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Developing Global Citizens: Perceptions Regarding Educational Leadership in an International Expatriate School

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Walden University

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Alicia Lewis

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Walden University
2015

Abstract

Developing Global Citizens: Perceptions Regarding Educational Leadership
in an International Expatriate School

by

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MEd, University of Cincinnati, 2008

MM, University of Michigan, 1990

BM, University of Michigan, 1988

Dissertation Submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Philosophy
Education

Walden University

December 2015

Abstract

International expatriate schools require educational leaders to guide culturally diverse stakeholders as they prepare students to address world problems. In the United States, effective educational leadership has been demonstrated as necessary to implement research-based practices. However, researchers have not yet established the leadership needed from expatriate kindergarten through Grade 12 school leaders seeking to develop global citizens. This gap leads to the question of how international expatriate educational leaders demonstrate empathetic, emotionally self-managed, or intercultural sensitive skills when meeting a school's global-minded strategic plan. The purpose of this case study was to describe expatriate school leaders' perceptions of how they and their peers demonstrate these skills. The conceptual framework included distributed leadership, emotional intelligence, and intercultural sensitivity in the context of global citizenship. Data from an expatriate middle school in China included interviews with school leaders, documents, and researcher notes. The results indicated that expatriate leaders demonstrated empathy through social responsibility, emotional self-management through personal and professional competence, and intercultural sensitivity through active civic engagement. International expatriate schools may benefit if educational leaders demonstrate support and concern and provide examples of the global-mindedness expected of students. These results can guide faculty members' professional competencies toward implementing instructional programs that target the development of global citizens. Social change could result from international expatriate schools applying described models of distributed leadership toward a unified and socially just purpose.

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Dedication

This dissertation is dedicated to my husband, Charles “Andy” Lewis, for unending patience and support when needed the most. I also dedicate this study to the amazing matriarchs in my life who achieved academic and professional success against greater odds than my generation can imagine.

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Chapter 1: Introduction to the Study

Today's international schools play a key role in shaping tomorrow's global leaders, according to Pollock and van Reken (2009). They implied that an expansive worldview emerges as a byproduct of expatriate living and intercultural exposure. Pollock and van Reken further suggested that international schools serving expatriates inherently provide sufficient experiences to prepare students to solve global problems. Indeed, the mission statements, strategic plans, and transdisciplinary student learning goals of some international expatriate schools express intent to prepare global citizens to face future challenges.

International expatriate students are expected to collaborate across a culturally diverse student body as they are being prepared to critically evaluate and devise solutions to the world's problems. For instance, the International Baccalaureate Organization (IBO) offers a curriculum used by some internationally focused schools. Within the IBO transdisciplinary learner outcomes known as the learner profile (IBO, 2014), students are expected to demonstrate that they are caring communicators who are open to perspectives from other cultures and nations, respectful and compassionate to others, and able to communicate confidently and creatively in different languages and across different media. However, Bennett (1998) warned that mere exposure to intercultural education does not make one a global citizen any more than having a toothache would make one a dentist (p. 199).

Educational reformers noted that the changes necessary to produce meaningful instruction require both competent and passionate educators and effective educational

leadership (Dewey, 1939/1997; Stewart, 2012; Tyack & Cuban, 1995). The same requirements would apply to bringing about changes in the socioemotional realms of global citizenship, such as applied empathy, emotional self-management, and intercultural sensitivity. Some leadership studies have asserted demonstrations of empathy and emotional self-management serve as stronger predictors of leader effectiveness than experiences and general intelligence (Anari, 2012; Harms & Credé, 2010, Rockstuhl, Seiler, Ang, Van Dyne, & Annen, 2011). I conducted a case study investigation of leadership in a single, international expatriate middle school in China. This site was chosen based on its applied model of distributed leadership where the majority of administrators, certified faculty, and students were expatriates. I described principal and faculty leaders' perceptions regarding demonstrations of empathy, emotional self-management, and intercultural sensitivity in their efforts to fulfill their school's core values, strategic plan, and mission statement.

An in-depth investigation and description of the perspectives of educational leaders in an expatriate, international middle school holds social implications. First, it shifts away from the predominance of Western educational systems in comparative research (Johnson, Møller, Jacobson, & Wong, 2008) toward international expatriate educational paradigms. Secondly, the perspectives of international educators regarding their own leadership practices offer insights into this microcosm of a multinational organization as it strives to develop global citizenship in students.

In this chapter, I outline the problem that required research into international expatriate educational leadership and provide the guiding research questions. I describe

the central phenomenon and conceptual framework supporting this qualitative study. The latter part of the chapter includes the nature of the study, definitions, the assumptions, scope, and delimitations of this case study.

Background

Studies regarding educational leadership have revealed a wide array of leadership models that can affect that school's ability to influence and sustain change. Robinson, Lloyd, and Rowe (2008), like Leithwood (2005), shifted the focus away from traits of heroic principals, such as charisma. They recommended instead the incorporation of models of distributed leadership that positively affect student achievement, academic and otherwise. Distributed leadership among motivated and engaged educators in their schools, according to Leithwood (2012), uses an approach to leadership that can unite a school community under a shared vision and commitment while raising the motivation and morality of both leaders and followers. Leadership that extends to stakeholders supports collaborative processes and teamwork in education. According to meta-analyses of leadership, a distributed model can successfully address the critical functions of leadership (Leithwood & Sun, 2012; Marzano, Walters, & McNulty, 2005)

Marzano et al.'s (2005) and Leithwood and Sun's (2012) meta-analyses of effective leadership practices focused primarily on schools in North America. Overall, there has been a lack of research and there were few examples specific to leadership challenges and successes in international expatriate school leadership, according to Wong et al. (2010). Even though the number of overseas international schools has tripled in the past 10 years (Savva, 2013), few studies have investigated the leadership specific to these

types schools that are frequently hybrids of national and international programs and curriculum. Efforts have been underway to collect and analyze leadership data in international settings; however, many of these studies could be categorized as comparative international education. For instance, Stewart (2012) generated comparisons of various national systems and labeled them as international comparisons. However, there was no inclusion of programs, curriculum, or leadership paradigms from international expatriate schools.

Demonstrations of empathy, emotional self-management, and intercultural sensitivity represent critical choices that can determine effective international school leadership. Leithwood (2005) described some choices as developing people and managing the organization. He noted that external factors influenced by leadership include staff-wide participation in decision-making, the school and instructional climate, and distributed leadership. This study explored applications of empathy, emotional self-management, and intercultural sensitivity under a model of distributed leadership. Descriptions of how appointed and de facto leaders applied empathy, emotional self-management, and intercultural sensitivity to guide their decisions might not only further develop those leaders and their faculty's capacities, but also offer international, expatriate schools information useful in guiding the development of global citizens.

Problem Statement

Effective educational leadership in international expatriate schools is needed in order to implement research-based practices, particularly those that foster the development of empathetic and culturally competent graduates prepared to face an

increasingly complex global society. A global, knowledge-based economy requires graduates who are knowledgeable and equipped to attend to complex problems in intercultural settings. In order to prepare these graduates for a global and culturally diverse economy, educators need to understand how to increase global-minded citizenry and how to use international expatriate educational leaders' strengths to guide schools toward preparing these graduates.

Research that does not include the integration of parents' and teachers' perceptions of their leadership teams becomes disjointed rather than inclusive, according to Neumerski (2013). There has remained a dearth of research regarding effective international expatriate educational leadership (Wong et al., 2010), particularly through the lens of stakeholders of diverse nationalities. Without the inclusion of stakeholders' perspectives, there will remain limits to school improvement, parent education and awareness, and partnered efforts toward lasting school reform, particularly reforms aimed at educating the next generation of global problem solvers (RAND Corporation, 2014).

Purpose of the Study

The purpose of this qualitative case study was to investigate a single international expatriate school in China functioning with a distributed leadership model in order to describe stakeholders' perceptions and reflections of specific leadership behaviors that demonstrate empathy, emotional self-management, and intercultural sensitivity targeted in that school's strategic plan, core values, and expressed mission statement.

Research Question

How do international expatriate educational leaders demonstrate empathy, emotional self-management, or intercultural sensitivity when meeting a school's strategic plan that targets the development of global citizens?

Conceptual Framework

The conceptual framework, in the context of distributed leadership, was anchored around three concepts for global citizenship: empathy, emotional self-management, and intercultural sensitivity. Researchers have acknowledged the need for empathy in order to demonstrate the intercultural sensitivity necessary for effective communication and collaboration in international expatriate educational settings (Bönte, 2014; Chen & Starosta, 1997; Hornbuckle, 2013). In particular, international expatriate schools bring together administrators, educators, students, and students' parents from a wide array of nations and ethnicities (Pollock & van Reken, 2009; Wong et al., 2010). The empathy needed for intercultural communication can express the cultural acceptance or adaptation that has progressed beyond a denial or a minimization of cultural differences (Bennett, 1998; Hammer 2011). Bönte (2014) suggested that demonstrations of empathetic behaviors should be examined along with empathetic and culturally sensitive thinking.

Emotional self-management has been determined to be critical in high performing educational leadership teams (Goodall, 2013). Ashkanasy and Dasborough (2003) considered emotional self-management as an essential component of organizational interrelatedness. Emotional management includes empathy in the context of relating to others and application of appropriate emotions to achieve interpersonal goals. Both are

considered necessary for effective educational leadership (Ashkanasy & Humphrey, 2011; Wiswell, 2011). Some researchers have described emotional management as an ability-based, strategically applied demonstration of positive emotional relationships (Fish, 2012; Salovey & Mayer, 1989; Palmer, Gignac, Manocha, & Stough, 2005).

Studies in educational leadership demonstrated the influence of empathy on school climate and culture and stakeholders' collaborative efforts at educational reform (Deardorff, 2009; Labby, Lunenburg, & Slate, 2012; Leithwood, 2012; Leithwood & Jantzi, 2005). Emotional self-management has been studied as a force behind effective leadership performance (Goleman, Boyatzis, & McKee, 2001; Momeni, 2009; Walter, Cole, & Humphrey, 2011), particularly across national and cultural boundaries (Crowne, 2013; Gunkel, Schlägel, & Engle, 2014). Studies involving international, multicultural, and multinational organizations have emphasized the importance of intercultural sensitivity, particularly as the world becomes increasingly interconnected (Bennett, 2009; Bönnte, 2014; Hornbuckle, 2013; Taylor, 2014). For instance, Bennett (1998) suggested that empathy was foundational to increasing intercultural sensitivity.

Intercultural sensitivity occurs along a continuum of increased awareness and evolving understanding, according to studies that emerged from Bennett's (1998) developmental model of intercultural sensitivity (DMIS) as well as those built on Hammer's (2012) Intercultural Development Inventory (IDI). The ethnocentric stages exhibit a denial of diversity or defenses against cultural differences. Responses that reveal a minimization of cultural differences occur during transitions between ethnocentrism toward ethnorelativism (Hammer, 2009; 2012). Ethnorelative phases of

acceptance, adaptation, and integration describe behaviors that seek out new or different cultures (Bennett, 1998; Robinson, 2012). Individuals have been shown to move between different phases based on context, circumstances, and exposure to various cultures. Within international expatriate schools, researchers have described the need for intercultural sensitivity in instruction and leadership (Hernandez & Kose, 2012; Robinson, 2012; Taylor, 2011). The concepts and interrelatedness of emotional self-management, empathy, and intercultural sensitivity will be more thoroughly explained in Chapter 2.

Nature of the Study

This qualitative case study described applications of leadership, particularly behaviors that demonstrated empathy, emotional self-management, and intercultural sensitivity in an international expatriate school in China. I used interviews to gather perceptions from the principal and faculty leaders to determine their perceptions of effective leadership. I also kept researcher notes regarding the interviews, my reflections, and casual observations during the data analysis phase. The analysis of district documents such as the mission statement, core values, and the curriculum and measurement sections of the current strategic plan served as the third point of data triangulation.

The conceptual framework provided the a priori coding scheme from which I was able to apply constant comparative analyses. The data collection and analysis procedures are described in detail in Chapter 3.

Definitions

The following terms, used throughout the study, are defined below:

Cultural competence, also referred to as *intercultural competence*, refers to consistent demonstrations of intercultural sensitivity that honor the expected behaviors of different cultures (Bennett, 1986; Taylor, 2014).

De facto leadership refers to leadership behaviors and functions not necessarily associated with or assigned to a formal leadership role (Leithwood & Riehl, 2005).

Distributed leadership aims to flatten hierarchical structures of traditional leadership by sharing leadership responsibilities and tasks across many rather than few leaders in the school. This leadership model increases the number of teachers that join the principal in setting the school's direction, developing people, to redesigning or restructuring the school, and to managing instructional programs (Leithwood, 2005; Leithwood & Sun, 2012).

Educational leadership consists of the behaviors, positions, and impact of formal school leaders and administrators working in kindergarten through Grade 12 (K-12) school systems (Hallinger, 2013a).

Effective leadership is the ability to motivate and engage a team toward a shared vision and goals (Scribner, Crow, López, & Murtadha, 2011).

Emotional self-management refers to the ability to monitor and use one's emotion specific to accomplishing a goal, to handle social interactions, or to appropriately adjust one's own emotions, mood, or responses (Mayer, Salovey, & Caruso, 2004).

Empathy refers to recognizing and responding to feelings in others with openness and tolerance (Mayer, Roberts, & Barsade, 2008; Savva, 2013).

Global citizenship is an awareness of membership in a larger society (Brigham, 2011; Streitwieser & Light, 2010).

In vivo refers to the processes of coding transcribed interviews or conversations based on themes derived from the actual words of interviewees (Patton, 2002).

Intercultural sensitivity progresses along a continuum toward an ability to experience cultural differences, to adapt one's perspective to consider these differences, and to integrate cultural differences into one's identity (Hammer, Bennett, & Wiseman, 2003; Taylor, 2014).

International expatriate schools are schools tailored to the children of employees working outside of their country of origin or residency (Pollack & van Reken, 2009).

School climate refers to the norms and attitudes of faculty, staff, and students that influence learning in the school (Hallinger & Murphy, 1985).

School leadership is considered as "the work of mobilizing and influencing others to articulate and achieve the school's shared intentions and goals" (Leithwood & Riehl, 2005, p. 14).

Assumptions

In this study, I assumed that stakeholders within the school agreed with and were committed to the mission, core values, and strategic plan developed by the school studied. I assumed that faculty and administrators were expected to support the school goals. I also assumed the district and school documents represented consensus among the

school leadership. Therefore, applications of empathy, emotional self-management, and intercultural sensitivity inferred from the documents would be assumed to represent shared goals among stakeholders.

I also assumed that the diversity of educational experiences of faculty from different countries has created different interpretations of the mission statement and core values based on multinational paradigms. For example, a majority of the parents in this school, unlike the faculty and administrators, did not receive primary or secondary education in a Western system. According to Spring (2008), the underlying philosophical differences regarding the purposes and goals of education can result in dichotomous interpretations of the same vision, mission, and core values. For this reason, I approached the interviews and observations with an assumption of dichotomous interpretations, even among faculty from different national educational systems. According to Yin (2009), assumptions are necessary in order to approach the data collection process with an open and unbiased readiness to listen and to receive new insights.

Scope and Delimitations

In this case study, I described the perceptions of the principal and faculty leaders concerning applications of empathy, emotional self-management, and intercultural sensitivity by middle school leaders in an international expatriate school in China. Because this study was anchored in distributed leadership (Leithwood, 2005), I aimed for balanced leadership representation from faculty across subject areas and grade levels. This study examined skill-based demonstrations of empathy and emotional self-

management outlined by Mayer, Caruso, and Salovey (2004) rather than considering social, trait-based, or personality-based perspectives of emotional intelligence.

While the school engaged student leaders, this study did not include the student population. I also did not include the perspectives of elementary school, high school, or central office administrators, faculty, and parents, even to the extent that they might engage in collaborative or planning activities with the targeted middle school. Neither did this study include the perspectives of community partners nor organizations engaged with the school through the service learning and other volunteer activities.

A website analysis of the mission statements of international schools in China revealed that many schools stated intent to develop global-minded citizens. However, this school was selected because its core values and mission statement identified targeted behaviors and dispositions along the continuum of global citizenship expressed by Streitwieser and Light (2010). A single case study methodology, according to Yin (2009), allowed for an in-depth, contextual exploration into the perceptions of the educational leaders of a particular school.

Limitations

Researcher bias was a concern and potential limitation to this study as I assumed sole responsibility for all data collection and subsequent analysis and reporting of findings. Another limitation was my proximity to the middle school in this study and my proximity in past professional relationships to those I would interview. While I did not work within the school in the study at the time of data collection, my employment in an elementary school that feeds into the case school required additional efforts to maintain

objectivity in analyzing the data. While impossible to remove bias, I prepared for it through an aligned research plan, mentor review, and journaling. Platt (1992) stated that a case study begins with “logic of design rather than an ideological commitment” (p. 46). A strategic and well-designed research plan can serve the role of a critical friend in reducing bias. Additionally, self-transcription of the interviews allowed the words and experiences of others to introduce perspectives different than my own. In Chapter 3, I explain more thoroughly the bounded setting within my school district but separate from my workplace.

Significance of the Study

Neumerski (2013) called for integrated research regarding instructional leadership in schools. An in-depth analysis of educational leaders’ perceptions and relationship with the site administration can yield insights into the school culture and expectations of faculty members. Asking leaders similar questions can spark important conversations within the school and the broader international school community where, as emphasized by Caruso, Mayer, and Salovey (2004), leadership job descriptions might not explicitly require emotional management or self-awareness or the intercultural sensitivity urged by Hornbuckle (2013) and Bennett (1998).

Klenke (2008) called for additional qualitative research in leadership that would address the imbalance from quantitative studies that rely too heavily on surveys and questionnaires. Not only can this study make qualitative steps toward understanding international expatriate schools, but also it can provide information specific to an international school in China. When this study is summarized for the site principal, he

will become empowered to continue conversations based on research regarding leaders' decisions, actions, and demonstrations of global citizenship from the adults within the school. A bibliographic review of international research revealed that independent, international schools rely heavily on research from the United States, the United Kingdom, and Australia to inform their practices. This study is a small step toward expanding research specific to an international expatriate school context, population, and circumstances that influence international education in China.

Summary

This chapter provided background information, the problem statement, and the research questions that motivated this case study. The background of the study included a brief summary of an investigation into educational leaders' demonstrations of empathy, emotional self-management, and intercultural sensitivity under a model of distributed leadership. The problem statement outlined the need to explore uses of educational leaders' strengths to meet the expectations of preparing graduates to meet expectations in a global and culturally diverse economy. The research question addressed how international expatriate educational leaders demonstrate empathy, emotional self-management, or intercultural sensitivity when meeting a school's strategic plan targeting the development of global citizens. The chapter also included the conceptual framework, and assumptions, limitations, and significance of the case study.

The next chapter provides a foundation for this study through a review of literature within the context of the conceptual framework: intercultural sympathy, empathy, and emotional self-management. Additional topics of studies and theoretical

propositions include international expatriate schools, global citizenship, and global comparisons of educational systems and processes within the realm of distributed leadership.

Chapter 2: Literature Review

A global, knowledge-based economy requires graduates who are equipped to collaborate and communicate as they solve complex problems in intercultural, multinational environments. The empathy and emotional self-management needed for intercultural sensitivity can be taught and learned (Wiswell, 2011). Additionally, educational leaders can project a vision, influence school reform, and set the tone or culture of schools committed to preparing these complex problem-solvers (Leithwood, Patton, & Jantzi, 2010). According to Hornbuckle (2013), the international school community has established mission statements, core values, and strategic plans espousing the development of global-minded citizens prepared to work in a global, knowledge-based economy. Neumerski (2013) suggested an inclusive approach to the reform efforts that integrate the perceptions of parents, teachers, and educational leaders. I conducted a case study to describe perceptions regarding leaders' applications of empathy, emotional self-management, and intercultural sensitivity in an international expatriate middle school in China striving to develop global citizenship in students.

Chapter 2 begins with a description of the search strategies used to extract literature relevant to the conceptual framework of this study: empathy, emotional self-management, and intercultural sensitivity. It continues with an overview of international expatriate schools and a contextual definition of global citizenship as suggested by Streitwieser and Light (2010). After an overview of literature regarding distributed leadership, I synthesize literature around the conceptual framework. Chapter 2 concludes with a rationale supporting the research method of this study.

Literature Search Strategy

Literature for this section came from three main databases along with keyword support from the Google Scholar search engine: the EBSCO Host Business Management, Academic Search Complete, Education Research Complete, and Psych Articles. The keywords began with an initial curiosity surrounding *emotional intelligence*, *educational leadership*, and (teacher) *self-efficacy*. A focus on the four domains of emotional intelligence as measured by Mayer, Salovey, Caruso, and Sitarenios (2003)—perceiving, using, understanding, and regulating emotion—led to searches around intersections of *empathy* and *emotional regulation*, *emotional self-control* or *emotional self-management* with *educational* or *instructional leadership*. The breadth of the resulting resources led to narrowing the focus using *K-12 education* leadership models inclusive of Leithwood's (2005) name and the term *distributed leadership*. Based on the resources collected from these searches, additional searches were based on citations of authors in reference sections of from resources accumulated.

Scanning literature led to the addition of *cultural competence*, and *cultural intelligence*, *cultural quotient*, and *cultural sensitivity*. Subsequent searches were narrowed by keywords *global citizenship* and *intercultural sensitivity* as determined from readings as that regarded empathy as an integral facet of cultural competence (Bennett, 1998; Chen & Starosta, 1997). *International schools* was paired as an additional key phrase as the study became focused on leadership in an international expatriate setting (Pollock & van Reken, 2009). Where a plethora of articles resulted from search terms, searches were time-bound by publication dates between 2008 and 2014, based on a 5-

year window from the beginning of interest in this investigation. Some earlier and seminal studies came from the reference lists of the most relevant articles or dissertations directly related to distributed leadership, emotional intelligence, and intercultural educational relationships. After amassing, within these parameters, a digital collection of downloaded books, book chapters, dissertations, and scholarly papers and articles in Zotero reference management software, I reconsidered which of these studies best aligned to my query. I also considered in the words of Hallinger (2013b) that the literature was “both substantial and sufficient for the purpose of this review” (p. 16). I determined I had reached sufficiency when I experienced redundancy with researchers and findings (Machi & McEvoy, 2012; Merriam, 2009, p.75; Neumerski, 2013; Patton, 2002). All searches uncovered a unique research opportunity in this dissertation because very little literature was found directly connecting international expatriate K-12 education leadership to applications of empathy, emotional self-management, or intercultural sensitivity.

After outlining the conceptual framework of this study, I review research regarding international expatriate schools and the development of global citizenship in education. Following these sections, I return to explore the research regarding the empathy, emotional self-management, and intercultural sensitivity in educational leadership in greater depth.

Conceptual Framework

Empathy, emotional self-management, and intercultural sensitivity formed the conceptual framework of this study. Bennett’s (1998) DMIS posited a strong connection

between empathy and intercultural sensitivity. His position has been reiterated in studies specific to intercultural development (Hammer, Bennett, & Wiseman, 2003; Paige, Jacobs-Cassuto, Yershova, & DeJaeghere, 2003). Hammer (2011) validated the importance of cultural empathy in a cross-cultural context; Straffon (2003) concluded that cultural empathy was a strongly demonstrated skill among international expatriate students. Empathy and intercultural sensitivity have been investigated across a range of child and adult learning experiences (Deardorff, 2009; DeJaeghere & Zhang, 2008; Paige, Fry, Stallman, Josić, & Jon, 2009). Some studies have focused on the role of empathy in strengthening intercultural interactions. Additionally, some researchers considered empathy in the context of the development of global citizens through international learning experiences (Brigham, 2011; Cushner, 2011; Deardorff, 2011).

Some researchers concluded that emotional self-management was essential to leadership, particularly across cultural norms (Brinia, Zimianiti, & Panagiotopoulos, 2014; Crowne, 2013; Walter, Humphrey, & Cole, 2012). Leaders' emotional management affects how others perceive their ability to motivate a team toward goals (Brinia et al., 2014). Some researchers included socially and contextually appropriate emotional demeanors in their studies of emotional management (Berkovich & Eyal, 2014; Brennan & Mac Ruairc, 2011; Rhodes & Greenway, 2010; Wallace, 2010). Researchers have also recommended including emotional management in leadership preparation programs (Wallace, 2010; Walter et al., 2012). I will elaborate on the research regarding emotional self-management, empathy, and intercultural sensitivity in

educational leadership following an analysis of literature regarding international expatriate school communities and education toward global citizenship.

International Expatriate School Communities

Pollock and van Reken (2009) offered narratives regarding an expatriate culture labeled as third culture kids (TCKs). They discussed the way that diplomats, executives, employees of multinational organizations, and missionaries rely on international expatriate schools to educate their children as they move from country to country. TCKs, according to Pollock and van Reken, often live and learn within a bubble of isolation that results in the development of a shared culture among expatriates, irrespective of their country or parents' cultural and national origins. Hornbuckle (2013) suggested that the host culture of TCKs added to the numerous influences on a newly created culture he labeled as encapsulated. Investigations into the development of a TCK's cultural identity have revealed influences from the cultural norms and practices of his or her passport country, his or her parents' country, and, if different, the home nation of his or her caregiver or nanny (Pollock & van Reken, 2009; Useem & Useem, 1967). Additional influences are amalgamated from cultural influences of the school, the sponsoring organization, the host community, and various media and pop-culture influences (Pollock & van Reken, 2009, p. 49; Traffon, 2003). Pollock and van Reken's analysis of student narratives toward understanding of the culture of TCKs did not focus on the international expatriate educational systems that developed to serve them. However, given the complex levels of intercultural interactions that occur in international expatriate schools

on a regular basis, Straffon (2003) had suggested the international expatriate school community as a “compelling population to study” (p. 490).

Global Comparisons of Schools

Global and comparative literature regarding international schools traditionally has contrasted different national educational systems, paradigms, and instructional practices (Stewart, 2012; Wong et al., 2010). Stewart (2012), in a comparison of the U.S. educational system against the emerging world standards of excellence based on the 2010 Programme for International Student Assessment (PISA) results, suggested that transnational comparisons and international benchmarking could increase the rate of school improvement by providing models of successful practices in other places. Stewart’s observations suggested that high performing schools aimed to develop global awareness and orientation among their school leaders, teachers, and students. Stewart also found that teacher preparation programs in Singapore and Finland, among the top-ranking nations based on PISA results, also promoted a service learning curriculum to foster service to diverse communities and attentiveness to global needs.

However, Stewart (2012) warned that successful educational leadership practices could not be copied from one country to the next. She encouraged adaptations based on the cultural and political settings in which schools operate. In an analysis of 21 cases from the International Successful School Principal’s Project (ISSPP), Johnson et al. (2008) noted that international comparisons relied heavily on research and theoretical perspectives from the United States and England. They endeavored to bring the practices in Norway and China to the forefront of international educational research conversations.

The inclusion of non-Western contexts offered an opportunity to expand perspectives regarding successful school leadership beyond the heavily U.S. and U.K.-centric research base. Johnson et al. concluded that further investigation of school leadership across a variety of cultural and national contexts could support the development of interculturally sensitive leaders and the creation of strong school-community relationships through structures and policies that promote equity and social justice (p. 420).

In alignment with Stewart's (2012) recommendation to account for the cultural and political contexts of education, the next section considers a universal framework of global citizenship that could be adapted for comparative purposes. It is anchored in the work of Streitwieser and Light's (2010) analysis of perspectives of global citizens among undergraduate students who had lived in an international context. Although the length of stay and ages of the student population in Streitwieser and Light's (2010) study were different than those in an international expatriate K-12 school setting, the continuum they suggested can provide a context through which to analyze global citizenship.

Global Citizenship

The specific skills, dispositions, and expectations of global citizens vary both among the concepts researched by scholars and the targeted goals of international schools. The breadth of specific outcomes was confirmed when I conducted an informal website review of the mission statements, core values, and learner outcomes of large Asian international schools that were members of the East Asia Regional Consortium of Schools (EARCOS), EARCOS schools in China, and schools in other regions with long-standing reputations for excellence within the international school community. For

instance, an international school in the Netherlands expected globally aware students to show respect for other moral positions, to have developed their own moral standpoint on local and global issues, and to feel compelled to act in order to make a difference. A U.S.-centric international school proposed to prepare global citizens through the IBO.

The targeted skills of IBO learners included students who strive to be:

- communicators who express themselves in more than one language and many ways;
- open-minded with a critical appreciation for their own cultures and personal histories, the values and traditions of others, and the opportunity to grow from the experiences of evaluating a range of points of view; and
- caring, showing empathy, compassion, and respect with a commitment to service (IBO, 2014).

An international school in China, also offering the IBO Diploma Programme, listed the desired characteristics of globally minded students on their website as those who

- embraced diversity;
- respected and supported their family and community;
- protected and advocated for local and global environments;
- engaged in the world's problems with compassion, empathy, and tolerance; and
- acted with the future in mind.

The outcomes of global citizens at different international schools could be construed as similar even if worded differently. The Collaborative for Academic and Socio-Emotional

Learning (Resnik, 2013) recommended that socioemotional school programs should include sequenced outcomes and activities, contexts that promote and reinforce affective learning, and assessment tools for student behaviors resulting from instruction and activities. The EARCOS and other international schools mentioned above share some external academic assessments, such as Advanced Placement tests, IBO Diploma Programme examinations, or national exams like the UK International General Certificate of Secondary Education (IGCSE). Apart from the SEARCH Developmental Assets and IBO Learner Profiles, there was no evidence of shared affective outcomes or assessments (Sanderson, Hutchinson, & Grekul, 2013).

Researchers also have used different definitions of global citizenship, making it challenging to specify how schools might develop this citizenship in students. Deardorff (2009) theorized global citizenship as a type of intercultural competence that requires programmatic alignment with realistic and achievable outcomes. Brigham (2011), in a comparison of Canadian activist organizations and universities, noted that the outcomes of global citizenship depended on the context in which the term was used. In a context specific to undergraduates, Killick (2011) conducted a phenomenological investigation regarding ways that, overseas, intercultural contact supported the development of global citizenship. He studied a range of duration and intercultural interactions among a small sample of undergraduate students. Killick began by defining global citizenship as a process of exploration with the world as the classroom for learning. After analyzing the students' narratives, Killick affirmed that global citizenship and the experiences that give global citizenship meaning were individualized for each of the students. Skelly (2009), on

the other hand, focused beyond the individual's perceptions regarding international experiences. He theorized that the purposes of global citizenship were those of activism outside of the boundaries of one's home country. Skelly advocated for the development of students' capacity to engage in activities designed to interact and serve the community through actions "toward the universal" (p. 24). However, it was Streitwieser and Light (2010) who encapsulated the varied inferences of global citizenship into five distinct concepts.

Streitwieser and Light (2010) analyzed students' varied meanings of global citizenship following their international contact experiences. Based on descriptions emerging from 29 semistructured interviews of undergraduate students at a midsized, research-intensive U.S. university, Streitwieser and Light suggested a typology of how students perceived global citizenship: global existence, acquaintance, openness, participation, and commitment. As the benchmark for global citizenship in this study, I have chosen Streitwieser and Light's fifth type: a global commitment. They distinguished a global commitment at the top of a hierarchy wherein one recognizes the interconnectedness of one's actions to those who live elsewhere and takes action to make the world a better place.

Distributed Leadership to Support Global Citizenship

Leadership that promotes global citizenship has been found to include the distribution of leadership responsibilities and decisions among stakeholders (Leithwood, 2012). Leadership practices that support social change develop people and establish a school climate that encourages cultural diversity (Kose, 2009; Leithwood, 2012;

Noddings, 2011). Additionally, effective leaders have been found to serve as a liaison between the school and community. They navigate the political landscape of schools and support the development of intercultural sensitivity through targeted community activities.

Distributed leadership has been seen to help sustain innovations against turnovers in leadership (Mascall & Leithwood, 2010). Researchers have expressed opinions regarding ways that distributed leadership can enhance the internal capacity of stakeholders (McKee, Tilin, & Mason, 2009) or shift administrative powers away from mono-cultural, male leadership (Blackmore, 2010). Lopez-Zafra, Garcia-Retamero and Martos (2012) supported leadership training in emotional intelligence and presumed that this training could help reduce prejudice against female leadership styles in Spain. These studies of gendered and transcultural leadership support an investigation regarding distributed leadership in an international expatriate school. This section further examines literature regarding distributed leadership in the context of social change.

Schools that support stakeholders' efforts to care for the earth's inhabitants contribute to positive social change (Noddings; 2011; Skelly, 2010). According to Kose's (2009) multiple case study of principals' practices in teachers' education, effective leaders that guided their faculty's commitment to social change through equity in education were deemed to have designed specific adult learning experiences. Most notably, their professional development encouraged a culture of preparing students for "an increasingly complex and globally interconnected society" (p. 629). Kose asserted that leaders for social justice develop their faculty toward socially just teaching and

socially just learning in order to bring about social change. Leithwood et al. (2007), in their mixed method study of leadership practices in a large, urban district in Canada, categorized guiding the school culture as a behavior that develops people, inclusive of modeling expected practices. The other three categories of identified behaviors for effective leaders, according to Leithwood et al., included (a) establishing the vision and goals, (b) designing the organization to support collaborative processes and decision-making, and (c) managing educational programs. Research supports the importance of educational leadership in order to establish a school climate and curriculum that supports cultural diversity (Brigham, 2011; Johnson et al., 2008). Brigham (2011) proposed that supporting cultural diversity could be accomplished through student and adult learner outcomes that target cross-cultural explorations. Johnson et al. (2008) suggested that increasing cultural awareness occurred through engagement in study abroad, service learning, and civic activities with targeted global, intercultural, and international curricular goals. Their recommendations for collegiate experiences would seem equally applicable for K-12 expatriates regarding their intercultural experiences within their host nation.

Kose (2009) proposed a fifth interrelated role among educational leaders: serving as liaison among school stakeholders across the political landscape. Kose did not suggest that parents assume leadership roles, but readily acknowledged their influence and importance as partners in the educational processes. However, both Leithwood et al. (2007) and Kose recognized the importance of faculty input and empowerment through distributed models of leadership

Distributed Leadership

Balanced leadership models included involving teachers in curricular design and important decisions connected to student learning (Marzano et al, 2005; Reynolds, 2011) referred to as distributed leadership (Gunter, Hall, & Bragg, 2013; Leithwood et al., 2007; Neumerski, 2013). Although specific to a particular district in Canada, Leithwood et al. (2005) nonetheless concluded that the more effective modes of distributed leadership occurred within a planned and aligned structure, requiring monitoring and intervention to prevent the processes become stalled. They also commented that some leadership functions were enacted differently depending on the position of and the context for leadership.

Distributed leadership can lead to learning for individuals and the school as a whole. Reynolds' (2011) investigation into the traits and skills of successful middle school principals observed that leaders who also demonstrated empathy and high emotional self-management actively engaged teachers in the decisions that would directly impact their practices. Stewart (2012) similarly noted that distributed leadership enhanced teachers' own capabilities and referred to examples from China and Singapore. She cited examples of leadership advancement tracks that eliminated existing flat career structures requiring educators to move into administration for advancement. Contrary to traditional team leader and department head models of distributed leadership, this advancement path enabled faculty to progress through various tiers of leadership with supported training, annual performance reviews, research responsibilities, and increased decision-making influence. The concomitant salary increases allowed some master

teachers to earn as much as a principal. Stewart did note, that Finland, one of the highest performing systems according to PISA results, had a relatively flat teacher career path. However, the teachers in Finland shared perceptions of autonomy in decisions regarding curriculum planning and student progress and assessment (Stewart, 2012).

Leading with Empathy and Emotional Self-Management

Meta-analysts of emotional intelligence have suggested three streams of research in EI: ability; self-perceived traits; or a mixture of abilities and traits (Frederickson, Petrides, & Simmonds, 2012; O'Boyle, Humphrey, Pollack, Hawver, & Story, 2011; Walter et al., 2011). EI research that mixes ability and traits has been noted to limit clarity in analysis of EI behaviors because of the addition of social intelligence and personality traits (Harms & Credé, 2010; Walter et al., 2012). Results from the Collaborative for Social Emotional Learning (CASEL) (Payton et al., 2008) indicated that SEL school curricula frequently operate within this less clearly defined stream.

Trait-based EI research relies on self-reports or others' evaluations to obtain data. Wong et al. (2010) supported the need for high levels of emotional intelligence among educational leaders, but admitted the results from studies were often blurred by the self-reporting measures of EI and poorly defined leadership traits of emotional intelligence. Similarly, Danaeefard, Salehi, Hasiri, and Noruzi (2012) presumed correlation as causality when suggesting a direct relationship between emotional intelligence and leadership, without controlling for other variables that could influence the assessment of the organizational climate.

The concepts of empathy and emotional self-management in the conceptual framework of this study were derived from the ability-based emotional intelligence research. Ability-based emotional intelligence research is anchored in studying behaviors based on emotional perceptions and has been viewed as more empirically sound by other researchers (Harms & Credé, 2010; Walter et al., 2011; Wong et al., 2010). Harms and Credé (2010) considered the data gathered as less susceptible to a halo effect of self, others' glorification, or adjustments based on socially desirable responses. Ability-based emotional intelligence research frequently relies on results from the Meyer Salovey Caruso Emotional Intelligence Test (MSCEIT) (Mayer, Caruso, Salovey, & Sitarenios, 2003). In this test, participants choose what they consider as an appropriate response to a variety of scenarios and images. Based on the responses, the MSCEIT yields results indicative of an individual's emotional demonstrations across four dimensions: emotional self-awareness; empathy; emotional self-management; and the use of emotions to facilitate performance (Gunkel et al., 2014; Harms & Credé, 2010).

Intercultural Empathy and Emotional Self-management

Empathy and emotional self-management appear as important constructs in intercultural sensitivity (Bennett, 1998; Deardorff, 2011) and distributed leadership (Leithwood, 2007). Therefore, I have extracted these two dimensions of emotional intelligence for the conceptual framework for this study. Bennett (1998) defined global citizenship as behaviors that result in intercultural empathy and social interactions appropriate to and respectful of cultural differences. Although international expatriate school leaders might not have been involved in establishing the current mission or

strategic plan that targets the development of global citizenship in students, they would nonetheless be expected to support the mission statement's alignment and articulation through programs within their schools. In a review of literature regarding emotional intelligence, Cherniss, Extein, Goleman, and Weissburg (2006) warned that ineffective programs could be attributed to fragmented efforts misaligned with the vision, mission, and core values of a school. They further noted the importance of selecting and developing empathetic and emotionally self-managed leaders to support emotional intelligence as a distinct intelligence (Cherniss et al., 2006). Values education in particular requires leadership with intercultural sensitivity and broad perspectives regarding both the host culture and diverse national efforts at values education, according to Kim and Van Dyne (2012). In their quantitative investigation regarding the mediating effects of cultural contact on international leadership potential, they concluded that international leaders' benefitted from international contact and experiences that fostered the development of cultural empathy (Kim & Van Dyne, 2012). An empathetic leader would be able to demonstrate empathy as well as manage their own emotions and the emotions of those they lead (Goleman, 2006).

Moore and Barker (2012) recommended increased attention on the ability to self-manage emotions. They conducted a biographical, phenomenological study of 18 Third Culture Individuals (TCIs) between the ages of 18 and 44 and from six different countries. The participants were found to be open and empathetic to cultural differences and able to readily adapt to experiences in new countries. Their results suggested that the participants engaged simultaneously in both the new culture and their own.

Leading with Intercultural Sensitivity

Intercultural sensitivity is an ability-based demonstration that can be distinguished from intercultural awareness and intercultural competence. Deardorff (2010) acknowledged that intercultural competence lacked sufficient specificity and consistency in defining the components of the concept. According to Chen and Starosta (1997), intercultural awareness requires a cognitive acknowledgement of differences whereas intercultural sensitivity represents positive demonstrations and emotions toward cultural differences. Intercultural sensitivity has been described as progress along a continuum that moves from ethnocentricity toward ethnorelativism (Bennett, 1998; Hammer 2012). Bennett (1998) suggested that intercultural sensitivity is demonstrated along a continuum of development that consists of three ethnocentric stages and three ethnorelative stages: denial, defense, and minimization; and acceptance, adaptation, and integration, respectively. Individuals' progress along this continuum has been measured with the IDI (Hammer, 2012; Hammer & Bennett, 2009) and crosschecked through qualitative analyses and exploratory studies (Hornbuckle, 2013; Robinson, 2012; Straffon, 2003).

Denial, minimization, and adaptation appeared in both Hornbuckle's (2013) and Bennett's (1998) intercultural developmental continuum. Hornbuckle described an additional aspect of intercultural development that occurs following his suggested adaptive phase of ethnorelativity labeled as encapsulated marginality. Hornbuckle observed how expatriates might marginalize their known culture as they moved toward a lifestyle of cultural integration and expression of intercultural sensitivities shaped through ongoing adaptation to multiple cultures.

Researchers suggested open-mindedness as necessary to allow the knowledge of other cultures or other nations' challenges to influence demonstrations of global citizenship. Brigham (2011) considered global citizens as those who demonstrated an open mind and who made efforts to apply this open-mindedness to the interpretation of cultural norms and expectations of others. Killick (2011) observed, during his phenomenological investigation into the influences of international experiences on undergraduates' development of global citizenship, that some study abroad participants were able to define and describe the open-minded characteristics of global citizens even if they did not perceive they possessed these characteristics themselves. Intolubbe-Chmil, Spreen, and Swap (2012) discussed the importance of long-term collaboration and partnership and on-going reflection in order to foster the open-mindedness needed for intercultural awareness. Additionally, Bennett (1998, 2011) described the ability to interact and engage in appropriate, nonjudgmental intercultural communication as derived from a foundation of high self-esteem, self-monitoring, open-mindedness, and empathy.

Intercultural sensitivity requires knowledge and interaction with the norms, customs, language, and history of other cultures, according to Deardorff (2009). Shields (2012) similarly encouraged meaningful exposure, investigation, and understanding of the interconnectedness of different nations. Bennett (1998), on one hand, had proposed that empathy leading toward intercultural sensitivity could be developed prior to intercultural experiences through a cognitive process of assuming differences, knowing self, suspending self, allowing guided imagination, and re-establishing self for the

purpose of understanding another (pp. 209-212). On the other hand, Killick's (2011) phenomenological investigation warned that learning of diversity within one's own setting without contact with other cultures could encourage misinformed assertions. He suggested developing the skills desired for global engagement from intentionally didactic international or intercultural experiences.

Some studies have pointed toward a need to develop intercultural sensitivity in educators and educational leaders. Traffon (2003) investigated the level of intercultural sensitivity (ICS) among 336 high school students attending international schools based on measurements of Hammer, et al.'s (2003) IDI. An analysis of the interviews and the IDI scores placed 97% of the international expatriate students as having ethnorelative experiences. Seventy-one percent of the 336 participants fell within the stage of acceptance and 26% were in the adaptation stage. The students in the adaptation stage had spent between one third and one half of their lives outside of their home country. Traffon's recommendation that school leaders should make intercultural sensitivity a "central and explicit" part of staff development would address the concern Hammer et al. raised due to students' intercultural sensitivity rating as above that of their teachers. Traffon proposed that educational leaders design activities to increase faculty and administrators' awareness of their responsibility to model intercultural sensitivity in international expatriate schools.

Developing Intercultural Sensitivity through Designed Experiences

While some researchers have posited that intercultural presence through study abroad or travel experiences fosters the development of intercultural sensitivity, other

researchers warned against study-abroad programs that presumed that merely visiting other countries would provide sufficient exposure to understanding that nation's culture and citizens (Killick, 2011; Skelly, 2009; Stephan & Stephan, 2013). Although these studies have focused on the experiences of college students in study abroad programs, the students' experiences could parallel the professional experiences of international expatriate students and educational leaders.

The study of short-term abroad college programs intended to foster intercultural interaction and understanding often resulted in students isolated from those with whom they intended to interact. According to Pollock and van Reken (2009), expatriates in the international school setting often lived within their own subcommunity rather than becoming fully engaged in the lives and cultures of their host-nation. Additionally, international expatriate schools gather and train their personnel disconnected from their respective host cultures, relying on the educational traditions of the Western systems through which a majority of their faculty and educational leaders are trained (Johnson et al., 2008). The existence of study abroad programs or international schools does not automatically provide the type of intercultural contact and experiences that Bennett (1998) suggested toward the development of intercultural sensitivity. Killick (2011) warned against this type of global tourism that focused on serving business purposes or material gain rather than serving the host community or understanding its culture.

Skelly (2009) noted that international educational leaders are poised to guide faculty and students toward activities that positively impact human rights, diversity, and interdependence. For instance, the International Baccalaureate Diploma Programme

includes a component labeled Creativity Action Service (CAS) and requires a CAS Coordinator selected from among the faculty leadership. CAS encourages active participation among students through requirements of clock hours dedicated to service, although the service need not be intercultural in focus (International Baccalaureate Diploma Programme [IBO], 2014). However, Deardorff (2009) and Hornbuckle (2013, p. 43) argued that global citizenship requires intentionally developed intercultural sensitivity and demonstrations of empathy, particularly among educational leaders. They implied that without intentionality in fostering intercultural skills, global and international programs would fall short of developing a sustainable commitment to the earth's environment and inhabitants.

Summary and Conclusion

International expatriate schools represent an understudied population in educational research (Straffon, 2003; Wong, et al., 2010). This study addressed this gap in the literature through a descriptive case study of an international expatriate school in China that targets the development of global citizens. Empathy, emotional self-management, and intercultural sensitivity have been researched; meta-analyses suggested that empathy in leadership increases its effectiveness (Leithwood, 2012) and is a behavior desired by those being led. (Clarke, 2010; Moore, 2009). Wong et al. (2010) were primarily concerned with job satisfaction rather than demonstrations of emotional intelligence in efforts to meet a Hong Kong school's strategic plans. Additionally, they relied on the perceptions of faculty without the inclusion of administrators or parent

leaders. Kose (2009) similarly did not include faculty and parent perceptions in his descriptive case studies regarding principals' leadership toward social justice.

Hornbuckle (2013) had identified a gap in research regarding the development of intercultural sensitivities of students in international schools. He noted the need to “more closely examine teachers' views regarding this subject, as they play a critical role, not only in conveying content knowledge but also in serving as cultural mentors who are equipped to guide the intercultural development of their students” (p. 78). Hornbuckle's recommendation suggested the importance of the perceptions of these key players and invites investigation as to how international schools are equipping educators and educational leaders to guide the development of intercultural competence and global citizenship in students. Few studies examined empathy, emotional self-management, and intercultural sensitivity together as constructs of global citizenship. The studies reviewed did not examine these concepts through the perceptions of international expatriate educational leaders.

The literature supported the use of a case study approach regarding the development of global citizenship in international expatriate schools. Recommendations supported an approach that was inclusive of the perspectives of distributed leaders and the parent community (Resnik, 2013). Chapter 3 outlines a descriptive case study approach that includes faculty, parent, and administrative leaders' perceptions. The insights gained from in-depth descriptions of leaders' perspectives, while not necessarily transferrable, inform areas for continued research.

Chapter 3: Research Method

Introduction

The purpose of this qualitative case study was to describe educational leadership practices perceived to support the development of global citizens in an international, expatriate school in China. In this chapter, I outline the rationale for a case study research design, explain the role of the researcher, and describe the methodological approach in detail. The chapter includes justification for the targeted population and participants, procedures for selecting and recruiting participants, and an explanation of the data collection instruments. The final section of this chapter outlines the plan for data analysis and ways to manage issues of trustworthiness within the research design.

Research Design and Rationale

A case study allows the exploration of a phenomenon and can lead to an understanding of others' perceptions and experiences. Such understandings can also inform others in similar circumstances or in reflection of experiences (Lincoln & Guba, 1988) and contribute to policy and professional practices (Stake, 2010). This section will restate the research question, identify the central phenomenon of the study, and provide a rationale for the research design and tradition.

Research Question

The central phenomena in this study were the educational leadership practices perceived to support the development of global citizens in schools. The research question was as follows: How do international expatriate educational leaders demonstrate

empathy, emotional self-management, or intercultural sensitivity when meeting a school's strategic plan that targets the development of global citizens?

Case Study Rationale

I conducted a descriptive case study in order to analyze the perceptions that faculty and parents in an international expatriate school hold of their educational leaders. I included the perspectives that these leaders hold of themselves and of each other, specific to the context of their demonstrations of empathy, emotional self-management, and intercultural sensitivity. An in-depth study of a bounded group of faculty, faculty leaders, parents, counselors, and administrators presented an opportunity to understand international expatriate education through the perspective of those whose experiences constitute the educational process, as recommended by Seidman (2013). The boundaries included an academically rigorous international middle school in China. The study considered but did not include the school's immersion in national and cultural diversity amid local and national governmental and educational restrictions foreign to the majority of its administrators and faculty. The case study provided informative insights regarding how these educational leaders are perceived to demonstrate empathy, emotional self-management, and intercultural sensitivity in this school. A single school's expressed goals and core values are assumed united by voluntary affiliation with this school, as discussed in Chapter 1, allowing for common ground upon which to explore stakeholders' perceptions.

Through a case study, I investigated perceptions of leadership demonstrations rather than finding quantitative answers to questions asking to what extent or how often

leadership influence occurs. Additionally, because I examined leadership demonstrations through the perspectives of others, observations, and analysis of school documents, the data gathered could not be quantified. Rather, a theme-based analysis of the experiences through the eyes of the school community would best answer the guiding questions of this study. As such, a qualitative approach that was open and fluid and incorporated the variables specific to a particular site was necessary (Maxwell, 2013; Miles et al., 2014).

A descriptive case study of a single international middle school afforded several opportunities. One was the chance to describe the unique leadership demonstrations within an international middle school that is inclusive of the formal and de facto leaders' self-perceptions. Another was to consider contextual influences, as advised by Stewart (2012), particular to a large school in an urban setting in China. While other international schools might possess similar mission statements or strategic plans, the focus on a single site could help avoid the potential dilution of data and data analysis. According to Yin (2009), a descriptive case study method is an acceptable means to answer the "how" questions, particularly in efforts to understand complex social phenomena (Yin, 2009). Hall and Hord (2014) noted the complexity of schools during cycles of change. They noted that what leaders say or do is less important than how people perceive these words and actions (p. 164). This case study in China addressed the redundancies in literature mentioned in Chapter 2 that focused on schools in the U.S. and the U.K. Additionally, it helped to expand the research base regarding school improvement and leadership efforts of international expatriate schools. Finally, the study included the perspectives of faculty

and their principal functioning in a distributed leadership model in a multicultural, multinational expatriate school setting.

Other Qualitative Approaches Considered

Miles et al. (2014) commented on the rich descriptions potentially provided by narrative studies. Members of an organization could benefit from a narrative study, particularly when learning more about their institution from the stories of stakeholders. However, merely narrating the stories of school stakeholders might not provide insight into the perceptions of stakeholders specific to leaders' demonstrations of intercultural sensitivity empathy, or emotional self-management as targeted in the school's goals. An ethnographic study that would require a complete immersion into a particular school setting for an extended period was beyond the scope of this study. Miles et al. warned of the effects of the site on the researcher, encouraging the avoidance of co-optation through breaks away from data collection. A short-term case study within this bounded setting through observations, document analysis, and limited interviews described below may have served the goals of this study rather than a long-term ethnographic immersion.

A case study emerges as the product of the interaction between the site and the researcher, according to Lincoln and Guba (1988). Miles et al. (2014) recommended a need to compensate for the influence of the researcher on the site, as well as the influences of the site on the researcher. The next section explores my role as researcher, data collector, and data analyst of this study.

Role of the Researcher

In this case study, I served as the sole data collector, interview transcriptionist, and data analyst. Because I am not a member of the selected middle school, I was an observer rather than a participant. However, I am an educator and former central office administrator within the international, expatriate district that refers to all of its divisions as one school. Although I worked in the central office of the district and currently work in an elementary school, I did not have supervisory responsibilities over anyone I might observe or interview. There had been a sense of mistrust between the board and central office administration and faculty and central office administrators. The site's accreditation report revealed the need for the central office administration to prevent the board from intervening in instructional practices as well as prioritizing their expected implementations among faculty. Because I have been in my role as a classroom teacher for 3 years, I did not perceive that this former tension would affect my current rapport with participants. Nonetheless, I remained mindful of Janesick's (2010) advice that qualitative researchers should strive to bridge gaps within a community of participants. As a proactive measure, I included a site-based liaison to remove any sense of obligation for volunteer participants resulting from my former administrative position. Additionally, I incorporated questions that demonstrated a genuine interest in participants' perspectives preceding the interview (See Appendix A) to increase the likelihood of honesty and transparency in interview responses.

Further researcher-participant perspectives in this qualitative study, according to Janesick (2010), could emerge from an intricate, first-hand knowledge of the

international expatriate school systems in China. Additionally, I am acquainted with the accreditation processes, with professional development initiated since the adoption of the mission statement and core values, and have joined stakeholders in the development of the current mission and core values as an employee in the district. I used member checks along with reflective journaling to self-monitor for evidence of bias. Furthermore, Janesick (2010) proposed that meta-cognitive actions would increase the objective habits of mind expected of a researcher-observer and listener. These strategies allowed me to maintain an objective perspective beyond that of a vicarious participant with similar experiences.

Method

This section explains the selected case, population, and sampling strategies, including participant selection criteria. It lists additional sources of data and includes instrumentation and protocols for interviews and observations. This section briefly highlights anticipated document analysis.

Participant Selection Logic: School Site

Within the case study research design, the unit of analysis was an expatriate international school site in a large city in China. The selected site functions more as a school within a small district. The larger school contains more than one elementary, middle, and high school on separate campuses; separate deputy superintendents supervised the principals on each campus. These deputies reported to the school superintendent, who was hired by and supervised by the Board of Directors of the Parents' Association. The district was a member of EARCOS.

The selected school had a student population of at least 350 students from a variety of countries. Instruction occurred in English, although learning Mandarin was encouraged through the Chinese language and cultural engagement programs. Students interacted with the host-culture according to two strands. One strand of the Chinese culture and language programs offered future collegiate-level language and literature through the International Baccalaureate Diploma and U.S. Advanced Placement programs. The second strand approached Chinese as a foreign language and provided supporting introductory activities in the middle school.

The school held accreditation from an educational association in the United States. The study of a Western accredited school in China could help to expand the research base regarding school improvement and leadership efforts of international expatriate schools.

The middle school, like others within the district, had its own individual parent teacher student association (PTSA) that was a member of the larger, campus-based general PTSA. The middle school PTSA had an elected executive board and volunteer grade level representatives and classroom liaisons. Within the selected school, there was a principal and vice principal, as well as an appointed faculty leadership team.

Population

The faculty, administrators, and parents could be misconceived as transplants from a U.S. or U.K. school into China. Amid surface-level similarities, for example, the work visa requirements for teacher or educational leadership certification, there were noted differences when comparing this site with other members of the U.S.-based

National Association of Independent Schools (NAIS). The majority of the faculty were from North America with fewer than 20% from other countries. At the time of the self-study report, only 2% of the administrators were from Asia with the remaining administrators certified or holding passports from North America, the United Kingdom, New Zealand, or Australia. As a result, faculty presented a strongly U.S.-centric curriculum.

The demographics of the parent population was not listed in the self-study report; the Ministry of Education only required students to hold a passport external to the People's Republic of China (PRC). The school's tuition was over \$25,000, and the school did not offer tuition remission or financial aid. The tuition rate defined the high socioeconomic status of the majority of parents. According to school reports, a small percentage were diplomats, even fewer were entrepreneurs, with the majority of parents working for companies with headquarters outside of the PRC but inclusive of other countries in Asia.

Sampling Strategy

The initial recruitment of participants was through an e-mail announcement from the school office. Maxwell (2013) advised that purposeful sampling requires a deeper knowledge of the structures and relationships of the chosen site in order to support representativeness. Teachers working within the school would have better perspectives regarding these structures and relationships than I would as a researcher. Therefore, I used snowball sampling where there were insufficient volunteers for a comprehensive analysis of faculty or parent perceptions. I had planned to ask a peer-leader volunteer to

contact these referrals using her school e-mail address if the recommending participant had not been willing to invite them to participate directly. I took care to avoid the appearance of favoritism and to build trust in confidentiality, as recommended by Maxwell (2013), through attention to representative perspectives throughout the process.

I included a subsample of parents within the faculty group in this study. For instance, some faculty participants who were interviewed as members of the leadership teams also brought the perspective of parents because of children attending the school as part of their overseas hire contract. Any parent with a student enrolled in the school was automatically a member of the general and school-specific PTSA whether paying tuition or receiving subsidized tuition as a benefit of employment. However, nonfaculty parents were not included in this study.

Based on the structured leadership model within the school, the number of desired interviews is detailed in Table 1. The proposed number of interviews allowed a representative sample across grade levels and subject areas.

Table 1

Targeted Distribution of Interview Participants

Category of Participants	# of participants
Faculty Team or Department Leaders	5
Principal	1
Parent Leaders (e.g., PTSA Board Members, Grade Level Representatives)	3
Total	9

The targeted interviews supported a breadth of perspectives across the school, even with the exclusion of the parent leaders. The scheduling of interviews was staggered across grade levels. This was to support diversity in school perspectives during coding

and the development of themes. Staggering interviews also encouraged a breadth of perspectives in the likelihood that saturation was reached prior to completing the interviews proposed above.

Recruitment Procedures

Initial and follow-up recruitment procedures for interviews are described in the preceding section regarding Participant Selection Logic. From these selection procedures, semi-structured interviews served as a primary source of data from the principal, faculty, and parent leaders for this case study.

Participants for the meeting observations were considered those who had returned the video observation forms or those who remained after the announcement of observation had been made. The selected school frequently experienced observations for internal evaluation, accreditation, or the gathering of instructional and procedural practices from other educational institutions. Based on informal conversations with faculty members, fishbowl observations were used in secondary school social science classes as well as for programmatic evaluation. Passive observations seemed a part of the school culture.

In the past, faculty members have received several e-mail invitations for participation in doctoral studies through interviews, observations, surveys, and questionnaires. For this reason, I did not interfere with the normal procedures when the peer leader called for interview participants or when it was announced that a meeting was to be observed. The parent population would not have been as familiar with these observations.

Faculty leaders. The observation of the faculty and faculty leadership meeting was focused on the distribution of leadership. The disclosure announcement included transparency that conversations and interactions would be mapped using numerical identifiers to preserve anonymity. The announcement from the office also invited faculty leaders to volunteer for interviews. The qualifications of the faculty volunteer were discussed in the sampling strategy.

I gave stronger preference for interviews to faculty who were in at least a second year of employment with the school. Such preference reduced perceptible distractors associated with settling into a new academic community or a new country, like international acculturation challenges noted by Resnik (2012) and Pollack and van Reken (2009). I targeted five faculty leaders based on Mason's (2010) recommendation to work within a quota and the distributed leadership structure of the middle school (see Appendix B). I heeded Mason's warning not to continue interviews beyond the saturation point in an effort simply to satisfy the Internal Review Board (IRB) agreements prior to immersion in the study (p. 15).

All faculty members were able to indicate willingness to be interviewed based on the return of an interview release form. Volunteers for interviews received an interview protocol (see Appendix C) before departing the meeting if it was feasible to do so without interrupting the flow of or conversations during the meeting.

Administrative participants. The principal had agreed to participate in the interviewing process (see Appendix D). The copy in Appendix D of the scanned letter of consent, sent to the Walden IRB, confirms that principal had the authority to grant

permission for the site study. I did not include the perspective of the supervising deputy superintendents, the superintendent, or other central office personnel because I was not formally requested to do so by the principal. The principal interview protocol is in Appendix E.

Additional Sources of Data

Informal observations, document analysis, and my reflective journaling provided additional data. Miles, Huberman, and Saldaña (2014) recommended this type of triangulation of information in the process of making inferences and drawing conclusions, with a caveat to tie analysis into theories discussed in the literature review. Faculty leadership, faculty, and informal parent meeting observations could have provided opportunities to map distributed leadership relationships. In addition to the wealth of programmatic and strategic information provided by school documents, I was able to analyze the district's mission statement, core values, and strategic plans to confirm first-round coding themes from the principal's interview. Anticipated documents for analysis included the district's accreditation self-study report, current strategic plan, mission statement, core values, and the middle school's 21st Century Learning statement. Reflective journaling served two purposes in this study. First, Janesick (2010) considered reflective journaling a qualitative researcher's habit of mind. Secondly, Miles et al. (2014) also recommended that a researcher return to their notes during data analysis, suggesting that the process of journaling is a form of analysis (p. 118).

Instrumentation

I created the interview protocols for principal and faculty leaders (See Appendices C and E) under the guidance of my committee. The alignment of interview questions with elements of the research question is detailed in Appendix F. Any additional protocols would have been modifications to existing protocols based on the role of individuals. The protocols were developed based on research surrounding ability-based emotional intelligence tests (i.e., MSCEIT, Caruso, Mayer, & Salovey, 2002), the DMIS (Bennett, 2004) and Leithwood's (2005) descriptors of effective leadership, and the Global Perspective Inventory (Braskamp, Braskamp, Merrill & Engberg, 2008). Rather than field-testing these protocols, I conducted two initial interviews and then analyzed and coded the data for emerging themes. Saldaña (2013) described this process as first-cycle coding. I was then able to tweak the protocols based on the learning from the first-cycle coding.

Data Collection

From the selection procedures previously described, semi-structured interviews served as the primary source of principal and faculty perception data for this case study. The principal interview was targeted for one hour. Faculty interviews were targeted at 45 minutes to respect the demands of their workday. I targeted 45-minute interviews for parents with English as a first language and 60 minutes for those that spoke English as an additional language.

As the sole researcher, I collected, transcribed, coded, and otherwise analyzed these interviews. These interviews were recorded using the LiveScribe application in

iPad. The iPad was unobtrusive while recording video or audio. I used a LiveScribe pen that recorded a live audio feed synchronized to digital transcription of notes. Patton (2002) suggested an immersion approach as a way to become intimate with the data and to encourage the generation of additional insights.

Adjustments to data collection. I had anticipated a shift toward more open-ended conversations rather than structured interviews with the principal. However, the interview with the principal was more structured than were the interviews with faculty leaders. Although the literature provided significant insights into the characteristics of effective leadership, the tacit, on the job experiences and actions of the site principal were difficult to capture comprehensively through structured interviews. I planned to analyze the data against provisional coding based on concepts of leadership discussed in above, but as Miles et al. (2014) suggested, the codes were revised, modified, deleted, and expanded based on actual data received.

Exit procedures. At the conclusion of the data collection, each participant received a drink gift certificate and a note of appreciation that explained the next step: analyzing the data and providing them with a summary of their responses. Token coupons are a common practice within the district to express appreciation. Although not operating as an officer of the district, as an employee, it seemed prudent to adhere to this established tradition. Within a defined window of no more than 2 weeks, participants had an option to review a summary of the transcription and add additional thoughts that might have arisen since the last discussions. This member check served as a form of exit

procedure, with an option to receive a final digital copy or executive summary of the full dissertation study if desired.

Data Analysis Plan

I maintained the role of an observer when describing perceptions of leadership. Miles et al. (2014) described this approach as helpful in identifying relationships, conflicts, tactics, and emotions among participants. The principal's interview was coded in vivo, (Patton, 2002). This analyses added supporting and contrasting views from the information gathered from supporting documents. To manage contrasting views, I used the opinions regarding leadership as discussed in the literature in Chapter 2 to interpret their relevance in the analysis of this case study.

Interviews. I used formal follow-up interviews to gather additional data determined necessary from initial interview transcriptions and coding or considered relevant when emerging from observations. I informed interview participants that they might be contacted for additional information only if needed following the member check.

To minimize researcher bias, coding was anchored in the constructs in the conceptual framework. I also used an online Computer Assisted Qualitative Data Analysis Software (CAQDAS) program called Dedoose. As Maxwell (2013) suggested, the researcher's eyes and ears are also tools to gather useful information and make sense of the data gathered. For this reason, I aimed to be steeped in the data from a hands-on approach at all stages from collection through analysis. Further coding of the data built upon the first cycle analysis.

Second coding and final analyses incorporated descriptive, within-case explanations of data through constant comparison. Although Miles et al. (2014) argued that a single-case study requires less front-end preparation than a multiple case study; I nonetheless heeded their advice to compensate for my role as the sole researcher. I used the support of my committee as mentors as they responded to my work or e-mail journals in process. Our communication enriched the data analysis processes through the self- and other-reflection provided. Additionally, reflective journaling and flexible, iterative interpretations of data allow this study to be used by others, according to Miles et al. (2014). This strategy, integrated with a third party, computer assisted analysis through the online software Dedoose, allowed the mapping of codes. Offline support included the use of visual matrices such as sticky notes and computer and iPad-based webbing programs. These combinations provided data comparison against the conceptual framework and guided the descriptions of empathy, emotional self-management, and intercultural sensitivity demonstrated over an anticipated foundation of distributed leadership.

Issues of Trustworthiness

Issues surrounding the trustworthiness of the study were addressed by anticipating questions regarding the study's credibility, data saturation, transferability of information, and managing personal bias, particularly when a single researcher collects, transcribes, and analyzes the data. This section is intended to address concerns regarding trustworthiness and the ethical procedures followed and expected by the community of scholars.

Credibility

I used an iterative process of moving between research design and implementation incorporated strategies such as data collection, precoding, coding, member checks, analysis, and readjustment. Such data checks are deemed to support the validity, or what qualitative researchers termed the verification of the study (Lincoln & Guba, 1988). However, Maxwell (2013) warned that internal validity in research cannot be attained simply by following a standard, accepted procedure (p. 121). Patton (2002) included rigorous fieldwork methodology in his definition of the credible qualitative inquiry. Following his suggestions, I incorporated qualitative researcher training exercises (Janesick, 2010), and a sincere presentation of myself in Chapter 4. Chapter 2 outlined the fundamental appreciation of the naturalistic inquiry process and qualitative methods that Patton further suggested.

Transferability

This study was not intended for generalization to the international expatriate community of schools. It is transferable only to the extent that the descriptive setting could apply to other international expatriate schools throughout Asia. I followed Lincoln and Guba's (1988) encouragement for in-depth descriptions that can create a sense of déjà vu. The study could lead others to infer that certain observations are or would have been applicable to their context. I used thick descriptions and robust analysis (Lincoln & Guba, 1988) to support the reader in deriving meaning from the experiences and observations of participants in this study. In alignment with recommendations by Morse et al. (2002), I furthered the transferability of this study through application of self-

correcting measures, such as journal reflections, member checks, and mentor debriefing during the iterative stages of data collection and analysis.

Dependability

Lincoln and Guba (1988) defined dependability as the avoidance of aberration in the process or instrumentation irrespective of the methodology. Patton (2002) suggested empathetic neutrality as crucial for reliability in understanding the phenomenon as it exists rather than as the researcher imagines it (p. 53). I followed Patton's recommendations regarding an audit trail by using reflective journal notes and Dedoose.

Confirmability

In vivo coding and the inclusion of participants' words in Chapters 4 and 5 support the confirmability of this study, according to Patton (2002). He suggested that the use of a natural setting, such as the school site, thorough descriptions, and a well-designed research study promote confirmability (Patton, 2002, p.93). After a detailed account of the data collection, processing, and analysis procedures in the final dissertation, I will archive the raw data for 5 years following the study. According to Miles et al. (2014), these efforts, in addition to sincerity regarding known and emerging biases, establish a framework for neutrality in this study.

Reducing personal bias. As a K-12 educator since 1995, I have developed personal biases regarding the principal leadership I deem most effective both based on leadership received and given when in positions of leadership. To minimize the influence of these opinions, I have consulted meta-analyses and other research regarding principal leadership to extract an operational definition of effective leadership (see general

definitions). Additionally, the interview protocol (see Appendices D and F) called for participants' perspective of effective leadership toward meeting strategic plans with the intent to offer alternative perspectives from the literature for analysis (coding) and researcher interpretation. The participants' answers helped to shift focus away from my preconceived notions based on prior experiences or derived from the literature review toward the lived experiences and perceptions of the interviewees.

Ethical Procedures

This study used human participants and received Walden's Internal Review Board approval (# 01-15-15-0291720) to maintain the safety and confidentiality of participants. As volunteers, all participants held the right to withdraw from the study at any time. The site principal provided the official signature for the letter of cooperation as well as permission to request parent and faculty interviews (see Appendix D). All participants were voluntary and their interviews were held in the strictest of confidence throughout the study, as outlined in a confidentiality agreement (see Appendix G). Each faculty or parent interview volunteer was asked to sign a copy of the Data Collection Interview Request Form (see Appendix H) in confirmation of agreed on time, location, and use of recorded interviews as data for this study. I aimed to provide each interview volunteer with a copy of the Interview Protocol (see Appendices C and E) at least 24 hours prior to the interview.

I was prepared to gather data using two less desirable approaches should the proposed plan not generate enough data for saturation. If there had been insufficient volunteers for interviews, one approach would have been the distribution of an online,

reflective questionnaire with open-ended prompts that matched the interview questions. This approach was used during the school's accreditation process. It was familiar to faculty although it might have presented language barriers to parents that would have been overcome through an approved associate who is fluent in English, Chinese, and Korean and familiar with confidentiality practices through her own doctoral degree. The second approach would have been phone or Skype interviews with volunteers that were not available during the workday or wanted to stay within their homes due to parenting demands. In both situations, I would have used the same interview protocols. These alternatives were available to those that expressed an interest but were concerned about time constraints.

In the event that there had been too few volunteers to provide sufficient saturation of data, I would have expanded the study to include another middle school within the same district. A second alternative would have been to expand to the high school into which the selected middle school feeds. While expansion to an additional school would most likely increase the overall number of participants needed to reach saturation, it would have also sustained the continuity of shared core values, vision, and mission statements. The concerned principals have participated in a district-supported doctoral forum and have verbally indicated their support for faculty in this process. As a last recourse, I would approach the IRB for permission to conduct research at a different international expatriate school in China.

As the sole researcher, my committee members and I were the only ones with access to the data. Digital files and videos were stored electronically on a password-

protected computer in locked files. I personally transcribed the audio interviews. School documents received were also stored on the same password-protected computer that uses password-protected back-up drives. Printed copies used for ease of analysis and writing were shredded upon completion of analysis. For analyzing data, I used my home office within a gated community where access to my apartment building requires a keypad passcode and key to the front door.

Summary

This chapter presented the rationale for a case study approach, introduced the role of the research, and described the logic behind the selection of the school site in China. It included a description of the population, recruitment procedures, and sampling strategies to support saturation of observational and interview data. Data collection procedures and tools for observations, interviews, document analysis, and reflective journaling were proposed. Even without anticipating transferability of this case study to the general population, this study addresses a gap in research that excludes international expatriate perspectives. Additionally few studies investigate K-12 schools targeting the development of global citizenship. It is my hope that the results of this study start conversations that will encourage the incorporation of international expatriate school systems into comparative studies.

Chapter 4: Results

In this chapter, I describe the research participants, the data collection procedures, the data analysis process and results, including the themes and subthemes devised for analysis. I present evidence of the trustworthiness of this study through its credibility, transferability, dependability, and reliability. The chapter ends with a summary of results that address the research question.

Purpose of the Study

The purpose of this qualitative case study was to describe stakeholders' perceptions of leadership demonstrations of empathy, emotional self-management, and intercultural sensitivity within a single school site in China. I chose this particular school for data collection because of its model of distributed leadership and the district's mission statement, core values, and strategic plan that emphasized the development of global citizenship in students.

Research Question

How do international expatriate educational leaders demonstrate empathy, emotional self-management, or intercultural sensitivity when meeting a school's strategic plan that targets the development of global citizens?

Setting

The study took place during the second trimester of the academic year. Interviews were held at or near the school campus. Several events during data collection may have influenced the responses of the participants and were taken into account when analyzing the information. For instance, early in the trimester, the school board had approved

budget cuts due to a drop in enrollment. While these cuts did not eliminate a scheduled pay increase for faculty, the proposed budget froze classroom and supply budgets for a second consecutive year. The budget also eliminated 15 faculty positions at the sister campus while adding a new positions in the central office. Ten percent of the faculty had given notice of transfer or departure from the district. The superintendent had also announced that he would not renew his contract, thus engaging the board of directors in the search for an appointee effective at the beginning of the 2016-17 academic year. The principal of the case school had announced his retirement from education and educational leadership. The vice principal, who had partnered with the principal in the case school for over 4 years, was appointed to the principalship following an international search for a successor. At the time of this study, the vice principal had already begun to assume senior leadership responsibilities within the district. These responsibilities included hiring new faculty, guiding faculty and leadership team meetings, presenting parent informational sessions, and attending district senior team leadership meetings that targeted planning for the upcoming academic year.

When the administrative office sent the first invitation to participate in this study, faculty members were creating curriculum and travel itineraries for the students' "Week Without Walls." Advisory teachers were coaching their students for student-led conferences, and faculty members were writing report card narratives. Although these events happen regularly each academic year, they nonetheless increase demands on teachers' time. One respondent described this time as "crazy busy" when expressing a desire to participate but an uncertainty as to when the interview might occur. Other

respondents described the time of the study with a feeling that “the year is practically over in February,” or that “it’s all downhill from here.”

Demographics

The two male and two female participants interviewed for this case study were in at least their second year of employment within the district. I interviewed the principal, Sam, and three faculty members: Mona, James, and Isabella (pseudonyms). Their tenure at the case school ranged from 20 months (1.75 years) to 72 months (6.5 years). Participants’ employment in K-12 education ranged from 9 years to over 30 years. The educator with the least amount of time in international expatriate education was in a second year abroad while the most experienced had accumulated over 18 years in at least three different countries. All interviewees had past teaching experiences in the U.S. public education system; two had held careers outside of education. Their current subject areas covered core subjects, specialized disciplines, and contact with students in Grades 6 through 8.

Two of the interviewees were also parents with children in the district but not educated in the middle school. Neither parent was a regular participant in the principal’s informational sessions or PTSA meetings apart from volunteerism or preparing student groups for parent presentations. The three faculty members had served or were serving in various leadership positions such as department head, curriculum review leaders or writers, instructional coaches, or coordinators of a district-wide committee. All participants were of European American heritage and had been educated U.S. K-12 institutions and received their teacher preparation North American universities.

Data Collection

Data for this case study consisted of document analyses, interviews, and the researcher's notes. The intended formal observations were not possible for reasons described in the section on unusual circumstances. This section provides details regarding the data collection process.

Document Collection

Between interviews, I collected and reviewed informational school documents as well as other school-wide information that might affirm or refute the data gathered from interviews. Rather than soliciting the documents from the administrative office, I was able to browse and choose from public documents unobtrusively. The school has a website that serves as an online faculty resource and information center. It contains links to district and school documents relevant to the mission statement, strategic plans, and ongoing school improvement initiatives. The site also contained reports from task forces, curriculum and programmatic revisions, and the faculty and student handbooks.

With the ease of collecting documents from a website, I moved back and forth between holding interviews, first round coding of transcripts, collecting documents, and making my researcher's notes. For instance, when the principal cited the district's assessment policy as a turning point in improving the instructional program, I was able to find and locate the assessment policy for analysis. District and school-level documents collected and analyzed are listed in Table 2.

Table 2

District and School-Level Documents Analyzed

District Documents	School Documents
Mission statement	Week Without Walls vision statement
Core values	Student learner profile
Strategic measurement rubric	Service Learning Satellite Program:
Schoolwide learning results (ESLRs)	History, Purpose, and Goals

Interviews

The interviews were recorded digitally. Two faculty members, Mona and Isabella, were core content area teachers; James was a specialist. Their range of contact with students covered the full sixth through eighth grade spectrum. As recommended by Yin (2009), the interviews were open-ended conversations, guided by the protocols and tailored to the availability and needs of the interviewees. Three interviews were conducted on or near the school campus using adaptations of the preinterview protocol intended to establish rapport and extract demographics along with the faculty interview protocol. One interview used the principal interview protocol (see Appendices A, C, and E).

Each of the four interviews was accomplished in a single sitting, although about three months lapsed between the time of the first and the last interview. The interviews lasted between 45 to 90 minutes. The longest interview occurred off campus at the request of the interviewee who “needed a break” from the school environment and home responsibilities. The shortest interview occurred during James’s preparation period. The time constraints and looming instructional responsibilities appeared to interfere with the

relaxation of the interviewee, as evidenced from continued glances toward the clock.

Such obstacles are described in the section on unusual circumstances.

Researcher's Notes

I took notes on casual observations, in reflections following interviews, during reviews of documents, and on the process and pitfalls of my qualitative research including communications with other qualitative peer researchers and committee members. Most were in electronic format; some were scribed in the margins of notes or saved as e-mail communications. These researcher's notes were coded for further analysis. On first evaluation, all the data fit within codes established when coding the interviews and documents. I found no data in my researcher's notes that contradicted the results of the analysis of interview and document data.

Variations from Proposed Data Collection Procedures

Most variations fell within the iterative and reflexive adaptations in qualitative research as described by Janesick (2010), Miles, Huberman, and Saldaña (2014), and Patton (2002). Examples include using unanticipated probes during interviews, respecting school processes and potential disruptions to these processes by not pursuing parent interviews, and using the school's administrative office instead of a peer leader to send an invitation to participate, as recommended and approved by the IRB.

Response rates to invitations were below targeted expectations. Scheduling interviews amid shared teaching and cocurricular activities proved difficult based on a lack of responses to schoolwide e-mails and personal invitations from snowball sampling. Additionally, focused attempts to schedule snowball interviews over a 3-month period

yielded no additional participants. However, data analysis, described below, confirmed that saturation had been reached and that the small number of interviews did not adversely influence the quality of data, as discussed in the section on the evidence of trustworthiness.

The study included the intent to observe parent meetings and faculty meetings. As described in the setting, the principal was transitioning into retirement and transferring his responsibilities to the promoted vice principal. As a result, faculty meetings for which I was available were not the large group meetings. Instead, faculty meetings were small group sessions dedicated to preparing for student led-conferences, teamwork on the upcoming Week Without Walls, or prescribed team or subject-area meetings. Finally, few faculty members agreed to being observed. As a result, I substituted my researcher notes an additional point of triangulation.

The last variation in the data collection process involved the intended parent interviews. In spite of concerted efforts to secure and train a Chinese language translator for interviews with parents, no parent interviews were possible. The available monthly parent meetings were either run by the vice principal who was not a participant in this study or were otherwise ill timed for observation. In addition to attending the student-led and parent conferences, parents were involved with PTSA preparations for a student art auction, a fundraising carpet auction, supporting the school musical, and providing support and hospitality housing for several regional sports tournaments. They appeared inaccessible without a personalized request from the principal. I agreed with the principal's reluctance to issue a general invitation that could have been perceived as a

mandate. He did offer the name of parents who had been actively engaged in school initiatives in past years, but these were determined irrelevant to this study of current perceptions. Additionally, while the involvement of stakeholders is deemed critical to school success (Leithwood, 2012), the literature review did not assert the importance of multiple stakeholders in confirming leaders' demonstrations of empathy, emotional self-management, or intercultural understanding. Therefore, the only stakeholders involved in this case study were teachers and the principal.

Unusual Circumstances Encountered in Data Collection

Most interviews proceeded as expected, save for fewer than the targeted number. During one interview, the LiveScribe pen would not work and a laptop was used instead. For reasons still unknown, the internal microphone failed, so James's interview was transcribed from the researcher's notes. James declined a member check, mentioning upcoming student engagements. The interview occurred just prior to his students' scheduled presentation. I sensed James's time constraints: It was difficult to pinpoint a time for the interview and during the interview, and James kept glancing at the clock. Out of respect for his time constraints, I did not further pursue the member check.

Few faculty members expressed a willingness to be observed. Although the focus of the observation was intended to chronicle evidence of distributed leadership, it proved difficult to explain to respondents or to Sam that the observation would be nonjudgmental in nature. Similarly, the vice principal had begun to assume responsibilities for the upcoming principalship, including leading the faculty meetings. To remain unobtrusive to this transition in leadership, I decided not to observe a faculty meeting.

Data analysis began during the process of data collection and continued iteratively through the writing of this chapter. The principal's interview was scheduled first. This transcription would serve as the starting point for coding and otherwise analyzing subsequent data.

Data Analysis

The first round of coding was done from a verbatim transcription of Sam's interview and without the use of CAQDAS. The list of first-round codes is in Table 3. As I continued the second round of transcript analysis using Microsoft Word to highlight codes in, a clearer parallel between Sam's answers and the constructs guiding this study emerged. Rather than the proposed analysis of other interview transcripts, documents, and researcher's notes using in vivo coding from principal's words, I generated an a priori list themes and subthemes based on the conceptual framework. I used these constructs in the place of codes for the remaining data. However, for simplicity, I will refer to the constructs used for data analysis within the CAQDAS as codes.

I had derived the first round codes from the literature related to the conceptual framework, specifically, distributed leadership (Leithwood, 2012) and emotional intelligence (Rivers, Mayer, Caruso & Salovey, 2007). Hammer's (2012) IDI includes adaptation in the ethnorelative phase of Bennett's (2004) DMIS. Although the measures of intercultural sensitivity and Deardorff's (2010) indicators of intercultural communication provided the anchoring constructs of the conceptual framework and the development of the interview protocols, there was overlap between these codes and the codes associated with global citizenship.

Table 3

First Round Codes

DEM	Demographics	DL-PS	Providing Support
DEM-CP	Career Path	DL-SO	Sharing Info
DL-BSC	Building School Community	DL-IR	Leadership: innovation, reform
DL-PS	Developing People - Providing Support	EI-PE2	Perceiving Emotions: Level 2
DL-PD	Developing People – Pro Dev		Identifying emotions in others
DL-MI-P	Managing Instruction: Programs	EI-UE-2	Understanding Emotion: Level 2
DL-ScI	Managing Programs, School improvement		Interpreting meaning of emotions
DL-MP	Modifying Practices	EI-UsE4	Using Emotions – ADV. (4)
DL-SI	Sharing information	GC 5	Global Citizenship - Commitment to Earth & Inhabitants Level 5
DL-MP	MP- Monitoring Progress		
DL-SA	Student Achievement	IC-A	Intercultural Communication
DL-BSC	Building School Community		Acceptance –
DL-MS	Modify Structures:		Interaction/Engagement
DL-RO	Reaching Out		
DL-ModPr	Modeling Practices		

During the second round analysis of Sam’s interview, it became apparent that more detailed themes were necessary to interpret the data provided. Initially, Streitwieser and Light’s (2010) continuum of global citizenship had provided broad constructs applicable for analysis. However, during analysis, Morais and Ogden’s (2011) Global Citizenship Scale (GCS) allowed for a more intricate dissection of the data.

Table 4 lists the intersection of codes used for the second round and subsequent analyses. According to Rivers et al. (2007), emotional intelligence skills manifest as a progression across the spectrum beginning with perceiving emotions, through using, understanding, and finally, managing emotions. The codes incorporated the ranges of emotionally intelligent skills and distributed leadership behaviors.

Table 4

Second Round Codes

DL-SD	Distributed Leadership: Setting Directions	UE 3	Understanding Emotions: Understanding complex blends of feelings
DL-BR/DP	Distributed Leadership: Building Relationships & Developing People	UE 4	Understanding Emotions: Recognizing transitions between emotions
DL-DO	Distributed Leadership: Developing the Organization to Support Desired Practices	ME 1	Managing Emotions: Staying open to pleasant and unpleasant feelings
DL-BCC	Distributed Leadership: Building Collaborative Cultures	ME 2	ME: Engaging or detaching from emotion based on utility
DL-IIP:	Distributed Leadership: Improve the Instructional Program	ME 3	ME: Monitoring and reflecting on the emotions of self and others
DL-SA	Distributed Leadership: Secure Accountability	ME 4	ME: Managing emotions of self and others without compromising informative utility
PE 1	Perceiving Emotions: Differentiating Emotions	IC 1	Intercultural Communication (IC)- Denial or Defense
PE 2	Perceiving Emotions: Identifying emotions in others	IC 2	IC -Minimization
PE 3	Perceiving Emotions: Expressing emotions and related needs	IC 3	IC -Acceptance
PE 4	Perceiving Emotions: Discriminating between false and genuine emotional expressions	IC 4	IC - Adaptation
UsE 1	Using Emotions: Directing attention to important person/environment relationships	IC 5	IC - Integration
UsE 2	Using Emotions: Generating emotions as aids to judgment and memory processes	GC Level 1	Global Citizenship Scale: Global Social Responsibility
UsE 3	Using Emotions: Generating moods to facilitate consideration of multiple perspectives	GC 1A	GCS: Global Justice and Disparities
UsE 4	Using Emotions: Producing emotions to foster different thinking styles	GC 1B	GCS: Altruism and Empathy
UE 1	Understanding Emotions: Labeling emotions	GC 1C	GCS: Global Interconnectedness and personal responsibility
UE 2	Understanding Emotions: Interpreting meaning of emotions	GC Level 2	GCS: Global Competence
		GC 2A	GCS: Self-Awareness
		GC 2B	GCS: Intercultural Communication
		GC 2C	GCS: Global Knowledge
		GC Level 3	GCS: Global Civic Engagement
		GC 3A	GCS: Civic Involvement
		GC 3B	GCS: Political Voice
		GC 3C	GCS: Glocal Civic Activism

I used a CAQDAS called Dedoose to analyze the interviews. This software allowed for the “playful analytic manipulations” of data as recommended by Yin (2009). During the second-round analysis of the principal’s interview transcript, I also moved between first-round analysis of school documents and the remaining interviews. I added

analysis of my researcher's notes. The overarching themes that emerged are described in the Results section.

Discrepant Data

All participants in this study were able to describe demonstrations of empathy and emotional self-management. All participants responded similarly, asserting something along the lines that "people are people" when asked for actions or observations that would demonstrate intercultural sensitivity. While I questioned the faculty members' and Sam's perspectives of cultural sensitivity that would attribute similar characteristics and ethos to people from different cultures and countries, the alignment across their descriptions of intercultural sensitivity and other responses provided no discrepant data. The findings are discussed in the Results section.

Evidence of Trustworthiness

Stake (2010) suggested that the easiest method of triangulation is to "look again and again, several times" (pg. 123). The initial coding, recoding based on the conceptual framework as outlined in Chapter 3, and the recapitulation of information from scenarios, from documents, and from the resulting codes align with expected practices of triangulation. Stake further suggested that if the description is beyond question or incorporates a person's interpretation, there is little need to triangulate the statement's validity.

I reached saturation early in the interviewing process. Merriam (2009) and Stake (2010) asserted that redundancy, when no new information is forthcoming, serves as a sufficient determination of saturation. The similarities among the first three interviews

affirmed that saturation was near, if not reached. Although individual responses to the interview protocols were worded differently and stories retold different events, they nonetheless confirmed similar ways that educational leaders demonstrate empathy, emotional self-management, and intercultural sensitivity. I continued to a fourth interview and analyzed the expectations and goals outlined in school documents in order to further establish that saturation had been reached.

Credibility

Credibility was established within the iterative process of moving between the research design discussed in Chapter 3 and the implementation through data collection strategies, precoding, coding, member checks, analysis, and readjustment. This study included interviews, document analysis, and researcher notes and observations.

Transferability

This study was not intended for generalization to the international expatriate community of schools. Rather, I have provided thick descriptions, as suggested by Miles et al. (2014), so that analysis and results would be transferable only to the extent that members of other international expatriate schools find their own schools within the descriptions. Yin (2010) similarly suggested that qualitative researchers leave any potential transferability to the reader.

Dependability

I triangulated data by using document analysis, interviews, and researcher notes. The interview protocols and codes for document analysis are also included with this

study. Dedoose CAQDAS was used iteratively to confirm, support, refute, and readjust interpretations.

Confirmability

The in vivo inclusion of participants' words, the natural setting of the school site, and an empirically designed study provide sufficient confirmability, according to Patton (2002). I will archive the raw data for 5 years following this study

Results

This section explores the results of studying the China Expatriate International School (CEIS) to see how expatriate school leaders describe peers and their own demonstrations of empathy, emotional self-management, and intercultural sensitivity as they strive to develop global citizens. As a starting point, the CEIS mission statement aims to develop global citizenship in students. Sam, the principal, asserted that the mission statement “anchors” the middle school and the district: “I’m proud of us as a school community, and proud of our mission statement.” Three themes emerged from and aligned with the descriptions of demonstrations of empathy, emotional self-management, and intercultural sensitivity that guide the school toward meeting its mission statement and strategic plan. These themes are social responsibility, competence, and active engagement.

Theme 1: Social Responsibility

Sam looked up and smiled as I entered the office. He asked for “a moment” as he hit the keyboard a few times, and walked around the protruding L-section of his combined desk and computer table toward the small conference table. In fewer than 30

seconds, Sam encouraged me to sit where I would be most comfortable and offered me a diet Coke from the office refrigerator, remembering my preference from earlier interactions. When I was transcribing what Sam said regarding his self-imposed responsibility to “model how we get along with people and show empathy,” I noted how this gesture made me feel as though my interview with him was a welcome break in the midst of what had been described as a “very full schedule.”

This warm welcome was not limited to the principal. In addition to suggesting a cozy restaurant across the campus as “a fun place to talk,” Mona had volunteered that her interview was what she considered a demonstration of empathy, or, her social responsibility of doing “what we have to support one another.” While Mona stated that she enjoyed conversations about teaching and learning, she was transparent that her overarching goal in being interviewed was to provide help with the dissertation process. Mona had experienced the needs associated with doctoral study through her husband’s degree. Her demonstrations of support and concern were not exceptions, rather, were similarly revealed in notes that I made following interactions with faculty, other interviews, and the expectations communicated in school documents.

Demonstrating support and concern for staff. Isabella met some emotional and medical challenges during her first year at the school. She described being surprised by random acts of kindness from caring colleagues, one of whom “looks after me like a mom.” Another interviewee, Mona, had related similar stories of going into an anonymous colleague’s classroom to cover the class when this person “needed to step out to have a cry” or needed time “to pull it together.” Mona added that

with the team structure that we have . . . you're naturally inclined to support your team and do what needs to be done. I don't know that we consciously think about it needing to be compassionate or empathetic, it's more just: This is what needs to be done . . . but you do care [for] them.

I inferred that Mona was speaking of Isabella. In the way that Isabella told her story, she implied that such support was not necessarily an expectation; rather, simply what teammates at the school did for one another. I also inferred that the school-provided housing, which placed colleagues in living situations of close proximity to one another, would also foster personal and professional demonstrations of support and concern for one another.

However, I found the theme of social responsibility to support colleagues when analyzing a section of the faculty handbook titled "Maintaining Positive Relationship with Colleagues as a Basic Expectation." Colleagues are expected to work together in an environment that is "free from . . . hostility . . . where each has an opportunity to express their feelings and make their thoughts known . . . All matters discussed should be held confidential." While the context referred to in the handbook is specific to "the need for intense collaboration," I inferred from the context of the interviews that matters of a personal nature could arise where open and honest professional conversations have been fostered.

James was a "just" a middle school team leader rather than a district-wide subject area leader when a new teacher arrived in the district. He detailed how he had nonetheless held countless meetings with the new teacher and supported her with supplies and

technology specific to their similar projects. He included this outreach, beyond the scope of his existing leadership responsibilities, as necessary in order to bring the mission to life. From the way James described helping the new teacher, the details of which are omitted to protect anonymity, I sensed that this particular story applied less toward meeting the mission statement and more toward how he was demonstrating support and concern for colleagues.

Global social responsibility. The participants' examples of demonstrations of social responsibility reached beyond a concern and support for staff. Broader demonstrations under the theme of social responsibility were related in stories where individuals or teams expressed or acted upon their desires for a better society or out of concern for the environment. These descriptions were captured in a priori codes and subthemes representing global social responsibility.

Sam, the principal, expounded on his observations of how his teachers "wanted more hands-on experiences and to have a global impact" to bring the mission statement to life. Mona's perspective regarding a culture of selflessness among colleagues went beyond niceties toward making a meaningful difference for others. Isabella described how she structured lessons to help students grasp their global interdependence and to foster a concern within them for others. Sam also discussed the satellite campus project that aligns with the intent to foster a sense of responsibility for society and for the environment in students. These demonstrations fell within the analytical codes for global social responsibility.

Mona explained her perceptions of a culture of compassion within the school. When asked if she meant the team's support for one another, she replied she was referring to a more global sense of compassion. Specifically, Mona expressed her admiration of a colleague's sense of global social responsibility. She perceived the teacher's adoption of a child in need as

a very selfless act, because you spend a lot of money to do something. It doesn't have to be done and you don't have to do it. [You're] doing it because you care about other people and you want to make some sort of difference.

Isabella described the beginning of a lesson designed to develop students' empathy. Her students watched online videos, selected by Isabella that had been created by students from different socioeconomic backgrounds and nationalities than those of her students. Isabella felt that these first steps toward developing a global empathy for those outside of a student's "expatriate bubble" was important because

it's not fair for them to go out in the world and not fully understand the world they're going into. I keep thinking of being in a super sterile room . . . [and] not understanding that the world is super messy and complicated. It is not fair for them. It's not fair to others.

In the context of the interview, I inferred that Isabella spoke of fairness in the sense of her students becoming international business executives or world leaders and without being empathetically connected to the world outside of their own surroundings. Mona implied that devoid of this connection there would be little sense of responsibility outside of the "bubble."

Sam, the principal, said he had seen “concrete results in the foundational pieces and support in teaching community service in a [project based] capacity.” He described, in detail, how a service-learning project of recording the stories of village elders and tracing villagers’ relationships through DNA analysis would have far-reaching impact. In Sam’s perspective, this impact was not only for the students and their learning, but also for intervillage relations and contributions to historical and understandings of human migration. This type of service learning targets the embedding of a social purpose into instruction and learning. Contextually, I inferred that Sam also saw the benefit of this type of inquiry-driven, project-based learning as influencing other faculty who were not directly connected with the service-learning satellite campus.

Supporting professional capacities of staff. This section provides descriptions of additional evidence of the theme of Social Responsibility. Demonstrations of empathy were described in the structures and activities that support and enhance the professional capacities of staff. After describing these structures and activities, I will describe the demonstrations of emotional self-management described as personal and professional competence.

Sam explained how he felt it was important to hire teachers who agreed to work in alignment with the district’s mission statement. When asked about empathy, James, Isabella, and Mona offered distinct stories regarding how they each use instruction to help develop a global perspective in their students. None of the teachers specifically mentioned professional development opportunities provided by the school or district to foster the development of empathy. Nonetheless, I inferred that the district-provided

instructional training around developing empathy had come from the professional development not only because of similar terminology and procedures discussed by the principal, but also because of specific terms and approaches I heard during a district-wide training. The district-adopted approach to project-based learning was outlined in a school document as a specific instructional model chosen to help meet the mission statement targets.

According to the school document on 21st century learning, the district leaders sought to build the professional capacities of its faculty through a series of district and site-based training around a specific model of design thinking. While facilitating a professional development session, Sam described this design-thinking model of instruction as beginning with activities that foster empathy for the audience or client. Mona's project similarly began by guiding students to identify, understand, and empathize with their audience. They subsequently used these discoveries to develop the driving questions for the project. Mona explained that for this project, although "students were able to choose their audience. The constraints were all the same. The kids came up with the constraints as a class." Mona and her teaching partner used a combination of the following activities to develop the empathy-anchored, driving questions for the unit: videos of service learning projects from around the world; student-gathered environmental pictures within a large, urban, Chinese metropolis; and student reflections and word associations derived from viewing the images and videos. From Mona's description of her instructional design and motivations behind this design, I inferred her own increased professional competence.

Theme 2: Professional and Personal Competence

Interview questions and probes regarding emotional self-management guided the participants to share stories that related to demonstrations of professional and interpersonal competence. When further analyzing these examples, descriptions of emotional self-management aligned with two a priori codes in the second round of coding: developing the organization to support organizational goals; and intercultural self-awareness as a facet of global citizenship. The analysis of school documents related to accepting diversity, which I interpreted as a facet of intercultural sensitivity, further supported an alignment between the data and intercultural sensitivity, detailed later in this chapter.

Developing the organization to support desired goals. James described the goals embedded in the mission statement as “lofty.” Data supported the principal’s responsibility in creating the school structures that supports progress toward “lofty” goals, as outlined in the literature. However, this responsibility, according to school documents, interviews, and my researcher notes inclusive of the literature, is not just the responsibility of the principal. Under a model of distributed leadership, the responsibility to support school goals is shared by all faculty and faculty leaders. School data suggested that a principal must be willing to relinquish power in order for teachers to assume various roles and responsibilities that support school goals. When asked about emotional management, Sam described this story of a potential power struggle:

I am very comfortable sharing decisions - giving decisions away . . . We were in a team leader meeting one day, and Troy said, ‘everyone knows here that the team

leaders run the middle school'. I think what he meant was, 'we [team leaders] run the day-to-day things and we can make decisions on our own and within the overall structure'. I think, had I been worried about the power thing, I would have had to say, 'Excuse me Troy, you know who runs this school.' But I didn't feel any need to respond. I didn't need to exert power or authority into that situation. It would have created a very negative atmosphere. Had he said it in a way that was usurping my position, I still probably would not have challenged him at that moment, but I would have talked to him just to make sure that I understood or I was trying to understand what he meant in that situation. But I know Troy well enough and I know it was not done in the context of 'there's a principal in here that nobody respects and that nobody pays any attention to'.

Akin to the trust Sam described giving to Troy, Isabella explained how great it felt to her to be trusted and be "finally treated like a professional." She described her experiences at both ends of this freedom from "not collaborating at all" with her first year partner to working "very much on the same page" with her current partner. In the latter case, Isabella's collaboration falls within faculty handbook's expectations for collaboration.

James perceived that he was trusted enough as a leader to "suggest and provide a rationale" that led to significant scheduling changes. A special team of instructors needed additional planning time in order to devise and coordinate projects aimed at developing students' creativity. James's discussion of how he had influenced changes in his teammates' instructional schedule led me to analyze the school schedule and other

documents regarding the school operations that might provide further evidence of collaboration and shared leadership.

Scheduling instruction to support meeting school goals. The instructional schedule at CEIS Middle School operates around students receiving 90 minutes in four core subjects every other day. Sixty minutes are allotted daily to either the visual or performing arts; 60 minutes in physical education or in health and wellness classes, inclusive of digital citizenship, and 45 minutes in either exploration of areas of interest twice a week or 3 days in home-base advisory groups. In lieu of advisory groups, James's specialized team is expected to use this time to devise and refine opportunities for students to enhance their creativity. There are quarterly celebrations to share experiences from exploratory classes, an option for performing arts teachers. However, some of the monthly school-wide assemblies are dedicated to student performances emerging from James's team.

Scheduling time to collaborate toward meeting school goals. Preparation time in the schedule accommodates an expectation of shared planning and collaboration. Three of five days are shared between grade level subject area partners, subject partners with academic support specialists (e.g., English as an Additional Language faculty), and teams that share the same groups of students, inclusive of the team counselor and a representative from the Fine Arts team and PE/Health teams. The two remaining days are allotted for individual teaching preparation. Collaboration across subject areas is scheduled for once a month during scheduled faculty meetings.

Self-awareness. Self-awareness, the third subtheme under professional and personal competence, considers not only the presence of mind to manage one's emotions, but also the awareness of how emotions, habits, and traditions might need to be regulated, particularly in intercultural engagements. The school rubric, developed to evaluate efforts toward the strategic plan, assesses students' progress toward fulfilling the mission statement and demonstrating an inculcation of the core values. An exemplary self-aware student "actively seeks feedback on personal strengths and weaknesses from a variety of sources." According to the rubric, a proficient student manages emotions by showing that she:

- values and embraces diversity;
- includes people different from him/her;
- finds connections and honors differences;
- welcomes diverse viewpoints;
- regularly chooses to serve others to improve their lives;
- shows consideration for others;
- is respectful, caring and shows empathy.

An overlap between managing emotions and demonstrating empathy is expected: Both skills are constructs of emotional intelligence (Mayer et al., 2004). The school's new project-based instruction model purposes to build emotional self-managing skills in students through a learner-centered environment that increases students' confidence so that they "value other's contributions as well as their own." The confidence to appreciate

other's contributions is expected in the context of “personal, regional, and national” issues.

Faculty members demonstrated self-awareness regarding their cultural perspectives and intercultural interactions. Isabella noted that when it came to faculty members born within the host nation, “there is a divide between us because we have grown up with different values.” Mona expressed her cultural self-awareness in statements like: “There are some cultural underpinnings and differences between the Asian populations that I don’t know.” Isabella and Mona both expressed the limits of their intercultural sensitivity, particularly while meeting the needs of diverse student learners, rather than operating in full denial of these differences or in defense of different cultural norms.

Theme 3: Active Engagement

The active engagement of faculty in bringing the mission and core values to life emerged as a purposeful intent of the district and school educational leaders during analysis. The interviews and documents suggested ways that the educational leaders worked within the school structure to improve the alignment of the instructional programs to the core values and mission. One example is the development of a service-learning satellite campus, which required concerted efforts to overcome institutional barriers. In another example, Sam described working with the parent community that held educational goals different from expressed school values and practices. This section details the leaders’ active engagement with school goals and values as demonstrations of intercultural sensitivity, communication, and activism.

Improving the instructional program. Sam had expressed pleasure in observing his staff moving through “a curricular shift . . . that’s truly creative, innovative, different than what’s been done before.” When asked for an example. Sam described, in detail, the evolution, development, and on-going expansion of a service-learning satellite campus. This program, according to Sam, would not only meet the instructional needs of 21st century learners, but would also meet school goals of developing well-rounded global citizens. Through the middle school’s service-learning satellite campus, held in a remote facility over 2,000 miles away, students are placed in a boarding situation where they have to care for one another through assigned chores and responsibilities. Students also have to uncover the needs of the village in which they live. According to the goals stated in the documents of this service-learning satellite campus, “the focus of [the students’] service learning project is the elders of the village.” Some of the overarching understandings targeted include “how communities care for their older populations,” and the “mutually beneficial relationships that can be achieved between people of different ages.”

James, the faculty leader, builds collaboration and leadership in students while fostering independent learning. James described how he walks around from group to group while students are engaged in self-directed, creative projects. He looks for and begins to coach students who demonstrate potential or are emerging as leaders. James described one such student, Ralph, whose passion to create with music led him to organize various groups with whom he could compose and perform. According to James, Ralph had difficulty inspiring his classmates to practice and to prepare. His approach was

to yell and demonstrate displeasure during group work. James found he had to “teach him how to manage [the team], how to guide the group . . . to make decisions.” In James’s perspective, these efforts paid off, because Ralph continued to assemble student-initiated groups in high school with what James considered on-going success based on recognition from Ralph’s peers and teachers.

Modeling the school’s values and practices. As a principal, Sam expressed belief in trickle-down empathy and concern. This means that when a teacher comes in, no matter how trivial he might consider the concern, Sam says that he

will empathize. It’s not false – and I [show that I] understand because I’m sitting over here, not over there. If I were sitting over there, I would be thinking, “he should be empathizing with me, and so, I do. But by doing that . . .they’ve experienced it.

They’ve had some experience [with] that . . .culture.

Isabella described how she has been a recipient of this trickle-down concern for others. She suggested the vice principal as an example of concern from an administrator: “He would meet with me at the beginning of year, midyear, end of year – checked in to see how I adjusted to China – how was I feeling as a person.” Isabella expressed how important this personal connection is to keeping educators in the professions. “Teachers want to be acknowledged – they’re people who care about children.

Sam described his responsibilities as inclusive of extending the professional capacities of staff. This was not only apparent in questions he reported that he asked during hiring decisions, but also in the way he described his support for instruction or staff professional development to meet the school and district goals. Sam said,

Alright, here's my job right now: To get [obstacles] out of the way and clear the path for this person to move forward and accomplish what I can clearly see is something extremely important in terms of modeling real [experiential] learning out to the rest of community.

The success of this service-learning satellite experiential campus is evidenced by program evaluation data linked to the school website. The program expanded from one to three sessions per academic year. The last session included middle school students from the other campus. Additionally, according to Sam, the program has expanded to include the first round of high school alumni from this program as peer advisors and consultants. Finally, the program moved from requiring informational sessions held to establish the educational worthiness of the service learning satellite campus to the Parent Association (Board) to more applicants than existing opportunities for participants in the program.

Sam went on to share that the ideas that connect instruction to the mission statement are not his own. He further expressed that he believed he should not devise the instructional connections to the mission statement. I inferred from the passion in his voice that he viewed his primary instructional support as clearing the path for teachers to innovate and avoid bureaucratic hindrances. This clearance would enable teachers to collaborate toward the school's shared goals and vision.

The principal also viewed it as important to model school values and practices to the parent community as well. Sam expressed that he worked hard and purposefully at building relationships that supported the development of others. His support extended to the greater school community and other stakeholders. Sam expressed that:

Once you've built that level of trust through that relationship piece – that's why we've been able to accomplish the things with our parents that frankly, I've been surprised about and very pleased . . . because there's always the bomb that's ready to go off. Honestly it has been an amazing experience working with the parents around what I consider to be some very challenging changes in the learning that their kids are going through and they [parents] have been willing to let us move ahead with minimal [protests]. We've had some cases, absolutely, but the silent majority has been with us, and even the vocal minority has been small and has not generated enough steam [to hinder innovation].

Glocal civic activism. Glocal activism, according to Morais and Ogden (2011), refers to civic engagement that operates inclusive of local and global needs. Activism that contains a local perspective while working toward the benefit of a broader population seems to imply an intercultural sensitivity. I expected the descriptions regarding intercultural sensitivity to align with the school documents that referenced embracing diversity. The responses did indicate an awareness of a need for intercultural sensitivity, but suggested that the faculty had progressed beyond an awareness of cultural differences toward universalities due to their experiences in living and teaching internationally.

When comparing her international teaching experience to her experiences teaching in a U.S. public school containing predominantly Latin American students, Isabella began to discuss sensitivity based on learning needs. She also made comparisons toward universalities, sharing that it “doesn't matter how much money they have – they are the same as the kids that grew up in the barrio,” and that she believed “kids are the

same no matter where you go.” With probing, Isabella clarified her perception that faculty needed a greater sensitivity toward students’ socioemotional needs rather than their cultural differences. She based this on her expressed understandings regarding the culture within East Asia where students “have every minute of their lives budgeted.

Sam found the question about the intercultural sensitivity as “interesting.” Rather than describing an event where intercultural sensitivity was needed or demonstrated, Sam stated that even

having worked in a number of different cultures, I’ve never looked at it that way: I look at people as people. I know enough about cultures to know to be respectful and what’s something I shouldn’t say or do in this situation, and I still think people are people and showing that you care about them and their children and their education is universal. I look for the universal characteristics and exploit those, if you will.

Mona’s reported that she had been thinking about the intercultural sensitivity based on observations during airline travel, not “because of what happens in school.” She chose to discuss the need to apply sensitivity to diverse learning styles, even with questions probing toward cultural diversity. Mona’s discussions regarding intercultural actions with students differed from her conversations regarding their parents.

Sam, Isabella, Mona, and James had all referred the cultural differences that were clear between the parent’s purposes and goals of education and those within the school. Isabella commented that she “did not know what to expect” with the parent population: She felt that she does not “have enough expertise to relate yet.” Mona admitted that in the context of intercultural sensitivity, she does “hear, sometimes, comments like ‘that kid’s

parents are . . . whatever,” which in context, I had noted as an expectation of high academic achievement prioritized above students’ personal or socioemotional growth.

James’s perception was that the “parent expectations are not what the kids want. Parents always want more. Even when all is well, parents will focus on the end result rather than the process.” Sam openly disclosed that the parent community “is challenged by [our] kind of learning . . . the parents do not want to learn by doing.” My researcher’s notes included what I termed “pensive agitation” that was manifested through the tapping of his pen on the table and a far-away stare following this comment. Sam switched topics with probing, but not before he admitted that he “had, unfortunately, too many conversations where it starts off with ‘You don’t understand my culture.’” Because this context referred to instances of disciplining children in a manner that Sam considered unsafe, his reply to these claims was: “You’re right, I don’t [understand your culture] and I don’t accept it.” He defined this cultural difference regarding what he considered excessive corporal punishment as his “line in the sand.”

None of the interviewees lingered on the topic of cultural differences or the need for intercultural sensitivity for long. The conversation would lead to other sensitivities each felt that the students needed. For Sam, it was change in disciplining that would provide “enough space” for learning. Mona hoped for faculty to have increased sensitivity around and training in diverse learning needs. James wanted students to be engaged in a creative process rather than focusing on “show” or a final product. Isabella wanted to emphasize the need for sensitivity around the myriad changes in an

adolescent's life and, like Sam, being flexible and giving them "the space to process and think about it [puberty]."

Social responsibility, competence, and professional and personal competence, and engagement were the major themes that emerged from school documents and interviews and appeared within my researcher's notes. I aligned educational leaders' descriptions of their demonstrations of empathy, emotional self-management, and intercultural sensitivity with the major themes to describe how they guide their students toward global citizenship as expected from the school's goals and core values.

Summary

Iterative analyses of the interviews, school documents, and my researcher's notes provided sufficient examples that answered the research question. The research question was: How do international expatriate educational leaders demonstrate empathy, emotional self-management, or intercultural sensitivity when meeting a school's strategic plan that targets the development of global citizens? Demonstrations of social responsibility appeared prominently among members of the school community. Similarly, educational leaders and faculty members structured the experiential satellite program for opportunities to learn of and demonstrate social responsibility that emerged from empathetic understandings. The school leaders' perceptions of their own and others' professional and personal competence were reflected in their descriptions of emotional self-management. Active global and local engagement emerged as an overarching theme in descriptions of newly organized instructional programs to nurture intercultural

sensitivity. The next chapter provides the results of data analysis, recommendations, and proposed programmatic implementations based on this case study.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

The purpose of this descriptive case study was to present expatriate educational leaders' perceptions regarding demonstrations of socioemotional intelligence that meet their school's goal to develop global citizenship in students. Few studies have examined educational leaders' demonstrations of emotional intelligence and intercultural sensitivity, particularly under a model of distributed leadership within international expatriate schools. I pursued a case study of an international expatriate school in China because of the dearth of literature specific to this population. In this chapter, I will summarize the findings of this study and discuss my interpretations of the findings. I will also explain the limitations of this study, offer recommendations for further study, and conclude with implications for social change based on this study.

Summary of Findings

The key findings of this study and the literature from which the conceptual framework was derived can be summarized into three major themes. The three themes found in the data aligned with Morais and Ogden's (2011) empirically derived components of global citizenship: social responsibility, personal and professional competence, and active engagement. I did not include Morais and Ogden's study in the conceptual framework of this study. However, the components of their GCS, found after my literature review was completed, provided a more detailed tool for data analysis than Streitwieser and Light's (2010) global citizenship continuum around which the literature review was framed.

The three themes of social responsibility, competence, and engagement were used a priori for second-round and subsequent analyses of school documents, interviews, and my researcher's notes. The first round of open-ended coding confirmed that the conceptual framework, drawn from Leithwood (2005), Bennett (2009), Mayer et al. (1994), and Streitwieser and Light (2010), could adequately explain the data, and I then applied it in the second round of coding. While recoding, a concurrent return to the literature review provided a way to organize my findings in answer to the research question. I added the framework of Morais and Ogden's (2011) GCS as an additional structure for organizing answers to the research question. The research question was the following: How do international expatriate educational leaders demonstrate empathy, emotional self-management, or intercultural sensitivity when meeting a school's strategic plan that targets the development of global citizens?

The results suggested that expatriate educational leaders model the expected core values by designing instructional programs and experiences to scaffold student learning in empathy, emotional self-management, and intercultural sensitivity. I found that the themes of active engagement, personal and professional competence, and social responsibility supported the school leaders' descriptions of socioemotional skills and demonstrations.

Table 5 summarizes the themes and subthemes that emerged from the second and subsequent cycles of coding and other data analysis. The thematic alignment with the conceptual framework of distributed leadership (Leithwood, 2012) and global citizenship (Morais & Ogden, 2011) is indicated by citations.

Table 4

Primary Themes and Subcodes Cited with Conceptual Framework Sources

Active Engagement	Personal and Professional Competence	Social Responsibility
Improvement of the Instructional Program (Leithwood, 2012)	Development of the organization to support desired goals (Leithwood, 2012)	Support and concern for staff (Leithwood, 2012)
Models of the School's Values and Practices (Leithwood, 2012)	Self-awareness of limitations/ability to engage successfully in inter/intra-personal encounters (Morais & Ogden, 2011)	Development of professional capacities of staff (Leithwood, 2012)
Global and Local Civic Activism (Morais & Ogden, 2011)		Global social responsibility (Morais & Ogden 2011)

In the next section, I will interpret the themes that emerged from analysis of data collected from the case study site in relationship to the literature review and conceptual frameworks. I will propose interrelations between the themes of social responsibility, professional and personal competence, and active engagement with the concepts of socioemotional learning, including of intercultural sensitivity, empathy, or emotional self-management. I will conclude the section by interpreting the findings through the single lens of global citizenship.

Interpretation of Findings

I entered this study to address this research question through interviews, analysis of school documents, and my researcher's notes. These data were used to analyze affective demonstrations of intercultural sensitivity, empathy, or emotional self-management. What emerged from analysis were the intersection and the interrelation among all three socioemotional concepts across the data collected. The themes used for

analysis aligned with the socioemotional constructs found in the data and delineated within the conceptual framework, as follows:

- social responsibility aligned with demonstrations of empathy;
- personal and professional competence aligned with demonstrations of emotional self-management; and
- active engagement aligned with demonstrations of intercultural sensitivity.

The three themes could frame the analysis of all types of data. For instance, the analysis of a variety of documents revealed that the mission statement and core values of the case school require social responsibility, personal and professional competence, and active engagement. I found that efforts to inspire compassion in students aligned with the leaders' descriptions of demonstrations of empathy and social responsibility. The site's goal to promote life-long learning appeared to encourage a pursuit of high standards of professional competence. Core values that seek to embrace diversity required an engagement with members of other cultures and nations, aligning the data analyzed with Hornbuckle's (2013) findings regarding the intercultural competence of international faculty and students.

My findings also aligned with Morais and Ogden's (2011) assertion that the mutual presence of social responsibility and empathy, competence and emotional self-management, and intercultural engagement and intercultural sensitivity, support the development of global citizenship. I will interpret the findings and the subthemes related to each of these three themes in the context of the conceptual framework and additional literature about these socioemotional constructs and educational leadership. I will then

interpret the findings related to emotional self-management and conclude with those related to intercultural sensitivity.

Social Responsibility and Empathy

Caruso and Meyers (1998) defined empathy as a cognitive and emotional response to others. It would follow that empathy can generate concern or lead to action. In this international expatriate school, faculty and administration interact and respond to others on both cognitive and emotional levels through professional and social connections. For instance, the case school provided faculty housing in a centralized location, making a majority of colleagues also neighbors. The interview data supported the observation that proximity encourages empathy to manifest as both professional and personal concern for each other. The first subtheme under demonstrations of empathy is support and concern for staff. The second and third subthemes of the development of the professional capacities of staff and global responsibility are also supported by literature reviewed in Chapter 2. I will discuss findings that illustrate demonstrations of support and concern for staff, followed by the subthemes of the development of the professional capacities of staff and global social responsibility.

Demonstrating support and concern for staff. Not surprisingly, support and concern for staff, although a major subtheme of social responsibility, was inherent in the other two themes. An empathetic leader would be able to demonstrate empathy as well as manage their emotions and the emotions of those they lead (Goleman, 2006). For example, James, one of the faculty leaders, demonstrated support and concern for the colleagues in his immediate professional learning community. As a specialist who needed

to prepare students for public performances, he understood the time constraints and the need for additional planning. As a result, he successfully lobbied for adjustments to the “other duties as assigned” to his team. If Sam had not valued these public performances for students or demonstrated empathy for the time constraints of the specialists, James’s lobbying might have been ineffective. According to Pless, Maak, and Stahl (2011), empathy can trigger deep reflection and new relational and professional perspectives. The next section provides examples and analysis of empathy-based professional development in light of the literature.

Development of professional capacities of staff. The selection and development of empathetic leaders is an important component in supporting the professional capacities of staff toward demonstrations of empathy, according to arguments put forward by Cherniss, Extein, Goleman, and Weissberg (2006). Sam, the principal, stated that he purposefully layered meetings with professional development, even where teachers were perhaps not aware of some of the hidden goals. He further admitted to his leadership strategy where he listens first and subsequently asks targeted questions that can guide educational leaders’ conversations and decisions. Interviewees affirmed the influence of Sam’s effectively distributed leadership when they described specific actions from the principal as examples of empathetic demonstrations by others. This affirmation aligned with Leithwood and Sun’s (2012) meta-analytical findings regarding the strong relationship between perceived leadership effectiveness and faculty commitment and organizational satisfaction. Furthermore, I interpreted Sam’s empathetic and shared leadership behaviors as modeling the same expectations of his faculty leaders.

Akin to recommendations from Leithwood (2012), the district leaders also modeled school values and practices in order to develop the professional capacities of all staff members. During a school mission-related professional development activity, faculty, staff, and educational leaders engaged in projects designed to build empathy. The district presented videos to allow staff to hear victims of war express their desire to contribute to their community or to earn a living. Faculty and staff subsequently collaborated to construct prosthetic tools to be shipped to these and other victims. The learning opportunities described by faculty leaders for their students were similarly structured to foster empathy for those near, but external to the school community. Both Mona and Isabella described activities that used videos to build audience awareness in the design phase of their service-learning projects. Similarly, Mona and Isabella's description of their students' projects mirrored the implementation of this professional development activity that included hands-on collaboration followed by shared reflection. The proximity of this professional development to the faculty leaders' classroom implementation demonstrates the modeling of school values previously mentioned and developing the professional capacities of staff.

The participants described socially responsible activities in response to interview prompts regarding empathy. The school documents enumerated responsibilities expected of compassionate educational leaders and students. As concluded in Wendorf-Heldt's (2009) findings regarding relationships between emotional intelligence and leadership practices, demonstrations of empathy in goal setting, evaluation, and professional development opportunities represent effective leadership practices in schools. Therefore,

it would follow that professional competence developed toward modeling global-mindedness could cultivate a sense of global social responsibility, the third subtheme, and the topic of the next section.

Global social responsibility. Béneker, van Dis, and Middlekoop's (2014) study regarding the world-mindedness of international students found five consistent curricular threads in curricular goals fostered by educational leaders in Hong Kong, Japan, and the United States. Mona, a faculty leader, described the integration of the same threads into her instructional activities. These threads were also prominent in the curriculum and programs of the service learning satellite campus:

- knowledge of global interconnectedness;
- inquiry into global issues;
- skills in building consciousness of differing perspectives;
- open-mindedness and the reduction of bias; and
- intercultural experiences and intercultural competence.

What was present in the findings of my study but absent from Béneker et al.'s (2014) conclusion was the educational leaders' perception of the importance of modeling the facets of global citizenship they wished to develop in their students. This case study revealed program and individuals' strivings to generate a sense of global social responsibility that extended beyond the school. For example, the service learning satellite campus immersed students in a village in the host nation. Through inquiry and partnership with village elders, the students worked to benefit a community with whom they might not have had contact apart from this experience. This finding affirmed

Bennett's (1998) proposal that empathy could develop through a cognitive process that includes knowing self, suspending self, and re-establishing self for the purpose of understanding another (pp. 209-212). The educational leaders demonstrated a similar belief that guided instructional activities could foster empathy and result in the development of a global social sense of responsibility.

The principal, as well as the district, invested in developing the faculty to demonstrate empathy and to foster social responsibility in students. Sam, the case site principal, admitted to constructing his professional development toward pushing faculty outside of their comfort zones. He expressed a belief that this would help faculty develop empathy for their students as learners. The resulting empathy and emotional self-management to reach organizational goals could develop both the personal and professional competence of educational leaders and faculty members, the second theme from the analysis of data in this study.

Personal and Professional Competence and Emotional Self-Management

According to Rivers et al. (2007), emotional self-management refers to directing one's emotions toward an intrapersonal goal. This goal could manifest as controlling anger, or using specific strategies to control the emotions of others, such as emotional management to sustain a friendship or professional relationship. I interpreted emotional self-management as demonstrations of both personal and professional competence and as contributing to the desired professional and learning climate outlined in the faculty handbook and the organization's core values. Leithwood et al.'s (2007) study regarding patterns of effective leadership aligned with my interpretation: that distributed leadership

is a prominent facet of developing the organization to support school goals. In this study, educational leaders' demonstrations of emotional self-management manifested as the inter- and intrapersonal self-awareness, as well as a willing distribution of leadership that develops the organization and supports desired goals, as captured in the two subthemes.

Developing the organization to support desired goals. I found obvious links between the findings and Leithwood's (2012) framework for distributed leadership. However, the data revealed that the demonstrated emotional self-management helped the climate within the organization and suggested connections to a facet of distributed leadership: building relationships and developing people. The leaders modeled behaviors expressed in faculty handbooks and the school's core values in ways that also demonstrated emotional self-management toward desired goals. For instance, the shared responsibilities of principal and faculty modeled the collaboration expected of students, according to the school documents outlining such processes. Rivers et al. (2007) labeled collaborative competence as an interpersonal and emotionally managed adaptability. An ability to effectively partner and work with others was a targeted skill for emotionally effective global citizens both in the literature and this study.

Collaboration toward shared leadership represents a distribution of leadership and allows for the distribution of the ideas and values of the school throughout faculty and students. Collaboration also allows for the application of diverse perspectives to meet programmatic and learning needs of students and staff (Tian et al., 2015). Rivers et al. (2007) also enumerated the advanced ability of an emotionally self-managed faculty member to generate emotions that facilitate authentic consideration of multiple

perspectives (p. 231). Educational leaders seemed to align their programs, instructional frameworks, and demonstrations of emotional intelligence to meet the district's strategic plan. By this alignment, the school overcame what Cherniss et al. (2006) had recommended to avoid: fragmented efforts that misaligned with the vision, mission, and core values of a school and led to the development of ineffective programs.

Morais and Ogden (2011) suggested that global citizens possess traits inclusive of adaptability, flexibility, and openness. Faculty leaders modeled flexibility and openness in applying new learning as they took risks in implementing new strategies suggested during the district's professional development sessions. Although the faculty leaders admitted to some frustrations with new implementations, the pervading sentiment was one of openness and risk taking, similar to the core values and student learner profiles. The faculty leaders were self-aware and suggested reasons for and suggestions to ameliorate shared frustrations.

Rivers et al. (2007) identified the need for educational leaders' emotional self-management to understand and use emotions toward purposes expressed by school goals and values. Emotional self-management, the third theme, was evident among the leaders of the study site. This evidence manifested in professional, interpersonal interactions between faculty members and between faculty and students. Emotional self-management also appeared in the intrapersonal descriptions from educational leaders regarding their awareness of what was required to maintain a balanced lifestyle amid the demands of the living and working internationally.

Self-awareness. Hammer and Bennett (2009) interpreted results from their IDI to establish how an increased cultural self-awareness builds intercultural competence. In this study, I interpreted emotional management and cultural self-awareness as professional competencies rather than considering these competencies with demonstrations of intercultural sensitivity. Some of the cultural self-awareness expressed by educational leaders would align with cultural minimization, according to Bennett's (2004) DMIS. On one hand, the educational leaders minimized cultural differences within the school through universal phrases like "people are people." However, they recognized the need to manage their own and others' emotions to achieve school goals, including embracing diversity.

Sam described his management of parents' emotions. He would listen to their concerns based on divergences between Eastern and Western approaches to education. Rather than harping on the cultural differences, he would wait for a parent-introduced opportunity to guide conversations toward the school goals. According to Sam, his empathy as parents vented their concerns built the emotional trust needed to shift perspectives. Isabella similarly discussed managing the emotions of stressed students by first allowing them to "blow off steam with friends" before delving into a lesson. James described mentoring emerging student leaders, teaching young leaders to manage their expression of frustration while working with peers toward a performance. Bennett (2004) described the universal generalization of people as a minimization of cultural differences. However, as the educational leaders minimized cultural differences, they used their awareness of these differences to manage emotions toward achieving school goals.

Active Engagement and Intercultural Sensitivity

Another theme that emerged from data analysis, specific to intercultural sensitivity, was active engagement. Morais and Ogden (2011) defined engagement as volunteerism, political activism, or community participation to address community issues. They explained global activism as a synthesis of one's global knowledge and experiences with local behaviors that serve a global agenda. The school documents listed expectations of similar socioemotional demonstrations from their faculty and students. The educational leaders expressed similar expectations when describing demonstrations of intercultural sensitivity.

I encapsulated the described demonstrations of intercultural sensitivity through three subthemes related to active engagement: efforts to improve the instructional program; to model school values and practices; and to establish habits of global and local civic activism in students and faculty. The educational leaders expressed strivings toward a degree of cultural respect similar to that outlined in school documents, particularly in connecting expatriate students with the host culture. I had anticipated detailed descriptions of intercultural sensitivity regarding personal and purposeful accommodations for the cultural traditions of others. Educational leaders made little mention of personal efforts to engage with the host culture or to learn the Chinese language. Instead, most data pointed toward the leaders' development of instructional programs and activities to support intercultural competence in students.

Improving the instructional program. The educational leaders described several efforts shared by educational leaders to improve the instructional program to

support intercultural competence that might lead to the development of global citizens. Sam, the principal, had eliminated bureaucratic hindrances during the design phases of the service-learning satellite campus program. Leithwood (2012) included buffering staff from distractions at work as a component of improving the instructional program. Sam applied intercultural sensitivity as he shielded faculty from the reticence of the board, an elected group of school parents, to appropriate funds toward this new approach to student learning. Additionally, evidence of the school's effort to broaden students' service-learning experiences outside of the expatriate "bubble" and into the host-culture community aligned with Morais and Ogden's (2011) recommendations to guide students toward global citizenship.

Modeling school values and practices. The educational leaders described their perceptions of the importance of modeling school values. However, these descriptions focused on demonstrations of empathy and emotional self-management rather than modeled demonstrations of intercultural sensitivity. Kim and Van Dyne (2012) suggested that educational leaders who wish to instill values into their faculty and students should possess a broad perspective regarding the host culture and national efforts toward values education. Similarly, modeling intercultural sensitivity by faculty would be important, particularly in light of Hornbuckle's (2013) findings regarding TCKs. He found that the TCKs, who have spent their formative years being educated in a country different than their or their parents' home, tended to be more interculturally sensitive than their expatriate faculty members. The school documents and the descriptions from educational leaders offered clarity regarding the important core values of the school but revealed little

regarding national or research-based recommendations regarding character education. Of note however, no counselors in the school were interviewed. Nonetheless, there appeared to be missed opportunities to model intercultural sensitivity and understanding of cultural differences in educational practices between parents and the school.

Global and local civic activism. Morais and Ogden (2011) described "glocal" civic activism as *local* community service that includes a perspective of *global* concerns and needs. The educational leaders' descriptions of developing intercultural sensitivity in students included desires to see them act glocally. Deardorff (2009) and Hornbuckle (2013, p. 43) suggested that educational leaders demonstrate intentionality towards addressing intercultural goals and concerns. Intentionality could include modeling demonstrations of cultural sensitivity to other educational goals while fostering global and local-minded service skills in students. Without intentionality, according to Hornbuckle (2013), global and international educational programs fall short of developing a sustainable commitment to global concerns. A failure to model adaptation to or integration of the expatriate population's cultural norms could be perceived as falling short of modeling global and local activism.

Hornbuckle (2013) had also observed a potential for expatriates to marginalize their culture as they developed increased sensitivities to or made adaptations for successful intercultural interactions. Evidence of educational leaders devaluing or otherwise marginalizing their culture because of adapting to employment in China did not emerge in this study. Instead, amid desires to increase student activism, there were consistent descriptions of adherence to Western and U.S.-based philosophies and

definitions of academic success with no mention of successes as defined from other cultural perspectives.

Morais and Ogden's (2011) GCS, confirmed by its validation process, was central in my interpretation of educational leaders' demonstrations of empathy, emotional self-management, and intercultural sensitivity. The overarching framework of the GCS aligned with the collaboration expected in models of distributed leadership (Leithwood, 2012). Also, the parallels between descriptions of empathy, emotional self-management, and intercultural sensitivity, and the GCS constructs of active engagement, social responsibility, and personal and professional competence, respectively, affirmed a guiding framework for future investigations. However, this study was limited to one snapshot of one international expatriate school. In the next section, I describe the limitations of this study before making recommendations for future research, future action, and discussing the implications for social change.

Limitations of the Study

As the sole researcher for this study, I was concerned with researcher bias. I used a research plan aligned with the literature to minimize the influences of my opinion and experiences as an international educator and educational leader. The interview protocols were developed from the conceptual framework. Similarly, the codes used for analysis aligned with the conceptual framework. Additionally, I immersed myself in the data by transcribing the interviews myself, incorporating the participants' words into the analysis, and using thick descriptions in journaling and reporting, as recommended by Merriam (2009). Finally, the process of research design, data gathering, and analysis were guided

and supported by experienced and credible qualitative researchers. To reduce bias, my chair reviewed my data and confirmed my data analysis and interpretations were in alignment with the literature.

Any applications of the findings of this study are limited by the nature of a single setting being the focus of the case study. Limitation of time didn't allow for collection of data in other international schools in China. Also the timing of events at the setting, such as the budget constraints cutting positions in the district, the pending retirement of the principal, or the recent high rate of faculty turnover, might have made for a unique set of findings

However, the results of the study are aligned with available literature regarding international expatriate schools. Saturation in the data suggested that the findings could be similar if a case study was conducted in a similar setting. While exclusion of interviews with parents is a limiting factor in the data collected, few studies in the field included data from parents.

Recommendations

In this case study, I focused on perceptual data to answer how educational leaders perceive demonstrations of empathy, emotional self-management, and intercultural sensitivity in their efforts to develop global citizenship in students. I interpreted the alignment of these perceptions to correspond with the goals and core values of an international expatriate school. Hornbuckle (2013) found that analysis of qualitative data regarding student and faculty perceptions well served his study regarding the intercultural sensitivity of international students. The literature revealed that validated, quantitative

tools have been used to measure the socioemotional constructs investigated in this study. For instance, Mayer et al. (2003) used the Mayer Caruso Salovey Emotional Intelligence test to quantify empathy and emotional self-management. Hammer (2012) used the IDI to measure intercultural sensitivity. There are also tools designed to measure a combination of socioemotional skills and demonstrations, such as Morais and Ogden's (2011) GCS. I recommend combining quantitative measures of educational leaders' socioemotional skills and demonstrations of global citizenship with qualitative data such as gathered in this study to provide schools with more comprehensive information regarding international expatriate school leaders' efforts to develop global citizenship in their students. The broader comparison between scores on validated measures and the qualitative data gathered from interviews and interpretation of school documents could yield more comprehensive analysis in research and richer conversations within the school.

Secondly, this study was limited to one middle school in the district. Further studies would benefit from incorporating educational leaders from elementary and high schools within the district to provide a more comprehensive portrait of developing global citizens along an educational continuum. Additionally, replicating this qualitative study in one or more case settings, in combination with ability-based, quantitative measures of empathy, emotional self-management, and intercultural sensitivity would provide an opportunity to investigate repeated practices or trends in international expatriate schools.

The inclusion of student leaders' perspectives would confirm if students perceive educational leaders' modeling of empathy and emotional self-management as intended.

Considering Hornbuckle's (2013) findings that international students score higher on measures of intercultural sensitivity than international school faculty, future studies would benefit from incorporating student perspectives. Under proposed models of student self-directed learning, students' voices hold importance concerning both the direction and application of the school's core values and strategic plans.

Finally, gathering perspectives apart from the educational leaders would better determine the far-reaching distribution of leadership as well as the perceptions of the organizational processes and progress toward school. Also, study participants should represent the ethnic and educational diversity present among staff members. In addition to faculty from a variety of national educational systems, some international expatriate schools also employ local faculty who are responsible for teaching the language of the host nation. Whether or not host-nation faculty members are included among the educational leaders provides one source of data regarding the school's demonstrated efforts to apply intercultural sensitivity. Additionally, a purposeful quest to gather data from recently departed faculty members might confirm or refute the current analysis of empathy within the school.

Implications

Including international expatriate schools in global and comparative educational conversations and literature holds implications for social change and for educational practices, particularly in international expatriate schools. Currently, comparative education conversations, such those around PISA scores or results from the Trends in International Mathematics and Science Study (TIMSS), often focus on comparing the

outcomes of different national systems of education. Similarly, the conversations among independent schools, such as those within the U.S. National Association of Independent Schools consider trends and innovations among stateside international schools with a limited focus on Western-influenced international expatriate schools.

Implications for Social Change

This study contributes to the understanding of social change because it looks beyond academic achievement toward descriptions of socioemotional development in international schools. It describes demonstrations of interactions between an international expatriate school and their host nation. The inclusion of international expatriate leaders' socioemotional demonstrations can enrich conversations regarding the effect of leaders' socioemotional behaviors on the achievement of school goals. The study also adds K-12 international expatriate schools to collegiate-level conversations regarding the interaction between study abroad programs and the development of intercultural competence or global perspectives in faculty and students. For scholars, learning about international expatriate schools' efforts to demonstrate empathy, emotional self-management, and intercultural sensitivity within their host nation can enrich the conversations regarding global-minded education around the world.

Implications for Practice

This study contributes to improvements in educational practices because it describes the influence and importance of empathy in leadership. More specifically, this study describes ways that leaders can demonstrate support and concern for staff and how the beneficiaries perceived these demonstrations. The study also describes a model of

distributed leadership and the value of shared leadership toward a unified purpose, as manifested through instructional design. The leaders described the development of non-traditional instructional programs in their efforts to foster global and local activism in students. International expatriate schools that similarly offer educational programs to create in-depth interactions with the host nation can nurture intercultural sensitivity and provide opportunities for activism leading to social change. Also, efforts toward meaningful partnerships with parents can model intercultural competence as educational leaders accept parents' perspectives of education and integrate cultural differences into their daily practices.

Conclusion

Some parents who move abroad look for international expatriate schools to provide their children with an education in English that will also prepare them to face an increasingly complex and global society. Schools that strive to prepare such graduates require educational leaders who understand how to develop global-minded citizens who demonstrate empathy, emotional self-management, and intercultural sensitivities. This study affirmed that a model of distributed leadership could provide an opportunity for international expatriate educational leaders to guide faculty and students toward greater social responsibility, increased personal and professional competence, and socially meaningful local and global civic engagement. Faculty leaders perceived such guidance as effective when the international expatriate school leaders modeled the socioemotional skills expected of global citizens. Future research in global and comparative studies that focuses on the international expatriate population and expands to include the perspectives

of parents and students may strengthen the emotionally intelligent and interculturally sensitive behaviors and instructional programs demonstrated as effective in guiding students to face complex challenges. This research can provide a model for partnered efforts toward reforming schools that guide the next generation of global problem solvers.

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Appendix A: Preinterview Questions

Begin by conversationally reiterating the purpose of the study, goal of the interview, and confidentiality agreements.

1. Tell me about the school and your position here/what other roles you have held as a parent volunteer in your children's schooling?
2. How did you come to teach in this school/choose this school?
3. How long have you (and your family) been a part of this school community?
4. How might your current experience compare to other school experiences, whether abroad or in your home country?

Appendix B: Faculty Leadership Pool from which Interview Participants Were Drawn

Subject Area	Full-time Faculty
Core Subjects Grades 6-8	24
Fine Arts	5
Health & Physical Ed	5.5
Chinese Language and Culture	6
Counseling and Student Support	7.5

Faculty Leadership Team

Grade 6 Team Leader

Grade 7 Team Leader

Grade 8 Team Leader

Visual Arts Team Leader

Performing Arts Team Leader

Health & PE Team Leader

Counselors

Principal

Vice-Principal

21st C Learning Liaison to District Committee *per School Strategic Plan Objective***Department Heads**

Chinese

Humanities

Language Arts

Social Studies

Mathematics

Science

Health

PE

Visual Arts

Performing Arts

Appendix C: Faculty Team and Department Leaders Interview Protocol

N.B. I will not probe for additional information if it harms the reputation of the principal or other educational leaders. *Sample redirect:* Let's put that incident aside for a moment. Can you think of another time when . . . ?

1. [Following pre-interview questions (Appendix A)] Tell me about your “other duties as assigned”. What are you responsible to do?
 - a. How do you go about making curricular decisions?
 - b. How you go about making decisions that lead to changes in existing programs or create new programs? (or gather more information from the team, the grade level, to help in decision-making)?
2. Please relate the details of a time when your leadership team worked together to bring about meaningful change in the school (or to solve a problem)?
 - a. Describe the factors leading up to the change
 - b. What prompted the need for the change? What was the change intended to address?
3. When you think of building relationships and collaboration, can you share a time when you worked – or you observed someone working with people of different nationalities, cultural experiences or backgrounds where a sensitivity to these differences was needed or would have been helpful? Was this scenario typical or unusual?

4. Describe a time when you noticed yourself, a team leader, or department head demonstrating emotional self-control (and/or a time when you wished that there had been more self control).
 - a. What were the triggers? Responses? End results?
 - b. Can you now focus on the leader's behavior before, during, and afterwards?
What did you observe?
5. Please share a time when you perceived that a leader in school demonstrated that she or he understood what someone else was feeling?
6. Considering this context of Western education in China, how would you explain your school's definition of global citizenship to a new faculty member? To new parents?
7. What do you find is important to you as you engage parents and students in the Learner Profile/Established Schoolwide Learner Results/21st Century Learning?
 - a. Describe any specific and concerted efforts you find yourself making because of the mission statement, core values, or 21st Century Learning strategic plan.
8. When you think of yourself as an international educator or global citizen working in an international school, what advice do you have for new principals?
9. Is there anything you haven't shared about how empathy, emotional self-management, or intercultural sensitivity might relate to your leadership in your school? OR Thinking of all we discussed in this time together, is there *anything else* that you would like to say?

Appendix D: Letter of Cooperation from Case Study Site

Copy of email blind copied to Walden IRB
Date

Dear Alicia Lewis

Based on my review of your research proposal, I give permission for you to conduct the study entitled *Developing Global Citizens: Effective International School Leadership within the Chinese American International School (pseudonym)*. As part of this study, I authorize you to conduct interviews with administrators, faculty, and parents, observe faculty and leadership team meetings, and parent coffees, liaise directly with interview participants to confirm transcripts. Individuals' participation will be voluntary and at their own discretion.

We understand that our organization's responsibilities include: provision of a private interview space, announcing any recording of meetings, and the provision of meeting space for interviews. We reserve the right to withdraw from the study at any time if our circumstances change.

I confirm that I am authorized to approve research in this setting.

I understand that the data collected will remain entirely confidential and may not be provided to anyone outside of the research team without permission from the Walden University IRB.

Sincerely,
Authorization confirmed by email receipt dated
Site principal contact information on file

Walden University policy on electronic signatures: An electronic signature is just as valid as a written signature as long as both parties have agreed to conduct the transaction electronically. Electronic signatures are regulated by the Uniform Electronic Transactions Act. Electronic signatures are only valid when the signer is either (a) the sender of the email, or (b) copied on the email containing the signed document. Legally an "electronic signature" can be the person's typed name, their email address, or any other identifying marker. Walden University staff verifies any electronic signatures that do not originate from a password-protected source (i.e., an email address officially on file with Walden).

Appendix E: Principal Interview Protocol

N.B. I will not probe for additional information if it harms the reputation of faculty or parent leaders. *Sample redirect:* Let's put that incident aside for a moment. Can you think of another time when . . .?

1. [Following pre-interview questions (Appendix A)] Please tell me about those “other duties as assigned”, particularly as they relate to the bringing the mission statement and core values to life in your school. What do you feel personally responsible to do?
 - a. How do you go about making curricular decisions that align with the mission statement and core values? Decisions that change or create new programs?
 - b. How do you gather more information from faculty and parents to help in this decision-making?
2. Please share a story about a time when you guided your leadership team toward bringing about meaningful or noticeably sustained change in the school that solved a problem or met a need.
 - a. Describe the factors leading up to the change.
 - b. What prompted the need for the change? What was the change intended to address?
4. When you think of building relationships and supporting collaboration, can you share a time when you worked – or you observed someone working with people of different nationalities, cultural experiences, or backgrounds – particularly where sensitivity to these differences was needed or would have been helpful? Was this scenario typical or unusual?

5. Describe a time when you noticed you, a team leader, or department head demonstrating emotional self-control, or a time when you wished that there had been more self control?
 - a. What were the triggers? Responses? End results?
 - b. With a focus on the leader's behavior before, during, and after the event: what did you observe?
6. Please share a time when you observed a teacher leader in school demonstrate that they understood what someone else was feeling?
7. Considering this context of Western education in China, how would you explain global citizenship to one of your teachers? Parents?
 - a. What do you find is important to you as you engage your faculty and parents in the Learner Profile/Established Schoolwide Learner Results/21st Century Learning?
8. Describe any efforts you find yourself making as a principal because of the mission statement or Project-Based Learning strategic plan.
9. When you think of yourself as an internationally minded principal or a global citizen working in an international school, what advice do you have for new administrators?
10. Is there anything you haven't said about how empathy, emotional self-management, or intercultural sensitivity might relate to leadership in your school?
10. Thinking of all we discussed in this time together, is there *anything else* that you would like to say?

Appendix F: Alignment of Research Question to Interview Questions

Research Question: How do international expatriate educational leaders demonstrate empathy, emotional self-management, and intercultural sensitivity when meeting a school's strategic plan that targets the development of global citizens?

Research Question in Interviews	Information Collection Tools
How do international expatriate educational leaders . . .	Research question or probe that targets a particular facet of the research question
Demonstrate empathy	(5) Can you share a time when you observed a leader in school demonstrate that they understood what someone else was feeling or perhaps took that person's emotion on as their own toward a favorable outcome? (7) When you think of yourself as an international educator or global citizen working in an international school, what advice do you have for new principals? What advice do you have for new (teachers, principals, parents in the school)?
Demonstrate emotional self-management	(4) Describe a time when you noticed your principal, a team leader, or department head demonstrating emotional self-control (and/or a time when you wished that there had been more self-control). What were the triggers? Responses? End results? Focus on the leader's behavior before, during, and afterwards. What did you observe?
Demonstrate intercultural sensitivity	(3) When you think of building relationships and supporting collaboration, can you share a time when you worked – or you observed someone working with people of different nationalities, cultural experiences, or backgrounds – where sensitivity to these differences was needed or would have been helpful? Was this scenario typical or unusual?
Meet a school's strategic plan that targets the development of global citizens	(1) Tell me about your "other duties as assigned". What are you responsible to do? (2) Can you tell me a story about a time when your leadership team worked together to bring about meaningful change in the school (or to solve a problem). Describe the factors leading up to the change. What prompted the need for the change? What was the change intended to address? (6) Considering this context of Western education in China, how would you explain global citizenship to one of your students? Parents? What do you find is important to you as you engage your students in the Learner Profile/ Established Schoolwide Learner Results/21 st Century Learning? Describe any specific and concerted efforts you find yourself making as a teacher because of the mission statement, core values, or 21 st Century Learning (strategic plan)?

Appendix G: Confidentiality Agreement

CONFIDENTIALITY AGREEMENT (to also be used with Peer Leader and Translator)**Name of Signer:** **Alicia Hunter Lewis**

During the course of my activity in collecting data for this research “Developing Global Citizens: Perceptions Regarding Educational Leadership in an International Expatriate School”, I will have access to information which is confidential and should not be disclosed. I acknowledge that the information must remain confidential, and that improper disclosure of confidential information can be damaging to the participant.

By signing this Confidentiality Agreement I acknowledge and agree that:

1. I will not disclose or discuss any confidential information with others, including friends or family.
2. I will not in any way divulge, copy, release, sell, loan, alter or destroy any confidential information except as properly authorized.
3. I will not discuss confidential information where others can overhear the conversation. I understand that it is not acceptable to discuss confidential information even if the participant’s name is not used.
4. I will not make any unauthorized transmissions, inquiries, modification or purging of confidential information.
5. I agree that my obligations under this agreement will continue after termination of the job that I will perform.
6. I understand that violation of this agreement will have legal implications.
7. I will only access or use systems or devices I’m officially authorized to access and I will not demonstrate the operation or function of systems or devices to unauthorized individuals.

Signing this document, I acknowledge that I have read the agreement and I agree to comply with all the terms and conditions stated above.

Signature: _____

Date: November 3, 2014

Appendix H: Data Collection Interview Request

Dear Teacher,

I have obtained the principal's support to collect data through interviews for my research project titled *Developing Global Citizens: Perceptions Regarding Educational Leadership in an International Expatriate School*.

I am requesting your cooperation in the data collection process. I propose to conduct interviews between 7:30 AM - 4:00PM on *Day, Month, Day, 2014*. All conversations will be held in the strictest of confidence (see Confidentiality Agreement).

I will coordinate the exact time of an interview with you in order to minimize disruption to your teaching schedule.

If you agree to be part of this research project, I would ask that you come prepared to speak candidly regarding your school's goals and how leadership and faculty modeling might support these goals. I will have a set of questions to ask you (attached), but also anticipate your honest perspectives and opinions that these questions might inspire.

I will conclude the interview within 45 minutes to honor your time. I might also ask if there are other faculty members or parents you might confidentially recommend that I consider for similar interviews. If you prefer not to be involved in this study, I fully understand.

If circumstances change, please contact me via email at _____, through Twitter (@_____) or Skype chat (_____).

Thank you for your consideration. I would be pleased to share the results of this study with you if you are interested.

I am requesting your confirmation to document that I have cleared this interview with you. You may either reply to this email with "I agree" or be prepared to sign the attached document at the beginning of our scheduled interview.

With Sincere Appreciation - Alicia Hunter Lewis

Printed Name of Teacher

Date

Teacher's Written/Electronic* Signature

Researcher's Signature