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The Social Capital of Local Hire Faculty in an International School

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Abstract

Local hire faculty – often trailing spouses to expat workers sponsored by organizations other than the identified organization - do not possess the same opportunity as their foreign hire faculty peers – educators hired from international locations sponsored by the identified organization - to garner social capital amongst their professional colleagues within an international school. Recent shifts in housing benefit allowance practices has complicated this identified problem of practice by isolating non-sponsored local hire faculty. This can lead to relinquished professional capital for the out-group local hire faculty population.

The Problem of Practice (PoP) is framed within the context of the Organizational Improvement Plan (OIP) through the critical framework, specifically through the lens of leadership for social justice. The OIP approaches the recommended change process through the use of Kotter's (2014) Eight Accelerators for Change, identified as a tool and model familiar to leaders within the organization. The tool/model will be used to communicate the need for a forum for local hires to reflect on their experiences interacting within the culture of the organization, so that recommendations for social capital improvement amongst this group may be considered by its formal leaders.

The framing of the PoP will result in the promotion of out-group members into positions within a collaborative team that will drive opportunities for out-group capital development in the organization. The result will not only be an organization more readily able to meet the guidelines of their accreditation review, but will also lead to a more socially just professional and social environment for all faculty that it employs.

Key terms: international school, social capital, professional capital, critical theory, culture, social justice leadership, local hire faculty, foreign hire faculty, emancipatory leadership, transformative leadership, inclusive leadership, accelerators for change, humble inquiry

Executive Summary

This OIP is based on situational factors that exist in a large, private, non-profit, American-curriculum based K-12 International school located in the Middle East. The plan outlines a PoP that focuses on the unequal social capital dispersed within the organization between local hire non-sponsored faculty and foreign hire faculty. Differentiated housing allowances, exclusive access policies, and social habits amongst staff account for the creation of more social opportunities for foreign hire faculty amongst themselves in part due to their single compound-based housing provisions sponsored by the organization. Local hires possess a differentiated contract in which housing provisions are not provided and access to the foreign hire compound is not automatic. This OIP discusses how the provisions come at the cost of obtaining professional capital within the organization. Furthermore the plan critiques the lack of voice local hire faculty have as a collective within the organization to pose potential change surrounding the identified PoP: How can the social capital of local hire faculty improve by the influence of social justice leadership in the context of a large American-curriculum international school? This question is critically analyzed and a social justice leadership approach is used to encourage cultural shifts within the organization.

Chapter 1 introduces the organization, offering an organizational context, a discussion of the history of international schooling, and salary structures between local hires and foreign hires. In guiding these institutions the process of accreditation through western agencies is broken down with reference to the PoP. A conclusion is made that there is a gap between accreditation expectations plus school learning strategies and the actual practice of the institution with regards to professional and personal growth of local hires at AIS. Herein, the PoP is formally introduced and the problem is framed using Bolman and Deal's (2013) Reframing Model. Chapter 1 works

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to identify the *what* and *why* of change, whereas moving on to Chapter 2, the question of *how* to change is articulated.

Chapter 2 introduces Kotter's (2014) Eight-Step Model as a tool for change. The model is already familiar to the organization as a popular tool to formal leadership at AIS. The model allows for systems already put in place to offer appropriate mediums for change to transpire in the form of Professional Learning Collaboration groups known in the organization as Innovation Teams. The Chapter refers back to Bolman and Deal's (2013) Reframing model in choosing appropriate change to employ in the organization in order to address illustrated gaps. The solution selected in order to provide voice to local hires in the organization is the formation of an Innovation Team based solely to further understand the plight of local hires and introduce socially just change on their behalf in an environment of support with identified *hybrid* cultural change agents in the organization. With the method for change selected, the final chapter introduces how this change will be implemented, communicated and monitored.

Chapter 3 outlines the plan for change, with an Innovation Team presented and recommended for the 2018-2019 school year with the focus of hearing out local hire as to how social gaps can be limited. Using Kotter's (2014) Eight Accelerators for Change, the OIP discusses the importance of connecting accreditation goals to the proposed change and importance of gathering further support from local hires as important enactors of this change. The OIP uses the Plan, Do, Study, Act model (Langley et al., 2009) cycle as a process to monitor the success of the proposed change. The OIP concludes the chapter and the plan by recommending further research be done on relations between foreign and local hire faculty in the international school realm, specifically in environments where differentiated pay is commonplace.

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CHAPTER ONE

INTRODUCTION AND PROBLEM

The first chapter of the OIP serves to frame the PoP and introduce the organization from which the problem exists. Leadership in an organization is a complex entity – often communicated to stakeholders via organizational missions and visions that hint at specific leadership approaches. These tangible organizational pieces impact how its leaders understand, challenge, initiate and reflect on change practices related to identified organizational problems. The connection between leadership approach, guiding statements and the identified PoP is important to establish in the initial stages of the OIP so that the potential solutions that are considered in subsequent chapters can be shown to be appropriate for the organization to pursue.

Organizational Context

International School Demographics

International schools overseas were originally set up in part to support expatriate families living abroad starting as early as 60 years ago (Grant, Kuhn & Pickert, 1995, p.502). Expatriate families ventured to these international locations primarily due to employment assignment. Andreason (2003) discusses the supports that expatriate workers need to move abroad successfully. In order to help ease the transition to a new country companies often provide packages for expatriate workers that incorporate bonus salary for their displacement from the country they originated from prior to employment, a housing allowance, and guaranteed appropriate schooling for dependent children. International schools, as originally defined by Robert Leach (1969), are a growing phenomenon in part because there is a growing demand of expatriate families (Lauring & Selmer, 2009, p.1451) and their contractual allowances, but also to meet the demand of increasingly local national populations looking for an ‘international’

education. As a close connection to other families living in similar conditions, international schools offer an important community hub for expatriate families. In some cases the international school is able to provide a source of income for a trailing spouse.

There are various types of faculty looking for work in international schools. Garton (2000) indicates that three major staffing categories exist: host-country nationals; *local hire* expatriates; and *foreign hire* expatriates (p.87). Matthews (1988) breaks staffing down into three of his own categories: *trailing spouses* who have come to the location for the purposes of their spouses work; *career internationals* who are local nationals, settled, or who move from school to school; and *temporary internationals* who view teaching abroad as a temporary adventure (p.61). For reasons associated with local job market demands, the organization for which this Organizational Improvement Plan (OIP) is proposed does not employ host-country nationals. This is an important designation and realization, as international school literature referencing local staff commonly refer to such a population as faculty who originate from the host country (Tarc & Tarc, 2015). Due to recent shifting local markets and laying off expatriate hires in local companies, three trailing spouses who have been employed in the organization have been granted *local hire sponsored* status due to their partners' loss of housing sponsorship. The majority of foreign hire expatriates in the organization are career internationals, and the majority of local hire faculty are trailing spouses. These categories as broken down in Table 1.1 are essential in understanding the purposes of this OIP, the identified Problem of Practice (PoP) and the context of the organization. International schools, including An International School (AIS) called this throughout the OIP for the purposes of anonymization, differentiate salary and/or benefits depending upon these defined contract categories.

An American non-profit international school in the Middle East is the school at the center of this proposed OIP. It has been operating in the region for almost 30 years. The organization offers American curriculum K-12, the Advanced Placement (AP) Capstone Diploma Program, and the International Baccalaureate (IB) Diploma Programme. The student body consists of roughly 2000 students with 236 faculty members (204 foreign hire, 32 local hire) for the 2016-17 school year (HR Director, 2017).

Table 1.1

Staffing Breakdown at AIS in 2016-17 Academic Year

Faculty Contract Type	Benefits Breakdown	Number of Faculty
Foreign Hire	<ul style="list-style-type: none"> ● Regular Salary ● Housing Allowance ● Airfare Allowance 	204
Local Hire	<ul style="list-style-type: none"> ● Regular Salary 	29
Local Hire Sponsored	<ul style="list-style-type: none"> ● Regular Salary ● Housing Allowance 	3
Host National Local Hire	<ul style="list-style-type: none"> ● N/A 	0

Source: HR Director, 2017.

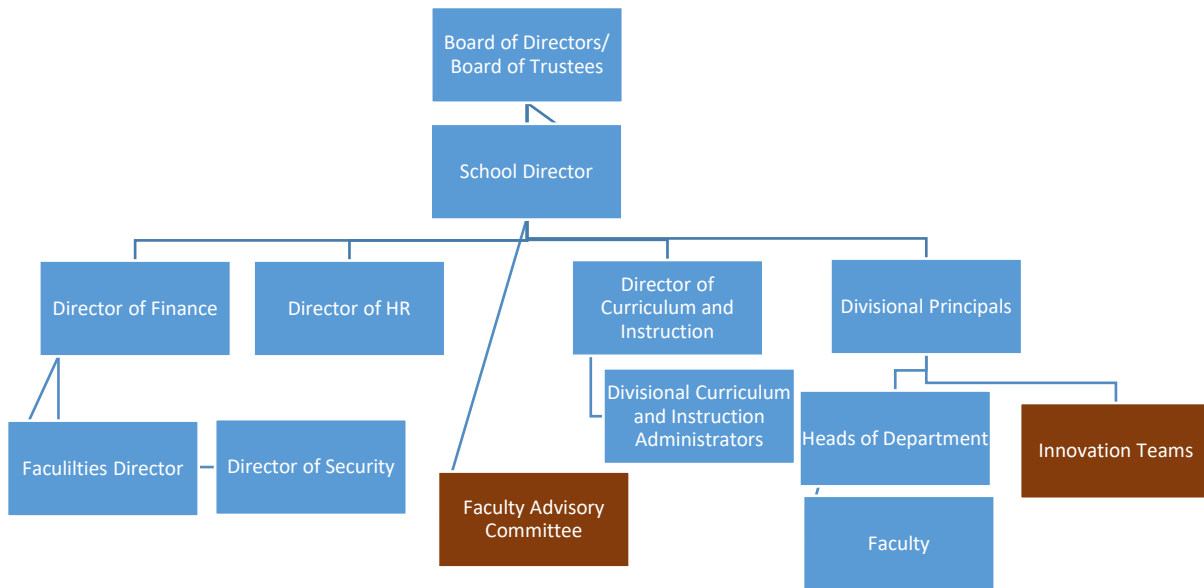
Nearly half of the student body is comprised of American expatriate dependents, roughly 10% host-nationals, and the remainder comprised of dependents representing various nationalities.

Organizational Authority and Administrative Structure

As a large international school, effective administrative structures are in place to support job descriptions and responsibilities to ensure organizational success. The school is governed by both a Board of Directors and Board of Trustees. Trustees monitor assets of AIS, the chairperson of this Board is the country's Ambassador to the United States of America (AIS Website, 2018). The Board of Directors is a semi-elected Board, with specific positions at the appointment of the Ambassador. The Board of Directors evaluate how well AIS has met mission and vision based targets (discussed in the following section), and concern themselves with fiduciary, legal, risk-

assessment, evaluate performance of School Director, and policy adoption. No school employee serves on either Board. AIS’s School Director and Director of Finance are often invited to sit in on Board meetings and are consulted for decisions pertaining to policy adoption, enrollment levels and leadership of the organization.

The School Director is charged with policy enforcement, student discipline, hiring of faculty, curriculum, program evaluation and budget delivery. Responsibilities deviate from the School Director, and a current administrative structure is shown in Figure 1.1.



*Figure 1.1.*Administration Structure of AIS

The organization implements faculty-driven change and learning through the development of focus groups; referred to at AIS as Innovation Teams. These teams are proposed and developed to focus on specific improvements of the school in relation to school-wide goals developed as a result of accreditation standards. Innovation Teams are highlighted in brown on the

organizational chart because administrative duties within these teams is largely informal, led and filled by volunteer faculty members. The same can be said for the Faculty Advisory Committee.

Faculty teacher-leader positions are available through curriculum via Heads of Department – representing a direct faculty-divisional administration communication link. Faculty are given a direct communication link from the bottom-up through to the School Director via a forum known as Faculty Advisory Committee (FAC). If faculty wish to anonymously express concerns to leadership parties, FAC representatives follow-up with appropriate administrative bodies prior to sitting in a monthly meeting with the Director to develop solutions to alleviate faculty concerns within AIS. Each division has three representatives on this committee, with one per division serving in a head role that meets with the Director. I serve as one of four head representatives on this council at AIS. My agency to initiate change recommended for this OIP is garnered through the teacher-leader role facilitated on FAC at AIS. If an issue pertaining to equitable faculty experiences is brought up by faculty members, FAC represents an appropriate forum for such a problem/concern to be heard and shared. Innovation Teams represent a faculty-driven forum that requires more reflection and discussion surrounding proposed change that a monthly meeting held by FAC cannot accommodate. I have experience co-leading an Innovation Team in recommending the adoption of the AP Capstone Program as a feasible program within the school for 2017. A strong organization is one that is reflective in its practices, is effective in program implementation and offers effective methods for stakeholders to enact positive change. This change is not blind, nor is it random – there must always be some guiding principles or measures in place.

International School Accreditation

In order to remain competitive, and to show potential families that a quality product is available to prospective students, international schools seek accreditation through external agencies (Cambridge, 2002, p.138). The organization in focus is accredited by The New England Association of Schools and Colleges (NEASC), a US-based non-profit accreditation agency responsible for accrediting schools internationally and within the north-eastern United States. AIS' Accreditation affiliation is often advertised on websites, publications, advertisements and job postings. Accreditation allows International schools to guarantee a certain standard of product to attending students and employed faculty. The accreditation process through NEASC, based on previous experiences within the organization, involves an organizational self-assessment using in-house data collected and selected stakeholder input from a mixed group of 10 faculty, parents and administrators per standard. Standards represent areas of measurement for the school that accreditation bodies will assess and use as evidence when providing determinations as to whether or not a school will remain accredited by the agency. The completion of the organization's self-assessment precedes a host site visit by the accrediting body, comprised of trained administrators within NEASC accredited schools and NEASC officials, who render a final determination and recommendation for or against accreditation. Furthermore, the accrediting body makes recommendations for improvement based on their experiences during their official visit and their interpretations of the organization's self-assessment. Each agency differs, but most schools partnered with these accreditation organizations go through this process every five years. The school last completed this process during the 2014-15 school year and will be required to complete the process again through an updated ACE format sometime during the next three school years.

While there are many standards that NEASC takes into consideration when the accreditation renewal process is underway, specific to this OIP are the development of former Standard D and F (see Table 1.2). What is most notable about the change in standards from new to old is a revision of what is defined as the active living of *community values*. For the purposes of this OIP, what are defined as these community values in Table 1.2 are in fact cultural values that are lived on a daily basis. Standard D and the new Organizational Structure Standard are of importance because they do not differentiate between the expectations of staff due to the type of hire or contract. Standard F and the new Learning Community Standard are of importance because of the development of the organization, its identity, and the quality of relationships that exist within the organization. The standard highlights the importance of community beyond its impact on student learning, and is community values focused. The NEASC accreditation standard documents have been guiding the organizations structural decisions throughout their relationship with the agency. The document and language used within it serves as third-point reference for any change action that is warranted within the organization. This is an important realization for any party in the organization who is attempting to lead change at AIS.

Table 1.2

NEASC Accreditation comparison old Version 8.2 vs. new ACE format

Old standards used in most recent accreditation 2014	New ACE standards developed for next accreditation
<p>Faculty and Support Staff D1 The school shall have faculty and support staff that are sufficient in numbers and with the qualifications, competencies and sound moral character necessary to carry out the school’s programs, services, and activities, to support fulfillment of the mission and objectives, and to ensure student protection and well-being.</p>	<p>Foundational Standard 2 ORGANIZATIONAL STRUCTURE The school has in place a clear governance and leadership structure with defined roles and responsibilities, and a faculty and staff qualified for the roles to which they are assigned. Mechanisms for assessing the effectiveness and functionality of the school’s organizational structures have been developed.</p>

<p>Faculty and Support Staff D3 All personnel shall be employed under a written contract or employment agreement which states the principal terms of agreement between the employee and the school and which provides for salaries and other benefits that are appropriate to the position and to the school’s location.</p>	<p>Learning Principle 10 LEARNING COMMUNITY Respectful, healthy, ethical relationships and interactions create a true sense of community. Communication is honest and transparent. Community values are clearly stated, actively lived, and define a distinct, sustained identity.</p>
<p>School Culture & Partnerships for Learning F1 A school climate characterized by fairness, trust, and mutual respect shall support student learning and well-being.</p>	

Adapted from: NEASC 2014; 2016.

Areas marked for improvement by previous accreditation teams often get included in vision/mission documents to help guide the school in a forward direction in preparation for subsequent visits from NEASC. These mission and vision documents are reflected on in the next section.

Mission, Vision and Organizational Strategies

Accreditation visits offer international schools the opportunity to reflect on their practices and set new goals in order to increase efficiency and determine priorities with the purpose of delivering a better product to organizational stakeholders. After an accreditation visit in 2009-2010, AIS developed its mission and vision statement (AIS Website, 2018). The school’s mission is student-centered, with a focus for aiding the development of active global citizens (AIS, 2018). Global citizens concern themselves with the promotion of a sustainable, and socially just future – a key understanding linking to the theory and leadership style woven throughout this OIP document.

Following the step of developing a suitable mission and vision, organizational strategies approved by AIS Board of Directors were developed by a group of parents, faculty and students.

The 5 strategies are shown in Table 1.3. Divisional Innovation Teams are often formed with the direct purpose of aligning to one of these goals.

Table 1.3

AIS School Wide Learning Objectives

Learning Strategy	Description
1. Active Global Citizenship	Student-centered, promotes students as agents of positive global change.
2. Intellectual Development	Focused on intellectual development of students and faculty.
3. Personal Development	Focused on positive social and emotional environment, culture, and inclusive opportunities for faculty and students.
4. Community Engagement	Focused on maintaining strong local and global partnerships
5. Supporting Infrastructure	Focused on building facilities that promote learning, staff growth and community involvement.

Adapted from: AIS Website 2018.

Organization motivations and goals provide a critical framework for addressing necessary cultural change in the organization. AIS' learning strategies value a respectful, healthy and ethical community in which these values are actively and sustainably maintained. However, there is a critical gap between intended policy enforced through accreditation based motives and practice with regards to local hire faculty experience in the organization that this chapter will clearly articulate. Steps will be recommended at the end of Chapter 2 in order to specifically focus on the development and critique of inclusive opportunities (AIS Strategy 3) for local hire faculty at AIS. Prior to this critique, the next section will identify the specific leadership PoP with relation to the claimed differentiated local hire experience at AIS – and its subsequent impact on future accreditation reviews.

Leadership Problem of Practice

The idea of capital is central to this OIP. Lin (1999) explains the history of the term capital in reference to Marx's idea of how financial capital was dominated by certain social classes (p.29). Trade surpluses and capital gains were recognized by investors in this class and thus rewards were reaped by this group. While the classic financial view of capital has social justice roots, of particular interest to this OIP are capitals that are measured in human experience.

Hargreaves and Fullan (2012) also discuss types of capital that influence change within an organization. Of particular interest to this PoP is social capital and professional capital. The proposed OIP will seek to understand the social capital that local hired faculty possess as minorities within the context of a large American-curriculum international school. Social capital is concerned with how certain groups "access and use resources" in their organizations (Lin, 1999, p.30). According to Hargreaves and Fullan (2012), social capital refers to how:

The quantity and quality of interactions and social relationships among people affects their access to knowledge and information; their senses of expectation; obligation, and trust; and how far they are likely to adhere to the same norms or codes of behavior . . . [it] gives you access to other people's human capital. It expands your networks of influence and opportunity. (pp.89-90)

The Problem of Practice suggests that organizational constructs put in place have reinforced the feeling of difference between local and foreign hires. The difference could result in the sacrifice of important professional relationships if perceived differences remain unmanaged. Professional relationships are imperative in allowing individual employees to garner respect, initiate change, and be considered for promotion within an organization. If the process of garnering social capital within an organization is unequitable to specific populations because of

policy, considering changes to mitigate the effects of policy is pertinent to increasing the effectiveness of the organization as a whole.

Professional capital refers to how individuals regard you and how that affects how you regard yourself as a professional (Hargreaves & Fullan, 2012, p.87). Based on this definition, AIS' value of certain faculty demographics could be correlated to hiring trends. Collected teacher turnover data addresses recruiting trends for the purposes of developing an accurate recruitment budget, as well as to prepare for new teacher orientation in August of each school year. Keeping track of both local and foreign hired staff reveals supplied housing demands for the school sponsored housing compound in which foreign hired staff are guaranteed an apartment (singles and couples) or villa (families with children) provision as per the foreign hire contract benefits package. This is important to note, as perceived professional capital of local hire teachers may have more to do with AIS economics than with perceived quality of professionals with the same demographic label. Foreign-hire teachers outnumber local-hire staff, and garner greater guaranteed incentives and benefits during recruitment. The number of local hire staff employed by the school has dropped in the past decade of the school's operation at a time while overall faculty numbers have increased. The decline in local hire faculty hiring could be due to a preference for foreign hire faculty.

Overall faculty size has increased in a five-year period by 18%, from roughly 200 faculty members in the 2011-2012 school year to just under 250 faculty members in the 2015-2016 school year (HR Director, 2017). Data collected over the past three school years indicates that the total population of local hires has been reduced by 5% over that time period, the current total of local hire teachers is 32, representing 13% of the total faculty. Twenty of the local hires work in the elementary sector of our school (HR Director, 2017). What has caused the drop in local

hire staff in a time where the overall faculty has grown by almost 20%? Has the drop in local hire staff had any significance on the currently retained hired local faculty and their perceived professional value? With these questions in mind, the OIP could seek to solve an issue related to hiring practices at the school, but as a teacher who does not sit on hiring review panels, I lack agency in promoting major shifts in the hiring practices of a large international school. Critical readers could even suggest that perhaps the drop in local hire staff is part of a citywide or a greater international school market trend. Working within the constraints of the OIP, attention to other forms of capital will warrant considered action. It is, however, still worth asking whether contractual designations between employees with the same responsibility and qualification alter how faculty members feel an organization values them.

Human capital refers to the individual talents and skills one possesses within a profession (Hargreaves & Fullan, 2012, p.88). An indicator for success, Dimension 1 in the Faculty and Support Staff segment of the organization's most recent accreditation report demands that the school reflect on their current plan to ensure teaching staff are currently certified for their respective teaching assignments, and staffing assignments are optimally aligned to staff experience and certification (NEASC, 2014). NEASC indicated that the school was approaching standard in this category, with the school reflecting that this dimension is difficult at times due to recruiting demands on the local market (AIS, 2017). Human Resources found that 32 staff members currently do not have appropriate certification for their position (HR Director, 2017). Categorically, the data indicated that neither local nor foreign hire faculty over-represented uncertified staff in the review. The issue is therefore not one in which the professional capital or capabilities of local hire faculty need to be addressed.

In the organization's recent history, foreign hire faculty moved to live in a shared gated compound consisting of 72 apartments and 66 multi-story residences. In the current version of the staff handbook, provided housing is only available to foreign hire faculty (AIS, 2017). Local hire faculty live off compound, often in other compounds guaranteed and financially sponsored through their spouse's contract. Luring and Selmer (2009) indicate that compound structures like this are common in expatriate circles, as they exist to help create an environment of support (p.1451). They too, however, can lead to the creation of in-groups and out-groups in social situations that can overlap into the working environment (Luring & Selmer, 2009, p.1460). The 'in-group' living within our compound may contribute to perceptual bias and discrimination against other compound living 'out-group' employees. Harvey & Kiessling (2004) indicated that even being a newcomer within a compound can make for a difficult social transition to an 'in-group' (p.552), let alone being local hire faculty as in the identified organization and not welcomed to live at the same compound at all.

Moolenaar et al. (2012) suggested that teachers interact purposively with other teachers who have social influence (p.158). Individuals will choose to interact with those who they deem to share similar characteristics with, and in turn, the interaction promotes a cyclical phenomenon of further likeness (Moolenaar et al., 2012, p.158). 'In-group' members at work experienced higher levels of trust, interaction, work opportunity, support and rewards compared to 'out-group' colleagues (Luring & Selmer, 2009, p.1452). Local hire faculty are increasingly likely to become a part of the out-group if they are non-American, the most common type of foreign hire faculty on the compound. Compound living limits the ability for private life relationships beyond the compound to develop, but the carryover of effect on the workplace is important within understanding the identified problem of practice. The problem within the organization is that

local hire faculty do not possess the same opportunity as their foreign hire peers to garner social capital amongst their professional colleagues. Lin (1999) argues that social capital is defined as “resources embedded in a social structure which are accessed and/or mobilized in purposive actions” (p.35). Shifting the staff community hub from school campus to a designated foreign-hire inhabited compound has limited access for local hires to both school staff community-building events, and to foreign hire hosted social gatherings. There are steps to propose in order to curb local hires’ ability to garner social capital within the organization. As an established teacher-leader in my current context, my agency lies within my previous experience in influencing change in the organization, and my current FAC group participation and past experience as a leader within a divisional Innovation Team. As a foreign hire teacher, part of the in-group, and as and a resident of the compound I possess agency in this matter.

Social capital helps individuals locate *advocates* and seek advice (Hargreaves & Fullan, 2012, pp.89-90). One dimension of my leadership role in being an advocate is to offer a platform for social capital of the out-group to be discussed. The school has been shown to have organizational norms to foster a teacher-suggested group where conversation surrounding the topic can be housed. Leadership theory will inform the methods in which I will convey the importance of local hire participation in this forum, as well as convince formal leaders in the organization that this forum is a worthwhile pursuit. The PoP is considered through the lens of leadership for social justice (Shields, 2004), transformative leadership (Shields, 2010), and inclusive leadership (Ryan, 2006; 2013). From these perspectives, the identified problem of practiced addressed within this OIP is as follows: How can the social capital of local hire faculty improve through the influence of social justice leadership in the context of a large American-curriculum international school?

Leadership Position Statement

Bolman and Deal (2013) view organizations through four different frames (Human Resources, Political, Structural, and Symbolic) in order to identify leadership strategies that pertain to various sectors of an organization's leadership priorities. I will give a brief description of the frames in connection with my own assumptions about leadership, and in conjunction with processes that currently exist within the normal culture of change at AIS. This section's purpose is to identify whether my own assumptions about leadership, and agency within the organization, align with current change structures employed by the organization.

Human Resources Frame – Human Needs and Social Capital

Ideally, an environment in which open communication, trust, and transparency between decision-making parties and those whom are affected by decisions is commonplace (Ouchi, 1981 as cited in Weller, 1998, p.255). Bolman and Deal (2013) suggest that organizations ask themselves whether they make decisions with their own worker's needs (human needs) in mind (p.118). In this context, the social impact on local hires was ignored through the adoption of the compound system for housing faculty at AIS. Conversations surrounding who would need access to the compound considered physical need for shelter. A group was formed to make this determination prior to compound housing adoption – including the Director of Finance and a group of faculty containing at least one local hire at the time. Compound adoption was determined to be a more streamlined process for housing faculty that was economically viable for the organization. It was also determined that local hires would not be housed in the compound. The latter decision itself does not read as callous or malicious on the part of the organization, as local hires had access to housing allowances through their spouse's work. No employee was without housing with the adoption of this policy – the human need for housing

was being filled by a separate organization often on a separate compound. Supporters of the policy might even argue that it would not be ethical to allow for local hires to “double-up” on this benefit from two separate employers. Furthermore, allowing local hires to live in the compound when a similar structure exists for their own organization would alter the social capital of the spouse working in the alternative organization. AIS however needs to revisit the social impact of this policy. The human need for shelter may be met with the policy, but the human need for inclusion and social capital is in question. Inclusion among faculty at AIS allows for the development of professional relationships. Professional relationships are imperative in allowing individual employees to garner respect, initiate change, and be considered for promotion within an organization. If the process of garnering social capital within an organization is unequitable to specific populations because of policy, considering changes to mitigate the effects of policy is pertinent to increasing the effectiveness of the organization as a whole (de Jong et al., 2016, p.74). Compound living limits the ability for private life relationships beyond the compound to develop, but the carryover of effect on the workplace is important within understanding the identified problem of practice. Teachers garner their social capital through access to social relationships with others in their workplace (de Jong et al., 2016, p.72). Local hire faculty do not possess the same opportunity as their foreign hire peers to establish such social relationships which is a political disadvantage.

The Political Frame – Out-Group Existence and Social Capital

Bolman and Deal (2013) argue that politics is inherently a competition between parties who compete for access to budgeted resources (p.201). They also stress that conflict is impossible to avoid, but practices must be in place in order to allow conflict to promote positive change within the workplace (Bolman & Deal, 2013, p.179). The Problem of Practice to be

identified in this OIP does not affect a large enough portion of faculty staff to warrant a conflict centered approach to change. As an example, a strike representing so few staff members to gain recognition of the issue would not yield positive results for this identified cause because of so few directly impacted in the organization. The identified out-group represent such a minority in the organization that change through conflict would further damage the chances of the out-group making a positive impact in the organization. This PoP is not well known within the organization. The identified population of local hires is small, and this plight is not publicly discussed. Turnover averages 15% of faculty per year since the introduction of the compound living system meaning that over half of the current staff at the school never experienced work at AIS without the compound structure (HR Director, 2017). Unless foreign hire faculty have local hire staff in their department (High School, Middle School) or grade level team (Elementary) there is a good chance that they think very little about fellow faculty living off-compound and its potential consequences. Social justice leadership is often associated with public protesting methods, but the out-group population in this context does not represent enough of a current political power to legitimize the use of this strategy in this case.

Conflict pits two parties against each other, and could lead to the exposure of out-group weaknesses, primarily involving limited voice, as opposed to identifying need for positive change within the organization. Corson (2000) warns that ‘political narratives’ are powerful and can allow inequities within an organization to seem legitimate because of established reasoning for unjust practices created by individuals within an in-group (p.99). Again, the majority of foreign hires in this organization poses a risk to this need for change. Addressing this issue will require the monitoring and perhaps even limiting of foreign hire participation so that they do not represent a majority in a proposed solution. Individuals should be allowed to contribute to

helping solve organizational issues if they have related expertise or experience. However, there is risk that in-group members will shrug off the plight of out-group members because of their comfort in the current model. Corson's argument frames a need for out-group participation in proposed solutions. Out-group participant support, and in-group participant monitoring will thus be a major focus for leadership strategy within the eventual chosen PoP solution in Chapter 3.

The Structural Frame – Benefits Structure and Social Capital

The Structural Frame can be related to the identified PoP, but is not related to my own agency within the organization. Included in the structural frame could be policy changes in faculty benefits and the compound rental agreement. The policies in place to differentiate benefits between local and foreign are put in place to maintain a budget set out by the organization's Board of Directors. Structurally, the faculty is made up of two contract types with approximately the same division of labor.

The Symbolic Frame – School Culture and Social Capital

The Symbolic Frame is most closely associated with culture, which is critically framed as the focus of this OIP. Symbolic leaders use historic behaviors and organizational values to develop positive culture and habits amongst staff. In the case of the identified PoP, accreditation measures, patterns in Local Hire treatment, immersion and behaviors (both toward and of) are of importance. Solutions to the identified PoP must use these quantitative and qualitative data sets to inform decision making. The current organizational culture surrounding social capital is essential to understand with regards to how local hires access social events in the community. Non-contract social events (i.e. divisional staff parties, holiday gatherings) are hosted by faculty on the AIS foreign hire compound. This is done for convenience and ease of access as the majority of faculty live there. When an event is held on the compound, local staff are extended

an invitation to the event, which in order to get to they have to pass security check-points, turn in IDs, register license plates with compound security, and wait for security to check-in with a resident to give them permission to enter. The process may frustrate the local hire, while the compound inhabitant may feel as though their invitation to local hires is a gesture of kindness. A gap in theoretical understanding of the cultural impact of this process can be blamed for this kind of apathy on the part of in-group foreign hire staff.

Theory for Framing the Problem of Practice

An important consideration for this OIP is that local hires living off-compound do not have the same opportunity to socialize with decision-making parties as foreign-hires staff living on compound with administration for neighbors. This section will identify the significance of this reality through the analysis of the critical framework. Furthermore these grand subjects will be connected to leadership literature particularly with reference to social justice leadership – further supported by work in transformative, emancipatory and inclusive leadership. The importance of this section is the theories’ ability to convince organizations why local hire social capital is such an important aspect to measure.

Leadership for Social Justice

The identified problem of practice will be approached from the lens of leadership for social justice. Assumptions surrounding social justice leadership in the context of this OIP are supported and understood through the definitions of emancipatory (Corson, 2000), inclusive (Ryan 2006; 2013) and transformative leadership (Shields, 2004; 2010). Transformative leadership challenges privileged in-groups that possess more power and privilege (Shields, 2010, p.64). This OIP borrows the definition of power from Shields (2010) who refers to the term as “a force that both implicitly and explicitly perpetuates hegemonic and dominating behaviors,

cultures and structures.” (p.567). The lens stresses that solving an organizational problem begins with reflection and analysis of the issue. Helpers or leaders should be enlightened on the issue before calling for equitable solutions and action (Shields, 2010, p.572). Related to the identified PoP, Shields (2010) uses transformative leadership theory to argue that the most important work of educational leaders is developing community “in which social, political, and cultural capital is enhanced in such a way as to provide equity of opportunity” (p.572). The organization needs to collect data as a starting point to allow for critical conversations surrounding human needs of staff.

Corson (2000) argues that under the lens of emancipatory leadership, “people are treated as the ends rather than the means” (p.113). Emancipatory leaders acknowledge that in situations of diversity, other staff members are probably better at making ethical decisions based on their needs, and in doing so extend decision-making to those organizational experts. Emancipatory leaders also provide veto power in this decision making to these organizational members (Corson, 2000, p.117). Under this lens, group efficiency maximization may or may not reach its potential, but valuing individual workers equally within an organization should take precedent.

Inclusive Leadership

Inclusive leadership and leadership for social justice are interrelated (Shields, 2010, p.559). Ryan (2006) asserts that inequality does exist within our school communities; its existence is not random (p.4). It relates to distinctive qualities that individuals possess and is rooted not in the way that goods are distributed but in the underlying mindsets that consciously or unconsciously award certain groups more power than others (Ryan, 2006, p.4). If a balance of power is maintained there is less likely to be voices that are ignored in the political game. Ryan (2013) argues that inclusive leadership represents more than just an equal distribution of

resources, but also individual value (pp.361-362). Duenkal, Pratt and Sullivan (2014) argue that a variance in perspectives causes outside the box thinking and “gives voice to underlying issues” (p.282). Allowing local hire faculty an opportunity to voice their concerns allows the organization to employ an approach to change that mirrors social justice.

Throughout this OIP reference will be made to social justice and social justice leadership. It is the clear, explicit intention and assumption of this OIP to consider social justice leadership as an umbrella leadership model which encompasses and values emancipatory, transformative, inclusive qualities in organizations and the decisions they make.

Perspectives on the Problem of Practice

Recruiters and administrators are aware of the cost of recruiting new faculty, and while good schools should not sacrifice a good fit for a cheap solution, local hires are the cheaper contract to hire regardless of their fit– both for recruitment process (no job fair expense) and benefits offered (differentiated contract). However, their contracts are often easier to terminate on the employees end and usually include clauses that protect them from financial penalty if their spouse loses employment and they need to end their contract term early.

Economically, local hire staff may view inequality in benefits package as a devaluing of their contributions to the organization. This devaluation could affect student learning within the organization. Leithwood (2007) claims that a teacher’s “emotions have a major influence on teaching and learning” (p.615). Furthermore, Blackmore (2013) suggests that “emotionality may [revolve] around issues of unequal distribution of power and influence leading to a sense of alienation from work” (p.148). Socially there is limited opportunity for foreign hire faculty to invite local hire faculty to the community hub. The property manager of the compound serves the corporation responsible for building the residences currently leased by the school. In order to

keep tenants safe, compound protocols were developed within an official document. Part of the document describes a mandatory policy for tenants to inform security of any visitors in part “to preserve the exclusivity of the compound to its residents” (Rent Company, 2015, p.3). The document highlights that tenants can only host 4 visitors per month in the clubhouse swimming pool (the central public social area of the compound), and it is blocked to all visitors on Fridays (in the Middle East, a Friday-Saturday weekend is common). For private events, which tenants may book to invite outside guests, policy is clear that organizers are encouraged within the manual to assure that other users of the facilities are not disrespected, annoyed, or offended, by any of the event’s guests (Rent Company, 2015, p.4). These policies are based on recommendations made by the previous Director of Finance at the organization as well as a focus group of local and foreign hire teachers to the compound property owner. These policies are in place to ensure an enjoyable living experience for residents, but the written policy itself can have major ramifications upon other important school community members looking to access social capital outside of school hours. Local hire staff, understandably, cannot feel the most welcome as visitors to a compound leased completely by their workplace and has the purpose of exclusively housing their colleagues. There is a gap between the compound policies’ intentions and results. Gaps in current and desired organizational states provide a guideline for change.

Questions Emerging from the Problem of Practice

In discussing the PoP, questions surround current international school hiring culture, the culture of host country compound managerial decision-making, the impact of segregation on local hires in schools, and whether or not local hires are willing to adopt change.

With regards to international school (organizational) hiring practices, is there purposeful discrimination against local hire faculty within international school structures?

- How are faculty positions recruited?
- Is place of hire a determinant in administrator valuation of potential faculty members?
- What has caused the drop in local hire staff in a time where the overall faculty has grown by almost 20%?
- Has the drop in local hire staff had any significance on the currently retained hired local faculty and their perceived professional value?
- Do hiring procedures surrounding equitable hiring and equal opportunity hiring practices exist in international schools?

With regards to social capital and promotion in the workplace, does living as a neighbor to formal leaders have a professional advantage?

- Are supervisors more apt to promote a foreign hire faculty member in an effort to ensure they are retained as opposed to offering it to local hire faculty who are often trailing spouses with limited individual power to influence their family moving to another location?
- While the concept of a local hire in the current context differs from that of other international schools (limited qualifications, different economic means), has the preconceived notion of what a local hire is altered the way in which administrators value local hire faculty?

With regards to the greater international school community, are other schools dealing with differentiation between local hire faculty and foreign hire faculty in a different manner?

- Is the drop in local hire staff part of a greater international school market trend?

- Are there programs that exist in other schools that work to unify faculty – particularly in situations where two groups differentiate in salary or benefit structures?

From the perspective of the local hire and their segregation from the school compound, what role should local hired faculty be able to have in organizing, being involved in, and establishing positive social opportunities for colleagues outside of the workplace?

- Do local hires wish to see a change in policy, practice or behaviors of foreign hires toward them?
- Do local hire faculty feel resentment toward differentiated benefit packages they receive?
- Is the amount of differentiation between local and foreign hire contract something that is realized by faculty at the organization?
- If given the opportunity, would local hires move in to villas on compound if they were made available to them?

All of these questions have varying relationships to the identified PoP. Some of these questions will be addressed throughout the remainder of this OIP – while others are unable to be answered in enough detail within this document but will be suggested to be pursued in further research.

Leadership-Focused Vision for Change

Culture as a concept has been difficult for scholars to define, but understandings of culture foundationally diverged three ways in the 1970s: the integrationist perspective (management tool created by leaders), the differentiation perspective (organizations have multiple cultures influenced by environment not management), and the fragmentation

perspective (cultures constantly shift, get contested – related to critical framework) (Lumby, 2012, pp.577-578). The proposed OIP approaches culture from a fragmentation perspective because of its relation to the critical framework and social justice leadership. This OIP assumes that cultures are able to shift because of stakeholder political power shifts as a result of challenged practices by involved parties.

There are ethical issues associated with promoting a certain culture in a workplace, as leaders inherently promote power to those who identify with the proposed culture. There is risk that with a change in culture that local hire staff will possess too much power, but it is important to note that “which students and staff are recruited [by a school] is a powerful shaper of culture” (Van Houtte, 2005 as cited in Lumby, p.584). Culture can be a powerful tool working against minorities in an organization. Protecting minorities within an organization can also affect power of majority. The vision for change proposed in this OIP is one that alters the culture associated with opportunities to garner social capital in the organization for local hire faculty.

Schein’s (2010) understanding of cultural change is that it can happen through ‘general evolution’ or through ‘specific evolution’. Specific evolution refers to the adaptation of specific parts of the organization (p.295). General evolution assumes that social systems evolve through logical stages as a whole as they diversify and become more complex (p.294). Both evolution types reaffirm and preserve culture. Proposing changes to compound regulations would be an example of specific evolution. Developing focus groups containing both local and foreign hires to encourage dialogue may promote general evolution, or lead to discussion surrounding specific evolution.

One way of promoting culture change according to Schein (2010) is by using *hybrids*. Hybrids are insiders who “accept much of the cultural core and have credibility” (Schein, 2010,

p.298). Because of their experience, however, “they hold assumptions that are to varying degrees different from the basic paradigm and thus can move organizations gradually into new ways of thinking and acting” (Schein, 2010, p.298). As a foreign hire faculty member writing this proposal, I represent a hybrid in the context of this PoP. To help influence political narratives involved in the change process so that balanced perspectives (local and foreign hire) can be considered in proposed solutions, there is a need within my context to (1) identify other sub-culture hybrids (perhaps local hires fit this definition), and (2) promote these individuals to play a role in the change process (Schein, 2010, p.303). Effective change requires followers. Chapter 2 includes intervention recommendations from Schein (2010) that will be of use to address these needs, as well as reference to Kotter’s (2014) ideas regarding building a supporting coalition for change. Shields (2004) calls for the establishment of moral dialogue surrounding social justice issues (p.110). For this OIP and its proposed solutions, hybrids will need to be involved in these important conversations. While this section makes the argument for the types of personnel that need to be involved in potential change, the following section will diagnostically determine whether or not the organization as a whole is ready for leaders to initiate change within it.

Organizational Change Readiness

Cawsey, Deszca and Ingols (2016) borrow from Kotter (2014) when they mention that the easiest way to develop a need for change is to make colleagues feel a dramatic sense of urgency (p.53). This sense of urgency can fade away similar to the sense of repeated false fire alarms can make potentially affected parties numb to the noise (Cawsey et al., 2016, p.95). The High School division is currently experiencing a great deal of change, the introduction of standards-based reporting, the introduction of an advisory program, and a scheduling change to accommodate IB, and AP instructional hour requirements. There is a chance that by the time the

OIP is ready to be initiated that staff are left overwhelmed in their response to a new call to action. At the time of solution implementation, the organization's readiness for change will need to be recalculated using Cawsey et al.'s (2016) organizational diagnostic tool (p.108).

The organization's schedule allows time for Innovation Teams to meet weekly. One day per week is established as a professional collaboration time which takes place during an afternoon where regular classes are suspended. Hosting a focus group of hybrids at this time would seem natural considering the professional expectations and culture that currently exists in association with this provided time. Enacting some sort of review process with regards to compound policies may offer an immediate leveraging opportunity as the school will have followed the same regulations for three years. There is already some pressure that exists on the compound regarding these regulations, some unfamiliarity to the compound regulations by incoming new hires, and some residents who are aware of the policies but select to ignore them. No upcoming review has been suggested for these regulations but the compound documents directly reference a review process as being possible. Policy frameworks are subject to review cycles. There is therefore a leveraging opportunity here to promote change beyond the confines of the school's Innovation Team leadership structure.

Chapter Conclusion

The first chapter has described the context from which the identified problem exists. The international school setting is unique in its transient nature, both with staffing requirements and changing student bodies. Hiring and recruitment is an important element of the financial commitment that international schools make within their operating budgets. Investigating the social capital impact of differentiated pay structures for educators who perform the same work duties is non-existent within leadership or education-based literature. This problem of practice

seeks to delve into the impact of differentiated housing allocations on local hire faculty in the international school context. This Chapter has made clear that accreditation reports, reputation and staff well-being are dependent upon improvement in this area of AIS. Chapter 2 of this OIP will seek out solutions and organizational amendments to address the identified PoP.

CHAPTER TWO

PLANNING AND DEVELOPMENT

Chapter 2 of the OIP is devoted to solution-based planning and development. The chapter's focus involves the development of a leadership/organizational framework for change within an identified paradigm, breaks down appropriate change path options, and addresses potential solutions to the identified PoP within the organization (Western, 2016). Whereas Chapter 1's focus was to introduce the PoP and the organization, Chapter 2 intertwines theory and identified gaps in current and ideal practices that provide the framework for how to approach the PoP. Organizational theory is essential to understanding organizational issues as it allows us to critically understand its cultural dilemmas, where and when organizations force individuals and groups to conform to other's expectations (McCauley et al., 2007). A major role of Chapter 2 is not only to introduce the chosen organizational framework, but also to clearly define why the framework is more appropriate to use than others are. Furthermore, the chapter will analyze and identify weaknesses within the constraints of the chosen framework, including my own bias as a researcher.

Framework for Leading the Change Process

Adams and Buetow (2014) provide a thorough outline of the links and complications involved with the understanding of theory and students' general dismissal of its importance. They argue that necessary layers to theory involved in a thesis or dissertation incorporate background, foundational (with methodology), grand, and translational theories along with theoretical concepts. Theory relied upon for this OIP, using the structure recommended by Adams and Buetow (2014) can be found in Table 2.1.

Table 2.1

Theory Layers for Local Hire Capital

Theory Layer	Chosen Theory for OIP
Background	Organizational Theory – Cultural Framework (Schein, Morgan, Lumby)
Foundational	Critical Theory Kotter’s Eight-Step Model (Cawsey, Kotter)
Grand	Critical Pedagogy (Freire)
Translational Theory	Leadership for Social Justice (Shields, Blackmore, Corson) Frame Theory (Bolman& Deal)
Theoretical Concepts	Social Capital (Hargreaves &Fullan) other measures of equity

Adapted from Adams & Buetow, 2014, pp. 98-101.

Thus far connections have been drawn between critical theory and cultural framework as an organizational framework. Breaking down critical theory and the cultural framework, and its relation to useable leadership theory is the next logical step. Shields (2004) argues similar to Schein (2010) that visions for change should focus on the establishment of moral dialogue surrounding the issue (p.110). The solution selected must be able to house moral dialogue and maintain this focus as a priority. Shields (2010) argued that the most important work of educational leaders is developing community “in which social, political, and cultural capital is enhanced in such a way as to provide equity of opportunity” (p.572). The cultural framework selected is pitted with political aspects and power struggles. The cultural values focus of the writing of this OIP will seek to help sort agendas and assumptions into a unified pattern towards a common goal.

Morgan (2015) argues that organizations that are divided “perpetuate class warfare”. The cultural framework, supported by leadership for social justice is well equipped to challenge status quo, cultural assumptions of stakeholders and inequity within the organization. Critics of

social justice theory may suggest that conclusions derived from work associated with critical theory lead to researcher bias. Schein's (2010) model highlights that the main role of the researcher should be to create the environment that discusses cultural assumptions, with the main goal being that those involved in the culture understand their own assumptions. Reminders of this goal will help the OIP in maintaining its true purpose in seeking to improve the organization by allowing culture participants (local hire and foreign hires alike) to decide what behaviors, habits and routines being practiced are normal or not.

Identifying personal and theoretical assumptions is an important element of this chapter. Ontology is the way in which we view the real world to be, while epistemology is how we go about knowledge acquisition (Mack, 2010). The theoretical framework chosen for this paper both is inspired and limited by these aspects. My own ontological and epistemological bias relates most to the critical paradigm. The critical paradigm views organizations to include populations that fall in less desirable political positions, in which actions towards these individuals are culturally ingrained. Social behavior and reality is a cultural construct.

To understand such cultural behavior one must believe in the power of dialogue in working to understand the feelings and experiences of others (Freire, 1970; Schein, 2013). The critical paradigm, notably Freire's (1970; 2014) education-based work and critical pedagogy is typically associated with politics, economics and culture (as cited in Darder, 2015, p.11). *Change initiators* in organizations identify needs for change to better the culture, stakeholder experiences and feelings, creating a proposed vision for change and championing it (Cawsey et al., 2016, p. 26). As a teacher-leader in the organization, serving on faculty advisory and faculty compound residents' committee, the agency possessed as an author of this OIP lies most with being critical of the relational and cultural environment of the institution as a *change initiator*, than with the

economic or political power delineated amongst stakeholders. Thus, while my framework chosen may limit the solution options to programming and non-budgetary policy change, it works within the reality of my organizational role.

Ontologically, culture is “a set of shared assumptions” (Schein, 2010, p.316). Cultural assumptions possessed in organizations either help or hinder the organizations ability to solve issues and meet goals (i.e., mission, vision). Only members of the culture can understand these assumptions (Schein, 2010, p.317). More importantly, only members of the culture can understand how these assumptions are truly interpreted. A mission and vision (belief) may be clear in writing, but its application may be complex and inconsistent across the organization. Schein proposes three levels of viewing culture: artifacts, beliefs and values, and underlying assumptions (2010, p.25). These three levels of culture will be analyzed in relation to the PoP with particular interest paid to the local and foreign hire living arrangements.

Artifacts

Schein (2010) argues that artifacts represent surface level culture – things you can see, hear and feel in the organization (p.25). The compound is a major visible part of foreign hire ASD living. The living quarters look different for those who live on compound and those who do not. Local hires too live on a compound – but the feeling of togetherness and home are two different experiences as they are individually with their families on separate lots spread throughout the city. For better or worse, school relationships do not end at 3:00pm for foreign hire faculty as regularly scheduled, but continue onto the compound when walking past colleagues to the store, gym, and pool all housed within the walls. This is the reality of sharing a living space. Teachers run yoga classes for teachers, residents co-share recycling services, walk their dogs together, bring their children to play dates by the pool, and school divisional parties

are hosted here – this is a true community hub. Formal Leaders (including the Director and divisional principals) live at the entry way of the compound, their villas are the largest. Residents drive by formal leaders' homes upon entering and exiting the compound, or upon walking to the main facilities clubhouse. Administration are often at social events held on compound and socialize more frequently outside of school with foreign hire staff as a result.

Beliefs and Values

For compound residents, the walled residence represents a community within a community. “All of AIS lives here” is a feeling that most foreign hire faculty would have upon entering the compound site without second thought. A prime example - formal leaders have attempted to host work meeting at their compound residence until local hires brought this up as an access issue. Schein (2010) wrote “until the group has taken some joint action and together observed the outcome of that action, there is not as yet a shared basis for determining whether what the leader wants will turn out to be valid” (p.28). There was a major economic driver behind compound adoption, furthermore it has made living arrangements much more feasible for Human Resources to organize. The convenience of the compound has been universally accepted by resident staff who feel that the facilities meet their needs and in areas that need improvement, facilities are improved. The reality is social exclusion for a small population of faculty. We have become closer as an entire foreign hire faculty and displaced ourselves further from local hire colleagues. Stating that it is a community within a community – culture at this level may be a feeling of what the desired future could be for all.

Schein (2010) indicates the beliefs and values predict observable artifact level behaviors (p.29). This is evident in the fact local hires have vocally abstained from attending events on compound specifically due to the feeling of otherness, in some other cases the lack of access

convenience. Some feel comfortable raising their concerns with formal leaders – usually post-event held at compound, but there is limited political power with this medium, and the small group has yet to formally organize.

Underlying Cultural Assumptions

AIS foreign hires value the compound. It is an exclusive, safe and private area to live. It provides a natural host for faculty events. If an administrator were to host an event on compound it would be in a faculty member's best interest to attend, to "show face", and thank the formal leader for hosting the group. The access to this gathering is not equal. The safety of the compound means that security guards check plates, hold on to ID's and confirm hosts know of their guest's arrival upon entering. Safety as a cultural priority for foreign hire residents living in the Middle East presents a challenge to the eventual solution chosen. Exclusivity of the compound makes residents feel as though their facilities are their own. It would be assumed that if local hires access the compound not to visit anyone but just to use the facilities that they would not be considered to be invading the privacy of the majority of the residents. This is not something however that has been measured and researcher bias is a part of this assumption. However, there has been no effort on behalf of the staff or compound for this action to be practiced or encouraged. Perhaps they may feel uneasy that there is no reciprocal offer from the local hire's compound for them to do the same. Assumptions like these need to be brought up, need to be discussed openly in order to deal with them before AIS loses the population aware of the past normal where all faculty chose their own living location. This culture is new in the history of the organization.

AIS' host city is very accessible. Even with the compound structure there are activities that are frequently accessed by foreign hires. Grocery shopping is done by almost all foreign hire

staff at a popular grocery chain located just minutes from the compound. Foreign hires frequently bump into each other at this location because of proximity. Other activities are experienced similarly equally accessed by all. However, carpools and organization of these activities in group form develops from the compound being the central meeting place before heading out – particularly when the event is popular enough that a bus is organized or rideshare apps are used for transport to locations.

As stated in Chapter 1, Schein's (2010) understanding of cultural change is that it can happen through 'general evolution' or through 'specific evolution'. Specific evolution refers to the adaptation of specific parts of the organization (p.295). General evolution assumes that social systems evolve through logical stages as a whole as they diversify and become more complex (p.294). Proposing changes to compound regulations would be an example of specific evolution. Developing focus groups containing both local and foreign hires to encourage dialogue may promote general evolution, or lead to discussion surrounding specific evolution. Kotter's (2014) Eight-Step Process will be used as a tool to garner this evolutionary change.

Kotter and Culture Change

As a member of the Faculty Advisory Committee I represent the High School Division in meeting monthly with the School Director and eight other division representatives to discuss concerns and celebrations amongst staff members and make formal recommendations to leadership teams in school-wide decision making processes. As a member of the Faculty Residents' Committee I represent the school-compound residents in meeting monthly and enacting change in partnership with the compound manager and six other appointed residents that sit on the committee to discuss and enact change with regards to resident concerns and celebrations. These forums hear out dilemmas and concerns faced by faculty groups within the

school, provide a window into how the culture is experienced and critiqued by staff, and host discussion as to how the organization can promote positive change to deal with these challenges. Meeting times for these forums often are not enough to come up with solid solutions to issues that are brought to their tables, and often further focus groups are recommended to take on change that requires more time to discuss. As discussed in Chapter 1, this OIP views cultural change from fragmentation perspective – where cultures constantly shift and get contested (Lumby, 2012, pp.577-578). This forum structure existent in the organization is directly related to this ability to handle faculty concerns. The proposed OIP approaches culture from a fragmentation perspective because of its relation to the critical framework and social justice leadership. This OIP assumes that cultures are able to shift because of stakeholder political power shifts as a result of challenged practices by involved parties.

Schein (2010) argued that culture change over a short-term is achieved through prescribed steps conducting group meetings (pp.317-325). Along with these Committee-based experiences, I have co-led an Innovation Team in the High School Division. The agency I possess is the chair I have and have had at these meetings offering two outlets for solutions to the problem of practice to be established and enacted. The knowledge I have of the culture is as a result of being a member of these groups. In the future I am considering and am motivated to fill more formal leadership positions, but these opportunities have helped develop my leadership capacity and influence within the organization in my current role.

This meeting structure is a common current practice within the context of the organization, and thus marries with current practices already infused in the culture of the organization. The schedule of the organization of focus allows for professional collaboration weekly via a half day of lessons, followed by a half day of professional time for teachers. Within

this time, it is common practice for developed teams to meet and discuss specific issues within the organization. Topics for discussion within these times and associated schedules for meetings are already developed and implemented citing Kotter's Eight-Step Process for organizational change referred to in Table 1 (Cawsey et al., 2016, p.48; Kotter, 2014). Table 2.2 describes the stages of Kotter's (2014) model related to how AIS uses the Innovation Team framework to create change.

Table 2.2

Kotter's Eight-Step Process and AIS

Stage 1	<i>Establish a sense of urgency:</i> Leader considers issue from organizational problems of practice garnered from accreditation reviews and school goals.
Stage 2	<i>Create a guiding coalition:</i> Issue chosen as priority by leadership team and framed with key stakeholders identified in organization – these could be divisional or whole school
Stage 3	<i>Develop a vision and strategy:</i> These stakeholders develop a main purpose for the Innovation Team to be written and prepared to be presented at faculty meeting to gather participants.
Stage 4	<i>Communicate:</i> Staff members hear about opportunity to join Innovation Teams at faculty meeting – normally second one of year.
Stage 5	<i>Empower employees:</i> Sign-ups for Innovation Teams occur following the share-out staff meeting, faculty participates in meetings afterward in which their voices are heard on identified problem to be addressed.
Stage 6	<i>Generate short-term wins:</i> Innovation Team shares out on success in further faculty meetings, collect data often through surveys. Some meetings may transpire with individual members sharing out in grade level/departmental teams at times for the purpose of gathering feedback or data from non-participant faculty.
Stage 7	<i>Consolidate gains and produce more change:</i> Using data provided from all faculty, generate further areas of concern and address.
Stage 8	<i>Anchor new approaches:</i> Cycle through meeting process again and/or measure change to ensure proper adoption transpires.

Adapted from Kotter, 2014, p.28.

All administrators in the school own a copy of Kotter's (2014) work and it is a *shared assumption* that focus groups developed within the organization that often meet during the weekly half-day allotted time employ the eight stages while either initiating or planning change. It makes little sense to examine particular aspects of culture while introducing a new concept or method for change creation within the organization. Use of this time to plan, organize concerned stakeholder and report on proposed and successful changes within the organization aligns well with Schein's (2010) model for viewing the organization through a cultural lens and creating solutions to culture related problems of practice.

Does this team approach required by the organizations change format ignore the individual in this context? Morgan (2006) warned that viewing problems through the cultural framework may unfairly ignore individualism. How one individual perceives culture may differ from another, even within an Innovation Team. Views of culture can shift depending upon experiences, in this case those who have experienced AIS before the compound move, and those who have only known the organization in its current construct. Odland and Rusicka (2009) claim that there is an average of 15% turnover in international schools globally. Individualism is important in the context of developing culture, but those who break from culture, or do not fit within an international school's culture often do not stay with the organization long enough to change it.

Epistemologically, the cultural framework relies on data gathered from group settings to inform decision making and next steps. It has been established in this section that organizational underlying assumptions need to be understood, and that Kotter's theory shared creates a medium to share-out data amongst faculty. Creating an environment for members of a culture to understand, sort and reflect on their cultural assumptions leads to solution-oriented focus

(Schein, 2010, pp.316-317). Most solutions according to Schein (2010) only require changing of one or two cultural assumptions, so the focus of group discussion should be practical and direct as opposed to allowing an organizations entire array of cultural aspects to be analyzed (p.317). AIS faculty need to be made aware that their cultural understanding of access and identity of home is not universal for all staff – particularly non-sponsored local hires. The entire faculty will need to become cognizant of what this means for the local hire experience.

Critical Organizational Analysis

Determining what to change is an essential part of a leader’s role in both determining and taking action on problems within the organization. While Kotter’s Eight-Step Model outlines the method in which to accomplish change, a management-oriented focus, this OIP also uses Bolman and Deal’s (2013) 4 frames model to help determine gaps in the organizations current and desired state. These gaps once addressed will target cultural dilemmas.

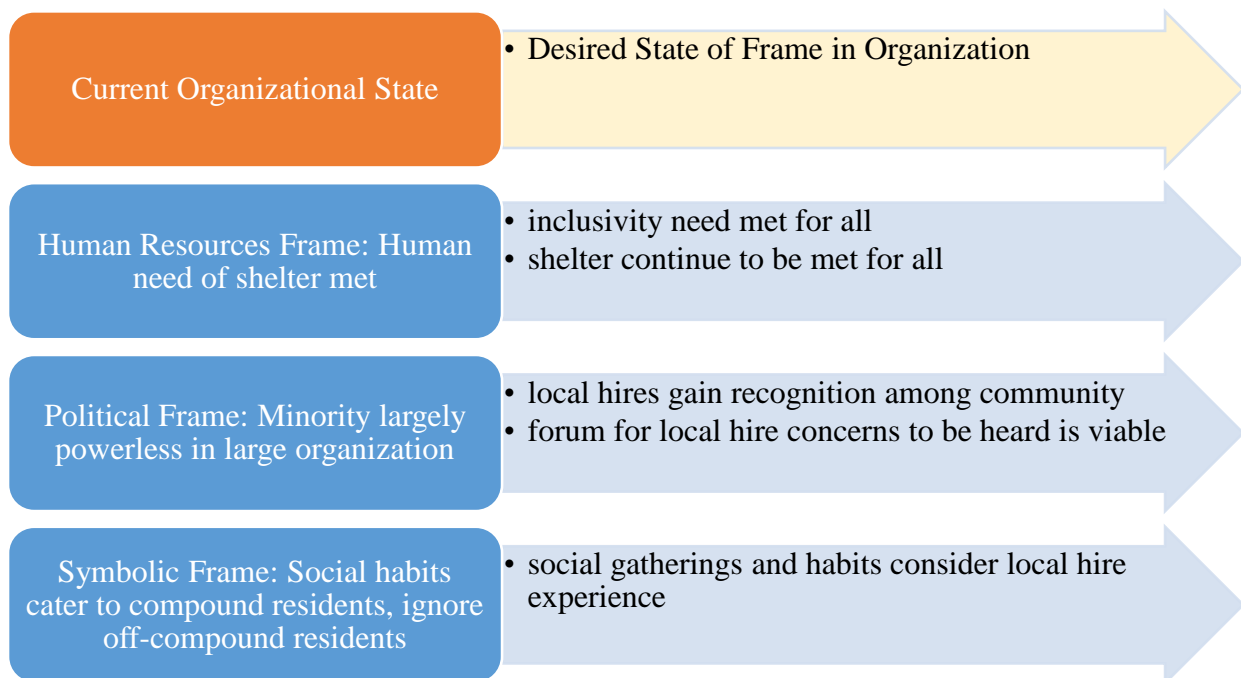


Figure 2.1 A Bolman and Deal (2013) Frame Theory-inspired breakdown of organizational gaps.

The following sections break down each of the gaps displayed in Figure 2.1, naturally setting the stage for the OIP to reflect on necessary change to recommend for an appropriate solution.

Human Resources Gap

The environment of AIS is that of a non-for-profit international school, staffed by local and foreign hire faculty and serving the community of major companies within the region by providing education for dependents of families working in the city. This provided service is a significant cost to companies choosing this institution to serve its employee's needs, while there are other in the GCC region that can too provide a similar service for these companies. What separates the organization from others in the area is the not-for-profit status and the ability to attract and recruit quality staff who are paid a competitive salary in the international teaching market. The environmental crux that the organization finds themselves balancing between is the economic demands of a talented faculty and the economic demands of the companies who need K-12 education to be provided for families they employ. Tuition increases account for making salaries more competitive against the international market, while detracting interest from potential enrollment customers.

International recruitment is competitive and costly. Faculty salary decisions are imperative to the maintenance of educational institutions. In a survey of over 350 international schools in 100 countries, on average international schools allocate 74% of their budget to staffing, benefits and professional development (MacDonald, 2008, p.43). The figure does not include the amount spent on recruitment, attending job fairs, and hiring the services of head-hunting agents and agencies. Salaries and benefits are in large part the core of everyday fiscal operations and the general feasibility of an international school, however, recruitment budgets

vary dependent upon the need to replace teachers who are unable to be retained for the following contract year. Due to the nature of the contract, local hire faculty cost less to recruit as they are often in the region of the school due to their spouse's work. Benefits are covered under the spouse's sponsorship and company. Local hires are less costly for international schools to hire and employ. The organizations cultural assumptions place more resources into recruiting and obtaining foreign hire staff.

Half way through the 2015-2016 school year, foreign-hire faculty of the organization, who had previously used a provided housing allowance to pay for a rental property around the city in a location of their choice, were moved to a foreign-hire living compound referred to in Chapter 1. The move was made for economic purposes while also providing a standardized experience for incoming foreign hires, but the impact on the local hire faculty who continue to live separate from the rest of the much larger population of their colleagues has largely been ignored. This impacts the culture of the organization, while housing needs for both parties are met, exclusive housing means that non-residents of the compound are at a social disadvantage outside of school hours. This, compounded with the reduction in local hire staff numbers, has made a minority population vulnerable to lost social capital within the organization.

Symbolic Frame Gap

Chapter 1 referred to research conducted by Moolenaar et al. (2012), and Luring and Selmer (2009) whom both indicated the phenomenon of in and out-groups amongst a work community who identifies as being likeminded and sharing similar experiences. Nowhere is this research more important than in the international school context. International schools like AIS are "bubbles" in which social connection, established community and support are all important elements of ensuring incoming and returning faculty feel welcome to a "home away from home"

atypical of most local national job placements. The recent shift in the faculty community hub from school and spread out locations throughout the city to a compound as the main gathering area marks a major environmental shift for the organization. A major in-group (residents of the compound) has been created through this shift, and the intricacies surrounding access to this community for the minority out-group (faculty off-compound) merit further examination. A cultural assumption when planning events for faculty is that all will have equal opportunity to show up with equal access. This is currently not the case.

Political Gap

The country that the organization is located, demands employers to sponsor employees and provide visas. Local hires, as a result of usually obtaining their visa through their spouse's employer as a dependent, do not have the same legal contract as international hires, and thus can resign their position with three-month notice. Foreign hires sign annual contracts following the completion of an initial two-year commitment. Attention must be given to how contracts are viewed in the international teaching circuit. Breaking contract, by not fulfilling the term signed is considered a career-limiting move for foreign-hire teachers in the tight-knit international teaching community. Breaking contract puts extra pressure on organizations when trying to replace faculty members part way through the year with a quality candidate. Using the three-month notice period for local hire teachers is within a local hire's right, but still leaves organizations in the same position of needing to find a suitable replacement part way through the year. Leaving on a contract year, within this organization specifically, also means that the organization is less likely to invest in the employees' growth that year through PD allocations.

The strategy of the organization is to provide the best learning environment for patrons, by recruiting and retaining faculty. This strategy allows the organization to compete with others

in the area for student enrollment and thus economic viability. With the level of local-hire hiring taking place, a strategy in the organization can be inferred that local hire faculty are either less common within the market, or are being out-valued by foreign hire options. Recently it is common within my division to hire local hires late in the recruitment process after other foreign hire options have been exhausted, pointing to the latter assumptions as viable. The practical value of the local hire seems to have been overlooked by formal leaders who have developed economic assumptions about this group of candidates for employment. Regardless, local hires are the minority of faculty in the organization.

Necessary Change

Based on the gaps identified, some key changes are recommended:

1. A measurement of access and social capital amongst in-group and out-group members within the organization.
2. Easy and safe access to community hub facilities for all staff. This should be accompanied by a formal measure of desire for this by current foreign hire residents of compound.
3. The designation of the compound as a faculty gathering area and community hub.
4. A shift in exclusive policy surrounding the organization's community hub.
5. The establishment of closer connection between off-compound and on-compound faculty to benefit both parties.

Organizational components involved in this change include a change in organizational culture, a change in formal regulatory structures associated with compound living, or an elimination of an out-group through the provision of equal opportunity.

Possible Solutions to Address the Problem of Practice

Shields (2010) and Schein (2013) suggest that solutions develop following the establishment of clarity surrounding the issue on behalf of contributions garnered from the out-group. To satisfy the components of the OIP, and in order to begin to model navigate through these important steps, five solutions are identified for consideration in Table 2.3.

Table 2.3

Possible Solutions

Solution Name	Format	Change Description
Compound Policies Change	Assign to Residents' Committee (charged with discussing resident policies and issues) to discuss with compound management (in charge of enforcing and approving amended policies). Meetings currently occur monthly.	Explore current compound policies to reassess effectiveness and effect on school culture and social capital of local hire faculty. I serve on a compound residents group already in place as a communication line to compound manager. The established group is a natural host for such conversation to transpire. The current policy identifies on its final page that compound management has the right to amend any rules or regulations if deemed necessary (Rent Company, 2015, p.9).
Human Resources Housing Allocation Review	Assign to HR to review and alter current policy. Director would need to approve change.	Consider adapting current Housing Allocation Process to provide easier access to local hires with option to live on compound (AIS, 2017). Human Resources at AIS develops and implements current standard, and the policy ranks foreign hired faculty above sponsored local hire and local hire categories.
Innovation Team	Innovation Teams are target based teams made up of faculty and one formal leader that are organized annually to address specific areas for growth.	Develop an Innovation Team framed around social and professional capital of local hire teachers to normalize dialogue and include stakeholders in discussing its impact on school culture. The group's work may include investigating a formalized inclusion of teacher well-being within the mission/vision of the organization
Mentor Program	Assign to HR to adapt current mentor program to serve for developing local-	A mentor program between local and foreign hire staff. Set up with the approach that neither party is sole mentor of the other individual, but that each ensures that the other party is welcomed to and

	foreign hire relationship.	exposed to social environments beyond their own home.
Status Quo	No need to for change so format is not applicable.	Continue with the status quo, in which local hire interactions with the compound not targeted as a potential issue within the organization. No change would be necessary to enact the option.

The following sections will further expand upon the considered solutions: compound policies change, human resources housing allocation, innovation team, mentor program and maintaining status quo. The sections will also reflect on the potential resources required to fulfill each solution. Upon considering the options, one solution will be selected and reasons for the selection will be offered.

Compound Policies Change Solution

The intended change has to do with organizational structure. The compound residents committee could make a formal recommendation to the compound managing company to alter policies surrounding facility access. A change in priority would shift from compound exclusiveness to compound access for all AIS faculty.

Specific policies could involve a) security access: local hire patrons would gain access to the compound via school ID as opposed to having to stop and wait for security to confirm invitation from resident, b) facility access: current rules state limits to when residents can have guests, blocking out a complete day on the weekend – there is little need for such rules to be kept in the resident handbook nor enforced by compound personnel. Policies are open to be amended by the Residents' Committee upon agreement from the compound management.

Time Resources

The compound residents committee meets monthly November-May. Conversations with compound management transpire during the following week after each meeting. In order to abide

by Kotter's (2014) Eight-Step Model, a sense of urgency would best be established following a faculty social opportunity held on the compound where local hires felt discomfort with their access, this could even be brought up by a resident who noticed this circumstance. The urgency could highlight the experience had by local hires in attempt to access the function.

Complaints to the Residents' Committee involve filling out a Google Drive form, which the group will access monthly for their meeting. Once a complaint is filled out I will speak firmly about the issue within my post at the meeting to offer my own support to local hires in this circumstance. If the membership has an issue that needs compound management approval then we have a member who approaches the manager to make a request. Compound policy changes have been considered through this manner in the past. Along with the Residents' Committee, support from Human Resources will offer important political power to further pressure the compound management. The Head of Human Resources facilitates the Residents' Committee's formation and thus is a natural contact for this group to contact maintaining a close tie.

Financial Resources

Costs incurred because of this policy shift would largely be on the compound company's maintenance of facilities accessed by potentially more outside guests. The policy could result in more security checks for visitors accessing the compound as well as costs involved in logistically planning and building more guest parking areas. This could potentially filter into higher rental costs for the school. Further costs are attributed to technological resource needs.

The solution could involve local hires acquiring an access key to the compound. Currently there is no card reader system that automatically opens the gate for residents. Vehicles and personnel entering the compound are manually checked by security guards. This is discussed further in the technological resources section. However, the most recognizable access to the

compound is associated with a compound sticker that residents place on their windshields for guards to see. More of these stickers or a specific type of this sticker could be printed out for local hire faculty at minimal cost.

Contract amendments could be made to stipulate this access to the facilities. Legal fees associated would need to be accounted for in time for contract renewal which transpires in December each school year. Local hires do not make up a large enough percentage of the staff population to require major facilities changes or the addition of more than what currently exists for equipment in the compound.

Human Resources

Leisure time away from work is important to most. The sacrifice made with a policy shift would be busier facility use during leisure time for faculty away from work. As stated in the financial resources section – local hires are in reference to a minimal increase in compound population during leisure time even if all chose to access the compound at the same time.

Technological Resources

Depending on the handling of local hire access, gate and card readers distributed to these individuals could potentially be adopted. Currently the gate process at the compound is manually functioned by security guards following a visual confirmation that an entrant is a compound resident. If the entrant is not a resident, security at this time physically visits with the potential entrant to collect personal identification, identify purpose of the visit, confirm that a resident has requested the individual's presence, and determine whether to grant access to the individual. An automatic gate system exists on the school campus, and similar technology requiring only a school identification could also be adopted for the compound. This would require further cost.

Consequences

The solution does not guarantee that local hires will access the compound on a regular basis. Furthermore, the solution attributes the problem being the sole responsibility of compound policies adopted, and perhaps even points blame at the compound developing company, which simply is not true. The compound company has worked within the recommendations of the school and has policies in place with the purpose of security and resident comfort in mind. The policy change also puts the school in an awkward position with non-faculty residents. Hired house cleaners live on compound to aid in the supervision of faculty children. These staff are able to visit with outside residents, and while they are not typically seen in social settings (i.e. accessing pool, tennis, gym facilities), the new policy with the aim of less discrimination towards compound non-residents may in turn not be the most socially just practice if only offered to local hire faculty members.

Furthermore, social capital is not a phenomenon solely experienced in the walls of the organization in question. Local hires and their families live in compound structures that are similar in nature to AIS' but for their spouses' companies. A consequence of making AIS' compound more accessible is that these local hire families lose out on valuable social capital attained from their spouse's workplace. The socially just support for this action however is that the new policy suggested would at least give local hires the option to visit and access social capital among AIS staff as they choose.

Human Resources Housing Allocation Solution

There has been a recent shift in local hire spouses being removed from their positions, thus placing the local hire teacher in a position where they either need to seek formal visa sponsorship from the school, or be put in a situation where benefits are not provided. This

phenomenon is part of a larger social context involving the return of positions recently held by expats to local national candidates in the non-education sector. As a result, a small percentage of the local hire staff have sponsored local hire status. The non-teaching spouse presumably has resigned benefits from their previous posting, thus allowing for sponsorship local hire status to signify that the school would offer that staff member housing benefits that are lost from their spouse's previous workplace.

For housing allocation at the school faculty compound, a strict order to allocate housing to staff based on rank, followed by seniority is used. Rank order is as follows: Director, Deputy Director, Principals, Associate Principals/Directors, and seniority within categories.

Table 2.4

Faculty Categories of rank for purposes of housing priority

1	Leadership Team
2	Sponsored (overseas hire) faculty
3	Sponsored staff
4	Any other employees who may reside in compound

Source: AIS, 2017.

The current policy as listed would place local hires in rank 4 should they seek to reside at the compound. The following change option would necessitate a change in priority for local hire faculty within the housing allocation process so that all faculty, overseas and local hire be provided access to housing options at the compound.

Time Resources

Housing assignment alterations occur before the beginning of the school year unless a couple has their first child part way through a year wherein they would move from an apartment to a villa as per school policy. If the process were to involve remodeling current housing units to fit more individuals on the compound then the timing could be longer depending upon the speed

of building permits and time for contractor work. Quite frankly, if this option were selected it would most likely require the moving of the faculty to another complete compound – something that I as a teacher-leader described in this OIP have limited agency to maneuver.

Financial Resources

If the plan were to include building new units, expanding the compound, and/or remodeling current units to meet the needs of a larger compound population then costs must be incurred – passed on to the organization through increased rental costs on their behalf. Rental units vary in cost but average nearly 3000 USD per month per unit. This cost does not include the furnishing of these apartments as sponsored hires are offered basic home furnishings (beds, kitchen tables/chair, living room couch/chairs, dish-washer, fridge, oven/stove, washer/dryer) provided by AIS.

Human Resources

Facilities Director, hired by the school would have their job added onto temporarily – both through the monitoring of those affected by construction and the ordering and facilitation of new furniture to new residents.

Consequences

The option involves the most noticeable change for current residents. Local hires are trailing spouses that typically have dependents along with them. Within the current policy that would entail that they be guaranteed access to a villa which are in short supply and take up the most room on the compound. Groups who have requested a housing unit above their qualification (i.e. a married couple with no children living in a villa or a single occupant living in a three-bedroom apartment) would potentially be bumped to a lesser unit. The change will face the most resistance from current staff and will make foreign hire staff irritated by local hires

moving into compound in the short-term, particularly those who are forced to move to a lesser unit. The solution assumes demand by local hires to live in the compound, which has not been measured. The solution requires Board approval, thus, more agency than possessed as an emergent teacher leader.

Innovation Team Solution

In participating in school-wide Adaptive Schools Training through Thinking Collaborative in 2016-17, with planned retraining for the 2017-18 school year, staff have and will continue to be trained with an understanding for the norms of collaboration (Baker, Costa & Shalit, 1997). The model works well for use within any structured teams, divisional, departmental or PLC and is an effective tool for the facilitation of moral dialogue. Each year the school decides upon Innovation Team topics for staff to meet at the divisional level on. The solution requires that an Innovation Team develop surrounding the current experiences with the engagement and social capital of local hire teachers within the faculty community.

Time Resources

Innovation Teams transpire throughout a school year. Formal recommendations are usually made to appropriate administration in the latter part of the year with regards to actions to be taken on further. Following recommendations made to administration, follow-up action timelines vary but normally transpire over the subsequent years.

Financial Resources

Already budgeted through the Professional Learning Council are consultants to review appropriate group meeting norms. Expenses may vary dependent upon recommendations made from this Innovation Team.

Consequences

Meeting in this format requires urgency to be made clear to administration ahead of the creation of Innovation Team groups. The option allows for the most input from stakeholders in developing meaningful solutions to focus on social capital in the workplace and how contract differentiation plays a role in capital garnered. A consequence of this Innovation Team being selected is that another topic will most likely not be selected. There is no cap to the number of Innovation Teams that are permitted each year, but participation by faculty members is normally limited to one of these groups so participation is considered with sign-ups.

A further consequence may be that local hires are deemed to be undeserving of the opportunity to request further access to the compound by current residents. The Innovation Team if poorly managed can do more harm than good to the local hire and foreign hire relationship. Particular strategies will need to be employed to ensure that this is not the case.

Mentor Program Solution

The school could implement a mentor program between local and foreign hires. The mentor-mentee relationship would not be one-sided, with the goal of the program being that local hires are able to provide foreign hire compound residents with social connections beyond the compound walls. Foreign hire compound residents would be able to play host to local hires seeking to have an easier time to access activities within the compound. As more foreign hire-staff are hired new each year than local hire, some logistical numbers issues may arise. HR has run a similar program already, but without a specific local hire and foreign hire focus.

Time Resources

The program could be developed within a school year, with essential check-in points mandated to ensure program success and review. This option too could stem from an Innovation Team-like structure.

Human Resources

No further positions would need to be created for this program to be enacted, but perhaps a stipend position could be included for an organizing position to host update meetings and coordinate larger mentor-mentee events.

Consequences

The program is only as successful as its participants. The program does not offer local hire input as to how they view the issue and how it is best solved or addressed unless they help lead the change.

Status Quo Solution

Remaining status quo continues to ignore the different experiences of local and foreign hire faculty within the context of the workplace and the social capital they access. Political power within the organization remains with individuals who make up the majority of the faculty and live in the same quarters.

Solution Selected

The selected solution to this problem of practice is the development of an Innovation Team surrounding the current experiences with the engagement and social capital of local hire teachers within the faculty community. The solution allows for the most input to be provided by local hires as to what solutions and programming changes would be most beneficial and popular to addressing the problem of practice. A mentor program may be developed and recommended

by the Innovation Team, but assuming this program is necessary and in everyone's best interest needs to be determined. As a foreign hire myself, my agency is also important to consider. A foreign hire involved in conversations surrounding local hire treatment is offering a unique perspective, but a foreign hire dictating programming changes for local hires to feel more welcome in the community may come across as knowing what is best for a group I do not identify as.

Compound policies and housing allocation solutions may not guarantee further immersion of local hires and foreign hire relationships. Changing access does not in turn mean that local hires will choose to access facilities on their own. More important is the question of agency within these potential solutions. Impactful change can occur by providing a voice to local hires, who as a minority within the organization have had no platform from which to do so.

Leadership Approach to Change

This OIP's main focus is addressing the gap in social capital existent amongst in-group foreign hire faculty and out-group local-hire faculty in an international school while employing practices aligned with leadership for social justice. To be concerned with social justice is to be concerned with unequal or dominating power, a force that leads to dominating culture of one group over another (Shields, 2010, p.567). Luring and Selmer (2009) argued that in-group members are able to establish higher levels of trust, interaction, work opportunity, support and rewards compared to 'out-group' colleagues (p.1452). The solution identified is to develop an Innovation Team complete with both local hire faculty and foreign hire faculty to produce a micro version of what is ideal for the whole organization –an organization where higher levels of trust, interaction and work opportunity are shared by one group. Equal footings for local and foreign hires will not be garnered through the implementation of this OIP, but a more equitable

reality in which local hires will be heard is a worthy goal. Leadership for social justice aligns with this equity established in providing a platform for local hires via this Innovation Team.

The group's charge is to discuss the elements that divide both groups in the context of the organization and will seek to allow in-group members and out-group members to undergo dialogue with each other to understand each other's perspective and experience. My agency discussed thus far (and further in Chapter 3's Communication Plan) has made the case that I have committee experience to both verse me in managing groups and in discussing issues that pertain to the organization with formal leaders. However, a gap exists in how I plan to communicate with group members of this select Innovation Team, particularly out-group members who may be concerned with my motivation for being a stakeholder in something that largely pertains to their experience. In order to establish a forum where moral dialogue is at the foreground, as a leader for social justice I would use humble inquiry as a tool to establish trust.

Humble inquiry creates an environment where those who are looking for help feel comfortable indicating what is on their minds, and in turn allows the helper to make sure that they end up working to help with the right problem, rather than an identified issue they perceive to be present (Lambrechts, Bouwen, Grieten, Huybrechts & Schein, 2011, p.133-134; Schein, 2013). The development of equitable social capital opportunity amongst local hire staff will require these helping relationships. Humble inquiry is an appropriate tool used to establish, build upon, and maintain a helping relationship (Lambrechts et al., 2011, pp.131). In facilitating discussion as a scholar-practitioner, and in encouraging individuals within the in-group to consider circumstances for those in the out-group, Lambrechts et al. (2011) encourage leaders to practice humble inquiry by "access[ing] your ignorance" and suspending judgment (p.132). As has been a focus in earlier parts of this OIP, being forthcoming with cultural assumptions so that

they are voiced in this group is a crucial first step to addressing these assumptions and dealing with these realities of the organization. Local hires have low political clout, off-compound residents are not the focal point of the AIS community and there are steps to take to show that the group is empowered to mind this gap. The tool forces in-group members to listen – a focus that will be maintained when monitoring floor time within group meetings. Local hire experiences, not my research, should dominate the meeting minutes. Humble inquiry creates an environment where those who are looking for help feel comfortable indicating what is on their minds, and in turn will allow the helper to make sure that they end up working to help with the right problem, rather than an identified issue they perceive to be present (Lambrechts et al., 2011, pp.133-134). This tool is pivotal for the *empower employees* portion of Kotter's (2014) Eight-Step Model.

Social capital in the organization allows colleagues within out-groups to seek advice and identify advocates on their behalf (Hargreaves & Fullan, 2012, pp.89-90). As an emergent leader within the organization, my agency lies within my explained committee membership and experience. The proposed solution allows the approach to my role within the solution to be as an advocate, a change initiator whose goal as part of the plan is to organize a forum for moral dialogue. As stated in Chapter 1, Transformative Leadership (under the arc of Leadership for Social Justice) challenges the privilege of in-groups (Shields, 2010, p.64). The leadership style also calls for further dialogue between both parties to reflect and analyze how social capital is unfairly distributed within the organization and how constructs support or detract from opportunities for both parties to garner social capital. Finally, the leadership styles implementation and recommended solution calls to develop equitable solutions and action.

Communicating the Need for Change

Kotter's (2014) Eight-Step Change Process calls for *Attracting Volunteers* and *Driving Initiatives* for change in the organization. The process stresses that change leaders maintain communication with and upskill stakeholders in change related fields, leading to maintained momentum and the celebration of small wins in a path to achievement. Cawsey et al. (2016) recommend beginning by discussing the need for change with involved staff (p.57). Kotter (2014) similarly discusses the collection of the "early adopters" in an attempt to empower these individuals to share feelings of needed change within the organization. The Innovation Team solution targets specifically those who are directly affected by local hire policies, local hires themselves. Within this group it is crucial that involved staff are in full understanding regarding why change is necessary, and within this process, humble inquiry is employed to ensure the focus of the change is in line with those who leaders are attempting to help. In a way, the change is not communicated top-down within the Innovation Team, but developed organically within the group dependent upon the demands and needs discussed.

To stay within the agency of the group and proposed change, blame upon the desires of the compound company, compound staff, or desires of the board must be avoided. Faculty complaints filter through FAC, which I am a member of. FAC communicates in a monthly newsletter to all staff regarding issues that arise. This process is my agency in communicating the purpose of actions associated with the Innovation Team to all staff, in particular if blame is unfairly targeted towards the compound or its staff. Improvement within the culture of the faculty is of utmost importance, and reflecting blame on stable institutions surrounding staff is a practice that will either lead to solutions that are unattainable or unsustainable within the context of the group's agency. Furthermore, there is no presumed ill-intention on the part of the board,

organization, or compound company on any party within the organization involved in this problem of practice. Existent policies that have been adopted have not been done so by the organization to purposefully alienate a population.

In framing issues to administration, questions will undoubtedly arise surrounding allocated time needed to meet the needs of the proposed solution. Justification for forming a group to focus on this problem of practice will need to be judged as an appropriate measure. Based on this year's faculty advisory council meetings, staff morale and well-being has been brought up in each monthly meeting as a cultural aspect that both faculty and administration are concerned with. Reasons for this are further wide-spread than local-foreign hire relationships. Also critiqued was scheduling, work expectations and organizational communication which pertain to the charge of the committee beyond PoP content.

In framing issues to the compound company, there may be questions surrounding the implementation of recommended policy. As previously stated, the compound company is not at fault for the lack of social capital that local hires are able to garner in the workplace, however, a change in policies enforced by compound staff may be a direction that is recommended by the Innovation Team formed within the solution chosen. If this is a chosen option, I will take on this role as a member of the Innovation Team and the Residents' Committee, along with the Human Resources Director and a local hire member. The compound manager is very open to meeting in person and has suggested such meetings to transpire in the past when compound related issues arise. His office is located on the compound grounds.

In framing this PoP to local hires, some may question my role or motivation to look into their plight and experience. In my first role as an internationally hired educator I befriended a fellow local hire in the organization I worked at. As our close friendship formed, our

conversations eventually evolved to include contractual discrepancies that exist within the previous organization I was employed at. Upon further research I found this handling of local-foreign hire contract differentiation to be normal within the region I worked in. While the issues faced between local and foreign hire colleagues in my previous context are much more complex, detrimental, and in need of significant analysis and change (Canterford, 2003; Tarc & Tarc, 2015) – the realization of this experience for many within my chosen career field has led me to attempt to garner further focus from the academic community on related issues. Sharing this with local faculty will attempt to provide them with satisfaction knowing that my interest in this topic is authentic.

Chapter Conclusion

Chapter 2 reviewed the critical theoretical assumptions important to understanding the approach to change in this OIP. This was followed by a discussion of potential solutions with regards to gaps discussed in the current and future state of the organization. In the chapter, a limitation of research bias regarding the critical framework was stated. To curb the influence of research bias in the chosen solution this OIP uses strategies surrounding Schein's (2013) ideas surrounding humble inquiry which offer a socially just dialogical process. The humble inquiry process is essential to the Innovation Team solution selected. The solution chosen was selected not only because of my own agency in the process and ability to apply Kotter's (2014) 8-stage change process – but because of its impact on local hire capital in the process itself. The Innovation Team, as discussed in the chapter allowed for local hires to have voice in the change itself. While the Innovation Team solution was selected, Chapter 3 will discuss the strategy for solution implementation, communication and monitoring. The chapter will employ the theory

discussed in Chapter 2 in a practical and scheduled manner to the context of AIS before bringing the OIP to a conclusion.

CHAPTER THREE

IMPLEMENTATION, EVALUATION AND MONITORING

Chapter three consists of a plan for implementing, a method for communicating and monitoring the proposed change effectiveness. The solution identified in the previous chapter is to develop an Innovation Team complete with both local hire faculty and foreign hire faculty. The group's charge is to discuss the elements that divide both groups in the context of the organization and will seek to allow in-group members and out-group members to undergo critical dialogue with each other to understand each other's perspective and experience.

In participating in school-wide Adaptive Schools Training through Thinking Collaborative in 2016-17, with planned retraining for the 2017-18 school year, staff have and will continue to be trained with an understanding for the norms of collaboration (Baker, Costa & Shalit, 1997). The model works well for use within any structured teams, divisional, departmental or Professional Learning Communities (PLC). Each year the school decides upon Innovation Team topics for staff to meet at the divisional level on. The solution requires that an Innovation Team develop surrounding the current experiences with the engagement and social capital of local hire teachers within the faculty community.

Innovation Teams meet throughout a school year. Formal recommendations are usually made to appropriate administration in the latter part of the year with regards to actions to be taken on further. Following recommendations made to administration, follow-up action timelines vary but are implemented either immediately during the same school year or beginning of the following school year.

Meeting in this format requires urgency to be made clear to administration ahead of the creation of Innovation Team groups for the 2018-19 school year. The option allows for the most

input from stakeholders in developing meaningful solutions to focus on social capital in the workplace and how contract differentiation plays a role in capital garnered, specifically by local hires in this organization. First, this chapter will discuss a plan to implement the proposed change using a familiar process to the organization.

Change Implementation Plan

This OIP has made the argument that adopting the use of Kotter's (2014) Eight-Step Change Process makes the most sense in maintaining consistency and familiarity with regards to how change currently is handled, experienced and communicated in the organization. The eight steps involved in the process are named on the following page in Figure 3.1 and have been referenced in the previous chapter with specific connection to AIS in Table 2.2. The steps will be explained in relation to how this OIP will be communicated within the organization within this section. First, this section will review goals for the organization that have been determined based on gaps and conclusions from the previous chapter.

Key change goals for the OIP are:

1. Develop an Innovation Team during the 2018-2018 academic year for local/foreign hires to reflect on experiences, recommend/implement solutions to current differentiated social capital experience. Team topics are decided upon annually, I will propose the topic myself to the Director and will volunteer to lead the team as a coordinator. Teams are often led by faculty members and supervised by a designate administrator – Head of HR, Finance Director and/or Director of School are best fit to be recommended for the role.
2. Innovation Team coordinator identifies *hybrid* (Schein, 2010) foreign hires on compound and encourages local hire participation in team so *volunteer army* (Kotter, 2014) is balanced. Norm for meeting is after school or during half-day PD Tuesday afternoons.

3. Innovation Team will provide voice to out-group and deliver recommendations to Director, HR, Social Committee, Residents' Committee and Faculty Advisory Committees with regards to how the organization can better serve out-group local hires.
4. Recommendations will provide a more equitable field for both local hires and foreign hires to observe social capital amongst colleagues outside of the workplace.



Figure 3.1 The Eight Accelerators of Change related to Innovation Team Solution Adapted from Kotter, 2014, p.28.

These goals are measurable and attainable using Kotter's (2014) Eight Accelerators for Change. The Eight Accelerators will be unpacked further below in relation to the goals identified and in an effort to further expand upon Figure 3.1.

1. **Creating a Sense of Urgency**

Kotter (2014) wrote *Accelerate* in part to help leaders deal with challenge at a quick pace often demanded in today's organizational environments. Kotter (2014) states that, "windows of opportunity [for change] open and shut more quickly today" (Preface 1). The current Innovation Team development framework existent in the organization provides the environment for urgency for change to be commonplace. This Innovation Team development process has been described in detail in the previous chapter, but it worthwhile in this chapter to reflect on the fact that a forum for improvement-based urgency has been established as an organizational systematic norm. Each school year faculty participate in an Innovation Team. Each year the teams delivers some sort of school-wide goal related change (i.e., Assessment PLC delivering new reporting policies related to Strategy 2: Intellectual Development, etc.) (AIS, 2018). In large part what Kotter (2014) is arguing for is not a method for a single change initiative but the shifting of an entire organizational change model hierarchy. Figure3.2 shows a breakdown of the concurrent systems necessary for maintaining essential structures while promoting a synchronous change structure system.

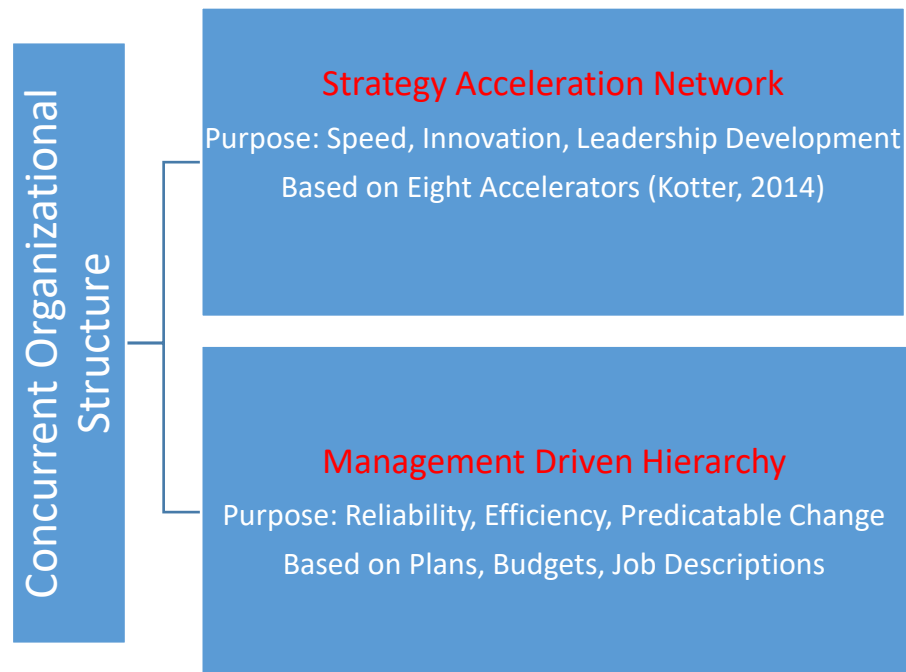


Figure 3.2. The Concurrent Organizational Structure. Adapted from Kotter, 2014, p.36.

A system like what is described in Figure 3.2 is already in place at AIS through annual Innovation Team development and implementation (representing the *Strategy Acceleration Network* at AIS). This fact means that administrators within the organization are familiar with the proposed change method, and will share a greater understanding for where the change recommendations made by the team stem from. I have a positive relationship built with both HR and the Director through my FAC work. I am viewed by them both as a stakeholder concerned with a healthy faculty culture. I will use my relationships with these two particular parties to influence them that this topic is applicable to our accreditation goals and identity as an inclusive international environment for faculty. These formal leaders have concerned themselves with faculty retention recently and I will use this as a positive connection to aid in mitigating this factor. A tighter knit community is a more difficult community to leave. Likewise, faculty within the organization will understand the chosen solution to be a normal reaction to organizational change and change discussion commonly used within AIS. This section of the OIP however, will

need to model how the system can and needs to be used to communicate and facilitate a single change initiative related to local hire social capital.

What needs to be communicated to create a sense of urgency surrounding the topic is why administration (Divisional Principals and School Director), who hold the responsibility of selecting annual Innovation Team topics, should choose to focus a team initiative on the local hire faculty experience. The communication strategy for creating a sense of urgency from these leaders is a focus on the solutions connectivity to school-wide goals and timeliness. In my FAC role it is my duty to report on faculty issues connected to these goals – this is well within my position and leadership influence.

The solution aligns with the 5 Learning Strategies outlined by AIS, particularly with regards to Personal Development: AIS' positive school culture and inclusive opportunities foster social-emotional and physical development of both its students and adults (AIS Website, 2018). The Innovation Team allows for school culture and inclusive opportunities amongst adults in the organization to be reflected on, and recommended to improve. The team's charge will be to evaluate an element (social capital) of the equitability of the social and work environment at AIS.

The standard changes for the next process as outlined by NEASC (2016) seem promising in providing some language that could make for effective urgency related dialogue surrounding local hire faculty social capital within the constructs of the organization. A limitation is that these standards have yet to be interpreted by our staff, and with random assignments being provided for each standard I could push to be on a specific standard committee but there would be no guarantee. A tool for data collection related to the NEASC accreditation review is the Endicott survey. On an annual basis, Endicott surveys are released by our school and data is gathered for public publishing based on NEASC standards. The survey is primarily student and academic

based as it currently stands (Endicott Research Center, 2016). Data collection can be used as a tool to make a big opportunity seem apparent to formal leaders to expedite the sense of urgency.

Kotter (2014) argues that presenting a *big opportunity* is much more likely than a threat or a *prediction of doom* to garner a positive result or backing from leaders in the pursuit to establish urgent action (p. 118). Timeliness of this OIP is important but will be presented by myself to the school Director as an opportunity to solidify cultural unity and equal opportunity amongst staff at AIS. Our move as an organization to the compound living structure is still new. As stated earlier in this OIP, each year staff turnover accounts for roughly 15% more staff who never knew what AIS was like prior to the compound development. Waiting on the change does not make it impossible to consider at a later date. However, taking action by selecting the topic now presents an easier cultural shift for staff who perceive the compound move to be in the organizations recent history, and thus a part of organizational culture that is still being established. I will share this input with the Director in the first FAC meeting at the beginning of the school year. Furthermore, Kotter (2014) argues that instilling a sense of urgency could pertain to sharing related new action that has transpired in an effort to make the proposed change seem welcomed and able to reap positive results (p.119). The later this problem festers, the deeper engrained the cultural assumptions in the organization. In reflecting on methods already considered by HR (i.e., moving the location of AIS Family Fun Day to a neutral location) – this can be a push to get leadership to appreciate that movement toward the types of change this team will foster is welcomed and timely. The big opportunity is one that if AIS provides a forum for local hire social capital to be discussed, meaningful bottom up ideas will inspire a more equitable workplace, in which our faculty profits, and furthermore – the reputation of the community established amongst faculty is lauded.

2. Building a Guiding Coalition

In building a guiding coalition, having leadership buy-in at the urgency stage as explained in the previous stage is essential. Pollack and Pollack (2015) argue that forming a group who have enough power to lead the change is essential (p.56). The guiding coalition will include these members, most notably HR Director and School Director as proponents who have voiced their support of looking for ways to include local hires in the community fold already. Quite simply, handing off the responsibility to a change agent like myself allows for mission-related change to be considered while not increasing the responsibility or commitment on both of their busy schedules. Adversely, they could be worried about the power local hires may possess in such a forum. Freire (1970) argues that it is common for “the oppressed to become the oppressors” – as the method is all they know in trying to instill new culture (p.45). It will be important that in calming these related thoughts that I explain that the purpose of the group is to encourage dialogue surrounding organizational cultural assumptions as opposed to developing a method or forum to establish blame of any particular party. Leaders will be particularly concerned with maintaining proper relationships with the compound manager and company. Assurances that the group understands the company’s role in providing a safe and secure compound will most likely have to be a reasonable compromise to opening moral dialogue on the issue.

Immediately, volunteers who join the cause will feel as though the Innovation Team has agency or at least a platform from which solutions and suggestions may be heard if leader support is garnered. Before pursuing this OIP, conversations took place with select local hire faculty members regarding the potential of the related PoP. A major concern that was brought up was who would consider the Innovation Team’s proposed change? The answer was the entire

organization if the changes is framed in relation to inequalities causing issue with accreditation related standards and the promise we make to all stakeholders through AIS' mission and vision. It would be strategically viable to convince these important local hire stakeholders who I have had these conversations with to join the team in the initial roll-out as part of the guiding coalition. The success of the Innovation Team depends on their involvement and desire for change. If some were not comfortable in joining I would feel comfortable rolling this out with a smaller group with hopes that these individuals would join in at the volunteer/participant stage. Having leadership support before establishing this team will make convincing these individuals to join much easier.

3. Form Strategic Vision and Initiatives

Convincing leadership to get on board this Innovation Team proposal involves a focus on the big opportunity, but this concept is separate according to Kotter (2014) from the vision of the change (p.137). The vision is more likely to be supported by a volunteer army if it is “action that is head and heart driven, not just head driven” – it must appeal to more than logic (Kotter, 2014, p.24). The relationship between the big opportunity and this section is referenced in Figure 3.3.

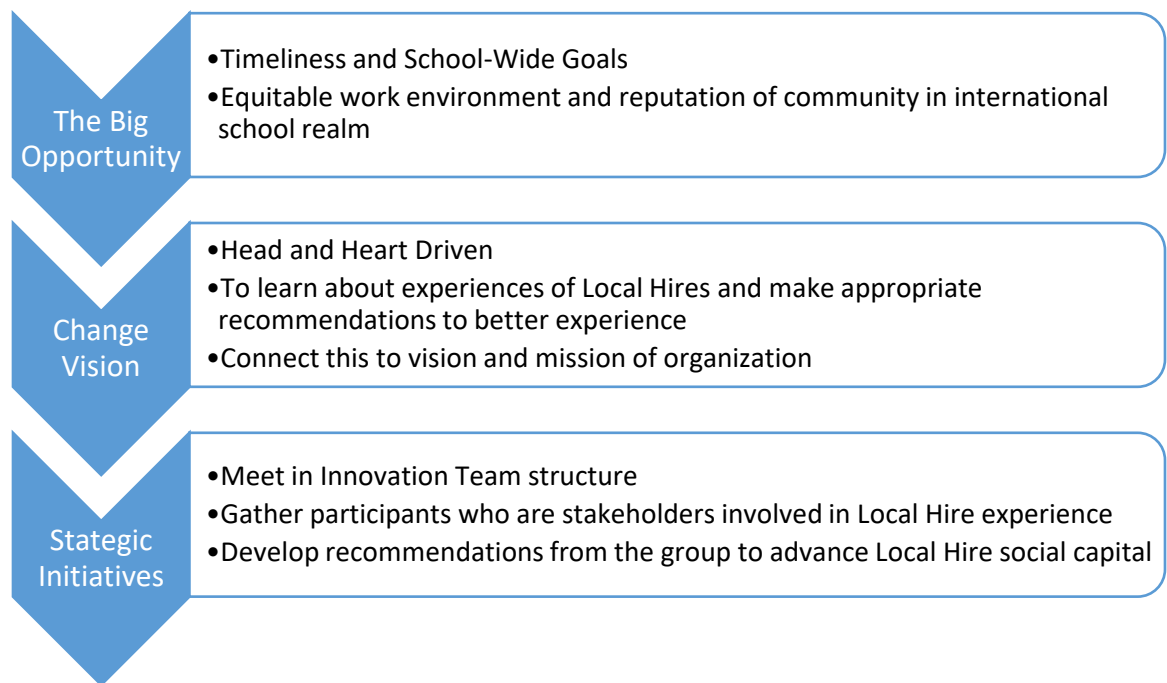


Figure 3.3. The Big Opportunity and its relationship with Change Vision and Strategic Initiatives.

Adapted from Kotter, 2014, p.137.

The change vision seeks to understand a specific group's experience and questions how the experience could be bettered. After approval from leadership to go ahead, typically Innovation Teams have been presented to divisional staff during faculty meetings in a short pitch. Following these pitches, faculty choose to be a part of offered teams. It has been mandatory in the past that each faculty member sign up for a team of their choice. I would use the pitch forum to explain my connection to the local hire experience, the PoP's connection to the school mission and vision, and explain the importance of the timeliness of gathering information on the local hire experience and our conscious and unconscious inclusiveness as a faculty community. Returning to a conclusion addressed in Chapter 1, in-group and out-group conflict like this, presented as two opposing sides could lead to the exposure of out-group weaknesses, primarily involving limited voice, as opposed to identifying need for positive change within the organization (Corson, 2000). The pitch should therefore focus on bettering the

local hire social experience without mentioning any impact of the foreign hire in-group at that time. Other team offerings will be pitched at the same time and the choice to join individual groups is made via physical sign-up (locations for sheet have varied) over the following week.

4. Enlist a Volunteer Army

An Innovation Team is typically made up of 5-10 faculty stakeholders under the current model used by our school. There technically is no limit to the number of volunteers interested in signing up for each grouping, but the number allows for effective communication and participation amongst group members. The team provides voice to an out-group in the organization, and provides a forum for conversations that have not been formally had. As discussed in the previous chapters, the school schedule naturally allows for meetings to transpire weekly if necessary in coordination with half-day PD Tuesday afternoons, reserved for PD, planning and faculty meetings every week while students only have a half day of school.

The Innovation Team solution assumes that there are interested local hires and hybrid foreign hires in working as part of the group. Within the organization there is unmeasured interest. Local hires have had conversations with me regarding their experience in the past. While this does not aid in dissecting data supporting a need for change, stakeholders that are known to exist within the organization who are interested in being a part of the conversation surrounding the identified PoP is an important step in forming an initial Innovation Team. A team ideally is formed by individuals who have a vested interest in solutions that are recommended by it. Referring again to the change vision, worthwhile causes and leaders who concern themselves with social justice appeal to both the heart and the head. The experience that connects me so closely to local hires is my relationship with a close former colleague. He was a local hire at a previous workplace. His plight at the time was different than local hires at AIS as

the differentiation in our pay was significant. While this did not stop us from developing a close relationship, close local-foreign hire relationships at the previous school were uncommon. This past experience legitimizes my recruitment as someone who has experience with the issue in multiple settings and circumstances.

A team is only as effective and as motivated as its members. What Innovation Teams want to see is leadership taking their recommendations seriously. Through Stage 6 of the model I will discuss how generating short-term wins will play the largest role in this. If the membership recommends no action, a leader for social justice must either accept the feeling of the sample or curb the stakeholder's opinions. Similarly, an assumption is that group members will be able to agree on recommendations for action, and that potential disagreements between stakeholders as to appropriate action/inaction taken are abated. It will be the goal of the Innovation Team leader to keep the group in focus of the change vision in order to help curb the need for any altercations between group members should any arise.

5. Enable Action By Removing Barriers

Kotter (2014) recommends that groups work swiftly and strategically to determine appropriate foci (p.31). The OIP recommends humble inquiry (Lambrechts, Bouwen, Grieten, Huybrechts & Schein, 2011; Schein, 2013) as a tool best fit to garner further understanding from local hires regarding their experience within an Innovation Team. Thus far this section has focused largely on my communication with potential stakeholders in this change, but how communication will exist within the Innovation Team also needs to be reviewed. In facilitating discussion as a scholar-practitioner, and in encouraging individuals within the in-group to consider circumstances for those in the out-group, Lambrechts et al. (2011) encourage leaders to practice humble inquiry by “access[ing] your ignorance” and suspending judgment (p.132). How

does humble inquiry work? In order to encourage participation, “talking to the campfire” is a method that can also produce a safe environment for sharing, where feedback is not allowed, neither are directed comments. This does not mean that conversation lacks focus. Aligning with Kotter’s vision, a sample of specific hierarchical questions that could be used to guide conversation and are listed in Table 3.1.

Table 3.1

Question Samples for Innovation Team

Questions for Humble Inquiry Focus
<p><i>In establishing norms of collaboration among Innovation Team. . .</i></p> <p>What is the purpose of this group? When will we meet and how will we function? What are our groups’ deliverables? How will we know we have succeeded in our mission?</p>
<p><i>In defining key terms within the organization . . .</i></p> <p>What is a foreign hire faculty member at AIS? What is the difference in contract between a foreign hire faculty member and a local hire faculty member at AIS? Are there any perceived differences between foreign and local hire professionally at AIS? Are there any perceived differences between foreign and local hire politically at AIS? Are there any perceived differences between foreign and local hire socially AIS?</p>
<p><i>In understanding the social experience of faculty . . .</i></p> <p>What does it mean to be a faculty member from the social standpoint? Where are faculty community hubs at AIS? Why are social hubs important to international teachers? Should all faculty have equal access to these social hubs? What negative consequences exist for local hire faculty who do not have equal access to community hubs?</p>

Specifically the questions are meant to identify and remove barriers which could slow progress (Kotter, 2014, p.31). In order to critique the culture of AIS in an efficient manner, the group needs to ask about the underlying assumption of the organization.

Schein indicates that “our whole human resources idea in the West has distorted the relational process and acted as if the way we do it is the only way” (as cited in Lambrechts et al.,

2011, p.135). The “talking to the campfire” model is more culturally sensitive within a group that is diverse in the international school setting. The role of the helper is to inspire conversation that allows group members and helpers alike to “reduce their ignorance and establish equilibrium in their relationship” (Lambrechts et al., 2011, p.141). This method is cognizant of providing the out-group with an effective voice, while aligned with the critical and socially just approach of this OIP. Socially just leaders are not just concerned with concerted efforts to initiate social change for the better, but to empower silenced groups to take ownership of the change.

One may look at the list of questions in this section and wonder why the order and why the topics selected. This is a fair critique, the order was not selected with any purpose other than to gather data about the local hire experience through purposeful dialogue – they are all of course on topic to the PoP. Macedo (2000) argues that too often scholars attempt to mechanize or methodize the process of dialogical issue framing, instead of focusing on it for what it is, “a process of learning and knowing” (as cited in Friere, 2005, p.17). The essence of the critical paradigm is bringing cultural assumptions to light so they can be critiqued – and while the overall change through the Innovation Team development in the organization is convenient for AIS’ sake and for leaders’ comfort in understanding how the change will transpire, the same rigid model cannot be planned.

6. Generate Short-term Wins

In order to generate short-term wins, the Innovation Team should be strategic in the first meetings of the year (mid-September, 2018) in determining short-term easy solution recommendations to make to the Director. Asking the question: What is easy and practical to change right away for our cause as a team? A quick victory for the group assures local hire staff

are being listened to, and that the team is viewed as a change-making force will be an important step in showing participants that their time is being valued.

Security in the compound keeps detailed data on compound visitors. With drivers often stopping outside of the gates (particularly while using taxis and driver apps like Uber) getting an accurate read for how many local hires are accessing the compound or attending social events may be gathered more accurately by a developed survey.

As the Innovation Team meets, they will generate recommendations as to what further action should be done to create more equitable conditions for local hires to garner social capital in the organization. Communication and celebration of these short-term wins will be shared through existent mediums within organization. Recommendations that have to do with social events and the handling of access to the compound will be communicated with the Residents' Committee and the Social Committee. I am a member of the Residents' Committee so the first communication medium would offer greater ease. The Social Committee meets less often, but recommendation may come from a team that pertain to Social Committee events – in which case I would speak with members of the group as I have in the past on behalf of the Residents' Committee. In one sense this communication offers respect to the committees that currently exist at AIS that typically handle planning and coordinating both resident complaints and resident events. It will be important for the Innovation Team to celebrate their own recommendations as a group, but also to reach out to gain assurance from partner groups that recommendations made can be accommodated.

There are three different faculty meetings in the various divisions in which Innovation Team progress share-outs transpire throughout the year. These are brief, albeit an excellent opportunity to keep the whole faculty up to speed with major discussion points and

recommendation coming out of each. The exact calendar for these faculty meetings is attached to the calendar that is shared with staff at the beginning of the academic year. Typically these are spread out so that they occur at the end of each of the first three academic quarters. Team initiative successes are shared out with the wider public through an annual magazine publication shared with the wider AIS community focused on providing information on the organization's current standing and future goals. It would be a final culminating achievement to bear news to action being taken to improve the experience of local hires at AIS.

7 & 8. Sustain Acceleration and Institute Change

Both Steps 7 and 8 are dependent upon recommendations made. A timeline to institute change and sustain acceleration depends on sub-initiatives that are developed based on group suggestions. This OIP carries out the first 6 stages in order to develop a forum for local hires to express their experience and desired change with the current organization's function. Sustaining acceleration may pertain to examining other stakeholder groups in the organization that face inequitable treatment and too deserve a voice. While socially just leaders concern themselves with the plight of all groups facing inequitable circumstances – it is much too early to commit the Innovation Team to another group's treatment. Some steps within Kotter do not serve a purpose in certain circumstances, and there should be some flexibility in the generally linearly viewed process (Appelbaum et al., 2012). For this reason it is most appropriate if the OIP stops at its commitment to the first 6 Steps of Kotter's (2014) model.

Plan Limitations

The timeline for action following the recommendations made by the group following the first year is dependent upon the recommendations made. Pollack and Pollack (2015) argue that Kotter's process is rarely perfectly linear and at times certain steps need to be revisited (p.61).

Recommendations should begin implementation before the first school year of the Innovation Team meeting is complete, but the changes recommended may alter end of goal deadlines. The pace is largely dependent upon the recommendations. Expenses work in the same fashion.

AIS experiences turnover each year, a large limitation could be group casualties due to turnover. Culture overall takes time to change. Again, this limitation is only relative to the recommendations made, if recommendations are able to be followed through in the single year that the Innovation Team is developed and meeting for then this limitation is moot.

As previously mentioned the use of Kotter (2014) provides a great deal of mitigation to any potential disagreement within the group. Effective leadership within the Innovation Team should be able to detail an imminent issue in a manner which a solution must be agreed upon. As a leader of this change and a champion of social justice, a shared understanding of social capital, of in-groups and out-groups in the organization, of the concept's relationship to social interactions and social identity – and eventual work relationships is essential. As a leader of the group I also possess agency and membership amongst other established groups in the organization (i.e. FAC, Residents' Committee) to provide further platforms for group recommendations.

Change Process Monitoring and Evaluation

The Plan, Do, Study, Act (PDSA) Model for Improvement Cycle (as shown in Figure 3.4) is a tool used to test change before implementation across entire organizations (Langley, Moen, Nolan, Nolan, Norman, & Provost, 2009). The PDSA model will be employed as a tool in this section as a method to track the change process, measure progress and assess change effectiveness of the OIP.

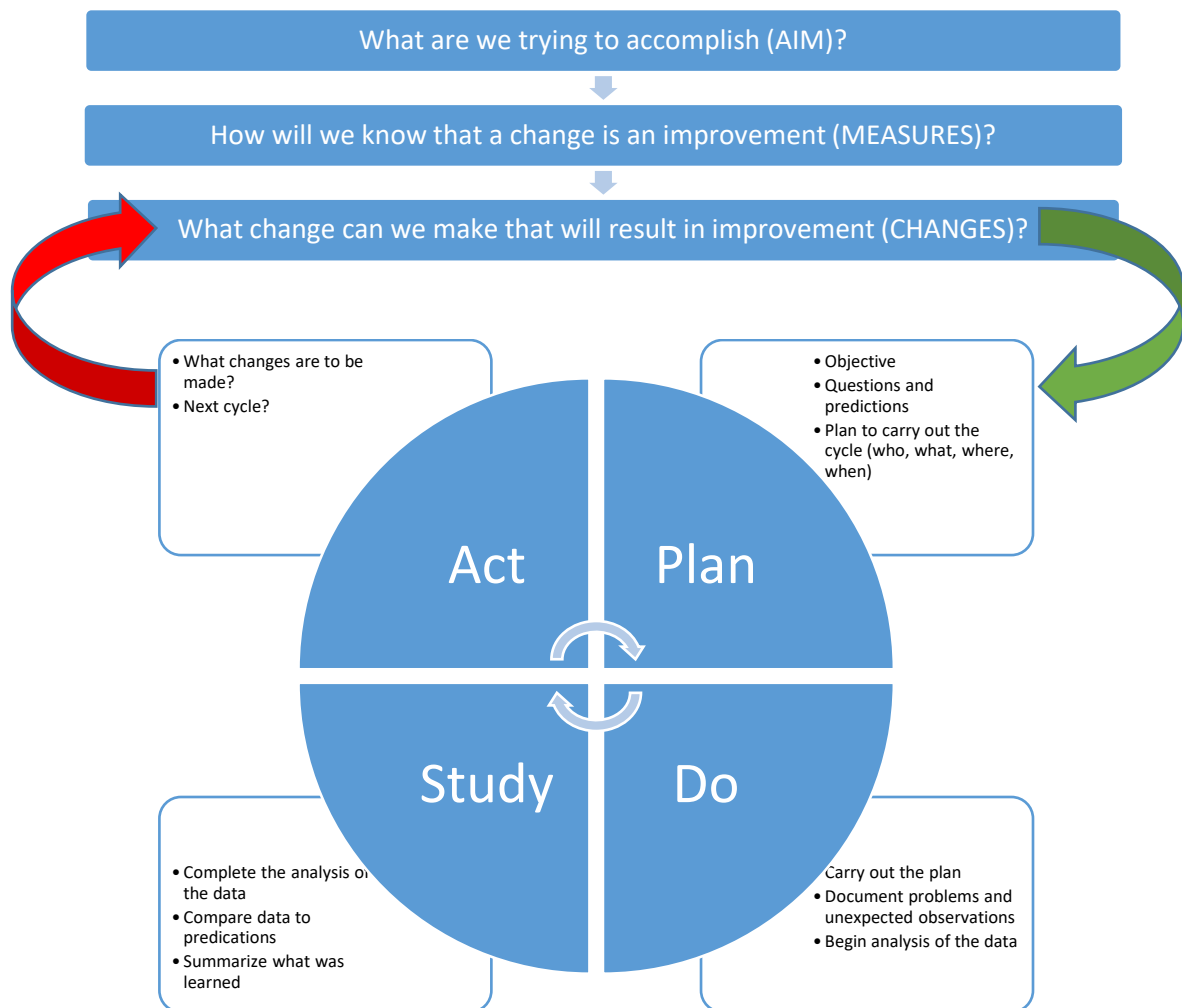


Figure 3.4. The PDSA Model for Improvement Cycle. Adapted from Moen & Norman, 2009; Langlely et al. 2009, p.97.

The PDSA model centers around reflecting on improvements resultant from change. From the critical lens and as a leader for social justice, reflecting on whether or not the improvement being made targets local hires and their social capital specifically is important to the success of this OIP. Furthermore, in connecting the PDSA model to Kotter's Eight Accelerators, PDSA replicates the cyclical nature of Kotter's (2014) ideas. The first two questions of the PDSA model - what are we trying to accomplish? – and – how will we know that a change is an improvement? - align closely with the creation of the Strategic Vision and

Initiatives section earlier in this chapter. Moen and Norman (2009) refer to these as the *aim* and *measures* of the desired change. Once change is instituted, Kotter (2014) demands that change regenerate through the process once again. PDSA offers a more specified method of reflecting on this progress. This is a tool that will be used to track reflection data and adapt strategies used by the Innovation Team during the first year of implementation during the 2018-2019 academic year.

Leadership Ethics and Organizational Change

Morality and ethics is an important concern that must be discussed in relation this OIP. There are ethical considerations and challenges that apply to stages of the change process that merit reflection. First this section will discuss the responsibilities of the organization itself that will host this OIP, the ethical commitments of leaders within the organization – including the leaders of the proposed solution within this OIP, and how these ethical considerations will be addressed while carrying out the solutions proposed within this document. Ensuring that the change process itself is inclusive aligns with both socially just leadership change behavior, and is supported by the critical paradigm.

Ethics in the Organization

AIS as an organization has the ethical responsibility to produce an educational product for its patrons and stakeholders that abide by its identified vision, mission and school values. Development is one of five strategies outlined by AIS as being reflective of the mission vision and school values, most closely related to this OIP. This strategy has a strong ethical component to it. Personal Development pertains to fostering “the social, emotional and physical development of students and adults through positive school culture, engaging programs, and inclusive opportunities” (AIS Website, 2018). Critical dialogue in education is the practice best

fit to engage with questions surrounding inclusive change structure opportunities (Freire, 1970, p.96). In meeting this strategy on behalf of local hire faculty, the school is asked in this OIP to develop an Innovation Team that the organization is familiar with through the annual development of innovation teams inspired by theory framed by Kotter's Eight Accelerators of Change (2014) from which this OIP will commit to enacting 6 of the steps through. Regardless of the topic, there are ethical consideration to be taken into account when following these Eight Accelerators in the format in which they are employed at AIS.

When considering the development of a sense of urgency, multiple issues are considered for focus each year. It is the ethical responsibility for administrators, for the organization, and for individuals proposing topics to consider and appreciate the complexity of prioritizing some topics over others. Ehrich (2015) argues that "ethical leaders are those who act fairly and justly...moreover they promote values such as inclusion, collaboration and social justice when working with staff and students alike" (p.199). This OIP caters to the leader who wants to choose an Innovation Team topic that fits these qualities and this description fits well in convincing leaders that the proposed topic is worthwhile pursuing in the 2018-2019 academic year.

In building a guiding coalition all Innovation Teams must respect the decisions of those near to the situation (for this OIP, local hires) and respect the decisions of opponents to the cause. If some vocal local hires feel uncomfortable participating in a team leadership position then the offer and recommendation is all that can be given to these individuals. Perhaps they will still participate in another role. This is a similar ethical concern to enlisting an eventual volunteer army - a Innovation Team's guiding coalition can encourage participation, but must listen to final wishes of individual (again, in this particular OIP's case: local hires) if they wish to not participate or would rather participate in another endeavor. This could very well be the case if

they are already a part of a continuing Innovation Team from years past which is rare but possible. In this particular case, an invitation will still be sent and a welcome offered should the other team's work be complete before the proposed solutions'. Likewise, individuals joining the cause to disrupt the progress must be viewed as valuable assets to the team and welcomed as regular members. Representing the alternative viewpoint with active participants is easier than having the group attempt to mimic contemplating what detractors may think of recommendations made before sharing with the whole faculty. Detractors deserve their voice in this Innovation Team as well, and are an important part of managing moral dialogue. If alternative voices are shunned then the unbiased nature of the Innovation Team, and the experience of critically analyzing the organization's culture is lost. Reinforcing effective questioning techniques in order to re-claim conversations is an effective method to keep the group reflecting on underlying assumptions within the organization – as opposed to a focus of establishing fault or caving to apathy.

Kotter's (2014) accelerator pertaining to enabling action by removing barriers contains ethical dilemmas that will be dependent upon recommendations made by any given team at AIS. With regard to generating short-term wins, teams have an ethical responsibility of sharing progress out with the whole staff. Furthermore, they ethically are bound to continue to offer an open door policy for other staff members to join the conversation mid-way through the year as part of the half-day schedule's PD collaborative mandate. This will be done in staff meeting updates, after reporting on the group's progress. The offer will be brought up verbally for more to join the group – and a follow up e-mail with the next meeting date and location will be provided by an assigned Innovation Team member. Freire (1970) argues that "every human being, no matter how 'ignorant' or submerged in the 'culture of silence' he or she may be, is

capable of looking critically at the world in a dialogical encounter with others” (p.32). While welcoming all into an Innovation Team is expected at any time during its proceedings – the true value behind the critical paradigm must be authentic in nature. New members will be formally welcomed by the group upon joining, provided with minutes of past meetings, and will have ownership of the meeting floor time as a regular member.

Ethical Leaders at AIS

Brown and Trevino (2006) define ethical leadership as: “the demonstration of normatively appropriate conduct through personal actions, interpersonal relationships, and the promotion of such conduct to followers through two-way communication, reinforcement, and decision-making” (p.595). Northouse (2016) further argues that leaders must have a respect for follower demands, and be conscious of their needs and interests (p.337). Leaders at AIS must be able to self-reflect on personal actions and consider the conduct they promote amongst the organization. In this OIP as a leader for social justice I will follow the mandate of Schein’s (2013) humble inquiry model by taking a listen-first approach to followers in the group. The most important ethical consideration a leader of an Innovation Team can do is listen to individuals who are directly impacted by concerns that the team is charged in dealing with. Leaders must be pro-social and be able to motivate followers in the group to garner results to be shared as wins with the organization. I am currently comfortable in this role in the Faculty Advisory Committee and would naturally fit into this pro-social role as an Innovation Team leader once again. Leaders will act as facilitators but should not dominate discussion, they will represent the public face of the group in town hall or faculty meeting report-out sessions. Northouse (2016) discusses post conventional morality using universal principles – which refers

to individuals reasoning “based on internalized universal principles of justice that apply to everyone”, where decisions respect and reflect the entire team’s viewpoints (p.333).

Ethical Leadership and the Solutions Proposed

Starratt (as cited in Ehrich, 2015) breaks ethical leadership down into ethics of care, ethics of justice and ethics of critique (p.199). The breakdown is considered in Table 3.2.

Table 3.2

Starratt’s breakdown of ethics categories in leadership

Care	Concerned with recognition of dignity and worth in all individuals with relationships being the center of value.
Justice	Concerned with fair and equitable treatment of individuals with strong community spirit being nurtured as the center of value.
Critique	Concerned with critical theorists who question power structures in social relationships and institutions with uncovering injustices being the center of value.

Adapted from Ehrich, 2015, p.200.

The Innovation Team solution chosen in this OIP is concerned with all three of these elements of ethical leadership. The medium of meeting is concerned with human relationship development and preservation – this is something in common for all teams regardless of topic through Adaptive Schools Training discussed in previous chapters.

The PoP and leadership approach taken in this OIP aligns itself with both the justice and critique areas of ethical leadership. Community spirit being a target for improvement in the PoP, and critical theorists being the voice behind uncovering and motivating the Innovation Team to examine social practices and structures that exist at AIS in an effort to eliminate or better them. Social practices and structures need to reflect the entire community of the organization. Ehrich argues that “ethical leaders are those persons who not only employ ethical practices themselves, but they also raise awareness of the importance of ethics by discussing it with staff” (p.208).

While social capital is the target of this OIP, the impact of social capital has implications for professional capital and opportunity for those affected by it. Liu (2015) argues that “mainstream ethical leadership theories . . . treat leadership as power-neutral, ignoring hegemonic structures that enable certain individuals to rise to positions of leadership more readily than others” (p.350). The idea that social capital is impacted by a local hire’s happiness beyond school hours and property location is a central understanding and assumption of this OIP. It should not be surprising that local hire participation is the most important ethical consideration for this OIP. If local hires do not want to participate, their wishes must be respected. Incurring a scenario in which no local hires wish to participate is very unlikely.

Change Process Communication Plan

It is critical to establish an effective communication plan in order to engage important parties involved in the OIP implementation. Four stakeholder groups will be specifically targeted in this section: formal leaders (i.e., Director, Divisional Principals, Human Resources, Head of Security), informal leaders (i.e., Faculty Advisory Committee, Faculty Social Events Committee, Compound Residents’ Committee), local hire faculty, and foreign hire faculty. As the compound structure existent in the organization is new (less than 4 years employing compound as sole foreign hire housing allowance allocation), change in order to impact the culture of the compound use is timely – as the cultural attitudes and behaviors surrounding local hire compound use and access are relatively young in its institutionalization within the organization. As argued in earlier chapters, the problem of practice and proposed solution will aim to impact the dispersion of social capital within the organization to provide a more equitable work environment for both foreign and local hire faculty. However, the change does not need to be communicated to outside parties and the larger school community (i.e., non-faculty parents,

students) as they will not need to play a role in the proposed change – few outside parties beyond the organization are aware of the existence of the problem of practice – nor will action involved in the proposed change affect the outside population.

Formal Leaders

The success of the change implementation plan is dependent upon convincing formal leadership members that the problem and solution is a priority. The Director and Divisional Principals meet in August to determine annual topics for consideration for focus group structures implemented throughout the year. There is only so much change to be proposed in a single year without the occurrence of change exhaustion in an organization and thus topics are prioritized over others with some being passed over. These topics are aligned to five mission-based growth strategies discussed in Chapter 1 (Table 1.3). A major part of effectively communicating the plan to formal leaders in the organization is its connection to Growth Strategy 3: Personal Development. The goal commits the school to “fostering social, emotional and physical developments of both students and adults through established positive school culture . . . and inclusive opportunities” (AIS, 2018). Formal leaders are likely to support an internally developed Innovation Team by faculty that is anchored by school-wide goals, and fosters mission-inspired change. However, linking change to school-wide goals does not automatically propel this OIP to the top of the organization's list of priorities.

Formal leaders in the organization must further be convinced that the change proposed is of greater priority than other focus topic options that are proposed for the year. The OIP needs to be sold to formal leaders as being timely. Human Resources (HR) and the Director have already verbally recognized the plight of local hire faculty in social settings. HR sits in on Faculty Advisory Meetings and have made mention in this setting that off-compound social event

locations for all faculty like “AIS Family Day” are being considered as a more inclusive alternative. Conversations within the formal leadership have thus already begun with relation to the identified PoP. HR is currently heading a PLC based on staff morale transpiring this year, so extending an invitation to HR to sit in on a proposed Innovation Team has precedence.

The Head of Security needs to be communicated to regarding the focus for change as they can potentially advise the team with regards to change recommendations from the party that can be safely accommodated. An extended invitation to team meetings will be offered as the insight provided is important if conversations surrounding facility access arise.

All formal leaders will be invited to sit in on the meetings should they choose – Innovation Teams are assigned a formal leader regardless of interest. All teams have at least one leadership member assigned to them to monitor progress and participate in meetings. The organization has an established culture of sharing minutes in a school-wide digital format hosted by Google Docs that will work to communicate group concerns, small victories and decisions with formal leadership as meetings transpire. At times, small victories are reported back to all staff via verbal presentation in monthly divisional faculty meetings. Maintaining this communication format is what will be familiar to our staff in how change is communicated.

Informal Leaders

The Faculty Advisory Committee (FAC), Compound Residents’ Committee, and the Faculty Social Committee are groups that are charged with facilitating conversation involved in faculty concerns, compound resident concerns, and faculty social opportunities respectively. These parties are bodies that need to be familiar with the team’s creation, minutes, and salient issues that should be funneled through these groups. Communication with these groups will involve an initial introduction of its members and charge. The group may follow-up by sitting in

on portions of meetings to offer recommendations discussed in the minutes for their consideration. For example, one of the roles of the Social Committee at the school is to plan and organize events for staff (i.e., Thanksgiving Turkey Lunch, End of Year Brunch). If a formal recommendation were to come up that specific locations for these events would better suit the school community, then that recommendation would be passed along to the leaders of these respective groups.

Communication is important with these informal groups as they represent a major political presence among faculty. The groups are led by faculty, garner change for faculty, and celebrate faculty. Their support in this initiative is crucial to gathering stakeholder support for proposed change from local and foreign hire faculty. I serve on the FAC and the Residents' Committee, guaranteeing a connection to each of these outlets.

Local Hire Faculty

The greatest communication strategy to employ with local hires is to listen. Their concerns and feelings need to be heard in order for this process to feel authentically driven with the appropriate stakeholders in mind.

There are some local hires who have been vocal regarding the need for this PoP's attention. These individuals will be welcomed additions to the established group. Innovation Team topics are normally communicated to faculty via email, to which faculty are given the opportunity to sign up on a volunteer basis. Some interest in participation may be garnered from the continuation of this recruitment method. If necessary, local hires will be approached to incur interest in participation. I will approach the few I have close relationships with and will assign divisions to them to pass on invitations this way. Local hires who do not know my story will respond better to proposed change structure from an individual in the same out-group. What this

avoids is a local hire not wishing to be a part of a group simply to fulfill the degree requirements of an out-group member. This change needs to be viewed as authentic beyond what may be viewed to some as my own motivations. I know my own commitment to social justice and leadership, it would be ill advised to assume that others automatically know this truth.

Communication of the team plan, updates and results will be coordinated in a small-group discussion with all local hires invited in an after-school meeting. The changes discussed and recommended will have the most immediate impact on these faculty members and thus a private meeting with myself as a leader is well warranted. My motivation for being involved in the Innovation Team, and the organization's motivation for promoting the topic will be pertinent areas for discussion. Local hire faculty deserve to know why a foreign hire faculty member is so interested in their experience – and what topics the group will have agency to discuss (i.e. compound access, location of social events; not: benefits packages, and changes in benefits structure for local hires). It is important that the team is created with realistic expectations in place for discussion topics and potential solutions.

Foreign Hire Faculty

Innovation Team topics are normally communicated to faculty via email to which faculty are given the opportunity to sign up on a volunteer basis. Similar to local hire recruitment, some interest in participation may be garnered from the continuation of this recruitment method. However, effective cultural change in dealing with in-groups and out-groups relies on the purposeful recruitment of *hybrid* members of staff – those who are members of the in-group but are aware of socially unjust behaviors towards out-group members. Schein (2010) describes these hybrids as:

Insiders whose own assumptions are better adapted to external realities. Because they are insiders, they accept much of the cultural core and have credibility. But, because of their personalities, their life experiences or the subculture which their career developed, they hold assumptions that are to varying degrees different from the basic paradigm and thus can move the organization gradually into new ways of thinking and acting. (p.298)

Targeting hybrid members of the organization to be a part of the Innovation Team will be as simple as targeting foreign hire individuals who have close connection to local hire staff, i.e., friend groups, teaching partnerships. These individuals can be targeted as having connections with local hires who are impacted by social capital in the organization. They are less likely to avoid involvement due to their personal connection to local hire staff, and are more likely to listen to the plight of local hire staff in garnering status in the organization through the current organizational constructs. Members of this group that I am currently aware of will be approached individually by myself, but local hires will too be encouraged to recruit their closest colleagues to join them. Communication of change as the group meets and provides recommendations will also be reported on, as is normal for all teams of this nature in divisional faculty meetings.

Creating a successful plan for both communication and implementation of change is essential to guaranteeing that local hire faculty voices will be heard in shifting the culture surrounding differentiated social capital among all AIS faculty members. The organization is structured in a way that fosters Innovation Team facilitation and communication of faculty concerns that should be taken advantage of with this OIP. The change will be imperative and impactful to the sustainable growth of personal development and positive culture in the

organization, while not curbing away from a comfortable change facilitation structure already employed by the organization.

Chapter Conclusion

Chapter 3 focused on the implementation, communication and monitoring of the proposed change to ensure its overall effectiveness. The chapter specifically explained how Kotter's (2014) Eight-Step Change Process is a tool for change that is best fit to an organization that is familiar with the process as a normal part of the change experience at AIS. Key assets to this proposed change are: 1) the familiarity in developing and initiating change through Innovation Teams, 2) the existence of hybrid change actors in the organization, 3) a close connection with existing political bodies in the organization, and 4) a clear goal of initiating more equitable access to social capital. However, it is the clear process framed in this chapter by Kotter's (2014) Change Theory and the PDSA Model for Improvement Cycle (Moen & Norman, 2009) that focuses this change so that it can be structured, and goals can be monitored and met. The chapter reviewed the ethical alignment of the proposed change. Specifically, it reflected on how current organizational structures, as well as my own role as a leader in this change support a fair and just process. The chapter concluded with considerations for planned communication with different stakeholder groups in the organization. Timeliness and alignment to whole-school goals was highlighted for conversations with formal leaders. Maintaining relationships with informal leadership groups in the organization was identified as a priority. Most importantly, listening first to local hires and their feelings and experiences so that change is truly guided by their voice was discussed as key for the success of this proposed socially just change. Following this chapter, final conclusions will be drawn for both the contents of this OIP itself, as well as the further considerations and conversations it hopes to inspire.

OIP Conclusion and Future Considerations

It is the true hope of this OIP to bring more social capital to local hire faculty at AIS. Currently, our organization unconsciously limits such social capital for unsponsored living allowance faculty living beyond the foreign hire compound walls. It is important in conclusion to remind readers that there is absolutely no record of ill intent on behalf of the organization in creating these circumstances. The decision to move to the compound was not malicious – beyond economic motivations behind the decision. Bringing a group of faculty together who were previously spread through the city was a cost-saving move, and an easier to manage move for setting up new hires as opposed to a purposeful segregation of a minority population of faculty members. The compound change is still new and improvements can always be made with policy after the fact to take into account reactions that may have been overlooked. This OIP represents an opportunity for improvements to be formally recognized and acted on.

Future considerations should be given to the compound living system itself as employed by AIS. Its size should be reflected on. Whether the school should continue to invest in the living situation should be considered. AIS is on a temporary lease, and while the general feeling within the compound seems to rest with being impressed wholeheartedly with the facility and treatment within the compound – future demographics within the staff may shift needs (whether that means a significant growth of staff, or less of a demand for staff, or a shift in hiring practices and habits – more unsponsored, less unsponsored housing allowance faculty). These changing demographics and the compounds ability to host various populations has social effects on the faculty that need to be considered in the future.

Beyond the context of the organization, further research needs to be conducted on the local-foreign hire relationship in international schools. The topic is under researched, particularly

in markets that are heavily impacted: primarily in Mexico, Central and South America.

Canterford (2003) and Tarc and Tarc (2015) represent the few academics who have attempted to reflect and recommend work in this area – Canterford having experienced this firsthand himself while working in Latin America. With schools in the international community representing various splits in local-foreign hire percentage breakdown of staff it needs to be determined which schools are managing this relationship well – why they are doing so – and what policies or behaviors helped them arrive at that stage. The relationship examined within this OIP between local and foreign hire – for purposes of my own agency as well as the organizations local hire circumstances – compensation and benefits differentiation was ignored. This is an area that is of concern more to school boards who determine teacher salaries and benefits in international settings. While other job markets seem to be shifting away from hiring expats or offering as lucrative of packages to entice foreign hire staff, it will be interesting to see if international education has followed or will follow that trend. More so it will be interesting to continue to research what, if anything, it will mean for local and foreign hire teacher relationships in these organizations.

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