

**University of Bath**

**Department of Education**

**'Same Same, but Different.' An Analysis into the Role of Founding  
Headteachers in New, Asian International Schools.**

This dissertation is submitted in accordance with the requirements for the degree of Master of Arts in Education (Educational Leadership and Management) by completion of five taught units and a dissertation.

**Charles Grayhurst, March 2015**

## **Author Declaration**

1. The author (Charles Grayhurst) has not been registered for any other academic award during the period of registration for this study.

2. The material included in this dissertation has not been submitted wholly or in part for any other academic award.

3. The programme of advanced study of which this dissertation is part consisted of completion of the following units:

- Education in an Educational Context
- Education and Society
- Leading and Managing Educational Innovation
- Leading and Managing Schools and Colleges
- Research Methods in Education

4. Where any material has been previously submitted as part of an assignment within these modules, it is clearly identified.

Charles Grayhurst

March 2015

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## **Dedication**

For my Mum and Dad.

## **Abstract**

The Asian international school market is one of the most rapidly growing in the world. Many of these schools are locally owned 'for profit' institutions that take advantage of rulings that have removed the cap on the number of home nation students. One such country is Malaysia, where there is a constant stream of new schools. Many of these schools, in order to reduce budgets, employ a mixed-culture staff led by an overseas headteacher. These headteachers face a complex challenge as they try to display leadership in a founding context, where consideration has to be given to cultural expectations of the school community and owners. An extensive search yielded little to no research in this field. It was therefore the aim of this research to analyse the challenges that founding headteachers face and shed light on a role which many leaders now find themselves in. With the assistance of the International Schools Consultancy Group, 105 leaders were surveyed for their opinions on the four domains of leadership, management, strategy and personality. Results of the questionnaire suggested that context did not affect practice, leading to a number of points which were addressed through the semi-structured interview of six founding headteachers. The interviews clearly demonstrated that those within the role considered their demands to be unique when compared to other contexts. This referred specifically to required personality traits, as well as a greater focus upon particular strategies, management tasks and leadership styles. Boards are recommended to pay particular attention to personality and experience when recruiting founding headteachers in Asia. They should also seek transformative leaders with a strong educational ethos and vision. The research also offers a framework as to how founding headteachers may change the focus of their leadership and management as schools become more established.

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## Chapter 1 – Setting the Stage

### Introduction

It may be argued that the role of headteacher is extremely complex, multi-layered and ever changing. A headteacher therefore faces a wide array of challenges and needs to develop skills and capabilities they could never have imagined when entering the profession. Indeed, the list of responsibilities “*mirrors one of a superhero*” (Crum and Sherman, 2007, cited by Crum and Sherman, 2008:565), and places huge pressure upon them to not just be effective role models, but also building managers, human resource directors, negotiators, change agents, problem solvers, visionary and moral leaders, cultural and practical leaders, as well as managers who develop staff and create effective teams. (Crum and Sherman, 2008).

The role therefore requires people who demonstrate high capabilities in leadership and management, which has been described as the difference between leading long term vision and the ability to get things done (Green, 2000). However, it is the contention of this research that leadership is more complex when given the nature of start-up international schools and in particular, those which are proprietary run, Asian based and ‘localised’ in terms of staff and students. It is the expectation of this research that although concepts of leadership may appear similar upon the surface, that deeper analysis will indicate a difference in headteacher role and how leadership concepts are applied. This will include references to the nature of the ‘entrepreneurial headteacher’ as a personality, the job scope in start-up schools and the difficulty in dealing with a culturally dissonant school community, including governance structure, staffing and parents.

It is now accepted that international headteachers need to have a deeper understanding of the unique demands of their role (Hawley, 1994). This belief is supported by the burgeoning

number of training courses for international Heads, such as those offered by the Principal's Training Centre. However, research is still light, with key literature now showing age, such as Hayden and Thompson (1998), Hayden et al (2002) and Blandford and Shaw (2001). This lack of recent literature is an issue acknowledged by Lee et al (2012), who has commented upon the paucity of research. Furthermore, even though the number of international schools has mushroomed (ISCG, Yosef, 2014, pers. comm., 16/10), it was not possible to find any literature upon the dynamics and complexity of the challenges presented to headteachers responsible for the opening of *new* schools overseas. It is therefore an area worthy of further analysis.

## **Research Relevance**

This research is also an area of personal interest as a founding international headteacher. I have witnessed instances of success and failure (including an ever decreasing longevity of headteachers from five years, two years, one year and six months,) and I have refined my ideas as to the importance of leadership within context. In particular, I have been increasingly aware that some western models of leadership, frequently espoused within research, face challenges within a start-up school abroad, particularly when considering the mixed culture staff inherent in many of these schools. I am therefore very interested in how these mixed culture teams affect leadership style and approach. This research is the culmination of my studies, which have focussed upon international leadership and in particular, the management of change. The research question has been framed in order to assist my own practice, as I believe this to be an area of great specialisation, with unique challenges.



## **Research Question**

What are the experiences of headteachers in new, 'local' international schools and what are the effective leadership and management strategies that can be recommended?

## **Research Structure**

Following introduction, this research continues with a literature review in Chapter Two, exploring the development of international education and the growth of new international schools in Asia. The dissertation then continues with a discussion of some of the major research within educational leadership and outlines some key concepts for consideration. I will then refine these concepts through different lenses, those being the international context, multi-cultural teams and new school businesses. Literature is not available on the leadership of new schools, so it has been necessary to explore wider entrepreneur and start-up theory.

Chapter Three outlines the methodology to be used within the research. The key concepts discussed within the literature review will be explored through unstructured interviews with headteachers who have undertaken similar roles. Information derived from these interviews then aids the construction of a web based questionnaire that shall be sent to a wider sample. Once these have been returned, the inferences and relationships that can be observed will be clarified, rejected or reaffirmed through semi-structured interviews.

Chapter Four focusses on an analysis of the research data derived from the interviews and questionnaire. The research then moves into Chapter Five, which discusses how leadership and management changes in context and concludes with recommendations for Principals and Boards.

## Chapter 2 - Literature Review

### The Role of Headteacher

In order to develop context, it would seem pertinent to begin with an exploration of headteacher leadership, based upon literature gleaned from a traditional 'Western' perspective. In this manner one can then compare with headship in new, Asian 'local' international schools. Initially, it should be noted that educational leadership is complex, combining a focus upon both transformational and transactional styles (Zelevnik in Blandford and Shaw, 2001). It is particularly complicated if one also considers other tasks, which can include building management, finance, local authority collaboration, personal issues and planning (Goldring et al, 2008). It therefore becomes apparent that being a headteacher requires many skills. Day (2005:287) states that in managing these competing tensions, headteachers must remain "*vision orientated and people centred*" and this visionary concept is one that occurs regularly throughout research (Crum and Sherman, 2008, Chapman and Harris, 2010 and Gurr et al, 2006).

### Exploring Leadership

This charismatic vision is perhaps typical of early attempts to discuss educational leadership, which tended to focus upon the personality of headteachers (Fidler, 1997). This sense of personality places great importance upon the value of ***transformational leadership***, which creates vision, sets an example, demonstrates high expectations and symbolises the headteacher (Bogler, 2001). However, it does not take into account the individual characteristics of people – both as leaders or followers. What perhaps should be considered is that to be transformational, one can lead in a *number of ways* and that although leadership

has personal characteristics, it should rather be viewed as a process (Fidler, 1997). Zaccaro et al in Goldring et al (2008:336), explain this changing notion of leadership as;

*“An amalgamation of attributes reflecting cognitive capacities, personal orientation, motives and values, social appraisal skills, problem solving competencies, and general and domain specific expertise.”*

This sense of adapting leadership according to individual skills or contexts, is also supported by Blandford and Shaw (2001, citing Green et al), who state that judgement, organisational ability, decisiveness and stress tolerance are also important. Leadership therefore needs to be **situational**, particularly in new international schools, demonstrating flexibility according to what the context demands. Fidler (1997:25) writes;

*“What is appropriate leadership at a particular point in time depends on the context and pre-history, the nature of followers, the particular issues involved, in addition to the pre-dispositions of the leader.”*

### **Towards a Conceptual Framework for Leadership**

Considering this notion of situational leadership, it would therefore be appropriate that this literature review explores the different styles that can be employed, in order to build a conceptual framework that can be applied to leaders in new, mixed-culture international schools. This shall be completed within the present section of this review. The analysis will be based upon the findings of Crum and Sherman (2008), which were chosen because they outline core practices identified by Principals themselves. They include developing personnel and facilitating leadership, responsible delegation and empowering the team, recognising

ultimate accountability, communicating and rapport, as well as facilitating instruction and managing change.

**Facilitative leadership**, evident through the ability to empower teams, delegate and develop personnel, very much shares themes with **Distributed Leadership**. This style of leadership has been described by Lakomski as encouraging collaboration and cohesion between staff members with different experiences (King-fai Hui and Cheung, 2006). The concept of distributed leadership is also one that is popular within research. It has been linked with more *“beneficial organisational outcomes”* (Leithwood et al, 2008:35) which take advantage of the knowledge, skills and abilities present within groups (Ensley et al, 2006). As schools are essentially staffed with those who are professionally qualified, it seeks to empower and create a sense of collegiality that increases motivation and as such, has almost become *“enshrined in the folklore of management”* (Bush, 1995:52). It can be argued however, that collaboration has to be carefully considered, and is not possible without concise planning of goals, with clear roles assigned. This process of change, therefore, requires **strategic leadership**. To act strategically has been defined by Sarros and Sarros (2011:239) as creating *“meaning and purpose for the organisation”* and thinking through the steps needed to achieve this. It is interesting to note, how this sense of establishing vision also links to transformational leadership. This is a fact not lost on Sarros and Sarros who have espoused ‘transformational strategic’ leadership. This has a *“powerful capacity to induce change”* and can lead to *“increased confidence and purpose in staff, students, the Board and the wider school community”* (2011:256).

Crum and Sherman’s findings (2008) also outline that facilitating instruction is a major role of the headteacher. This can be clearly referred to as **instructional leadership**, which has been

described by Leithwood et al, (2008:32) as “*the strongest contribution to altered classroom practices.*” It develops staff confidence in their ability to implement strategy, and requires a headteacher to demonstrate effective practices and a supportive attitude to enable staff improvement.

Elements of ***transactional leadership***, can also be seen as vital to the headteacher as a means of leverage and accomplishing goals. This transactional leadership uses the tool of bargaining to achieve progress. This type of leadership is quite common according to Bush (1995), who describes it as the main style experienced by teachers in their daily working lives. Bush (1995) further elaborates upon the use of transactions and relates them to micropolitical strategy. This means that the headteacher can wield power, and therefore influence, in a number of ways. This includes positional power, the authority of expertise, personal power, control of rewards, coercive power and control of resources. Although it may not be fashionable to promote such strategies, (particularly when research promotes a more holistic, distributed leadership), it is perhaps the most immediate and effective style for busy leaders to use. It bears resemblance with the use of formal position and ***vertical leadership***. This form of leadership has been described by Bush (1995) as an emphasis upon systems, structures and clear roles. It can be criticised for being too ‘top down,’ but considering its potential use in new school contexts, it would be suitable for placement within a leadership framework.

It is therefore emerging from the review that educational leadership is complex and multi-faceted. It is therefore necessary to begin to collect together and reflect upon the different types of leadership required in context. In this manner, a conceptual framework can be devised to explore how leadership does, or does not, change in new international schools in Asia. The next section therefore aims to establish such a framework.

## The Conceptual Framework

Emerging through the review of literature so far, is a developing argument that leading and managing schools is complex, including what headteachers are responsible for, what they do, and how they act. It is therefore pertinent that these thoughts on leadership are used to build a conceptual framework, which can also be expanded to include personality traits. In such a way, this framework can then be used as a means to analyse the role of headteacher in new, localised international schools and to test whether it is different.

By using an exploration of effective schools by Sammons et al (1997), it is possible to summarise the responsibilities of a headteacher as follows.

1. Professional leadership, CPD and staffing.
2. The learning environment, buildings and resources.
3. Vision and goals.
4. Quality of teaching and learning.
5. Expectations and communication with the community.
6. Strategic planning and the monitoring of progress.
7. The establishment of a learning organisation.
8. Day to day management issues.
9. Finance.
10. Local Authorities.

One key element that does appear to be missing from this work is recruitment and retention. This is a core component of a headteacher's job and particularly important in an international setting due to high staff turnover (Blandford and Shaw, 2001). It is therefore pertinent that

any conceptual framework includes this task. Once adapted, an emerging conceptual framework can now include a 'leadership toolbox', which outlines the different styles that can be employed by a headteacher. From the review, we have already established that there are some styles which are pertinent to the research question, those being:

1. Transformative
2. Situational
3. Distributed
4. Strategic
5. Instructional
6. Transactional
7. Vertical

These leadership qualities are not exhaustive but bear similarities with work by Leithwood and Jantzi in Wallace and Poulsen (2006) and Leithwood et al (2008) in 'Seven strong claims about successful leadership.' I therefore believe that they have merit and shall be a useful starting point for further examination.

A review of literature has also suggested some personal characteristics of successful headteachers. Transformative leadership suggests a sense of charisma, but there are also other attributes. For example, a sense of authenticity helps to create credibility (Hmielski et al, 2012) as well as positive affective tone and persistence. Green (2000), also mentions the need to be authoritative, affiliative, democratic, pace setting and coaching. It is therefore possible to begin to create a framework of personal characteristics for headteachers:

1. Resilient

2. Negotiators
3. Problem Solvers
4. Authoritative
5. Affiliative
6. Democratic
7. Pace Setters
8. Coachers
9. Communicative

This initial framework reflects the importance of the headteacher, which has been described as only second to teaching as an influence upon pupil learning. (Leithwood et al, 2008). However, it is of interest to note that Leithwood et al (2008) also discuss the impossibility in creating any singular framework, due to the variables within schools, including size, organisation structure, availability of resources, the market and the time available for management. To this, I would also add the nature of new international schools within a localised setting. This framework also fails to reflect some other forms of leadership, particularly those relating to the role of the headteacher in new international schools, such as ***subjective and cultural leadership***. It is this international dimension that will be explored within the next section.

## **International Schools**

This research has explored notions of leadership, management and personality that could be applied to headteachers in any setting. However, as the research question is set within the context of international education, it would be pertinent to touch upon the history of international schools.



## **What are International Schools?**

The beginning of the international school movement has been widely debated by researchers within the field. Post 1918, schools such as the International School of Geneva were set up to appeal to the new market for diplomatic children, (Gellar, 2002). However, as globalisation increased and the number of expatriates grew, the demand for overseas schools increased. (Heyward, 2002). This has been particularly true in Asia, which in 2010, accounted for 2,946 international schools out of a total of 5,628 globally (ISCG, 2014). One of the biggest developments however, has been in what an international education means. Hill in Hayden et al (2007) has outlined this as a sense of critical reflection, collaborative learning and cultural literacy. These opinions have been supported by Thompson's five pillars of an international education (Hayden and Thompson, 2000), which include.

- Exposure to different cultures in school.
- International mindedness.
- Exposure to different cultures outside school.
- A balanced curriculum.
- A management with an international philosophy.

## **International School Leadership**

This philosophy therefore places greater pressure upon leaders in international schools to display visionary leadership, encouraging global citizenship and intercultural understanding through tolerance, global knowledge and an understanding of different perceptions (Blandford and Shaw, 2001). This is particularly challenging considering the growth in students from host countries, who switch to international schools due to increased income, changing

laws, or the importance given to international examinations. This changing market has therefore led to an explosion in international schools, particularly in Asia, where local businesses have sought to gain a share of the market. Many of these new 'local' international schools are for-profit and employ a mixture of overseas and host nationals. These multinational and multi-cultural teams, often created out of financial expediency rather than for philosophical reasons, may actually fan the flames of intolerance (Hayden and Thompson, 1998). They require special abilities in leadership, such as communication and teamwork, to transform this multi-ethnic dimension from a challenge into an asset. (Lee et al, 2012). It could be argued that this is beyond the normal scope of headteachers, and that those successful will need to concentrate upon a particular set of leadership skills, management techniques and personal characteristics.

The international dimension therefore becomes a key determinant in leadership. It lends support to the claims that although headteachers in such a context may employ the same leadership concepts, the 'international lens' may change the focus. The next section therefore examines how multi-cultural teams can be a challenge for the headteacher.

## **Cultural Dissonance**

One major concern to the international headteacher, is the leadership and management of a nationally and culturally diverse community. This is particularly true for new 'local' international schools, where finances dictate a need for both local and overseas staff, who often have different experiences, needs and perceptions. This potential for cultural dissonance is highly relevant to the research question. Therefore, in order to examine the nature of multi-cultural teams, this literature review will now concentrate upon the work of

Hofstede (1991) and his research upon how cultural dimensions affect leadership and management.

### **Mixed-Culture Communities**

The potential for cultural dissonance often occurs in international schools where different sets of cultures have different expectations of each other (Blandford and Shaw, 2001). These mixed culture dimensions have been outlined by Hofstede (1991) as a difference in the individual-collective dichotomy, power distance, levels of uncertainty, concepts of masculinity and femininity and Confucian dynamics. *Uncertainty* particularly has the potential to exist in many local staff, who often question their comparative value. This creates crises of confidence, dissonance and even anger due to a number of factors including financial, as local staff are often paid considerably less than their foreign counterparts. This is a problem acknowledged by overseas hires, who often feel the resentment and complain about the emergence of attitudes and behaviours which affect school climate (Blandford and Shaw, 2001). Often however, the blame may not be entirely one sided, as local parents can often be the most vocal in favouring overseas staff. This concept has been described by Hayden (2006) as customer discrimination and has been supported by case studies demonstrating a lack of parental confidence in local staff (Richards in Hayden and Thompson, 1998). These attitudes place the headteacher in a difficult leadership situation, as market pressures come into direct opposition to international mindedness.

It may also be a reasonable expectation that parents, having registered their children at an international school, are in agreement with the values and ethos of the school. However, this may not be the case, as local parents often choose international schools for more pragmatic reasons such as overseas accredited examinations, the English speaking environment, or

prestige. This is often due to a traditional understanding of education, which is often very academically orientated, and comes into conflict with the more holistic values of an international education (Hallinger, 2004). This then requires headteachers to “*address, balance, reconcile and subtly attempt to realign the expectations of Asian parents*” (Lee et al, 2012:298). These parental views on education, often combined with a sense of what makes ‘good’ teaching, or how children should behave, creates unique problems for the international headteacher building a coherent vision. If they are to do so, and avoid prejudice and stereotypes, then leaders need to understand how and why local cultures hold their perceptions. Bajunid (1996), presents a starting point for understanding these feelings, explaining that if there are historical traditions of perceived excellence that resonate, why should new ‘foreign’ concepts replace local knowledge?

### **The Asian Context – A Confucian Tradition**

With this need for cultural understanding, it is therefore vital for an Asian based international headteacher to consider leadership in view of what Hofstede (1991) has outlined as the Confucian tradition, which is linked to the roles in society of both the individual and collective. Many Asian cultures tend to be highly collective in nature, due to ideals of social harmony and the role of hierarchy. This means that in order to lead, the headteacher needs to engage collective spirit, gain acceptance of the group (through informal leaders) and encourage change both within and outside the formal setting (Hallinger and Kantamara, 2001). However, the leader must also be aware that hierarchical Confucian societies can also lead to an over reliance upon vertical leadership, which contradicts the ideals of distributed leadership often found in the West. This lack of debate can lull the headteacher into a false sense of security as decisions are accepted without challenge. The leader does not realise that dissent has

simply been driven underground, resulting in a difficulty to implement and institutionalise change (Hallinger and Bryant, 2013). A headteacher should therefore be aware of the need to spend more time on individual and collective consensus building.

### **The Concept of Power Distance**

This notion of hierarchy is very much affected by what Hofstede (1991) refers to as *power distance*. Asian societies may sometimes be seen as compliance cultures, where there has been a long held acceptance that there is always a correct, or incorrect answer, to questions (Hallinger, 2004). This can manifest itself into a reluctance to question the opinions of superiors, and result in situations where, *“no matter how clear and explicit the call for teachers to share decision making powers with the Principal, they may just take no notice”* (King Fai-Hui and Cheung, 2006:181). This is not necessarily limited to just teaching staff, but also to parents who may be uncomfortable approaching the Principal, or students who have difficulty talking to teachers. Indeed, when a headteacher works for a locally based Board, it may even result in Governors avoiding conflict situations, with sometimes dire consequences. Such is this Asian sense of ‘Gheng Jai’, (the word in Thai given to the need to preserve social harmony (Hallinger and Kantamara, 2001), that it often results in the need to save face, resulting in discussions which may not mean what they seem. This connects to what Hofstede (1991) describes as the forces of *masculinity and femininity* which can take place even at the expense of accountability and productivity (Hallinger and Kantamara, 2001). Therefore, the headteacher has to understand that many local staff will take time to warm to innovation, requiring a longer term view of the change process. They must also appreciate that cultural views adapt slowly, and that they must avoid the wholesale implementation of Western leadership frameworks that lack local cultural validity (Hallinger and Kantamara, 2000).

Therefore, it begins to emerge that leadership of a multi-cultural community within an Asian setting, requires a high level of sensitivity and understanding from leaders.

### **Cultural Leadership**

It is therefore relevant that the conceptual framework for leadership now includes a heavier reference to *moral and cultural leadership*. This style of leadership is vital to localised international schools, and is a key consideration for the research question. Such leadership is described by Hallinger and Kantamara (2001) as the need to show personal skills such as sincerity, compromise, caring and moral support. Also, the authors mention that there should be opportunities for fun, a celebration of achievement and individual discussions, which local staff may respond to. Ultimately, only an increase in self-efficacy within local staff will enable them to adapt to international schools. This places pressure upon headteachers to demonstrate a much more intensive approach to instructional and *facilitative leadership* in order to increase knowledge, thereby encouraging effective participation in pedagogical decision making (Ho, 2010). What has emerged from this section of literature review is that mixed culture teams, which tend to be more evident in new, for-profit international schools, have the potential to make leadership greatly different. To add to this complexity, the next section explores the nature of governance in 'local' international schools and how this also affects leadership.

### **Governance**

As international schools across Asia continue to grow, so too are the types of governance represented. It is therefore argued that many headteachers of international schools are now having to develop different styles of leadership and management, (as well as personal skills),

as they learn to work within a for-profit, local setting. It is therefore important to review a traditional 'Western' notion of governance, in order to highlight where conflict may arise.

### **Cultural Dissonance and Governance in International Schools**

The role of the Board is an exceptionally important one and requires clear roles and purpose. The National Association of Headteachers states that the role of governing bodies are to "*hold headteachers to account*" for school performance (NAHT, 2014). This can be achieved by the Chairman acting as a critical friend to the headteacher, offering both challenge and support, as well as the Board taking responsibility for the school's mission, budgets, policies and in as much, acting as 'guardians' of the school (Hodgson and Chuck, 2010). In new international schools these expectations may not be met, particularly when taking into consideration the nature of Asian proprietary schools. As highlighted by Hodgson and Chuck (2010:9) these can often consist of shareholders who "*make decisions which are dominated by the profit motive rather than the needs of the students.*" It can also result in overt micromanagement of the headteacher, with frequent board interventions over matters which are historically their preserve. These shareholder Boards are also criticised for their lack of educational expertise and their closeness to the school (James and Sheppard, 2014). These issues, which may result in "*accountability without authority*" (Hodgson and Chuck, 2010:35) can result in a conflict of interest and an atmosphere of "*misinterpretation, attribution of motives, feelings of being misunderstood and disillusionment*" (Fullan, 2001:67). However, this does not mean that the stakeholder model of governance is totally without merit, and literature that focusses solely upon the problems of local, for-profit boards is perhaps guilty of making one sided cultural judgements. This can be supported through the work of James and Sheppard (2014) who mention that vested interests can also ensure that financial decisions keep the business viable

and protect the school. In addition, the CEO model, which has becoming increasingly apparent in schools, has created some interesting leadership issues (Hayden, 2006). It may result in feelings of isolation, which are brought about by only having one superior point of contact, in which case *“if he does n’t agree to something, there are no other people to lobby or discuss the issue”* (Headteacher interview within James and Sheppard, 2014:10). This can mean that a headteacher often becomes just a figurehead, rather than a principal decision maker (Hallinger and Bryant, 2013), therefore undermining their authority and effectiveness.

### **The Impact of Governance upon Leadership**

What therefore becomes important for the international school headteacher is to demonstrate skills in ***political leadership***, as they have to manage not only their subordinates, but also manage upwards, especially with Boards which may not have any educational expertise. Political leadership is therefore highly relevant to the research question and needs to be included within any conceptual framework. This political dimension can result in many problems for the headteacher. Turnover is very rapid, particularly in Asia, which is demonstrated in an average tenure of only 2.5 years (Benson, 2011). Perhaps this is due to conflict with the local Board, who also hold traditional Confucian ideals of power distance and are not used to being questioned. This can then result in a headteacher being disciplined for what they feel is doing their job, when Boards regard it as moving beyond their authority. A Japanese saying describes this as *“the nail that sticks out gets hammered down.”* (Waite, 2002:164). Such a lack of long term security creates a host of implications for change and improvement, particularly when combined with high staff turnover due to the typical short term contract. It can create instability, disruptions to programs, difficulty in recruitment and a lack of consistency (Hawley, 1994). This is particularly alarming when considering Littleford’s



assertion that a headteacher's impact upon a school may only occur after 8 to 10 years (Littleford, 1999).

### **Conclusions on the International Context**

Upon reflection, one of the biggest challenges facing the international school headteacher, particularly if they have little overseas experience, is the understanding of how different it can be. Expectations from the school community, turnover, governance, in-country policies, mixed-culture teams and curriculum mean that a rapid learning curve can be expected (Blandford and Shaw, 2001).

This section of the literature review has explored the need for *cultural leadership*, and the ability to lead the process of acculturation. *Facilitative leadership* also requires consideration, due to the instructional and consensus building role that a headteacher must perform with mixed-culture teams. A headteacher also has to pay attention to building a shared vision of international mindedness. This requires elements of *moral leadership*, and takes great skill in negotiating the minefield of local and overseas relations. Key to success is also the ability to use *political leadership* to create capital and goodwill with local boards and the wider community. All these elements shall be added to the framework for use in research and reflect the issues of international and cultural diversity, which Hodgson and Chuck (2010:37) have referred to as the melting pot that "*takes on the characteristics of a crucible.*" It is therefore becoming evident that the international arena can have a great influence upon the leadership of the headteacher.

Having argued that leadership is different in an international context, the next section applies a further lens, that of new schools. Literature is light in this area, so research has been

conducted in wider entrepreneurial theory. It is relevant because it is believed that new schools introduce a unique setting that can highly influence leadership and management.

### **Headteachers in New International Schools**

Gatewood et al (1995) assert that new businesses can be fraught with unseen and uncontrollable problems. As such, the responsibilities for a headteacher may include team building, planning, preparing facilities, budgets, licences and recruitment (Carter et al, 1996). In addition to these, Gatewood et al (1995) also include marketing, developing structures and setting up operations. Although these elements may seem no different than normal, it is argued that they are focussed in new international schools, due to factors such as time, ownership pressure, lack of support and multiple roles. These pressures call for specific personality traits associated with the 'entrepreneurial headteacher.' Rauch and Frese (2007), have identified some key leadership characteristics within this field, including the need for achievement, self-efficacy, innovativeness, stress tolerance, a need for autonomy and proactivity. This sense of autonomy appears in many articles, for example, Stuart and Abbeti (1990), who refer to it as locus of control.

### **The Question of Personality**

The importance of personality and the link to leadership effectiveness is strong (Rauch and Frese, 2007). Many researchers within the entrepreneurial field also agree, and link these characteristics to initial success, including Gatewood et al (1995). However, there are examples of contradictory research, and Stuart and Abbeti (1990) claim that personality is not a factor in success, but rather, that professional knowledge of the field and the experience of previous start-up ventures is most significant. Gartner et al (1999) agree, but point out that

experience is not related to the number of years in the job, but surround specific knowledge and skills needed for the venture (this would be valuable for Boards to consider before appointment). Interestingly, Duchesneau and Gartner (1990), point out the need for distributive leadership and high levels of communication as being vital for start-ups, which may conflict with locus of control traits and the time pressures experienced in such contexts. Distributed leadership is also highly difficult to enact in mixed-culture teams, where existing notions of power distance mean that many local teachers are reticent to engage. This dichotomy can cause much concern for headteachers.

### **The Entrepreneurial Headteacher as Strategist**

Stuart and Abbeti (1990) also state that strategic planning is vital for new venture success. Indeed, its importance within the international school context is also clear, due to the large number of innovations and multiple changes occurring at any given point (Leggate and Thompson, 1997). This is supported by Hodgson and Chuck (2004:42), who state that for emerging schools, strategic planning;

*“Can help you to understand the business you are in, guide your decision making and ultimately make the difference between growing and declining.”*

This would mean that the entrepreneurial headteacher needs to show excellent *strategic leadership*, and ensure constant review during times of rapid change.

Whilst it would appear that researchers are identifying the need for planning, they also acknowledge the chaotic nature of new schools which makes it difficult to do so. This is particularly true when considering issues of staff turnover and governance. It may therefore be suggested that there is a greater need for flexible planning as outlined by Wallace in

Bennett et al (1992), which discusses the difficulties inherent when managing a “*multiplicity of goals*” (1992:155), as well as other unpredictable crises and resource shortages. This flexible planning is similar to Fullan’s mutual adaptation (Fullan, 2001) and has been described as the “*science of muddling through*” (Blandford and Shaw, 2001:94). Leaders must therefore demonstrate “*street smarts*” (Gartner et al, 1999:214), and acknowledge that leadership should often be ambiguous, assuming that “*turbulence and unpredictability are dominant features of an organisation*” (Bush, 1995:11). This therefore requires persistence, a facilitation of opponents and a constant stream of ideas. (One does have to be careful of ‘reform fatigue’, however, a problem explored by Hallinger and Bryant, 2013).

In addition, new schools often begin with a very small community. This can often result in issues such as an absence of senior staff, part time admin, role conflict and a lack of professional interaction (Ewington et al, 2008). When considering that headteachers may also have “*fewer opportunities to delegate their work*” (Tuck, 2009:1), as well as teaching and a higher level of involvement within instruction and curriculum, it is clear that new school headteachers face further pressures. It is therefore understandable that some headteachers shy away from collaborative leadership, which often takes extra time, work and energy (Jones, 2009). The sheer workload may also create high turnover due to burnout and pressure from boards, who may not understand the range of demands being placed upon their heads. This means that headteachers must manage their time very effectively, and quickly demonstrate powers of facilitative leadership in order to improve collaboration. Such concerns reflect the pressures that are placed upon headteachers in such a context.

## In Conclusion

The new school context presents further considerations for the emerging framework. There has been a greater emphasis placed upon *strategic and instructional leadership*, as well as the ability to facilitate. Headteachers should have relevant experience (including licencing and accreditation) and high levels of communication, especially for marketing. They need to be proactive and flexible, understanding that leadership needs to reflect ambiguity models and fluid decision making. The high work load and uncertain nature of new businesses can require a strong locus of control, greater stress tolerance as well as proactivity and innovation. These will therefore be added to my framework (Table A1, Appendix). What should be noted is that although these concepts may be regarded as applicable to the headteacher no matter the role, there is an emerging argument that new, Asian international schools creates a different layer of complexity. This shall be explored throughout the remainder of the research.

What has also become apparent is the need for *situational leadership*. There is no one style that can be effective for all, and headteachers must recognise the need for “*using the appropriate style with specific people in specific situations*” (Green, 2000:115). It therefore relates to contingency theory, where a “*Principal’s work in context is the major determinant of their behaviour.*” (Goldring et al, 2008:333). Headteachers must therefore demonstrate effective diagnostic skills, in order to recognise which leadership approach to use at what time, and with whom.

In conclusion, I believe that the literature review has developed an argument that the role of the headteacher in new, Asian international schools is unique. This has led to the formulation of the following hypotheses, which will underpin the research to be conducted.

- a) That leadership in an international, mixed culture setting creates different challenges.
- b) That these challenges require different leadership skills and personal characteristics.
- c) That when combined within the start-up environment, personality can be more important than professional knowledge.

It is the contention of this research that these hypotheses are highly relevant, as concepts such as culture and governance can clearly affect leadership in situ. It is also my belief that it takes a particular type of person to succeed, and requires particular personal characteristics. The next chapter now concentrates upon research methodology, and outlines the strategy to be used in validating these theories.

## **Chapter 3 – Methodology**

### **Introduction**

It is the intention of this chapter to set out the methodology of the research study which intends to answer the research question – ‘What are the experiences of headteachers in new, ‘local’ international schools and what are the effective leadership and management strategies that can be recommended?’ The chapter discusses the relevance of a mixed methods approach which is rooted in grounded theory. It then continues by exploring the chosen data collection methods of unstructured interviews, questionnaire and semi-structured interviews, and explain why they are suited to this study.

### **Towards a Conceptual Framework**

To begin, it is important to note that the design of any research should be guided by the purpose of the questions to be explored (Cohen et al, 2003). The research question can relate to two purposes, which is mapping the field – essentially, what are the experiences of headteachers; as well as an in-depth study – what are the effective strategies that can be recommended. Therefore, it may lend itself to both a survey and an ethnomethodology approach. These concepts can be seen as very different and may relate to separate quantitative and qualitative designs, and although the debate on methodology cannot be explored fully here, it would be appropriate to touch upon it.

### **A Mixed Methodology**

A quantitative design can be seen as the creation and analysis of numerical data for use in the testing of a hypothesis. This empirical approach, scientific in nature, could also be described

as positivist in tradition. It refers to Comte's doctrine that "*all genuine knowledge is based on sense experience and can only be advanced by means of observation and experiment*" (Cohen et al, 2003:8). This approach was popular during the explosion of scientific thought in the 19<sup>th</sup> and 20<sup>th</sup> centuries, and will be used within this research through a questionnaire. However, this does not have to be the sole approach, as the subjective opinions of headteachers lend themselves to qualitative interviews. This reflection upon experience is more holistic than positivism and can be described as phenomenological in nature, which Lester (1999) explains as more personal and subjective (emphasising the importance of interpretation and individual perspective). This concept of making sense of everyday experience and understanding interactions in social encounters, can also be viewed as situational ethnomethodology. Douglas (1971, cited within Hassard and Pym, 1993), highlight the difference between the two approaches by explaining that it's not only important to consider what is being said, but also *how* it is said.

This qualitative, ethnographic strategy is vital, as the research focusses upon the subjective experiences of headteachers in context, most notably explored through semi-structured interviews. It can be effective as it seeks deeper understanding of interrelationships and causes, rather than just evidence of happenings and control (Stake, 1995). However, this does not mean that qualitative research is without its problems. The research design will consider subjectivity, bias and reliability when drawing conclusions. As such, it may be wise to explore whether a mixed methods approach could be suitable, particularly given the limited number of interviews possible within the international setting.

A use of mixed methodology, combining elements of the qualitative and quantitative, can be seen as a potential way to triangulate and validate results. Mixed methodologies understand



that concepts can be explored by blending different strategies, as *“all quantitative data is based on qualitative judgments; and all qualitative data can be described and manipulated numerically”* (Trochim, 2006). Additionally, it may be argued that a chosen methodology cannot solely be decided upon the research question. It must also take into consideration the opportunity for data gathering in a field which has not seen much, if any, scrutiny. These issues are great challenges and require a pragmatic approach towards methodology, one which is supported by authors such as Teddlie and Tashakkori (2009). This research strategy will therefore use a multi-staged approach, containing a mixed methodology to consistently verify results drawn from a limited data pool. This will help to construct the next stage of research. Each stage therefore act as a lens, providing greater depth of understanding and opportunities to establish trustworthy conclusions.

### **Justification of Research Design**

In order to better shape, justify and test strategy, it has been useful to apply Lincoln and Guba’s four constructs for naturalistic inquiry, which include credibility, transferability, dependability and confirmability (Lincoln and Guba, 1985 cited within Lincoln and Guba, 2007). The design is lent **credibility** as it fulfils the elements of prolonged engagement, persistent observation and triangulation (Lincoln and Guba, 2007). Also, the method of unstructured interviews, a survey and semi-structured interviews, reflects the concept that an enquiry should include;

*“continuous, informal testing of information by soliciting reactions of respondents to the investigator’s reconstruction of what he or she has been told or otherwise found out and to the constructions offered by other respondents”* (Lincoln and Guba, 2007:19).

Secondly, Lincoln and Guba (2007) discuss the construct of **transferability**. This can refer to research creating "*thick descriptive data*" (2007:19), that can be used and applied to studies elsewhere. Although it has been evident that the nature of the research discusses a very specific role, it can be argued that the themes explored are becoming increasingly relevant in an expanding international school market and a globalised world where mixed culture teams are becoming more common. It is therefore felt that the data derived can be used by other researchers.

Thirdly, Lincoln and Guba (2007), discuss the need for **dependability**, which may also be considered as the consistency of research and data. This includes the reliability of those who provide interviews and survey responses. This is particularly relevant in context, as many headteachers are reluctant to disclose information in a highly competitive market. They are also under pressure from governance structures which create a reticence to discuss potentially sensitive issues. Therefore, one consideration throughout this research has been the need for confidentiality and pragmatism when approaching leaders. Headteachers within Asian international schools often do not remain in post for anything longer than three years (Hawley, 1995) and often work within a governance structure that places them under high pressure. The implications for this research are high, and there is a requirement to account for possible motivations behind responses, lending vital importance to a consideration of context and bias.

Lincoln and Guba's final construct revolves around the concept of **confirmability** (Lincoln and Guba, 2007) and a sense that the findings and reconstructions derived by the researcher can be confirmed by another. Again, this has been directly addressed through the research design, which seeks to use a mixed methods, triangulation approach towards confirming data.

This research design is therefore appropriate as it takes into account the nature of the field and the difficulty in gathering data. It also verifies results and helps to refine concepts and ideas at each stage. The application of unstructured interviews, survey and semi-structured interviews can also be replicated by other researchers in similar cases. The next section of this research will now go into greater detail as to how the research was conducted.

## **Research Design**

Through initial literature review, a number of hypotheses have been formulated.

- a) That leadership in an international, mixed culture setting creates different challenges.
- b) That these challenges require different leadership skills and personal characteristics.
- c) That when combined within the start-up environment, personality can be more important than professional knowledge.

It is also argued that although many facets of leadership may appear the same for all headteachers, they are, however, different considering the nature of new international schools in Asia. This includes the notion of an entrepreneurial headteacher and the nature of mixed-culture teams, which require particular styles of leadership. In order to investigate these ideas, a discussion of research design has highlighted the need for a mixed methods approach. The initial stage includes the development of a conceptual framework to be explored through unstructured interviews, in order to test and refine domains and units for analysis. The second stage uses a survey to derive data from a wider audience, with results helping to identify potential relationships. Once identified, stage three focusses upon these findings and tests them further through semi-structured interviews. This staged approach was

designed using Cohen et al's (2003) process of data analysis, which has been summarised below and related to the research conducted within this research.

1. Establishing units of analysis – *forming a conceptual framework through literature review.*
2. Creating domains - *literature review and unstructured interviews.*
3. & 4. Establishing relationships between domains and making speculative inferences – *survey.*
5. & 6. Summarising and seeking negative and discrepant cases – *semi structured interviews.*
7. Theory generation.

### **Phase 1 - Creating Domains and Units of Analysis**

For this enquiry, and considering the limited nature of literature within this field, I exchanged stages one and two above, establishing general domains first and exploring units of analysis thereafter. The domains identified were chosen through the work of Green (2006) and are:

- Strategy
- Personality
- Leadership
- Management.

Subsequently, the literature review created an analytical framework that focussed domains into specific units of analysis. (Table A1, Appendix). It is these units that will be used as a focus for data collection.

## **Phase 2 - Unstructured Interviews and Testing Domains**

The purpose of the unstructured interviews were to act as what Leech describes as “*soaking and poking*” exercises (2002:665), aiming to ensure that the conceptual framework was accurate. Their informal nature was useful in that they allowed the researcher to refine technique and adapt before moving on to semi-structured interviews. However, it should be recognised that such interviews create a fluid set of information that make high level analysis difficult (Cohen et al, 2003). Therefore, it was decided that a detailed analysis was not required, and that use of the conceptual framework, would provide a basis for discussion.

The participants were ex-colleagues who had experience of the role, which suited their informal nature. Four interviews were arranged, with a copy of Table A1 (Appendix) e-mailed to them in advance. Candidates were asked for an appropriate appointment and informed that it would be recorded but not transcribed, due to its informal nature. It was explained that all recordings and data would be numbered and anonymity preserved, with data being kept securely upon personal computer. A brief biography of the four interviewees can be found within Table B1 (Appendix). All interviews were conducted using Skype and took approximately twenty minutes to conduct. The interviews were held at my school, with no distractions and a solid broadband connection.

## **Phase 3 – The Survey: Establish Relationships and Make Inferences**

Following these unstructured interviews, a survey was designed in order to collect a wider sample. A survey, in this case a questionnaire, was determined as an appropriate research tool due to two factors. The first was that it was a cost effective means to reach as wide an audience as possible. This was particularly important considering the limited number of

founding headteachers available, who are also resident in many different countries. Secondly, it was determined that through a mixed methods approach, a survey would provide valuable data. It would help refine the responses from unstructured interviews and create initial theories for exploration within semi-structured interviews.

The survey was disseminated through the International School Consultancy Group. Web based methods hold distinct advantages as they allow for quick transmission, good presentation, an opportunity for instant response, low cost and user friendliness. (Michaelidou and Dibb, 2006). In order to try and elicit as high a response as possible, the survey was designed to ensure anonymity and be complicit with BERA ethical standards (Bera, 2011). Denscombe (2007) outlines nine types of questions that can be used, and the instrument in question used five. The survey included closed questions, such as yes/no, as well as multiple choice, in order to establish context. This was followed by a series of questions that used both Likert scales, as well as more open ended questions, in order to elicit the semantic differential, or feelings about a concept. Finally, the survey used a rating system to elicit tentative relationships between domains of analysis. The design of these questions was constructed in order to try and gather as much data as possible, both qualitative and quantitative, but to also avoid 'survey fatigue.' Therefore, in order to increase rate of completion, it was decided to engage in a trial, or pilot, of the survey. This was accomplished by asking some peers, as Principals of other schools, to complete it. The importance of this stage was vital, as it enabled the researcher to increase the *"reliability, validity and practicability of the questionnaire"* (Cohen et al, 2003:260). It was also important to gauge whether the survey could be completed within fifteen or twenty minutes, to avoid the possibility of respondents breaking off without completion. Once refined, a large sample was

difficult to source. Organisations who may have been able to help were contacted through an initial introductory e mail (Appendix C1), but in almost all instances, declined to become involved. However, through the assistance of the ISCG, a small sample of 105 international headteachers completed the survey.

#### **Phase 4 – Summarising and Seeking Negative and Discrepant Cases Through Semi-Structured Interviews**

The purpose of the semi-structured interviews were to explore themes identified from the survey, reaffirm or question existing hypotheses, and check for anomalies. Semi-structured interviews have been described as being ‘open ended’ as to create the possibility of altering, re-ordering or changing the path of an interview in order to explore alternative concepts (Cohen et al 2003). However, preparation is still vital, and it was deemed useful to approach interviews with a key set of questions and important themes to explore (which was the purpose of the survey). This sense of planning is also supported by Bell (2004), who state the need for topics to be selected, questions considered, a method of analysis devised and a schedule outlined. Further consideration is also required in terms of the actual conduct of interviews, with Lincoln and Guba (cited in Cohen et al 2003), emphasising pacing, a consideration of where the interview is conducted, the timing and the method of transcript.

The interviews were therefore designed to last up to an hour with appointments made in advance through an introductory email (Appendix C1). Anonymity was assured and the interviews were recorded and kept securely upon personal computer. The choice of interviewee was determined by their experience in opening new international schools in Asia and their proximity, as face to face interviews were deemed more valuable. A total of six

headteachers were interviewed, enabling appointments to be arranged within the same week. A brief biography of each headteacher can be found within Table H2 (Appendix).

The advantages of these interviews were that they provided an opportunity for more in-depth scrutiny of topics, enabling more detailed exploration and reaffirmation of data gathered from the survey. Bell (2004), also stresses the usefulness of their adaptability, probing nature and ability to investigate feelings and motives. As such, semi-structured interviews allow the researcher to collect rich, qualitative data that can be used to test hypotheses.

However, it must be noted that there are considerations to be taken into account when conducting interviews. These include their potential for bias, of antagonism between interviewer and interviewee and the researcher overtly guiding responses to fit preconceived notions (as discussed by Borg, cited in Bell, 2004). Within this particular setting one could also consider interviewee reticence, born as a result of competitive markets and job insecurity.

## **In Summary**

The development of this strategy is based upon a conceptual framework that seeks to employ a mixed methods approach; that is, a triangulation of both qualitative and quantitative data to increase confidence in conclusions. In particular, unstructured interviews have been used as a probing exercise to develop a wider survey. In turn, this instrument both enhances and creates a further body of data that can be tested through face to face semi-structured interviews. These methods, as suggested by Cohen et al (2003) through their seven stages of data analysis, should be replicable by other researchers. However, such a design has also been developed due to pragmatic needs. It is recognised that a weakness of the research surrounds



the low number of relevant headteachers available. This is dictated by the very nature of the enquiry and the infrequency of the role, as well as by its international context.

## Chapter 4 – Data Results and Analysis

### Introduction

It is the purpose of this chapter to briefly reaffirm the testing devices and the nature in which they were conducted. This builds upon chapter three, which has already discussed the suitability of strategy and how it fits within the research paradigm. It is then the intention of this chapter to present the research data according to the conceptual framework developed.

At this point it is important to note the hypotheses developing from the research question.

**What are the experiences of headteachers in new, 'local' international schools and what are the effective leadership and management strategies that can be recommended?**

This research has developed an argument that traditional concepts of leadership and management require scrutiny in these contexts. This includes the consideration of cultural dissonance, founding school pressures, (including governance) and entrepreneurship. A conceptual framework has been developed for leadership, management, strategy and personal characteristics, which has led to the following hypotheses.

- a) That leadership in an international, mixed culture setting creates different challenges.
- b) That these challenges require different leadership skills and personal characteristics.
- c) That when combined within the start-up environment, personality can be more important than professional knowledge.

Consequently, a staged approach using unstructured interviews, survey and semi structured interviews was devised. This mixed methods approach sought to continually test data, verify results and adapt research tools. It uses Cohen et al's (2003) seven stages of data analysis and

is based upon the concepts of grounded theory, which has been described by Goulding (2004:296) as “*grounded in the words and actions of those individuals under study.*”

## **The Unstructured Interviews**

Initially, experts were sought for unstructured interviews, guidance and feedback. These concentrated upon the framework resulting from the literature review (Appendix, Table A1). These exploratory interviews fulfilled a role in Cohen et al’s (2003) staged approach, by enabling the researcher to make inferences and establish relationships. Four headteachers were interviewed by Skype and recorded. Domains and units for analysis had been provided, in order to stimulate discussion.

### **Headteacher A**

‘A’ began with their background and their role in founding international schools. They considered the research relevant and considered the role different. Upon strategy, they felt that setting mission was vital, and that recruiting the right staff was paramount. ‘A’ used the bus analogy to explain the need to have “*the right people, in the right seats, facing the right direction*” (Interview A by Grayhurst, C., October 15<sup>th</sup> 2014). They felt that if recruitment was done well, then school leadership becomes more effective.

‘A’ also supported distributive forms of leadership and questioned the need for authoritative and transactional forms, pointing them out as superfluous if recruitment went well. ‘A’ felt that as all of the units were relevant, that results would be distributed widely.

### **Headteacher B**

'B' considered preparation as vital for start-ups, and felt that the majority of the units could be contained within strategic planning. B felt that personality was important and that schools, particularly in terms of academics, can often to be similar. Therefore, it was the need for flexibility and experience that was key, as everything can change depending on "*who you work for, where you work and who works for you*" (Interview B by Grayhurst, C., October 14<sup>th</sup> 2014). The interviewee agreed with A, and stated that they expected results to be wide, with profit motives and governance playing a key role.

### **Headteacher C**

'C' also agreed that the units were comprehensive. However, they did query locus of control, and expressed the opinion that this was confusing and would require clarification, as respondents may not feel comfortable admitting to it. C felt similarly in regards to vertical and transactional leadership. They also stated that approaches to leadership and management changed over time, and that they used some approaches more frequently than others depending upon the stage the school was in. C also referred to the issue of governance, as many roles may get taken out of your hands due to "*micromanaging owners and Boards*" (Interview C by Grayhurst, C., October 17<sup>th</sup> 2014).

### **Headteacher D**

'D' spoke about the personality traits of start-up leaders. They specifically felt that start-up headteachers "*wanted to achieve something and create a legacy*" as well as build schools that reflected personal vision (Interview D by Grayhurst, C., October 20<sup>th</sup> 2014). It was exciting, D stated, that they had the chance to do things that they wanted to and not be restricted. D felt

that leadership and personality traits were closely linked and that it was vital to assure quality and school improvement through professional development. The interviewee also considered the ability to handle change as vital, and agreed with C, in pointing out that the political nature of for-profit schools.

### **In Summary**

The purpose of the interviews was to receive feedback upon the conceptual framework, and begin to infer potential relationships and outcomes. They were also designed to inform and improve the survey and semi-structured interviews to come. Overall, the exercise was useful and lead to the following observations.

- That the units outlined are relevant.
- That the likelihood was to a wide array of responses.
- That respondents may not accurately understand units.
- That the domains were often interlinked, with many of the strategy and management units being the same.
- That leadership in context is indeed, different.

Following the interviews, it was decided that the survey should be adapted, with descriptions of units provided. The units themselves remained unaltered, as it was deemed pertinent that unpopular concepts could still stimulate discussion.

### **The Survey**

Subsequently, the questionnaire was sent through the International School Consultancy Group (ISCG). The final returns, following a reminder, amounted to one hundred and five. A

number of analysis breaks were constructed (Appendix, Section D), which delineated respondents according to founding and non-founding leaders, location and proprietary nature of school. This was a relevant approach as it provided a useful comparison to see if leadership in context was, indeed, different and if so, how. Although the response rate was low, the return was deemed adequate for small scale research. As can be seen from Charts C3 to C5 (Appendix), 46 respondents (44%) are employed within Asia. The return of 39 founding staff questionnaires is also reasonable (37% of total), considering the nature of the sample, and the difficulty to specifically target these leaders. Finally, the proportion of profit and non-profit schools was split almost evenly, with 43 (41%) and 45 (43%) respectively. For each group, data was collected and compiled (see Tables E1 to E5, Appendix, as an example). The questions explored the importance of units through a 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> ranking (for leadership, management and strategy), and a Likert scale for personality. This was due to the large number of personality traits within the questionnaire and a wish to avoid survey fatigue. This data was analysed by attributing a value to each response and creating a mean average, collating them within tables, such as F1 to F5, (Appendix), and presenting them in bar charts, such as G1 to G5, which for exemplar purposes, can be seen within the appendix.

## **Survey Analysis**

Once the data was presented, due to the small scale of the research, complex statistical analysis was not pursued. However, to differentiate between results, it was necessary to decide at what point a statistical discrepancy between groups became significant. This was done by comparing unit averages and reflecting upon the difference between them. For example;

*Founding and Non-Founding Respondents - Personality Domain – Resilience - Founding (4.74), Non-Founding (4.67) – Difference (0.07).*

Any difference in units that was above the domain average was considered to be significant. Once this had been completed for all groups, results were collated for comparison (Appendix, Table F6).

Results were interesting. A consensus began to appear that certain elements of leadership, management, personality and strategy were important no matter the context. This was also supported when units were ranked by average. This sense of similarity was strengthened by data from question 14, which asked leaders to rank the domains. For each group, results were identical, with leadership being regarded as most important, followed by strategy, management and personality (Appendix G5 - exemplar).

This would seem to assert that leaders, no matter the context, often have similar ideas as to the nature of their role. This requires further scrutiny with a focus now upon whether the context of new, international schools in Asia changes the intensity or nature of that leadership. This will be examined by analysing each domain in turn and relating them to the data derived from the survey.

## **Leadership**

This research has so far argued that leadership in context is different, particularly due to the international, mixed culture perspective found within proprietary, start-up schools. The expectations derived from literature review were that.

- Leadership can be more vertical than distributed in new schools.
- Founding leaders are more transformational.

- Founding staff are more political in new, proprietary schools in Asia (i.e. governance).
- Founding staff are more instructional and strategic to get schools started.

Among the respondents, it was common to favour transformational, strategic and facilitative leadership styles no matter the context. Also, there was an acceptance that transactional leadership is comparatively unimportant. The favouring of a transformational style is understandable within new schools, where a headteacher is often a *“visionary, dreamer, and goal setter”* requiring charisma in order to *“establish excitement and have concrete steps of achieving the vision”* (Respondent-R- 270). There also seemed to be a consensus across all leaders, no matter the context, that a clear strategy was vital, in order to *“plan ahead transparently and have buy in from all stakeholders.”* (R272). This may be explained by the same high rates of change and the many developments that can be found within a competitive, proprietary international school.

Comparatively, political leadership was not rated as being significant by any group. This may be explained through a reticence for leaders to acknowledge a sensitive issue. Similarly, vertical leadership was also lowly regarded. These results were therefore supporting the claim that leadership, no matter the context, seems to be very similar. However, as was expected, founding school leaders did comment upon the importance of vertical leadership. Respondents explained that *“Initially there are decisions to be made as a Head of School which require a certain level of top down leadership”* (R243) and stated that in a start-up, there is often too little time to distribute the numerous tasks to be completed (R234).

Although there appeared to be no favouritism shown towards instructional leadership in new or Asian schools, (despite being expected, due to their start-up, mixed culture staffing), it was



still recognised by a number of respondents as being important (R204, 207). Also, despite the small sample involved, there was a significant difference in moral leadership observed between Asian and non-Asian schools (0.5/0.25). This may well support the cultural dissonance argument.

Overall, the survey perhaps raised more questions than answers and did not meet all expectations. The similarity in responses suggests that leadership is inherently similar no matter the context. Therefore, it is my intention to further investigate the following during semi-structured interviews, in order to test conclusions.

- How important is it to be transformational?
- Do you see the need to be vertical and instructional rather than distributed? Does this change?
- Do you experience the need to be political?
- Do you concentrate more upon strategic leadership and how does the international context affect your moral leadership?

## **Management**

Prior to survey, it was thought that context would affect management. In particular, the following was considered.

- That establishing routines and appraising staff would be of greater significance in new schools.
- That managing change and assuring quality would be important for all.
- That managing crisis may be more prevalent in the for-profit sector.

- That community relations may be more complex in Asia.

Once more, the survey returned conflicting sets of data, seeming to suggest that management was similar for all leaders. Reinforcing initial thoughts, managing change and assuring quality was seen as vital across all groups. Indeed, respondents commented upon how these were 'easy' choices (R212) as assuring quality *"encapsulates ALL aspects of school life and is ultimately what the school will be judged on"* (R224). Those who considered managing change as most important, once again highlighted the rate of change in international schools and the importance that a leader *"makes sure the school community embraces change in a positive way"* (R232) and *"can manage constant change with a minimum impact on staff"* (R235).

The survey also supported the concept that founding staff concentrate more upon policies, (0.69/0.26), which is not surprising, given that start-up schools may not have them. However, there appeared to be no significant difference in attitudes towards establishing routines given by founding and non-founding leaders. Neither was community management more important in Asia.

Considering the results of the survey and the lack of evidence supporting most of the expectations, this analysis creates an interesting set of questions to be explored within interviews. Once more, a developing argument is appearing that in many instances, leadership and management can be considered as similar, no matter the context.

- Can management priorities change over time for founding leaders?
- How important is the appraisal of staff in different contexts?
- Is managing crisis important in your role?
- How do you think community management changes in Asia, if at all?

## Strategy

Subsequent to literature review and unstructured interviews, it was expected that the survey would indicate the following.

- That mission, strategic planning and recruitment would be popular with all.
- That founding groups, however, may give greater importance to these.
- That marketing and enrolment would be more important in Asian, for-profit, founding schools.

The results of the survey supported these ideas to a certain extent. It was evident across all groups that indeed, mission, strategy and recruitment are important. Respondents consistently explained that setting a clear mission and set of principles influenced all work, with curriculum and strategy arising from them (R212,214). Founding Principals also gave greater importance upon them as expected (1.76/1.14), acknowledging the need to sell vision when there are no pupils in the school, (R243), and to encourage parents to enrol (R223). Although based from a small sample, it was interesting to note how resource pressures impact upon recruitment strategy. One headteacher explained that *“given the limited salaries and facilities”* available, it was *“vital to have a body of teachers who are essential team players”* (R260). Strategic planning was also popular across all groups in order to build collaborative goals (R240, 242). One interesting result however, which was expected, was the need for greater marketing and enrolment by headteachers working in founding, for-profit schools (0.74/0.44 and 0.7/0.4). As one respondent noted, *“if you don't have students, you don't have influence”* (R270).

In terms of curriculum and resourcing, which was expected to be more important in non-founding schools, results agreed (0.72/1.23), lending weight to the argument that management priorities change over time. As a result of these comparisons, the following questions should be verified in order to establish whether strategic priorities change in context.

- Is recruitment important for founding leaders?
- Do you agree that founding leaders are more mission orientated?
- How much focus do you place on marketing and enrolment as a founding leader?
- Once the school has moved beyond start-up, does your focus change?

### **Personality**

The survey for personality was conducted differently, with respondents asked to complete a Likert scale. There were no open ended explanations. The following results were expected.

- For locus of control to be unpopular, due to reticence and
- For founding, profit leaders to be show resilience and problem solving skills

Considering the nature of Likert scales, nearly all traits were highly regarded and of similar value, apart from locus of control, whose unpopularity was confirmed. Similarly, being authoritative was also rejected by respondents. However, it was interesting to note the unpopularity of the achievement motive, as this contradicted evidence from the unstructured interviews. This will be investigated further during the subsequent interviews.

The popularity of the other traits were very much mixed and can be seen ranked in Tables F4, F9 and F14 of the Appendix. A summary of the top three are as follows.

Group						
Rank	Founding	Non Founding	Asian	Non Asia	Profit	Non Profit
1	Communicative	Resilient	Communicative	Communicative	Resilient	Resilient
2	Resilient	Communicative	Resilient	Resilient	Communicative	Communicative
3	Problem Solving	Problem Solving	Problem Solving	International	Problem Solving	International

Figure 1 – Ranking Personality Traits by Group

From this evidence, it can be seen that being communicative, resilient and a problem solver are traits of importance, although their popularity across all groups tends to indicate that they are respected no matter the context. The concept of being ‘International’ is also worth noting, because although it may be deemed as important within cultural leadership, it would have been expected within the Asian context more. It was not. Once again, the results of the survey demonstrated little difference between headteachers, their role and their personal characteristics. The following questions have therefore arisen, that will of interest to clarify;

- Why was locus of control and achievement rejected and
- How important is experience in context?

### Ranking Domains

It would now be pertinent to reflect upon the ranking of domains, which appeared at the end of the survey. As previously stated, it was clearly expressed by all groups, with almost identical averages, that leadership was most important, followed by strategy, personality and management. This rejects the hypothesis that personality traits are vital in founding, profit schools, and will also be explored further.

Overall, the survey results were interesting. In the majority of instances, respondents indicated that concerns for entrepreneurial headteachers in localised international schools were no different to the issues experienced by headteachers in other contexts. It therefore provides a body of opinion that should be checked through semi-structured interviews.

### **The Semi-Structured Interviews**

Having concluded analysis of the survey, six headteachers were met for semi-structured interviews (hereafter referred to as i1 to i6) and to summarise findings and seek negative, discrepant cases. This continued Cohen et al's (2003) seven stages of data analysis. The sample was chosen through a combination of personal, local contacts and through a speculative letter sent through Cambridge International Examinations (Appendix, C1). All interviews were face to face, recorded and filed on personal computer, with heads chosen due to their experience in founding international schools (Table H1, Appendix).

The interviews were conducted in a manner avoiding leading questions, but retaining direction and focus. Therefore, a multi-staged approach was used. This included an initial introduction, to establish experience. Once concluded, the next stage focused upon the research question and sought to explore the domains of leadership, management, strategy and personality. In order to avoid bias, no units were mentioned or provided beforehand. Upon conclusion, the third stage clarified the remaining questions from the survey. These questions, which were vital to ascertaining the validity of my hypotheses, are contained within Table H2 (see Appendix).

For analysis, a dual approach was employed. Firstly, the interviews were coded by the number of times that each unit was mentioned. This was achieved by listening to the recorded

conversations and creating a tally chart (Table H3, Appendix). This was a useful, yet simple statistical method to convey importance of issues. However, depth of feeling, body language and vocabulary can create a different interpretation that quantitative methods cannot record. Therefore, this analysis uses a qualitative approach, supported by statistics. They are organised across the four domains, draw evidence from all interviews and are arranged according to the questions derived from the survey.

## **Leadership**

### *Regarding Transformational Leadership.*

Evidence from Table H3 (Appendix), supports the need for founding headteachers to be transformational. Frequently, it was associated with start-ups due to the need to “*sell off plan*” (i4, 2014). This is an area of challenge to leaders as they “*have to become a salesperson*” (i1, 2014), not only for parents, but also when recruiting staff. A headteacher therefore has to have enthusiasm and vision to counter reticence, with people seeing “*the fire in their eyes*” (i3, 2014).

### *Vertical versus Distributed Leadership.*

Interestingly, interviewees also recognised the need for vertical leadership, which was quite unpopular within the survey. Interviewee 6 (2014) suggested that this was due to an immediate multitude of tasks, such as establishing ethos, curriculum, resources and facilities. Interviewee 3 (2014) agreed and added, “*when you start, although you create a team, it’s not a team yet, just a group of individuals,*” meaning that leadership has to be more direct in order to “*get things done*” (i5, 2014).

The interviewees also supported the hypothesis that leadership changes over time. Interviewee 3 (2014) recognised that once the “*dust had settled,*” they could take time to work more collaboratively. Interviewee 2 (2014) explained that vertical leadership was required initially because of the small number of staff affordable in start-up schools. However, once a school grows, it is then possible to recruit other leaders and begin to assign responsibilities. Interviewee 1 (2014) agreed, whilst also noting that distributive leadership often comes with trust. This is particularly relevant to founding teams, as they are often new to each other. Therefore, in a highly accountable environment, it takes time to build trust and confidence, which is key when distributing leadership.

#### *The Need to be Political*

Another hypothesis was that Asian, proprietary models elicit a need for political leadership. During survey, this did not gather a wide base of support. However, it was mentioned by interviewees relatively frequently (Table H3, Appendix). Interviewee 3 (2014) commented that many boards in an Asian context relied heavily upon hierarchical and authoritative leadership, resulting in micromanagement. The concept that headteachers are often viewed as a figurehead was voiced by i6 (2014), who spoke of their need to manage upwards with their inexperienced board. They felt that this therefore required greater skills of tact, cultural understanding and negotiation. However, this interaction is frequently not healthy (i5, 2014), and can result in headteacher and Board frustration. Such a working relationship can then lead to short tenure.



### *Being Strategic and International*

In addition, strategic leadership, although well supported by founding staff during survey, was not so evident from interviews. When mentioned, i3 (2014) revealed that it was secondary to more pressing matters of *“getting students in”* and building ethos. One explanation, offered by i2 (2014), was that change is so frequent, that strategy was constantly evolving, requiring adaptability and a willingness to *“rip things up and start again.”* This view was also supported by i6 (2014), who suggested that although a strategic direction was important, the short and medium term plans *“often went up in smoke.”* What really ‘made’ the successful founding leader, they thought, was the ability to cope and turn this into an opportunity.

Interviewees also spoke about their school community. The requirement for moral and cultural leadership was mentioned (Appendix, Table H3), particularly in reference to dealings with local parents and staff. Interviewees supported the concept that parents sometimes required educating about international schools, such as *“the difference between an international education and an education in English”* and the importance of non-academic values (i3, 2014). Interviewee 2 (2014) also spoke of instances where parents perceived overseas hires to be ‘better’, resulting in conflict and dissonance. Many leaders also noticed the reticence of local parents and staff to ask questions of them directly, referring to *“the need to save face and not cause issues”* (i5, 2014). On occasion, this can lead to cliques and disconnect (i2, 2014), requiring sensitivity on behalf of the leader, who attempts to bridge the cultural gap.

Such opinions have supported the initial hypotheses and indeed, reinforced the concept that although headteachers in new, Asian international schools may rely upon similar leadership styles, their context drastically alters approach. In particular, leaders have to be more

transformational and political. They also have to pay great attention to culture and adapt their style, trying to build relationships throughout the community.

## **Management**

### *Discussing Priorities, Appraisal, Community and Crisis*

During interviews, management units were rarely mentioned. This supported the survey in suggesting that management is perceived as less important when compared to other domains. Specifically, when relating to the questions arising from the survey, there was little evidence relating to management changing over time, the management of crisis or of appraisal. In addition, the management of communities seemed to overlap with moral and cultural leadership, so data was duplicated (as highlighted by i5, 2014). Therefore, in order to gather useful information it was necessary, during stage three of the interview, to refer directly to Table H2 (Appendix). Of specific interest, was i4's (2014) response when asked about the lack of reference to appraisal amongst founding staff. They stated;

*"Of course appraisal is important, as are all of these things, but I think all headteachers are expected to do this anyway. It's fairly routine when compared to managing change and setting ethos."*

As such, it would appear that some management units are often regarded as ubiquitous to the role of headteacher and are therefore not highlighted. Similarly, but at the other end of the spectrum, the rarity of management concepts can also affect their relative importance. For example, when asked why managing crisis did not appear important, i6 (2014) mentioned that *"hopefully, it happens only once in a while, so I don't have to deal with it."* What was

important, they countered, was to accept it as a natural consequence of start-ups and demonstrate resilience.

Throughout the interviews, the concept of managing change was often mentioned. This was expected and supported the results of the survey. Interviewee 5 (2014) referred to the need to improve within a competitive marketplace, by seeking accreditation and by offering schemes such as the Duke of Edinburgh award. Alternatively, i4 (2014) spoke about the manner in which growth affected staffing, timetables and curriculum. It can perhaps be argued that this constant change does suggest that management tasks alter over time and that there are priorities for the founding headteacher. This was suggested by i4 (2014), who highlighted policies and routines as immediate priorities, with accreditation coming later. When pressed upon this matter, interviewees supported this notion, and outlined the need for marketing materials, policies and routines in the first instance, quality assurance and appraisal thereafter, with professional development and accreditation later on (i6, 2014). There is therefore a growing argument to be made that although there are elements of leadership and management that are similar no matter what the context, that entrepreneurship in local settings does alter the dynamic.

## **Strategy**

### *The Importance of Recruitment*

Evidence from the interviews supported the survey in suggesting that recruitment was a major concern for founding staff. Indeed i3 (2014), when asked about their top three concerns stated “*staffing, staffing and staffing.*” This was supported by i2 (2014), who explained that it was a “*massive challenge in the first two years*” to find staff suited to the start-up school.

The special requirements sought by leaders included a pioneer spirit (i3, 2014), acceptance of challenge (i2, 2014) and teachers who demonstrated flexibility, tolerance, humour and teamwork. Indeed, the interviewees stated that personality traits were often more important, when academic ability and teaching skills could be assumed from resumes (i1, 2014). This was so much so, that i3 (2014) stated their preference for “*excellent people, rather than excellent teachers.*”

### *Being Mission Orientated*

The survey highlighted that founding staff were often more mission orientated and concerned with ethos. This was supported by the interviewees who believed that the headteacher needed to be the embodiment of the school’s ethos, providing a reference point for the community in a start-up context (i5, 2014). This was supported by i4 (2014) who stated that a strong ethos and ‘feel’ was something that could be instilled almost immediately, in comparison to academics or other systems that took longer to implement and shine. In addition, i3 (2014) spoke about the importance of ethos in getting “*buy in*” to attract parents. Of particular interest was i6’s (2014) observation that in many new, proprietary Asian schools, non-specialist Boards did not have experience in educational ethos, so it was important that the headteacher took more responsibility.

### *Marketing and Enrolment*

The survey and literature review from previous chapters highlighted that founding staff are more heavily involved within marketing and enrolment. Again, the transformational nature of the headteacher was outlined as vital to sell something that does not yet exist, where staff had not yet been recruited and in some cases, where a building has not yet been completed

(i3, 2014). Interestingly, i6 (2014) also reflected upon the nature of staffing and Boards in new Asian schools, stating that where these were inexperienced, the headteacher became much more involved in marketing strategy, admissions tests and attending fairs.

### *Does Strategy Change over Time?*

One hypothesis from the research question was that strategy changes over time in new schools. The survey did not really prove or discredit this idea. This was also the case for the interviews, where it was not mentioned often. However, i5 (2014) did state that their focus was much more concentrated in the first phase upon marketing, enrolment, recruitment and ethos, essentially *“what is needed to get the school started.”* Therefore, this matter was approached within stage three of the interviews, with headteachers more forthcoming. Indeed, they agreed with the need for initial efforts to be focused upon ethos, marketing and resources – whether they be human, academic or buildings (i4, 2014). It was felt by i6 (2014), that these were the basics; the ‘givens’ within start-ups that required most attention during the pre-opening and opening phase. Once this had been completed, one could get on with the *“nitty gritty”* of *“developing staff and curriculums, and making your school the best it can be”* (i6, 2014).

## **Personal Characteristics**

### *The Importance of Personality and Locus of Control*

Arising from the literature review, it was thought that founding staff would rely heavily upon personality, but the survey rejected this to a certain extent, ranking leadership and strategy more importantly. However, this was not a conclusion shared by the interviewees. Indeed, it was a common theme for these leaders to emphasise personality as *“key to the success of a*

*founding school*" (i6, 2014), where *"so much can rely upon the Head's ability to cope"* (i5, 2014). As such, the interviewees spoke at length upon the need for character within Asian, proprietary founding schools, where change is so prevalent. This included a need to problem solve, demonstrate flexibility and be resilient. Also, where concepts of locus of control and the need for achievement were rejected by the survey, the interviewees were more accepting. An analogy was used by i1 (2014), who compared founding headteachers to football managers given a blank cheque to build their own team that play in their own style. This was supported by i2 (2014), who stated that it was *"good to start from zero as you have your own ideas."* In addition, i3 (2014) noted that founding headteachers were risktakers, and that they have *"come to make real an idea."* There was therefore a sense that *"scars are badges of honour"* (i3, 2014) and that they did the job to achieve things quickly (i2, 2014). However, i1 (2014) contributed an important caveat, that with this freedom came responsibility and given the right supportive atmosphere by boards, you were completely accountable.

#### *How Important is Experience?*

Results of the survey suggested that although experience was important, there was no greater requirement for it in founding leaders. The literature review, however, suggested that experience in entrepreneurs was vital for success. This was supported by i3 (2014) who stressed that within the market, parents need convincing and to see *"that you have done this all before."* This was supported by i1 (2014), who mentioned track records and being able to *"walk the talk."* Interestingly, i1 (2014) also stated that it gets easier to start schools once you have been through the process before, and realised that it's acceptable to make mistakes and

seek change. Experience was also key, stated i5 (2014), as you learn to rationalise the process, learning from the past, and *“getting better at it each time.”*

## **Summary**

The results of the interviews were interesting and in many ways, reaffirmed original hypotheses and the results of the literature review. On occasions, this went against the evidence accrued from the survey. In particular, Interviewees believed that founding headteachers required specific personal characteristics, which included greater resilience and flexibility, combined with experience. They agreed with the need for communication and transformative leadership, but noted that it was necessary to be more vertical in their leadership, especially during the start-up phase. After prompting, they acknowledged that leadership changed over time, and offered some examples. They also noted the need to be political in an Asian context and that personality was vital in recruiting staff. Their own motivations included locus of control and the need to achieve, that had largely been rejected in the survey. From these interviews, it was noticeable that they felt that the role was nuanced, and required a different kind of leader. In this sense, it may be argued that there are now clear indications that founding headteachers in context do believe that their leadership has to be different, with particular attention paid to the international setting. The headteachers have also supported the need for particular personality traits in the start-up context. It is now my intention to discuss these findings in Chapter 5, draw conclusions against the research questions and outline what effective leadership and management strategies can be recommended.

## Chapter 5 – Discussion and Conclusions

### Introduction

This last chapter outlines the concepts that have arisen from the enquiry and offer some conclusions upon the role in question. It then creates a potential framework for headteachers to use when leading new, Asian based international schools, as well as make recommendations to Boards upon the personal qualities they should seek in founding headteachers. In addition, this chapter critiques the research, acknowledging its limitations and leading to suggestions as to what would be changed if the research was to be repeated.

This study revolved around the following research question.

**What are the experiences of headteachers in new, 'local' international schools and what are the effective leadership and management strategies that can be recommended?**

Which led to a literature review and the following hypotheses.

- a) That leadership in an international, mixed culture setting creates different challenges.
- b) That these challenges require different leadership skills and personal characteristics.
- c) That when combined within the start-up environment, personality can be more important than professional knowledge.

These hypotheses were then examined, with an analysis suggesting that although leadership styles used by headteachers might not change from school to school, that context renders them essentially different. The next section explores this argument and evaluates whether the research has supported it.



## Expectations from the Literature

Articles upon entrepreneurship theory highlighted some interesting concepts regarding the personality of the *founding leader*, which included a strong locus of control and a need for achievement. Experience was also regarded as a key determinant, as highlighted by Gartner et al (1999) and Stuart and Abbeti (1990).

Strategic planning was suggested as vital by a number of researchers, including Leggate and Thompson (1997), but when applied to the concept of new schools, such ideas did not fully appreciate the difficulty to plan given the constant change inherent in new schools. It was therefore proposed that there was a need for flexible planning and mutual adaptation as recommended by Fullan (2001). Considering such rates of change and the need for founding leaders to get things done, it was considered possible that strategy included a core element of vertical leadership. This also requires a focus upon instructional leadership in order that expectations and ethos are made clear.

The context of a mixed culture school in Asia also created a number of considerations. Literature review highlighted the potential for cultural dissonance amongst all groups, including parents, students and staff. This means that the leader has to show adept skills in moral and cultural leadership, in order to make clear the expectations and meanings of an international education. Dissonance could also be related to the relationship between Board and headteacher, where roles can be perceived differently and financial expectations can cause friction. The founding headteacher, it was thought, would therefore have to demonstrate higher levels of political leadership to successful manoeuvre within this environment.

Given these considerations, it was proposed that founding leaders need to demonstrate particular traits. Core amongst these were resilience, being pro-active and tolerant of stress. They also have to be 'transformational' in character, with the need to inspire the community to join the 'project'. Indeed, it was felt that these personality traits were possibly more important than leadership, strategy or management, given the unique nature of the role.

## **Drawing Conclusions**

The use of a multi-staged research method produced mixed results. The data derived from the questionnaire was interesting, but did not necessarily produce the results expected. For example, when comparing different groups of leaders, results were often similar and contradicted the hypotheses. Although a clear indication appeared as to what leaders found important within the respective domains, it appeared that these opinions were consistent across all the different groups. Therefore, all leaders felt that it was important to be transformational, and in comparison, vertical leadership was ranked as a lower consideration (as was instructional leadership). Similarly, locus of control and a need for achievement were largely rejected by all groups, as was the need to be political. Indeed, on the occasion where results were supportive, for example, upon the need to focus on enrolment or the requirements for cultural leadership in an Asian setting, differences between groups were not as significant as hoped. However, there were some reaffirming results. Founding staff acknowledged the need to concentrate upon policies whilst mission and ethos were also very important for start-up schools. This was to be expected.

These inconsistent results were still of interest and helped to provide focus for the semi-structured interviews. It was during this stage that results became much more conclusive and clear evidence was provided that the founding headteacher's role is different. The interviews

very much highlighted the need for particular character traits, such as resilience, and acknowledged the unique pressures of the role. This included the need for transformative leadership skills and the ability to inspire. They also spoke of the difficulty of distributed leadership during start-up phase and the necessity of vertical leadership initially. They appreciated the political nature of proprietary Asian schools and the very difficult task in leading mixed culture teams, as well as suggesting that leadership and school priorities changed over time. The interviews therefore supported the research question and lead to a reflection, most notably, that although leadership concepts were the same for all, (as evidenced within the survey), their application in context, however, was very much different.

## **Limitations**

One of the more important limitations within this research related to the conducting of the survey. Due to the limited nature of the role, it was difficult to accrue a significant number of returns from which reliable conclusions could be made. The anticipated results therefore did not materialise, resulting in data that did not support the concept that leadership was considerably different. However, it can be assumed that this data may not be indicative of the conclusions that could be generated from a much wider and more focussed sample. Unfortunately in this instance, the number of founding headteachers was relatively small, affecting the statistics generated.

Therefore, the interviews became more enlightening. Although I acknowledge the danger of bias and leading questions, their responses were pertinent and relevant to the research question. Their face to face nature held great value and there was little question as to the relevance of their experience. Also, a majority of the headteachers had held non-founding

leadership roles previously. This was exceptionally valuable in providing comparable perspective and helped to clarify the questions arising from the survey.

## **Lessons for the Future**

Upon reflection, this research has taken a step towards asserting that entrepreneurial headship in new 'local' international schools is essentially different, despite it relating to leadership and management concepts that are shared between leaders in other contexts. It also makes tentative recommendations to headteachers as to the effective leadership and management strategies that can be employed. Overall, the study (and in particular the interviews), have inferred that due to the unique challenges of the role, that personal characteristics are an important component to success. As such, Figure 2 overleaf has been designed to reflect the complexities of the role and the recommendations that can be made to the leader.

Figure 2 seeks to acknowledge that leadership can change over time, from being transformational, to vertical and ultimately, distributed. This reflects the need for the leader to get things done immediately, to get the school running and to allow trust to be developed before distributing leadership. This takes a huge amount of effort and commitment to the task. The leader must rely greatly upon communication in order to rally stakeholders to the task and previous experience of the role can provide a solid foundation. At all times, no matter what the stage, the leader should constantly reaffirm and develop the ethos of the school and plan strategically for the future. Some of the key tasks during start-up are related to the need to get the school open and relate to policies, marketing, a coherent curriculum and resources (both academic and facilities). At some point, it may be assumed that the distribution of leadership and the momentum of the community allows the leader to change strategic focus.

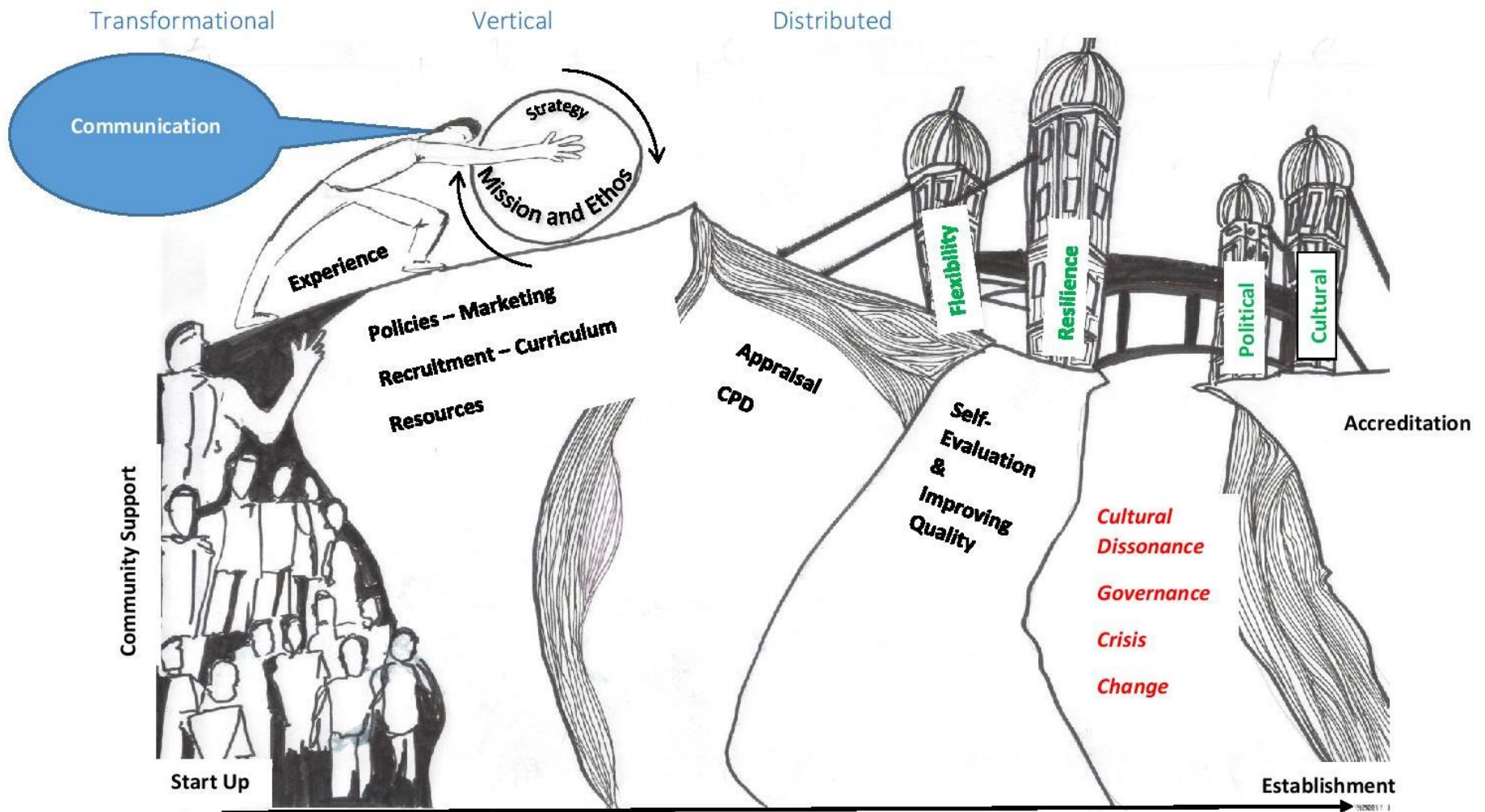


Figure 2 – A Conceptual Drawing Reflecting the Role of the Headteacher in New, Asian, 'For Profit' International Schools.

As the school is now running and has been established, the headteacher can begin to concentrate upon improving standards. This may include a thorough review of the school and improvement of delivery, whether it relates directly to teaching or the resources required for it. Often, the ambition of accreditation with an international school body provides a framework for this, and can be a key watershed moment for the founding headteacher.

However, a leader must recognise that there will often be moments of crisis associated with their role due to reasons such as cultural dissonance, governance and the management of change. In order to overcome these challenges, it is vital that the headteacher demonstrates resilience and flexibility, as well as cultural and political leadership.

For Boards, this means that they must think deeply upon the type of person that they recruit. Preferably, they should have experience of the context, as they will be placed under unusual and intense pressures. They also need to be strong in vision and be transformative leaders that can foster belief within the community. It is important that Boards also be clear from the outset about the governance structure they employ. Both headteachers and those for whom they work for should know their role, the limits of it and hold a shared vision for the school. It may be suggested that the Chair of Governors has experience of education in order to ease this dynamic.

Overall, it is hoped that this research has explored a number of concepts that have, as yet, seen little or no research. The research has suggested that although the job of the entrepreneurial headteacher in Asia may rely upon the same concepts of leadership as others, that unique pressures change their priority and importance. The demands of the position also mean that particular types of personalities are suited to the role. It is my opinion that much more research is needed, as an increasing number of headteachers find themselves in the

unique position of opening new schools in Asia. The position might appear the same, but it most definitely is different.

## **Reflection**

This work has been very challenging due to the difficulty in balancing work commitments as a founding headteacher. However, it has also been greatly valuable and has enabled me to reflect upon my role, and gain many insights into its unique nature. Throughout this journey, I have made contact with other headteachers in similar positions and felt the comfort of shared experience. I have therefore gained in confidence and appreciated that I am not alone in being under particular pressures. This has been vital for me in what can be a very isolating position. However, it was important that these feelings did not influence interview technique. As such, personal conversations began only after the interviews were finished.

Considering the potential for a skewed sample from the survey and the value of the results forthcoming, I doubt that I will have repeated this method. However, it was understandable considering the relatively few headteachers available for interview. If the research was repeated, much more time would be given to establishing an interview sample, thereby eliminating the need for survey. However, although statistical analysis may not have been as illuminating as hoped, it would appear that the hypotheses constructed were accurate and a relatively true reflection of the role.

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## Appendices

### Section A – Literature Review Materials

**Table A1** Conceptual Framework - Domains and units for analysis – providing the basis for research instruments and the analysis of data.

Domain	Unit of Analysis	Code	Domain	Unit of Analysis	Code
<b>Strategic decisions</b>	Campus	CAM	<b>Leadership Skills</b>	Transformational	TRF
	Mission and Principles	MaP		Situational	SIT
	Marketing and Enrolment	MaE		Distributed	DIS
	Resourcing	RES		Strategic	STR
	Curriculum and Assessment	C&A		Instructional	INS
	Recruitment & Retention	R&R		Transactional	TRN
	Strategic Planning	STR		Vertical	VER
	Budgets	BUD		Moral and Cultural	M&C
				Facilitative	FAC
				Political	POL
<b>Personal character</b>	Resilient	RES	<b>Management Skills</b>	Affiliative	AFF
	Negotiators	NEG		Change	CHA
	Problem Solvers	PRO		Policy construction	POL
	Authoritative	AUT		Appraisal	APP
	Experienced	EXP		Quality Assurance	QUA
	Democratic	DEM		Community	COM
	Pace Setter	PSe		Accreditation	ACC
	Coachers	COA		Professional Development	CPD
	Communicative	COM		Routines and Operations	R&O
	Locus of Control	LoC		Managing Crisis	CRI
	Need for Achievement	ACH			
	Internationally Minded	INT			
	Innovative	INN			
	Self-Efficacy	SEf			

## Section B – Unstructured Interviews

**Table B1** – Interviewee biographies

Interviewee Code	Status	Location of Relevant Experience	Type of Experience
A	Retired	Asia - Vietnam	A Headteacher for over forty years, with experience of opening four different international schools.
B	Current	Asia - China	Previously Headteacher of a new international school in Asia, with experience of opening two other highly renowned British schools elsewhere in the world.
C	Current	Asia - Vietnam	A Head of Primary in a school in South East Asia, who has been involved in one other start-up school in a neighbouring country.
D	Current	Asia - Malaysia	A Headteacher of over twenty years who has founded two international schools in Asia.

## Section C – Eliciting Responses to the Questionnaire

### C1

Subject: Research Interview Request

Dear Sir/Madam,

Please accept my apologies for the interruption to your busy day. With the kind acknowledgement of Mr. Ng, I have used this mail to ask for your assistance. My name is Charlie Grayhurst and I am the Principal at Straits International School in Penang. Many of you I have met before and in fact, discussed my research with you.

I am currently a student at the University of Bath, studying for an MA in Educational Leadership and Management. As such, I am now completing my research and am focussing my attention upon the following research question;

**What are the experiences of headteachers in new, 'local' international schools and what are the effective leadership and management strategies that can be recommended?**

As Principal of such a school, I am particularly interested in the management of mixed culture teams and have an appreciation of how leadership changes in context, especially when leading a new international school from scratch. It is the intention of my research to identify how leadership and management styles change (if in fact, they do at all), and highlight the types of personality characteristics in headteachers that lend more successfully to these types of ventures. This is an area of particular importance and interest for our international school sector, as there has been no similar research conducted in the field, and international schools of this type are a boom industry, especially in Malaysia and SE Asia.

I would be extremely grateful if you could spend fifteen minutes of your future time answering a short survey that shall be e mailed to you in the coming week, which asks for the opinions of international school leaders no matter their experiences. I am also seeking interviewees, who have experience of opening schools, for semi structured interviews before the end of the December term. All interviews and surveys are anonymous and comply with BERA (2011) ethical guidelines and as such, are confidential. For interviews, I am planning to travel through Malaysia and meet Principals at their schools in the very near future, so would anyone please be able to meet with me and discuss their leadership and management of new schools?

Apologies for the long mail and many thanks for your time, I am extremely grateful for any assistance received.

Regards

Charlie Grayhurst

Principal – Straits International School



**Letter C2 – Covering letter to e mail sent to respondents via ISCG.**

Subject: Results of Research into Role of Headteacher in International Schools

To: Headteachers of international schools

From: 'ISC Datashare connecting international schools'

To launch the programme of ISC Datashare surveys, ISC Research is working with Charles Grayhurst, the Principal of Straits International School in Malaysia, to investigate the role of the headteacher in new international schools. As part of this study we are conducting a short survey among headteachers worldwide and would very much value your opinions. The results of this survey will feed into the research Charles is writing for his MA degree at the University of Bath.

In return for your participation you will receive not only the aggregated data from the survey directly from ISC Datashare, but also a copy of Charles' final research. In accordance with the British Educational Research Association (2011), all data will be kept strictly confidential and will be analysed in aggregate format only. No data or comments will be attributed to individuals so your anonymity will be preserved.

To take the survey, click here: [XXXXXX](#). The deadline for the survey is 12th December 2014 so we would appreciate your completing it by then.

Thanking you in anticipation for your participation.

The ISC Research Team

## Section D – The Questionnaire

Q1. Are you, or have you ever been, a Founding Member of Staff in a new school?

[SINGLE SELECT]

1. Yes – CONTINUE
2. No - GO TO Q5

Q2. In which Founding Role were you employed? (Please choose the most senior if you have been employed in multiple roles.)

[SINGLE SELECT]

1. Headteacher/Principal
2. Deputy Head or equivalent
3. Head of Department (Academic)
4. Head of Middle/ Intermediate
5. Head of Primary/ Elementary
6. Head of Secondary/ High
7. Head of Sixth Form/ Senior High
8. Curriculum Coordinator
9. Other (please specify) [TEXT BOX]

Q3. Please indicate the location of the school where you were a Founding Member of Staff.

[USE ISC RESEARCH DROP DOWN MENU OF COUNTRIES]

Q4. Which description best applies to the school where you were a Founding Member of Staff?

[SINGLE SELECT]

1. International for-profit

2. International not for-profit
3. Host country private school
4. State/Government school
5. Academy/Free school
6. Other (please specify) [TEXT BOX]

|----- GO TO Q6 -----|

Q5. Which description best applies to the school where you are currently employed?

[SINGLE SELECT]

1. International for-profit
2. International not for-profit
3. Host country private school
4. State/Government school
5. Academy/Free school
6. Other (please specify) [TEXT BOX]

Q6. When was the school established?

[SINGLE SELECT]

1. 2012-14
2. 2008-11
3. 2000-07
4. Pre 2000
5. Don't Know

Q7. Please indicate the three leadership styles that you think are the most important in your role.

[GRID OF SINGLE SELECT ROWS AND SINGLE SELECT COLUMNS HEADED 'Most important';  
'Second most important'; 'Third most important']

[ROWS]

1. Transformational – leader as change agent
2. Situational – always depending on context
3. Distribution – sharing leadership
4. Strategic – concentrating upon the 'big' questions
5. Instructional – improving teaching
6. Transactional – improvement through reward/ reprimand
7. Vertical – 'top down' leadership
8. Moral – setting the example
9. Facilitative – empowering teams
10. Political – ability to lead all interest groups
11. Affiliative – promoting harmony

Q8. Please explain your reasons for choosing the factor you consider most important.

[TEXT AREA]

Q9. Please indicate the three areas of management that you think are the most important in your role.

[GRID OF SINGLE SELECT ROWS AND SINGLE SELECT COLUMNS HEADED 'Most important';  
'Second most important'; 'Third most important']

[ROWS]

1. Managing change
2. Policy construction
3. Appraisal of staff

4. Quality assurance
5. Community liaison
6. Accreditation
7. Professional development
8. Routines and operations
9. Crisis management

Q10. Please explain your reasons for choosing the factor you consider most important.

[TEXT AREA]

Q11. Please indicate the three areas of strategy that you think are the most important in your role.

[GRID OF SINGLE SELECT ROWS AND SINGLE SELECT COLUMNS HEADED 'Most important'; 'Second most important'; 'Third most important']

[ROWS]

1. Campus and facilities
2. Mission and principles
3. Marketing and enrolment
4. Resourcing
5. Curriculum and assessment
6. Recruitment and retention
7. Strategic planning
8. Budgets

Q12. Please explain your reasons for choosing the factor you consider most important.

[TEXT AREA]

Q13. How important are these personal attributes to a leader of an international school?

[GRID OF SINGLE SELECT ROWS AND MULTIPLE SELECT COLUMNS]

[ROWS]

1. Resilience
2. Negotiation skills
3. Problem solver
4. Authoritative
5. Experienced
6. Democratic
7. A pace setter
8. A coacher
9. Communicative
10. Desires control
11. Driven by achievement
12. Internationally minded
13. Innovative
14. Self-efficacy – belief in oneself to succeed

[COLUMN HEADERS]

1. Very important
2. Important
3. Neither important nor unimportant
4. Unimportant
5. Very unimportant

Q14. Please rank the importance of the categories shown.

[GRID OF SINGLE SELECT ROWS AND SINGLE SELECT COLUMNS HEADED 'Most important';  
'Second most important'; 'Third most important'; 'Fourth most important']

[ROWS]

1. Strategic decision making
2. Leadership skills
3. Management skills
4. Personal characteristics

Q15. Please add any other comments you may have on the role of headteachers in new international schools.

[TEXT AREA]

Q16. ISC Research endeavours to conduct surveys on topics of interest and relevance to international schools. If there is a topic which you would like to suggest for a future survey, please elaborate below giving as much detail as possible.

[TEXT AREA]

Thank you for participating in this survey. Please click SUBMIT below. We will notify you when the survey results and the research are available.

## Section E – Questionnaire Results

### Pie Charts E1-E3 – Analysis Break Figures

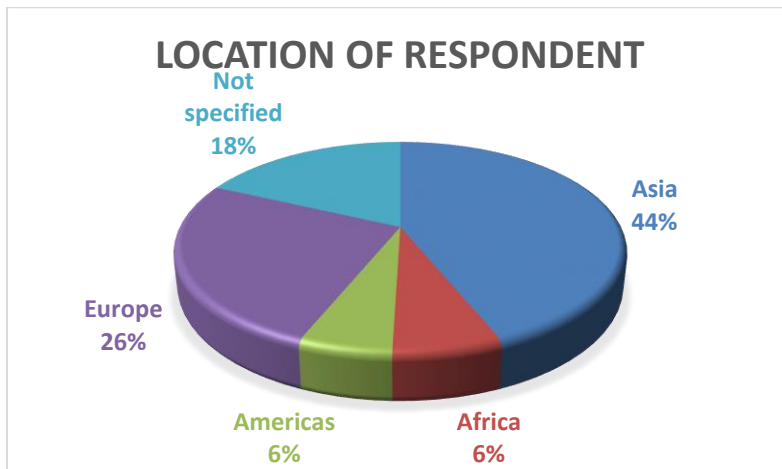


Chart E1 – Current job locations of responders.

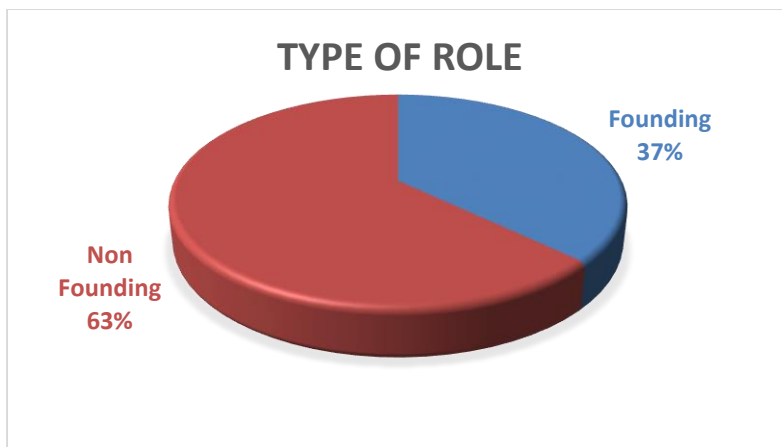


Chart E2 – The type of leadership role currently employed within.

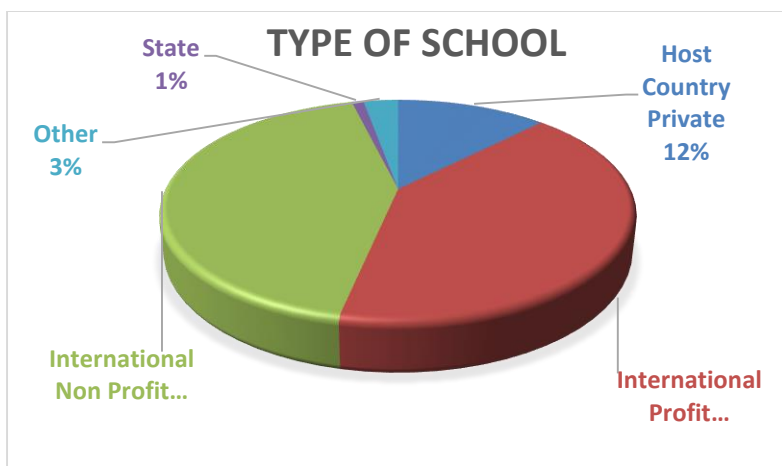


Chart E3 – The type of school in which leaders were employed.



**Tables E1-E5 – Raw Results Compilation – Founding Leaders (Exemplar)**

Table E1

Founding attitude towards leadership – 39 responses																																	
Style	Instruction.			Distrib.			Moral			Facilitative			Situation.			Political			Strategic			Transform.			Vertical			Affiliat.			Transac.		
Choice 1,2,3	4	8	0	1	8	3	4	2	5	2	8	6	4	2	3	3	1	7	10	6	5	8	2	9	2	0	0	1	2	0	0	0	1
Score*	28			22			21			28			19			18			47			37			6			7			1		
Average**	0.72			0.56			0.54			0.72			0.49			0.46			1.21			0.95			0.15			0.18			0.03		
Ranking of importance	=3 <sup>rd</sup>			5 <sup>th</sup>			6 <sup>th</sup>			=3 <sup>rd</sup>			7 <sup>th</sup>			8 <sup>th</sup>			1 <sup>st</sup>			2 <sup>nd</sup>			10 <sup>th</sup>			8 <sup>th</sup>			11 <sup>th</sup>		

Table E2

Founding attitude towards management – 39 responses																											
Style	Change			Policies			Appraisal			Quality			Communicate			Accredit.			PD			Routines			Crisis		
Choice 1,2,3	10	5	5	3	8	2	1	5	5	14	4	6	2	3	4	3	2	1	2	8	7	2	4	3	2	0	6
Score*	45			27			18			56			16			14			29			17			12		
Average**	1.15			0.69			0.46			1.44			0.41			0.36			0.74			0.44			0.31		
Ranking of importance	2 <sup>nd</sup>			4 <sup>th</sup>			5 <sup>th</sup>			1 <sup>st</sup>			7 <sup>th</sup>			8 <sup>th</sup>			3 <sup>rd</sup>			6 <sup>th</sup>			9 <sup>th</sup>		

Table E3

Founding attitude towards strategy – 39 responses																								
Area	Mission &			Market.			Resourc.			Curr. & As.			Recruit & Re.			Strat. Pl.			Campus			Budgets		
Choice 1,2,3	19	4	4	7	8	4	0	0	4	3	6	7	6	8	9	6	10	7	1	2	3	1	1	1
Score*	69			29			4			28			43			45			10			6		
Average**	1.76			0.74			0.10			0.72			1.10			1.15			0.26			0.15		
Ranking of importance	1 <sup>st</sup>			4 <sup>th</sup>			8 <sup>th</sup>			5 <sup>th</sup>			3 <sup>rd</sup>			2 <sup>nd</sup>			6 <sup>th</sup>			7 <sup>th</sup>		

\*Scores were constructed by attributing a value of three to 1<sup>st</sup> place choices, two to 2<sup>nd</sup> and one to 3<sup>rd</sup>.

\*\*Averages were constructed by dividing the score by the number of responses and rounding to two decimal places.

Table E4

Founding attitude towards personality – 39 responses								
Attribute	V. Important (5)	Important (4)	Neither (3)	Unimportant (2)	V. Unimport.(1)	Score*	Average**	Rank
Self-Efficacy	10	23	5	1	0	164	4.21	7 <sup>th</sup>
Resilient	29	10	0	0	0	185	4.74	2 <sup>nd</sup>
Problem Solving	27	12	0	0	0	183	4.69	3 <sup>rd</sup>
Negotiator	15	22	0	2	0	167	4.28	6 <sup>th</sup>
Authoritative	5	12	14	7	1	130	3.34	12 <sup>th</sup>
Experienced	13	20	6	0	0	163	4.18	8 <sup>th</sup>
Democratic	5	16	3	0	5	103	2.64	13 <sup>th</sup>
Pace Setter	6	20	10	1	2	144	3.69	10 <sup>th</sup>
Coach	9	20	9	1	0	154	3.95	9 <sup>th</sup>
Communicative	30	9	0	0	0	186	4.77	1 <sup>st</sup>
Desires Control	0	2	14	15	8	88	2.26	14 <sup>th</sup>
Driven by Achiev.	2	20	15	0	2	137	3.51	11 <sup>th</sup>
International.	28	9	1	1	0	181	4.64	4 <sup>th</sup>
Innovative	20	17	2	0	0	174	4.46	5 <sup>th</sup>

Table E5

Concepts in comparison – 39 responses							
Factor ranked in importance	1 <sup>st</sup> (4)	2 <sup>nd</sup> (3)	3 <sup>rd</sup> (2)	4 <sup>th</sup> (1)	Score*	Average**	Rank
Strategy/Decisions	5	12	18	4	96	2.46	2 <sup>nd</sup>
Leadership	22	11	4	1	130	3.33	1 <sup>st</sup>
Management	4	7	10	18	75	1.92	4 <sup>th</sup>
Personality	8	9	7	16	89	2.28	3 <sup>rd</sup>

## Section F –Questionnaire Analysis –Comparing Founding and Non-Founding (Exemplar)

Comparative attitudes towards leadership											
Style	Instruction.	Distrib.	Moral	Facilitative	Situation.	Political	Strategic	Transform.	Vertical	Affiliat.	Transac.
Non Found Average	0.77	0.67	0.41	1.06	0.50	0.26	0.77	1.30	0.02	0.20	0.02
Found. Average	0.72	0.56	0.54	0.72	0.49	0.46	1.21	0.95	0.15	0.18	0.03
Non Found Ranking	=3 <sup>rd</sup>	5 <sup>th</sup>	6 <sup>th</sup>	2 <sup>nd</sup>	7 <sup>th</sup>	8 <sup>th</sup>	=3 <sup>rd</sup>	1 <sup>st</sup>	=10 <sup>th</sup>	9 <sup>th</sup>	=10 <sup>th</sup>
Found. Ranking	=3 <sup>rd</sup>	5 <sup>th</sup>	6 <sup>th</sup>	=3 <sup>rd</sup>	7 <sup>th</sup>	8 <sup>th</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	10 <sup>th</sup>	8 <sup>th</sup>	11 <sup>th</sup>

Table F1

Table F2

Comparative attitudes towards management									
Style	Change	Policies	Appraisal	Quality	Communicate	Accredit.	PD	Routines	Crisis
Non Found Average	1.83	0.26	0.62	1.29	0.33	0.29	0.68	0.50	0.20
Found. Average	1.15	0.69	0.46	1.44	0.41	0.36	0.74	0.44	0.31
Non Found Ranking	1 <sup>st</sup>	8 <sup>th</sup>	4 <sup>th</sup>	2 <sup>nd</sup>	6 <sup>th</sup>	7 <sup>th</sup>	3 <sup>rd</sup>	5 <sup>th</sup>	9 <sup>th</sup>
Found. Ranking	2 <sup>nd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	1 <sup>st</sup>	7 <sup>th</sup>	8 <sup>th</sup>	3 <sup>rd</sup>	6 <sup>th</sup>	9 <sup>th</sup>

Table F3

Comparative attitudes towards strategy								
Area	Mission &.	Market.	Resourc.	Curr. & As.	Recruit & Re.	Strat. Pl.	Campus	Budgets
Non Found Average	1.14	0.44	0.12	1.23	1.17	1.41	0.29	0.21
Found. Average	1.76	0.74	0.10	0.72	1.10	1.15	0.26	0.15
Non Found Ranking	4 <sup>th</sup>	5 <sup>th</sup>	8 <sup>th</sup>	3 <sup>rd</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	6 <sup>th</sup>	7 <sup>th</sup>
Found. Ranking	1 <sup>st</sup>	4 <sup>th</sup>	8 <sup>th</sup>	5 <sup>th</sup>	3 <sup>rd</sup>	2 <sup>nd</sup>	6 <sup>th</sup>	7 <sup>th</sup>

Table F4

Comparative attitudes towards personality				
Attribute	Found. Average	Non Found. Average	Found. Ranking	Non Found. Ranking
Self-Efficacy	4.21	4.28	7 <sup>th</sup>	5 <sup>th</sup>
Resilient	4.74	4.67	2 <sup>nd</sup>	1 <sup>st</sup>
Problem Solving	4.69	4.45	3 <sup>rd</sup>	3 <sup>rd</sup>
Negotiator	4.28	3.80	6 <sup>th</sup>	10 <sup>th</sup>
Authoritative	3.34	3.42	12 <sup>th</sup>	13 <sup>th</sup>
Experienced	4.18	4.06	8 <sup>th</sup>	8 <sup>th</sup>
Democratic	2.64	3.76	13 <sup>th</sup>	11 <sup>th</sup>
Pace Setter	3.69	4.05	10 <sup>th</sup>	9 <sup>th</sup>
Coach	3.95	4.11	9 <sup>th</sup>	7 <sup>th</sup>
Communicative	4.77	4.53	1 <sup>st</sup>	2 <sup>nd</sup>
Desires Control	2.26	2.08	14 <sup>th</sup>	14 <sup>th</sup>
Driven by Achiev.	3.51	3.44	11 <sup>th</sup>	12 <sup>th</sup>
International.	4.64	4.35	4 <sup>th</sup>	4 <sup>th</sup>
Innovative	4.46	4.27	5 <sup>th</sup>	6 <sup>th</sup>

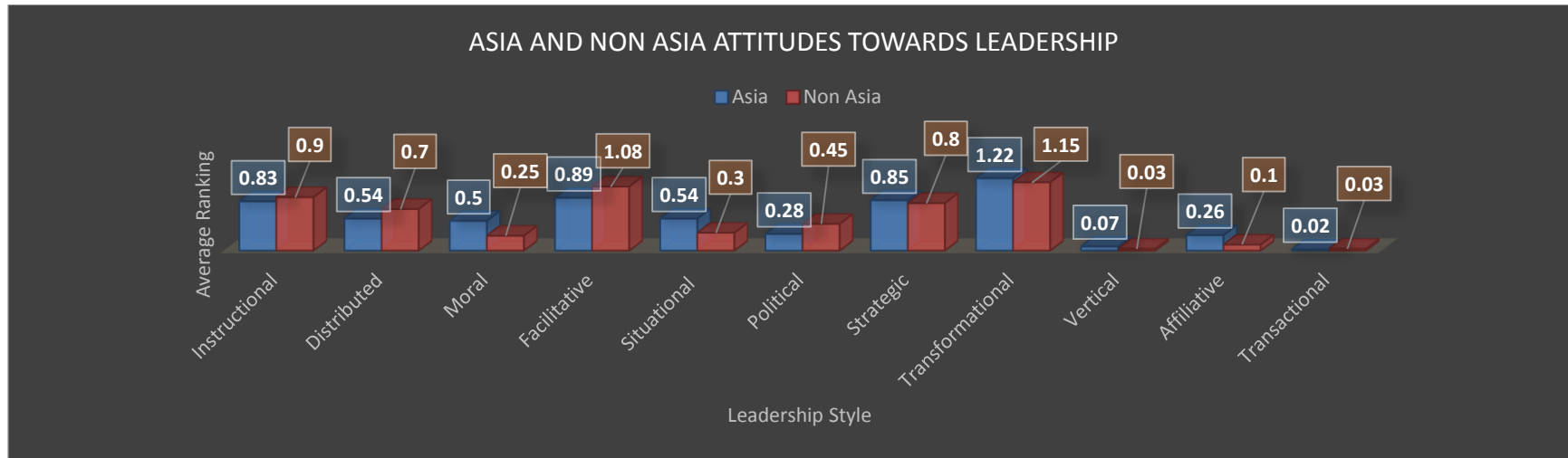
Table F5

Comparative attitudes towards concepts				
Factor ranked in importance	Found. Average	Non Found. Average	Found. Ranking	Non Found. Ranking
Strategy/Decisions	2.46	2.52	2 <sup>nd</sup>	2 <sup>nd</sup>
Leadership	3.33	3.42	1 <sup>st</sup>	1 <sup>st</sup>
Management	1.92	1.85	4 <sup>th</sup>	4 <sup>th</sup>
Personality	2.28	2.23	3 <sup>rd</sup>	3 <sup>rd</sup>

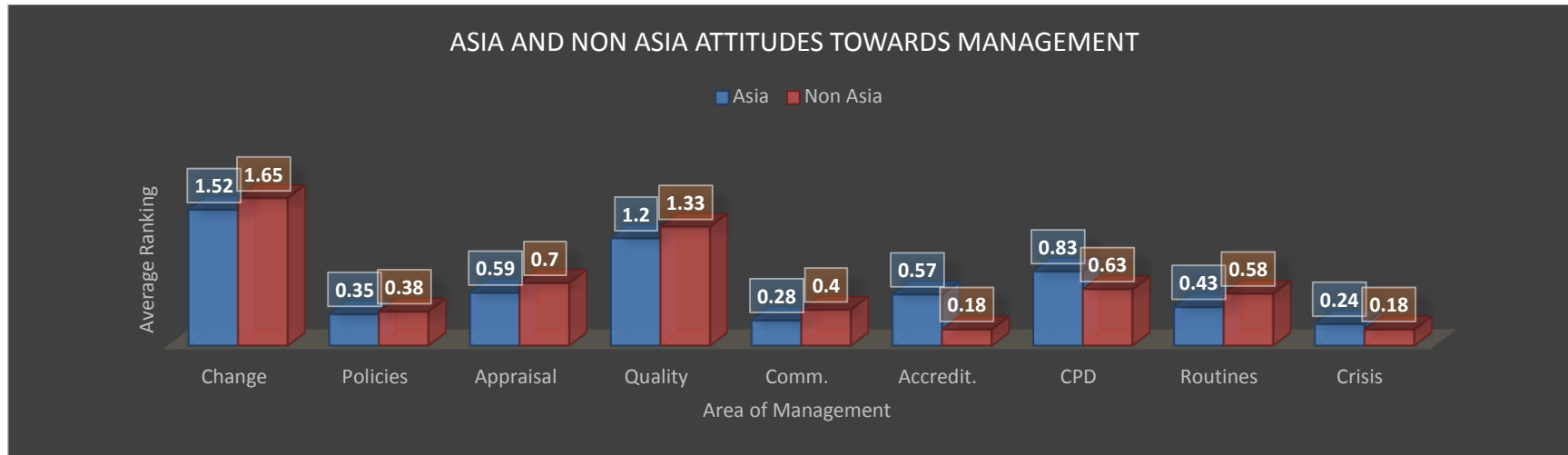
**Table F6 – Comparing Units of Analysis Across Different Groups**

	Founding	Non Founding	Asian	Non-Asian	Profit	Non-Profit
Important Leadership Styles (Both Groups)	Transformational and strategic		Transformational and facilitative		Transformational, strategic and facilitative	
Preferred Leadership Styles	Strategic and political	Facilitative and transformational	Moral, situational and affiliative	Distributed, facilitative and political	Distributed, political and affiliative	Instructional and strategic
Important Management Tasks (Both Groups)	Managing change and assuring quality		Managing change and assuring quality		Managing change and assuring quality	
Priority Management Tasks	Construction of policies	Managing change and appraisal	Accreditation and CPD	None	Policies	Quality and routines
Important Strategic Decisions (Both Groups)	Mission, recruitment and retention and strategic planning		Mission, recruitment and retention and strategic planning		Mission, recruitment and retention and strategic planning	
Prioritised Strategic Decisions	Mission and marketing/enrolment	Curriculum and strategic planning	Strategy	Curriculum	Marketing, recruitment and strategic planning	Mission
Important Personality Traits (Both Groups)	All high apart from locus of control and achiever.		All high apart from locus of control, authoritative and achiever.		All high apart from locus of control and achiever.	
Important Personality Traits	Negotiator and international	Democratic and pace setter	Problem solver and control	Self-efficacy, authoritative, democratic and pace setter	Experienced, pace setter and control	Self-efficacy and negotiator

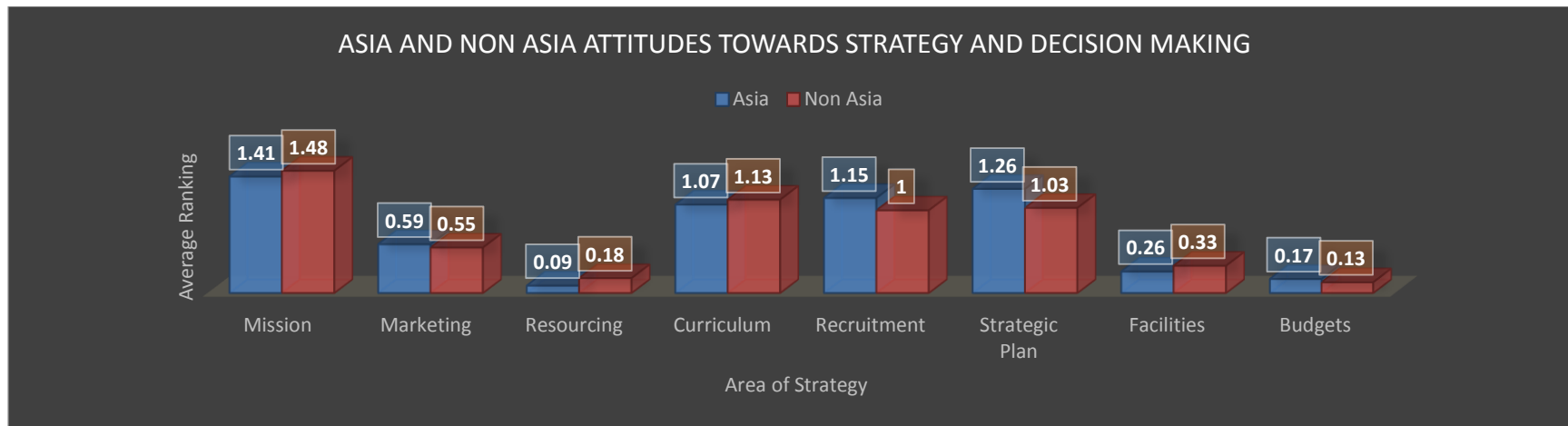
## Section G – Bar Graphs Arising from Questionnaire Data (Exemplar)



Graph G1 – Asian and Non-Asian – Attitudes Towards Leadership

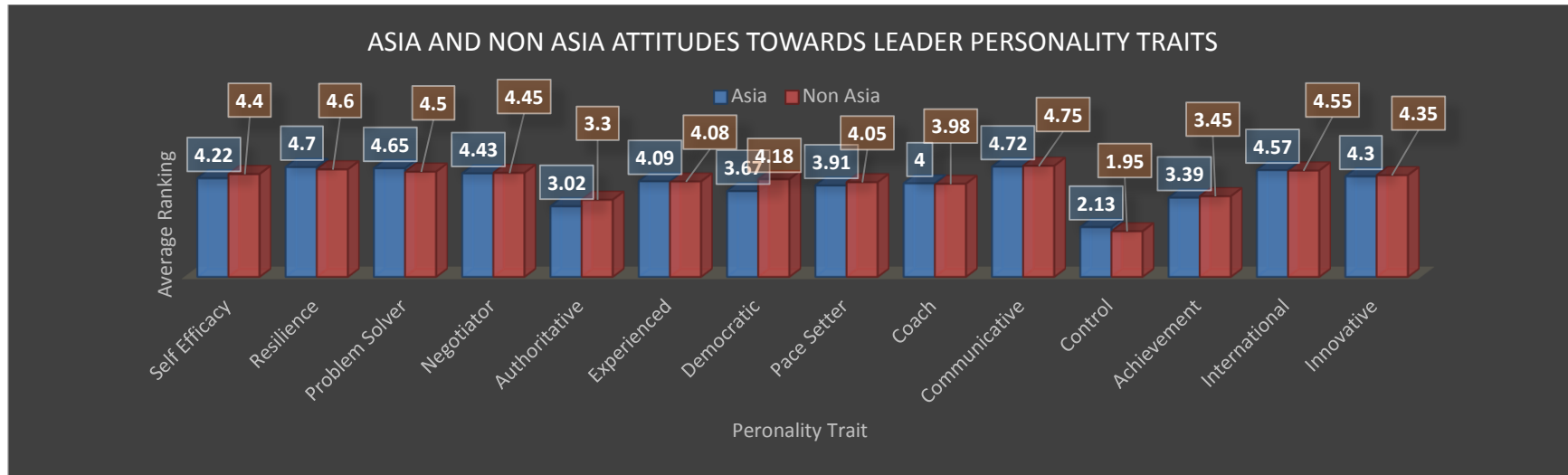


Graph G2 – Asian and Non-Asian – Attitudes Towards Leadership

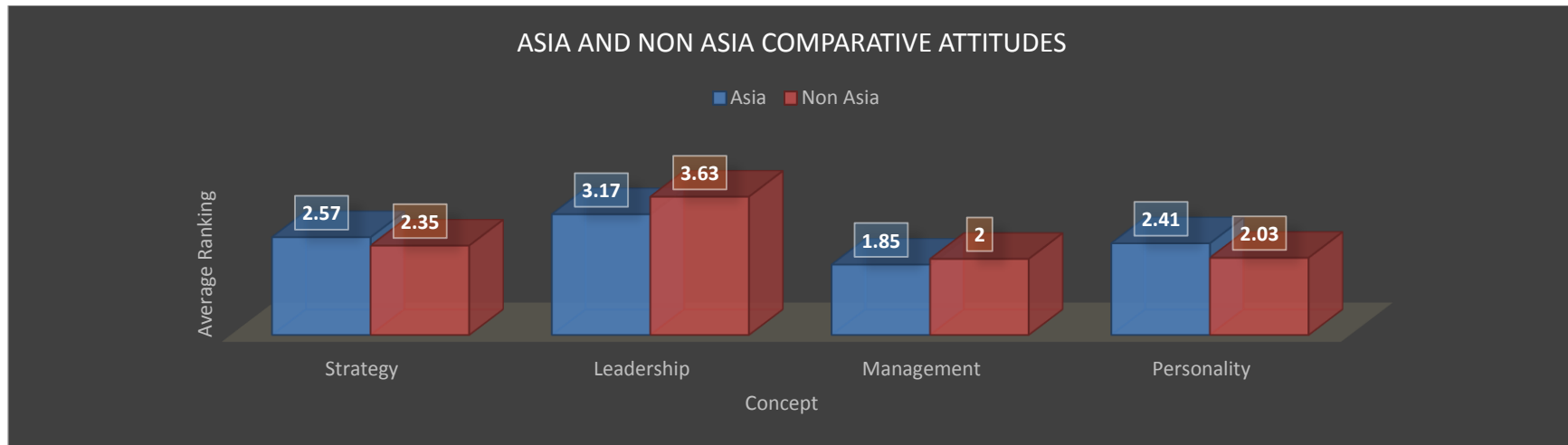


Graph G3 – Asian and Non-Asian – Attitudes Towards Strategy and Decision Making





Graph G4 – Asian and Non-Asian – Attitudes Towards Personality Traits.



Graph G5 – Asian and Non-Asian – Comparative Attitudes Towards Domains

## Section H – Semi-Structured Interviews

**Table H1 – Interviewee biographies for semi structured interviews**

<b>Interviewee Code</b>	<b>Date</b>	<b>Status</b>	<b>Location of Relevant Experience</b>	<b>Type of Experience</b>
1	5/12/14	Current	Asia – Malaysia	Founding headteacher with previous experience of senior management elsewhere in Asia.
2	5/12/14	Current	Asia – Malaysia	Founding headteacher with previous founding senior management in Asia.
3	5/12/14	Current	Asia – Malaysia	Founding headteacher with previous founding senior management in Asia and the UK.
4	4/12/14	Current	Asia – Malaysia	Founding headteacher with previous headteacher experience in UK.
5	4/12/14	Current	Asia – Malaysia	Founding headteacher with previous senior management experience in UK.
6	3/12/14	Current	Asia – Malaysia	Founding headteacher with previous headteacher experience in UK.

**Table H2 – Questions Taken from Survey to Semi-Structured Interviews.**

<b>Domain</b>	<b>Questions Arising</b>
<b>Leadership</b>	How important is it to be transformational? Do you see the need to be vertical and instructional rather than distributed? Does this change over time? Do you experience the need to be political? Do you concentrate more upon strategic leadership and how does the international context affect your moral leadership?
<b>Management</b>	Can management priorities change over time for founding leaders? How important is the appraisal of staff in different contexts? Is managing crisis important in your role? How do you think community management changes in Asia, if at all?
<b>Strategy</b>	Is recruitment important for founding leaders? Do you agree that founding leaders are more mission orientated? How much focus do you place on marketing and enrolment as a founding leader? Once the school has moved beyond start-up, does your focus change?
<b>Personality</b>	Why was locus of control and achievement rejected and How important is experience in context?

**Table H3 – Frequency of units observed during semi structured interviews.**

Domain	Code	Frequency	Domain	Code	Frequency
<b>Strategic decisions</b>	Campus	1	<b>Leadership Skills</b>	Transformational	12
	Mission and Principles	15		Situational	2
	Marketing and Enrolment	10		Distributed	8
	Resourcing	2		Strategic	2
	Curriculum and Assessment	1		Instructional	4
	Recruitment & Retention	13		Transactional	0
	Strategic Planning	6		Vertical	8
	Budgets	1		Moral and Cultural	8
				Facilitative	1
<b>Personal character</b>	Resilient	13	<b>Management Skills</b>	Political	6
	Negotiators	1		Affiliative	0
	Problem Solvers	7		Change	10
	Authoritative	0		Policy construction	2
	Experienced	8		Appraisal	1
	Democratic	5		Quality Assurance	5
	Pace Setter	3		Community	3
	Coachers	0		Accreditation	1
	Communicative	8		Professional Development	2
	Locus of Control	6		Routines and Operations	5
	Need for Achievement	5		Managing Crisis	1
	Internationally Minded	6			
	Innovative	1			
	Self-Efficacy	0			