct based on her internal values and principles. As a president of a private higher education institution, she did not want to be like or to act in a way that she considered inappropriate or somewhat authoritarian. Her experiences with several deceptions and critical events during her school years lead to this leadership approach.

True Warrior leads his institution according to his internal values acquired in his life journey. True Warrior experienced inequalities and the value of democracy early on in life. He fought not only for a better individual life, but also for a better society. These experiences with the context were often in forms of participation in historic movements for freedom and democracy and they triggered in him a leadership that follows democratic principles. His own position at his institution was a result of an act of democracy.

In conclusion, the participants of this study were interpreted as authentic leaders. All three presidents led their respective private higher education institutions in accordance to their values. Their work perspective and leadership were highly influenced by the experiences in their lifetime. These experiences were often triggered by critical events, epiphanies and context. Moreover, all three stories support Avolio and colleagues’s (2004) findings that an authentic leader is true to their values and convictions and that these are triggered by lifetime experiences that lead to values. Table 4 in the next page illustrates examples of lifetime experiences and values that influenced the participants’ leadership.
Table 4.

Examples of Lifetime experiences and values that influenced the leadership of the participants

<table>
<thead>
<tr>
<th>Participant</th>
<th>Conclusion # 1</th>
<th>Examples of Experiences</th>
<th>Personal Values</th>
<th>Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Energetic Passionate</td>
<td>The Participants were Authentic Leaders</td>
<td>Pioneered a doctoral degree in administration at one of the best universities in Latin America and her own research foci (Epiphanies with research).</td>
<td>Scientific research</td>
<td>Committed to a leadership approach based on pedagogical approaches to team leading.</td>
</tr>
<tr>
<td>Kind Facilitator</td>
<td></td>
<td>Negative experiences with professors and superiors (Critical events).</td>
<td>Positive experiences</td>
<td>Committed to provide positive experiences to others at her institution.</td>
</tr>
<tr>
<td>True Warrior</td>
<td></td>
<td>Participation on student movements against dictatorship and for equality (Context).</td>
<td>Democracy</td>
<td>Committed to democratic and equiliterian leadership at his institution.</td>
</tr>
</tbody>
</table>

Conclusion # 2: Based on the life stories, and not on the analysis, each president displayed some of the positive psychological capacities presented by Luthans and Avolio's (2003) authentic leadership development model, but not all. Luthans and Avolio presented the following psychological capacities of authentic leaders: Confidence, hope, optimism, resilience, transparence, moral/ethics, future-oriented and association building.

Based on the methodology adopted and the data collected, it was not possible to determine with certainty the presence or absence of the following characteristics in the lives of the participants: Transparence, moral/ethics, future oriented and association building. In addition, because this study was qualitative it was not possible to measure the level of these traits of personality in the lives of the participants. Moreover, as the analysis employed in this study was thematic, and not dialogical, thus it is not feasible to speculate on these characteristics.

An important factor to note is that this study was not theory driven. This study was inductive and relayed on motifs for its thematic analysis. As a result of the analytical lens
employed the findings of this study do not allow for an impartial comparison against Luthans and Avolio's (2003) developmental model. Consequently, it would not be appropriate to theorize if the participants of this study did or did not display the psychological capacities presented in Luthans and Avolio's developmental model based on the thematic analysis of this study.

However, it is possible provide examples from the life story narratives that could potentially illustrate confidence, hope, optimism, and resilience characteristics in the stories of each participant. These psychological capacities — confidence, hope, optimism, and resilience — are considered the most predominant and identifiable ones to authentic leaders (Luthans and Avolio, 2003). Northouse (2013) explained that these five traits of personality are often “evident” throughout the life of the authentic leader (p. 265). Table 5 in the next page presents examples of psychological capacities in the stories of the participants.

Table 5.

Examples of Psychological Capacities in the Lives of the Participants.

<table>
<thead>
<tr>
<th>Definitions (Northouse, 2013, p. 265)</th>
<th>Confidence “Self efficacy”</th>
<th>Hope “Positive motivational state based on Willpower”</th>
<th>Optimism “Favorable expectation about the future”</th>
<th>Resilience “The capability to recover from and adjust to adverse situations”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Participants</strong></td>
<td><strong>Examples</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Energetic Passionate</td>
<td>She had confidence in her abilities to interview a Brazilian minister.</td>
<td>Often sought to help students to advance.</td>
<td>When changing careers displayed the expectation that would find a career path.</td>
<td>During the difficult times managed to adjust and continue pursuing her goals.</td>
</tr>
<tr>
<td>Kind Facilitator</td>
<td>When she became a mother she had confidence in her ability to lead the institution and accomplish motherhood tasks.</td>
<td>Often sought positive conditions for students, faculty and others in the institution.</td>
<td>Similar to Energetic Passionate, also often switched careers with the expectation that would find a career path.</td>
<td>When moving to a different city had the ability to succeed in her studies.</td>
</tr>
</tbody>
</table>
Table 5 Continued

<table>
<thead>
<tr>
<th>Definitions (Northouse, 2013, p. 265)</th>
<th>Confidence</th>
<th>Hope</th>
<th>Optimism</th>
<th>Resilience</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Self efficacy”</td>
<td>“Positive motivational state based on Willpower”</td>
<td>“Favorable expectation about the future”</td>
<td>“The capability to recover from and adjust to adverse situations”</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Participants</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>True Warrior</td>
<td>When attending law school, despite the fact that he did not master foreign languages and most of the readings were in foreign languages he was able to successful become an attorney.</td>
</tr>
</tbody>
</table>

**Implications for Research**

The core of this study was the life stories of the participants. These were gathered through life story open-ended interview questions (Appendix D). Life story interviews allow for a range of foci, depending on the person’s experience and the interviewer’s interests (Atkinson, 1995, 1998). Considering the goal of this study, the life stories focused on lifetime experiences that may have influenced the leadership approach of the participants.

As previously discussed on Chapter Four, this study identified four key predominant antecedent factors of leadership in the lifetime of the participants in the context of private higher education in Brazil: (a) Society, (b) Journeys, (c) Wisdom and Knowledge and, (d) Character Traits. These themes addressed the research goal to understand the experiences in a lifetime (antecedent factors) that may have influenced the participants’ leadership. The next section introduces the antecedent factors found in this study in relation to previous research findings. Table 6 illustrates the findings of this research in relation to previous findings in the literature.
<table>
<thead>
<tr>
<th>Source</th>
<th>Theory</th>
<th>Design</th>
<th>Scope of the Study</th>
<th>Major Antecedent Factors Found</th>
<th>Context</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>This Study (2015)</td>
<td>Inductive</td>
<td>Qualitative Life Story Narrative</td>
<td>Empirical</td>
<td>(a) Society: exchanges with family and social systems (b) Journeys: Experiences with other lands, and experiences with motherhood and fatherhood (c) Wisdom and Knowledge: Experiential learning and Education/advice (d) Character Traits: Hard work and determination</td>
<td>Brazil Private Higher Education</td>
<td>Private Higher Education Presidents</td>
</tr>
<tr>
<td>Northouse (2013)</td>
<td>Developmental Authentic Leadership</td>
<td>Literature Review</td>
<td>Theoretical</td>
<td>(a) Positive Psychological Capacities) confidence, hope, optimism and resilience). (b) Moral Reasoning (c) Critical Life Events (d) Self-Awareness (e) Internalized Moral Perspective (f) Balanced Processing (g) Relational Transparency</td>
<td>United States</td>
<td>-</td>
</tr>
<tr>
<td>Peus, Wesche, Streicher, Braun and Frey (2011)</td>
<td>Developmental Authentic Leadership</td>
<td>Quantitative Surveys</td>
<td>Empirical</td>
<td>(a) Self-knowledge (b) Self-consistency (c) Extra-effort</td>
<td>Europe Business and Research Organizations</td>
<td>Employees</td>
</tr>
<tr>
<td>Turner and Mavin (2008)</td>
<td>Developmental Authentic Leadership</td>
<td>Qualitative Life Story Narrative</td>
<td>Empirical</td>
<td>(a) Honesty (b) Integrity (c) Negative experiences or “negative trigger events” (p. 15).</td>
<td>England Business</td>
<td>British Senior Leaders</td>
</tr>
</tbody>
</table>
As presented in Table 6, the findings from this study shed light on new findings and bring support to already known ones. This research matters because it enriches the existing canon of the research findings by presenting new antecedent factors of authentic leadership such as experiences with motherhood and fatherhood, and by supporting existing findings such as personality attributes. The next section navigates through the findings as it connects with the

<table>
<thead>
<tr>
<th>Source</th>
<th>Theory</th>
<th>Design</th>
<th>Scope of the Study</th>
<th>Major Antecedent Factors Found</th>
<th>Context</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shamir and Eilam (2005)</td>
<td>Intrapersonal Authentic Leadership</td>
<td>Literature Review</td>
<td>Theoretical</td>
<td>(a) Self-knowledge (b) Self-concept clarity (c) Struggle (d) Natural process (e) Purpose (f) Learning from experience (g) Self-development (h) Range of experiences coupled with “state of eudaimonia” (the capability of an individual to act in congruence with their values and with self-knowledge) (p. 396).</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Eagly (2005)</td>
<td>Interpersonal Authentic Leadership</td>
<td>Literature Review</td>
<td>Theoretical</td>
<td>(a) Social Identification (b) Relational Interactions</td>
<td>United States</td>
<td></td>
</tr>
<tr>
<td>Luthans and Avolio's (2003)</td>
<td>Theoretical Pathway: Developmental</td>
<td>Literature Review/ Seminal work</td>
<td>Theoretical</td>
<td>(a) Context (b) Confidence, hope, optimism, resilience, transparency, moral/ethics, future-oriented and association building (c) Trigger events</td>
<td>United States</td>
<td>-</td>
</tr>
</tbody>
</table>
existing literature.

**Theme A: Society.** All three participants mentioned the social systems surrounding them as an antecedent factor of their leadership. In general, experiences such as involvement with immediate family, students, professors, and social movements were very much present in their stories. Their family, and in particular their parents, appear to be understood as strong influences in their lives that weighed heavily on their leadership styles. This finding relational factor is supported by existing literature of intrapersonal authentic leadership, although is it more prevalent in Brazil than in other studies. This could indicate that authentic leadership in Brazil may be situational and dependent on upbringing.

Interactions, especially those with immediate family, strongly impacted the leadership of the participants in Brazil. Some researchers have found similar findings of relations within society as one key antecedent factor of authentic leadership (e.g. Eagly, 2005). Others also reported that society, broadly speaking in terms of “contexts” or “where I came from,” as an antecedent factor of authentic leadership (Luthans & Avolio, 2003, p. 251). However, no known research was found that expanded on this experience as a major antecedent factor of authentic leadership, particularly as it concerns social experiences with immediate family, especially with parents, as a key antecedent factor of authentic leadership. This research found this finding as a major one in the context of Brazilian private higher education. Thus expanding the conversation about possibilities of relational theory (e.g. Eagly, 2005) as another possible lens for the study of authentic leadership.

**Theme B: Journeys.** Critical moments in forms of journeys influenced the participants’ leadership of the participants of this study. These experiences included subjective moments and physical journeys. Experiences in forms of motherhood and fatherhood were common and
significant influences in their lives. Some researchers have found similar findings and indicated that a critical moment or moments may trigger authentic leadership (Luthans & Avolio, 2003; Shamir & Eilam, 2005). The developmental authentic leadership line of inquiry, in particular, places significant importance on the fact that authentic leadership is triggered by major life events over a lifetime (Avolio & Gardner, 2005; Luthans & Avolio, 2003, Turner & Mavin, 2008). However, no known research was found that expanded on this experience as a major antecedent factor of authentic leadership, particularly as it concerns motherhood and fatherhood as a salient antecedent factor. This research contributes to the literature by adding this finding in the context of the leadership of private higher education in Brazil.

**Theme C: Wisdom and Knowledge.** Another important finding of this study was the significance of knowledge in the development of authentic leadership. As an antecedent factor of authentic leadership in this study, knowledge assumed the forms of experiential learning or knowledge acquired through education and/or advice, particularly from immediate family members. Other researchers such as Sparrowe (2005) have found similar results, and proposed that knowledge, particularly; self-knowledge is the starting point of authentic leadership.

Shamir and Eilam (2005) also indicated experiential learning as one antecedent factor of authentic leadership. However, no known other study besides that of Shamir and Eilam explored the concept of experiential learning as a major antecedent factor of authentic leadership. This study finding expands Shamir and Eilam’s indication of learning from experience as an antecedent factor of authentic leadership.

Knowledge, and particularly self-knowledge as an antecedent factor of authentic leadership was also found as a major finding in the European context (Peus et al., 2012). However, no research was found that expands upon the nature of self-knowledge as an
antecedent factor. In the case of the participants of this study, and considering the thematic analysis employed, the knowledge reported by the participants relates to knowledge acquired from others often via experiential learning, and/or knowledge acquired via education. This finding expands the range of knowledge as reported by previous research (Shamir and Eilam, 2005; Peus et al., 2012). This is one key major antecedent factor of authentic leadership found in this study that was not previously explored in depth by other researchers.

**Theme D: Character Traits.** Character traits influenced the leadership of the participants in this study. Predominant attributes of their personality include hard work and determination to accomplish given goals. Authentic leadership theory is considered a psychological perspective (Bryman et. al, 2011). Therefore, this finding does not come as a surprise. In fact, a range of psychological attributes is commonly mentioned in the authentic leadership literature, both theoretical and practitioner, as a key antecedent factor of authentic leadership (e.g. Avolio et al., 2004; Briggs et al., 2012; Luthans & Avolio, 2003; George et al., 2008; Northouse, 2013).

For example, Northouse (2013) narrowed down the following psychological attributes as antecedent factors of authentic leadership: confidence, hope, optimism, resilience and moral reasoning. The practitioner path also describes attributes of personality such as leading with a passion and purpose, leading “with the heart”, and having “self-discipline” (George et al., p. xxii) as major antecedent factors of authentic leadership. Other traits such as conscious moral perspectives, confidence, hope, optimism, resilience and moral character were commonly mentioned in the literature (Avolio et al., 2004).

Similar to the findings of this study, Peus et al., (2012) identified hard work, or “extra-effort” as an antecedent factor of authentic leadership (p. 15). The findings of this study not only support personality traits as antecedent factors of leadership, but also support determination and
hard work as two important traits in the lives of the participants of this study in Brazil as antecedent factors of their leadership.

**Implications for Theory**

This life story narrative study employed the authentic leadership development model as the guiding perspective. The authentic leadership development model places emphasis on the lifetime antecedent factors of authentic leadership, and favors a life story approach by focusing on life experiences of a person over time within a specific context (Luthans & Avolio, 2003). While this framework guided the research design, because this study was inductive and was set in a previously unstudied context, the researcher remained open to concepts and constructs outside of the specific life antecedents presented in the literature. In so doing, it allowed for the stories of the participants to emerge, providing a window to other factors that may influence the leadership of the participants of this study.

As previously discussed in Chapter One, Luthans and Avolio's (2003) authentic leadership development model provides three sets of antecedent conditions (1) Internal antecedent factors, (2) External antecedent factors, and (3) internal/external antecedent factors. Despite the fact that the researcher could have organized the antecedent factors found in this study in three sets, the researcher opted to organize them in two sets: Internal and External. This was because of the nature of the motif coding as it concerns Theme C, Knowledge and Wisdom, is internal (Appendix F). This theme, however, could be classified as both internal and external in nature, as it may involve interactions with others. Nevertheless, considering the nature of the motif that led to the identification of this theme in this study, the researcher opted to classify this theme as internal. The Knowledge and Wisdom motif always originates from within, and its “motivation is always mental” (Garry & El-Shamy, 2005, p. xxvii). In the following sections,
Internal and external antecedent factors are discussed in relation to implications for theory.

**Internal antecedent factors.** The first set of antecedent factors presented by the authentic leadership development model are of internal nature and include life experiences, positive psychological capacities, such as confidence, hope, optimism and resilience, self-awareness and self-regulation (Luthans & Avolio, 2003). This study also identified antecedent factors of an internal nature, particularly in forms of psychological capabilities identified in theme D, Character Traits. In this study, participants mentioned character traits as pivotal factors that influenced their leadership. Predominant attributes of their personality included hard work and determination.

Each participant mentioned specific character traits that they had exhibited throughout their lifetime. In the stories, hard work and determination were common character traits of and a predominant influence for the three participants. Neither hard work nor determination is cited as an antecedent factor of authentic leadership in Luthans and Avolio’s (2003) authentic leadership development model. However, the authors indicated that psychological capacities include a range of character traits of an internal nature, so this study’s findings appear to be congruent with the theoretical approach that guided it.

**External antecedent factors.** The second set of antecedent factors presented by the authentic leadership development model are of an external nature and deal with the context of lived experiences, such as the country the person resides in, the group the person belongs to, and so on (Luthans & Avolio, 2003). This study also identified antecedent factors of an external nature, particularly in forms of experiences and involvements with and within society. Luthans and Avolio (2003) described society broadly, speaking in terms of “contexts” or “where I came from” as an antecedent factor of authentic leadership (p. 251). However, no known authentic
leadership development research guided by Luthans and Avolio’s model was found that expanded on this experience as a major antecedent factor of authentic leadership, particularly as it concerns social experiences with immediate family, especially with parents as a primary antecedent factor of authentic leadership.

In this study, all three participants mentioned how they understood the social systems surrounding them as possible antecedent factors of their leadership. In general, experiences such as involvement and exchanges with immediate family, students, professors, and social movements were important to them. Their immediate family, and in particular, their parents, appeared to be understood as highly influential in their lives and eventual leadership approach.

In conclusion, while this study’s findings appear to align with some broad external aspects presented by Luthans and Avolio’s (2003) authentic leadership developmental model, it also includes society in forms of exchanges with family, in particular with parents as a themes of an external nature in the Brazilian context that were not previously identified in the model.

**Internal and external antecedent factors.** The last antecedent factors presented by the authentic leadership development model may have internal origins, external origins or a combination of both. These include trigger events and life challenges, as these may occur in the context or within the person (Luthans & Avolio, 2003). In this study, Energetic Passionate and Kind Facilitator indicated the significance of remarkable moments in forms of journeys to other countries. True Warrior trigger events include his participation in movements for democracy. These experiences occurred in their lives in diverse forms, such as in forms of subjective moments and physical journeys. This finding is similar to what was found in its third set of antecedent factors presented in the authentic developmental model. The third set places significant importance on major life events (Luthans & Avolio, 2003).
In summary, this research matters because it enriches the existing canon of the literature by presenting new antecedent factors of authentic leadership such as experiences with motherhood and fatherhood, and by supporting existing findings such as personality attributes.

**Implications for Methodology**

Qualitative research has gained popularity and is deemed to be credible, yet qualitative researchers often overlook some essential components of its design such as writing style (Creswell, 2013). Creswell (2013) explained that, as it concern writing styles, “We conduct qualitative research when we want to write in a *literary, flexible style* that conveys stories, or theater, or poems, without restrictions of formal academic structures of writing” (p. 48). Besides theoretical and research contributions, another goal of this research was to use life story narratives to deliver a qualitative methodological impact in a coherent writing style. Life story narrative is a “powerful and innovative multidisciplinary narrative inquiry methodology” (Atkinson, 2007, p. 239). Thus, life stories carry the power to democratize access of information to a range of audiences and fields across nations.

The life story narratives were presented as much as possible in their whole forms. Thus, these stories have the capability to bring awareness of the significance of employing approaches to qualitative research that do not constrain and monopolize interpretations to the researcher or to theoretical formalist views. The narratives presented could be presented and interpreted employing numerous approaches, as its writing style allows for that. However, by presenting them in forms of whole stories, the researcher left the door opened for readers of the texts to draw their own interpretations and conclusions, besides those of the researcher, thus accomplishing democratization and access to information to a broad audience.

In conclusion, each person reading the narratives presented in this study may reach
similar or completely distinct themes and conclusions, based on his or her own experiences and field, and that is the beauty of narratives. Narratives extrapolate boundaries and open a range of possibilities. The major implication of this study, in terms of methodology is that it allows each reader, regardless of his or hers background or field to make his or her own conclusions without the authoritarian persona of the researcher imposing his or her view. The readers of this study can learn from this research as it pertains to his or her areas of interests. This study accomplished that by not only presenting the stories intact when possible, but also by avoiding a formalist view, as well as by presenting the stories of the participants utilizing literary techniques such as presenting portraits followed by the participants’ accounts in the first person.

**Implications for Practice**

One of the biases that the researcher brought to this study was her interests and experiences with literary writing styles. Growing up in a newly developed democracy she quickly developed knowledge and appreciation of arts, music, literature, and particularly works involving folktales as a means to understand the past and thus impact the future. The potential for the application of this research’s stories as a learning tool for youngsters and emerging leaders in newly developed democracies is significant. Thought these stories they can get a glimpse the Brazilian societal memory.

The life stories of the participants also carry a potential to appeal and inspire the interest in leadership to a range of audiences in diverse fields. Higher education professionals holding higher-level positions such as university presidents as well as others interested in the field, such as philanthropists, investors, and trustees may appreciate the fact that they were presented with whole narratives rather than with pieces of information, so they can critically read the stories and apply their own understanding to them as they think strategies and associations.
According to Clandinin and Connelly (2000) the practical application of narratives is the narrative itself. Clandinin and Connelly explained that “narrative studies are judged to be important when they become literary texts to be read by others not so much for the knowledge they contain but for the vicarious testing of life possibilities by readers of the research” (p. 42). Therefore, the major practical implication of this study is just that: As a narrative life story, designed in a accessible language, this research has interdisciplinary practical implications as it and can be read in the fields of education, political sciences, health sciences, business administration and other areas.

Narratives inspire, and these audiences of readers can extrapolate and develop their own ideas and conclusions based on their own life experience and professional foci. On a broader scope, those in the publishing of educational textbooks and leadership publications may also seek to publish the life stories of these Brazilian educational leaders as case studies of educational leaders in South America. Figure 6 illustrates the major practical application of this study.

![Figure 6. Major Practical Application](image-url)
Despite the fact that the major practical implication of this study relies on the methodology itself, the implications of this study are interdisciplinary and not only the life stories of the participant’s convey implications for practice in this study. This study identified four common themes, and these refer to the antecedent factors in the lives of the participants that influenced their leadership. As previously discussed on Chapter Four, these themes were (a) Society, (b) Journeys, (c) Wisdom and Knowledge and, (d) Character Traits. These findings posit implications to education practice and now educators, parents and others involved with education better understand the impact of experiences and how experiences can potentially influence the development of future leadership approaches of youngsters. For example, in the case of these three leaders in Brazil parenthood was a significant influence in their lives. Since parenthood can be an important influence on a given leadership approach, mothers and fathers reading this study can better understand the potential effect of their own selves on the development of the leadership of their children.

In this study, experiences with experiential knowledge and knowledge acquired thought education/advice influenced the leadership of three university presidents in Brazil. University presidents, provosts, international higher education administrators, board of trustless and others seeking to engage with and within the Brazilian private higher education sector may benefit in reading that not only formal but also experiential education is a antecedent factor of leadership in the lives of the three participants of this study’s participants. This understanding can contribute to the development of global partnerships that places attention on the experiential and formal learning as its core.

The value of education also appeared as a common influence in the lives and leadership of the participants. They often understood these influences in forms of experiential knowledge
and acquired knowledge, often from advice of immediate family. In terms of experiential learning, the practical implication of this finding is very important. Institutions of higher education in Brazil should continue including in their curriculum experiential learning as a means to enhance formal learning, as both can contribute to the development of future authentic leaders.

In the past decades, not only Brazil, but also other countries have accomplished democracy. Brazil is a fairly new democratic society and determination and hard work are traits present in the life story of each participant of this study. This leads to a conclusion that those in the field of political science, such as legislators and government leaders, especially those in other countries that have recently adopted democracy, upon reading this study’s stories, could be encouraged to take advantage of democracy in their country by creating or increasing programs to develop leaders.

In the case of Brazil, family and societal systems were predominant influences in the lifetime of the participants of this study. Upon reading the findings of this study legislators and government leaders of new democracies, could potentially be inspired to carefully think of ways to foster positive society conditions for their citizens, as these conditions could have an impact on the future leaders of the nation. This practical implication is very important also for business administrators, particularly, as it concerns human resource departments. These departments should seek to create or enhance programs and incentives that support leaves of absence for higher-level executives. In the case of this study, experiences with motherhood and fatherhood can potentially trigger authentic leadership and consequently may have a positive impact on the leadership of the institution.

In the field of health sciences, psychologists, and psychiatrists can use the learning of this
study, particularly the learning about the significance of character traits such as determination and hard work as an antecedent factor in the lifetime of higher-level leaders. This learning can contribute to the expansion of alternative approaches, such as therapies to the treatment of stress related disorders.

These findings also posit implications to the field of international higher education practice, as global peers of newly democratic societies can now better understand what potential lifetime experiences influenced the leadership of these three leaders in Brazil. This understanding can potentially assist these leaders in their own democratization process. By understanding what potentially influenced the leadership of these three the private higher education system in Brazil, their peers can be empowered to advance their own education systems.

In conclusion, narratives can empower. The methodology of this study, as well as its findings, can potentially appeal to a range of audience and fields based on the experience and foci of the reader. In addition, a better understanding the antecedent factors in the lifetime of the leaders of the private universities in Brazil, can potentially contribute to a better understanding of the leadership of the Brazilian private higher education system and the factors that made not only the leaders flourish but also their sector.

**Future Research**

The possibilities of future research surrounding authentic leadership are both exciting and vast. First and foremost, future researchers should continue exploring the antecedent factors of authentic leadership in other cultures and contexts, and an international consortium of scholars of authentic leadership should be developed. This can tremendously contribute for a range of perspectives and to global clusters emerge.
This study employed a developmental perspective of authentic leadership as its guiding perspective and sought to examine the antecedent factors of authentic leadership in the lifetime of the participants. Future research should go a step further and place attention on the different stages in the life span of the participants, and to what extent each stage in their lives may impact their leadership. For example, future studies could examine to what extent early childhood experiences influence the leadership of authentic leaders.

In terms of analysis, future studies should explore other forms of narrative analysis besides thematic, such as dialogic and performance analysis (Riessman, 2008). Such forms could allow for in depth relational factors to emerge, therefore expanding on the nature of some of the findings of this research, such as the feelings behind the involvements with and within society as an antecedent factor.

Still considering narrative analysis, future studies employing dialogic and performance analysis (Riessman, 2008) should also go another step further in their analysis by universalizing the findings of their studies (Atkinson, 1995; Campbell, 2008). This could be accomplished by employing archetypes as a tool for the design of the narrative and patterning (Snowden, 2003).

Future authentic leadership research conducted in South America should also explore authentic leadership holistically. Particularly, the concept of followership as it relates to authentic leadership should be explored specifically to what extent authentic followership may be a consequence of authentic leadership and the antecedent factors, if any, leading to that. Researchers could employ an exploratory case study to gather the perspectives of followers and leaders seeking to describe the experiences of the leaders and the followers within their organization.

In terms of methodology, future research should continue employing qualitative
approaches to the study of leadership. Qualitative research is both, challenging and rewarding process. Qualitative studies, “take time, involves ambitious data collection and analysis, results in lengthy reports and does not have firm guidelines” (Creswell, 2013, p. 65). Well thought out qualitative designs employing accessible writing style can appeal to readers that are not interested in a formalist form of writing.

The researcher observed the participants to be very welcoming, receptive, and humble. This observation was an interesting one, yet not surprising for the researcher, considering that both participants and researcher are from the same culture. Reis and Quental (2014) explained that, “generosity, cordiality, warmth and empathy, [are] highly valued attributes in Brazilian society” (p. 130). To this end, future studies should consider different lenses, frameworks, methodologies, and foci to the study of antecedent factors of the leadership in authentic leaders in Brazil, and include observations as forms of data collection. For example, a deductive mix methods study employing Luthans and Avolio’s (2003) and Schein’s (2009) three levels of culture framework could potentially be used tandem with a case study methodology. This design could lead to a noteworthy research of the relationship, if any, between authentic leadership and national culture. Creswell (2012) explained that data collection under case study methodology generally utilizes “multiple sources, such as interviews, observations, documents and artifacts” (p. 105). Finally, this design would allow for observations, and could provide for a bird-eye view of the antecedent factors of the leadership and its potential relationship with national culture.

In conclusion, in terms of future research of authentic leadership, it is important that researchers studying it not only explore it in different contexts and other cultures, but also seek to bring different lenses, coherent qualitative design, and accessible language that can contribute
to an interdisciplinary view of the phenomena as well as seek to explore other factors, such as followership. In so doing it may contribute to bring a holistic and interdisciplinary perspective to the study of authenticity and leadership.
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Appendix A: Recruitment Call

Recruitment: English version

Dear President [name],
Thank you for taking the time for this phone call. Your name was given to me by (Referrer).
As a part of my doctoral studies at Northeastern University, I am studying leaders of institutions of private higher education in Brazil. The goal of this study is to interview the current presidents of the private universities in southeast region of Brazil about their life stories.

I would like to hear your life stories and their possible influences on your work perspective. Those selected for the study will take part in three individual interviews during a ten to fifteen-day period in December 2014. Each interview will last about sixty minutes in length at a comfortable and private place that you select that it is convenient to you. I will also ask you to complete a timeline of events and experiences. The consent letter and interview protocol explains in detail what each of these interviews entail; I will send those to you for your review if you meet the participation criteria.

In order to be a part of this study you must have held academic and/or administrative positions in private universities in Brazil for at least five years and be actively serving as a president of a private higher education institution in the southeast region of Brazil for at least one year. You also must be based in the southeast region of Brazil. May I ask you: Do you meet these criteria?

If the individual does not meet the criteria: Thank you very much for taking the time to speak with me about my study.

If the individual meets the criteria I will send to them the Interview protocol and the unsigned letter of consent in both Portuguese and English for their review, and continue with the call:

Thank you. You meet the participation criteria. If you choose to participate, your name and your university’s name would remain confidential throughout the entire process through the use of pseudonyms. The identity of you and your university will also be kept confidential at the end of the research. I will also send to you the unsigned consent form for your review and will review with you them orally prior to the interview.

Complete findings will be published shared with you. This information can be utilized in your future business practices if you wish. In addition, you will have the opportunity to make any additions and or revisions to the interviews transcript.

Your participation is voluntary and you can choose to withdraw at anytime. There is no compensation for involvement, other than receiving the data obtained through the study itself, should this be of your interest. Do you have any questions?

If the individual has questions, the student researcher will answer it or refer it to the principal investigator prior to ask for schedule the interview.
If the individual does not have questions, the student researcher will ask to schedule the interview:
Thank you. Please contact me at [insert email] or [insert phone number] to schedule an interview should you decide to participate in this research, or to discuss any additional questions you may have after you read the consent forms and interview protocol. I look forward to meeting you soon and speaking with you. You may also contact my advisor Dr. Sanders, if you have any additional questions about this research at [insert email].
Thanks

Simone Elias

Recruitment: Portuguese version

Prezado Reitor [nome],

Obrigado por dispensar um tempo na sua agenda para esta ligação. Seu nome me foi passado por (de referência).
Como uma parte dos meus estudos de doutorado na Northeastern University, estou estudando líderes de instituições de ensino superior privado no Brasil. O objetivo deste estudo é de entrevistar os reitores de universidades privadas na região sudeste do Brasil sobre as histórias de vida deles.
Eu gostaria de ouvir as suas histórias de vida e as possíveis influências destas na sua perspectiva de trabalho. Os selecionados para o estudo irão participar de três entrevistas individuais durante um período de dez a quinze dias, em dezembro de 2014. Cada entrevista vai durar cerca de 60 minutos, e serão feitas em um lugar confortável, privado e conveniente a você e de sua escolha. Além disso, vou lhe pedir também para preencher uma linha de tempo de eventos e experiências. O protocolo da entrevista e a carta de consentimento explicam em detalhes o que cada uma dessas entrevistas implicam; e irei lhe enviar sua análise, caso você possua os critérios de participação.

O critério de participação neste estudo e que você tenha tido posições acadêmicas e /ou administrativas em universidades privadas no Brasil há pelo menos cinco anos, e estar servindo atualmente como reitor de uma instituição de ensino superior privado na região sudeste do Brasil por pelo menos um ano. Você também deve estar localizado na região sudeste do Brasil. Posso perguntar-lhe: Você possui esses critérios?

_Caso o indivíduo não possua os critérios: Muito obrigada por agendar este horário para falar comigo sobre o meu estudo._

_Caso o indivíduo possua aos critérios irei enviar-lhe o protocolo da entrevista e a carta de consentimento sem assinatura em Português e Inglês para a revisão dele, e continuar a ligação:_

Obrigada. Você possui os critérios de participação. Se você optar por participar, seu nome e o nome da sua universidade permanecerão confidenciais durante todo o processo através do uso de
pseudônimos. A sua identidade assim como a identidade da sua universidade também serão mantidas em sigilo no final da pesquisa. Além disso, vou enviar-lhe a carta de consentimento sem assinatura para sua revisão e irei rever a mesma contigo oralmente antes da entrevista.

Os Resultados completos deste estudo serão publicados e compartilhado contigo. Esta informação pode ser utilizada em suas práticas futuras, caso deseja. Além disso, você terá a oportunidade de fazer quaisquer alterações e/ou revisões na transcrição das entrevistas.

A sua participação é voluntária e você pode optar por retirar-se deste estudo a qualquer momento. Não há remuneração para a participação, para além de receber os dados obtidos através do estudo, caso seja de seu interesse. Você tem alguma pergunta?

*Caso o indivíduo tenha perguntas, a estudante pesquisadora irá respondê-las ou encaminhá-las para o investigador principal antes pedir um agendamento da entrevista.*

*Caso o indivíduo não tenha perguntas, a estudante pesquisadora irá pedir lhe para agendar a entrevista:*

Obrigada. Por favor entre em contato comigo no e-mail elias.s@husky.neu.edu ou no telefone 617-922-2992 para agendar uma entrevista você decida participar desta pesquisa, ou para discutir quaisquer perguntas adicionais que você possa ter depois de ler a carta de consentimento e protocolo da entrevista. Estou ansiosa para conhecê-lo em breve e falar contigo. Você também pode entrar em contato com minha orientadora Dra. Sanders, caso você tenha quaisquer perguntas adicionais sobre esta pesquisa no e-mail: t.sanders@neu.edu.

Obrigada
Simone Elias.
Appendix B: Unsigned Consent Forms

UNSIGNED CONSENT DOCUMENT - English

Northeastern University, College of Professional Studies, Department of Education

Name of Investigators:
Principal Investigator’s name: Dr. Tova Sanders
Student Researcher’s name: Simone Elias

Title of Project: Portraits of Higher Education Leaders: A Narrative of the Life Stories of Private University Presidents in Brazil

Request to Participate in Research
We would like to invite you to take part in a research project. The purpose of this research is to gain insight into the life stories of private university presidents in Brazil.

You must be at least 18 years old to be in this research project.

The study will take place at _____________, or at _______________. If you decide to take part in this study, I will ask you to participate on three interviews (conducted by Simone Elias) over a ten to fifteen day period. Each interview will last about 60 min each. During these interviews I will ask you to talk about your life stories. If you decide to take part in this study, I will also ask you to complete a timeline of experiences and events.

The possible risks or discomforts of the study are minimal. You may feel a little uncomfortable when answering personal questions about your lifetime experiences.

There are no direct benefits to you for participating in the study. However, your answers may help us to learn more about the private Brazilian higher education and their leaders.

Your part in this study will be handled in a confidential manner. Only the researchers will know that you participated in this study. Any reports or publications based on this will not identify you or any individual as being of this project.

The decision to participate in this research project is up to you. You do not have to participate and you can refuse to answer any question. Even if you begin the study, you may withdraw at any time.

You will not be paid for your participation in this study.

If you have any questions about this study, please feel free to call Simone Elias at +55 1 (617) 922-2992 or elias.s@husky.neu.edu, the person mainly responsible for the research. You can also contact Dr. Tova Sanders, the Principal Investigator at + 55 1 (202) 549-3240 or t.sanders@neu.edu.

If you have any questions about your rights in this research, you may contact Nan C. Regina, Director, Human Subject Research Protection, 960 Renaissance Park, Northeastern University, Boston, MA 02115. Tel: ____________, Email. ____________. You may call anonymously if you wish.

Thank you.

Simone Elias
UN S SIGNED CONSENT DOCUMENT- Portuguese

Northeastern University, College of Professional Studies, Departamento de Educação.
Nome dos Pesquisadores (s):
 Nome do Pesquisador Principal: Dr. Tova Sanders
 Nome do aluno Pesquisador: Simone Elias

Título do Projeto: Retratos dos Líderes do Ensino Superior: Uma narrativa das histórias de vida de Reitores de Universidades Privadas no Brasil

Pedido para participar na pesquisa
Gostaríamos de convidá-lo a participar de um projeto de pesquisa. O objetivo desta pesquisa é de obter insights sobre as histórias de vida de reitores de universidades privadas no Brasil.

Você deve ter pelo menos 18 anos de idade para participar neste projeto de pesquisa.
O estudo será realizado em ____________, ou _____________. Caso você decida participar deste estudo, vou pedir-lhe para participar em três entrevistas ao longo de um período de dez a quinze dias. Cada entrevista vai durar cerca de 60 minutos. Durante estas entrevistas irei pedir-lhe para falar sobre sua histórias de vida. Caso você decida participar neste estudo, eu também irei pedir-lhe para preencher uma linha de tempo com de experiências e eventos.

Os possíveis riscos ou desconfortos deste estudo são mínimos. Você pode se sentir um pouco desconfortável ao responder a perguntas pessoais sobre suas experiências de vida.

Não há benefícios diretos a você para participar deste estudo. No entanto, suas respostas podem nos ajudar a aprender mais sobre o ensino superior brasileiro privado no Brasil e seus líderes.

Sua participação neste estudo serão tratados de forma confidencial. Somente os pesquisadores vão saber que você participou deste estudo. Os relatórios ou publicações com base nesta pesquisa não ira identificá-lo, nem tampouco identificará qualquer indivíduo como sendo parte deste projeto.

A decisão de participar deste projeto de pesquisa é sua. Você não tem de participar e pode se recusar a responder a qualquer pergunta. Mesmo se você começar o estudo, você pode retirar-se a qualquer momento.

Você não será pago por sua participação neste estudo.

Se você tem alguma dúvida sobre este estudo, por favor, não hesite em entrar em contato com Simone Elias no _____________ ou _____________, a principal responsável pela pesquisa. Você também pode entrar em contato com a Dra. Tova Sanders, a investigadora principal no _____________ ou _____________.

Se você tem alguma dúvida sobre seus direitos nesta pesquisa, você poderá entrar em contato com Nan C. Regina, Diretor, Human Subject Research Protection, 960 Renaissance Park, Northeastern University, Boston, MA 02115. Tel: ____________, Email: _____________.

Você pode ligar anonimamente, se desejar. Você pode ficar com esta cópia.

Obrigada,
Simone Elias
Appendix C: Script Contact for indication of Participants

**English Script Contact for indication of Participants (Phone Call)**

Good morning, [name]. First of all thank you very much for taking the time to speak with me regarding my study of Brazilian private higher education leaders. I am calling to ask for your recommendation of potential participants for my study. The goal of this study is to interview the current presidents of the private higher education sector in southeast region of Brazil about their life stories. The general criteria for participation in this study includes: That these individuals have held academic and/or administrative positions in private universities in Brazil for at least five years and their status as actively serving as a president of a private higher education institution in the southeast region of Brazil for at least one year. Selection for this study is not guaranteed, but will be determined during a brief phone call. If you can recommend potential participants that would meet the above criteria to speak with me I would be grateful. Upon receiving your recommendation, I would kindly ask you to contact these potential participants and let them know that I will be in touch with them with specifics of the research and to schedule the interviews should they agree to participate. During my contact with them I will also make available to them an unsigned letter of consent. This letter explains in details how the interviews will be conducted. The letter of consent will state that their information will be confidential. I will send to you that letter for your records. Would you prefer that fax it or e-mail you the letter? Thank you very much for your time.

**Portuguese Script Contact for indication of Participants (Phone Call)**

Bom dia, [nome]. Em primeiro lugar muito obrigada por conceder um horário na sua agenda para falar comigo sobre meu estudo de líderes de ensino superior privado brasileiro. Estou ligando para pedir a sua recomendação de potenciais participantes para o meu estudo. O objetivo deste estudo é de entrevistar reitores de instituições de ensino superior privado na região sudeste do Brasil sobre as histórias de vida deles. Os critérios gerais para a participação neste proposto estudo inclui: que estes indivíduos mantiveram posições acadêmicas e /ou administrativas em universidades privadas no Brasil por pelo menos cinco anos, e que atualmente atuem como reitores de uma instituição de ensino superior privado na região sudeste do Brasil por pelo menos um ano. Seleção para este estudo não é garantida, mas será determinada durante uma ligação. Se você pode recomendar potenciais participantes que cumpram os critérios acima para falar comigo eu ficaria muito grata. Ao receber sua recomendação, eu pediria que você entrasse em contato com esses potenciais participantes de maneira que eles fiquem sabendo que eu irei entrar em contato com eles a respeito dos detalhes da pesquisa, assim como para agendar as entrevistas caso eles concordem em participar. Durante meu contato com eles, eu também irei lhes disponibilizar uma carta de consentimento sem assinatura. Esta carta explica em detalhes como as entrevistas serão realizadas. A carta de consentimento irá indicar que as informações deles serão mantidas com confidencialidade. Também vou enviar-lhe esta carta para seus arquivos. Você prefere que eu envie esta carta por fax ou e-mail? Muito obrigada pelo seu tempo.
Appendix D: Interview Guide

Interview Protocol
Institution: Northeastern University
Interviewee:
Interviewer: Simone Elias
Location of Interview:

First Interview

Thank you very much for taking the time from your demanding schedule to be a part of my dissertation study. I choose you because of your prominent position as the president of a higher education institution, your rich life story, and because you meet the participation criteria. The purpose of my research is to learn about the experiences in your lifetime that may influence your work perspective.

All information that I collect during our interview will be handled with confidentiality. I will not use any personal identifying information. Before we start, it would be great if we can select a pseudonym for you and your institution. Do you have any preference? In documenting these interviews, I will refer to you by this pseudonym. With your permission, I will record this session. Afterward, I will provide you a copy of the transcript for your review and you will have the opportunity to make any adjustments or comments to it.

Just to recap, your participation is voluntary and you may withdraw at any time and for any reason. If you don’t feel comfortable with any question I ask you don’t need to answer, we can just move to the next question. During this interview I may from time to time look at my notepad. My notepad has some questions that I wrote for this interview. Before we start do you have any questions for me, or anything you need to know? May we start? Do I have your permission to record this interview?

Bellow is the general question for the interview and probes that will be used as a guide during the first interview.

1) Please tell me about your past and what influenced you growing up.
   • Birth and Family of origin: How would you describe your family growing up? Please provide an example of a significant event with your family, which may have had a lasting impact on your work perspective.
   • Cultural settings and traditions: Tell me about the time you were raised in Brazil. What was it like? How it has changed? Please provide an example of a significant event within your culture and traditions that may have had a lasting impact on your work perspective.
   • Social Factors: Can you tell me about some of the struggles and happy times in your life that you remember the most? How have they impacted you today?
   • Education: Please tell me about your experiences with education as a child and as adult.
   • Work: Can you tell me about your career progression?
• **Closure:** Do you think these experiences, moments, and/or events may influence your work perspective?

Thank you for participating in this first interview. I will send you copy of the text of this transcript of this interview for your comments and review, so you have the opportunity to verify that my interpretations of the interview, and that the data truthfully tells your life story. In the next interview we will talk about historical events, your vision for the future, wisdom, and major themes in your life.

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**Second Interview**

Thank you again for participating in this second interview. The second interview will last approximately 60-minutes. In this interview we will focus on turning points in your life story, such as becoming a president of the institution or any other relevant significant point of your life you judge to be important. With your permission, I will also record this interview digitally using an audio recording device and save it to MP3 format for later transcription. May we start? Do I have your permission to record this interview?

2) **Please tell me about turning points in your life story, or any other relevant significant moment or event in your lifetime that you judge to be important.**

- **Historical events and periods:** What was like to live in the military dictatorship and/or post-dictatorship? Please provide an example of a situation that may have had a lasting impact on your work perspective.
- **Major Life Themes:** Can you please tell me about major events and turning points in your life? Is there anything in your life experience that gives you unity, meaning or purpose? Can you tell me about how you became a president of a university?
- **Vision of the future:** What legacy would you like to leave, if any?
- **Closure:** Is there anything else that you would like to tell about your life story and its possible influences in your work?

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**Third Interview**

- This is our last interview. More than an interview, this will be an opportunity for us to review the previous interviews and reflect on its meaning. I have the transcripts here with me as well as a preliminary organization of your life story. I also have a partially completed timeline of events for you to review.
- May we take a look at it? Please feel free to adjust it as you wish, as well add any additional comments or significant events you would like to discuss.
<table>
<thead>
<tr>
<th>Era</th>
<th>Topics</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood</td>
<td>General memories</td>
<td></td>
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<tr>
<td></td>
<td>Significant events (positive)</td>
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<td></td>
<td>Significant events (negative)</td>
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<tr>
<td></td>
<td>Educational Experiences</td>
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<td></td>
<td>Aspirations</td>
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<td></td>
<td>Family and Traditions</td>
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<td></td>
<td>Memories of Brazil</td>
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<td></td>
<td>Significant events in your life and their impact on you</td>
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<td>Significant events in Brazil and their impact on you</td>
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<td>Other topics</td>
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<thead>
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<th>Topics</th>
<th>Examples</th>
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<td>Significant events (positive)</td>
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<td>Significant events (negative)</td>
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<td></td>
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<td>Era</td>
<td>Topics</td>
<td>Examples</td>
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<tr>
<td>Early Adulthood</td>
<td>General memories</td>
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<td></td>
<td>Significant events (positive)</td>
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<td></td>
<td>Significant events (negative)</td>
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<td></td>
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<td>Other Topics</td>
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<th>Year</th>
<th>Topics</th>
<th>Examples</th>
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<td></td>
<td>General memories</td>
<td></td>
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<td></td>
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<td>Other topics</td>
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</tbody>
</table>
### Appendix E: Contextual Timeline

<table>
<thead>
<tr>
<th>Year</th>
<th>Event/ Movement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1964–1968</td>
<td>The population is silenced (Levine, 1999).</td>
</tr>
<tr>
<td>1968</td>
<td>The dictatorship regime reaches its peak. The Institutional Act No. 5 granted the regime full power to repress the opponents. Elected congress and other legislative branches had their terms revoked. Congress is closed. Intellectuals and revolutionaries rebelled against the oppression. Thus it so begins an urban guerrilla in Brazil (Levine, 1999).</td>
</tr>
<tr>
<td>1969</td>
<td>Urban guerrillas reach its peak. Rebels who wanted to force the military regime to release political prisoners kidnapped an American ambassador to Brazil. The dictatorship regime instituted death penalty to any person that practices any revolutionary acts. Several people are arrested resulting in mass persecutions and chaos. The leader of the guerrillas is killed. The regime exchanges thirteen political prisoners for the American Ambassador (Levine, 1999).</td>
</tr>
<tr>
<td>1969–1974</td>
<td>This marks the most repressive years of the regime. Censorship and violation of civil rights reaches its peak. All forms of media and all artistic expressions are highly censored. Many professors, politicians, musicians, artists and writers are investigated, arrested and tortured. Others sought exile in other countries. Rural guerrillas join the fight against the regime. UNE – a student movement- starts to be restructured and plays an important role in the process of democracy (UNE, 2014).</td>
</tr>
<tr>
<td>1974–1984</td>
<td>A slow movement for the return of the democracy starts to gain momentum. Act 5 is vetoed (Levine, 1999). A democratization process starts with the Campaign for “Direct Elections Now”. UNE plays a critical role on the democratization of Brazil with organizing protests and movements against the regime (UNE, 2014).</td>
</tr>
<tr>
<td>1985</td>
<td>Marks the start of the democracy. President Tancredo Neves is elected. That very same year, the president becomes ill and dies. The vice-president José Sarney assumes the office (Palácio do Planalto, 2014).</td>
</tr>
<tr>
<td>1989</td>
<td>President Fernando Collor is elected by direct vote (Palácio do Planalto, 2014).</td>
</tr>
<tr>
<td>1992</td>
<td>President Fernando Collor resigned the presidency, after charges of corruption and eminence of an impeachment. UNE joined the movement for impeachment. Millions of students led by UNE go to the streets (UNE, 2014). Collor’s vice</td>
</tr>
</tbody>
</table>
President, Itamar Franco assumes the office (Palácio do Planalto, 2014).

1995

President Fernando Henrique Cardoso is elected and assumes the office. He is reelected and remains in office for two terms (Palácio do Planalto, 2014).

2002

President Luís Inácio Lula da Silva from the Workers party is elected and remains in the office for two terms. He pledges to help the underprivileged and the workers. His government improves the conditions of many underprivileged citizens. A middle class starts to emerge in Brazil (Palácio do Planalto, 2014).

2004

President Lula’s government establishes the ProUni in Brazil granting higher education scholarships for underprivileged public school students to attend private higher education, a population that has lacked the financial means to attend a private college without assistance. ProUni becomes a novel program under the Brazilian Ministry of Education that grants financial assistance to students that meet the requisite income requirements (MEC, 2014).

2010

President Dilma Rousseff, former secretary of state of Lula’s government is elected president. She is the first woman to be elected president in Brazil (Palácio do Planalto, 2014).

2014

President Dilma Rousseff is reelected for a second term (Palácio do Planalto, 2014).

2015

30 years of democracy in Brazil.
Appendix F: Expanding on the Predominant Motifs

<table>
<thead>
<tr>
<th>Motif Letter</th>
<th>Motif Also known as</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>“P” Motifs</td>
<td>Motifs of Society</td>
<td>“Motifs concerned the social system…relation of the social ranks and the professions, or anything noteworthy in the administration of such activities” this category also includes family and other social relationships (Garry and El-Shamy, 2005, p. xxvii).</td>
</tr>
<tr>
<td>“F” Motifs</td>
<td>Motifs of Marvels</td>
<td>“Motifs that include journeys to other worlds”, not necessary only journeys to physical places, but also journeys to different worlds of that of which is familiar to the person. It also includes the heroes of our lives and these heroes can assume different forms, such as forms of “marvelous persons and events” (Garry &amp; El-Shamy, 2005, p. xxvi).</td>
</tr>
<tr>
<td>“J” Motifs</td>
<td>Motifs of Wisdom and Knowledge or Wise and the Foolish motifs</td>
<td>These motifs are usually associated with wisdom and other forms of knowledge. These motifs deal with “wisdom and cleverness…their fundamental unity is apparent: the motivation is always mental” (Garry &amp; El-Shamy, 2005, p. xxvii).</td>
</tr>
<tr>
<td>“W” Motifs</td>
<td>Motifs of Character Traits</td>
<td>These motifs can be interpreted as “both favorable… and unfavorable” attributes of personality (Garry &amp; El-Shamy, 2005, p. xxix).</td>
</tr>
</tbody>
</table>
Appendix G: Example of Figurative Language—Literary Translation

“Pra Não Dizer que não Falei das Flores” by Geraldo Vandré Paraíba, 1968

Poetic/Literary Translation: For them not to say that I never spoke about the flowers

by Simone Elias, Marcony Almeida and Mark Pueblo, 2015.

<table>
<thead>
<tr>
<th>Source Language: Portuguese</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caminhando e cantando</td>
<td>Walking and Singing</td>
</tr>
<tr>
<td>E seguindo a canção</td>
<td>And following the song</td>
</tr>
<tr>
<td>Somos todos iguais</td>
<td>We are all equal</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Braços dados ou não</td>
<td>Take my hand, come along</td>
</tr>
<tr>
<td>Nas escolas, nas ruas</td>
<td>In the schools and the streets</td>
</tr>
<tr>
<td>Campos, construções</td>
<td>The fields and the buildings</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Caminhando e cantando</td>
<td>Walking and singing</td>
</tr>
<tr>
<td>E seguindo a canção</td>
<td>And following the song</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Vem, vamos embora</td>
<td>Come along, let's go</td>
</tr>
<tr>
<td>Que esperar não é saber</td>
<td>Waiting is not knowing</td>
</tr>
<tr>
<td>Quem sabe faz a hora</td>
<td>Those who do know</td>
</tr>
<tr>
<td>Não espera acontecer</td>
<td>Do not wait to take action</td>
</tr>
<tr>
<td>Vem, vamos embora</td>
<td>Come along, let's go</td>
</tr>
<tr>
<td>Que esperar não é saber</td>
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</tr>
<tr>
<td>Não espera acontecer</td>
<td>Do not wait to take action</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Pelos campos há fome</td>
<td>There is hunger through the fields</td>
</tr>
<tr>
<td>Em grandes plantações</td>
<td>To the large plantations</td>
</tr>
<tr>
<td>Pelas ruas marchando</td>
<td>In the streets marching</td>
</tr>
<tr>
<td>Indecisos cordões</td>
<td>Like indecisive strings</td>
</tr>
<tr>
<td>Ainda fazem da flor</td>
<td>Still they make flowers</td>
</tr>
<tr>
<td>Seu mais forte refrão</td>
<td>Their strongest chorus</td>
</tr>
<tr>
<td>E acreditam nas flores</td>
<td>And believe that flowers</td>
</tr>
<tr>
<td>Vencendo o canhão</td>
<td>Defeat the cannons</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Vem, vamos embora</td>
<td>Come along, let's go</td>
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<tr>
<td>Não espera acontecer</td>
<td>Do not wait to take action</td>
</tr>
<tr>
<td>Portuguese</td>
<td>English</td>
</tr>
<tr>
<td>------------</td>
<td>---------</td>
</tr>
<tr>
<td>Há soldados armados</td>
<td>There are armed soldiers</td>
</tr>
<tr>
<td>Amados ou não</td>
<td>Beloved or not</td>
</tr>
<tr>
<td>Quase todos perdidos</td>
<td>Almost all lost</td>
</tr>
<tr>
<td>De armas na mão</td>
<td>Armed with weapons</td>
</tr>
<tr>
<td>Nos quartéis lhes ensinam</td>
<td>In the barracks they teach them</td>
</tr>
<tr>
<td>Uma antiga lição</td>
<td>An old lesson</td>
</tr>
<tr>
<td>De morrer pela pátria</td>
<td>To die for their country</td>
</tr>
<tr>
<td>E viver sem razão</td>
<td>And to live without reason</td>
</tr>
<tr>
<td>Vem, vamos embora</td>
<td>Come along, let's go</td>
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<tr>
<td>Que esperar não é saber</td>
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<tr>
<td>Nas escolas, nas ruas</td>
<td>In the schools and the streets</td>
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<tr>
<td>Campos, construções</td>
<td>In the fields and buildings</td>
</tr>
<tr>
<td>Somos todos soldados</td>
<td>We are all soldiers</td>
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<tr>
<td>Armados ou não</td>
<td>Armed or not</td>
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<td>Caminhando e cantando</td>
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</tr>
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<td>E seguindo a canção</td>
<td>And following the song</td>
</tr>
<tr>
<td>Somos todos iguais</td>
<td>We are all equal</td>
</tr>
<tr>
<td>Braços dados ou não</td>
<td>Take my hand, come along</td>
</tr>
<tr>
<td>Os amores na mente</td>
<td>The love in our mind</td>
</tr>
<tr>
<td>As flores no chão</td>
<td>The flowers on the ground</td>
</tr>
<tr>
<td>A certeza na frente</td>
<td>Leave no doubt behind</td>
</tr>
<tr>
<td>A história na mão</td>
<td>Our history is bound</td>
</tr>
<tr>
<td>Caminhando e cantando</td>
<td>Walking and singing</td>
</tr>
<tr>
<td>E seguindo a canção</td>
<td>And following the song</td>
</tr>
<tr>
<td>Aprendendo e ensinando</td>
<td>Learning and teaching</td>
</tr>
<tr>
<td>Uma nova lição</td>
<td>A new lesson strong</td>
</tr>
</tbody>
</table>