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An investigation on leadership diversity within
international schools based on a thematic discourse
analysis of job descriptions and interviews

E822 DISSERTATION

CYBELE LO

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Abstract

One of the main objectives of international education is to uphold international mindedness. As part of this objective, it is important for international schools to consider the diversity within their faculty. This small scale investigation explores the leadership competencies international school leaders across the globe look for in choosing future leaders for middle management. The investigation applies critical discourse analysis to determine the competencies mentioned in job descriptions and described in interviews. The job descriptions and interviews are further analysed to determine the extent to which the competencies described allow for diversity in leadership. The findings are compared with our current understanding of the interrelationships between societal culture and leadership competencies as based on Implicit Leadership Theory. The results suggest there are areas of convergence as well as divergence amongst international schools worldwide with regards to leadership competencies. International schools also seem to acknowledge and value diversity within their student population, but the sentiment has yet to fully extend to faculty. I also consider some suggestions as mentioned by the interviewees on how international schools may identify and develop future leaders for leadership succession in a multicultural environment.

Chapter 1 – Introduction

Globalization has led to increasingly multicultural communities and legislation has been enacted to reflect the diversity within communities. The United Nations protects against discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability (United Nations, no date). Similar legislation has been enacted locally including Canada and the United Kingdom (Equality and Human Rights Commission, 2021). Despite the extensive anti-discrimination legislation, there is a lack of cultural representation in educational leadership. The issue is particularly relevant to Canada as visible minorities make up around 22.3% of the general population (Government of Canada, 2017), and more than half of the population in major cities identify as visible minorities (Carman, 2017; Cole, 2017). This is in stark contrast with 11% of principals and vice principals who are visible minorities even in metropolitan areas in Canada (SPARC and Ryerson University, 2011).

As an international school teacher in a Canadian city, the topic is of particular personal interest given the purpose of international schools is to develop international mindedness (Hayden, Thompson and Walker, 2002). Recent studies on international schools worldwide show only 84% of heads of school and 74% of those on leadership teams are white (Council of International Schools, 2021), which suggests more effort needs to be placed in developing and promoting a diverse pool of applicants. International schools have unique characteristics such as multinational compositions, higher student turnover as a consequence of career paths of professional parent bodies, a strong probability where the cultural development of students are influenced at multiple levels including the host country, family culture as well as various cultures represented within the school (Langford, 2012). These unique characteristics shared amongst international schools suggest international schools can be classified as a culture of their own (Hofstede, 2011; Langford, 2012). Implicit Leadership Theory suggests the extent to which an individual is perceived as a leader is dependent on the observer's preconceived beliefs and assumptions (Kenney, Blascovich and Shaver, 1994). Individuals from different cultures have been known to view leadership differently, and certain attributes are considered universally effective or ineffective while others are considered culturally contingent (Javidan *et al.*, 2006). It is therefore important to understand what attributes and competencies are preferred in an international school context.

One of the main objectives of international education is to uphold international mindedness (Hayden, Thompson and Walker, 2002). To uphold the goals of international education, Slough-Kuss (2014) highlighted the importance of cultural diversity within stakeholder groups at all community levels, including that of leadership. Given the importance of cultural diversity within stakeholder groups in international schools, it is critical to investigate how international school leaders' perceptions on leadership competencies allow for diversity in leadership. Ryan, Pollock and Antonelli (2007) suggest one of the main reasons for the lack of diversity amongst Canadian teachers and leaders is that schools generally find immigrants to be less attractive than Canadian teachers. Why are immigrants less favoured? Globalisation and the increase in multinational companies in the past four decades have led to a growing body of literature on how different countries approach business practices and leadership ideals (Hofstede, 1980;

House *et al.*, 2004), but little has been done on how cultural perceptions affect educational leadership, especially in international schools. A deeper understanding of which competencies are valued would allow schools to be more intentional and explicit in their recruitment for leadership positions, which in turn could support the development of solutions to increase leadership diversity.

In light of the above arguments, this study aims to investigate:

What characteristics do international school leaders look for in choosing future leaders?

a) To what extent do job descriptions and international school leaders' perceptions on leadership competencies allow for diversity in leadership?

b) What can leaders do to identify and develop future leaders for leadership succession in a multicultural environment?

Word count for Chapter 1: 638

Chapter 2 – Review of the Literature

Diversity and Educational Leadership

The importance of context in relation to leadership was highlighted in the Open University course EE812. In particular, a leaders' assumptions and practices, and the external cultural context have a large influence on leadership response including application of human capital (The Open University, 2020d). Despite much discussion on how internal and external contexts have an influence on leadership, as well as an acknowledgement of the importance of diversity through public statements and commitments, bias in human resources and other systems are pervasive (Dass and Parker, 1999). The situation has not significantly improved throughout the years, as Lumby and Coleman (2007) argued leadership theory has mostly been based on the assumption of homogeneous leadership, while Walker and Hallinger (2015) have voiced the need to expand literature on educational leadership to include more diverse set of cultural contexts. In this Chapter, I will be introducing the purpose of international education and the aspects of diversity that concern this research. I will then discuss how leadership perspectives

relate to culture and summarise the current literature on leadership competencies. Finally, I will consider how the current frameworks used to evaluate leadership in cultural contexts apply in educational settings.

The Purpose of International Education

The importance of diversity is particularly relevant in the context of international schools as one of the most evident components of international education is the attitude of international-mindedness through teaching and purposeful integration into the school community (Hayden, Thompson and Walker, 2002). The goal of which is to reduce ethnocentrism and promote peace and understanding amongst citizens of the world, a goal which seems ever more important considering political developments around the world. To achieve this, Schwindt (2003) argues the goal cannot be fully achieved through incorporating literature and stories into curriculum, and personal exposure to people and culture is a crucial component to building cultural bridges.

Thompson (1998) suggests a three dimensional model for international education based on (1) a balanced formal curriculum, (2) cultural diversity of the entire school community and (3) an administrative style consistent with international institutional philosophy. Schwindt (2003) expands on Thompson's model by including 'interface with tertiary education and employment,' emphasizing cultural diversity should be applied to both the student body and among teachers, and noting the motives for enrolment is a driving force on the development of an 'ideal' international school. Although Schwindt's model is based on the case study of a single school, her action plan for other schools include suggestions to 'Recruit bilingual or multilingual teachers with international experience and education' and 'reflect international experience and education in job descriptions and compensation schemes' which suggests human capital, and specifically the means by which human resources are recruited, has potential to significantly influence cultural diversity in schools. This is not surprising, considering it is known that the knowledge, skills and cultural background of teachers and staff in turn influence the way they are able to reform existing practice (Spillane, Gomez and Mesler, 2011). Although Spillane, Gomez and Mesler were concerned with inequalities related to student opportunities rather than inclusion, the influence of prior knowledge amongst a school's human capital on school

policy and practice cannot be denied. Slough-Kuss (2014) further develops Schwindt's model by taking into account the regional communities of international schools in addition to the fundamental school community. This consideration echoes Wallace and Tomlinson's (2010) findings where headmasters identified the local context surrounding the organisation as part of the possibly manipulable meso-level. Slough-Kuss' model seeks to expand beyond the stakeholders within schools and local governments that form the fundamental and local levels, to include regional and global stakeholders that consist of regional associates, heads of schools and governing boards. It can be seen from these models for international education that diversity and inclusion play a fundamental role in all levels of international education. It is therefore important to understand what characteristics do international school leaders look for in choosing future leaders, and the extent to which perceptions on international school leadership competencies allow for diversity in leadership.

Leading for diversity

Considering the importance of diversity and inclusion at all levels of international education, it is helpful to define diversity in this research. Lumby (2012) identifies two goals to increasing diversity. The first of which is 'Leading *for* diversity' and the second being 'Leading *with* diversity.' Leading for diversity. 'Leading for diversity' relates to achieving a diverse profile of staff or students whereas 'leading with diversity,' sometimes used synonymously with 'diversity itself,' is group dependent and less clearly defined. This paper will focus on leading for diversity and consider issues relating to the lack of minority cultural representation in educational leadership. Lumby notes that representation in itself is not sufficient if it is at the cost of assimilation, where the dominant group imposes their own values, thinking and practice. In the case of assimilation, the increasing representation does not address the fundamental issue with a lack of inclusivity. The goal of the research is to consider, through competencies, what values, thinking and practice are considered important in international school leadership and to what extent are judgements on these competencies inclusive.

Leadership perspectives and cultural diversity

One area of research that has focused on the cultural aspects of leadership competencies is based on implicit leadership theory. According to 'Implicit Leadership Theory', the way an individual is perceived as a leader is dependent on the observer's implicit and tacit beliefs and assumptions (Kenney, Blascovich and Shaver, 1994). Leadership is, therefore, a socially constructed concept, and leaders are assessed according to how well they are able to match the tacit criteria set by observers. This suggests leadership is culturally dependent since leadership concerns relationships which are in turn influenced by cultural values and beliefs. The most robust studies on leadership and culture have historically pertained to corporations, two of which are Hofstede's (1980) model and the GLOBE research programme (House *et al.*, 2004). Hofstede (1980) defines culture as the collective mental programming that a group of people have in common. He outlines four dimensions by which national cultures can be described: Power Distance, Uncertainty Avoidance, Individualism/Collectivism, and Masculinity/Femininity. The dimensions were later expanded to include Long/Short Term Orientation, and Indulgence/Restraint. More recent large scale studies involving 1,000 CEOs and over 5,000 senior executives in corporations in a variety of industries across 24 countries have considered nine dimensions as part of the Global Leadership and Organisational Behavior Effectiveness (GLOBE) research programme: Uncertainty Avoidance, Power Distance, Institutional Collectivism, In-Group Collectivism, Gender Egalitarianism, Assertiveness, Future Orientation, Performance Orientation, and Humane Orientation (House *et al.*, 2004). While both Hofstede and the GLOBE models focused on corporate leadership, the fact that today's international school leaders are often accountable to their 'clientele' in private settings and are expected to manage for results, suggests international school leaders face similar expectations as leaders in private industry (Onorato, 2013). Further, as international schools often hire internationally, cross cultural leadership is particularly relevant in international school settings (Keller, 2015). As such, I will be applying the concepts derived from the Hofstede and GLOBE models to gauge the nature of international school leadership as part of the analysis in this study. The application of the Hofstede and GLOBE models in previous studies have shown that there are similarities and differences on how different cultures view leadership.

Converging leadership values

As countries become more interconnected through globalisation and businesses become more internationalised, interactions between people from different cultures would suggest perceived leadership competencies should become more similar. This convergence in values has been found in research conducted by Javidan and Carl (2004) where they found Canadian and Iranian managers had similar perceptions on charismatic leadership despite their cultural differences according to Hofstede's (1980) cultural dimensions. Iranian culture was found to have higher power distance and uncertainty avoidance whereas Canadian culture showed more individualistic and feminine characteristics. Both Iranian and Canadian managers endorsed 'eloquence' and 'tenacity' as elements of charismatic leadership, and, for the most part, agreed on the core elements that contributed to 'vision,' 'intellectual challenge,' and 'self-sacrifice.' Gentry and Sparks (2012) found the leadership competencies 'Resourcefulness', 'Change Management', and 'Building and Mending Relationships' were universally endorsed as important for success in organisations across 40 different countries, suggesting culture did not seem to affect the endorsement.

Interestingly, there is yet to be consensus on why certain leadership values converge. Some researchers, such as Bouteiller and Gilbert (2005), attribute the similarities in approaches between distinct cultures to globalisation: (1) the internationalisation of businesses and exchanges between individuals in addition to globalised publication of knowledge; (2) the centralisation of management in order to standardise approaches by skill, and; (3) new concepts such as "the learning organisation," "the intelligent enterprise," "knowledge management," etc. seem to have a unifying influence with managers. This is in contrast with Javidan and Carl's (2004) proposal that the reason for both Canadian and Iranian managers shared endorsement of charismatic leadership characteristic is due to a fundamental human need for achievement and autonomy.

Diverging leadership values

Despite commonalities between human culture and increased unification of values due to internalisation, individuals may continue to retain work values and beliefs that are consistent

with their own culture. It is therefore possible that leaders would have different beliefs on which characteristics are important for the success of the organisation and which characteristics should be valued (Gentry and Sparks, 2012). Although Javidan and Carl (2004) recognised the similarities between Canadian and Iranian managers mentioned above, they also noticed the Iranian profile of charismatic leadership does not include positive feedback and recognition or going against the status quo – qualities that could possibly be explained by the cultural value of high power distance. (Gentry and Sparks, 2012) also found the leadership competency 'Balancing Personal Life and Work' was not similarly valued across countries. House *et al.* (2004) suggest between 14% and 35% of the cross-cultural variance in leadership prototypes that demonstrate outstanding leadership can be explained by differing cultural values.

Reconciling the findings

How can we reconcile the arguments on converging and diverging leadership values? Similar to Javidan and Carl's (2004) study on charismatic leadership, Pekerti and Sendjaya (2010) found servant leadership to also be culturally universal in Australia and Indonesia - two culturally dissimilar countries. What differed was the attributes perceived to make up servant leadership in the two countries. Australian leaders, in demonstrating servant leadership, tended to associate more with authentic self, whereas Indonesian leaders demonstrated more behaviours associated with responsible morality and transforming influence. Similar findings have been identified in transformational leadership (Yu, Leithwood and Jantzi, 2002; Liu, 2014) where while certain leadership competencies may be valued across cultures, the effects of these competencies may differ across cultures. Further, the attributes perceived to make up the competency may also differ. Interestingly, Washington, Sutton and Field (2006) argue racial sub-groups within populations can also demonstrate differing attitudes depending on their background. In their study, African American leaders were reported by followers as demonstrating more servant leadership than white leaders. The authors propose this may be because of the empirically supported differences where African American communities tend to exhibit stronger interconnectedness when compared with the dominant American

individualistic culture. The characteristics of cooperation and interdependence were found to positively relate to servant leadership, which suggests an ethnicity-servant leadership effect.

Leadership competencies

Having reviewed the models used to evaluate the nature of different leadership styles in different cultures, it is helpful to consider the competencies involved in effective leadership since the purpose of this study is to identify the competencies valued by international school leaders.

Job competencies can be seen in behavioural and performance terms as ‘an underlying characteristic of an individual that is causally related to effective or superior performance in a job’ (Bolden and Gosling, 2006). In terms of leadership, competencies would relate to characteristics of an individual that would facilitate effective leadership. A study based on interviews on twelve leaders from four international financial and development institutions found strategic vision, adaptability, fostering teamwork, creating open communications, and building relationships to be important competencies for future leaders (Thorn, 2012). While this study was not particularly robust due to its small sample size and only one representative was included for six of the countries involved, more detailed analysis based on larger studies have found more nuanced findings in how these competencies present themselves between cultures.

As part of the GLOBE study that involved over 170 researchers in analysing cultural values and practices from over 17,000 managers in 62 societal cultures (Javidan *et al.*, 2006), researchers organised the large number of leadership attributes into six groupings of leadership attributes which they termed ‘culturally endorsed implicit leadership theory (CLT) leadership dimensions’ (Charismatic/ Value-based, team-oriented, participative, humane-oriented, autonomous, self-protective). They found 22 leadership attributes that were universally deemed to be desirable, such as being honest, dynamic, a team builder and having a vision. There were also a number of universal impediments to leadership effectiveness such as being asocial, non-cooperative and dictatorial. Interestingly, the study was able to also tease out culturally contingent leadership attributes – attributes that in one culture that work effectively in one culture but can

cause harm in others. For example, although both Brazilian and American managers were found to dislike managers who are individualistic, autonomous and independent, American managers did not regard these attributes as negatively as Brazilian managers. Further, while Americans tend to frown on status and class consciousness, Brazilian managers expect their leaders to be status and class conscious and respect status boundaries. American leaders also value risk taking while Brazilian managers prefer a more cautious approach. In a separate study, Kowske and Anthony (2007) drew comparable conclusions to Javidan *et al.*, (2006), but took the GLOBE study further by developing six different leadership archetypes for each of the GLOBE regions represented in the study. Kowske and Anthony investigated the level of importance of different leadership competencies as represented by 561 companies across twelve countries by asking supervisors to rate twenty-four leadership competencies according to their importance. They found the leadership competencies 'analyse issues' and 'foster teamwork' were not significantly different across cultures. Both of these competencies were consistently within the top six in terms of importance, which suggests businesses in different countries place similar importance on these competencies. However, these two competencies were the only two competencies measured that did not demonstrate statistical difference when compared across countries. From these differences, Kowske and Anthony developed six different leadership archetypes for each of the GLOBE regions represented in the study. For example, while Javidan *et al.*, (2006) noted Americans valued visionary and charismatic leadership more than the French, and took to self-leadership more kindly than Brazilians, Kowske and Anthony framed these values differently in the form of leadership archetypes. According to Kowske and Anthony, the US American Archetype was evenly distributed amongst the 'self leader,' 'vision leader,' 'technical leader,' and 'delegation leader.' This suggests leaders in the US are expected to be more holistic in their leadership style and no one leadership style is more valued. Canadian leaders had very similar views, but placed more importance in having a vision. In contrast, the Chinese Archetype placed more importance in delegation, technical and vision leadership and lower on self-leadership. There was more emphasis placed on developing and utilising relationships, as well as expectations to be technical experts who could respond effectively to orders from superiors and bring about excellent work results.

Educational Leadership in Different Cultures

The discussion above has focused on how cultural differences affect leadership in general. In this section, I will consider recent developments in cultural research specific to educational leadership. Although there are fewer studies specific to educational leadership, and the existing studies are smaller in scale when compared to corporate studies, the general findings suggest the convergence and divergence of leadership values found by applying Hofstede's (1980) and the GLOBE research program (2020) are also applicable in educational settings. Further refinements to Hofstede's framework have also been developed to specifically accommodate educational leadership.

Yu, Leithwood and Jantzi (2002) found the nature of transformational leadership's influence on teachers' commitment to change was similar across two different cultures, namely Hong Kong and Canada. However, they suggested the magnitude of the effects of transformational leadership on teachers' commitment in Hong Kong may be quite different than what would be expected in North American culture, and organisational conditions within their schools seemed to play a larger part in affecting attitudes. Liu (2014) confirmed Yu, Leithwood and Jantzi's (2002) findings that transformational leadership was valued in both Chinese and Canadian settings, but suggested a different transformation leadership model consisting of different leadership practices was more applicable to measuring transformational leadership within Chinese culture. The different models were needed to ensure there is a high degree of local integration for adequacy of meaning. In other words, although leadership styles that focus on self-actualisation and long-term benefits are valued in both Chinese and Canadian cultures, the practices that allow leaders to achieve these goals differ between cultures.

The interactions between traditional cultural influences and western education reforms have been shown to be a challenge for leaders to integrate (Walker and Hallinger, 2015). Tensions arise when leaders have to bridge the gap between reforms such as empowering stakeholders and traditional norms of high power distance. Further, Walker and Hallinger noted researchers in East Asia also emphasized the styles and competencies that principals need to be successful within their particular organisational contexts. The competencies emphasized differed amongst

countries with Singaporean researchers stressing personality traits while Vietnamese researchers often compared competencies with values grounded in government policy or ideology.

To specifically address the intricacies related to educational leadership, Dimmock and Walker (2000) introduced a framework to guide cross-cultural investigation of school leadership and organisation. In Dimmock and Walker's cross-cultural educational leadership model, school life is a result of two interrelated parts – the four elements within a school and six dimensions of societal and organisational culture based upon Hofstede's (1991) and Trompenaars and Hampden-Turner's (1997) approaches to analysing culture (Dimmock and Walker, 2005). Relevant to the current study is the 'school leadership' aspect within the element 'leadership management and processes.' Dimmock and Walker suggest school leadership can be taken to comprise of eight sub-elements – collaboration, motivation, planning, decision-making, communication, conflict resolution, appraisal, staff development, each of which can be measured against the six dimensions 'power distributed/concentrated,' 'group oriented/self oriented,' 'consideration/aggression,' 'proactivism/fatalism,' 'generative/replicative,' and 'limited relationships/holistic relationships'. While not necessarily comprehensive (Dimmock and Walker, 2005 p.37), the framework is helpful in providing points of comparison when considering leaders in different cultures.

Summary

Large scale studies in international management have provided insights to the similarities and differences on how different cultures view leadership styles and competencies. If Implicit Leadership Theory applies, and the definition of effective leadership is socially constructed and shared within social groups, then different cultural groups and organisations would have their own definition of effective leadership. This would lead to the selection of individuals who match the constructed image of a leader (Pekerti and Sendjaya, 2010). It is therefore important to understand the leadership competencies that are valued within international education as insights into these values may shed light on the constructed image of an international school leader. As the sections below will show, for this study, I applied Dimmock and Walker's (2005) framework as well as the CLT dimensions outlined in the GLOBE study (Javidan and

Dastmalchian, 2009) to determine the extent to international school leaders' perceptions on leadership competencies allow for diversity in leadership. From the results, I also considered how we can increase diversity within education leadership.

Word count for Chapter 2: 3249

Chapter 3 – Research Design

The Design Frame

In this investigation, I took on a pragmatic ontological position (Mackenzie and Knipe, 2006) and an interpretivist perspective on epistemology (Girod-Séville and Perret, 2001). The research question can be seen as an interpretivist question where the intention is to understand the perceptions international school leaders bring to differentiate talent (Girod-Séville and Perret, 2001). Given the practice of paying attention to high-potential individuals as a means to differentiate talent (Church *et al.*, 2021), it is important to understand the perspectives of leaders and the image presented in recruitment material such as job descriptions since language and semiosis play a significant part in the process of identifying and preparing talent for leadership positions. The process usually starts with identifying a need for a leadership position and outlining the requirements of the role in a job description. Individuals are then selected based on an interview process. Both the job descriptions and interviews involve an interpretation of what leadership roles entail as well as an interpretation of what diversity means, which suggests language and semiosis are important aspects of leadership identification and preparation. Further, it is known that diversity discourses are conceptualised differently depending on personal experiences, narratives and backgrounds (Iverson, 2012), which makes it important to understand the discourses as presented by job descriptions and gatekeepers in talent identification and preparation.

Critical Discourse Analysis (CDA) is based on the assumption that actions, objects, and practices are socially interpreted, and it is these interpretations that function to legitimise and perpetuate social inequalities (Rahal and Vadeboncoeur, 2013). Discourse can be seen as 'discourse-as-text,' 'discourse-as-discursive-practice' and 'discourse-as-social-practice' (Blommaert and Bulcaen, 2000). Discourse as social practice is discourse that relates to

ideological and hegemonic practices where dominance is achieved through constructing alliances and integrating groups through consent. It is this acknowledgement of the role discourse plays in hegemony and changes in hegemony where Fairclough (2001) develops his model of discourse. The social problem in this study is outlined in the introduction section where there is a lack of diversity in international school leadership. Given the importance language and semiosis plays in leadership identification and preparation, it is helpful to analyse the perspectives and ideologies that are perpetuated through the talent identification process as well as those that are omitted. Fairclough (2001) outlines three ways semiosis figures in social practices – social activity, representations and ‘performances’ of particular positions. Since leadership positions are performed in diverse styles depending on identity, the objective of this study is to investigate these aspects of identity represented in job descriptions and the ‘performances’ of vice principals and divisional coordinators. I chose to focus on vice principals and divisional coordinators as the appointment of vice principal-ship is often seen as a shift from a teaching role to an administrative role (Armstrong, 2015). The role often moves from a focus on implementing curriculum to managing a more diverse group of staff across divisions. Depending on the school, the title ‘divisional coordinators’ is also given to leaders who perform similar administrative work as vice-principals.

Methods

To take the above ontological and epistemological considerations into account, I conducted my research via a mixed-methods approach by applying discourse analysis in 1) A quantitative word-based analysis using document analysis of international school vice-principal job descriptions, 2) A thematic analysis of online interviews with International Baccalaureate school vice principals and coordinators to tease out leadership competency themes and the extent to which they are inclusive, and 3) A thematic analysis on online interviews with International Baccalaureate school vice principals and coordinators to tease out possible strategies in diversifying leadership development. Hajer's (2003) approach to CDA outlines three layers of policy discourse: story lines, policy vocabularies and epistemic figures. This study will focus on policy vocabularies and storylines. I will be discussing each of the three methods in the following sections.

1. A quantitative word-based analysis using document analysis of international school Vice-principal job descriptions

To gain an initial understanding on ‘What characteristics do international school leaders look for in choosing future leaders?’ and ‘To what extent do job descriptions allow for diversity in leadership?’, a word frequency analysis was conducted using job descriptions for vice principals. The goal in including a word-based analysis is to discover themes in the text and to complement the other analyses in this study (Guest, MacQueen and Namey, 2012). This was achieved by identifying common leadership competencies and determining the frequency by which these competencies and diversity are mentioned in job descriptions. A quantitative approach was chosen since the goal of most leadership job postings is to provide a brief overview about a school without over burdening candidates with lengthy descriptions on specific approaches. As a result, while job descriptions can hint at what competencies and values a school may have (Passonneau and Erickson, 2014; Chongwony, Gardner and Tope, 2020), there is generally very little detail on how the school interprets different leadership competencies, or how the school accommodates diversity. For example, a job description may state the school is diverse by mentioning the school has ‘more than 500 students representing 62 nationalities’ and ‘the faculty is typically represented by more than 14 nations’ (JD-2), but fails to describe how the school works towards cultivating a sense of belonging or creating opportunities for students and staff to explore or express their cultural identities. Similar to prior studies as exemplified by Passonneau and Erickson (2014) and Chongwony, Gardner and Tope (2020), I conducted a frequency analysis on the leadership competencies listed in the job descriptions. I also grouped the interviews according to the GLOBE research programme regional clusters – ‘Confucian-Asia Cluster,’ ‘Germanic Europe cluster,’ ‘Latin America cluster,’ and ‘Middle East Cluster’ in order to compare the results to the GLOBE findings

To conduct the frequency analysis, nine publicly available job descriptions were collected from an international education recruiting agency. I chose to use job descriptions from an international education recruiting agency due to the fact international schools often elicit the help of such recruiting agencies to advertise globally for middle and upper management roles. As discussed earlier, I chose to focus on vice-principal positions due to the transition from a

teaching role to an administrative role. The recruiting agency had nine publicly available vice-principal job descriptions and these job descriptions spanned seven different countries. I familiarised myself with the documents by identifying terminology related to leadership competencies and ethnic diversity. I then proceeded to the analysis by (1) listing the terminology related to leadership competencies and ethnic diversity in the form of key words mentioned in each job description. The process involved some interpretation of the text to determine which terms were related to competencies and ethnic diversity. For example, I decided to include mentions of student and staff demographics as terminology related to ethnic diversity since the mention of a diverse student or staff population may attract a wider range of candidates (Perkins, Thomas and Taylor, 2000). (2) Similar key words were then categorised into the same group (The Open University, 2020c). For example, similar terms such as 'enthusiastic' and 'visionary' were placed in the same category. While it was not possible to completely eliminate the effects of qualitative judgement, by clearly differentiating each category, I hoped to minimise any inconsistencies and increase the reliability of the analysis (The Open University, 2020c). In all, a total of 35 unique categories were identified. (3) the frequencies of each category were tallied and are presented in Figure 2.

2. A thematic analysis of online interviews with International Baccalaureate school vice principals and coordinators to tease out leadership competency themes and the extent to which they are inclusive

Eight interviews with vice principals and coordinators were conducted via video calls to answer the questions 'What characteristics do international school leaders look for in choosing future leaders?' and 'To what extent do international school leaders' perceptions on leadership competencies allow for diversity in leadership?' Six questions were included in the interview (Appendix 4) with Questions 2-5 focused on leadership competencies.

The thematic analysis in the interviews takes on a theoretical latent approach (Braun and Clarke, 2006). A latent approach was chosen in order to determine the underlying connections between leadership competencies and diversity. The outline guide provided by Braun and Clarke (2006) was applied in this part of the analysis: (1) The 8 interviews were conducted via video calls and recorded. The interviews were first transcribed using artificial intelligence then

manually checked and edited for errors. (2) An initial systemic analysis of the leadership competencies mentioned in the interviews was conducted to identify initial codes. (3) The resulting list of codes were divided into themes. (4) Two frameworks were then applied to analyse themes from the interview responses to tease out leadership competency themes to identify cultural influence: Dimmock and Walker's (2005) cultural dimensions and the CLT dimensions from the GLOBE study (Javidan and Dastmalchian, 2009).

Dimmock and Walker's (2005) cultural dimensions are based on Hofstede's (1991) ideas and Trompenaars and Hampden-Turner's (1997) ideas on common benchmarks where cultural characteristics can be compared. These cultural dimensions are similar to the GLOBE's nine 'cultural dimensions' in that the framework allows for the categorisation of leadership and management processes according to cultural characteristics, but Dimmock and (2005) framework are more oriented towards educational leadership and school organisation whereas GLOBE was designed as a framework to gauge corporate leadership. Connections between the two frameworks are illustrated in Figure 1.

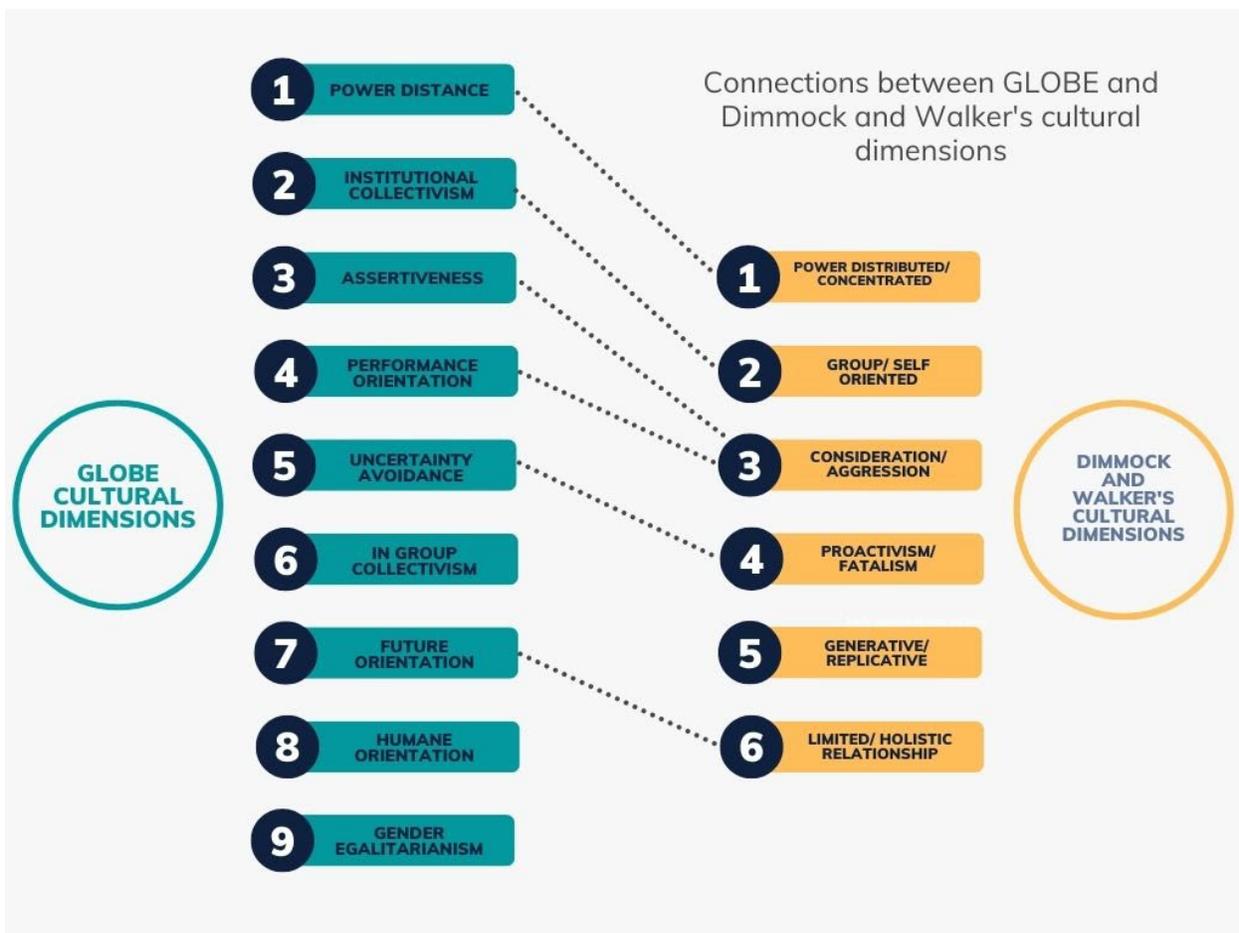


Figure 1. Connections between GLOBE cultural dimensions (Javidan and Dastmalchian, 2009) and Dimmock and Walker's (2005) cultural dimensions

The CLT dimensions from the GLOBE study (Javidan and Dastmalchian, 2009) takes the cultural dimensions a step further by considering how different cultural groups would rate different forms of leadership.

I chose to apply the CLT leadership profiles from the GLOBE study (Javidan and Dastmalchian, 2009) due to the extensive research that has been done using this framework since 1991. The 2004 GLOBE study involved over 200 researchers studying 17000 middle managers in 62 cultures to measure cultural values and practices in each country (GLOBE research program, 2020b). The framework was also applied in other large scale projects, the findings of which were published in 2014 (GLOBE research program, 2020a) and projects are still continuing today (GLOBE research program, 2020c). Due to the scale of many large international schools,

vice principals and coordinators are often only in charge of a sub-section, or division, of a school. They also often have to report to senior management such as the whole school principal and vice principal. From this perspective, the extensive data that has already been collected on middle managers from the GLOBE study was applicable as a basis of comparison for the current study.

3. A thematic analysis on online interviews with International Baccalaureate school vice principals and coordinators to tease out possible strategies in diversifying leadership development

The thematic analysis in the interviews takes on an inductive semantic approach (Braun and Clarke, 2006) to answer the question ‘What can leaders do to identify and develop future leaders for leadership succession in a multicultural environment?’ The inductive semantic approach was chosen to identify and consolidate the ideas vice principals and coordinators had on how leadership could be diversified without using a coding frame and reducing my own analytic preconceptions as much as possible.

To conduct the study, the recordings and transcriptions used to study leadership competency themes and the extent to which they are inclusive were also used for this part of the study. One of the six questions included in the interview directly related to diversification strategies – ‘According to the Council of International Schools, internationally 84% of heads of school and 74% of those on leadership teams are white – What can schools do to increase the cultural diversity in school leadership?’ The suggestions given by vice principals and coordinators were identified and coded. Similar codes were consolidated into themes to generate a shortlist of ideas. The themes were then reviewed and analysed with consideration to existing literature.

Participants

The focus was on middle level leadership positions that have strategic as well as managerial influence over either a primary/secondary school division or an entire cross-divisional school. The decision to focus on school leadership is based on Slough-Kuss' (2014) model that includes school community when considering cultural diversity in international education. Vice principals and divisional coordinators were chosen as the focus of this study since the roles are often seen

as a shift from a teaching role to an administrative role (Armstrong, 2015). These leadership roles have direct influence on school policies including recruitment, admissions and curriculum, both on a strategic and managerial level. Further, individuals in vice principal and divisional coordinator roles often make decisions in identifying identifying and preparing talent for leadership positions, which makes their role in diversifying leadership composition particularly important. It should be noted the delegation of responsibility differs slightly between schools and often the roles of vice principals and divisional coordinators overlap. Some schools also have other titles for similar roles including 'Director' and 'Associate Principal.'

Job descriptions

Nine leadership job descriptions were included in the study. Job descriptions were taken from an international education support organisation website and consisted of Nine international schools in Seven countries. The job descriptions were for used for recruitment between 2018 and 2022. The decision was made to obtain job descriptions via an international education support organisation website as the utilisation of these websites suggest the schools involved are interested in recruiting their candidates internationally. Further, the websites often have standardised school profiles that ask schools to include information such as their mission, description of the school, students and staff, curriculum, position overview, responsibilities and qualifications, which makes the information comparable between job descriptions. The use of these websites also allow for inferences to be made between the job descriptions and interviews since International Baccalaureate schools often hire internationally for vice principals and coordinators by utilising similar recruitment. Thus the job descriptions and interviews will be targeting the same pool of candidates.

Interviews

To identify possible candidates, I started with a list of 42 independent schools that are members of an independent school association. This list was narrowed down to 13 prospective candidates by identifying those who worked in International Baccalaureate Schools (*International Baccalaureate*, no date) as opposed to independent schools in general to ensure the chosen candidates were focused on international education. Part of Schwindt's (2003)

model for international education suggests curriculum as one dimension of the learning environment that can be used to promote international education. The International Baccalaureate Organisation (IBO) provides one such possibility. By contacting leaders in International Baccalaureate Schools I hoped to ensure candidates were focused on international education. I also obtained another list of eight International Baccalaureate divisional coordinators from personal contacts. Between the 13 candidates from the independent school association membership list and the 8 from personal contacts, eight of candidates agreed to participate in the interviews. Four of the participants were vice principals and four were divisional coordinators. At the time of the interview, seven of the participants were based in Canada while one was based in China. The interviews were conducted via video calls on a one-on-one basis partly due to Covid pandemic concerns but also the ability to accurately and effectively record the information for analysis. Video calls also allowed reduced the time and space constraints while maintaining a quality of interaction similar to that of onsite interviews

Reflection on the Research Design

Validity and Reliability

As discussed above, the current study applies CDA via a mixed-methods approach. Challenges to the validity and reliability in mixed methods approaches include representation, legitimation and integration (Cohen, Manion and Morrison, 2017). I will be discussing how the research design addresses some of these challenges.

Sample integration: This study involves two kinds of samples – job descriptions and interviews which are quantitatively and qualitatively analysed. It is important high-quality inferences can be made between the samples (Onwuegbuzie and Johnson, 2006). To ensure this is the case, the job descriptions and interviews were chosen for their same target candidate pool. For job descriptions, an international education support organisation website was chosen as it ensured the schools were looking for candidates at a global scale. These would be candidates similar to those in the interviews, who worked in IB international schools. That said, I was constrained by the number of candidates who responded to my invitation for an interview, and I think the samples in this study could be improved by including a larger and more varied sample size. This

is especially true for the interviews as out of the 8 interviewees, 7 of them are currently based in Canada and one is based in Hong Kong. To compensate for some of the reduction in sample validity, I took a holistic legitimation approach by using two established frameworks (Dimmock and Walker's (2005) cultural dimensions and the GLOBE CLT leadership dimensions (GLOBE research program, 2020b)). The data from the GLOBE studies provided some comparison for my findings.

Weakness minimization: I opted to consider both the policy vocabularies and storyline levels of CDA as I believe the two approaches can complement each other and provide a more complete view of the research question. Policy vocabularies, as defined by Hajer (2006), refer to concepts that are articulated in policy discourses developed by policymakers to help determine the actions of those seeking to faithfully implement policy (Carpenter and Diem, 2014). To investigate this layer, I identified common competency vocabularies in international school Vice-principal job descriptions and quantified the frequency by which they appear (Olsen, 2012). Storylines refer to condensed statements summarising complex concepts (Hajer, 2006). It is often assumed that people have mutual understandings of terminology, but this is not the case. The word 'diversity,' for example, can mean different things for different people (Iverson, 2012). To identify these storylines, I conducted a qualitative interpretive analysis of interviews via online meetings with International Baccalaureate (IB) school vice principals and divisional coordinators to identify which competencies they look for and examine their responses within the context of Dimmock and Walker's (2005) cultural dimensions and the GLOBE CLT leadership dimensions (GLOBE research program, 2020b). I also considered the interview responses to identify what the interviewees thought leaders could do to identify and develop future leaders for leadership succession in a multicultural environment. The three approaches were conducted independent of each other to minimise order effects.

To reduce the influence my own biases had on the results, I tried to clearly define and differentiate each category when categorising themes in the job descriptions and interviews and by being aware of my own biases when analysing the results. For example, having worked in both Canada and Hong Kong, I have preconceived notions of the different leadership styles that are based on my own experiences. However, my own experiences may not be

representative of the leadership styles in these regions. The consideration of bias relates to the 'inter-rater' version of reliability as it relates to whether another observer, working within the same theoretical framework, come to the same conclusion (Cohen, Manion and Morrison, 2017, p. 271). To strengthen the internal and external validity of the research, the results from the job descriptions and interviews were compared with each other as well as data from the GLOBE studies (House et al., 2004) to allow the complexity of the issue to be described more fully (Bush, 2012). This triangulation is especially important given document analysis is often seen as a subsidiary source of data (The Open University, 2021c) and interviews are considered an insufficient source of data when considered on its own (Roulston, 2010).

Ethics

In order to conduct an ethical study, I needed to balance the needs of the participants and stakeholders, community of educational researchers, publication and dissemination and my own wellbeing and development (The Open University, 2021b), I needed to ensure there is on the one hand sufficient protection for the participants, but also sufficient information presented to ensure the soundness of the study.

The first stakeholder I approached was the whole-school Vice Principal from my school who agreed to the purposes of the study and gave permission for me to reach out to possible candidates within the field. While the school was not directly involved in the study, it was important they knew about the study and agreed with the aims since I am a teacher at the school and my interactions with other international schools could affect the reputation of the school.

I was an outsider researcher in relation to both the job descriptions and interviews. Since the job descriptions were publicly available, there were fewer ethical concerns and anonymising the schools was sufficient in ensuring each school's confidentiality (BERA, 2018, item 40). As for the interviews, more care was needed to ensure balance between the rights of the participants and the research objectives. As an outsider researcher, I did not have a prior relationship with the interview participants, which meant it was important to reassure them the discussion would be kept confidential and I would not have direct influence over their work (The Open

University, 2021a). To mitigate these concerns, I designed the interview questions to address the research questions directly, but also gave interviewees the information sheets and informed consent forms to give them context on the study (BERA, 2018, item 8-26); Appendix 2, 3). The right to withdraw and information on how to access the raw interview data was specified. I also offered to provide the questions prior to the interviews to reassure participants of their commitment (Appendix 4).

The interviews were conducted via online meetings which allowed participants to choose a time and place at their convenience. At the beginning of each interview, I included an introduction and asked for permission to record the interviews for analysis. All interviewees agreed to the recording. The recordings are stored in password-protected personal accounts outside school servers and no names are included in the storage (BERA, 2018, item 40).

Word count for Chapter 3: 3644

Chapter 4 – Data Presentation and Analysis

1. A quantitative word-based analysis using document analysis of international school vice-principal job descriptions

To answer the question ‘What characteristics do international school leaders look for in choosing future leaders?’ I considered nine job descriptions (JD) across seven countries. Job descriptions are one of the first documents schools provide to prospective applicants. In order to attract a suitable candidate pool, job descriptions highlight the leadership competencies valued by the school. The frequency analysis of leadership competencies mentioned in job descriptions highlight some of the key competencies valued by international schools across geographical boundaries (Figure 2). A total of 35 different leadership competencies were identified across the nine job descriptions. As mentioned earlier, the results were grouped according to the GLOBE research programme regional clusters (House *et al.*, 2004) – ‘Confucian-Asia Cluster,’ ‘Germanic Europe cluster,’ ‘Latin America cluster,’ and ‘Middle East Cluster’ in order to compare the results to the GLOBE findings. The top three most frequent competencies identified from the job descriptions match those that were identified in the GLOBE study (Dorfman *et al.*, 2012). ‘Communication,’ ‘Collaboration,’ and ‘Visionary/inspirational’ coincide

with the GLOBE findings that 'Being communicative, informed, a coordinator, and team integrator (team builder)' and 'Being positive, dynamic, encouraging, motivating and building confidence (charismatic inspirational)' are both universal facilitators of leadership effectiveness. In contrast, 'Being trustworthy, just, and honest (integrity)' a universal facilitator for leadership effectiveness identified in the GLOBE study, was only mentioned in one job description (JD-3, 2019). This may be because the school that published JD-3 (2019) valued integrity in particular, or perhaps the other schools simply made the assumption that candidates understood integrity was a valued competency.

To consider the extent to which job descriptions portrayal of leadership competencies allow for diversity in leadership, I first considered the frequency by which diversity was referred to in the job descriptions. I then placed the leadership competencies in accordance with regional clusters to analyse the geographical nature of the leadership competencies.

Of the nine job descriptions considered in this study, six of the schools suggested the candidate should 'recognise diversity,' even though there was little elaboration in most job descriptions to substantiate what 'recognising diversity' would entail. Examples of elaboration included JD-9 (2021), which suggested part of the vice principal's role is to 'aim to continually expand the cultural diversity of the school'. Two of the schools (JD-7, 2017; JD-6, 2021) explicitly referred to the local culture by stating 'experience working in Asia and understanding the cultural diversity in an international school within Asia will be preferred' and 'experience with and knowledge of Latin American culture' is a preferred personal characteristic. The prevalence of references to diversity and the local culture suggest international-mindedness is at the forefront of the teaching philosophies of the schools. That said, while seven of the schools mentioned the diversity in nationalities of their student population, only three of them mentioned the nationalities of their faculty and staff. This suggests while schools see the importance a diverse student population has on the operations of the school, the community diversity described by Slough-Kuss (2014), which includes the diversity of staff, has yet to be acknowledged or promoted across the job descriptions analysed in this study.

Placing the leadership competencies in accordance with regional clusters allowed for analysis on the geographical nature of the leadership competencies and comparison with the results from the GLOBE study (Javidan and Dastmalchian, 2009). According to Javidan *et al.* (2006), the CLT leadership dimensions contributing the most to outstanding leaders in Latin America include Charismatic/Value-based and Team Oriented leadership. There is a dislike for leadership that is individualistic, autonomous and independent. Similar to the findings from Javidan *et al.*, (2006), the Latin American job description from this study demonstrated an emphasis on in-group collectivism with a strong emphasis on 'communication', 'collaboration', 'inter-personal skills', and 'being an effective listener.' This is in contrast with Javidan *et al.*'s, (2006) findings that Confucian Asian leadership viewed autonomous leadership neutrally, a characteristic echoed in (JD-9, 2021) where 'working independently' is listed as one of the desired attributes. Humane Oriented leadership was also found to be viewed relatively favorably in Confucian Asia compared to other regional clusters (Javidan *et al.*, 2006). This value is reflected in the leadership competencies of 'humility' and 'empathy' which were listed in Confucian-Asian job descriptions (JD-3, 2019; JD-1, 2020). The Middle East cluster was found to be characterised by in-group and institutional collectivism, power distance, humane orientation and male dominance in the GLOBE study (House *et al.*, 2004), and leaders are expected to portray a self-assured image. It is perhaps this need to convey confidence that one of the unique leadership attributes listed in Middle Eastern job descriptions is being 'knowledgeable'(JD-4, 2018; JD-2, 2020). This quality would allow Middle Eastern leaders to portray a sense of superiority and elitism that managers in the region are expected to exhibit.

Interestingly, two of the job descriptions explicitly mentioned leadership styles. JD-9 (2021) mentioned 'servant leadership' while JD-5 (2018) mentioned 'distributed leadership.' Servant leadership is characterised by an emphasis on the wellbeing of the members in contributing to the success of an organisation (The Open University, 2020b). Considering JD-9 (2021) is located in the Confucian Asia cluster, and the cluster places distinctly more importance on the necessity of building personal relationships to an extent where a leader should 'put the interests of his or her employees above his or her own,' (Javidan *et al.*, 2006 p.83), the mention of servant leadership is not surprising. In contrast, JD-5 (2018) is located in the Middle Eastern cluster,

which is characterised by high power distance and an elitist, transient view of their leaders (Javidan *et al.*, 2006 p.80). These local characteristics do not seem to fit strongly with 'distributed leadership.' The mention that the candidate would need to work under a 'distributed leadership framework' may perhaps be due to the North American roots of the school.

From the above analysis, it seems as though international school values converge when it comes to some leadership competencies such as 'Communication', 'Collaboration', and 'Visionary/inspirational'. There is also slight divergence when considering geographical regions and leadership competencies.

frequency	Confucian-Asia Cluster				Germanic Europe cluster	Latin America cluster	Middle East Cluster		
	JD-1 Hong Kong	JD-3 China	JD-9 Hong Kong	JD-6 Singapore	JD-8 Germany	JD-7 Mexico	JD-4 Kuwait	JD-5 United Arab Emirates	JD-2 Turkey
7	communication		communication	communication	communication	communication		communication	communication
7	collaboration	collaboration	collaboration	collaboration	collaboration	collaboration			collaboration
6	visionary			visionary	inspire colleagues	enthusiastic	enthusiastic, energetic	dynamic	
6	inter-personal skills	inter-personal skills	inter-personal skills		inter-personal skills	inter-personal skills			inter-personal skills
5			coaching	character builder	coaching			mentorship	mentorship
4		organised	organised			organised			organised
3	dedicated	dedicated		Commitment					
2	self-motivation			life long learner					
2							knowledgeable		knowledgeable
1	empathy								
1	student-centered								
1									problem-solver
1				ethical					
1						open-mindedness			
1			decision-making						
1		integrity							
1		humility							
1		open-mindedness							
1		decision-making							
1		prioritisation							
1		work under pressure							
1				relentless focus					
1				technological competency					
1				facilitator					
1				results oriented					
1						effective listener			
1						flexible			
1						takes initiative			
1			work independently						
1			reflective						
1			servant leader						
1								project mgmt	
1								change mgmt	
1								leading initiatives	
1								distributed leadership	

Figure 2. Competency themes identified from international school vice-principal job descriptions

2. A thematic analysis of online interviews with International Baccalaureate school vice principals and coordinators to tease out leadership competency themes and the extent to which they are inclusive

Leadership competency themes were identified from eight interviews (seven from Canada and one from Hong Kong) in order to triangulate the findings from the quantitative word-based analysis in the job descriptions. The analysis was done to verify whether the leadership competencies valued amongst the interviewees were consistent with the leadership competencies identified from the job descriptions.

As seen in Figure 3, 23 distinct leadership competencies were identified from the interviews. The most commonly mentioned competencies included 'mentorship', 'relationships', 'open-minded', 'organisation', and 'being empathetic.' Although the most commonly mentioned competencies were not a direct match for the most frequently mentioned competencies in the job descriptions, most of the leadership competencies identified from the interviews matched those from the job descriptions. The leadership competencies that were unique to the interviews included 'caring', 'leading/helping students', 'patience', 'kindness', 'emotional intelligence', 'information technology skills', and being 'non-judgemental'. The similarities between the leadership competencies mentioned in both job descriptions and interviews suggest the leadership competencies converge amongst international schools worldwide and are universally desirable.

frequency	Anglo Cluster							Confucian Asia Cluster
	Interview 1 (Canada)	Interview 2 (Canada)	Interview 3 (Canada)	Interview 4 (Canada)	Interview 5 (Canada)	Interview 6 (Canada)	Interview 7 (Canada)	Interview 8 (Hong Kong)
5		Mentorship	Mentorship			Modelling (mentoring)	Coaching (mentoring)	Leading by example (modelling)
4	Relationships		Relationships	Relationships		Relationships		
4	Open Minded			Open-minded	Open Minded			Open-minded
4		Organisation	Planning and Organisation			Organisational skills	Organisation, prioritisation	
4					Empathetic	Empathy	Empathy, being compassionate	Empathy
3	Strategic intelligence		Vision					Vision
3	Communication	Communication					Communication	
3			Caring			Respectfulness for others, kindness		Selflessness
3	Heuristic intelligence			Decision making				Decision making
3			Service to others		Service to others		Service to others	
2	Collaborative					Collaboration		
2		Leading and helping students	Leading and helping students					
2		Dedication				Strong work ethic		
2				Listening				Listening skills
2				Integrity, honesty				Integrity
2					Passion, Enthusiasm			Passionate
2	Self-reflection							Reflective
1				Flexible				
1					Humility			
1						Patience		
1							Emotional Intelligence	
1							Information technology	
1								non-judgemental

Figure 3. Competency themes identified from international school vice-principal interviews

Characterisation of interview responses according to Dimmock and Walker's (2005) cultural dimensions

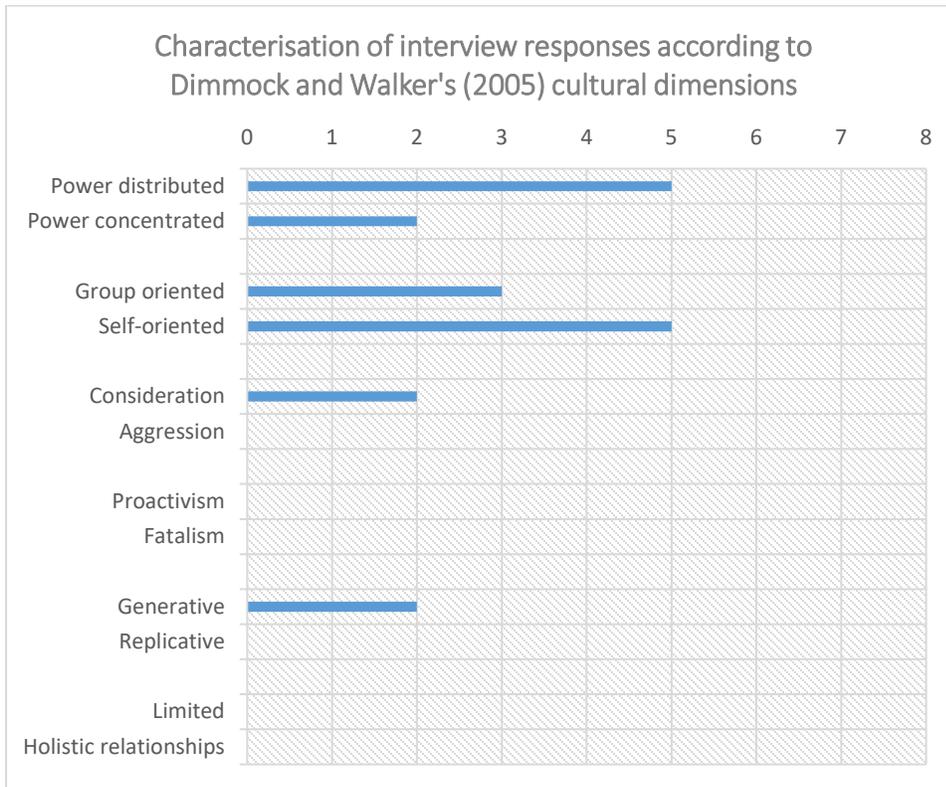


Figure 4. Characterisation of interview responses according to Dimmock and Walker's (2005) cultural dimensions

Considering interviews in Figure 4, the leadership competencies described by the interviewees tended to lean towards power distributed (five interviewees) in contrast with power concentrated (two interviewees). Power concentration in Dimmock and Walker's (2005) framework is similar to GLOBE's 'power distance' cultural dimension (GLOBE research program, 2020b). Organisations that demonstrate lower power distance tend to distribute power more equally amongst the different levels of an organisation. This was especially true for schools in Canada. For example, Interviewee 6 (2022), from Canada, suggested they preferred a more bottom-up approach to decision making, giving the example where

‘one Junior School team member was able to listen to the group, raise concerns with the suggested interventions and direct the group towards common goal of supporting students - essentially taking over the role of the leader in redirecting the group.’ (Interviewee 6, 2022)

Another interviewee from Canada (Interviewee 3, 2022) suggested their role as a leader was to enable others to an extent where they are able to take power over the situation: ‘I might actually just fill the cup halfway and somebody else can come in and finish it and they can take all the glory.’ That said, there were instances where the interviewees described a more power concentrated approach. Interviewee 7 (Canada) (2022) emphasised an empathetic, humane oriented approach where it is important to consider how leadership decisions affects those who are directed to implement the decision: ‘when you make a top down decision, look at the bottom up as well.’ In this case, although much consideration was made to accommodate the needs of those affected by the decision, decisions were made by those who held power. The findings are consistent with GLOBE’s cultural dimensions where Anglo cultures ranked ‘mid-score’ in power distance.

Group-orientation/Self-orientation in Dimmock and Walker’s (2005) framework relates to whether individuals tend to focus on themselves or their place within a group. This is similar to GLOBE’s ‘Institutional Collectivism’ cultural dimension (GLOBE research program, 2020b). The leadership competencies described in the Canadian interviews led more towards self oriented (five interviewees) as opposed to group oriented (three interviewees). While teamwork was a highly valued attribute, with Interviewee 2 (Canada) (2022) stating ‘being a team player is a key piece’ and Interviewee 3 (Canada) (2022) discussing the importance of maintaining a strong social network, most interviewees seemed to view teamwork as a process by which individuals bring in their differing views. The high value placed on individual ideas and opinions was exemplified by Interviewee 6 (Canada) (2022), who mentioned ‘Disagreements are for growth – it is important to listen to others and involved them in making decisions.’ The high value placed on individual ideas and willingness for leaders to confront differences to an extent where conflict is seen as potentially creative suggested a more ‘self-oriented’ viewpoint. For example, Interviewee 5 (Canada) (2022) stated one of the key attributes of a leader was to ‘be able to speak directly to growth areas or constructive areas - both of those are important.’ High levels

of trust and openness was also valued amongst the international school leaders, with Interviewee 2 (Canada) (2022) stating

‘I feel that when staff feel a level of discontent, it's usually because they feel they're left out of the loop and they're not privy to what's happening’ (Interviewee 2, 2022)

and Interviewee 1 (Canada) (2022) suggesting

‘a leader is someone who is open minded and secure enough to come into a room ready for a discussion because they know they don't know the answer, or they don't have an answer.’ (Interviewee 1, 2022)

These descriptions also support a more ‘generative’ approach to problem solving where leaders are open to taking in different perspectives and adopt new ideas and approaches (Figure 4). The mixed findings on ‘group-orientation/self-orientation’ amongst Canadian leaders are consistent with GLOBE’s finding that Anglo cultures rank ‘mid-score’ when it comes to institutional collectivism. In contrast, although Interviewee 8 (2022), from Hong Kong, suggested teamwork was also a very important aspect of leadership, the emphasis was more on alignment rather than disagreement:

‘Those five heads of sport have been employed to focus on their specific sport, but they have to work together for the benefit of the student body, so they will meet regularly to be aligned with each other.’ (Interviewee 8, 2022)

This sentiment may be due to the stronger ‘In-group Collectivism’ placed in Southern Asia.

The other cultural dimensions mentioned in the interviews related to ‘consideration’. Consideration relates to a culture’s propensity to emphasise relationships rather than a sole focus on performance and achievement. For example, (Interviewee 2, 2022) emphasised the need to be compassionate:

‘I have administrative colleagues that have younger kids. I have ones that have older kids who are empty nesters. There are different times where you just have to understand that balance with your expectations.’ (Interviewee 2, 2022)

Although only 2 participants mentioned directly mentioned ‘consideration’ examples, many more also mentioned the need to be empathetic and caring (see Figure 3). Canada ranks fairly high in performance orientation according to the GLOBE findings (Javidan *et al.*, 2006), which somewhat contradicts the emphasis on compassion rather than aggression in the interviews. While more research needs to be conducted in this area, the stronger focus on empathy and compassion in leadership may be due to the unique role of instructional leadership in the education sector (Gulcan, 2012). Instructional leadership aims to develop school environments that align with instructional goals, and two fundamental models of education, the rights-based model and the capabilities model (Robeyns, 2006), both see the purpose of education to go beyond the maximisation of human capital and performance to include the further development of other values such as personal opportunities.

Characterisation of interview responses according to the CLT dimensions from the GLOBE study (Javidan and Dastmalchian, 2009)

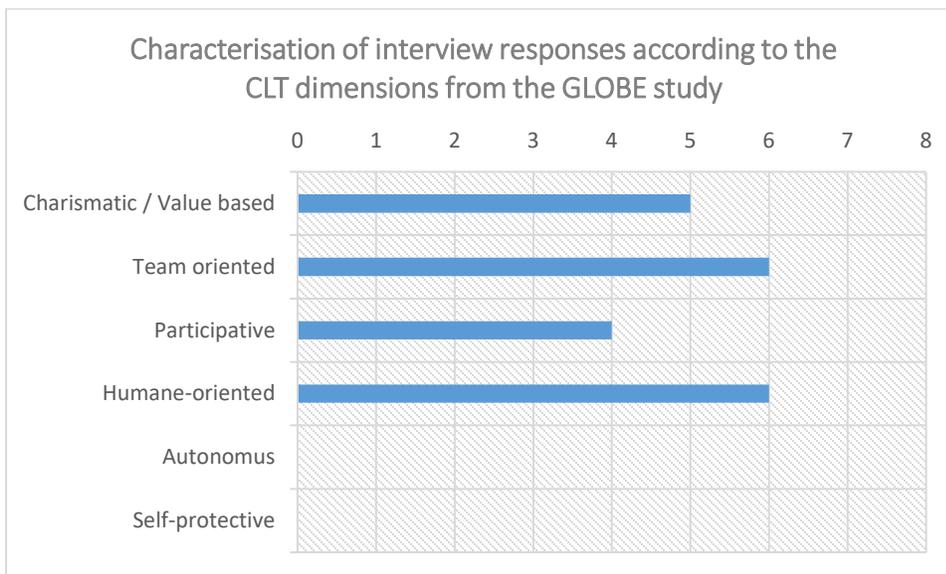


Figure 5. Characterisation of interview responses according to the CLT dimensions from the GLOBE study (Javidan and Dastmalchian, 2009)

Applying the CLT dimensions from the GLOBE study (Javidan and Dastmalchian, 2009), the leadership attributes described by interview participants seemed to lean most towards ‘team orientation’ and ‘humane orientation’ types of leadership with six interviewees mentioning

these characteristics. This was followed by a preference for 'charismatic/value based' types of leadership with five interviewees and 'participative' types of leadership with four interviewees (Figure 5). The findings are somewhat, but not entirely, consistent with the GLOBE findings that managers in the Anglo cluster highly ranked 'charismatic/value based' 'participative' and 'humane oriented' types of leadership, placed 'team-orientation' and 'autonomous' at a medium rank and 'self-protective' types of leadership at a low rank.

The leadership attributes that contributed most to 'team orientation' were 'organisation' and 'collaboration.' The emphasis on organisational and collaborative skills suggests international school vice principals and coordinators are focused on the managerial aspects of their role, even more so than what would be considered more 'charismatic/value based' leadership such as 'visionary' or 'inspirational.' The finding supports Mintzberg's (2005) idea that leadership and management are equally important (The Open University, 2020a), and 'Management without leadership is sterile; leadership without management is disconnected and encourages hubris.' (Mintzberg, 2005 p.6).

The fact that 'humane orientated' leadership was given such emphasis in the interviews agrees with the GLOBE findings that Canada scored 4th highest in the 'humane orientation' cultural dimension amongst 25 countries (Javidan *et al.*, 2006). As discussed earlier when considering Dimmock and Walker's (2005) cultural dimensions, interviewees often described 'considerate' attributes in the form of being 'compassionate' and 'empathetic' towards subordinates.

More than half of the Canadian interview participants described attributes that would support more 'participative' types of leadership. For example, Interviewee 4 (2022) suggested, with regards to deciding on change

'The first thing I do is sit down with all the teachers and just say "what are two things that are going well and what are things that you possibly would like to change?" I would base my work on the common themes' (Interviewee 4, 2022)

The preference for 'participative' types of leadership is consistent with the low power distance culture mentioned in the earlier discussion on Dimmock and Walker's (2005) cultural dimensions. Interestingly, Interviewee 8 (2022), who is based in Hong Kong, suggested a more

hierarchical structure was deliberately incorporated into the organisational structure due to cultural reasons:

‘We definitely have a hierarchy. It’s a pyramid structure. I think that’s probably because we are in Hong Kong... if they know that the person they’re speaking to or the colleague they’re speaking to is above them visually in our hierarchy, they respect them more, and they’re more willing to do what they are instructed to do.’ (Interviewee 8, 2022)

The findings are consistent with the GLOBE cultural dimension findings that Confucian Asian culture tends not to prefer ‘participative’ types of leadership while Anglo cultures tend to rate ‘participative’ types of leadership highly.

3. A thematic analysis on online interviews with International Baccalaureate school vice principals and coordinators to tease out possible strategies in diversifying leadership development.

Having characterised the leadership competencies that are currently valued, I also asked the interview participants what they thought leaders could do to identify and develop future leaders for leadership succession in a multicultural environment.

Three main ideas emerged from the interviews: (1) Reducing the reliance on interviews, (2) Affinity groups, and (3) Diversify our characterisation of leaders

Reducing the reliance on interviews

Three of the Canadian interviewees mentioned the lack of reliability of interviews in identifying leader competencies in candidates with one calling interviews the ‘ultimate deception’. Their sentiment is echoed by studies summarised in a meta-analysis by Moscoso (2000) which showed most interviews, when measured against job performance ratings as the criterion, had a validity of less than 0.5 (where 1.0 would indicate perfect validity) with the highest scoring type of interview, structured interviews, having a validity between 0.44-0.62. In order to reduce biases in interview panels and increase diversity, Interviewee 2 (2022) suggested the need to include more people of colour in the interview panel. This strategy was effective in increasing the percentage of minorities recruited in a case study conducted by Lewis, Tolbert and Jones

(2020). As an alternative to interviews, two interviewees suggested using references in the selection process. In some instances, references could possibly add more information about a candidate, but the literature suggests the use of references has its own drawbacks. An older pilot study (Pyron, 1970) suggested the questions asked of references tended to be subjective, such as 'How would you describe his character?' which heavily relied on the reference's perception. Even when more objective questions are asked, such as 'what was his attendance record?' the previous employer may not have an exact record and provide answers based on a vague impression of the previous employee, or the information may create preconceived biases for the prospective employer. A more recent meta-analysis (Heraty and Morley, 1998) suggested the predictive ability for references is around 0.13 (where 1.0 would indicate a perfect prediction) which would make the validity lower than interviews. Another alternative solution proposed was the need to incorporate more practical demonstrations as part of the selection process – 'For example, if I was looking for open mindedness, perhaps I would give them a video of a classroom and ask them to deliver feedback from the video' (Interviewee 1, 2022). While time consuming, demonstrations would provide the prospective employer with more information to base their decision.

Affinity groups

Affinity groups usually consists of a group individuals who share a unifying characteristic that is traditionally underrepresented. Interviewee 1 (2022) suggested establishing these groups could possibly help empower minorities to create more bottom-up change. Given there is evidence that the use of mentorship programmes to increase diversity in nursing (Snowden *et al.*, 2018; Kilburn *et al.*, 2019) and higher education leadership (Packer-Williams and Evans, 2013) are effective ways to increase diversity, the use of affinity groups could possibly allow minorities feel more empowered in aiming for leadership roles.

Diversify our characterisation of leaders

There was a general sense amongst interviewees that 'Leadership or leaders should be reflective of constituents' (Interviewee 5, 2022), and in order to increase the diversity of leadership there was a need to broaden the diversity of our perceptions of leadership. The

need to diversify goes beyond racial diversity, as Interviewee 5 (2022) suggested, our perception of leadership should go beyond that of the charismatic leader: 'One thing I've really reflected on, too, is diversity of personality and leadership roles generally. Traditionally, like the white male role, has kind of come from that position of a leader that is an extrovert who's confident, and that's what a leader is. So just changing that model of leadership you can be a quiet leader and a leader.' The idea is supported by Farrell (2017) and Dannar (2016) who suggest introverts could bring attributes such as taking in ideas from others, assessing the viability of solutions in collaborative processes, and bring in different forms of creativity. One method often used by organisations to help leaders move beyond the mere management of diversity to allow for the effective utilization of diverse perspectives and viewpoints is via diversity training. Some studies have shed doubt on the ability for leaders to translate what they learn from direct diversity training to practice (Combs, 2002; Hughes, 2018), but training that focuses on reducing bias, such as interview training to allow for the focus on qualities and qualifications being sought during an interview, has been shown to be partially effective (Kilburn *et al.*, 2019). The need to reflect on biases and assumptions was acknowledged by Interviewee 7 (2022): 'We still want to exist within a world of meritocracy, but we have to reflect on how that meritocracy is structured and what our qualifications are when we're judging that meritocracy'

Word count for Chapter 4: 3390

Chapter 5 – Conclusions and Implications

In this section, I will be summarising the findings from the job descriptions and interviews by responding to the research questions and considering the implications of the findings. To do so, I will be summarising the findings from the job descriptions and interviews according to the research questions and discussing the implications. I will then discuss the implications of the findings on the steps international schools can take to address diversity.

What characteristics do international school leaders look for in choosing future leaders?

Similar to prior findings based on Hofstede (1980) and the GLOBE research programme (GLOBE research program, 2020b), results in this study indicate convergence exists amongst international schools worldwide with regards to leadership competencies. However, the degree to which different regions emphasise these competencies seem to diverge. 'Mentorship', 'interpersonal skills and relationships', and 'organisational skills' were repeatedly mentioned as highly valued attributes across all regional clusters in both job descriptions and interviews. 'Collaboration' and 'Visionary' were frequently mentioned across the job descriptions, and were also mentioned, albeit less frequently, in the Anglo cluster and Confucian-Asia cluster interviews. Similarly, the interviews largely focused on 'open-mindedness' and 'empathy,' which were values also mentioned in the job descriptions. The strong focus on empathy amongst Canadian interviewees was somewhat unexpected given the Anglo cluster gave the humane oriented cultural dimension mid-scores. One possible reason for this focus would be the emphasis on empathy and compassion within the education sector (Gulcan, 2012).

Some divergence between regions were also observed in the job descriptions and interviews. For example, there was more emphasis on 'collaboration' and 'inter-personal skills' amongst Latin American job descriptions when compared with other regions, while 'working independently' was mentioned in an Confucian-Asian job description. There was also a preference for 'power distributed' 'self-oriented' and 'generative' leadership competencies (Dimmock and Walker, 2005) in the Canadian interviews. Individual differences seemed to be highly valued in Canadian schools to a point where disagreements were seen as a valuable resource. This is in contrast with the school in Hong Kong which seemed to emphasise alignment rather than disagreement, and a more hierarchical structure was preferred. The leadership competencies described in the interviews suggested leaders preferred 'team oriented' and 'humane oriented' types of leadership followed by 'charismatic/value based' and 'participative' leadership styles (Javidan and Dastmalchian, 2009). The leadership type preferences were somewhat consistent with the GLOBE findings in that the Anglo cluster highly ranked 'charismatic/value based' 'participative' and 'humane oriented' types of leadership, followed by 'team-orientation' and 'autonomous' styles of leadership.

a) To what extent do job descriptions and international school leaders' perceptions on leadership competencies allow for diversity in leadership?

The mention of diversity and inclusion in the majority of job descriptions suggests international schools recognise the importance of diversity and inclusion as part of their teaching philosophy and operations. However, although seven of the schools mentioned the diversity in nationalities of their student population, only three of them mentioned the nationalities of their faculty and staff. This suggests while schools acknowledge the importance of diversity in student populations, the same sentiment has yet to be extended to faculty.

One possible reason for diversity within international schools not to extend to faculty lies in the identity of international schools. Traditionally, international schools were established to provide westernised education to the children of expatriates. In 1994, there were less than 1000 international schools worldwide. By the 2000s, the number had increased to more than 13,000, catering to locals who wanted their children to receive a westernised education (Obiko Pearson, 2022). As seen in the results from the current study, international schools on one hand celebrate diversity as seen in the mention of diversity in the student population, and purport to ground their teaching philosophy in international-mindedness and understand the diversity of their student population is important to their operations. On the other hand, the diversity within their student population rarely translates to diversity in their faculty population (Council of International Schools, 2021). Their identity as a westernised school forces them to keep their faculty 'westernised.' For example, Interviewee 8 (2022) mentioned an organisation that has its identity tied to being an 'English school' and as such they hire predominantly British teachers, while another school has a requirement to 'have 80% of their teachers as Canadian'. Interviewee 1 (2022) also mentioned 'The boards are looking for a certain representation. If a school is looking for a lot of international students from, let's say, Asia, then they don't want an Asian head.'

As we move towards an increasingly globalised world, international schools need to reflect on their position in educating the next generation. International schools will need to consider

whether they wish to continue to replicating the privilege that currently exists in the world, or whether they want to work towards changing the status quo.

b) What can leaders do to identify and develop future leaders for leadership succession in a multicultural environment?

The interviewees in the current study suggested 'Reducing the reliance on interviews', 'Affinity groups' and 'Diversify our characterisation of leaders' as three actions international schools can do to increase diversity within international school leadership. The perceptions somewhat agree with the current literature, but also suggests more may need to be done to educate international school leaders on which interventions are more effective. Given some inclusion policies have been shown to have little material effect on increasing representation amongst women and minorities, but instead have caused overrepresented groups to feel threatened (Dover, Major and Kaiser, 2016), it is important for international schools to carefully consider how they can achieve diversity. A systemic analysis by Kalev, Dobbin and Kelly (2006) suggest efforts to moderate bias through diversity training were least effective, but addressing social isolation through mentorship and networking had modest effects. Further, efforts to establish responsibility for diversity had the broadest effects on diversity. This would suggest 'Affinity groups' may be a somewhat effective means of increasing diversity, whereas diversity training may not be as effective. There are also other possible solutions, such as appointing a Diversity and Inclusion Coordinator which was not mentioned by any of the interviewees.

Future research

As mentioned in Chapter 3, the sample size in this study is limited, and while the findings were compared with larger, well established frameworks and results (Dimmock and Walker, 2005; Javidan and Dastmalchian, 2009), more research needs to be done to be able to generalise the cultural dimensions and leadership preferences of international schools. A more thorough survey that targets each strand of Dimmock and Walker's (2005) cultural dimensions and the GLOBE CLT leadership dimensions (Javidan and Dastmalchian, 2009) would allow for more detailed analysis through the categorisation of each strand. Further, given international school leaders often work in multiple regions throughout their career, it would be helpful to

investigate the extent to which international school leaders' ability to adapt to local leadership preferences affects their leadership effectiveness.

Word count for Chapter 5: 1143

Postscript: Narrative Critical Reflection

One of the major takeaways from my journey in the Master's Degree in Educational Leadership programme is my ability to gather and synthesise research in order to develop and support claims. Prior to starting this journey, I understood the importance of providing evidence to support my claims by making sure I cited my sources. However, as suggested by my tutor in my EE812 TMA 02 feedback, I needed to 'apply ideas in a degree of depth rather than leaving the reader to infer how these authors add insight to your argument.' To do so, I worked on making sure I was more descriptive in how my research applied to my discussion. I also tried to form stronger connections between different sources by explaining how different theories connected with each other. An example of this can be seen in the comparison of Dimmock and Walker (2005) and the GLOBE CLT Leadership dimensions (House *et al.*, 2004) seen in Chapter 3. Despite the improvements I have made in learning to synthesise my research, I continue to find it a welcome challenge to balance being succinct and making sure I explain the evidence thoroughly. I imagine this will continue to be an area of focus as I continue to work towards more robust and clear justifications.

Another major consideration in the SSI is ethics. The Ethics Grid (The Open University, 2021d) provided in E822 proved to be a useful resource in helping me view the different ethical concerns in a comprehensive methodical way. For example, at first glance, my workplace has no direct connection with my research as they are not providing funding for the research and I did not involve any individuals within my workplace as participants. However, the school is still a stakeholder in this instance as my actions in conducting the research can affect their reputation. As a result, I made sure to gain support from the school prior to conducting the research.

Part of the purpose of research is to be able to further the understanding and contribute to a topic. I was part of a Leadership Working Group in my school this year. The goal of which was to

reconsider how leaders in our school are chosen, and how our school can develop the human capital for succession within our school. The SSI provided an opportunity to reflect on the leadership competencies required for leadership roles, and the Working Group was able to extend our thoughts on leadership competencies to other levels of leadership within the school to develop a 'Leadership Skills Framework.' The framework clearly outlines the competencies required for different levels of leadership at the school, which will allow faculty to consider areas of personal development. Further, the framework will hopefully reduce bias and provide a more objective criteria when decisions are made on choosing leaders for different leadership positions within the school.

Word count for the postscript: 478

Total word count: 13,045

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Appendix 1 – Ethical Appraisal form

E822 Ethical Appraisal Form

Masters: Education, Childhood and Youth



NB: it should be noted that The Open University is unable to offer liability insurance to cover any negative consequences students might encounter when undertaking 'in-person' data collection. It is therefore very important that you follow appropriate research protocols which should include seeking Gatekeeper permissions to undertake any data collection within your setting and adhering to ethical principles for the safety of yourself and your participants.

Because ethical appraisal should precede data collection, a completed version of this form should be included with TMA02 for those developing a Small-Scale Investigation (SSI) and as part of the EMA submission for those completing an Extended Literature Review and Research Proposal (EP) form of the Dissertation.

Fill in section 1 of this document with your personal details and brief information about your research. For section 2, please assess your research using the following questions and click yes or no as appropriate. If there is any possibility of significant risk please tick yes. Even if your list contains all “no” you should still return your completed checklist so your tutor/supervisor can assess the proposed research.

Section 1: Project details

a.	Student name	Cybele Lo	
b.	PI		
c.	Project title	Diversity and perceptions of leadership competencies in International Schools	
d.	Supervisor/tutor	Don Bradley	
e.	Qualification	Masters in Education	X

		Masters in Childhood and Youth	<input type="checkbox"/>
f.	MA pathway (where applicable)	Leadership and management	
g.	Intended start date for fieldwork	1 March 2022	
h.	Intended end date for fieldwork	15 April 2022	
i.	Country fieldwork will be conducted in <i>If you are resident in the UK and will be conducting your research abroad please check www.fco.gov.uk for advice on travel.</i>	Canada	

Section 2: Ethics Assessment		Yes	No
1	Does your proposed research need initial clearance from a 'gatekeeper' (e.g. Local Authority, head teacher, college head, nursery/playgroup manager)?	<input type="checkbox"/>	X
2	Have you checked whether the organisation requires you to undertake a 'police check' or appropriate level of 'disclosure' before carrying out your research? ¹	X	<input type="checkbox"/>
3	Have you indicated how informed consent will be obtained from your participants (including children less than 16 years old, school pupils and immediate family members)? Your consent letters/forms must inform participants that they have the right to withdraw from the study at any time. ²	X	<input type="checkbox"/>

¹ You must agree to comply with any ethical codes of practice or legal requirements that maybe in place within the organisation or country (e.g. educational institution, social care setting or other workplace) in which your research will take place. If required an appropriate level of disclosure ('police check') can be obtained from the Disclosure and Barring Service (England and Wales), Disclosure Scotland, AccessNI (Northern Ireland), Criminal Records Office (Republic of Ireland), etc.

² This should normally involve the use of an information sheet about the research and what participation will involve, and a signed consent form. You must allow sufficient time for potential participants to consider their decision between the giving of the information sheet and the gaining of consent. **No research should be conducted without the opt-in informed consent of participants or their caregivers.** In the case of children (individuals under 16 years of age) no research should be conducted without a specified means of gaining their informed consent (or, in the case of young children, their assent) and the consent of their parents, caregivers, or guardians. This is particularly important if your project involves participants who are particularly vulnerable or unable to give informed consent (e.g. children under 16 years, people with learning disabilities, or emotional problems, people with difficulty in understanding or communication, people with identified health problems). There is additional guidance on informed consent on the Masters: Education and Childhood and Youth website under Project Resources.

4	Will your proposed research design mean that it will be necessary for participants to take part in the study without their knowledge/consent at the time (e.g. covert observation of people in nonpublic places)? If so have you specified appropriate debriefing procedures? ³	<input type="checkbox"/>	X
5	Does your proposed design involve repetitive observation of participants, (i.e. more than twice over a period of more than 2-3 weeks)? Is this necessary? If it is, have you made appropriate provision for participants to renew consent or withdraw from the study half-way through? ⁴	<input type="checkbox"/>	X
6	Are you proposing to collect video and/or audio data? If so have you indicated how you will protect participants' anonymity and confidentiality and how you will store the data?	X	<input type="checkbox"/>
7	Does your proposal indicate how you will give your participants the opportunity to access the outcomes of your research (including audio/visual materials) after they have provided data?	X	<input type="checkbox"/>
8	Have you built in time for a pilot study to make sure that any task materials you propose to use are age appropriate and that they are unlikely to cause offence to any of your participants?	X	<input type="checkbox"/>
9	Is your research likely to involve discussion of sensitive topics (e.g. adult/child relationships, peer relationships, discussions about personal teaching styles, ability levels of individual children and/or adults)? What safeguards have you put in place to protect participants' confidentiality?	<input type="checkbox"/>	X
10	Does your proposed research raise any issues of personal safety for yourself or other persons involved in the project? Do you need to carry out a 'risk analysis' and/or discuss this with teachers, parents and other adults involved in the research?	<input type="checkbox"/>	X
11	Will financial inducements (other than reasonable expenses and compensation for time) be offered to participants?	<input type="checkbox"/>	X
12	Will the study involve recruitment of patients or staff through the NHS or the use of NHS data?	<input type="checkbox"/>	X

If you answered 'yes' to questions **12**, you will also have to submit an application to an appropriate National Research Ethics Service ethics committee (<http://www.nres.npsa.nhs.uk/>).

³ Where an essential element of the research design would be compromised by full disclosure to participants, the withholding of information should be specified in the project proposal and explicit procedures stated to obviate any potential harm arising from such withholding. Deception or covert collection of data should only take place where it has been agreed with a named responsible person in the organisation and it is essential to achieve the research results required, where the research objective has strong scientific merit and where there is an appropriate risk management and harm alleviation strategy.

⁴ Where participants are involved in longer-term data collection, the use of procedures for the renewal of consent at appropriate times should be considered.

Appendix 2 - Informed consent forms

E822 INTERVIEWS CONSENT AND ASSENT FORM

(to be completed by all participants)⁵

Please indicate YES or NO for each of the questions below and return the completed form by **11 March 2022** to Cybele Lo at [\(email address\)](#)

Have you read (or had read to you) the information about this interview?	YES NO
Has someone explained this interview to you?	YES NO
Do you understand what this interview is about?	YES NO
Have you asked all the questions you want?	YES NO
Have you had your questions answered in a way you understand?	YES NO
Do you understand it is OK to stop taking part at any time?	YES NO
Are you happy for the interview to be recorded?	YES NO
Are you happy with how your data will be stored?	YES NO
Do you understand that your and any other real names as well as any identifiable information will be removed from what will be shared after the interview?	YES NO
Are you happy to take part?	YES NO

If any answers are 'no' you can ask more questions. But if you **don't** want to take part, please let me know and **don't** write your name.

If you **do** want to take part, please write your name and today's date

Your name _____

Date _____

Return form to Cybele Lo (email address)

Thank you for your help.

⁵ The ethics protocols and documentation to support the E822 Multi-disciplinary Dissertation: Education, Childhood and Youth have been developed with advice from the Open University Human Research Ethics Committee and have been confirmed by the Chair as fully compliant with The Open University's Ethics Principles for Research with Human Participants. Link: <http://www.open.ac.uk/research/sites/www.open.ac.uk.research/files/files/Documents/Ethics-Principles-for-Research-with-Human-Participants.pdf>

Appendix 3 - Information sheets

E822 Information letter for adults (aged over 18): Interviews

What is the aim of this interview?

The aim of the interview is to gain an individual's perspective on an aspect of education, childhood and youth studies as part of a small-scale investigation for a Masters qualification designed to contribute to knowledge and practice in my chosen area of specialism. This particular interview is designed to help answer

What characteristics do international school leaders look for in choosing future leaders?

a) To what extent do Canadian international school leaders' perceptions on leadership competencies allow for diversity in leadership?

b) What can leaders do to train and develop future leaders for leadership succession in a multicultural environment?

Who is conducting the research and who is it for?

This interview is part of my studies on the Open University Masters module E822 'Multi-disciplinary dissertation: Education, Childhood and Youth'. On this module I have an opportunity to design a small-scale investigation which will generate findings relevant to and of value to practice settings. The interview has been agreed with my tutor to be an important part of this design to allow me to include the perspectives of selected participants in addressing the above research question. I will be analysing the data collected and reporting my findings in the dissertation I submit to the University as my final assessment for my Masters qualification.

Why am I being invited to participate in this research?

You have been chosen as your experiences and opinions would be highly valuable in helping to address a question which is considered one which will have value for your setting and others like it.

If I take part in this research, what will be involved?

The interview is intended to last no longer than 30 minutes and take place via the online platform Google Meets. You can choose whether to use your video and show your face or not. I would like to ask your consent to make a recording of our discussion so that I can refer back to what was said more accurately than would be possible just from my notes. If you do not wish to be recorded, I will accept your wish, and rely only on my written notes. Only I will have access to the recording and the recording will be stored in a personal Google Drive. I do not need to share this with those at the University or in this practice setting. I will transcribe and anonymise the interview before sharing any part of this with my tutor or it form part of the final dissertation. Your contribution will be recognised by a pseudonym

and you will be asked if you would like to suggest what name should be used. Any other real names referred to during the interview will be removed and renamed.

What will we be talking about?

The focus of the interview will be to find out your perspective on leadership competencies and diversity and inclusion in relation to your role as vice principal. I can share the questions with you in advance, if you would like.

Will what I say be kept confidential?

Your participation will be treated in strict confidence in accordance with the Data Protection Act (2018). No personal information will be passed from me to anyone else. Your consent forms will be stored safely in our professional setting as agreed with the senior leader overseeing the safe conduct of this research. In the case of the meeting recording and my notes of the interview, these will be kept confidential and typed up as soon as possible. However, if you disclose anything during your interview which I consider means that you might be unsafe or have been involved in a criminal act, because this is a safeguarding concern, I will need to pass this immediately to the organisational Designated Safeguarding Officer. The anonymised records of the interview will be stored securely on password protected devices and the original notes and recording will then be destroyed. I will be submitting an analysis of the data collected from the interviews as part of my dissertation submitted as the end-of-module assessment. I also plan to present my findings to relevant audiences. I can confirm that neither you as an individual nor the setting will be identifiable in any of these reports and presentations.

What happens now?

After reading this information sheet, please review and complete the consent form. Your participation is entirely voluntary and you can withdraw your consent at any point up by letting me know, until the time I am using your data in my University assessments. As soon as you let me know you wish to withdraw, your consent forms and any data collected will be destroyed 30 April 2022.

Access to results

Please feel free to contact me after 1 October 2022 via (email address) if you would like to know the results.

What if I have other questions?

If you have any other questions about the study I or my tutor would be very happy to answer them. Please contact me, Cybele Lo, at (email address) or contact my tutor Don Bradley at (email address)

Appendix 4 –Interview Questions

Introduction:

Hello, thank you for meeting with me today. My name is Cybele. I am a Middle School Science Teacher completing my master's degree in Educational Leadership. I grew up in Hong Kong and have worked both in Hong Kong international schools and here in Canada. I am intrigued by the cultural aspects of education and would like to know more about your thoughts on leadership competencies and diversity/inclusion.

Question	Reason for inclusion
Thank you for agreeing to the interview. Is it ok if I record this as part of the data collection?	
Tell me a little about yourself - what ethnicity would you say you most identify with? How long have you been in your role? What types of schools have you been an MYP Coordinator/VP in?	Establish rapport, gain some understanding of person's background
What aspects of your role do you think exemplifies aspects of leadership?	To establish a basis as to what they understand by leadership positions
From your own experience, what personal competencies do you associate most closely with the leadership role of Vice Principal? - What would be a typical example where you had to demonstrate that?	Begin the conversation and make participants start to consider their role in as Vice Principal. Possible data for the main research question
What characteristics would you look for in choosing future leaders for the role?	Widen the conversation towards prospective candidates to include other competencies leaders value but may not feel they personally Possible data for the main research question
Think about a situation where you consider an individual to have demonstrated said competency(ies). Describe this situation and explain why you consider the person to have demonstrated the competency.	Responses from this question will be compared with the GLOBE culture dimensions and definitions. Possible data for Research Question (a)
According to the Council of International Schools, internationally 84% of heads of school and 74% of those on leadership teams are white – What can schools do to increase the cultural diversity in school leadership? - To what extent do you feel your school is currently enacting these processes?	Direct the conversation towards diversity and inclusion. Possible data for Research Question (b)

Thank you for your time in this interview. As indicated in the consent form, I will be only using transcripts of the interview as part of presenting my results – is there a pseudonym you would prefer?

To fulfil requirements as stated in the Informed Consent and Ethical Appraisal Form.

Appendix 5 – Statement of participation in OpenLearn



Free learning from
The Open University



Statement of participation

Cybele Cin Cam Lo

has passed the free course including all mandatory tests for:

Becoming an ethical researcher

This free course explored the ethics of planning, carrying out and reporting research which involves human participants.

Issue date: 12 September 2021



www.open.edu/openlearn

This statement does not imply the award of credit points nor the conferment of a University Qualification.
This statement confirms that this free course and all mandatory tests were passed by the learner.
Please go to the course on OpenLearn for full details:
<https://www.open.edu/openlearn/education-development/becoming-ethical-researcher/content-section-overview>

COURSE CODE: EE831_1

Appendix 6 - EMA reflection evidence grid

Category and corresponding section from the PDP audit	Feedback received, targets achieved and areas of development worked on	How did this shape my dissertation
<p>Personal skills and researcher identity</p> <p>1.1 Studying by distance learning in terms of accessing the various tools which allow me to engage with materials, my peers and tutors</p>	<p>Tutor group forum</p> <p>‘Sharing your research plans’</p>	<p>The Tutor group forum was an effective tool that provided an opportunity to articulate my thoughts clearly to a wider audience and gain feedback on my thoughts. This was particularly helpful when we were asked to share our research plans. The feedback from my peers were thought provoking and highlighted areas which I needed to consider in further detail. For example, I was asked about how I planned to measure my results objectively, which led me to consider the cultural dimensions in further detail. Being able to see how others designed their research also helped me weigh the benefits and limitations of different methods, which led me to settle on the questionnaires and interviews as questionnaires would not provide as much detail for the discourse analysis.</p>
<p>Academic skills</p> <p>2.5 Formulate an argument in relation to debates about issues related to the focus of my dissertation, showing abilities to synthesise ideas</p>	<p>EE812 TMA 02</p> <p>feedback: ‘apply ideas in a degree of depth rather than leaving the reader to infer how these authors add insight to your argument’</p> <p>E822 TMA 01</p> <p>feedback: ‘You need to provide evidence</p>	<p>The feedback from my tutor in my TMAs was helpful in highlighting areas of growth. For example, the feedback on providing evidence was helpful in making sure I justify my claims in the dissertation. The feedback on relying less on one source as evidence also helped me reflect on how I might be able to balance the OU’s suggestion on not discussing too many sources to allow for more in-depth discussion, but also not relying solely on too few sources to justify my claims. I also made an effort to show how the evidence applied to the claims</p>

	<p>for such statements. I have no doubt this is accurate but evidence to support the point needs to be provided. Evidence based statements are important in academic writing.'</p> <p>E822 TMA02 feedback: 'International schools worldwide, in Canada, in British Columbia? Have you changed the focus?'</p>	<p>rather than signposting to the reader where the evidence came from.</p> <p>The feedback from my E822 TMA02 feedback indicated my tutor was confused about the scope of my research. This continued through to my draft dissertation where a lot of the comments seemed to be based on the idea my data involved only one school. To remedy this I have tried to make it more clear that the data I applied to my research spanned multiple countries.</p>
<p>Academic skills</p> <p>2.6. Clearly communicate ideas through written text employing an academic writing style appropriate for an extended literature review or small-scale research study</p>	<p>TMA 01, 02 and draft dissertations: 'Use British rather than US spellings of words as the OU is a UK based university.'</p>	<p>I was asked in TMA01, TMA02 and my draft submissions to strictly use British spelling (as opposed to American/Canadian) in my submissions. The repeated mentions suggested this was a highly important issue for the OU. To remedy this, I have set my Microsoft Word settings for English (United Kingdom).</p>
<p>Application to professional practice</p>	<p>Creation of the Leadership Skills Framework in our school</p>	<p>I was part of a Leadership Working Group in my school this year. Part of the goals of the Working Group was to reconsider how leaders in our school are chosen, and how we can develop the human capital for succession</p>

4.2 Critically reflect on aspects of my own practice (as relevant to the focus of my module)		within our school. My work on the SSI was a chance to reflect on the leadership competencies required for different leadership roles in a school, which was helpful in developing our school's 'Leadership Skills Framework'. The goal of the framework is to outline the competencies needed for different levels of leadership in the school, which would allow individuals to identify areas they would like to work on for their personal development. Also, it is hoped that the framework would allow administration to focus on competencies during interviews to reduce bias.
Ethical considerations	OpenLearn – Becoming an Ethical Researcher, E822 Ethical Grid (The Open University, 2021d)	Consider the ethical implications at each stage of the SSI. Applying the Ethical Grid at each stage of the SSI.