8-21-2018

Continuity and Care: Strategies to Affect Factors of Teacher Retention and Wellbeing in an International School Setting

Annalice Hayes
Western University, ahill227@uwo.ca

Abstract

This Organizational Improvement Plan (OIP) critically analyzes how to create and foster the type of positive organizational culture where new international teachers can thrive in an international school setting. Through teacher and school wide surveys, one-on-one conversations and teacher feedback forms from this organization, data indicates that educators who have moved to teach abroad face obstacles and can struggle to manage their teaching loads while undergoing the mental and emotional stress associated with adjusting to a new home and culture. The proposed plan will focus on organizational culture, defined as the normative values, behaviors and assumptions that are shared by the school community and that shape the leaders and members within it. This will be guided by what it means to be an arriver, a stayer and a leaver in a school (Hallinger & Leithwood, 1996; Harris 2016; Ota, 2014; Schein, 2000). This OIP seeks to gather data and research about congeniality and collegiality, as well as on what individual new teachers need in order to feel support, comfort and belonging when living and working away from home. This plan will draw from multiple leadership frameworks, models and perspectives, including a hybrid of servant leadership and adaptive leadership, Kotter's (2014) 8-Step Change Model as well as Bolman and Deal's (2013) human resources and symbolic frames. As a change agent and leader within the organization, my goal in planning is to critically analyze information through a cultural lens to effectively address the identified problem of practice.

Keywords: organizational culture, new international teacher, arriver, stayer, early leaver, leaver, expatriate, congeniality, collegiality, adaptive care, discussion, dialogue

Executive Summary

This Organizational Improvement Plan (OIP) focuses on a K-12 independent, U.S accredited, college preparatory international school located in the Middle East. Established in 1988, this school will be referred to as The International School (TIS). The OIP provides solutions for a Problem of Practice (PoP) based on the question of how to create the type of positive organizational environment where international teachers can thrive. Both an organizational context and history are provided in chapter one which introduces the organization, the multicultural student body and teaching faculty, as well as the teacher retention rates over the past seven years. By analyzing this organization through a cultural lens, servant and adaptive approaches to leadership, as well as Bolman and Deal's (2013) human resources and symbolic frames, a clearer understanding of the organizational context is achieved.

In chapter two, cultural framework theory is used to conduct a critical organizational analysis of The International School, as the PoP itself focuses on organizational culture. The work of Schein (2004) and Detert (2000) are used as specific models for how to lead the process of organizational change. For the purpose of this OIP, organizational culture is defined as the normative values, behaviors and assumptions that are shared by the school community and that shape the leaders and members within it. This will be guided by what it means to be an arriver, a stayer and a leaver in a school (Hallinger & Leithwood, 1996; Harris 2016; Ota, 2014; Schein, 2000). Based on the above analysis, the areas identified as possible solutions include creating a system of support for teachers and identifying "at risk teachers" through mentoring or buddy programs, creating and implementing questions stems for the international teacher candidate interview process, implementing a required exit interview with the Superintendent, Divisional Principal or Director of Human Resources and reconfiguring teacher incentives. By analyzing

and critiquing the institution, the gaps in the system, and the ways to communicate change through a cultural lens, it is possible to enact change in a way that complements the school's mission, vision and strategic goals.

In chapter three, Kotter's (2014) Eight Step Model is used to communicate change with formal and informal leaders in the school as well as with the greater faculty. This includes a plan for how to deal with stakeholder reactions, how to create a guiding coalition of passionate and motivated change agents and how to use my influence and modeled behavior as an emergent leader to exact change. Through outlining a plan for implementation, evaluation and reflection by using the Plan, Do, Study, Act (PDSA) model, adaptive change will occur, based on best practices, needs and growing momentum with faculty. Finally, addressing ethical responsibilities as a school and looking at next steps and future considerations are made.

This organizational improvement plan provides an interconnected solution that will have a positive effect on the arrivers, stayers and leavers in the school and community. While the Problem of Practice itself is focused on how to support new international teachers both professionally and personally, the outcome is a greater sense of care as a school and community.

Acknowledgements

To my Critical Friend for life, Nathaniel.

Table of Contents

OIP

OIP

List of Tables

OIP

List of Figures

Definitions

Arriver: Defined as the new international teachers to the school; those beginning the first year of their contract at TIS (Ota, 2014).

New international teacher: Defined as those beginning their first year of their contract at TIS; used interchangeably with the term "Arriver".

Expatriate: Defined as "legally working individuals who reside temporarily in a country of which they are not a citizen in order to accomplish a career-related goal, being relocated abroad either by an organization, by self-initiation or directly employed within the host-country" (McNulty & Brewster, 2017, p. 46).

Stayer: Defined as those who complete their initial two-year contract at TIS and re-sign their contract for another year, two years or beyond (Ota, 2014).

Early leaver: Defined as those who leave before their existing contract ends or those who fulfil their two-year contract and leave at the end of the school year.

Leaver: Defined as the international teachers who decide to leave the school, regardless of how many years of service provided to the school beyond their initial two-year contract (Ota, 2014).

Onboarding: Defined at TIS as the communication between new international teachers and the Director of Human Resources (HR) and team pre-arrival to TIS. This takes place via email and Skype communication.

Off boarding: Defined at TIS as the communication between new international teachers and the Director of Human Resources and team post arrival to TIS. This process extends until roughly two weeks post arrival at TIS. Some of the onboarding procedures include bank set up, residency permit set up, fingerprinting and medical tests, social gatherings, school and city tours and new teacher orientation.

Organizational culture: Defined as the normative values, behaviors and assumptions that are shared by the school community and that shape the leaders and members within it. This is guided by what it means to be an arriver, a stayer and a leaver in a school (Hallinger & Leithwood, 1996; Harris 2016; Ota, 2014; Schein, 2000).

Congeniality: Defined as the friendly, trusting relationships that exist among teachers (Sergiovanni, 2007).

Collegiality: Defined as the high levels of collaboration among teachers that are illustrated by mutual respect, shared work values, and conversations about teaching and learning (Sergiovanni, 2007).

Adaptive care: Defined as care that changes based on the personal needs of individuals (Garmston & Wellman, 2013).

Dialogue: Defined as a way of talking with others that "honors the social emotional brain by building a sense of connection, belonging and safety" (Garmston & Wellman, 2013, p. 46).

Discussion: Defined as a way of talking with others that requires "critical thinking, careful consideration of options and respect for conflicting points of view" (Garmston & Wellman, 2013, p. 46). Discussion is a way of talking that leads to decision making.

K-12: Defined at TIS as the grade levels present within the school. Students begin school in Pre-K (4 years of age), and finish school in 12th grade (18 years of age).

Elementary School: Defined at TIS as the grade levels from Pre-K to 5th grade. Students in elementary school range in age from 4-11 years old.

Middle School: Defined at TIS as the grade levels from 6th-8th grade. Students in middle school range in age from 11-14 years old.

OIP

High School: Defined at TIS as the grade levels from 9th-12th grade. Students in middle school

range in age from 14-18 years old.

CHAPTER ONE: INTRODUCTION AND PROBLEM

Overview of Chapter

Chapter one is designed to provide the pertinent information necessary to understand The International School (TIS) as a not for profit international school as well as firm understanding of the leadership problem of practice (PoP). This PoP will be viewed through a cultural lens. This chapter provides a detailed organizational context as well as frames the PoP. It does so through Bolman and Deal's (2013) human resources and symbolic frames as well as Kotter's theoretical model for change. A statement of my own leadership position will be given wherein my agency as a leader is discussed using both servant and adaptive approaches.

Organizational Context

The International School (TIS) located in the Middle East and established in 1988, whose name has been changed for confidentiality purposes, prides itself on being a unique, exciting and challenging place for students to learn and grow. TIS is an independent, U.S. accredited, K-12 college preparatory school committed to providing educational excellence through standards-based, internationally enriched American curriculum. TIS recognizes and supports the passage from childhood into adolescence by creating a fun and safe learning environment for all students and upholds the core values of respect, honesty, responsibility and compassion while offering both the Advanced Placement and International Baccalaureate programs. TIS' mission illustrates a commitment to the development of students, as teachers inspire and empower them to become positive and active, global citizens. The school vision statement outlines that it is a future-focused community where learning is collaborative, engaging and extends beyond walls. The curriculum is designed to foster innovation, creativity and is sustained by responsible practices. TIS is data-informed and evidence-based, solving real-world problems, where students are

supported in a technology-enhanced environment and encouraged to extend their own learning.

Teachers set high expectations for students, both academically and personally. As a community

of students, teachers, parents and administration, TIS faculty members strive to work together to

nurture, develop and inspire students to reach their goals.

The population of students at TIS is made up of approximately 40% U.S. nationals, 10%

host country nationals, and approximately 50% hold passports from other countries, including

Canada and Australia. The demographic of teaching staff based on the 2017-18 school year is

representative of roughly 250 educators from kindergarten to 12th grade, wherein 18 different

countries are represented. The highest number of teachers constitutes United States of America

passport holders, representing over 130 of the current teachers. The second highest population is

Canadian passport holders which make up over 40 of the educators. Teachers from the United

Kingdom and New Zealand represent fewer than ten members of our teaching staff and countries

with five or fewer teachers represented include Lebanon, Australia, Spain, France, Germany,

Ireland, Japan, Jordan, the Philippines, Portugal, South Africa, Thailand and Venezuela. Due to

teacher turnover, these demographics will differ each year (TIS, 2017).

The social forces that are driving change lie within our teacher demographics, as each

year's new arrivers become the stayers at the school (Ota, 2014). For the purpose of this study,

the following will be defined: arrivers, stayers, early leavers and leavers. Arrivers are new

international teachers to the school, stayers are teachers who have completed their initial two

year contracts and decide to re-sign and continue working in the organization, early leavers those

who leave before their existing contract ends or those who fulfil their two year contract and leave

at the end of the school year, and leavers are international teachers who decide to leave the

school, regardless of how many years of service provided beyond their initial two year contract.

Due to the fact that working in an international school setting is transient in nature, where expatriate students and faculty members rarely stay the length of their student or professional career, it is common for teachers to move from location to location internationally to teach. In most institutions, international teachers are able to complete their contracts and move on with ease and ownership of where they want to work and live. This is made possible given their ability to re-sign or resign after completing their contract. It is common for international teaching contracts to be two years in length. Due to this, it is increasingly important for leaders in international schools to entice their teachers to want to stay. According to an Ontario survey on why teachers leave, "the costs of teacher turnover are more than monetary... since continuity and teacher satisfaction are important factors not only with respect to instruction at a school, but also to the emotional climate that helps build student success" (Clark & Antonelli, 2009, p. 1). Fisher (2016) echoed this as he wrote how the lower the teacher turnover, the lower the costs for recruitment and training (p. 78). Similarly, Duttweiler argued that this is especially true in private schools as "nurturing a sense of school community, building, shared values, collaborating in decision making [and] encouraging collegiality…enhances the culture of schools making them more attractive to teachers" (as cited in Cooney, 2000, p. 3).

The downfalls of teaching in an international setting include the turnover of students, staff and community members. This can cause difficulty in creating sustainable programs, curriculum and lessons. Bell and Purcell (1986) wrote about how important it is that international teacher candidates understand that life abroad will be different and possibly more challenging than life before moving (p. 32). They discussed that those who do not fully understand this can be disappointed and often require additional support upon arrival in their new school, city and country. A unique aspect of TIS is that the majority of the international teachers hired all live on

the same TIS compound. While this is something that is made clear during the interview process, and is written into the teacher contract, it is important to state that creating a culture for support for all new international teachers at TIS extends beyond the walls of the school.

Teacher turnover at The International School over the past seven years ranges in the number of teacher leavers. The data includes the number of teacher resignations that took place each year, beginning in the 2011-12 school year, as well as the percentage of teachers who resigned and the total number of educators who were staffed each year. When looking over the data from the past seven years, the number of yearly resignations ranges from under 25 teachers being the lowest, to over 40 teachers being the highest. The percentage of teacher turnover ranges from 12%-18% of the overall teaching staff. Table 1 demonstrates this information which proves valuable for this PoP as the reasons why international teachers leave will be studied in order to determine factors that cause them to stay.

Table 1

Teacher Turnover at TIS from 2011-18

School year	Number of teacher resignations	Total faculty	% of turnover
2011-12	24	199	12%
2012-13	26	211	12.30%
2013-14	33	218	15.10%
2014-15	26	225	11.50%
2015-16	33	236	13.98%
2016-17	42	238	18.07%
2017-18	37	238	17%

Note. Adapted from TIS, 2018.

In the next section, with a better understanding of TIS' organizational context, the

leadership position statement and problem of practice relating to how to best create a positive culture to support new international teachers will be discussed.

Leadership Position Statement

As a scholar-practitioner, my leadership position is rooted in my dedication to students, families, faculty and the greater community as well as my belief in investing in people in order to benefit the entire organization. As a servant leader and counselor, this is the basis of my leadership philosophy. My agency within the school stems from being a respected and influential member of the faculty. I hold roles on the Middle School Leadership Team, the Middle School Culture Innovation Team and the Engagement Committee which focuses on improving culture and climate in the school. I was specifically selected for this committee by my principal because of my OIP work and my passion for professional and personal wellness among all faculty members. As an emergent leader, I am able to use my influence, and social identity as an informal leader to guide staff members (Northouse, 2015, p. 8). Katzenmever and Moller (2009) defined teacher leadership as "lead[ing] within and beyond the classroom; identify[ing] with and contribut[ing] to a community of teacher learners and leaders; influenc[ing] others toward improved educational practice; and accept[ing] responsibility for achieving the outcomes of their leadership" (p. 6). My position requires me to build trust and foster relationships with others, to inspire and motivate teachers through thoughtful feedback and to act as a mentor and counselor not only for students but for faculty members as well. As a change agent who has influence on and proximity to our principals, I am able to initiate new ideas and plans directly, and work with other leaders to achieve them. Working with multiple grade level students and faculty benefits me as I have been able to develop a strong rapport with many teachers across the school. This is

in direct relation to my ability to be an engaged, verbally involved, informed, and a collaborative leader in our middle school.

Leadership Problem of Practice

The identified problem of practice is how to create and foster the type of positive organizational culture where international teachers can thrive. Schein (2004) reports that culture can be defined as "a pattern of shared basic assumptions that [were] learned by a group as [they] solved [their] problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems" (p. 17). Harris (2016) stated that culture at its most basic level is defined as the normative behaviors we use within a particular context and can be described as "the way we do things here" (p. 2). Hallinger and Leithwood (1996) defined school culture as shaping the institution and community through the predominant values and norms of behavior that people share in a society which influences leaders and is reflected in the nature of interactions with others in the school and community (p. 109).

For the purpose of this OIP, organizational culture will be defined as the normative values, behaviors and assumptions that are shared by the school community and that shape the leaders and members within it. This includes the arrivers, stayers and leavers in the school (Hallinger & Leithwood, 1996; Harris, 2016; Ota, 2014; Schein, 2000). As a servant and emergent leader, my leadership role and influence stem from my firsthand experience working as a teacher mentor in a past international school where I was an active and strong member of our mentorship program. My influence also stems from creating and implementing successful Leaver and Arriver Counseling sessions for faculty as well as being an active member of multiple leadership and Innovations teams. I can also relate to the experience of going through the new teacher induction program at the beginning of the 2016-17 school year. Through teacher and

school wide surveys, one-on-one conversations and teacher feedback forms from my current

organization, data indicates that educators who have moved to teach abroad face many obstacles

and can struggle to manage their teaching loads while undergoing the mental and emotional

stress associated with adjusting to a new home and new culture. Although the middle east is a

transient place and our international teaching staff is filled with arrivers, stayers and leavers (Ota,

2014), providing a sense of support, comfort and belonging for teachers is essential for overall

positive school culture and staff wellbeing. Successful schools understand these benefits as well

as understand the correlation between inadequate support for new teachers and "early leavers" in

the international teacher setting (Stirzaker, 2004, p. 34). This organizational improvement plan

seeks to ask what potential programs and solutions could be established to meet the needs of new

international teachers to stay willingly beyond their initial two years. The next section analyzes

some of the dominant theoretical frameworks on organizational culture and teacher support.

Accordingly, the PoP will be examined.

Framing the Problem of Practice

As a scholar-practitioner seeking to create a positive organizational culture in which

international teachers can thrive, multiple theories will be used to seek resources from. Bolman

and Deal's (2013) foundational reframing theory, a tool to analyze change initiatives from

multiple perspectives, will be used to critically view the organization in the planning stages. Two

frames (human resources and symbolic) will be applied at different points throughout the change

process. Kotter's 8 step-change model (as cited in Cawsey et al., 2016, p. 48), will be used to

help guide the coalition in their discussions with staff members in order to create buy in and to

work with all stakeholders towards informing and implementing a positive change. I will also

analyze adaptive and servant approaches to leadership in order to articulate best fit in regards to

my personal philosophy of leadership and my current organization; all of which will be viewed

from a cultural lens.

Human Resources Frame

Bolman and Deal's (2013) human resources frame is an important theory to draw from as

it stresses the importance of investing in people in order to invest in the organization (p. 135).

Pioneers in this field including Mary Parker Follett believed that organizations should encourage

the personal and professional development of the individual (as cited in Wheelock & Callahan,

2006, p. 270). Elton Mayo, another innovator, believed that adjustment to the workplace and

workplace relations was crucial to survival. He also believed that it was the role of the leader to

act with openness, concern and care for his employees (as cited in O'Connor, 1999, p. 242). Both

of these scholars understood the importance of employee attitude, commitment, energy and skill

set as vital to the greater organization (Bolman & Deal, 2013, p. 117).

As all new international teacher contracts at TIS are two years in length, it is the hope of

the school that teachers will re-sign for two more years beyond their initial contracts, as

recruiting new teachers every two years is time consuming and costly. Although even three

years, is better than two, ideally teachers would choose to stay at TIS longer. Cost aside, it is also

beneficial to retain teachers beyond their initial two-year contracts as it helps to build community

within the school for faculty members and parents as well as helps to provide consistency with

teaching partners, sustainability of units of study, professional development, friendships built,

and overall school culture and direction. It is challenging and expensive for international schools

to have to continuously hire every two years and, it is hard on students, parents and returning

faculty members when good educators and good friends leave.

The human resources frame is a natural fit for this OIP when viewing the PoP from a

cultural lens. This is true as school culture, much like the human resources frame focuses on how

people and organizations need one another to thrive, and that having a mutually beneficial

relationship between both allows for greater yields of success individually and structurally. The

relationships among teacher colleagues matters as they help to foster a culture of trust within a

school and help to create a safe and open environment (Moolenar, 2014). The importance of

these relationships becomes especially true in an international school, as so often colleagues

become friends or compound neighbors. Due to the unique living and working situation at TIS,

both congeniality, defined as the friendly, trusting relationships that exist among teachers and

collegiality, defined as the high levels of collaboration among teachers that are illustrated by

mutual respect, shared work values, and conversations about teaching and learning (Sergiovanni,

2007, p. 121), are important factors in reinforcing a positive organizational culture both in and

outside of the school.

       This directly relates to the PoP as we search for the right fit between individual and

organization in order to create a culture of support. Abraham Maslow's Hierarchy of Needs

theory offers an approach that describes what humans need in terms of job satisfaction and

contentment; a crucial aspect of job recruitment, retention and motivation (as cited in Cooney,

2000, p. 8). Fisher and Royster took this one step further in their adaptation of Maslow's

Hierarchy of Needs as it relates to teaching (2016, p. 995). While I do not suggest that either

model is the finite solution on how to support new international teachers at TIS, I do argue that

each individual teacher must find their own level of contentment, support, belonging and purpose

within the hierarchy in order to thrive personally and professionally.

       Although aspects of the human resources frame will be woven throughout this

improvement plan, it will begin during the hiring and recruiting process for potential new teacher

candidates. The human resources frame illustrates the importance of hiring the right people,

keeping employees [and keeping them happy], rewarding staff for doing a good job and

empowering employees to "encourage autonomy and participation… and infus[e] work with

meaning [and belonging]" (Bolman & Deal, 2013, pp. 141-147). By drawing from the above

literature, I am able to better understand the needs of teachers which can result in stronger

onboarding and ongoing programs for staff, professional development that is geared towards

teacher needs and the support of all teachers within the organization (Fisher & Royster, 2016, p.

994). Table 2 demonstrates the hybrid of Maslow's Hierarchy of needs layered upon Fisher and

Royster's adaptation. It has been included to help better illustrate the type of psychological needs

new international teachers have in order to feel both professionally and personally fulfilled.

Table 2

Maslow's Hierarchy of Needs & Fisher & Royster's Adaptation for Teachers

Maslow's Hierarchy of Needs	Fisher & Royster's adaptation as it relates to teaching
Self- Actualization (achieving one's full potential)	Self- Actualization (achieving one's full potential)
Esteem (feelings of accomplishment)	Respect (obtaining recognition for work, recognition from administration)
Social/Belonging/Love (relationships)	Association (feelings of belonging, teamwork, friendships)
Security (safety)	Security (comfort, privacy, salary, health benefits, pension, time for grading, feelings of safety)
Physiological (food, water, warmth, sleep)	Subsistence (teaching qualifications, equipment, supplies, food, workshops, professional development)

Note. Adapted from Reframing organizations: Artistry, choice and leadership (p. 122) by

Bolman & Deal, 2013, San Francisco, CA: Jossey Bass & Mathematics teachers' support and

retention: using Maslow's hierarchy to understand teachers' needs (p. 995) by Fisher, M. H., &

Royster, D., 2016, International Journal of Mathematical Education in Science and Technology.

Symbolic Framework

The symbolic frame is used as it focusses its attention on people and how life experiences mold individuals and shape their place in a culture. It is about allowing ceremony, play, humor and stories to help foster communication and collaboration (Bolman & Deal, 2013, p. 284). The formation of an individual's culture is directly related to this PoP as the lives of each new and returning international teacher are constantly being shaped based on where they are teaching and what they attach themselves to in order to provide security, comfort and belonging. As an organization that hires certified teachers from all over the world, TIS' mission, vision and values become a symbol for all families applying to the school and for all teachers during the hiring and arrival process. While there are certain symbols within the school that make meaning for long stayers and community members, the symbol of TIS as an American curriculum, college preparatory school carries a significant weight of what is to be expected for new international teachers in and of itself.

Bolman and Deal suggest that "stories are deeply rooted in the human experience" (2013, p. 254). In order to create and foster the type of positive organizational culture where international teachers can thrive, it is the responsibility of the school to allow new hires the opportunity to tell their stories. Sharing stories becomes increasingly important as teachers at TIS both live and work together and therefore try to build both professional and personal relationships that extend beyond walls.

Douglas Ota (2014) wrote, "the more people truly know our story, the safer we are likely to feel with them…[and] the safer we feel with people, the more we are inclined to gradually feel attached to them" (p. 45). In his guidebook for transitions and what international schools can do

about it, Ota described how attachment develops with the knowledge of other people's life

stories and how understanding someone's life story reinforces who they are and where they fit in

(2014, p. 21). He wrote that finding meaningful life experiences, both professionally and

personally, are what help us to thrive. As a servant leader and counselor, I believe that this is

something all new international teachers are looking for, and that by advocating for each new

international teacher we are able to make them feel a part of the school culture.

Theoretical Models for Change

Kotter's 8-step change model (as cited in Cawsey et al., 2016, p. 48) has been chosen to

develop and implement the need for change above all other models. While Cawsey's Change

Path Model was also identified as a good fit, Kotter's 8-step change model was selected as it

complements what is already being done at TIS and offers a concrete outline that makes the idea

of undertaking organizational change possible. This change model aligns with TIS' school-wide

goals, which is evident as the school director asked each member of the leadership team to read

Kotter's work in order to better understand it. As Kotter (as cited in Cawsey et al., 2016, p. 48)

stresses, the importance of the first step and creating urgency by starting honest and open

dialogues with the members of the organization, each step resonates with me as an adaptive

leader, as being transparent with staff is a significant way for faculty to understand the need for

change and accept responsibility for it. It will be through Kotter's 8-step change model that we

will be able to create buy in from stakeholders and teachers, encourage staff members to help

create change based on their strengths and interests, and empower employees to have their voices

heard within the school (Bolman & Deal, 2013, p. 147).

As a servant and adaptive leader, it is important to develop a genuine relationship with

faculty members so that discussions may be honest and change may be transparent (Alavi & Gill,

2017, p.161). I have also chosen this model for change as it most closely mirrors what it already

being done in our middle school with the creation and implementation of Innovation Teams that

were piloted in the 2016-17 school year. These teams follow the adaptive schools protocol and

met with success as teachers were asked to find a topic of interest or problem in our school, join

teams of like-minded people, research the topic, and work bi-weekly throughout the school year

to develop a clear change mission, vision and process for achieving their desired result. Finally, I

have chosen this model as it most closely mirrors my own intentions as a leader and my belief

that by empowering people and creating communities built on trust and mutual respect, we are

able to make change possible. Table 3 outlines some of the key reasons Kotter's model has been

chosen.

Table 3

8-Step Change Model fit with The International School

Kotter	TIS
• 8 steps • Creating urgency within community • Open and honest dialogue with staff • Transparency • Slow, careful movement forward • Alignment and empowerment • Staff responsibility • Dual system • Celebration and movement forward	• All Leaders at TIS asked to read Kotter's Accelerate before the 2017-18 school year • Adaptive leadership model already used in Innovation Teams and committees within the school • Allows for passionate faculty to take leadership roles • Short term wins and continuous movement forward

Note. Adapted from The thoughtful leader: A model of integrative leadership (p. 83), by Fisher,

J., 2016, Toronto: University of Toronto Press.

        Based on the evidence provided in Table 3, Kotter has been selected as the change model

for this OIP as it so closely reflects how change is enacted at TIS. In the next section, two

different leadership approaches (Adaptive and Servant) will be analyzed for best fit.

<div align="center">**Approaches to Leadership**</div>

Heifetz (2009), Northouse (2015), Greenleaf (1970), Spears (1995) and Mittal and

Dorfman (2012) discussed different leadership approaches to change that will be analyzed in this

OIP for best fit. Understanding the underpinnings of leadership is an evolving process, however,

adaptive and servant leadership are significant theoretical influences as both rely on intrinsic

motivation and the feeling of moral contentment and competence received from doing this type

of work (Sergiovanni, 2007, p. 128).

Adaptive Leadership

Adaptive leadership has been chosen as a leadership approach for this OIP as it aligns

with the school's protocol, the type of change needed and my own leadership philosophy. As

Heifetz defined adaptive leadership as, "the practice of mobilizing people to tackle tough

challenges and thrive (2009, p. 14), adaptive leadership focusses on encouraging and

empowering others to confront problems and look for possible solutions (Northouse, 2015, p.

258). Organizations, like species, need to be able to adapt to changing conditions and

environments without losing their identity (Garmston &Wellman, 2013, p. 6). Since the goal of

adaptive leadership is to, "encourage others to change and learn new ways of living so that they

may do well and grow, (Northouse, 2015, p. 258) it fits within the context of this OIP as new

international teachers will be adapting to life at TIS. All members of the school will be working

together to look for adaptive ways to support, encourage and retain members. As an emergent

leader, adaptive leadership fits with who I am, as it relies on leader behaviors as opposed to

leader position (Northouse, 2015, p. 261). This means that leadership is available to those not in

formal leadership roles. It is about working and communicating with others to help them do

adaptive work (p. 273). Garmston & Wellman (2013) suggest that adaptive leadership uses collaboration to make change and encourages committees and teams to reflect frequently on three questions which are: "Who are we? Why are we doing this? And why are we doing this this way?" (p. 10). This also leads individuals to think about a sub-question which is: "How much do we care? And how much to we dare?" (Garmston & Wellman, 2013, p. 10). These culture-based questions directly relate to this OIP as adaptive leadership rests on the belief that who teachers are to one another is equally as important as who they are to their students (2013, p. 16). Due to the fact that TIS uses the adaptive schools protocol as a part of the culture within the school, many current faculty members have already been trained in what it means to be an adaptive leader. They use this protocol to conduct successful meetings through the use of collaborative norms (Garmston &Wellman, 2013, p. 18).

Adaptive leadership also fits with my own philosophy as a leader as it is closely tied to my work as a counselor. Creating a holding environment for followers (staff members) is a first step in creating a safe and welcoming environment for discussion, dialogue and communication to take place. Adaptive leadership, much like servant leadership relies on leader behaviors and the ability to listen to understand. Similarly, to adaptive leadership, it starts with a question, "what are we trying to do?" (Greenleaf, 1998, p. 79).

Servant Leadership

Servant leadership aligns with this OIP and with my role as a counselor as my primary purpose is to serve others. Greenleaf (1970) stated that the servant leader is the one who serves first. It seeks out those who are intrinsically motivated to do good. As a servant leader and counselor, so much of my professional commitments revolves around compassion, needs, transition work for new students and their families as well as resilience training. Servant

leadership is therefore a natural fit for this PoP as it is viewed from a cultural lens and focuses on helping new international teachers not only survive, but thrive.

Sergiovanni wrote that the management of meaning, trust, and responsibility are important for change leaders who know themselves and what they believe in (2007, p. 135). As servant leadership stems from the human drive to bond with others and to contribute to the betterment of society through service, empathy, creating value in the community and developing people (Mittal & Dorfman, 2012, p. 556), the management of meaning and of trust become especially vital. The Alliance for the Study of School Climate wrote that "adult relationship trust is the most important element in a school for effective collaboration to achieve its vision and mission" (2014). As an emergent leader, it will be my responsibility to not only act as a support system for students, families and staff, but work with the community to connect them to the school and to each other in a way that they find themselves useful and valued (Sergiovanni, 2007, p. 135).

Servant leadership integrates all aspects of my work together as it seeks to involve community members in the decision-making process, enhances the growth of others through ethical and caring behavior and improves the quality of the institution (Spears, 1996, p. 33). It brings all people together to serve a common purpose. Servant leadership is dependent on the trust of the teachers and the knowledge of why it is important that each person is not only caring, but takes responsibility (Sergiovanni, 2007, p. 138). Ibrahim states, "we live in an incredibly multicultural, multilingual, multinational, and hyper-connected world. [it is important to remember that this] is a rich resource to be celebrated and not a challenge to be avoided" (as cited in Griffiths, 2015, p. 49). As a servant leader, I look to celebrate and support each new staff member who walks through our door and this PoP has given me even more reason to focus my

efforts on creating a culture where community members thrive. Table 4 demonstrates this

information which is valuable as the factors for why international teachers leave will be studied

in order to help decipher what makes them want to stay. Table 4 demonstrates the breakdown of

how servant and adaptive leadership will be used for the purpose of this OIP.

Table 4

Initial Breakdown of Hybrid Model of Servant and Adaptive Leadership

Servant leadership	Adaptive leadership
- Service surrounding compassion - Bonding with others - Creating/keeping relationships - Creating value in the community - Sense of purpose - Supportive environment - Value in people - Care and responsibility for new teachers, veteran teachers and leaving teachers - Teacher/organizational wellness - Developing positive culture - Open dialogues/listening - Intrinsic motivation - Strong sense of teacher motivation/commitment - Empathy	- Collaborative/cooperative relationships - Developing potential in individuals - Open dialogues - Work is meaningful - Work is done by "followers" - Building trust with others - Collegial values - Developing school as community - Teacher voice and purpose - Teacher appreciation - Taking responsibility/action - Intrinsic motivation - Strong sense of teacher motivation/commitment - Value laden - Empathy

Note. Adapted from The thoughtful leader: A model of integrative leadership (p. 83), by Fisher,

J., 2016, Toronto: University of Toronto Press.

Based on the information provided in Table 4, the relationship between the two

leadership approaches is clear. In the next section, of this OIP, cultural and political perspectives

will be studied to better understand TIS.

Perspectives on the Problem of Practice

In order to better understand TIS as a unique international school organization located in the Middle East, a deeper analysis of factors must be completed. Both cultural and political factors will be discussed in greater detail as they provide a deeper understanding and considerations for this study.

Cultural Perspectives

The cultural environment both in the school and in the country, is transient in nature and represents a diverse population of people from all over the world. The biggest cultural question here is: Do new staff members want to stay here for a long time? And: What is preventing new staff members from staying longer? In support of the mission and vision at the school, TIS' Board of Directors developed five strategies that are rooted in sustaining initiatives. Strategy three is tied closely to the purpose of this OIP as it focusses on fostering the social, emotional and personal development of all students and faculty through positive school culture, programs and opportunities (TIS, 2017). To support this further, the school director stated in his 2017-18 opening address, that innovating to sustain, including sustaining ourselves, plans to initiate programs for staff wellbeing as well as retention programs in order to sustain a happy, motivated, valued staff are pertinent. Leaders at TIS are aware of this OIP and urge me to continue looking for best practices. They understand that they need to establish their support for new international teachers as a school wide priority and have openly communicated interest in learning more about the ways in which to make our current and new international teaching staff feel supported, cared for and appreciated. As Roberts (2015) reported it is because of constant staff turnover that organizational culture changes and it is important that the principal stay in tune with the vision of the school so that organizational culture is not lost with the change of staffing from year to year (p. 6). As the concept of culture is embedded throughout this OIP, and is crucial to the success of

creating and fostering the type of positive school culture for which international teachers can thrive, cultural norms, values and assumptions, especially when working internationally needs to be effectively managed by leaders (Cawsey et al., 2016, p. 12).

Schein (2004) wrote that studying what new [teachers] are taught in a group or organization is a good way to discover some of the surface level elements of the culture (p. 18). It is important to understand that this will not happen all at once. Information, assumptions and trust is built over time, and it is important to dialogue with both the new international teachers and the long stayers in the school. In order to gain their perspective on the organizational culture, it is imperative to try to "understand the perceptions and feelings that arise in critical situations" (Schein, 2004, p. 19) and to observe veteran teachers in order to get a better sense of the assumptions held and shared by members. Finally, because there is no formal exit interview process in the school, it is necessary to talk with the leavers and collect data in order to better understand their reasons for leaving.

Political Perspectives

Political changes become another factor for leaders to analyze as they recruit and work to maintain a staff while there is political uncertainty in the country. While many who live in the middle east have come to understand what life is like, and celebrate it for its uniqueness, those who are in the recruitment process may be wary due to what is portrayed in the media and current issues in the region. Change leaders must be able to speak openly and honestly with both their current staff and potential new international teacher candidates on this topic to ease any potential fears as well as to portray an accurate image of what life in like.

While implementing this type of organizational change is incremental and continuous, focusing on internal alignment and tuning (Nadler & Tushman as cited in Cawsey et al., 2016, p.

21), is necessary. This can be viewed as an anticipatory change as we have incoming new

teachers each year, as well as a reactive change based on the feedback and data which will be

triangulated. Anticipatory and reactionary change may also take place due to political changes in

the country and surrounding areas. Qualitative and quantitative data will be articulated more

fully in the following section.

<div align="center">**Analysis of Internal and External Data**</div>

New teacher survey data, Endicott survey school wide data, teacher turnover data,

climate and culture survey data in the middle school and leaving teacher exit survey data are

used to diagnose and analyze this PoP. At The International School, all new international

teachers are asked to complete a survey based on their orientation process. This survey is sent

out by the Human Resources team in November and consists of 18 questions that teachers are

asked to rate in terms of how helpful they found each aspect of the onboarding and off boarding

program. The rating system is based on a 5-point scale, wherein one is the lowest and five is the

highest. Based on the results of this 2016-17 survey, new international teachers ranked all of the

support they were given highly. A perfect score was awarded to the airport pick-ups. The second

and third highest scores of over 4.5 out of 5 was given for the flight arrangements and the

communication that teachers received prior to arrival. The lowest scoring question with a score

of below 3.5 was the curriculum presentation. While most new teachers in the 2016-17 school

year felt that their overall needs were met in terms of settling into and setting up their homes, the

data illustrated that they did not necessarily feel ready to start teaching on the first day of school

as curriculum information and exposure to what daily teaching practice would be like was

lacking.

This information is helpful in guiding this PoP as it provides an image of what new

teachers felt was beneficial to them during the transition process and what they felt could have been done better. As someone who filled out this survey myself, I also note that there was no option to give qualitative feedback on any of the questions, nor was there room to add any of our own suggestions, comments or complaints. I have since made this recommendation to the Director of Human Resources to allow for open response and it was implemented for the 2017-18 school year.

Teacher turnover data from 2011-18 is relevant as it can be used to look for trends in who is leaving the school. Based on this turnover data, the 2016-17 school year saw the highest turnover rate in the last seven years with over 40 teachers resigning. TIS' organizational data is important to seek out correlations between which teachers tend to be long stayers and those who are early leavers. Survey data may also be useful to better understand what these particular groups of teachers look for in terms of help in their first year as educators at our school and what a culture of support looks like for them as individuals. While I do not have any information that suggests that the support needed would be different based on specific demographics, what I do know is that support is an individualized experience and needs to be differentiated from person to person in order to be deemed helpful and successful.

Leaving Teacher Exit -Survey data and leavers session information are also being used to analyze what questions are asked and which remain unasked to faculty who choose to leave. This survey is sent out by Human Resources at two different times. The first exit survey is sent out in May of the current school year, and a second, longer version is sent out the following August after the teachers have left. This methodology is used to ascertain changes in teacher responses over time. Qualitative feedback has also been collected over the past two years from our counselor led, "Leavers Sessions." This initiative, that I began at TIS with the help and support

of other divisional counselors, runs from March – May. The purpose of these sessions is to help

support faculty as they make their transition out of the school. Based on the success of this

program, in the 2017-18 school year, we began offering "Arriver Sessions" for all new teachers

at TIS. Table 5 illustrates some of the feedback gathered from both the Arrivers and Leavers

sessions.

Table 5

General Feedback from Arrivers and Leavers during Sessions

Arrivers Sessions 2017	Leavers Sessions
• There are many helpful resources but they are not kept in one central place. • It has been a smooth transition. • How do you find and request professional learning at this school? • I've enjoyed meeting people from all over the world • How stressful will the driver's license process be? How much "out of class" time will this take? • Students and staff have been super helpful • I am still struggling with getting my home to feel like home. • We've "hit the ground running". My family needs more hours in the day. • I've got a great department!	• Can we have a comprehensive breakdown of processes: for closing/cancelling (timeline). For example- selling car, police clearance, visas. • It would be nice to have a Leavers dinner with the leadership team. • Monthly meetings addressing specific concerns leading up to departure starting in January would put me at ease. • Can we make a Google doc for lending items to leavers whose shipment has already left (example having no cutlery or pans etc.)? • Designate a place for donations.

The data presented in Table 5 is crucial to better understanding this PoP as is offers a look into

the questions, concerns and comments of both new and leaving teachers. As counselors, we have

collected this data in order to answer all questions asked (or find the right person who can

answer them) as well as support teachers by making this process as smooth as possible. In the

2017-18 school year, we began to ask more individualized questions in order to help gain more

specific feedback for TIS. Some of these questions included: How would you describe your

experience at TIS? What is one thing you will always remember? What is one thing you would like to change/improve at TIS? How might this change happen?

The comprehensive results from the school culture and climate assessment which was undertaken in the middle school will also be analyzed. This survey was conducted in the 2017-18 school year and came from the need to address teacher retention and student discipline at TIS. This was a three-part process. Part one was a Google form used to collect open responses from teachers regarding the eight domains measured. This provided teachers with the opportunity to share any thoughts, concerns or comments that were not directly asked via the survey. The eight domains measured included: appearance and physical plant, faculty relations, student interactions, leadership/decision making, discipline environment, learning environments, attitude and culture and school-community relations. Part two was the completion of the climate and culture survey (this was done in a middle school faculty meeting) and part three were focus groups conducted via Skype with 6th – 8th grade students (12-14 years old), 6th - 8th grade teachers as well as interviews with the middle school administration. As a member of the Climate and Culture Innovation Team whom helped to prepare and present this survey to the middle school, I have also had an opportunity to disaggregate this data and work alongside faculty members and administration to discover and create a multi-year plan with yearly targets to exact change. Table 6 offers an overview of the six recommendations made by the external consultant when collating data.

Table 6

Comprehensive School Climate Assessment Recommendations

Recommendations	Description
Recommendation One	Rebuild trust between whole school administration and teachers

Recommendation Two	Implement a comprehensive school wide social emotional program
Recommendation Three	Develop trusting student-teacher relationships
Recommendation Four	Increase student autonomy in the classroom
Recommendation Five	Undertake comprehensive study of discipline to create effective school wide system
Recommendation Six	Adopt principles that will guide decision making throughout school

Note. Adapted from Comprehensive School Climate Assessment, 2018.

Table 6 has been included to illustrate the broad recommendations that have been made to the

middle school. These recommendations represent a 2-5-year process for TIS and will be co-

discovered and co-created with administration and staff.

The Endicott Survey (2016-17) will also be used to collect and interpret data. This

mandatory survey conducted by the New England Association of Schools and Colleges

(NEASC) in association with the Council of International Schools (CIS) aims to determine if the

survey results align with the vision and mission of the school and the degree to which the school

aligns with NEASC/CIS's standards of accreditation (Endicott Research Centre, 2016). This

survey measures people's perceptions of various aspects of school life and is administered to four

groups within the school community which include students, staff, parents, and the governing

Board. Each group of people were asked a set of questions appropriate to their role in the school

or community. The seven sections of the Endicott survey include: a) school guiding statements,

b) teaching and learning, c) governance and leadership, d) faculty and support staff, e) access to

teaching and learning, f) school culture and partnerships for learning, g) operational systems

(Endicott Research Centre, 2016). This survey report, which was compiled in May 2016 collects

information from over 180 TIS staff members from Pre-K-12th grade. It is relevant to my PoP as

it indicates information regarding how staff currently feel about the school, the decisions being

made and their place within it. Table 7 depicts relevant questions and answers from the NEASC

Endicott Survey from the 2016-17 year. This table has been included in chapter one as reference

to the Endicott survey data will be made throughout this OIP.

Table 7

Selection of NEASC Questions and Staff Answers

Number of years staff have been within the organization	Under 2 years - 58 2-10 years – 111 11-20 years - 10 Over 20 years - 2
The mission statement is considered when important decisions are being made.	Agree -143 Disagree - 22
Staff receive communications about the decisions and deliberations of the school's governing body that impact the faculty and staff.	Agree – 145 Disagree - 28
School policies are understood by faculty and are applied consistently and fairly.	Agree - 105 Disagree - 63
Staff have been adequately oriented to the local culture and community by the school.	Agree - 139 Disagree - 37
Staff are satisfied with the clarity and fairness of their contract with the school.	Agree - 156 Disagree - 22

Note. Adapted from Endicott Survey Data at TIS, 2017.

Guiding Questions Emerging from the Problem of Practice

When analyzing the questions that emerge from this PoP, I am able to evaluate these

questions by viewing them in terms of communicating change, the recruitment phase, and

ongoing support for teachers. Specifically, when looking at communicating change, the

overarching questions that arise are, how can we begin to work with staff and with Human

Resources in a professional, sustainable way? As a large school, how can we work to break down

the silos between elementary, middle and high school to create better opportunities and more

comprehensive services for all teachers? And, would the implementation of a mentorship

program for all new international teachers be beneficial to our arrivers and leavers?

From the recruitment phase, questions to contemplate are, what are the "right" questions

that need to be asked during the candidate interview process to better understand the dynamic

between candidate and school and to determine best fit? And, should we/is it ethical to look at

current teacher demographics and potential teacher demographics in terms of predicted teacher

social success?

Lastly, the questions that emerge when looking at ongoing teacher support include, how

can we continuously show appreciation to our staff members and stress the importance of

positive recognition for teachers from administration and colleagues? How can we better gauge

job satisfaction in order to retain more teachers and identify early on the at-risk teachers or

potential leavers in order to better support them? Can we change TIS' model of incentives

wherein teachers who re-sign their contracts are provided a signing bonus instead of the current

model where teachers that inform the school early on about their planned departure are given a

bonus? And: Can a formal exit interview be implemented as a necessary component of the

leaving teachers' check-out process? The next section of this OIP will continue to ask questions

as it breaks down some of the potential influencing factors affecting this PoP.

Potential Influencing Factors Affecting the Problem of Practice

When thinking about the potential factors which contribute to and influence the PoP,

there are a number of issues to consider. Over the past three years at TIS, there have been

numerous changes in leadership which include the school director, director of finance, high

school principal and associate principal as well as the middle school principal and associate

principal. With changes in leadership come changes in culture, vision, authority and direction of

the school. TIS' mission and vision were updated in the 2015-16 school year and does not include teacher wellbeing or support. As a school that promotes its mission and vision at every opportunity and connects curriculum and daily lessons back to these words, it is unfortunate that creating the type of positive organizational culture where international teachers can thrive is not mentioned here.

As a country in the middle east that has seen an influx of expatriates with roughly only 12% of the population being host nationals (Ministry of Development Planning and Statistics, 2017) and as an organization that has grown rapidly in numbers of students and faculty since its opening in 1988, TIS has recognized an increasing number of teacher leavers at the end of each school over the past seven years. This results in more new teachers starting each August. While our HR department works extensively with new international teachers prior to their arrival and through their two- week off-boarding orientation process, the responsibility of TIS to help nurture and support these new teachers is not sustained at this level beyond the orientation process. Although there may be many current stayers in the school who feel passionate about supporting their new teaching partners, team members and friends, there are currently no school-wide programs (mentorship programs, inclusive activities, question and answer sessions, one on one counseling etc.) or support designed specifically to help these teachers once their orientation is complete. In order for this change initiative to take hold, it will be important for all teachers to recognize their role in supporting these teachers year-round as well as for TIS to recognize the need to provide structure and opportunities for those faculty members who want to help in a more systematic way. Due to the fact that teacher turnover at TIS has increased over the past seven years, examining the gaps and ways in which teachers can find professional and personal

opportunities for support and connections will continue to be addressed in the next section.

The Existing Gap Between the Present and Future State

TIS prides itself on searching the globe for the best educators to join the organization and when hired, the Human Resources department supports new international teachers through the pre-employment, immigration, relocation and induction process. While TIS has a comprehensive on-boarding and off-boarding orientation program where support and consultation is provided, a gap analysis will be conducted to contrast the present organizational reality and the desired state (Cawsey et al., 2016, p. 52). This is done in order to create a clearer image of where we are as a school and where we are going in terms of how we support our new faculty. While currently TIS offers new international teachers with an in depth two-week orientation program lead by our Director of Human Resources that has been well-received by onboarding faculty, the current gap exists in the lack of comprehensive and individualized support for new international teachers beyond the initial orientation process.

Table 8 illustrates the current orientation program for all new international teachers as of June 2017.

Table 8

TIS' Current Formal Orientation Program revised June 2017

Day 1	• New Faculty Arrival (Leadership Team and HR pick-up from airport) • Grab & Go Food Boxes upon arrival at TIS Compound
Day 2	• TIS Compound & Club House tour (Optional) • Banking presentation with complimentary lunch • Shopping trip to grocery store (Optional) • Dinner at TIS Club House
Day 3	• Medical Tests- mandatory • School Tour with lunch provided • Bus departs TIS to return to compound
Day 4	• Shopping trip (Optional) • Museum tour (Optional) • Shopping trip to grocery store (Optional) • Dinner at Principals' Villas (Children Invited)
Day 5	• Child care arrangements will be made while parents are at work • Bus departs for TIS (Breakfast included) • ID Photographs taken • Introduction by TIS Director • Meet with principals/lunch provided • Classroom prep • Bus departs TIS to return to compound
Day 6	• Bus departs and arrives at TIS (Breakfast included) • IT Presentation • Central Administration Presentation by HR • Cultural Presentation -Bus departs TIS to return to compound • Fingerprinting for residency card (mandatory)
Day 7	• All faculty returns -Regular bus schedule • Welcome Back address by TIS Director/breakfast included • Meeting Time • Shopping trip at 5:30 pm (Optional)
Day 8	• School Wide Professional Development • Bus Tour of city 4:00 pm (Optional)
Day 9	• Teacher work day
Day 10	• (weekend)
Day 11	• Teacher work day
Day 12	• First day of school with students • Cultural Presentation at compound (optional)

Note. Adapted from TIS Human Resources Off-boarding Schedule, 2017.

Table 8 illustrates the complexity and care that is put into TIS' current off-boarding

process for new hires. These activities are coordinated by the Director of Human Resources and are led by various stakeholders in the school (Divisional Principals, Human Resources, School Director, Director of Technology). These sessions are specifically designed for new teachers to TIS and take place before returning faculty arrive. The next section of this OIP will continue to address gaps as it critiques TIS' change readiness versus non-change readiness in moving forward with this PoP.

Organizational Change Readiness

By using Cawsey et al.'s (2016) Readiness for Change questionnaire, a comprehensive tool in analyzing change at TIS, I can compare and contrast this organization's change readiness versus their non-change readiness. As the higher the score, the readier the organization is for change, I have scored TIS with 33/35 points. Leaders in the school agree that there is a gap between the current and desired state (Cawsey et al., 2016, p. 107), and that bridging this gap is essential. Evidence stems from their desire to retain quality teachers, address teacher morale, build on orientation processes for new international teachers, as well as to better understand the reason why teachers leave. It will be my role as am emergent leader to prime the staff about this change initiative through setting the tone and establishing readiness as an organization. It is also imperative to connect with influential staff members and stakeholders in the school to help begin this shift in culture and work with teachers by providing them TIS teacher turnover data, research on the topic and opportunity for questions. This will be done in order to make sure that both the leadership team and the faculty feel comfortable with the change initiative and that it connects to strategy three and the wider vision of the school (Roberts, 2015, p. 6).

Conclusion

Throughout this initial chapter, a detailed description and background information of The International School, its organizational context as well as the Problem of Practice have been

described and data explained. By framing the PoP using Bolman and Deal's (2013) human resources and symbolic frames, as well as Servant and Adaptive frameworks for leadership, a greater understanding of TIS' culture is achieved. By looking at TIS' current onboarding and off-boarding program for new international teachers, a gap analysis is central for determining what is currently being done to support and care for arrivers, and what we want to do as a school moving forward. As the Problem of Practice seeks to understand what potential programs and solutions can be established to meet the needs of international teachers in order to better provide a sense of community and belonging both professionally and personally at TIS, this will be further analyzed in chapter two.

CHAPTER TWO: PLANNING AND DEVELOPMENT

Overview of Chapter

Chapter one of this organizational improvement plan (OIP) introduced The International School (TIS) as the organization. It also presented the problem of practice (PoP) being addressed as it focusses on how to create the type of positive organizational culture where international teachers can thrive. The intention of chapter two is to analyze what needs to change within the organization, and how this change will take place by critiquing and analyzing different frameworks through a cultural lens. A gap analysis will be conducted to help better understand the organization in regards to both current and goal state. By analyzing these gaps, possible solutions will be created. Servant and adaptive leadership approaches to change will guide each of the proposed solutions and will reflect the solution selected.

Framework for Leading the Change Process

Cultural framework theory has been chosen to conduct a critical organizational analysis of TIS as the PoP itself focuses on organizational culture. The work of Schein (2004) and Detert (2000) will be used as specific models for how to lead the process of organizational change. As stated in chapter one, organizational culture will be defined as the normative values, behaviors and assumptions that are shared by the school community and that shape the leaders and members within it. This will be guided by what it means to be an arriver, a stayer and a leaver in a school (Hallinger & Leithwood, 1996; Harris, 2016; Ota, 2014; Schein, 2000). Detert's eight Organizational Culture Dimensions help to view TIS as an organizational whole, but for the purpose of this OIP, four dimensions have been chosen for best fit. These dimensions are: the basis of truth and rationality, motivation, stability versus change/innovation and personal growth and isolation versus collaboration/cooperation. These will be analyzed and used as the lens to

view the organization as a whole. The following sections outline these four organizational

culture dimensions.

The Basis of Truth and Rationality

The first dimension of organizational culture used to analyze this OIP is the basis of truth

and rationality. This is the belief that decision making should rely on factual information (Detert,

Schroeder, & Mauriel, 2000, p. 855). At TIS, this is the recognition that we want to retain more

quality teachers and have fewer teachers resign after a two-year contract period. This is based on

data over the past seven years. This information is known school wide and has been presented to

staff in faculty meetings. As the 2017-18 school wide goals include finding innovative ways to

sustain quality educators, lower turnover rates and the teacher retention is vital. Having a PoP

that is positioned within the wider school goals is crucial as in order for "culture to have long-

term significant meaning for the organizational members, the organizational elements and

actions [must] be grounded in the organization's values" (Manning, 2012, p. 96).

In schools, the culture of the building influences what adults feel about their work as well

as influences student academic results. Culture shapes the behavior of all members (Garmston &

Wellman, 2013, p. 9). In order to get faculty talking about this, it is critical that we begin to

educate and inform stakeholders in the school as well as open up dialogue about a possible

change plan. While this culture change is aimed to positively affect all teachers, some may still

resist. If and when this happens, trust is essential for constructive dialogue. When faculty

members trust one another enough to disagree and engage in constructive conflict, ideas, fears

and concerns can be discussed openly and honestly until understanding is achieved (Garmston &

Wellman, 2013). Moving forward, it is imperative for stakeholders within the school to know

that change is not immediate, just as culture change is not simple. In chapter three of this OIP a detailed strategic plan will be put into place as we move forward.

Motivation

The second organizational culture dimension is motivation. Ryan and Deci (2000) described motivation as "being moved to act" (p. 56). For the purpose of this OIP, two types of motivation, both extrinsic and intrinsic will be analyzed and critiqued. Extrinsic motivation refers to doing something because it leads to an outcome or reward, whereas intrinsic motivation refers to doing something because the task itself is interesting, enjoyable, or satisfying of one's basic psychological needs (Ryan & Deci, 2000, p. 55). Meeting the psychological needs of staff members at TIS is important as it allows them to be motivated (McGregor, 1957, p. 4). Daniel Pink (2009) further defined this as he wrote that Type X behavior is "fueled by extrinsic desires and concerns itself with external rewards" (p. 211) and Type I behavior is "powered by our innate need to direct our own lives, learn and create new things, and to do better by ourselves and our world" (p. 211). Intrinsic motivation happens when "the joy of the task is its own reward" (Pink, 2009, p. 3). When one is intrinsically motivated, they experience "flow" which is defined by Csikszentmihalyi as "a deep sense of engagement" (as cited in Pink, 2009, p. 129). A sense of flow, resulting in satisfaction or pleasure at work is the goal for all teachers at TIS.

While not all employees will be intrinsically motivated, creating an environment where intrinsic motivation can thrive is necessary in order to make individuals want to engage (Pink, 2000, p. 167). This is done by creating both the physical space (collaboration time, discussion and dialogue) as well as the mental space (trust in faculty, creative freedom, appreciation) for motivation to occur. Ryan and Deci (2000) echoed this belief as the authors offered that both social and environmental factors can either facilitate or undermine intrinsic motivation by

allowing for autonomy and reflection or requiring control (Ryan & Deci, 2000, p. 58). At The International School, this means creating an organizational culture where teachers are able to experience a sense of "flow" both personally and professionally.

McGregor (1957) wrote that when social needs are satisfied, "[one] is no longer fearful about his physical welfare, [and] his social needs become important motivators for belonging, association, acceptance, and for giving and receiving friendship and love" (p. 9). Ryan and Deci (2000) offered that organizational cultures that provide a sense of belonging, or connectedness to a group, facilitate respect and care for individual members (p. 64). This helps to create a community where employees feel appreciated and supported, and in turn are intrinsically motivated to do quality work (Detert et al., 2000, p. 855).

Employee retention can be connected to an organization's cultural values. Organizations that emphasize respect for individual members and teamwork through relationships, instead of individual rewards foster loyalty and long-term commitment to the organization (Sheridan, 1992, p. 1038). While extrinsic motivators can deliver a short boost in staff morale, "it quickly feels less like a bonus and more like the status quo" which forces organizations to offer larger rewards to achieve the same effect (Pink, 2009, p. 54). Intrinsic motivation begins with ensuring that all employee baseline rewards are adequate and fair (Pink, 2009, p. 60). Once a truly motivating environment has been created, intrinsic motivation focusses more on emphasizing autonomy, mastery and purpose in employees and rewarding them through praise and positive feedback (Pink, 2009, p. 64).

Intrinsic motivation is the goal at TIS. This connects to the leadership frameworks being used as servant leaders are motivated by helping others and adaptive leadership involves all active participants by empowering them to take responsibility. Chade Meng-Tan (2014) wrote

that when we are intrinsically motivated "our work can become a source of sustainable happiness

for us" (p. 133). Table 9 illustrates the key differences between extrinsic and intrinsic

motivation. This table has been included to differentiate between both motivations in order to

recognize possible solutions that align with the cultural lens of this OIP. This table has also been

included for stakeholders at TIS to better understand what we are already doing to create the

mental and physical space for intrinsic motivation to occur (base salary and benefits, opportunity

to learn and grow) and what we need to move away from (management by leaders).

Table 9

Extrinsic versus Intrinsic Motivation

Extrinsic Motivation	Intrinsic Motivation
• Carrot and Stick Approach • Rewards/outcomes for work • Task should be mundane • Short term • Managed by leaders • Lower basic need	• Fulfills a human need • Desire to do (Psychological) • Serve a higher purpose • Job contentment/sustainability • Sense of "flow" • Base salary and benefits must be adequate • Environment/social factors important • Higher level of Maslow

Note. Adapted from Drive, the surprising truth about what motivates us (p. 210) by Pink, D.,

2009, New York: Riverhead Books.

Stability Versus Change/Innovation and Personal Growth

The third organizational culture dimension analyzed in this OIP is stability versus

change/innovation and personal growth. This is the belief that quality improvement is continuous

and can be built from existing resources (Detert et al., 2000, p. 855). This is important as so

much innovation is already taking place at TIS and change does not necessarily require new

resources. In order to do and be better, we do not have to start from the beginning. It is essential

for leaders at TIS to express how many good things are already taking place throughout the school. One example of this is our middle school Innovation Teams. Some of these teams are in their second year of study and others are starting new. If we focus on improving internal processes as well as collectively give stakeholders a voice, change is possible.

Isolation Versus Collaboration/Cooperation

The fourth organizational culture dimension examined is isolation versus collaboration and cooperation. This dimension of culture is based on the belief that cooperation and collaboration are necessary for success in organizations (Detert et al., 2000, p. 855). Garmston and Wellman wrote that "collaboration implies shared objectives, a sense of urgency and commitment, mutual trust and respect, intellectual agility and the application of diverse skills and knowledge" (2013, p. 56). This is something that TIS does well, as collaborative teams are formed throughout the school in a purposeful way. In the middle school, there are grade level teams (6th, 7th and 8th grade), department teams (Science, Math, Language Arts, Fine Arts, Physical Education), and Innovation Teams (interest based). Each team is made up of teachers from different backgrounds, years of teaching experience, years at TIS, gender and age. These teams are designed to help stimulate and learn from one another when working collaboratively (Pink, 2009, p. 168). When teachers are working towards achieving something that is professionally fulfilling and serves a greater good, participation, teacher involvement and communication result in long term employee satisfaction, intrinsic motivation and commitment (Schneider, Ehrhart, & Macey, 2013, p. 374).

Organizations like TIS that create a community of collaboration are known to foster teamwork (Detert et al., 2000, p. 856). When a collaborative group first comes together they ask themselves "what are we here for? What is the task? As well as on a social level "Will I be

included in this group?" "Will I have a role to play" (Schein, 2004, p. 68)? It is the shared

emotional experience and reaction that helps to form a bond in collaborative groups. This depicts

the necessity of the symbolic frame this organization, as sharing our stories builds connection

and trust with others (Bolman & Deal, 2013). As a social species, we are wired for relationships

and trust is the glue that binds community members to one another (Garmston & Wellman, 2013,

p. 18).

TIS' innovation teams are just one example of how collaboration and team time are being

used to innovate and sustain with faculty members. This also depicts how relationships are built

and fostered. These teams demonstrate the way that TIS encourages teacher voice in decision-

making, as a shared vision and goals are necessary for organizational success (Detert et al., 2000,

p. 855). As an adaptive leader, teacher voice is important as it seeks to engage, involve and

inspire all stakeholders. Northouse (2015) wrote that the adaptive leader challenges others to

work together in order to challenge and provide them with the space and opportunity to learn

new ways to deal with change, create an open dialogue and discussion about the problem and

seek active participants for support (p. 258). In the next section, creating a culture for open

dialogue about the problem will be crucial as gaps will be identified within the institution.

<center>**Critical Organizational Analysis**</center>

In order to analyze TIS from a cultural lens in regards to what needs to change, gaps will

be identified using Detert's Cultural Framework Theory. By using the same four Culture

Dimensions as above, a deeper understanding of TIS and why the gaps exist will emerge. To

understand the organizational context as a whole, culture must be examined. This includes both

the "what" is done here and the "how" we feel about it. In order to find congruence between the

two, it is important not to focus on the symptoms of the problem, such as higher teacher turnover

and stress rates, but on the causes of this, which include a lack of systems support. By examining the congruence of TIS in terms of the basis of truth and rationality, motivation, stability versus change/innovation and personal growth and isolation versus collaboration/cooperation, it will become more evident where the current challenges exist in relation to creating the type of positive organizational culture where international teachers can thrive.

The Basis of Truth and Rationality

When contemplating why gaps exist within the basis of truth and rationality from a cultural lens, we need to ask ourselves as a school who we are and what our mission and vision is. It is only when we know ourselves as a school that we are able to comfortably make changes and adapt without jeopardizing our sense of self. As this cultural dimension focuses on what is real, data collection and identification become an important process. Through the data collection from teachers in the form of exit interview survey questions, Endicott survey data, middle school climate and culture survey data and retention data that we are able identify the need to reduce the number of leaving teachers and increase retention efforts at TIS.

Historically, TIS has been made up of a population of arrivers, stayers and leavers within the school from a variety of different cultural backgrounds. Some international teachers choose to be long stayers, with upwards of almost 20 years of teaching at TIS, and others choose to move on after completing a two-year contract. It is important to state that leaving does not necessarily equal unhappiness. There must be room to allow for those who are content professionally and personally but are ready to move on. Some of these reasons may include being empty nesters and wanting to move on after children have graduated, retirement, repatriation, looking for a new adventure or are uncertain about the politics of living in the middle east. In meeting with the Director of Human Resources, he informed me that the average

tenure of a teacher at TIS is between 4-5 years. School records from the past seven years indicate

that the 2011-12 year revealed the lowest number of resignations with just under 25 teachers and

the 2016-17 school year revealed the greatest turnover with over 40 teachers leaving. This

indicates that in its highest years, TIS' turnover is roughly 18% of the teaching population. To

look at these numbers another way, when analyzing teacher retention over the past five years,

roughly 175 teachers have resigned. This is the equivalent to the entire teacher population

turning over within a five-year time frame.

Currently, the leadership team at TIS is made up of two lower elementary school

principals (one principal; one associate principal), two upper elementary principals (one

principal; one associate principal), two middle school principals (one principal; one associate

principal), and three high school principals (one principal; wo associate principals). Since the

2011-12 school year, there have been changes in the lower elementary school associate principal

(2014-15), both the principal and associate principal in the upper elementary (2015-16), the

middle school associate principal (2015-16), the high school principal and one high school

associate principal (2016-17). There was also a change in superintendent in the 2015-16 school

year. Overall, this accounts for seven changes in TIS leadership. For the 2018-19 school year a

new upper elementary school principal has also already been hired.

Change in staff weighs heavily on TIS as a historical institution and turnover within the

leadership team affects the culture of the school. This can result in a loss of the unwritten rules

and "the way things are" in a school. This can be difficult on the organization and the people

within it. Just as each new staff member hired brings with them their own cultural background,

teaching background, belief system and ways of thinking, when faculty and leadership team

members change, the culture of the school is in constant flux.

Motivation

The gaps that exist within the cultural dimension of motivation stem from the disconnect between a good idea or initiative and having systems that work. Due to the fact that TIS is a large school, the environment is not always conducive for good ideas to be put into practice school wide, or to withstand change in teacher turnover. For example, a strong teacher led initiative that is advertised and implemented consistently in the middle school may not be known in other divisions (elementary, high school). Alternatively, when good teachers leave, initiatives can also leave with them. This severs ties between the school and also makes school wide change a challenge. As a result of the social and physical environment at TIS being so closely tied to motivation (Pink, 2009, p. 167) addressing this gap is crucial to the success of this OIP.

A second gap between current and future state when looking at the culture of motivation at TIS is the way in which teachers share their professional goals with administrators in the school. Whereas the current practice at TIS uses a Professions Goal and Collaboration (PG&C) structure for administrators to meet with teachers, this is only practiced a few times per year. For all teachers in their first, second, fifth, tenth or fifteenth year at TIS this is done three times (start of the year, midpoint and end of the year), and for all other teachers this is done twice (start and end of the year). While this is a great practice for administrators to get to know teachers better and develop a personal rapport, the time allotted for these meetings to take place does not allow for genuine growth, help, feedback or relationship building. As the literature on intrinsic motivation states that positive feedback must be given in an environment free from demeaning evaluations in order to enhance motivation in others (Ryan & Deci, 2000, p. 58), TIS must recognize the need for these meetings to be more frequent in nature or be re-structured in a way that administrators or other teacher mentors can provide frequent feedback, observations and

general check ins with all staff.

Stability versus Change/Innovation and Personal Growth

When using a cultural lens to analyze gaps in areas such as stability versus change, it is crucial to understand that the very nature of being a transient community can lead to gaps in the identity of an organization. As a school that is actively trying to hire and retain quality teachers in order to develop a positive organizational culture, demands are placed on Human Resources and administrators to look for ways of encouraging teachers to stay beyond a two-year contract period. As the teacher population at TIS is ever-changing, stability in friends, teaching partners, members of department and neighbors are not always consistent from year to year. This in itself can lead to teacher turnover as individuals lose their friends and colleagues and choose to move on. Teacher turnover can be challenging on both professional and personal relationships and can make developing a vision of positive culture difficult when there is little continuity from one year to the next. de Jong, Moolenar, Osagie, and Phielix, (2016) echo this as the authors suggest that social relationships between colleagues' nurture continued commitment to the organization because of the focus on collaboration and shared goals (p. 74). Change in staffing also poses a constraint for leaders at TIS as they seek to move forward with the vision of the school but have to continuously re-introduce and explain school wide goals to new members. Identifying this as a gap at TIS helps us to understand the importance of a clear school identity so that when TIS undergoes change, the vision and mission of the school remain a part of the school culture. Like culture, at TIS this means understating who we are, what we value and why we do what we do.

Isolation versus Collaboration/Cooperation

The gap that exists between collaboration and cooperation at TIS is grounded in the disconnect between how much time teachers want to collaborate with one another and how much

time is allotted in the schedule to do so. While the schedule at TIS does allow for weekly

meeting times on Tuesday afternoons (1-4pm), often the meeting schedule is so full that teams

are forced to go weeks in between meetings to allow for and accommodate other scheduled

meetings. This is due to the fact that most teachers work in multiple teams (grade level team,

partner teacher team, department team and innovation team). On top of these teams, many TIS

teachers also participate in a variety of voluntary committees or task forces that want to meet

during this time. While many teachers and collaborative groups plan to meet outside of their

allotted meeting times in order to move forward, greater flexibility in the schedule is necessary to

allow for teachers to collaborate in an authentic, consistent way.

Another gap in terms of collaboration at TIS is a result of the size of the school. Although

collaboration is done school wide, having a large staff, who work across grade levels and

buildings makes it challenging to function as one school and not three separate schools

(elementary, middle and high). This creates a gap in knowledge of who, what and how things are

being done at each level and also makes it challenging to collaborate with teachers who work in

other divisions. At TIS, most meetings are made up of individuals from the same division. Rarely

do teachers meet cross divisionally.

Strategy

The strategy that TIS has employed for the 2017-18 school year is to focus on innovating

to sustain which derives from language used in the school's mission statement. This approach

has a focus on retaining a happy, motivated and valued staff. This strategy is congruent with the

Problem of Practice as supporting new international teachers is at the forefront. With this

knowledge, possible solutions to address the PoP will be reviewed in the next section.

Possible Solutions to Address PoP

Based on the above Critical Organizational Analysis and institutional knowledge of TIS,

four possible solutions to address the PoP will be presented. These possible solutions include:

creating a system of support for all teachers and identifying at risk teachers, the creation and

implementation of question stems to be used in the interview process, the implementation of a

required exit interview with Superintendent, Human Resources or Principal and a re-configuring

of incentives. In the next section, further analysis of these solutions will be presented.

Solution One - Create a System of Support and Identify "at Risk Teachers"

As TIS already works hard to provide a smooth transition process for all new faculty

members upon arrival, it becomes the responsibility of the school to support teachers throughout

their initial two-year contracts and beyond. Teachers need to help teachers in finding a sense of

fulfillment. Hagarty et al,. (2002-03) report that "sense of belonging is the experience of personal

involvement in a system or environment so that [people] feel [like an] integral part of that system

or environment" (as cited in Hoffman et al., p. 229). At TIS, is important that teachers find

belonging in their work and in their relationships within the organization.

A preliminary solution for retaining quality teachers includes building a structure of

support made up by passionate stayers within the organization. This could include:

mentorship/buddy programs, transitions support, social committee gatherings, voluntary wellness

activities, review of professional goals, as well as informal and formal check-ins as a way to

monitor teachers that may be at risk or struggling and need additional care. Ota (2014) defined

the difference between mentors and buddies as he reports "mentors are explicitly guided in

helping new staff through the first year [and] social budd[ies] are members of staff with a

compatible social profile (similar age, marital status, interests)" (p. 154). He went on to state that

"social buddies are needed primarily during the settling in phase [and that] once a staff member has found [their] way socially, the program naturally fades into the background [although] natural growing friendships are an added bonus" (Ota, 2014, p. 154). As Bolman and Deal's (2013) symbolic frame highlights, building trust and sharing stories is the way to connect and form relationships (p. 254). In order for this change initiative to take hold, it will be important for teachers to recognize their role in supporting these teachers year-round. Leaders at TIS must also recognize the need to provide structure and opportunities for those faculty members who want to help in a more systematic way. Supporting new teachers is an empathy-based solution that relies on intrinsic motivation. As a community, trust will be developed through relationship building between arrivers and stayers within the community (Tan, 2014, p. 175). This can be viewed in three phases: before arrival, upon arrival and ongoing support.

Resources

In order to understand this solution more fully, a detailed analysis of what resources are needed will be presented below.

Time resources. Time requirements are significant for solution one as it relies heavily on the work of the teachers and leaders. Time is required for teacher education, training and dialogue with staff. Innovation team time is also required for decision making and planning in terms of how to best support our arrivers. While new international teachers are already being supported in a variety of different ways, institutionalizing support for them in a systematic way would take time. As an emergent leader with training in teacher-mentorship, I will lead these discussions during faculty meetings, innovation team/committee meetings as well as ongoing times throughout the school year. If a formal mentorship program is adopted at TIS, this would take a significant amount of time in order to educate and train mentors in how to work with new

teachers. Training for leaders at TIS would be mandatory as implementing a system of support

and early identification for struggling teachers would not only include a twice per year review of

professional goals, but a one on one check in with new international teachers' multiple times per

year. These meetings would be used to discuss goals, level of engagement and professional and

personal contentment (Pink, 2009, p. 117).

Financial resources. In order to provide some baseline data, the financial investment

made by TIS for onboarding and off-boarding procedures for new international hires is roughly

13,000 USD per year. Building onto this system would require additional costs and would be

worked into the Human Resources budget, pending approval from the Board of Trustees. This

solution is viable given the strategic goals to retain quality teachers at TIS and the Engagement

Committee's work of identifying what a mentorship program could look like at this school.

Human resources. Solution one relies heavily on the TIS faculty, Director of Human

Resources and leadership team to work together to support new international teachers and will

require training for all members. Faculty will need to feel as though getting involved in this

initiative is purposeful in allowing for personal growth in the organization. McGregor (1957)

reports that autonomy is what provides "encouragement to people to direct their creative energies

toward organizational objectives [and satisfies their needs]" (p. 14).

Technological resources. The technological resources needed for solution one will

depend on how individual groups collaborate with one another in their planning and decision-

making stages. At a very basic level, I will communicate with all staff in the beginning through

the use of a formal digital presentation as well as through direct conversation and email. All TIS

teachers are given laptops and are well versed in Google Drive. Once the initial planning has

begun, I will create a Google folder with multiple subfolders to house all information for this

solution. This will include folders for each group as well as overarching information about the

program. Having one live location where this information is housed is crucial for posterity as we

change and re-work plans over time for best practice, as well as to allow for transparency in what

we are doing. As an adaptive school, this will help us to both sustain the work that has been

created and implemented as well as allow for it to continuously change and develop to meet our

teacher needs.

   Benefits and Consequences. In order to understand if this solution is the best fit for TIS,

both the benefits and consequences of implementing this solution will be critiqued. Creating a

system of support for new international teachers is beneficial for all members of the community

as it places care for individuals at the forefront of its mission. This benefits the arrivers to the

school as they will feel prepared, listened to, and cared for as they make their transition

(Waddell, et al., 2016, pg. 60). This would provide them with a strong first and lasting

impression of the school and community which would directly benefit their contentment and

desire to stay. Implementing this solution would also be beneficial to the stayers in the school as

it provides them with an opportunity to take ownership over how to create and develop a

program that is mutually fulfilling for all members and offers an informal leadership role in the

school. This would help to facilitate positive collaboration and a genuine organizational

environment of care at TIS. As a third benefit, empowering staff members to get involved and

take ownership to collaboratively work together, allows for leaders in the school to take a step

back. This includes divisional principals, the Director of Human Resources and the

Superintendent. While they will be able to support and complement the work being done by the

faculty members, they will not be directing and managing the decisions themselves. This allows

for formal leaders to help facilitate positive culture but not be inherently responsible for making

this solution work.

The consequence of implementing a school wide initiative of this size may be that other meeting times or objectives set aside by the school for professional development or planning would be cut into during the first year of operation. This would be done so that teachers could maximize their time working collaboratively to plan and implement strategies for how to help and support new teachers at TIS. In order to help make this change as smooth as possible, I will meet with the Director of Professional Learning and Curriculum Coordinator so that we can schedule professional development days and times throughout the year without affecting other protected times. While this is a viable option, given support from the school Director, it may be more realistic to begin implementation of this solution in the middle school first. This would allow for professional learning to take place in weekly and monthly middle school meetings as opposed to whole school faculty meetings and professional development days.

Solution Two - Create and Implement Questions Stems for Interview Process

The second solution presented is the implementation and use of specific question stems during the interview process to allow for transparency and honesty between principals and teacher candidates. Based on Bolman and Deal's (2013) human resources frame, this would help leaders at TIS hire candidates that are the best fit (p. 141). Question stems are made up of two parts: Part one includes the stem. This can be described as the wording that presents the issue or question that the candidate is being asked to consider. Part two includes the answers or responses that the candidate may give. At TIS, there are currently no standardized questions that leaders ask nor is there a rubric that is used to assess candidates from. TIS does not have a systemized way of conducting interviews. Bowen, Ledford and Nathan suggested that "organizations who hire applicants that are compatible with the culture and goals of the organizations may

experience such benefits as increased employee performance, extra-role behaviors, and organizational tenure" (as cited in Breland, 2008, p. 1). In order for this change to take effect it would need to be practiced by all those who conduct interviews in the school (department heads, principals, associate principals, the Director of Human Resources and the Superintendent). All interviewers would have professional development and/or training around this. Training and education about these questions could be done collaboratively as a faculty to decide what types of questions would be asked in order to better understand the teacher candidate, (innovation team) or this could be done externally by hiring an instructional coach or consultant to provide an outside perspective to the TIS team. This solution is most viable if created by current faculty members in collaboration with leaders at TIS.

Resources

In order to understand solution two more fully, a detailed analysis of what resources are needed will be presented below.

Time resources. The time commitment required of solution two would be based on faculty and leadership team efforts to discuss and develop the types of questions that should be asked during the recruitment process. This includes deciding what asking the "right" questions means. By creating and institutionalizing this protocol, continuity across all grade levels and with all potential candidates would result.

The middle school principal at TIS indicated that on average, five-seven different candidates are interviewed for each teaching position. Each interview lasts roughly one hour. Each candidate is interviewed in a series of tiered steps by varying leaders in the school. Most commonly, the first interview is with the Department Head, the second interview is with the Principal or Associate Principal and the third and final interview is with the Director of Human

Resources and the Superintendent. While all candidates do not get to the second or third tier of interview, the data shows that in the 2016-17 school year, the middle school principal or associate principal interviewed roughly 70 candidates (second tier interview) for ten open teaching positions. Overall this means that a minimum of 70 hours was spent interviewing candidates in the 2016-17 school year for second tier level interviews. These may or may not have resulted in candidates being hired.

Financial Resources. In my discussions with the Director of Human Resources, he informed me that over the past three years, TIS' hiring process has been changing as more and more teacher candidates are hired via Skype, or via teacher referral and less have been hired at international job fairs abroad. This change has afforded TIS the ability to cut down on recruitment costs while still maintaining the ability to hire quality teachers. For example, the recruitment budget in the 2015-16 school year was roughly 165,000 USD whereas the recruitment budget for the 2017-18 year is currently 130,000 USD.

Apart from the money that is already spent on recruiting, the financial resources associated with solution two would be incurred if an external consultant was hired to help TIS determine the best way to conduct an interview or come up with specific question stems for use. If, alternatively, these questions were created by a committee or Innovation Team at TIS, as has been recommended above, the financial costs would be less.

Human Resources. In order to develop meaningful questions to be used during online interviews or at international job fairs, it will be important to seek input from faculty members at TIS. In moving forward with this solution, it is critical for all members to recognize that everything in the school is related to its culture and this must be approached systematically. Solution two relies on intrinsic motivation and servant leadership as it focusses on hiring

candidates that will continue to make the school a better place by being a part of it. Through staff education on how organizational culture will be affected at this level, teachers can provide ideas and feedback about what types of questions should be asked. For example, many male TIS staff members take part in recreational and competitive hockey in the city which has been known to help teachers make friends both inside and outside of the school. In turn, this has helped some teachers find a sense of belonging and wellness in their social lives and has been a part of their decision to stay at TIS beyond their two-year contract. Thus, asking a question about hobbies or interest in playing sports could be identified as an important question to ask.

Technological Resources. The technological resources that are needed for solution two will continue to be Skype or other video messaging systems to conduct interviews overseas. As so many of the teachers are hired through this platform it becomes increasingly important for both candidates and leaders at TIS to provide a transparent and honest interview about what life is like both professionally and personally. This is crucial as in most cases, candidates are unable to tour the school, city, compound or country before making a contract decision.

The 2017-18 school year also marked the beginning of a teacher referral program wherein TIS teachers could recommend their friends, or colleagues from previous school settings to join the TIS faculty. This was conducted through a Google form. Teachers who put forward a candidate who was later hired had the added bonus of receiving a 250.00 USD bonus.

Benefits and Consequences. In order to understand if solution two is the best fit for TIS, both the benefits and consequences will be critiqued. The benefits include having a school wide practice where leaders are able to ask certain questions or certain types of questions to gauge best fit for the school. This can be accomplished through open communication and by asking questions that are specific to the individual, the position and the school. Some of the potential

questions may revolve around teacher demographics, values, the retention rate, the perceived

ability to be successful socially and professionally, a realistic job preview and their motivations

for living and working abroad. While some of these variables are easily measured such as the

teacher retention rate, one challenge is to find the best way to measure perceived success. By

addressing these questions during the recruitment process, both leaders and candidates are able to

decide upon person-organization congruence (Adkins, Russell, Werbel & James, 1994, p.608).

Schein wrote that "one of the subtlest yet most potent ways in which leader assumptions get

embedded and perpetuated is the process of selecting new members" (2004, p. 261). Due to the

fact that leaders will be attracted to candidates who resemble their own values, and beliefs,

creating question stems also helps to dispose of unconscious bias that a leader may have in their

questioning.

   One of the consequences that is associated with solution two is the possibility that some

leaders may feel that this practice takes away from their preferred way of conducting an

interview. It would be important for all people who are conducting interviews to understand that

asking certain questions should not take away from their personality or their charisma in an

interview, nor is it meant to make the interview feel or sound robotic. The purpose of

implementing this practice is to help determine if a candidate's personal and professional goals

and plans for the future align with our school's mission, vision and greater school culture.

Another consequence of implementing these question stems is the fear that some leaders or

potential candidates may feel like they are being screened or are screening others to see if they

meet certain characteristics or qualities. It will be important that all leaders understand that we

are not trying to put candidates into "yes" or "no" categories but are trying to match them for

best fit professionally in terms of school curriculum, teaching partners and departments, as well

as personally with current staff members, compound living and what the city and country have to

offer. In order to do so, further research on interview protocol and best practices will need to be

conducted as a starting point for this innovation team/committee.

Solution Three - Implement Formal Exit Interview

The third possible solution to help TIS create and sustain a positive organizational culture

includes asking leaving teachers to participate in an exit interview with the Superintendent,

divisional Principal or Director of Human Resources. This is a common practice in many

international schools but is not undertaken at TIS. Johns and Gorrick (2016) argue that the aim of

the exit interview is to gain information about employee experience, motivations for leaving and

to identify areas for organizational improvement (p. 25). Currently, an exit survey is sent out via

email by Human Resources to all leaving faculty members. The first exit survey is sent out in in

the spring of the current school year (while the teachers are still employed by the school), and a

second, longer version is sent out the following fall after the teachers have left. This

methodology is used to ascertain changes in teacher responses over time. It is not mandatory to

complete and is anonymous. From the 2016-17 school year, roughly 30 of the 40 leaving

teachers completed both the spring and fall surveys. As suggested, if a formal exit interview was

implemented, they would take place after the teacher had formally resigned. These exit

interviews could take place between the months of April-June.

Resources

In order to understand solution three more fully, a detailed analysis of what resources are

needed will be presented below.

Time Resources. Time would be one of the greatest factors in implementing solution

three and it would be dependent on the number of teachers resigning each year. Ideally, each

leaving teacher would have an opportunity to sit down and have a conversation with the

Superintendent, Director of Human Resources or divisional principal in order to talk through

their reasons for leaving and their overall experience at TIS. The development of exit interview

questions would need to be created and vetted. As this is not a practice currently being done at

TIS, members of the leadership team would have to commit to these interview times and manage

their already busy schedules. In order to gather baseline data for time, if each exit interview were

to last one hour and 40 teachers were leaving (as was the case in the 2016-17 school year), this

would equivocate roughly 40 hours of exit interview time divided by leaders. This, in turn will

also impact the finances at TIS.

   Financial Resources. Financial resources required will depend on what type of

information is provided by teachers during these interviews. For example, if a support teacher

were to say that their main reason for leaving was that they had too many students in their case

load and felt that the job would be more manageable with another support teacher, this could

then be considered by the leadership team and board and may result in the hiring of another

support team member for the following year. The Faculty Engagement Committee, of which I

am a member is another example of how exit survey data is already being used to make

recommendations moving forward. Based on last year's exit survey data and Endicott Survey

data, we are looking at TIS policies (personal leave, maternity/paternity, bereavements and

professional development), in order to make recommendations to the board. If and when these

recommendations are approved, there will be a financial obligation to the school.

   Human Resources. As stated in the above time resources, the superintendent at TIS as

well as Director of Human Resources and divisional principals would have to commit to this

policy change in order to better serve our leaving faculty. Based on current TIS leadership

staffing, these interviews could be split between nine principals from K-12, one Director of

Human Resources and one Superintendent.

Technological Resources. While TIS will continue to use this two-part Google Form as a

method of collecting data, implementing a face to face exit survey with a leader in the school

will also be added. Technological resources are required as this will be done by editing the

current exit interview survey to accommodate a question about a formal exit interview. By

adapting this model from an opt-in (current practice of having to formally ask for an exit

interview) to an opt-out system, (choosing not to have one via Google form) the aim is that more

teachers will participate. To further their level of comfort, leaving teachers will be able to choose

from a drop-down menu via Google Form of whom they would like to have their exit interview

with. If after this step, they still do not want to undertake this process, they will not be forced in

any way to do so. In order to further collate and analyze this data, notes from these interviews

will be typed by leaders via Google Docs. This will be done to gather feedback and look for

trends school to make sustainable solutions for the future.

Benefits and Consequences. In order to understand if solution three is the best fit for

TIS, both the benefits and consequences will be critiqued. Implementing and creating a policy

where teachers are requested to meet with a TIS leader at the end of their service to the

organization provides an opportunity for all leavers to reflect and share thoughts about their

tenure at TIS in a safe and confidential environment. This also proves to be an opportunity for

leaders to collect data about the reasons teachers leave. Bolman and Deal's (2013) human

resources frame highlights the importance of investing in people (p. 135), and exit interviews

help to provide closure, both for leavers (as they make their transition out of the school), and for

leaders (offers them guidance and areas to focus improvement moving forward). After all exit

interviews have been completed for the year, leaders would be able to identify common themes in order to make changes.

The consequences of implementing a policy where all leaving teachers are asked to meet with a TIS leader include the fact that some teachers may not feel comfortable having this interview. This may be due to the fact that the international teaching world is considered to be "small" in the sense that schools talk to other schools and a teacher may not want to say anything that could jeopardize their standing as a quality international educator. Johns and Gorrick (2016) further argue that those who "voluntarily leave an organization tend to keep the real reasons to themselves for fear of burning bridges with their employer" (p. 27). Depending on their experience with TIS leaders, they also may not feel comfortable sharing with a specific administrator as sharing information relies on mutual trust. Without mutual trust, neither leaver or administration would be able to communicate and share confidently. It is recommended that leavers have options for who their exit interview be with in order for them to feel most comfortable. Another consequence is that some teachers may not feel that this is an important use of their time. This could be due to the time of year as teachers will be completing end of year units at school, packing up their homes and potentially preparing to move and work in a new country.

Solution Four - Re-configure Teacher Incentives

The fourth possible solution to help create a positive organizational culture where international teachers can thrive focusses on re-configuring the teacher incentives program. Currently, incentives at TIS include offering those leaving a financial incentive for making their intentions known by an October 1st deadline. This is practiced so that leaders are aware early on of what positions they need to start recruiting for. In order for TIS to continue to recruit highly

committed and capable teachers alongside our current faculty members, we need to be strategic

about how to retain and recruit faculty. With a focus on innovation and sustainability, revising

the incentive allocations for staff who are in a contract year would be one way to show

appreciation to people who choose to stay, as opposed to offering it only to those who inform the

school of their resignation early in the year. This would help develop a longer-term commitment

to the school's mission and vision and would allow for greater sustainability of faculty and

positive school culture.

In recent months, TIS has adopted a new structure for incentives for all teachers who are

in a contract year up to their sixth year of teaching at the school. This means that all international

teachers who re-sign their contracts after the first two years, the second two years, and the third

two years would receive a financial bonus. For the 2018-19 school year, all teachers who fit into

this category would have the opportunity to receive a $1000 USD incentive for signing a one-

year contract, or a $2500 incentive for signing a two-year contract. For teaching couples who re-

sign for two years, this would be a $5000 USD incentive.

Resources

In order to understand solution four more fully, a detailed analysis of what resources are

needed will be presented below.

Time Resources. Due to the fact that offering an incentive to teachers who are in a

contract year instead of only those who provide early notice of their resignation is a change for

TIS, it will take the Superintendent and the Director of Human Resources time to plan how to

best create this change and communicate it out to all staff members. While this is not currently a

written policy in the TIS handbook, it may also require meeting with board members for

approval and allocation of funds. These additional meetings will take a significant amount of

time in the beginning as the leadership team decides on how to move forward with this strategy, and could therefore takeaway from their other responsibilities in the school.

Financial Resources. In order to fully comprehend solution four, the leadership team at TIS will need to consider a budget for retention initiatives as the number of teachers in a contract year will vary from year to year. Leaders will also need to decide on a sustainable amount to provide those who re-sign their contracts and for those who provide early notice of their resignation. As this is a new school practice and not a school policy, these retention bonuses may not be provided to staff members each year. In order to gain a better understanding of the cost of this initiative, I met with the Director of Human Resources who informed me that the number of teachers in the 2018-19 school year that could potentially receive a re-signing bonus after two, four, or six years of service would be 54 teachers in total. If all 54 teachers were to re-sign their contract for one more year, the cost of this initiative for one year would be 54,000$ USD. If all 54 teachers were to re-sign their contract for two more years, the cost would be $135,000 USD. Once all teachers in this category have made their decision, the final dollar amount will be known. Given the cost of recruiting, offering an incentive to stayers makes financial sense for TIS. This practice has been affected for the 2018-19 school year.

Human Resources. The human resources required for solution four consist of the leadership team, the Superintendent and the Board of Directors. While it is positive that this incentive has been put into place for the 2018-19 year, the Superintendent has clearly stated that providing future incentives are up to the school's discretion. In order to better understand the faculty's perspective about this incentive program, I would encourage teachers both whom are planning to stay and planning to leave to join this discussion in order to hear all points of view and discuss sustainable ways to maintain incentives for staff.

Technological Resources. The technological resources needed for solution four include the use of Google Drive to compile data about incentive costs, retention rates and future planning. Google Drive would be used so that all leaders at TIS could have access to this information and make comments accordingly.

Benefits and Consequences. In order to understand if solution four is the best fit for TIS, both the benefits and consequences will be critiqued. The most distinct benefit of reconfiguring teacher incentives is the focus on retaining quality teachers instead of providing an incentive to those who leave. This strategic solution benefits stakeholders in the school as teachers who are in a contract year have more motivation to stay within the organization as well as feel appreciated for their continued hard work. This aligns with the school wide goal of sustaining a happy, motivated, valued staff. If there are teachers in a contract year, who were already planning to stay an additional year, or two years, this bonus would be a welcome additive. For example, as a counselor in my second year at TIS, I directly benefit from this incentive plan and have re-signed my contract for two additional years. While I was planning to stay at TIS regardless of this incentive, having this in place was attractive enough for me to renew my contract for two more years, instead of signing on for one additional year at a time. Incentives benefit the Human Resources department and leadership team within the school in terms of the time they spend on promoting job vacancies for the upcoming year, preparing for Skype interviews, getting to job fairs, recruiting new teachers and the time it takes to help prepare new teachers before and upon arrival to work and life in this country. Providing an incentive to keep good teachers at TIS saves the school time and money.

Solution four is also beneficial to leaders at TIS as providing incentives to retain quality teachers within the organization is much lower than recruitment costs for new teachers. By

attracting current teachers to stay, costs associated with overseas flights needed for job fairs, hotels, investing in companies such as Search Associates or International Schools Services (ISS) for finding quality educators, onboarding and off boarding as well as new teacher orientation (settling in allowance, groceries, furnished apartments/houses) would decrease substantially.

Incentives benefit the stayers in the school, as less teacher turnover results in fewer new teaching partner changes, changes within the department and loss of mentors and friends. This helps to provide sustainability within the culture of the organization as well as helps propel current goals and initiatives forward without having to start fresh each school with new members.

Conversely, the consequences of solution four begin with the fact that incentives to stay provide an extrinsic motivator for teachers, as opposed to an intrinsic one. While extrinsic motivation is not necessarily a bad thing and can be an added bonus to those who are content within the organization, it does not work within the context of this OIP as extrinsic rewards are most beneficial when the task at hand is inherently uninteresting (Ryan & Deci, 2000, p. 64). What this could mean, is that teachers who were not planning on staying at TIS for another year or two-year contract were persuaded to do so because of the re-signing bonus. This runs contrary to all other solutions brought forward within this OIP as well as the belief that motivating employees intrinsically is the key to success in 21st century organizations. Pink (2009) highlighted this as the literature suggests that it is when people use rewards to motivate others that they are most demotivating (p. 72). This is the difference between extrinsic motivation, which encourages people to do certain things a certain way, and intrinsic motivation which seeks employee engagement (Pink, 2009, p. 111).

Another consequence of solution four may be that those teachers who had been planning

on leaving after the 2017-18 school year will be disgruntled to learn that the early resignation incentive is a lesser sum than it had been in years past. This could cause resistance from members of the institution who feel that this is not fair to their specific situation. This also proves similar to those who have been at TIS longer than six years and do not qualify for the re-signing bonus. While this initiative does help to combat the turnover rate at TIS and could result in turnover of staff happening less frequently, it does not support this OIP in its entirety. Based on this analysis of all four possible solutions, one solution will be woven together to in order to further analyze in the next section of this OIP.

Leadership Approaches to Change -Solution Selected:
Create a System of Shared Support for New International Teachers from the Candidate
Interview Process to the Exit Interview

For the purpose of this OIP, the solution selected is a combination of solution one: creating a system of support and identifying at risk teachers, solution two: creating and implementing questions stems for the candidate interview process, and solution three: implementing a formal exit interview with Superintendent, Principal or Director of Human Resources. Together, this solution will be referred to as: creating a system of shared support for new international teachers from the candidate interview process to the exit interview.

These solutions have been chosen to be woven together above all solutions independently. Together, this solution has the greatest capacity for school wide implementation and change. By continuing to move forward with this solution, TIS arrivers, stayers and leavers will have the opportunity to work collaboratively to help foster and create the type of organizational school culture where international teachers can thrive. By implementing all three solutions as a whole, they will act as a staging process for one another. This will allow us to build on our current system, while still allowing for flexibility. By doing so, TIS will work

proactively to support new teachers before their arrival (solution two), upon arrival (solution one) and upon exit (solution three). This is necessary as support is not linear but is human in nature.

Choosing to move forward with a solution to support new international teachers and to help them feel content both professionally and personally requires the help and support from the entire community. All members become responsible for making this a culture change. Due to the nature of this solution, the alignment with servant leadership and adaptive leadership will be further assessed in the next section of this OIP.

Solution Selected and Servant Leadership.

Creating a system of shared support for all new international teachers and identifying those who may be struggling early on, will require the staff at TIS to serve. Greenleaf defined servant leadership as "begin[ing] with the natural feeling that one wants to serve (1970, pg. 15). It is about making sure "that other people's highest priority needs are being [met]" (as cited in Northouse, 2015, pg. 226). Greenleaf stated that the greatest testament to servant leadership is looking to see if "those served grow as persons while being served… [do they] become more autonomous, more likely themselves to become servants" (as cited in Northouse, 2015, pg. 226)? This is the goal for supporting teachers at TIS. As the arrivers become stayers, and the stayers become leavers, the constant flux makes being attentive and empathetic to the needs of others imperative as we nurture staff through their transitions. This is accomplished through moral dialogue (Graham, 1991, p. 112). As a counselor, I am a listening ear and support system. This aligns with my leadership style as servant leadership calls us to serve the greater good of the organization, and to build a positive organizational culture. At TIS, I try and support all those who need it. This leadership approach has been chosen as it illustrates what I do each day with

the teaching community. This also resonates with many faculty members on a personal level as they too, were once new teachers at TIS and can recognize the emotion and stress that can accompany transition. It is because of these personal experiences that we will be able to build a program that truly supports the needs of international teachers. By creating a system of support, new teachers and returning faculty members will benefit, as individuals work together to take care of one another.

Servant leadership has also been chosen in terms of best fit as it encourages all members to take responsibility, action and be a part of the decision-making process. This is much like the innovation teams that are already in practice at TIS which are collaborative in nature and foster creativity and brainstorming. Creating a system of support will rely on committee work, team planning and passionate people to get involved and share new ideas. Servant leadership offers a, outlet for staff members to have their voices heard within a lateral decision-making process as opposed to a top-down approach. Greenleaf (1998) and Spears (2002) identified ten characteristics as central to the development of servant leadership. Out of these ten, the following have been deemed essential to creating a system of support for new international teachers. These include listening, empathy, awareness, persuasion, conceptualization, commitment to the growth of people and building community (as cited in Northouse, 2015, pp. 227-229). Each of these characteristics will be further analyzed in the next section of this OIP.

Listening. Listening to new international teachers is crucial to the success of this solution as it is by listening that arrivers will feel comfortable enough to share how they are doing, what they need and what they are going through (Greenleaf, 1998, p. 5). By listening with authenticity, we show others that we care and validate their feelings. This is a key component as a servant leader and as a counselor and is a tool for building trust. When we listen with empathy

we "increase the likelihood that people feel seen, heard and understood" (Tan, 2014, pg. 174), and when people feel a sense of security, they are able to truly let down and share. It is crucial to listen to the individual needs of each arriver to the school. As Bolman and Deal (2013) suggest that stories connect us to others, we are able to share in this experience with new international teachers as we build personal and professional relationships and a culture of trust.

Empathy. Empathy is an important characteristic of servant leadership as it asks people to put themselves in the position of someone else (Greenleaf, 1998, p. 5). It is built from kindness and motivates people to care and be more receptive to others (Tan, 2014, p. 166). At TIS, this means that all stayers within the community put themselves in the shoes of the arrivers. Help becomes personal. While each person's transition and first year experience may be different from the next, all teachers in the school have been the arriver at one time. As a counselor and as a staff member who experienced making the transition to TIS in the 2016-17 school year, I am also able to empathize with how new teachers feel. Both my own experiences and the experiences of others have helped me to better understand what kind of support new teachers need when making the transition to a new school and new country. It is because of this "natural feeling" (Greenleaf, 1970, pg. 15) that empathy is necessary for implementing this solution at TIS. Coming from a place of common ground helps stayers understand what the experience of being new is like and can better determine what works well, and what can be done better to support new teachers. This viewpoint is also echoed by the Alliance for the Study of School Culture and Climate as the literature suggests that "real change is personal, whether for an individual or for a group. It involves self-examination and an internalized decision that I/we need to do better" (2014).

Awareness. The concept of being aware of oneself and the impact one has on others is

essential to implementing a successful system of support for new international teachers. As every organization "has its own invisible system of connection and influence…skill at reading the currents that influence the decision makers depends on the ability to [be] empath[etic]" (Tan, 2014, p. 187). As a counselor, I am aware of the fact that I have the ability to model my behavior and actions, introduce myself as a caregiver and as a listener. I am aware of my body language and the impact that saying hello each morning to my students and colleagues has. This is also true on an organizational level in terms of the impression people have about the school, the teachers, the relationships school leaders have with faculty as well as an awareness of the school culture and how it manifests itself at TIS and on the compound. Having an organizational awareness means understanding "the feelings, needs, and concerns of individual people and how those feelings, needs and concerns interact with those of others and how that all weaves together into the emotional fabric of the organization as a whole" (Tan, 2014, p.187). It is about better understanding whose needs are being met. As a servant leader, I am able to influence the culture in our middle school and am aware that my words, actions and beliefs can motivate or de-motivate others around me.

Persuasion. Like awareness of responsibility and influence, my personal persuasion to serve and support teachers as a leader is an effective tool in enacting change. My personal power is built on genuine, trusting relationships. While many TIS teachers are already reaching out to the arrivers in the school to offer gentle check-ins to see how they are doing, inviting them to social gatherings, or helping to prepare them for professional duties, it is important that all faculty members see the need to implement a system of support and help to identify those who may be struggling in order to best help them sooner. Persuasion is used as a characteristic of servant leadership as it focusses on providing a clear message that convinces others to change.

Greenleaf (1998) wrote that persuasion, not personal authority is required in organizations (p. 6).

As an emergent leader, I will persuade others by communicating this change plan with all faculty

members and will target those that are most passionate in order to build momentum and buy in

with staff.

       Conceptualization. Looking "beyond the day to day" (Greenleaf, 1998, p. 7) in terms of

how to best support new international teachers and what that looks like on a daily basis is an

important characteristic of servant leadership. As an emergent leader at TIS, it is important for

me to ask myself, "how far does our responsibility to educate and care go? How comfortable are

we as a school talking about and helping people with their real feelings? How much do we really

believe a person's emotional well-being is tied to their performance? (Ota, 2014, p. 99). By

asking these questions I am able to think realistically about what implementing this solution will

look like and when it can be implemented. By posing these questions to staff, I am able to further

get a sense of the current culture of the school and our goals moving forward. While the guiding

coalition (Kotter, 2014) and I will provide a clear rationale, faculty members will also

conceptualize how this type of support could look. They will then begin to create goals and

direction within their innovation teams in order to meet deadlines, come up with creative

solutions and begin to implement their plan.

       Commitment to the growth of people. Being committed to the growth of people is a

necessary component to servant leadership as it stresses the importance of each person being a

unique and valuable individual (Greenleaf, 1998, pg. 7). Commitment to the growth of people is

the belief that servant leaders are committed to the professional and personal growth of arrivers

just as I am committed to the personal and professional fulfillment of our teachers. Ota stated,

"as a school we want to be able to authentically say, "we care, we are here for you, you can hold

on to us" (2014, p. 32). At TIS, I recognize a genuine desire in faculty members to be a part of this support system. While this support will look different for each person, some examples include: valuing them for their new ideas, helping them to feel comfortable and cared for at home and at school and being a listener in a time of need. As a servant leader, I will work alongside the stayers to develop a plan of support for our new teacher population. By doing so, I will create win-win situations by valuing returning teachers' unique talents, traits, and skills and will hone in on their areas of interest in ways that provide professional fulfillment for all (arrivers, stayers, and the organization).

Building community. As the PoP addresses the question of how to build the type of positive organizational culture where international teachers can thrive, the need to build a strong community is clear. Community is defined as "a collection of individuals who have shared interests and pursuits and feel a sense of unity and relatedness [allowing them] to identify with something greater than themselves" (Northouse, 2015, p. 229). Therefore, community and culture are closely linked. When looking at servant leadership through a cultural lens, there is a natural fit between building community and serving others as TIS is made up of arrivers, stayers and leavers. As a leader, I am confident in my ability to build community. I do this through my desire to help others, my ability to lead by example, facilitate and collaborate, as well as my ability to listen and empathize. By using my own strengths as a servant leader, I will help faculty members continue to build a strong culture and community together. By working together and coming to a shared decision about how to support new teachers, we will find success as a school. This will be discussed in more detail as adaptive leadership complements servant leadership in the next section of this OIP.

Solution Selected and Adaptive Leadership

Adaptive leadership aligns with servant leadership as a lateral decision-making style which supports collaborative learning. It is follower centered. Defined by Heifetz (2009) as the process of mobilizing people to tackle challenges and thrive (p. 14), it has been chosen as a complementary approach to work with stayers on how to create a system of support for new international teachers. The word "with" is a key term in adaptive leadership as this process is based on empowering staff members to make change. It is not leader driven but instead is based on collaborative relationships where individuals take responsibility and feel emotionally connected to making change (Northouse, 2009, p. 264). This leadership approach has been chosen as it aligns with the current leadership practices at TIS as we are an adaptive school as well as with my own leadership philosophy as a servant and adaptive leader.

TIS as an Adaptive School. As a school that believes in adaptive leadership, many TIS faculty members are trained in adaptive schools practice. This professional development given by an external consultant has been mandatory in some years for all TIS teachers and has been optional in others. Using this protocol first began in the 2014-15 school year and was mandated for all formal leaders at TIS to attend. This included principals, team leaders and department heads. In the 2016-17 school year, all TIS faculty members including leaders were trained in the foundational adaptive schools seminar. For new international teachers such as myself, this was new learning. For other stayers in the school, this was a summary of what they already knew and/or a reminder of what they should be doing. This one-day session focused on how to run an effective meeting, inclusion activities, paraphrasing, active listening and creating and adhering to the seven norms of collaboration. In the 2017-18 school year, an optional, four-day adaptive schools foundational learning course was given at TIS. This took place over two weekends on campus and was led by an external consultant. There were roughly 50 members of faculty

present including myself. Divisional leaders from lower elementary, upper elementary and

middle school were present. This is important as adaptive leadership is used to encourage

effective change across silos, levels and community (Northouse, 2009, p. 257). Upon approval of

this OIP, it will be crucial that adaptive schools training be kept up by formal leaders in the

school and be taught formally to new teachers as a part of new staff orientation. Having the

opportunity to train and re-train teachers and leaders at TIS is important as it helps to guide our

practice and culture of "how we do things". For example, the use of the inclusion activity which

is designed to get all voices in the room at the start of a meeting, is used across grade levels and

silos at TIS. This process honors human nature and helps individuals to get to know one another

on a personal level, therefore helping to build trusting relationships. Adaptive schools training

believes in presuming positive intent as a key component of working with others (Garmston &

Wellman, 2013). As an adaptive school, this leadership model fits with the context of this OIP as

leaders are able to mobilize people to meet adaptive challenges. With the solution selected of

implementing a support system for all new international teachers from the candidate interview

process to the exit interview, Heifetz (2009), argued that over time, "these and other culture

shaping efforts build an organization's adaptive capacity, fostering processes that will generate

new norms that enable the organization to meet an ongoing stream of adaptive challenges" (p.

17). By working together to support new international teachers we will institutionalize these

programs as a part of our culture.

Adaptive leadership has also been chosen to move forward with this solution as it

complements the crucial aspects of servant leadership. For example, one of the key adaptive

leadership behaviors focusses on creating a holding environment or atmosphere where people

feel safe and listened to (Northouse, 2009, p. 266). This is critical to both approaches to

leadership, as when emotional needs are not addressed, everything else is affected (Garmston &

Wellman, 2013, p. 135). While this holding environment can be physical or virtual, it is formed

by carefully crafting a place or space with common language, trust and clear rules and norms so

that open and honest dialogue can occur. By learning the skill of how to pay attention to

ourselves and others, meaningful dialogue and discussion take place. Garmston and Wellman

(2013) defined discussion and dialogue as two necessary but different components of

collaboration which help members understand what they are saying, how they are saying it, and

how others are receiving and responding to their ideas (p. 39). While dialogue is defined as

"honoring the social-emotional brain by building a sense of connection, belonging and safety (p.

46), discussion is defined as requiring critical thinking, careful consideration of options and

respect for conflicting points of view" (p. 47). Discussion is a way of talking that leads to

decision making. Much like my work as a school counselor, creating a safe place for students,

teachers and families is made up of both the physical environment as well as the feeling created

by those within it (Heifetz & Linsky, 2002, p. 103). It is within this safe space that opportunities

to reflect and discuss can uncover one's mindset as they listen and share with one another.

   Adaptive leadership further aligns itself with servant leadership as it relies on mutual

respect between colleagues. For this solution to work, stayers at TIS will work collaboratively

with one another in teams to create plans for support. As a leader, I will inspire teachers by

honing in on their strengths and providing them opportunities to get involved. I will speak openly

with staff about their ability to effect change, as well as will provide them with enough direction

and structure to feel safe and secure in what they are doing (Northouse, 2015, p. 270). Due to

these overlapping characteristics, both leadership approaches are firmly grounded in my agency

as a leader. As creating a system of support for new international teachers is a shared

responsibility, adaptive leaders must involve all staff members in the decision-making process. In order to do so, we must listen authentically to one another and promote transparency and communication. The need for communication with all TIS faculty will be outlined in the next section of this OIP.

Communicating the Need for Change

Developing a plan for how to communicate change is critical to this OIP as it affects all people in the school. This is directly tied to the character of an organization as it can be defined by its culture and communication between members (Morgan, 2006, p. 122). In order to create and foster buy in, responsibility, and excitement among all teachers and stakeholders, transparency and communication are key. Building from both servant and adaptive models of leadership, Kotter (2014) expresses the importance of working for a shared purpose and the privilege of being involved in something larger than ourselves (p. 23). Communication will be achieved through the use of Kotter's 8 step-model (2014). While other models of communication have been analyzed such as Cawsey's (2016) Change Path Model and Klein (1996), both resulting in significant alignment with TIS, Kotter (2014) has been selected as it most closely fits with what the leadership team at TIS already does in their practice, what takes place in the middle school Innovation Teams as well as what our Superintendent uses when addressing change with faculty. For these reasons, it has been selected for this OIP. Kotter's model focusses on eight strategic steps that under line how to create successful change. These stages are as follows:

Establish a Sense of Urgency

In order to establish a sense of urgency, TIS must align mission, vision and strategic goals with the thoughts, feelings and actions of the community (Kotter, 2014, p. 131). This is apparent in the 2017-18 school wide goals as they revolve around innovating to sustain. With a

clear focus on teacher retention and wellness, TIS is already working towards establishing a

sense of urgency in the area of school culture wherein everyone is called to action (Greenleaf,

1998, p.224). The Alliance for the Study of School Climate, Charter College of Education stated

that "when the culture of a school improves, there is a corresponding improvement in each area

of the school's overall performance" (2014). It also stated that in order for change to be

successful, the school itself must arrive at a shared set of values (2014). Kotter wrote that

urgency is the core of accelerated action and that this happens when people wake up each

morning with a desire to do something or make change (2014, p. 112). While it is predicted that

some members will resist this change and follow up discussion and dialogue with them will be

necessary; the overwhelming sense of community involvement will also help to guide these

members into finding an area of interest to pursue.

At TIS, the desire to improve school culture can be viewed through some of the faculty

led initiatives within the school. One example of this is the Faculty Engagement Committee. The

purpose of this committee is to discuss teacher morale and make recommendations to the

leadership team and board. Another example is the counselor led "Arriver" and "Leaver"

sessions that focus on transitions for staff. A third example of this desire to do something more

includes the Culture and Climate innovation team. While these are just a few examples of the

good work already being done at TIS, the goal is to motivate all members to work together to

create a true sense of urgency and responsibility as a staff.

Create a Guiding Coalition

The creation of a guiding coalition is imperative as the TIS faculty is large and expands

across divisions. A key aspect of building this coalition is that it calls on motivated people across

silos (elementary, middle and high school) who want to help make a strategic plan, be leaders

and seek to include as many people as possible (Kotter, 2014, p. 29). Finding these change agents at TIS will be an easy process as so many informal leaders and faculty members in the school are already working towards this goal in smaller ways.

By finding people who have their own positive working relationships with others, we are able to build a supportive network where people feel empowered to initiate and implement change (Kotter, 2014, p. 23). Kotter (2014) suggested that in order to be successful, these members must be committed, have connections and have the skills to be informative and effective members of a large team (p. 30). These are the types of people who have a "get to" mindset and understand how people feel, have a genuine desire to contribute to something bigger than themselves and want to make the organization and community better (Kotter, 2014, p. 23). While this coalition will include faculty members across grades and divisions, it will be imperative that formal leaders are also members. This is key in order to implement change in the areas of priming for cultural change, communicating importance, listening to concerns and resistance, empowering staff to take ownership and supporting the change and commitment made by others, as without ownership there is neither understanding nor motivation (Roberts, 2015).

Develop a Vision and Strategy

In order for faculty members and leaders at TIS to be motivated and excited about this change, a detailed vision plan will need to be crafted to fit the specific goals of this OIP (Kotter, 2014, p. 30). This plan will reflect the PoP of how to create and foster the type of positive organizational culture where international teachers can thrive and will include specific check points to help move the vision forward. I will collaboratively work with others to create this vision strategy. It will be communicated out with all faculty members through formal

presentations and meetings, informal conversations and multiple opportunities for dialogue and discussion. Communication will be further explained in the next section.

Communicate

Formal and Informal leaders at TIS will provide staff with a clear and compelling rationale for change and what it will look like. It is important that the message stresses sustainability and continued growth as well as how this change will affect the greater school community. As a servant and adaptive leader, I will also communicate opportunities for staff to get involved (Kotter, 2014, p. 118). We will use communication to educate and inform staff about the change and dialogue as a community about why it is necessary. We will discuss who the change is targeting and will allow for staff to share their thoughts, opinions, advice and concerns. Kotter stated that in order to have open dialogue with faculty where people will really listen, the message must be meaningful and connect with people's feelings (2014, p. 119). By providing opportunities for open session sharing and brainstorming, leaders for change in the school will involve staff in areas where they feel passionate as well as will create awareness about the need for school-wide support. Through communication, employees will feel personally connected and empowered to support this change plan.

Empower Employees

Empowering employees is an important action step in Kotter's (2014) guide for change. This allows faculty members to be a part of something that they believe in. This also allows them the opportunity to collaborate with formal and informal faculty members from all divisions through the use of a dual operating system(Kotter, 2014, p. 35). For those who are looking for leadership roles in the school, this also provides greater visibility from other faculty members and administrators (2014, p. 36). Empowering employees is beneficial for the organization as

they are able to pull from existing, motivated staff instead of hiring new faculty members (2014, p. 23).

For meaningful change to be possible, the members of the school must recognize that the need for change stems from an existing and priority problem. This recognition also needs to resonate with them, creating a sense of "what can I do better?" Through this step, the guiding coalition will work with formal and informal leaders as well as faculty members to involve passionate teachers in the process and keep them personally connected to the PoP. This personal connection allows for more people to feel empowered to initiate ideas and not simply carry out the directives of others (Kotter, 2014, p. 23). In order for staff to truly feel empowered, they must also feel that formal leaders in the school trust them. Individual faculty members and teams must be trusted to have autonomy and carry out plans as well as be given the freedom to develop their ideas without overshadowing by administration. These relationships will be developed over time by participating in open dialogue and constructive conflict in collaborative groups. It is within these collaborative teams that they will be able to express their own personal identities in relation to the school identity. This is also where team identities will be built as members share their thoughts, ideas and concerns. By creating a sense of shared leadership among all faculty members, leaders for change are able to help guide and support where needed while at the same time promote and respect faculty members sense of ownership. These collaborative relationships provide staff members with a sense of a personal and professional fulfillment and guides our work forward, creating wins for teachers and for TIS.

Generate Short-term Wins

It is important that change is recognized by formal leaders at TIS in order to celebrate the work being done in the school. Celebration is a necessary component of change and helps to

recognize those who are trying to make a difference (Kotter, 2014, p. 125). Ceremony is also

symbolic in nature and allows teachers to feel a sense of accomplishment (Bolman & Deal, 2013,

p. 284). When possible, recognition should be made as visible as possible to the entire

organization, regardless of how large of small the win is (Kotter, 2014, p. 32). Kotter reports that

early on, faculty members and teams can be recognized by taking initiative or early action (2014,

p. 125). Staff will be recognized and appreciated for their positive efforts throughout this process

(Roberts, 2015, p. 5) or recognized in a way makes them feel appreciated and determined to keep

going. This makes both the individual and the organization feel good. These wins continue to

build respect and understanding among staff as well as cultivate personal relationships (Kotter,

2014, p. 32). By generating and celebrating short term wins, TIS is able to create a dual system

between formal and informal leaders where people continue to work together, are motivated by

their successes, and are encouraged and supported to continue moving forward. The next section

of this OIP will further discuss the process of steady gains and producing change.

Consolidate Gains and Produce More Change

Dissecting Kotter's (2014) Change Model, helps us to understand the importance

maintaining momentum with the solution to create a system of support for new international

teachers from the candidate interview process to the exit interview. As a leader, this step allows

me to provide personal thanks to the change agents in the school, to mark progress made thus far

and to reinforce commitments, goals and continued engagement. It is at this point in the process

that people will have an opportunity to think, dialogue, discuss and test their initiatives.

Producing more change also calls the staff to make decisions based on information and ideas

from all divisions in order to anchor new approaches moving forward (Kotter, 2014, p. 32).

Anchor New Approaches

Once change to support new teachers has been enacted within the TIS community and feedback has been received with how to move forward, the next step will be to begin institutionalizing these changes. Due to TIS being a transient place where faculty members come and go, these changes must be "embedded into the organization's cultural norms and values" (Cawsey et al., 2016, p. 48). This is a crucial aspect as supporting new international teachers should remain a part of the culture at TIS and a part of "the way things are always done," regardless of who is employed at the school. Institutionalizing change means integrating processes, systems, procedures and behavior into the culture of the organization which will happen over time (Kotter, 2014, p. 38).

Conclusion

While change is not immediate and can come from existing programs and protocols within the organization, creating an organizational culture where new international teachers can thrive is possible at TIS when applying frameworks and models that fit. By analyzing and critiquing the institution, the gaps in the system and the ways to communicate change through a cultural lens, it is possible to enact change in a way that complements the school's mission, vision and goals. How to successfully implement this system as well as how to best monitor and evaluate the progress of this program will be discussed further in chapter three.

CHAPTER THREE:

IMPLEMENTATION, EVALUATION AND COMMUNICATION

Overview of Chapter

In chapter two of this OIP, a solution was selected to address the PoP. The solution chosen is to create a system of shared support for new international teachers from the candidate interview process to the exit interview. This solution was chosen as it identifies the need to support new teachers early on, and acts as a staging process for their tenure at TIS. By implementing a plan of support for new teachers before their arrival, upon arrival, and upon exit, this solution strives to provide care for TIS teachers in a flexible way that meets their individual needs. The final chapter of this Organizational Improvement Plan will focus on preparing for implementation, reflection and next steps. Information will be communicated through the use of a change implementation plan that will break down all steps and processes in order to make it accessible to faculty members in the school. A process for monitoring and evaluating this support system will be identified through the use of the Plan, Do, Study, Act model (Moen & Norman, 2009) as a way to guide reflection. Finally, ethical responsibilities and next steps for the school will be determined. The first section of this chapter will begin with a clear plan for implementation wherein goals and desired outcomes will be formalized.

Change Implementation Plan

Creating a change implementation plan is necessary to the success of any new initiative as it sets clear goals and outcomes for those involved. Having a plan helps to break down initial steps that I need to take as a leader. It also offers insight into how information is communicated in the school as well as what guidelines to follow in order to have new programs approved at TIS. Throughout the process of developing this OIP, I have been able to disaggregate data from

school wide Endicott Survey results, middle school Climate and Culture survey results, leaving

teacher exit survey results and new teacher survey results, all of which are anonymous. As a

counselor and servant leader, I have also able been gained valuable feedback from the Teacher

Arriver and Leaver Sessions I have held, as well as personal communication with arrivers,

stayers and leavers in the school. Being a servant leader has allowed me to serve my school

(Greenleaf, 1998, pg. 1). All of this information has led me to the solution presented at the end of

chapter two: creating a system of shared support for new international teachers that extends from

the candidate interview process, (the onset of employment with the school), to the exit interview

(conducted as teachers prepare to leave TIS and work, retire, or live elsewhere).

Successfully implementing a program of support for all new teachers will affect the entire

TIS community. While it will be put into place to support new teachers, it relies on the planning,

organization and care of the stayers to develop and sustain positive relationships with new

teachers and with one another (Corazzini et al., 2014, p. 618). This is a program that aims to

affect not only the personal and professional contentment of the teachers at TIS, but the culture

as whole. A caring culture then becomes the symbol of the school (Bolman & Deal, 2013, p.

248). As new international teachers at TIS receive differentiated support to meet their needs, they

too become stayers who help to care and support the next group of arrivers. This builds a positive

organizational culture, where adaptive care is sustained. For the purpose of this OIP, adaptive

care is defined as care that changes based on the personal needs of individuals (Garmston &

Wellman, 2013). This allows all members to get involved in a solution focused plan that is

intuitive (Greenleaf, 1998, pg. 4), serves new teachers, their community and their sense of self

(Northouse, 2015, p. 258). As a servant and adaptive leader, I am also able to guide faculty

members to groups where they feel most useful through active listening, encouragement and

modeling. Based on the solution selected, this will be implemented as a school wide initiative at TIS. The 2018-19 school year will be collaborative in nature where teachers are introduced to the problem and are empowered to make change in a way that increases their own sense of self and motivation. Due to this, change will slowly be executed in small ways. As a servant and adaptive leader, I will provide the physical and mental space to create a safe and welcoming environment for ongoing discussions to take place (Northouse, 2009, p. 266). This will be done both one on one and in team settings. Throughout the implementation of this solution, evidence will be continuously measured. It is important to recognize that this solution builds off of current structures and practices in the school, and therefore can benefit from the data already collected at TIS. In addition to this information, new forms of data will be collected and assessed both quantitatively and qualitatively.

Quantitative Data

As a part of the solution selected for this OIP, I recommend that the entire school undertake the Climate and Culture Survey that was initiated in the middle school during the 2017-18 school year. This is necessary to build whole school culture and community, as well as to look at areas of strength and growth as a school. As an active member of the innovation team where this anonymous survey was recommended and implemented, I am confident in using this external resource to help TIS better define how to go from "good" to "great" (Alliance for the Study of School Climate, 2014). As examined in chapter one, this process included a confidential survey for all teachers, students and parents as well as online focus groups that were conducted via Skype with the consultant. Surveys for students and teachers were done during the school day and parents were asked to complete this at home. Student and teacher focus groups also met during the school day. The consultant assured confidentiality and anonymity within the focus

groups. She took notes during these sessions but did not identify names, grades or subject areas.

She then provided general comments and themes from these sessions to the innovation team and

administration along with a full analysis detailing recommendations. A breakdown of this

information was formally provided in hard copy as well as electrically to all middle school

faculty members during a follow up meeting. The overall recommendations to TIS are provided

in Table 6 on page 24 of this OIP.

      The recommendation to implement formal exit interviews for leaving faculty members as

a component of the solution selected will also act as an effective way to provide feedback for

leaders at TIS. While survey data is already collected electronically from leavers, conducting

formal exit interviews whereby teachers have to opt out of this process instead of opting in, will

allow for a stronger understanding and appreciation for why each teaching resigns. This also

helps to provide a sense of closure for leaving members.

      Potential problems for these interviews include teachers not feeling comfortable having a

formal exit interview. They may also fear that what they say may be used against them in some

way and choose not to share openly (Johns & Gorrick, 2016, 29). Due to these factors, it is

crucial that all leaving teachers are made aware that this information will be used solely to

provide them with an outlet for sharing their praise, concerns or comments about TIS as well as

for the betterment of the school. Additionally, it will be important to clarify that if leaving

teachers do not want to have an exit interview, they can choose to opt out of this process on the

exit survey provided. By adapting this model from an opt-in to an opt-out system, the aim is that

more teachers will participate. To further their level of comfort, leaving teachers will be able to

choose from a drop-down menu via Google Form of whom they would like to have their exit

interview with. If after this step, they still do not want to undertake this process, they will not be

forced in any way to do so.

Qualitative Data

A third available resource includes the formal and informal check-ins provided to new

teachers by administrators, mentors and social buddies as recommended in the solution selected

to support new teachers. Waddell, Martin, Schwind, & Lapum offer that "mentorship is

important to help socialize new faculty to their roles and the expectations [and] express the

importance of feeling included and supported while developing new connections by an

institution that values their well-being" (2016, p. 61). These check-ins can be formal in nature,

wherein new teachers provide administrators with quantitative data in regards to their

professional goals and collaboration (a practice already done at TIS for all new teachers) or

could be informal in nature, including casual conversations in group settings or one on one.

Depending on the purpose of these meetings (professional feedback, observational data, active

listening, a supportive friend, a casual gathering), stayers in the community in these roles

(mentor or buddy) will have an opportunity to provide ongoing care for arrivers. This, in turn,

strengthens collegiality and collaborative leadership in the school (Waddell, Martin, Schwind, &

Lapum, 2016, p. 72). Mentors and buddies will also have an opportunity to provide formative

data to administrators on how new international teachers are doing. Woods and Stanulis argue

that mentorship is a "comprehensive system of support, professional development and formative

assessment" (as cited in Donohue, 2017, p. 3). As an emergent leader, coordinating this

mentorship/buddy program would be my responsibility. Working alongside my divisional

principals and the director of Human Resources, we would ensure that teachers in these

leadership roles would be trained to undertake new international teachers as their mentees.

Applications for mentors and buddies could include reasons why they believe that they would be

a positive and helpful mentor/buddy as well as possible areas of strength or expertise in regards

to TIS, technology, the city, country or culture.

A potential problem for this program is the misunderstanding that mentors or social

buddies would report all information from new teachers to administration. Much like my role as

a counselor; I often inform students about what is confidential and what must be reported. This

would be similar in regards to the mentor/mentee relationship. While some information about

teachers who are struggling may be pertinent to share, daily successes and challenges would

remain between mentor and mentee. General feedback statements such as "green light", "yellow

light" or "red light" could be used as a symbol to share information with administration without

breaching confidentiality or trust. Due to the type of relationship being fostered between these

two groups, establishing trust is key. Developing skills on how to create a safe place and space

for these relationships to grow must be an element of mentor training and ongoing professional

development for those involved. While qualitative in nature, this would be measured by

community "feel" in relation to the impression of support, care and autonomy given to new

international teachers at TIS. It could be assessed via Google Survey or follow up discussion.

The goal of implementing a system of support for new international teachers from the

candidate interview process to the exit interview is attainable at TIS. While there are many

resources needed in order to exact this change, as discussed in chapter two (time resources,

human resources, financial resources and technological resources) the greatest resource needed is

the motivation of TIS faculty. Greater financial funding and time to allow for the possibility of

hiring external consultants to train mentors, as well as the implementation of a school wide

Climate and Culture survey would be beneficial. To date, the proposal of a mentorship program

has been put forward to the leadership team by myself, and the Engagement Committee. It is

being discussed by the board as an option for the 2018-19 school year. The anticipated outcomes

of a successful mentorship/buddy program as part of a larger program of support would result in

new international teachers feeling taken care of, appreciated and supported as they transition to a

new school, home and country. Table 10 illustrates some of the ways that new teachers will be

supported throughout this program.

Table 10

Example of New International Teacher Supports at TIS

Overall Support Model
• Mentorship Program for arrivers who have been paired up with a "stayer" in the school (formal and informal check ins) • Buddy Program to help with initial off boarding – "go to" person • Meeting dates/times throughout the year with administrator for discussion on professional goals and collaboration (blend of pre-determined meetings with formal structure and needs based meetings) • Culture of Support - creating a safe/supportive place to build relationships • Social Committee gathering (formal and informal) • Personal and Professional Investment - Investment in the well-being of mentees through discussion of healthy work–life balance • Counselor sessions with all arriving faculty or one on one sessions with counselors • Professional development for all mentors/buddies • Adaptive schools training for all new faculty each year

Note. Adapted from Waddell, J., Martin, J., Schwind, K., & Lapum., J. 2016, p 64.

Due to the fact that the needs of each teacher will vary, the support offered will be

differentiated. This will be dependent on the person, the individual circumstance as well as

external factors. Table 10 offers only a few of the ways that support can be provided to new

teachers. While it is not possible to capture what all of these needs may look like, providing new

teachers with a positive, safe space is paramount (Waddell, et al., 2016, pg. 71). Table 11 helps

to identify some common needs that arrivers to TIS may experience.

Table 11

Examples of Individualized Support for Arrivers

Scenario	Description of Need
1	A new teacher who is struggling with their professional role may want/need to meet with an administrator, mentor or buddy more often than is allocated in the schedule. This means that the mentor, buddy or administrator would meet daily or weekly with the arriver to help assure that they were comfortable and confident. This would have to be built into a new schedule where mentor/mentee meetings were a part of the weekly scheduled meetings for staff members. Deci wrote that providing useful information in the workplace is crucial [as] people desire information about how they are doing when it is provided in a positive, helpful way (as cited in Pink, 2009, p. 67). These meetings could be scheduled over a mutually agreeable time (two week-eight weeks). This could be formal or informal depending on the situation. During this time, the administrator or mentor might walk through the new teacher's professional goals and help them create a timeline or plan to achieve it. The stayer may offer to observe the arriver in class and provide observational notes or feedback. This would also be an ideal time to praise the arriver for specific things that are going well (Pink, 2009, p.179).
2	A new teacher's shipment (clothing, small appliances, artwork, kitchen supplies, memorabilia) has not arrived to the country by the time they arrive to work, which is distressing as they cannot create a sense of "home" for their family. While Human Resources would make sure to contact the shipping company and try to work through the situation, this would provide an opportunity for stayers in the school to reach out to this staff member and provide items that may be of assistance while they wait for their shipment to arrive. The mentor/buddy may also help the arriver with items they may need. Alternatively, this new teacher may benefit from one on one counseling with a school counselor, their mentor/buddy or an administrator or Director of Human Resources to talk through this challenge. It would be important for the arriver to know that they could always set up a time to meet and talk with one of these people. It will also be important for the stayers to reach out and let them know that they are always available to talk.
3	A new teacher is struggling to find their place socially at TIS. They are not sure how to navigate life on the compound and feel far away from their home. This would provide the mentor/buddy an opportunity to reach out and include the new teacher in upcoming social gatherings outside of school, or informal gatherings at the compound (pool, restaurant). The mentor could provide some examples of how to get involved with others around the compound (walking groups, ping pong, squash, tennis, yoga classes, swimming), and could set up times for mentor and mentee to get together. It would also be beneficial for the social committee or a like-minded group of Stayers to compile some of the different types of activities that take place in and around the compound with sign ups and contact information to make it easier for new people to join. This could be sent out via school email to all teachers who live on the TIS compound.

Although the scenarios provided in Table 11 are not true for all new teachers, they do represent some of the potential ways stayers in the community can provide support. Qualitative data such as this can provide the school with information about what new teachers find challenging, so that they can work to correct these issues. For example, after multiple new teachers struggled with a specific shipping company, in the 2017-18-year, Human Resources took responsibility for this and removed this business from their recommended companies to use for both arrivers and leavers.

When looking at this change plan from a cultural lens, the anticipated outcomes for the stayers in the school include a greater sense of responsibility and care. By taking an active role in supporting the arrivers in a way that draws from their own passion and skills, the greater the sense of accomplishment and purpose. This allows stayers to bond with others and contribute to the betterment of the school through empathy, service and value (Mittal & Dorfman, 2012, p. 556). By creating a culture of support where all teachers help one another, we also anticipate outcomes of greater school pride, a stronger community feeling and friendships extending beyond the school. The predicted outcomes for the leaders at TIS are expected to be very positive. Smith and Ingersoll "identified a 30% reduction in new teacher turnover for individuals with a mentor in their field…[and] Duke et al. (2006) discovered a 16% increase in expressed commitment to the profession where individuals [had]a mentor" (as cited in Donohue, 2017, p. 100). Although this data will not be immediate, Table 12 outlines some of these expected outcomes that will be revealed over time.

Table 12

Expected Outcomes of New Teacher Support System

Outcomes for Leaders

- Staff responsibility, autonomy and growth as the stayers take on ways of helping provide on-going care for new international teachers.
- Arriver wellbeing. This will be evident both professionally and personally.
- An increase in retention rates as TIS' positive culture provides a continued sense of professional "flow", motivation, contentment and a sense of security for all members.
- A decrease in time spent interviewing candidates and attending job fairs.
- An increase in time for leaders in the school to complete other objectives.
- The ability for leaders in the school to complement work done by the staff and provide praise when appropriate for work being done as opposed to leading.

Table 12 provides possible outcomes of creating a program of support for all new teachers. These outcomes will materialize over time. By using both qualitative and quantitative data to guide our practices in the first year of this program, we will be able to better gauge what is working and what needs to be adapted for best fit.

Aspects of this OIP are already being reviewed by the leadership team at TIS which includes a formal mentorship program for all new international teachers as well as a wellness-based activity program for all faculty members to build community and support retention. For the remainder of this school year, I will be working to complete this OIP, meeting with leaders in the school and working in both the Climate and Culture innovation team and the Engagement Committee to discuss ways to communicate with staff about improved school culture using Kotter's (2014) 8 Step Change Model. While ideally, we will begin to implement this shared system of support for new international teachers at the start of the 2018-19 school year, it is essential to note that these teachers were hired before the OIP solution was put into place. This means that there was no set interview process or question stems used. These question stems would not be implemented (if approved) until the new international teachers were hired for the 2019/20 school year. Formally, communication with TIS faculty about the PoP and solution selected will not take place until the start of the 2018-19 school year. This means that while the

2018-19 new teachers will begin to "see" and "feel" some of the benefits of this support plan, it

will still be a work in progress.

After the first semester of implementation (December 2018), it will be critical for me to

assess how the implementation process has gone thus far. This will include: communication,

group formation, plan making, goal setting and execution of initiatives. This will take place

during a regularly scheduled Tuesday afternoon middle school meeting and will be centered

around dialogue and decision making (Adaptive schools protocol). I will organize and prepare

these meetings with the help of the guiding coalition (Kotter, 2014). Asking the right types of

questions to staff is central in gaining feedback on how this program has gone thus far for both

the stayers and the arrivers at TIS. Open and honest dialogue around these questions allows us to

make improvements, address resistance, and work to solve problems as a community. Table 13

illustrates some of the crucial questions that we would ask faculty members at this stage.

Table 13

Reflection and Questioning of Support Planning, Implementation and Execution

Question Sample
• What is going well? Why?
• What has been a challenge? Why?
• What do stayers need from the school in order to finalize plans/implement ideas and move forward?
• What needs to happen in semester two? Next school year?
• How should leaders help?
• How do new teachers (Arrivers) feel? How do Stayers feel?
• Can you describe a situation in which a mentor/buddy has helped you?
• Where is support strong? Where are areas for growth?
• What has been your experience working/participating in a mentorship program?
• What situations have influenced your experience working/participation in a mentorship program?

Note. Adapted from Donohue, L. 2017, p. 100.

Table 13 highlights some of the important questions that we will pose to faculty after the first semester of working collaboratively to support new teachers. These questions and answers would be made public to all members and would be kept electronically in our shared Google Folder. Asking these questions is important as this is teacher -driven change. As intrinsic motivation is most accessible when employees have voice and choice, it will be important for staff members to be involved in this process from the beginning as "individuals are far more engaged when they're pursuing goals they had a hand in creating" (Pink, 2009, p. 165). Autonomy and a sense of satisfaction or flow are also greatest when individuals feel a sense of competence (Ryan & Deci, 2000, p. 58). I will model my belief in the faculty by seeking out answers to better this program and work to support all faculty members through this process (Mittal & Dorfman, 2012, p. 555). As an adaptive leader, I seek reflection and improvement for continued growth (Northouse, 2015, p. 258), and as a servant leader, I understand the importance of truly listening to staff members. This midyear review meeting will also be an opportune time to provide staff with updates (short-term wins) and goals for the second semester. For example, the group of teachers who have been developing question stems for the interview process may be recognized or present their work at this time.

The end of the school year (June 2019) will mark the first full year where the solution to create a system of shared support for new international teachers from the candidate interview process to the exit interview has been communicated and recognized. After a year of implementation, goal setting and trial and error, we will lead an end of year review with faculty. This will include making changes for next year, deciding on best practices and finalizing the program for the next year's arriving teachers. While there will be ongoing dialogue about

processes throughout, this solution of support will be evaluated through the use of anonymous

surveys created via Google Drive as well as informal and formal dialogue. This will be further

explained in the Change Process Monitoring and Evaluation section of this chapter. Moving

forward, best practices will be institutionalized at TIS. New teacher support will no longer be

dependent on certain teachers filling certain roles. Table 14 illustrates an exemplar of how this

data collection and program evaluation process could be undertaken at TIS.

Table 14

Strategy Implementation Evaluation

New Evaluation Strategy at TIS	Who is Responsible	Evaluation Strategy already used at TIS	Who is Responsible
New Teacher Surveys of Support	OIP author and guiding coalition (possible informal leaders)	New Teacher Off Boarding Survey Data	Director of Human Resources
Mentor Surveys for both mentors and mentees	OIP author and guiding coalition (possible informal leaders)	Endicott Survey Data	Divisional Principals
Social Buddy Surveys	OIP author and guiding coalition (possible informal leaders)	Teacher Turnover Data	Director of Human Resources
"Staying" Faculty Surveys	OIP author and guiding coalition (possible informal leaders)	Counselor Arrivers & Leavers Session Feedback	Counselors
Formal 1-1 Exit Interview Data	School Director, Director of Human Resources and Divisional Principals	Exit Interview Survey Data	Director of Human Resources
School Wide Culture & Climate Survey Data	Middle School Climate & Culture Innovation Team in collaboration with members from Elementary and High school divisions, divisional principals and School Director	Middle School Culture & Climate Survey Data	Middle School Climate & Culture Innovation Team in collaboration with Middle School Principals and School Director

Table 14 illustrates what is already being done at TIS as well as the new practices for collecting data that this OIP recommends. It illustrates who is responsible for creating and implementing these surveys as well collecting and reporting on data. Table 14 also offers a visual representation of how this work will be done by the informal leaders in the school. Although formal leaders will be needed to assist in some of these processes, this program is rooted in the work of myself, the guiding coalition and the passionate stayers at TIS.

Based on this Change Implementation Plan, the 2019-20 school year will be the first year where all new international teachers have had the opportunity to be supported from the time of their candidate interview (pre-arrival) and throughout their first year as teachers at TIS. While there will be surveying and evaluation of this support plan throughout the creation and implementation of this program, the 2019-20 year will be paramount in looking at how new international teachers and stayers at TIS have felt personally and professionally with this support plan in place.

Strengths

One of the strengths of this Change Implementation Plan is that the goal state is positive for all members of the TIS community. While the solution selected to move forward within this OIP directly pertains to new international teachers, the overall system of support provided is beneficial to all stayers in the school (teachers, students and families). The aim of this solution is to make sure "people feel safe, seen, included and cared for, so teachers can teach well… [and] students and can learn well" (Ota, 2014, p. 115). A second strength of this Change Implementation Plan is its alignment with school wide goals. As TIS continues to seek out ways to innovate to sustain and retain teachers, the solution to create a system of shared support for all new international teachers that extends from the candidate interview process to the exit interview fits within these goals.

Assumptions

An underlying assumption that this OIP makes is that TIS will continue to hire and recruit new international teachers each year and therefore implementing a program of support for new international teachers that becomes institutionalized over time makes sense. Although we have asked faculty and been given verbal confirmation from this year's leavers, this OIP also assumes that leaving teachers will complete the exit survey, will want to have a formal exit interview and will share openly and honestly during these processes. Another assumption that this Change Implementation plan makes is that overall, TIS teachers are intrinsically motivated and feel a vested sense of compassion and responsibility to help support the arrivers in the school. It makes the assumption that stayers want to help arrivers with their transition in order to bolster their own sense of self and the betterment of the school culture. Finally, it makes the assumption that while there will be teachers who resist this plan initially, that over time, with open communication, dialogue and trust, these members will understand its benefit and will be compelled to act.

Limitations

One of the limitations of this Change Implementation Plan is the number of people that it calls to be involved in order to be initiated school wide. TIS is a large school with over 2200 students and roughly 250 teachers. These teachers span across grade levels and buildings. Although I feel confident in my role as an emergent leader in the school and have a strong rapport with the Director, my administration and my colleagues, my influence is situated in the middle school. While I have been in contact with my principal throughout my work on this OIP and feel confident presenting and beginning dialogue with middle school faculty members, teachers from other divisions in the school will be less familiar with my agency as a leader and the solution being presented.

Some of the ways that I am able to mitigate against this obstacle includes meeting with the Director to talk about ways to present information to all staff, meeting with other formal and informal leaders in the school who want to be involved from the early stages and beginning follow up conversations across grade levels. Working directly with informal and formal leaders in the school allows for a collaborative effort from the initial stages. This also allows this plan of support for new teachers to gain momentum with a vested group of stayers in an authentic way. Alternatively, if during the beginning stages of this implementation plan, the school Director, Director of Human Resources and/or leadership team felt that initializing this solution in the middle school as a starting point was best, then we would continue to build off of these efforts as the program gained understanding, support and staying power. This would help to stage a plan by starting off small, and as momentum and support grows, begin to implement this plan as one cohesive school. If this was the option chosen, the program's success would speak for itself in regards to communicating and implementing this change school wide. Institutionalizing change means integrating processes, systems, procedures and behavior into the culture of the organization which will happen over time (Kotter, 2014, p. 38). Just as this strategy will grow and adapt, the Plan, Do, Study, Act Model will help to monitor, assess and evaluate the change process selected for this OIP.

## Change Process Monitoring and Evaluation

Staging a plan for implementation and providing evidence for effective change is crucial to maintaining commitment, excitement and urgency within the TIS community. The Plan, Do, Study Act (PDSA) model will be used to support this OIP as it tracks and assesses change as well as gauges progress. This allows for strategies to be adaptive to what new international teachers need (Moen & Norman, 2009). Due to the adaptive nature of this program, new faculty

support will continue to change and improve each year as it becomes embedded into the culture

of "what we do" and "how we do it" at TIS. The PDSA model offers a cycle of continuous

improvement, reflection and evaluation.

This model is a strong fit for assessing new teacher support, as it centers on growing from

our learning. As an emergent leader in a school where adaptive leadership is taught, the PDSA

model aligns itself with this OIP as it allows for reflection and change based on new teacher

needs. Reflection is a key component of adaptive leadership as Garmston and Wellman stated

that "groups become better at their tasks when they reflect on their work, acquire new knowledge

and skills and practice the fundamentals of their craft" (2013, p. 113). Further aligning itself with

adaptive leadership, this process is built on the mutual respect and understanding that teachers

want to support one another and their community. This calls for transparency and honesty with

communication, shared responsibility of decision making, and the autonomy and initiative to

carry out the plan (Moen & Norman, 2009, p. 10). This is illustrated in Figure 1

Figure 1

PDSA Model
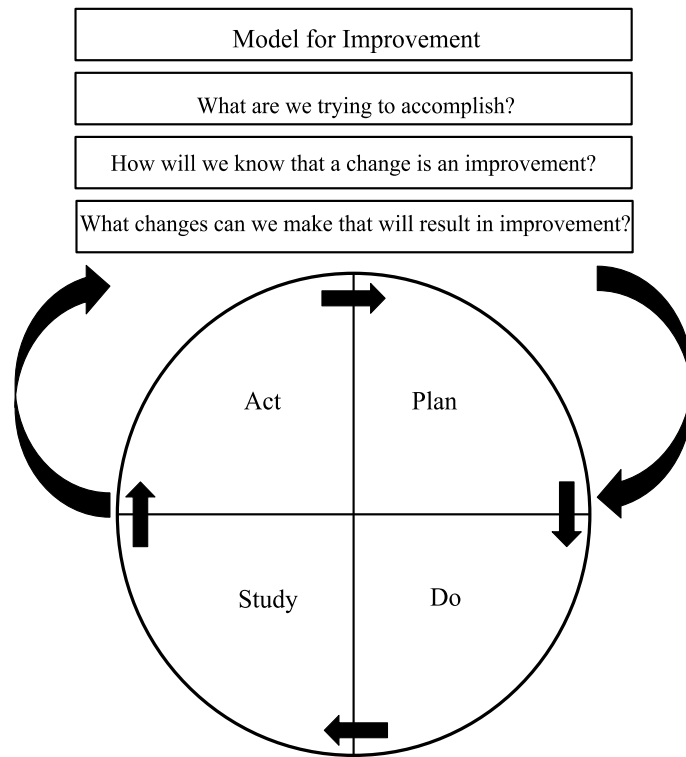
Note. Adapted from Evolution of the PDCA Cycle (p. 9), by Moen, R., & Norman, C, 2009.

Figure 1 illustrates how the PDSA Model will allow the program to support new

international teachers from the candidate interview process to the exit interview to get stronger

based on reflection and best practice. The next step of this Organizational Improvement Plan is

to communicate and implement change. Although the context of this OIP does not require

application within the realm of the program, the PDSA model allows for data analysis and

reflection as we gauge success of this program in its primary stages. Quantitative data will be

tracked via Google Docs as a means of collecting information, ideas and survey results.

Qualitative data will also be tracked through dialogue, interviews and focus groups with new

teachers, stayers and leavers in the school. The PDSA model allows us to re-think and re-design

our plan based on best practices and the needs of the new teachers. This is important as TIS'

environment must be guided by values and vision but also encourage reflection, inquiry and

collaboration in order to be adaptive (Garmston & Wellman, 2013, p. 8). This plan will continue

to be refined after each year of implementation as it moves from theory into practice. In the next

section of this OIP, the reflection process will continue as ethics will be explored in relation to

this change.

Leadership Ethics and Organizational Change

As a not for profit, international school in the middle east, we are guided by ethical norms

and responsibilities both as teachers and as an organization. When thinking about our

responsibilities as a school in regards to how to create a support system for all international

teachers, it is important to remember that the underlying reason for this change is care. As a

counselor, as a leader, and as a member of the TIS faculty, our goal is to support one another,

build upon own our strengths and create a strong organizational culture that benefits the entire

school and community. Ota (2014) wrote:

"Before starting a program ask yourself: how far does our responsibility

to educate and care go? How comfortable are we as a school talking about

and helping people with their real feelings? How much do we really

believe a person's emotional well-being is intimately tied to their performance,

be it as a student, a teacher, an administrative or support member of staff, or as

a parent?" (p. 99).

It is with this quote in mind that we move forward with this organizational change,

understanding that leaders have an ethical responsibility "to attend to the needs and concerns of

followers" (Northouse, 2015, p. 7), or for the purpose of this OIP, the arrivers at TIS.

When looking at the strategy to support new international teachers by implementing a

program of support from the interview process to the exit interview, ethics must be considered.

Ethically, all teachers at TIS are bound by a code of conduct that must be signed by each new

teacher upon arrival. When analyzing the question stems used during the candidate interview

process, as recommended as a part of the solution to support new teachers, leaders must be

ethical in their questioning tactics. Although question stems will be used to help guide the

conversation between the interviewer and interviewee to assess for best fit, leaders must not

"scan" possible candidates based on any aspect of their race, color, citizenship, religion, gender,

sexual orientation, age or disability. It would be unethical for leaders not to hire quality

candidates because they did not "fit" in some way, or to not choose candidates who "fit" socially

with the current staff but are not highly qualified or the best applicant. Formal guidelines should

be put into place to outline what types of questions help leaders discover the candidates that

would fit best both professionally and personally at the school, and which questions would not.

Additionally, given the current political environment, leaders are ethically bound to be

transparent and open when talking to potential candidates about life in the middle east. This

would mean not only answering any questions that candidates had, but also talking openly about

media portrayal versus reality, potential restrictions they may face and challenges that may arise

so that if and when teachers sign their contracts, they feel fully aware and equipped to begin life

and work at TIS.

Ethical leadership is also fundamental during the implementation and training of social

buddies and mentors. Due to this informal leadership role requiring training on how to actively

listen, support arrivers through their professional roles and advocate for them as teachers and

individuals, confidentiality is a key factor in building a trusting relationship. Slimmer (2012)

stated that successful mentorship programs require experienced teacher mentors who have

passion, confidence, the ability to guide others, flexible time for mentors and mentees to be able

to meet, and an organizational culture that values mentoring and provides a formalized structure

for it to take place (p. 182). As mentioned in the change implementation section above, there

must be some rules and guidelines for what information is shared with administration and what is

kept private. The overseas hire contract states that it is understood that an employee may be

provided with certain information that must be kept confidential. It also states that confidential

information may include personal staff information. Therefore, as mentors and social buddies

will be in a role that holds them to a different level of confidentiality and responsibility, informal

leaders in this role must fully understand their position before taking mentorship on. For

example, as a counselor I am bound by confidentiality and share specific information with

certain individuals by law. My students know that I do not share information with others unless it

refers to them being hurt, hurting others or hurting themselves. I make this clear in my meetings

with students, parents and families and am bound by these rules. Although a key aspect of the

social buddy and mentorship program is identifying new teachers who may be struggling in some

way and addressing this concern (so that it does not create a larger issue or result in the teacher

feeling unsupported or unhappy, thus resigning) there must be some formal guidelines in place

(Slimmer, 2012, p. 182). These guidelines must be communicated between both new teacher and

stayers to help create a trusting relationship where this information is shared in a supportive,

non-judgmental way.

Ethics also becomes relevant in terms of how formal leaders at TIS make leavers in the

community feel. While one aspect of this OIP's solution is to implement a formal exit interview

in order to gain valuable feedback about why individuals have chosen to resign from TIS, it is

crucial that leaders maintain a supportive demeanor. As the intent of this solution is to make

individuals feel good about staying at TIS, not badly about leaving the school. This would be

mitigated against by leaders maintaining a supportive and congratulatory manor to those who

choose to move on. This goodwill will also be maintained through traditional TIS end of year

ceremonies to celebrate and showcase the work of each leaving member of faculty (Bolman &

Deal, 2013, p. 284).

In conclusion, considering leadership ethics and making a plan to address possible issues

is important as we nearer the time for communicating this plan out to staff members. When

analyzing the teacher code of conduct and teacher contract, I noted other key elements such as

the teacher's need to demonstrate appropriate measures of compassion when students are in

times of need, and empowering both the personal and intellectual development of each child by

keeping their dignity through the use of positive reinforcement rather than criticism or

comparison to others. This is both a powerful and necessary component. While this is a

consistent message that many other international schools also ask their teachers to sign, I wonder

about the possibility of having a mentor, social buddy, or even guiding coalition sign something

similar. The message behind a statement that refers to the empowerment of an individual based

on their personal and intellectual development illustrates everything that we are trying to do at

TIS through the implementation of this strategy. Perhaps in future iterations of this teacher code

of conduct, with the institutionalization of this plan, and a positive organizational culture, the

wording could even be changed to "individual" instead of student or child to embrace the

collective responsibility for personal and professional wellbeing of students and faculty members

alike. The next section looks back on the plan to communicate change in chapter two as well as

Kotter's 8 step change model to analyze the change process communication plan necessary for

exacting this solution to support new teachers at TIS.

Change Process Communications Plan

Implementing this solution of support to address the problem of how to create the type of

positive organizational culture where international teachers can thrive at TIS requires buy in

from the entire TIS community and will be executed over time. Communicating with all staff

about the problem is the first step in creating an open and transparent dialogue about how to

support new international teachers and how to create a positive organizational community where

all teachers feel supported. Connecting with the Plan to Communicate Change in chapter two and

using Kotter's 8 step change model (2014), as a strategy to communicate clearly and

persuasively will be discussed below. Kotter has been chosen because of our familiarization with

his work as a school. This plan for change will be broken down into four subsections of key

groups of people which includes: communicating with formal Leaders, informal leaders, middle

school faculty members and all school faculty members. A detailed strategic chart of what this

communication and implementation process will look like at TIS can be found in the Figure

below and will be further disaggregated in subsequent sections.

Figure 2

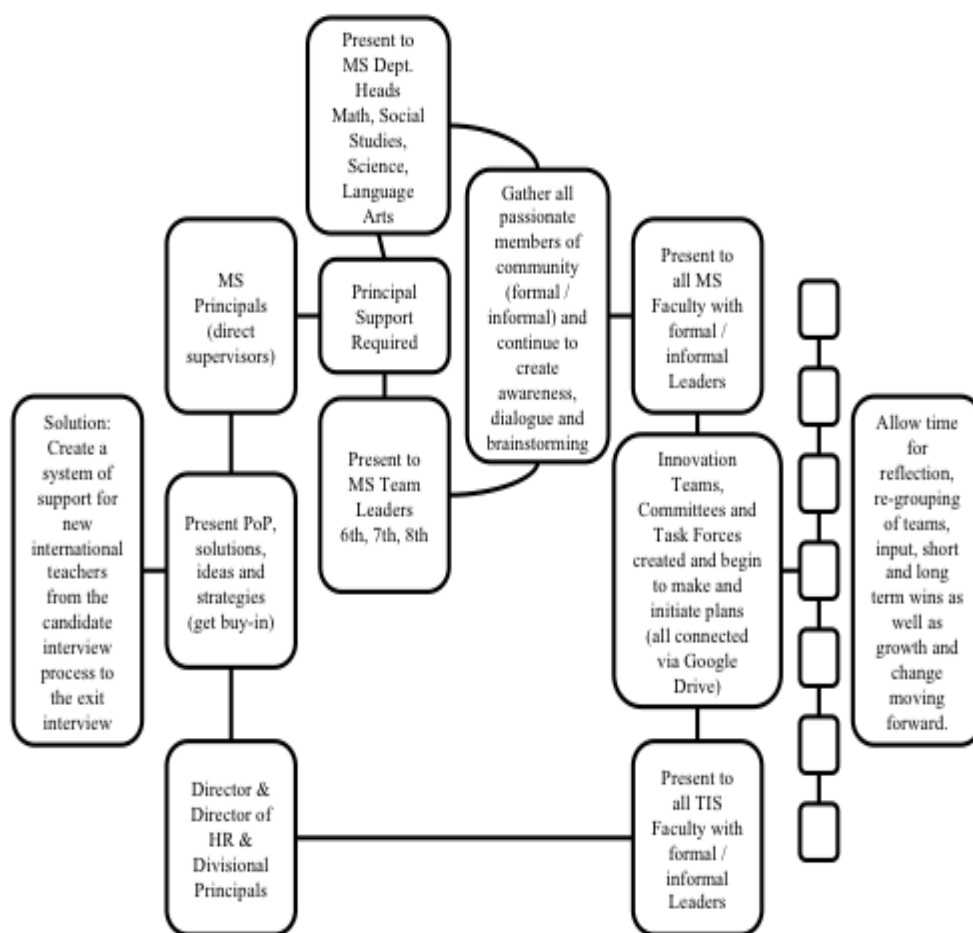*Visual of Change Process Communication and Implementation Plan at TIS*

Figure 2 offers a visual representation of how change happens at TIS. Our model as a school

reflects Kotter's (2014) idea of the dual operating system. This can be broken down to mean that

while there is still a pyramid structure in place (Board, Director, Principals, Associate Principals)

there are also functioning innovation teams and committees in schools working to make changes.

When these groups do pilot new ideas, opportunities and initiatives, this figure represents the

channel of how the change process occurs, which begins by communicating with formal leaders.

Communicating with Formal Leaders

As an emergent leader and counselor in the school, the first step is to communicate and

present my completed OIP to all formal leaders. While the Director of Human Resources, and

my divisional middle school principal are aware of my OIP and are interested in learning more about how to effectively implement the strategy of creating a system of shared support for new international teachers, communicating this with all formal leaders is necessary. The purpose of this step is to persuade leaders by sharing all relevant information, data, processes and presumed outcomes. I will persuade them by sharing my past experience as a teacher mentor as well as my knowledge of building a successful mentorship program in a school. One potential problem that could occur is in the case of formal approval not being given. If so, I could not move forward. Another potential problem could include approval being given, but assigning another leader to carry out the plan without allowing me to have input in how it is carried out. Persuading formal leaders is realistic due to the fact that TIS is looking for ways to retain quality teachers and to bring teacher wellbeing into focus. As a confident, organized scholar-practitioner with close professional and personal relationships and rapport within the school, persuading formal leaders that I am capable of helping to lead this change is realistic.

The primary stakeholders at TIS include the School Director, Director of Human Resources, Director of Finance, Director of Teaching and Learning, Divisional Principals and Associate Principals. In order to begin this discussion, I would provide each of them a hard copy of my finalized OIP for pre-reading, as well as a summary of the key themes, data and presumed outcomes. This would include teacher turnover data from the past seven years which, at its highest was 18% of faculty, as well as the qualitative data which states that by implementing these strategies school wide, turnover would decrease and personal and professional well-being would increase. I would then invite the primary stakeholders to an in-person discussion to share ideas, strategies and resources. As one of my own professional goals for the year is completing my OIP, I have discussed this at length with my middle school principal and we have planned to

meet again, once my OIP is finalized. This is a positive first step, as we have already set time

aside to meet and discuss this plan moving forward.

Once the middle school principal and I have been able to talk through my OIP, he and I

will then examine the best forum to meet with the rest of the leadership team. Due to the working

relationship that we share, mutual trust and shared purpose guide our work both formally and

informally (Crowther, Ferguson, & Hann, 2008, p. 53). Once support from these stakeholders

has been gained, we will work together to make edits or changes based on the needs and fit of the

school. Together, the next step will be discussing communication strategies to inform the

informal leaders in the school. For example, if during these initial conversations, it is decided to

implement some of these strategies at the whole school level, and others at only one divisional

level such as the middle school, this would then change how this process was communicated

with certain stakeholders. This may be the best course of action in regards to buy in and staff

participation as we gain momentum and short-term wins (Kotter, 2014).

Communicating with Informal Leaders

Once support at the formal leadership level has been attained, the next step for successful

change is communicating with the informal leaders in the school. When looking at this in terms

of the middle school only, the stakeholders include Department Heads, Team Leaders, and other

passionate members of the faculty who have already communicated their interest in being a part

of this implementation plan. The purpose of this step is to gain momentum with faculty members

and to attract like-minded people who want to turn passion into action by effecting this strategy

at TIS. Much like communicating with the leadership team, it will be crucial to provide informal

leaders with a professional learning session as well as a copy of my OIP (abridged) to help guide

understanding, purpose and contextualization. Transparency and trust are both key in beginning

these conversations (Greenleaf, 1998, p. 104). This hard copy would not necessarily be the final

version of my OIP, but an edited summary based on dialogue and discussion with the leadership

team. This copy would also include the school's name and information to help with clarity and

understanding as it would no longer need to be anonymized at this time.

Once these informal leaders have had an opportunity to read this plan of support, opening

up honest dialogue about the need for change and why it will benefit new teachers and the TIS

community and culture will be crucial in creating a sense of urgency (Kotter, 2014). I will lead

these information and communication sessions. As an adaptive leader, my confidence in

speaking, presenting, listening and working within different dynamics of groups will be key in

communicating with informal leaders (Crowther, Ferguson, & Hann, 2008, p. 18). These

discussions can take place in multiple sessions wherein the entire group is present, as well as sub

sessions where informal and formal leaders are able to meet and discuss questions, concerns and

ideas. Once these stakeholders understand the need for change and are committed to working to

implement it fully, the next step will be for me to clarify roles and responsibilities and finally, to

help facilitate communication to the middle school faculty as a unified group of informal and

formal leaders.

Communicating with Middle School Faculty

Due to my position as a middle school Counselor, my influence within the middle school

and my relationship with the middle school leadership team and faculty, the next step is

communicating with the middle school faculty members. This includes all 6th, 7th and 8th grade

teachers as well as support staff. As "one of them", my social identity as a part of the teaching

faculty allows me the opportunity to build trust and influence easily as we work to build an

identity together (Northouse, 2015, p. 9). This trust is apparent in my communication with staff,

their support of me, and in the way they seek my advice, and I theirs. This, in turn, allows me to confidently communicate with all middle school faculty members.

This step is important because it allows the guiding coalition to reach as many people as possible as well as to make teachers feel like valued members of the decision-making process (Crowther, Ferguson, & Hann, 2008, p. 33). This division in the school is made up of roughly 50 members. Communication will be done with both the formal and informal leaders in the school as we have created a guiding coalition of both passionate and influential change agents (Kotter, 2014). This message will be clear and will come from the guiding coalition as a whole. While we will begin by presenting the PoP, as well as the strategy to all middle school faculty members, this will be an ongoing process where formal and informal leaders are able to engage with staff members in frequent, meaningful conversations in order to hear from all voices. It is crucial that stakeholders in the school are able to feel listened to. This cannot be rushed and also does not end; continuous efforts to listen and understand are necessary.

Once the problem is understood and owned by the teachers at TIS, collaborative groups, innovation teams and task forces will be created in order to brainstorm ideas, make plans and execute strategies for how to provide this type of support in an ongoing way. These teams will be created based on how individual faculty members feel that they can best use their strengths and passions to support this plan (Corazzini, et al., 2014, pg. 622). Stages and benchmarks will be used as helpful tools to keep all teams working towards the same goal. A potential benchmark example might be: having all initial plans executed and implemented by the end of the 2018-19 school year so that they may be revised for best practice before the newest arrivers begin at TIS the following year. These benchmarks may also include stages for each individual group working collaboratively such as: implement first strategy to support arrivers at TIS by November 2018

and reflect on success before Winter Break 2018. What these strategies consist of will also differ

depending on the focus of the team and could be personal in nature such as: create a schedule for

all social events with arrivers in the school. They could also be professional in nature such as:

create a schedule and agenda for all mentor/mentee meetings during the first semester.

Collaborative groups and teams as well as the wider TIS community will develop these

benchmarks together and closing questions during meeting times will help to keep all members

on track. Some of these questions may include: Who will do what and by when? What will be

communicated about the decisions from today's meeting? And, what are our next steps

(Garmston &Wellman, 2013, p. 72)? As an adaptive leader, I will help to facilitate these

communities of learning, work among them and nurture their successes (Crowther, Ferguson, &

Hann, 2008, p. 18). As a guiding coalition we will also act on opportunities to emphasize

accomplishment and high expectations (2008, p. 3). It will be at this point in the communication

plan that an online collaborative forum (Google Drive), created by me, is used to house all

information. This includes the edited OIP document for reference, the different groups being

formed, the plans being made, and the decisions about how and when these changes will be

implemented and by whom. This way, all information is accessible to all involved, and teachers

as well as formal and informal leaders can add information, make comments, view the work of

others and praise individuals and groups in a live, ongoing way. While our school community is

well versed in using Google Drive as a personal and professional tool, we will give frequent

reminders about where to find and post information in the beginning until this becomes a part of

the culture at TIS. If in my initial discussions with the leadership team at TIS it is decided to start

by implementing this strategy solely in the middle school, then at this point in the chain of

communication, all members of the community have been involved.

The next steps would rely on the guiding coalition (Kotter, 2014) to maintain a sense of urgency, sustain initiatives by celebrating short term wins, empower staff to lead and implement ideas and continue to institutionalize best practices. Alternatively, if in my initial discussion with the leadership team, the decision is to communicate with all faculty school wide, the same process for communicating with the middle school faculty would be repeated in both the elementary school and in the high school. This would mean continuing to add passionate and committed informal leaders with strong relationships with others to the guiding coalition across silos to help build momentum and support. I would do this by speaking to the principals and associate principals across the school for information about what type of informal leadership they have at the elementary and high school levels. For example, this may be literary and numeracy coaches in the elementary school and department heads in the high school. Once I gathered this information, I could then send out a Google survey school wide explaining the purpose and responsibilities of the coalition and asking for any interested faculty and staff members to sign up. Following this step, would be to speak to each of these divisions, hold open and honest dialogue with faculty members where everyone has an opportunity to connect personally with the problem, ask questions, and share their own thoughts, feelings and ideas, until everyone feels comfortable and connected with the PoP. If this plan is to be implemented school wide, the next communication strategy would be to bring all staff together K-12.

Communicating with all School Faculty

Bringing the entire TIS faculty together to listen, brainstorm ideas and maintain morale and momentum as a school with a common goal in mind, would be powerful. Brought together in a regularly scheduled Tuesday afternoon school wide faculty meeting, this would provide an opportunity to break down silos and truly have a dual system where formal leaders and informal

leaders work together with faculty members to create, inspire and share out ideas for how to best support arrivers. As an adaptive leader trained in adaptive schools protocol, I would use familiar language when speaking to staff (Garmston &Wellman, 2013). I would also rely on the relationships I have built within the school and community to convey this message as well as let the positive change in the middle school speak for itself. I would further use these relationships as a way to inspire and motivate others by providing opportunities to learn and grow (Katzenmever, 2009, p. 67). This is important because it allows for all members of the TIS community to be a part of the decision-making process and implementation plan. In summary, creating a strong change communication plan is crucial in moving this OIP forward as it moves away from being my Organizational Improvement Plan and, instead is owned, nurtured and cared for by the larger TIS community. The final section of this OIP will provide concluding statements as well as next steps and future considerations.

Conclusion: Next Steps and Future Considerations

As this OIP culminates with the knowledge that over time, all members of faculty will become informed and involved individuals working towards supporting one another and the larger TIS community, I look forward to my sustained future as a stayer in this school. While my desire to focus my problem of practice on how to create the type of positive, organizational culture where international teachers can thrive truly does stem from my devotion to build and sustain culture, care and continuity as a school, admittedly, as a scholar-practitioner who has chosen a teaching career abroad, I too want to work and live in school communities that care. As the writing for this Organizational Improvement Plan comes to an end, and the practical work begins, I have much to do in terms of working alongside both formal and informal leaders at TIS to communicate and apply this OIP. Next steps for research include continuing to build off of the

work of Donohue, 2017; Slimmer, 2012; and Waddell, et al., 2016 in order to read and evaluate

successful mentorship programs in schools, as well as best practices for using question stems in

the interview process. While I wholeheartedly support starting with implementation of this

solution at the middle school level, over time, using the PDSA model and building momentum, I

look forward to being a part of exacting this change school wide. As I continue my development

as a servant and adaptive leader and maintain my role as a school counselor and role model, I

will continue to look for opportunities to promote positive organizational culture. As a member

of the International School Counselor Association (ISCA), I have had an opportunity to present

at a global conference on what TIS is doing to support its arriving, staying and leaving faculty.

Greenleaf wrote, "the servant leader recognizes the tremendous responsibility to do everything

within his or her power to nurture the personal, professional and spiritual growth of employees

(1998, p. 7). With this quote in mind, I will continue to apply my knowledge and skills to support

students, families and faculty around the world. As I remain an active member of the

Engagement Committee and the Culture and Climate Innovation Team, I will continue to

dialogue with faculty members, listen to individual thoughts, concerns and ideas and work to

institutionalize this program as a part of "the way we do things" at TIS.

References

Adkins, C., Russell, L., Werbel, C., & James, D. (1994). Judgments of fit in the selection

    process: The role of work value congruence. *Personnel Psychology, 4*(3), 605-623.

    Retrieved from https://searchproquestcom.proxy1.lib.uwo.ca/docview/220135952/

    fulltextPDF/4BF384B06CC4459APQ/1?acc ountid=15115

Alavi, S. B., & Gill, C. (2017). Leading change authentically: How authentic leaders influence

    follower responses to complex change. *Journal of Leadership and Organizational*

    Studies, 24(2), 157–171. doi: 10.1177/1548051816664681

Alliance for the Study of School Climate, Charter College of Education, CSULA. (2014).

    Change from the inside: Examining K-12 school reform using the ASSC school climate

    assessment indicator. Los Angeles, California: Charter College of Education.

Bell, J., & Purcell, A. (1986). Sixteen years of teaching abroad: Reflections and insights. *The*

    English Journal, 75(3)*,* 32-34.

Bolman, L. G.,& Deal, T. E. (2013). *Reframing organizations: Artistry, choice and leadership*

    (5th ed.). San Francisco, CA: Jossey Bass.

Breland, J., W. (2008). *The role of political climate and political orientation in recruiter and*

    applicant assessments of fit: Integration of political skill into the interviewing context.

    Retrieved from ProQuest. (3361158)

Cawsey, T. F., Deszca, G.,& Ingols, C. (2016). *Organizational change:An action-oriented*

    toolkit (3rd ed.). Thousand Oaks, CA; Sage.

Corazzini, K.,Twersky, J., White, H. K., Buhr, G. T., McConnel, E. S., Weiner, M., &Colón-

    Emeric, C, S. (2015). Implementing culture change in nursing Homes: An adaptive

    leadership framework. *The Gerontologist, 55*(4). Retrieved from https://journals-

    scholarsportal-info.proxy1.lib.uwo.ca/pdf/00169013/v55i0004/616_iccinhaalf.xml

Crowther, F. A., Ferguson, M., & Hann, L. (2008). *Developing teacher leaders: How teacher leadership enhances school success* (2nd ed)*. Thousand Oaks, CA: Corwin.

de Jong, K., J, Moolenar, N., M, Osagie, E., Phielix, C. (2016). Valuable connections: A social capital perspective on teachers' social networks, commitment and self-efficacy. *Journal of Research in Social Pedagogy, 28*(6), 71-83. Retrieved from https://search-proquest-com.proxy1.lib.uwo.ca/docview/2017931244/fulltextPDF/75EFEED33D6F45BBPQ/1?accountid=15115

Detert, J., Schroeder, R. G., & Mauriel, J. J. (2000). A framework for linking culture and improvement initiatives in organizations. *Academy of Management Review, 25*(4), 850-863*. Retrieved from http://www-personal.umich.edu/~prestos/Downloads/DC/11-11_Detertetal1000.pdf

Diamond, J. B. (2015). What is distributed leadership? In D. Griffiths & J. Portelli, J. (Eds.), *Key questions for educational leaders* (pp. 151-156). Burlington, ON: Word & Deed Publishing Inc. & EdPhil Books.

Donohue, L. (2017). *Perceptions of teachers enrolled in a teacher mentorship program with regard to teacher professional practice and retention*. Retrieved from ProQuest. (10272186)

Endicott Research Centre. (2016). *Self-Study Results for Organization X*. Beverly, MA: M. Roberts.

Fisher, J. (2016). *The thoughtful leader: A model of integrative leadership*. Toronto, ON: University of Toronto Press.

Fisher, M., H., Royster, D. (2016). Mathematics teachers' support and retention: using Maslow's

    hierarchy to understand teachers' needs. *International Journal of Mathematical*

    Education in Science and Technology 47(7), 993-1008. DOI:

    10.1080/0020739X.2016.1162333

Garmston, R. J., Wellman, B. M. (2013*). The Adaptive School* (2nd ed.). Lanham, MD:

    Christopher-Gordon Publishers.

Graham, J. W. (1991). Servant leadership in organizations: Inspirational and moral. *Leadership*

    Quarterly, *2*(2), 105-119. Retrieved from http://www.sciencedirect.com.proxy1.lib.

    uwo.ca/science/article/pii/104898439190025W

Greenleaf, R, K. (1998). *The power of servant leadership*. L. Spears (Ed.). Oakland,

    CA: Berrett-Koehler Publishers

Greenleaf, R. K. (1970). *The servant as leader.* Westfield, IN: Greenleaf Center for Servant

    Leadership.

Hallinger, P., & Heck, R. H. (1998). Exploring the principal's contribution to school

    effectiveness: 1980– 1995. *School Effectiveness and School Improvement*, *9*(2), 157–191.

    doi:10.1080/0924345980090203

Hallinger, P., & Leithwood, K. (1996) Culture and educational administration: A case of finding

    out what you don't know you don't know. *Journal of Educational Administration*, *34*(5),

    98-116. http://dx.doi.org/10.1108/09578239610148296

Harris, J. (2016). Speaking the culture: Understanding the micro-level production of school

    culture through leaders' talk. *Discourse: Studies in the Cultural Politics of Education*,

    1-12.http://dx.doi.org.proxy1.lib.uwo.ca/10.1080/01596306.2016.1256271

Harvey, M., & Kiesling, T. (2005). The negative effects of being a 'late' newcomer during an

    expatriation assignment. *International Journal of Intercultural Relations.* (28), 551–576.

    http://dx.doi:10.1016/j.ijintrel.2005.01.010

Heifetz, R. A. (1994). *Leadership without easy answers*. Cambridge, MA: Belknap Press.

Heifetz, R. A., Grashow, A., & Linsky, M. (2009). *The practice of adaptive leadership: Tools

    and tactics for changing your organization and the world*. Boston, MA: Harvard

    Business School Press.

Heifetz, R. A., & Linsky, M. (2002). *Leadership on the line: Staying alive through the dangers

    of leading.* Brighton, MA: Harvard Business Press.

Hoffman, M., Richmond, J., Morrow, J., & Salomone, K. (2002-2003). Investigating "sense of

    belonging" in first-year college students. *Journal of College Student Retention*, 4, 227-

    256. Retrieved from https://search-proquest.com.proxy1.lib.uwo.ca/docview/

    196738708?pq-origsite=summon&accountid=15115

Ibrahim, A. (2015). Why Should Educational Leaders Take Equity Seriously in Their Work? In

    D. Griffiths & J. Portelli (Eds.). *Key questions for educational leaders* (pp. 49-54).

    Burlington, ON: Word & Deed Publishing Inc. & EdPhil Books.

Innes, J. M. (2016). The value of providing holistic support for expatriates: Evidence from the

    oil and gas company. *Global Business and Organizational Excellence*, *35*(5),19-

    29.http://dx.doi: 10.1002/joe.21695

Johns, R., & Gorrick, J. (2016). Exploring the behavioural options of exit and voice in the exit

    interview process. *International Journal of Employment Studies, 24*(1), 25-41. Retrieved

    from http://go.galegroup.com.proxy1.lib.uwo.ca/ps/i.do?p=AONE&u=lond

    95336&id=GALE|A460061013&v=2.1&it=r&sid=summon

Katzenmever, M. K., & Moller, G. V. (2009). *Awakening the sleeping giant: Helping teachers develop as leaders* (3rd ed). Thousand Oaks, CA: Corwin.

Klein, S. (1996). A Management communication strategy for change. *Journal of Organizational Change Management*, *9*(2), 27.

Kotter, J. P. (2014). *Accelerate: Building strategic agility for a faster-moving world*. Boston, MA: Harvard Business School Press.

Leithwood, K., Jantzi, D., & Dart, B. (2006). Transformational school leadership for large-scale reform: Effects on students, teachers, and their classroom practices. *School Effectiveness and School Improvement*, *17*(2), 201–227. http:// DOI:10.1080/09243450600565829

Lumby, J., & Foskett, N. (2011). Power, risk and utility: Interpreting the landscape of culture in educational leadership. *Educational Administration Quarterly, 47*(3). Retrieved from https://journals-scholarsportalinfo.proxy1.lib.uwo.ca/pdf/0013161x/v47i0003/ 446_prauitlociel.xml

Manning, K. (2012). *Organizational theory in higher education (Core concepts in higher education)*Abingdon, UK: Routledge.

Martin, E. P., Andrews, S. P., & Gilbert, L. S. (2009). New Teachers and Support: An examination of ratings of significant agents. *Research in the Schools,* 16, 25-31.

Martin. K. L., Buelow. S. M., & Hoffman. J. T., (2015). New teacher induction: Support that impacts beginning middle-level educators. *Middle School Journal, 47*(1),4-12.

McGregor, D. (1957). The human side of enterprise. *Adventure in Thought and Action*, *46*(11), 22-28. dx.doi.org/10.1162/152417300569962

McNulty, Y., & Brewster, C. (2017). Theorizing the meaning(s) of 'expatriate': establishing

boundary conditions for business expatriates. *The International Journal of Human Resource Management, 28*(1), 27-61. http://dx.doi.org/10.1080/09585192.2016.1243567

Mittal, R., & Dorfman, P. W. (2012). Servant leadership across cultures. *Journal of World Business*, *47*(4), 555-570. http://doi: 10.1016/j.jwb.2012.01.009

Moen, R., & Norman, C. (2009). Evolution of the PDCA Cycle. Retrieved from http://www.uoc.cw/financesite/images/stories/NA01_Moen_Norman_fullpaper.pdf

Moolenaar, N. M., Daly, A. J., Sleegers, P. J. C., & Karsten, S. (2014) Social forces in school teams: How demographic composition affects social relationships. In D. Zandvliet., P. den Brok., T. Mainhard., & J. van Tartwijk (Eds.), *Interpersonal relationships in education: from theory to practice* (pp. 159-181). Rotterdam, NL: Sense Publishers.

Morgan, G. (2006). Creating social reality: Organizations as cultures. *Images of Organization.* Thousand Oaks, CA: Sage.

Nadler, D.A.,& Tushman, M. L. (1980). A model for diagnosing organizational behavior. *Organizational Dynamics, 9*(2), 35-51.

Northfield, S. (2014). Multi-dimensional trust: How beginning principals build trust with their staff during leader succession. *International Journal of Leadership in Education, 17*(4), 410-441.

Northouse, P. G. (2015). *Leadership: theory and practice* (7th ed.). London, England: Sage Publications.

Organization X Employee. (2016). Organization X policy documents. X Employee, personal communication, February 16, 2016.

Ota, D. (2014). *Safe passage: How mobility affects people & what international schools should do about it.*Great Britain: Summertime Publishing.

Pink, D. (2009). *Drive:The surprising truth about what motivates us.* New York, NY: Riverhead

Books.

Roberts, E. (2015). Implementing comprehensive school health in Alberta, Canada: The

principal's role. *Health Promotional International*, *31*(4), 10.

https://doi.org/10.1093/heapro/dav083

Ryan, J. (2015). What Is Inclusive Leadership? In D. Griffiths&J. Portelli (Eds.), *Key*

questions for educational leaders (pp. 111-115). Burlington, ON: Word & Deed

Publishing Inc. & EdPhil Books.

Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and

new directions. *Contemporary Educational Psychology*, *25*(1), 54-67.

http:// doi:10.1006/ceps.1999.1020.

Sanderson. D. R. (2003). Extending the learning: The birth of a new teacher support group. *The*

Professional Educator, 26(1), 63-71.

Schein, E. H. (2004).*Organizational culture and leadership*. (3rd ed.). San Francisco, CA:

Jossey Bass.

Schneider, B.,Ehrhart, M. G.,& Macey, W. H. (2013). Organizational climate and culture.

The Annual Review of Psychology, 64. Retrieved fromhttps://journals-scholarsportal-

info.proxy1.lib.uwo.ca/pdf/00664308/v64inone/361_ocac.xml

Shapiro, J. (2015). What is ethical educational leadership? In D. Griffiths&J. Portelli (Eds.),

Key questions for educational leaders (91). Burlington, ON: Word & Deed

Publishing Inc. & EdPhil Books.

Sharif, T., Upadhyay, D., & Ahmed, E. (2016). Motivational factors influencing teaching (FIT)

      as a career: an empirical study of the expatriate teachers in the emirates. *Journal*

      of Developing Areas, 50(6), 209-225. Retrieved from http://go.galegroup.com.

      proxy1.lib.uwo.ca/ ps/i.do?p=AONE&u=lond95336&id=G/ALE|A474721837

      &v=2.1&it=r&sid=summon#

Sheridan, J. (1992). Organizational culture and employee retention. *Academy of Management*

      Journal, 35(5). Retrieved from https://search-proquest-com.proxy1.lib.uwo.ca/

      docview/199785242/fulltextPDF/F937E3171AB84A15PQ/1?accountid=15115

Slimmer, L. (2012). A teaching mentorship program to facilitate excellence in teaching and

      learning. *Journal of professional nursing, 28*(3), 82-85. Retrieved from https://journals-

      scholarsportal-info.proxy1.lib.uwo.ca/pdf/87557223/v28i0003/182_atmptfeital.xml

Spears, L. (1996). Reflections on Robert K. Greenleaf and servant-leadership. *Leadership*

      Organization Development Journal, 17(7), 33-35. Retrieved fromhttp://info.

      emeraldinsight.com.proxy1.lib.uwo.ca/products/journals/journals.htm?id=lodj

Stirzaker, R. (2004). Staff induction: Issues surrounding induction into international schools.

      Journal of Research in International Education, 3(1), 31-49.

Strategic Plan. (2017). Organization X policy documents. Personal communication, September

      14, 2017.

Tan, C. M. (2014). *Search inside yourself: The unexpected path to achieving success,*

      happiness and world peace. San Francisco, CA: HarperOne.

Tarc. P., & Tarc. A. M., (2015). Elite international schools in the global south:

Transnational space, class relationalities and the 'middling' international schoolteacher.

British Journal of Sociology of Education, *36*(1), 34-52.

dx.doi.org/10.1080/01425692.2014.971945

Waddell, J., Martin, J., Schwind, K., & Lapum., J. (2016). A faculty-based mentorship circle:

Positioning new faculty for success. *Canadian Journal of Higher Education, 46*(4), 60-

75. Retrieved from https://search-proquestcom.proxy1.lib.uwo.ca/docview/1874042844/

fulltextPDF/4 574A82A8E74F9BPQ/1?accountid=15115