

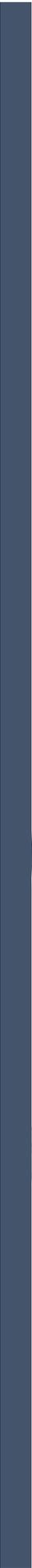
Trust, Dialogue and Teacher Commitment:
A Case Study of Two International Schools.

UCL

PhD Education

By Brychan Llewelyn Gilbert

'I, Brychan Llewelyn Gilbert, confirm that the work presented in this thesis is my own. Where information has been derived from other sources, I confirm that this has been indicated in the thesis.'



Dedicated to my grandfather

Cyril James Gilbert

“Men of few words are the best men.”

Shakespeare



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Abstract

International schools experience a high turnover of faculty and the need to establish strong trust-based relationships in diverse and changing environments is a recurring feature of life in these schools. Effective communication by school leaders has been shown to have a positive effect on trust formation.

The purpose of this research was to find out how faculty at two international schools in China viewed the development of trust-based relationships related to opportunities for dialogue in their contexts and how this, in turn, impacted upon their sense of commitment to their organizations.

Using a multiple case study approach, group interviews were held with teachers at different stages of their association with their schools. In addition to these group interviews, there were individual interviews with managers and observations of faculty meetings. Critical incidents were used to stimulate focussed semi-structured discussion.

Key inhibitors on trust development were identified as:

- Detachment from the decision-making process,
- Feelings of insecurity,
- Breaches of the psychological contract at the early stages of association with the school,
- Social gossip, and
- Instances of conflict or lack of self-control in formal faculty meetings.

Opportunities for dialogue with leaders promoted trust development, along with investment by senior managers into the initial stage of the teacher's association with the school. The authentic leader or manager was seen as being more trustworthy.

This study suggests that nurturing greater opportunities for dialogue supports the development of trust and can enable faculty to enjoy more productive and meaningful associations with their schools.

Commitment, in the sense of the length of time of association with the school, is a more complex phenomenon than first anticipated and further studies would help clarify the role that trust and dialogue play in the exact determining factors behind a teacher or manager's decision to end their association with their school.

Keywords: dialogue, trust, commitment, authenticity, insecurity, decision-making, management.

Word Length: 81,721 words

Impact Statement

The International Schools' sector is not a passing phenomenon but is a growing industry characterized by diversity and change. Wechsler (2017) described how:

Today, there are more than 8,000 international schools, serving 4.5 million students with 420,000 teachers...and...demand is rising—in the next 10 years, experts expect the number of international schools to double to more than 16,000 schools and 8.75 million students worldwide (The Atlantic, 2017).

In an increasingly globalized and inter-connected world, this study has the potential to be beneficial to schools and multi-cultural organizations operating in international contexts across the World. Findings from this thesis will contribute to academic and professional understanding about what it means to be a teacher working internationally— and of how trust and dialogue are important to teachers working in schools in an international context.

The attractions of working overseas are considerable and include the opportunity to be immersed in a new culture, climate and language. Despite these attractions, Vachhiat (2020) describes how:

Almost one in three teachers leave the classroom within five years of starting to teach, and 1 in 6 drop out after their first year. From the UK to China, teachers are leaving their jobs in higher numbers than ever before (Vital Consular Blog, 2020).

This thesis throws some light on why the experience for so many teachers can turn so sour and helps to answer the problem about what can be done to try and create more stable or satisfied communities of professionals in international schools.

The contribution of this thesis to our understanding of the issues of trust dialogue and commitment is threefold. Firstly, to connect trust to greater opportunities for dialogue in formal meetings and with opportunities to talk to senior managers. Secondly, to begin to establish insecurity as an inhibitor on trust development. Thirdly, to connect evaluations related to trust to the personal characteristic of authenticity.

The first issue is about trust and dialogue. One conclusion from the research is that trust development goes hand-in hand with participation in more open dialogue and that these opportunities are appreciated and prized by International School teachers. Opportunities to talk openly with trusted colleagues is the key to a more meaningful experience for teachers and managers in these schools.

Broadly speaking, findings from this study will make an original contribution to the existing literature by highlighting the significance of feelings of insecurity as an inhibitor to trust development. Feelings of insecurity can lead to decisions being made in isolation and can leave teachers struggling to understand the rationale behind the decisions that affect them. Teachers are wary of 'lip-service' being paid to inclusion in the decision-making process.

The third contribution of the thesis is to re-state the importance of authenticity and a moral or ethical evaluation of a manager when forming conclusions related to trust.

Complementary contributions from the study will highlight the negative impact of gossip on trust formation and the connection between feelings of love and commitment.

Given the significance of the study to our understanding of the complex area of trust development in International Schools, the findings from the research will be presented to a number of journals. For example, as the study has a focus on leadership and management and trust formation in International Schools including an IB School, the study would appeal to The Journal of Research in International Schools and the International Schools Journal. As the study has a focus on schools in China and on issues that affect the everyday lives of teachers in those schools it would appeal to the Asia Pacific Journal of Education.

There could also be opportunities to contribute to academic dialogue focussed groups such as the Cambridge Educational Dialogue Research (CEDiR) group who have a specific research strand on dialogue, professional change and leadership.

As a professional practitioner, I am keen to find ways to share these findings with senior leaders in International Schools. There are a number of opportunities that I am keen to take up through UCL, such as leading a seminar with Middle/Senior leaders from International Schools who are studying for an MA in Applied Educational Leadership. There are also opportunities to share findings with International School leaders and teachers in conferences organized by the International Baccalaureate Organization (IBO), the European Council of International Schools (ECIS) and the Council for International Schools (CIS).

The impact of the findings of this thesis will firstly be felt locally, as they impact my own professional practice as I continue as a leader and manager in International Schools. Opportunities for voice and the feeling of being trusted are powerful processes for helping teachers survive and thrive in the challenging world of International Schools.

Table of Contents

Chapter 1: The Introduction.....	15
1.1 Personal Background to the Study	17
1.2 Contextual Background to the Study	20
1.3 The Problem Under Investigation	23
1.4 Definition: What is Trust?	24
1.5 Principles Guiding the Framing and Operation of the Research.....	28
1.6 Research Questions	31
1.7 Overview of Thesis	32
1.8 Contribution to Existing Literature	36
Chapter 2 The Context of International Schools.....	37
2.1 The Literature on International Schools.....	37
2.2 What are International Schools?	38
2.3 NIBS and FFIS in International Schools Categorization	41
2.4 Growth in International Schools.....	46
2.5 Change - Working Towards Accreditation	47
2.6 Change in the Faculty Employed in International Schools.....	49
2.7 Challenges of Living in a Foreign Country.....	51
2.8 Diversity Amongst Faculty in International Schools.....	52

2.9	Challenges to Trust Formation in these Contexts.....	53
3	Chapter 3: Literature Review	55
3.1	Literature Review – An Introduction	55
3.2	How the Literature Review was Conducted.....	56
3.3	Trust – An Introduction	58
3.4	Trust in Organizations	59
3.5	The Psychological Contract.....	62
3.6	Trust in Schools.....	63
3.7	Relational Trust and Collective Trust.....	67
3.8	Trust and Open Communication.....	72
3.9	Consequences of a Lack of Trust.....	74
3.10	The Process of Trust Development.....	77
3.11	The Individual Conceptual Calculus	79
3.12	Trust: A Conclusion.....	80
3.13	Dialogue – An analysis of the Literature.....	81
3.14	An Introduction to Bakhtin and Dialogue	82
3.15	Bakhtin and Dialogue	86
3.16	Dialogue and Social Systems.....	88
3.17	Community and the Individual	90
3.18	The Outcomes of a Dialogic Approach.....	92

3.19	Bakhtin's Dialogue as Epistemology	93
3.20	Polyphony and the Study of Organizations	97
3.21	Leadership and Management Theory	107
3.22	Leadership, Management and Teacher Commitment	120
3.23	Employee Voice and Employee Engagement	125
3.24	The Conceptual Framework – An Introduction to Dialogue	128
4	Chapter 4: Research Design and Methodology	132
4.1	Conceptual Framework Related to Context.....	133
4.2	Introduction to the Research Philosophy	133
4.3	The Conceptual Framework Related to Methods	135
4.4	Researcher as Key Instrument	136
4.5	The Research Methods Used	139
4.6	Implementing a Dialogical Approach to Research.....	152
4.7	Data Collection	155
4.8	Reflection and Analysis on Methods	159
4.9	Reflections on the Research Schedule.....	161
4.10	Limitations of the Study	166
4.11	Ethical Issues	167
4.12	Analytic Framework – An Introduction.....	169
4.13	Emerging Themes in the Research Process	172

5	Chapter 5: Main Findings of the Research.....	175
5.1	Main Findings of the Research: An Introduction.....	175
5.2	Findings Related to Research Question 1.....	178
5.3	Findings Related to Research Question 2.....	198
5.4	Findings Related to Research Question 3.....	224
5.5	Findings Related to Research Question 4.....	237
5.6	The Dialogical Approach and the Emergence of Findings.....	252
6	Chapter 6: Discussion.....	254
6.1	Reflection on Lived Experience and the Research Process.....	254
6.2	An Introduction to the Discussion Chapter.....	259
6.3	Discussion Related to Research Question 1.....	261
6.4	Discussion Related to Research Question 2.....	272
6.5	Discussion Related to Research Question 3.....	287
6.6	Discussion Related to Research Question 4.....	292
7	Chapter 7: The Conclusion.....	299
7.1	Strengths and Limitations.....	299
7.2	Reflections on the Dialogical Approach.....	301
7.3	Recommendations for Future Research.....	302
7.4	The Research Problem and Purpose and How it was Addressed.....	303
7.5	Summary.....	307

8	References	309
9	Appendices	328
9.1	Appendix 1: The Consent Form.....	328
9.2	Appendix 2: The Information Pamphlet	329
9.3	Appendix 3 – List of Participants	333
9.4	Appendix 4 – The Actual Research Schedule	336
9.5	Appendix 5 – List of Analytic Memos.....	338
9.6	Appendix 6 – Sample of an Analytic Memo	339
9.7	Appendix 7 – Data Analysis Codes.	345

Chapter 1: The Introduction

The inspiration for this study arose from what I was seeing and experiencing as a teacher and a school administrator in International Schools in different contexts. My experience of observing colleagues and friends and of listening to their formal and informal conversations began to convince me that there was a clear connection between trust, dialogue and commitment in the way that teachers and managers positioned themselves in relation to the organization where they were working at the time.

The International Schools sector experiences a high level of turnover of teachers and administrators. New staff would tend to arrive at the school excited and optimistic about the opportunities that their new location presented. However, this sense of excitement and optimism would soon meet challenges. It could be that the teacher's role was not what they had thought it would be upon arriving at the school or that some part of the remuneration package was not as they expected or that teachers and administrators began to see practices in the school that they believed were poor, that were not related to their experience or concept of best practice.

To deal with these challenges effectively and well required engaging in voice or dialogue. Who could these teachers talk to about their concerns? What would be the cost of talking to senior managers about their concerns in a new environment where they have just started to work? Even at an early stage, teachers and managers could make evaluations about their sense of commitment to the school as an organization.

But the question was, who could they talk to? Would the teachers trust the school administration, the school board, or the school owners sufficiently to voice their concerns? After all, there is a strong evaluative aspect to the early stages of a teacher or administrators association with the school. For example, when a faculty member arrives at a school, they may well be in a three-month or a six-month trial period at the initial stage of their contracts.

It is likely that individuals would begin to voice their concerns with trusted family and friends through social interaction and then venture into more formal dialogues associated with their professional roles. Trust evaluations were vitally important in this process.

Linked very closely to this whole process was the notion of commitment. From my observations and professional experience, teachers or managers who did not feel that there was an avenue for voice or a forum for dialogue would start to consider other options and ponder leaving the organization. This could happen also if they did not feel that the organization was sufficiently open to listen to them about the best role for them or to their ideas for meaningful change. Within International Schools, this whole process could happen very quickly, as decisions for the following academic year, normally need to be made many months in advance, sometimes as early as October for faculty intent for the following August.

As such, I found that International Schools were awash, both informally and formally, with talk that was related to trust, evaluations about opportunities for dialogue, and commitment. As a leader and manager in these contexts I felt that

if teachers were given greater opportunity for voice and felt that they were appreciated and trusted it could lead to increased commitment to an organization and a more stable environment for all concerned or at least a more enjoyable and satisfactory experience for the teacher or administrator in their time of association with the International School.

The question that I wanted to find out was if trustworthy behaviour or characteristics on the part of leaders and managers, allied to opportunities for dialogue, would indeed result in teachers and managers in International Schools feeling a greater sense of commitment to the school they were in at the time. This information, I felt, would be very helpful, from a practitioner's point of view, for school leaders engaged in the seemingly never-ending annual cyclical process of recruitment and the annual challenges of retention, who wanted to develop and build a stable professional community founded on trust and respect for the benefit of the students, parents and teachers within that community.

This introduction will begin by describing my personal background to the study which will help to explain how and why this study came about. Having given some personal background, I will then delve deeper into the contextual background of the two schools, explaining why they were selected to be included in this study. My personal background and the context of the two schools will further clarify the problem under investigation.

1.1 Personal Background to the Study

After qualifying as a teacher from The University of Wales, Aberystwyth in 1998, I started my career in International Education. My first school was an

international school in Khartoum, the Sudan, where I worked as a primary school teacher. I have been working internationally ever since.

I have had a diverse professional experience, working in new, developing and established international schools in: China, Poland, Uganda, Italy, Germany and Zambia. Some of these schools offered the English national curriculum, some the International Baccalaureate (IB) programmes and some had an American curriculum as their foundation.

In 2002, after four years of teaching, I had my first experience in a leadership and management role within an international school. In 2008 I had the opportunity to consolidate this experience by studying for an MBA in Education. That course sparked and nurtured an interest in the theory of dialogue and internal communication processes within organizations.

In my professional journey, I was experiencing and seeing a high degree of turnover of teachers and administrators in international schools. I saw, at first hand, the emotional impact of this change of personnel on the students and on the administrators, teachers, and students themselves. Put very simply, I felt that international schools could benefit from greater continuity in their personnel.

International schools are multi-cultural organizations. Typically, they would consist of a core group of host-country teachers or administrative staff working alongside a multi-national faculty that could comprise of teachers from the UK, Australia, New Zealand, South Africa, Canada or America. The challenge to be

effective at cross-cultural communication as a leader and manager were very much a part of everyday life in these organizations.

Added to this cross-cultural mix was the high level of change experienced in these schools. Teachers would often join a school on a two-year contract and academic years could seem to pass very quickly. At the same time as adapting to the professional environment and culture of the school, the teachers could also be adapting to the challenges of culture shock and of living and working in a different host culture.

From my experience, the initial feelings of excitement and anticipation of living and working in a foreign country could be quickly overtaken by frustration and disillusionment. The problem, from my observation, seemed to be connected to voice and a sense of frustration amongst teachers and managers at not having their voices heard. Teachers and managers could quickly come to feel that they were not being able to initiate and engineer meaningful change within new organizations related to their pre-existing skills and experience. This sense of discontent could often result in teachers looking for opportunities elsewhere and leaving the international schools where they were employed.

As a manager in the fast-changing world of international education, I wanted to explore if increased opportunities for dialogue would help promote trust and if a greater sense of trust could, in turn, impact on a teacher or manager's sense of commitment to the organization. I was working on the assumption that, if opportunities for less inhibited and more inclusive dialogue could be promoted, then trust would have a greater opportunity to grow. As a result, more meaningful

and more grounded relationships within the school communities might make them more stable and less affected by the continued change of teachers and leaders, many of whom were well valued and much loved.

The process of this study has taught me to view the organization as something that is complex and adaptive and that is layered with multiple voices and perspectives. Giving respect to and a space for these voices to be heard was a challenging task. Leaving students, teachers or parents with a sense that they had been genuinely heard has significant value and is linked to their sense of trust in a person's character that is worked out through experience.

1.2 Contextual Background to the Study

This thesis is a multiple case study about trust, dialogue and commitment at two international schools in China. These two sites were chosen primarily because of ease of access for me as a researcher and because both had a multi-national faculty and consistently experienced a high turnover of teachers and managers. The names given for all the schools and all the participants in this study are pseudonyms.

The first school in this study, New Inquirers Baccalaureate School (NIBS) was an IB World School of around 200 students. NIBS was authorized to offer all three IB programmes and was accredited by the Council for International Schools (CIS) and the Western Association of Schools and Colleges (WASC).

Faculty at NIBS were recruited mainly from the US, the UK, Australia, New Zealand and Canada. Local staff were also employed as: office staff, host-

country language teachers or as teacher's assistants. Therefore, the proportion of local staff relative to the overseas hires was relatively small.

This school was also used for research because it was my place of employment from August 2012 until June 2017 and, therefore, I was living and working on the school site. The overseas faculty all lived on site and so I had the opportunity for convenient and sustained access to groups of international teachers at varying stages of their association with the school.

The problem of faculty retention was very relevant in this context. During the research process, two new Heads of Section (Primary and Secondary) were brought into the school. The recruitment needs for the 2017-2018 academic year showed the need for nine teachers including one senior manager and one middle manager. This represented over a third of the teaching faculty.

Before commencing the research phase, I sought other international schools in the vicinity of NIBS to include in the study. I was aware of two other international schools in a nearby city. One was an IB school, and so was very similar to NIBS in terms of curriculum and staffing. But attempts to establish a research foothold in that school were not successful. Even though the Head of School and two teachers agreed to be interviewed, no other teachers made themselves available to be a part of the study, so I concluded that there was not sufficient participation to make that school a meaningful part of the study.

Before the research phase began, I was attending an International Church in the nearby city. The Pastor of that Church was also the owner and founder of an

International School. His son was employed as the Head of School at that time. I approached them with the idea of including their school in the study and they agreed.

The second school in the study was therefore Faith Foundation International School (FFIS). This was a school of around 480 students. This school was accredited by the Association of Christian Schools International (ACSI). The majority of the faculty were American nationals, but recent years had shown an increasing diversification as the school also employed faculty from the UK, The Ukraine, Brazil and the Philippines. Each Elementary class had a teaching assistant from the host country and so the proportion of local staff was higher than at NIBS.

It was not intended at the commencement of the research, but FFIS became my place of employment from July 2017. This was after five years of working at NIBS. I was employed at FFIS as the Head of School. I was the first Head of School who was not one of the sons of the founder. The research phase of the study had finished by that point. I ended my employment with FFIS in July 2019.

FFIS also experienced a high turnover of faculty and (upon my arrival) had had three Heads of School within the space of three years. The recruitment needs for the 2018-2019 academic year included two senior managers, one middle manager and approximately eight teachers. This represented just under a quarter of the teaching faculty.

The common factors within these two schools are therefore accreditation, which is a quality control indicator by an external authority, diversity of faculty and the ongoing recruitment and influx of staff including middle and senior managers. This made both organizations ripe for the study of dialogue, trust formation and commitment in international school settings.

1.3 The Problem Under Investigation

The problem under investigation in this study was how evaluations related to trust led to challenges to commitment for teachers (Odland and Ruzicka 2009) and administrators (Benson 2011) in international schools and the challenges that I could see that this posed for the formation of meaningful and sustained relationships within the schools. This was a fundamental problem for these organizations.

Mancuso, Roberts and White (2010) identified how a high teacher turnover impacted upon students learning, which is the primary goal of an international school. They also identify how a high teacher turnover rate affects organizational effectiveness, continuity and quality of instruction.

The literature clearly connects the problem of faculty retention with leadership and communication. Odland and Ruzicka, (2009) connect the role of administrators to communication, decision making and retention.

Mancuso, Roberts and White (2010) also connect leadership styles with decision-making and retention. The process of how decisions were made will emerge as a theme that weaves throughout all the chapters of this study.

The literature also connects the inter-cultural communication climate within these schools with trust. (Cambridge, 2002). There is a broad body of literature that outlines the benefits of trust to organizations in general (Fulmer and Gelfand 2012) and specifically to schools (Seashore-Louis, 2007).

Fulmer and Gelfand (2012), in their overview of trust in organizations, connect trust to employee satisfaction, effort, performance and leadership effectiveness. Krosgaard, Brodt and Whitener (2002) cement the link between managerial trustworthy behaviour and open communication.

1.4 Definition: What is Trust?

There is a large body of literature that discusses trust in general and the role of trust in organizations and in schools. This will be presented in further detail in the course of the literature review. At this stage, it is important to introduce some of the key definitions that have been given in the literature for trust.

Fulmer and Gelfand (2012) take a multi-level approach to the study of trust and their definitions for the interpersonal or individual level and the interpersonal or organizational level are as follows:

<i>Level</i>	<i>Definition</i>
Interpersonal referent at the individual level	<i>A psychological state comprising willingness to accept vulnerability based on positive expectations of a specific other or others</i>

Interpersonal referent at the organizational level	<i>A shared psychological state among organizational members comprising willingness to accept vulnerability based on positive expectations of a specific other or others</i>
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(2012, p1174)

The two key parts of this definition are therefore ‘vulnerability’ and ‘positive expectations.’

‘Positive expectations’ would certainly describe a teacher’s feeling at the crucial beginning stage of their association with an international school. Whilst the concept of vulnerability immediately raises the importance of a teacher or manager’s sense of security.

In a more recent study, Schilke and Cooke (2013) refer to Mayer et al. (1995) who show how:

Trust is said to reflect: “the willingness of a party to be vulnerable to the actions of another party based on the expectation that the other will perform a particular action important to the party (Mayer et al., 1995: 712) (2013, p2).

Here we see the re-assertion of the concept of vulnerability given by Fulmer and Gelfand (2012) but with a slightly different focus on actions or behaviour.

The concept of vulnerability can be easily applied at the early stages of the relationship between the International School and the teacher. Teachers are often employed from overseas or from outside the country, often at recruitment fairs and sometimes as the result of telephone or Skype/Zoom interviews. They

are therefore heavily reliant on the recruiter (usually the Head of School or Principal) for information and for an accurate representation of the school and what their role would be within it.

Positive expectations would tend to be established at this crucial early phase. However, it is worth exploring if the concept of vulnerability is limited to the first early phase of trust development as it is unlikely that individuals would be satisfied to remain in a position of vulnerability on a more long-term basis.

There is a further definition of trust given by Hosmer (1995) that strongly emphasises the moral and ethical aspects of leadership behaviour. Hosmer describes how:

Trust is the expectation by one person, group, or firm of ethically justifiable behaviour- that is, morally correct decisions and actions based upon ethical principles of analysis - on the part of the other person, group, or firm in a joint endeavour or economic exchange (1995, p399).

Rather than simply being about expectations this definition is now more of an assessment of the actions undertaken. Here an individual's analysis of their relationship with others is based upon a reflection on what action on the part of the other was ethically or morally justifiable. The research process should therefore consider the significance of moral or ethical concerns in an individual's calculations when forming trust-based relationships.

The literature review chapter will delve deeper into the theories of collective and relational trust. The literature review chapter will also further cement and develop these links between the benefits of trust to schools with more open communication and a teacher's sense of commitment to the organization.

The aim of the research was to find out if open dialogue went hand in hand with the formation of greater trust-based relationships and that if a stronger sense of being trusted and of having one's voice heard would result in a greater sense of commitment to the organization.

1.5 Principles Guiding the Framing and Operation of the Research

As this was a study focussed on dialogue, the aim of the research process was to seek to understand how trust and dialogue could together influence a sense of commitment by using dialogue as a research tool.

The research process attempted to capture a snapshot of these two organizations in their specific place and time. This was based on the understanding that the history and reality of these two organizations was a story comprised of multiple voices and that the stories would continue after the research process had been completed.

Time, according to the literature, was seen to be a key factor in the trust formation process and in getting a sense of how teachers and administrators viewed themselves in relation to the schools where they were working.

The research process would then comprise of group interviews that were formed depending on the length of the participant's association with the organization. For example, in each school there would be a group of first year teachers, another group for second year teachers and a third group for those who had been at the school for three years or more.

The group interviews would be semi-structured, allowing the emergence of dialogue. The aim was to allow time in between the group interviews for the analysis of themes to take place and for my personal reflection in the form of a research journal. The emerging themes could then be clarified and honed and threaded into the dialogue in the next group or individual interview.

Fundamentally, whilst it was my position at the outset of the research that increased opportunities for dialogue would work hand in hand with greater trust development and this could impact upon commitment, it was important to allow space for complimentary and contrasting or context specific perspectives to flourish and grow. This process would make possible a fuller understanding of what was happening related to trust formation, dialogue and commitment from the perspectives of the participants within these two schools. As such, it was important to recognise that the attempt to establish truth in these contexts would need to be co-constructed as a part of an ongoing and un-finalizable dialogue.

To include the perspectives of senior leaders and managers within these schools, I sought to conduct individual semi-structured interviews with them. This was done in the belief that an individual interview would allow managers greater freedom of expression than participation in a focus group that may contain less senior or more senior figures in the organization.

In addition, I wanted to observe formal faculty meetings in these contexts to get a sense of the communication climate within the organizations. Cambridge (2000) describes international schools as the: 'theatres in which a variety of intercultural encounters are rehearsed' (Hayden and Thompson, 2013). In my own experience, I found that teachers considered the relative openness of public formal faculty meetings to be very effective barometers of the communication climate within the school.

This idea of faculty meeting observation was reinforced in the research conducted by Hujala and Rissanen (2012) who sought to analyse patterns of dialogue within faculty meetings.

This study rests on the hypothesis that trust is best developed through engagement in ongoing and in-depth dialogue between participants. The level of participation in this dialogue will inevitably depend upon the participant's willingness to be vulnerable and open. Therefore, an individual's character or personal characteristics are likely to be important in the trust development process. It was important that the participants trusted me, so that an atmosphere of openness and honesty could be sustained.

The critical incident method has been used as a research method into trust and this is the method that was also in use here. It was principally used as a means of generating discussion about trust by considering critical incidents. During the semi-structured interviews, participants were asked to discuss a critical incident in their experience related to trust and dialogue, for example, a telling exchange in a faculty meeting or in the history of the school that led teachers to make a calculation regarding trustworthiness or the openness of the communication climate within their school and their willingness to express themselves.

1.6 Research Questions

Extending from my personal background and from the context of the two schools and filtering the three key themes of trust, dialogue and commitment through the literature on trust in organizations and international schools the following four research questions were formed:

Research Question 1: To what extent and in what ways does an open communication climate, where there are opportunities for meaningful dialogue, lead to stronger trust-based relationships and a stronger sense of commitment and engagement for teachers and managers in these schools?

Research Question 2: How does the management of meetings and opportunities for dialogue with senior managers in these schools influence the development or not of trust-based relationships?

Research Question 3: What do the participants in this study identify as being the key characteristics required on an inter-personal level for the formation and development of trust-based relationships?

Research Question 4: What incidents have taken place in these schools or what reasoning have teachers and managers employed in the process of development from one level of trust to the next?

1.7 Overview of Thesis

Chapter two of the thesis will offer an in-depth analysis of the literature regarding International Schools. This will help establish the context of the study. The chapter will describe how growth, diversity and change are features of the International Schools industry and will begin to discuss challenges to trust formation in these contexts.

Chapter three of the thesis will be the review of the literature. This will begin by highlighting the importance of trust in the literature around organizations in general and then specifically in schools. The literature review will continue to present the literature that connects trust to communication, leadership and management. The theme of commitment will also be examined.

The findings chapter will begin with the presentation of the findings from research question 1. These findings will include the analysis of the particular contextual phenomenon of a simultaneous loss of trust experienced by teachers at NIBS. The findings will explore the possible inhibiting effect of the presence of the founding family at the heart of the school at FFIS. Findings in this section will also explore the extent to which faith or worldview impacts upon the strength of the commitment that some participants at FFIS feel towards the organization. The findings related to the complex notion of commitment will be presented from participants at NIBS and FFIS. Data related to servant leadership will also be discussed here along with participant voices related to engagement.

The findings chapter will continue with an analysis of the findings related to research question 2 that considered how the management of meetings or opportunities for dialogue with senior managers affected trust development.

These findings for this question will describe how participants saw a critical connection between the management of meetings and the decision-making process. That meant that it was important for participants to understand how decisions were made in their school's context because this process, they believed, impacted upon the openness of the discursive environment. The findings will show that trust formation was also impacted by the absence of publicly shared rationale for the decisions that were being made.

Participants also identified the impact of a manager's personality on the discursive environment. Interestingly, managers identified how they themselves felt the strong and inhibiting sense of being evaluated in formal meetings and described their sense of insecurity. This theme of insecurity will be developed in the discussion section.

Research question 3 focussed on the personal characteristics of individuals that could promote the development of trust. Authenticity will emerge as a key personal characteristic identified by participants from both schools as being a fundamental personality trait in the trust-development process.

The sense of a manager's level of self-control related to their level of trustworthiness will also be presented in this section. In the sense that an inability on the part of managers to control themselves or their temper for example

impacted negatively on a sense of trustworthiness. Some unexpected findings from this research question are related to the theme of love and commitment.

Research question 4 focussed on the incidents or reasoning that enabled the development of trust from one level to the next. The significant impact of gossip at a social level will be presented in this section along with a discussion of the legacy of previous critical incidents related to trust in the informal anecdotal history of the organizations.

Expectations given about the school, or of a teacher's role within the school, at the time of the initial recruitment interview will emerge and be confirmed as being a critical incident in trust formation. Verbal clashes in faculty meetings emerge as key critical incidents in a participant's evaluation of the communication climate. The findings related to the level of care shown in the teacher orientation process will also be presented in this section.

The discussion chapter will address the core themes that emerge out of the findings chapter. In an overview of the discussion points, these can be subdivided into three major areas for discussion and three minor areas for discussion.

The three major areas are:

- The relationship between dialogue and the decision-making process,
- A manager's sense of insecurity and how this feeling impacts on trust-formation and the management of the communication climate.
- The personal characteristic of authenticity.

The three minor areas for discussion are:

- The limited impact of shared values.
- The negative impact of gossip and
- The crucial impact of the beginning phase of a teacher or managers association with the school.

The connection between love and trust will be explored at the conclusion of the discussion section.

1.8 Contribution to Existing Literature

This research will explore in depth the issues around trust formation in two international schools in a specific context. In such a way it can make a specific contribution to the literature on trust formation in international schools.

The key issue of insecurity will emerge and be discussed during this study. This does not seem to be an issue that is currently being explored in depth in the literature. The focus on the personal characteristics that promote the development of trust will contribute to the literature that focusses on integrity and authenticity as key characteristics in trust development. This research will continue to unpack and refine the literature that focusses on the concept of servant leadership.

One of the key findings of this research is the impact of insecurity in leaders and managers on trust formation. The literature that links personal insecurity is limited and this research will help shine a new light in that area.

In terms of methods, this research will offer a contribution to the understanding of the benefits of and the limitations of in-depth participant research into trust formation from within two similar yet contrasting organizations.

Chapter 2 The Context of International Schools

2.1 The Literature on International Schools

Much of the initial academic writing on the growth and development of International Schools stemmed from The University of Bath, spearheaded by Hayden (2003), Cambridge (2012) and Thompson (2001) and the Centre for the Study of Education in an International Context (CEIC), with their associated Journal of Research in International Education. Their research contained a focus on the development of the IB programmes and IB schools. NIBS, in this study was a three programme IB school.

In the exploratory and in the initial phase of this research I was situated at NIBS which was an IB school in China. I then moved on to work in an American curriculum Christian school in China after the research phase had been completed.

This section will briefly explore the literature introducing International Schools and consider a critical approach to the development of these schools based on World systems theory. The specific literature that attempts to situate Christian schools in China will be briefly discussed.

This section will then look at growth in the International Schools industry and recurring change that takes place in these schools related to the accreditation processes and the annual challenge of recruitment and retention.

To better understand the context for the teacher, the challenges of living and working in a foreign country and the diversity of international school staff will also be discussed here.

Growth, diversity and change will be highlighted as the three key features of the International Schools industry, The relevance and implications of all of these will be highlighted at the end of the section.

This section is important as teachers seek to orientate themselves in their new environment as they consider:

- Who am I really working for? (Initial stage of trust formation)
- Are their stated mission and goals and their functional running of the school compatible? (Integrity of stated values and observable actions)
- How do my observations fit with what I think is happening in the World? (Compatibility of mission and purpose)
- Does my role and voice here give sufficient meaning to me in this context considering my history, skills and view of the world? (Significance in a large organization in a global perspective)

2.2 What are International Schools?

Machin and Whitehead (2020) point to the challenges of trying to define what an international school is: They state: “International schools are not easy to define. They are varied in type, size, and scope. They are found in diverse locations, and they offer different curricula” (2020, p16).

Nevertheless, in their guide to international schools for international teachers they seek to provide a definition. They state:

An 'international school' is one which provides a private, fee-paying education, undertaken in schools declaring themselves 'international' (whether, implicitly or explicitly, in their name or mission), attended by full-time students, who study a curriculum (at least in some substantive part) that is not the national curriculum of the country in which the school is geographically located (2020, p21).

This definition matches both schools in this study.

Poole's (2020) writing had a particular focus on the types of International Schools in operation in China and he also describes how the way that international schools are defined is a subject of much debate.

Poole (2020, p447) points back to the influence of Hayden and Thompson (2003) as he describes their categorization of International Schools. The following table gives a summary overview of their categorization:

Type-A	<ul style="list-style-type: none"> • Traditional international schools. • Designed to cater for the children of globally mobile expatriates. • Until late into the twentieth century, represented the majority of international schools. (Hayden and Thompson 2013).
Type-B	<ul style="list-style-type: none"> • Ideological schools • Not created specifically to satisfy market demand, but to serve an ideological purpose (Hayden and Thompson 2013). • Exemplified by the United World Colleges (UWC) • Promote international understanding and peace through education (Hayden 2013).
Type-C	<ul style="list-style-type: none"> • non-traditional international schools • emerged in part due to the effects of globalization

	<ul style="list-style-type: none">• led to a growing international focus in some national school systems (Hayden 2013)
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Poole (2020) describes how this categorization is ‘not without issue’ and that can be seen as the two schools in this study struggle to fit directly into these categorizations.

Poole (2020) describes the changing nature of the International Schools Market, with reference to developments in China. He states:

As part of this transformation, the Global South, particularly China, has become a key player in the international school market. The rise of international schools in the Global South, however, has not gone without comment. International schools now operate in a post-ideal epoch (Bunnell 2014), which is increasingly typified by the emergence of local middle-class elites whose demand for a superior education or a metaphorical passport to a world-class university has partly led to the rise of internationalized schools (2020, p448).

This observation points to the growth of the International Schools market in this area. These schools have become increasingly corporate and have included traditional independent schools from the UK setting up schools under their name in China and Southeast Asia.

Poole (2020) correctly points to the rise of the middle class in China leading to a demand for a more internationalized education in China. The rise of this phenomena connects to the development of FFIS which will be discussed shortly. The ‘end product’ namely a globally recognized University entrance qualification is what drives the growth and diversification of these schools.

2.3 NIBS and FFIS in International Schools Categorization

NIBS, being a three programme IB school, would mainly fit into the 'Type A' categorization. Type A schools, being the traditional International Schools for globally mobile ex-patriots, have also taken aboard some of the features on the Type B schools. The IB programmes are strong on the promotion of international mindedness and inter-cultural understanding, participating in UN environmental initiatives, model UN conferences and in an annual peace conference in Hong Kong.

The student body at NIBS represented over 20 nationalities with a high proportion of students from Korea, Taiwan and Brazil reflecting the prevalence of companies or demand for expertise from these countries in the local economy.

Yet, understanding the true aims of the school are complex and don't inspire a sense of idealism. This was hinted at by Poole as he described a 'post-ideal epoch' (2020, p448).

NIBS was solely owned by a businessperson from Hong Kong and sat upon substantial un-developed property in a rapidly developing area of Southern China. The use of the land for educational purposes led to substantial benefits in terms of taxation and at the time of the study, the school was waiting for the substantial property development to take place.

The sense that the venture was primarily an economic and profit-making venture did not sit well with faculty as they viewed, what they perceived to be, a wealthy property investor sitting and waiting on 'golden egg' property in the mainland that conveniently contained a school. Such a scenario gave credence to theories and

approaches that strongly emphasized the economic or capitalist forces driving international education. My position became very sympathetic to these approaches when employed at NIBS.

In their discussion on the internationalist and globalist forces that drive international education, Cambridge and Thompson refer to the work of Sklair (1991) and Wallerstein (2004) as they seek: 'to explain international education in a global sociological context that takes into account economic, political and cultural-ideological transnational practices (Sklair, 1991)' (2001, p5).

Sklair (2001) in his discussion on globalization, describes the concept of the: 'transnational capitalist class. (2001, p2)' They would be the class best served by a globally uniform service of the delivery of international education through the provision of a globally recognized University entrance qualification such as the IB Diploma allowing access to Universities across the World.

Schools such as NIBS, with a very high fee structure, did remain the domain of the elites and due to a loosely applied 'foreign passport only' policy, places at the school were generally not accessible to the local population.

The significance of this to the study is that teachers trust or distrust in the aims of the school and its owners did come to impact on commitment. The true economic context of the school was not openly discussed and only became clearer via informal and almost secretive conversations with long-term staff.

The social environment was rife with discussions about the power dynamic within the school and about who really had the decision-making capacity within the

organization related to ownership. This kind of dialogue was not open but impacted significantly on the culture within the school.

FFIS would be more of a Type C school using the above categorization. It was not a traditional international school, having a much lower fee structure than NIBS and offering an American based curriculum.

The ownership structure was also complex, and the nature of the school ownership took significant time to unravel – even when I was employed at the school. The school was verbally ‘owned’ by a founding family from the US who had partnered with a Taiwanese businessperson who also had an interest in a large educational group operating in the mainland.

The school’s association with this investment group matches the type of diversification within China that Poole is describing. The associated education group had private schools for mainland Chinese clientele, had schools in China with a Taiwanese curriculum for the Taiwanese students located in China. Then, by including FFIS in its umbrella would have an ‘International School’ that offered access to the US curriculum and access to US and universities outside of China. This model of different levels of service from the same school or school’s group was developing within China.

The motives of the founding family seemed, initially, to be strongly mission based, but these seemed to become entangled in a complex profit-sharing system that became increasingly problematic.

Whilst the fee structure at FFIS was at the mid-range for international schools, FFIS did also attract a wealthy clientele, who were seeking an alternative to the Chinese state system of schooling with a more 'nurturing' relationship between teacher and student being to their liking.

The client base at FFIS is more representative of China's emerging middle-class. Therefore, FFIS is more of a Category C school according to Poole (2020) and Hayden's (2013) categorisation.

A brief evaluation of the literature around Christian International Schools will help to understand and clarify the aims and mission of the founders and employees at FFIS and is important for establishing context.

FFIS, was a Christian foundation school that was accredited by the Association of Christian School's International (ACSI). ACSI and the Network of International Christian Schools (NICS) are two associations that support the continued development of Christian Education across the World. The aim and purpose of NICS is described as: 'Reaching the world for Christ through international Christian education.' (NICS, 2019)

Here the fundamental purpose of the organization is shown to be missiological with international Christian education being used to accomplish that purpose.

The ACSI website describes how:

Christian educators help cultivate a worldview in which God has His rightful place, and they look to the Bible for guidance in answering life's big questions. These teachers enhance children's spiritual development in an intentional, nurturing manner (1/30/2019, ACSI).

So here we see the emphasis on cultivating worldview as being the primary function of the Christian educator in these schools, with the Bible being identified as the ultimate source of truth. Spiritual development is part of this educational process, and the use of the word 'nurturing' suggests a close and warm relationship between teacher and student.

There is limited literature available on the growth of Christian education in China.

Graham (1999) writes about the development of American Protestant mission schools in China from 1880-1930 and describes how critics of the growth of a mission driven Christian education had voiced how the drive to spread the gospel had to some extent been coupled with a cultural imperialism or a 'civilizing' intent.

Clement (2016) cites Levin (1997) who describes a new interest in the experience of Christian education within China after 1979 and the recent marked growth in small private Christian schools in China from 2006 to 2016. FFIS would fall into that category of relatively new (founded in 2007) and growing International Christian schools.

Many of the faculty employed at FFIS were also involved in supplementary activities involving International Churches and language exchanges. Their sense of 'ministry' and 'calling' encapsulated their roles within the school but also outside of it. FFIS became a portal that drew many Christians to China and the complexity and variety of their impact was very far reaching.

The ontological assumptions that arise from the research about international schools are therefore complex. There was a clear influence of market-driven

economic forces stemming from globalization. But this wave can be caught by those who feel a calling to “Go therefore and make disciples of all the nations.” (Matthew 28:19) and who feel that God’s providence creates opportunities for them to do so.

2.4 Growth in International Schools

In a pre-covid World, the literature around International Schools focussed very much on their growth in numbers, particularly in China and South-East Asia. This is relevant for this study because teachers seeing new opportunities can feel ‘in-demand’ which can impact on commitment. Similarly, new and developing schools will inevitably face the challenges of cross-cultural communication and allying the wants and needs of owners and faculty that have been hinted at thus far in this review. The need to develop strong trust-based relationships via dialogue in new and developing contexts adds legitimacy to this study.

Cambridge and Thompson (2001), pointed to the impact of internationalism and globalization that drove the growth of the numbers of international schools across the World.

The IBO website describes how, in December 2018, its programmes were being offered in 4,964 schools across 153 countries. In addition, the IBO web-site describes how: ‘Between 2012 and 2017, the number of IB programmes offered worldwide has grown by 39.3%’ (IBO, 2019). That is a remarkable rate of growth.

There has also been a clear growth in international schools within China. The IBO website ran a special feature on the 18th of April 2016 describing the growth of the IB in the Asia Pacific region. The website described how:

In Greater China, Keystone Academy in Beijing recently hit an IB milestone by receiving authorization of the 1,000th IB programme in the region. Greater China—including Hong Kong and Macau—has a total of 153 IB World Schools and 215 programmes (IBO, 2016).

This is clear evidence of growth in the number of international schools in the region.

Whilst the number of international Christian schools in the world is unknown there are organizations that seek to provide support and networking opportunities for such schools. These include the 'Network of International Christian Schools' (NICS) and 'Christian Schools International.' (CSI) There is also an accreditation process run by the 'Association of Christian Schools International; (ACSI).

The second school in this study, FFIS, was accredited by ACSI. The ACSI website also describes its global reach as it states: 'At ACSI, we serve almost 3,000 member-schools in the United States, over 20,000 member schools internationally, and help more than 5.5 million students worldwide connect to Christian education' (ACSI, 2019). These statistics give some indication of the size of Christian education in an international context.

2.5 Change - Working Towards Accreditation

Preparation for external accreditation or evaluation can be a constant driving force for change within international schools such as NIBS and FFIS.

Fertig (in Hayden et al., 2007) gives an extensive overview of the accreditation processes for International Schools and describes how:

The nature of accreditation has been defined in a number of ways by accrediting organizations. The most succinct comes from the American Council on Education (2012) which defined it as 'a trust-based, standard-based, evidence based, judgement-based, peer-review process (p.34) (2007, p448).

The accreditation authorities are initially trusting schools to conduct a thorough self-evaluation and evaluate themselves in relation to given standards and practices. Visitors to the school, who form the visiting team, tend to be drawn from professional practitioners in other similar international schools.

FFIS, which is one of the schools in this study, was accredited by ACSI (Association of Christian Schools International) in early 2015. Working towards this accreditation would have involved a considerable amount of preparation time, organizational self-analysis, and up-dating of the organizational action plans, by the teachers and managers employed at the school.

For FFIS, this accreditation process resulted in significant change to the structure of the hierarchy within the school. Essentially, this meant that the founder and the owner became Chair of the Board of Governors, and that the role of Head of School was given to one of his sons.

The first school in this study, NIBS, underwent CIS (Council of International Schools) accreditation in 2013, IBMYP authorization in 2014 the IB Diploma programme evaluation in 2015 and the IB PYP evaluation in 2016.

This illustrates the fact that preparing for programme authorization or evaluation can be an ongoing feature of life within international schools that can be accompanied by significant change. For leaders and managers, effective communication becomes even more important in times of significant change. Commitment by faculty to a school enables schools to have more established members of staff in place when undergoing external accreditation or evaluation.

2.6 Change in the Faculty Employed in International Schools

It is not only the accreditation processes that can cause significant change within international schools but also the high turnover of the faculty employed in the schools. Hayden and Thompson (2013) effectively describe the: 'transient world of international education' and refer to writers such as Cambridge (2000), Fink (2001) and Hawley (1994, 1995) highlight the fact that the level of turn-over for international schoolteachers is high. Teachers would tend to have two-year contracts in International Schools in China. At NIBS the standard contract was for three years, while at FFIS it was two years.

Researchers such as Odland and Ruzicka (2009) and Mancuso, Roberts and White (2010) completed investigations into teacher retention and turnover in international schools.

Odland and Ruzicka (2009) identify the key role of school administrators as being one of the key causal factors behind a teacher's decision to leave a school. When discussing the role of the school administrator they state:

It falls to this group to address the level of support offered to teachers, to communicate well with them, to offer them appropriate

opportunities for involvement in decision-making, to represent the school accurately when teachers are being recruited, and to minimize the impact of inter-personal conflict when it occurs (2009, p24).

The clear link is made here between teacher retention and the actions of school administration. Here the key issue of good communication arises, along with participation in the decision-making process and the importance of the accurate representation of the school at the initial stage of a teacher's association with the school.

This was followed by a study by Mancuso, Roberts and White (2010) into teacher retention that stated how:

A more transformational and distributed leadership style and a willingness to share decision-making responsibilities with teachers were linked to reduced teacher turnover (2010, p321).

The connection between turnover and a transformational leadership style is also established here whilst the importance of participation in the decision-making process is re-enforced.

It is difficult to obtain exact statistics regarding teacher turnover from schools in the region. Tkachyk (2017) conducted a study into International Teacher Turnover in the East Asia region and states how:

High teacher turnover has become a serious problem globally, in many international schools, and is a growing concern in segments of the East Asia Regional Council of Schools (EARCOS) (2017, p4).

Tkachyk points to the statistics provided by Mancuso, Roberts and White (2010) that suggest a turnover of 23% for international schools. Tkachyk's own research

suggests 'turnover rates that range from 20% to 50% annually in some parts of the EARCOS region' (2017, p5).

Teacher turnover and retention was a feature of both schools in this study. At NIBS, at the beginning of the 2013 to 2014 academic year, there was an influx of 16 new teachers including two section heads out of 41 teachers and managers, representing a staff change-over rate of about 35%. This same school had an influx of 17 new teachers and two new Heads of Section at the beginning of the 2016-2017 academic year.

From FFIS, all four senior managers employed at the school at the time of the study have now returned to the US. So, in the international school's context, the need to foster new professional and social relationships and for senior managers to become successfully established in new contexts can be an annual and on-going process.

2.7 Challenges of Living in a Foreign Country

What is also significant for teachers in the international school's industry are the challenges of moving to a new country to live and work and the associated challenges of culture shock. (Roskell 2013)

Halicioglu (2015) expands on the kind of challenges that teachers might face and identifies how: 'Challenges will relate to the school environment and conditions, the culture of the country to which they have relocated, and their personal approach' (2015, p252).

Professional colleagues in international schools are also likely to be a significant source of social friendships for teachers and managers due to factors such as the proximity of school provided housing or the language barrier between expatriates and the host culture.

The professional and legal support networks, such as teacher trade-unions, which can be available in teacher's home countries are not generally available in international schools. The relationship between the teacher and the school as employer is then directly negotiated and this makes the whole issue of discourse at this level vital in determining the success of the employee-employer relationship or the level of commitment between the teacher and the school.

2.8 Diversity Amongst Faculty in International Schools

Whilst the exact number of teachers working international schools is unknown, Garton (2002) in Hayden and Thompson (2003) identifies how international schoolteachers can typically be divided into three clear groups that include: the host-country nationals, the local hire expatriates and the overseas hire expatriates. The terms and conditions of the contracts of these three groups are likely to be different with overseas hire expatriates likely receiving significantly more than the other two groups in terms of salary and benefits.

Hayden and Thompson (2013) describe the:

Micro-diversity that characterizes so many international schools in terms of the large numbers of different nationalities, different cultural backgrounds, different languages spoken and different religious beliefs to be found amongst the student, and perhaps teaching body (2013, p1).

IB schools, or intending IB schools, are therefore likely to be highly diverse organizations (Cambridge, 2002) comprising of teachers from various nationalities and cultures. It is likely that the teachers employed there will be engaged in an ongoing process of programme adoption, or programme development leading towards accreditation or that the teachers will be learning about a new programme in a new environment.

All these factors make the development of productive working relationships and the 'management of diversity' (Haywood, 2002) a highly significant aspect of the international school industry. Effective leadership, underpinned by trust and effective communication is clearly going to be very significant in such environments.

2.9 Challenges to Trust Formation in these Contexts

It is not necessary to examine the literature extensively before the key role of trust in the international school contexts emerges.

Hayden and Thompson (2013) refer to Cambridge (2000) who describes international schools as the: 'theatres in which a variety of intercultural encounters are rehearsed' (2013, p180).

When considering the impact of varied cultures and their associated values on the internal functioning of a school, Cambridge (2002) cites Hambrick (1998) who describes how: 'Disparate values create interpersonal strains and mistrust, which become damaging when the group is charged with a coordinative task' (2002, p166).

A connection is made here between disparate values and mistrust. This will emerge as a key theme in this study. The coordinative task described here can be the focus on IB programme adoption or accreditation or the ACSI accreditation process or even negotiating everyday life in a busy school.

On joining international schools therefore, teachers can find themselves in new, unfamiliar and culturally diverse environments having to learn and adapt to new programmes, having to interact with multiple cultures and having to negotiate directly with an employer who is their vital link to the host country.

In all these interactions: trust, communication and dialogue take on great significance when helping to establish meaningful, satisfactory and sustained relationships.

A better understanding of the process of trust formation and a greater understanding of how teachers work out who they trust can then be of benefit to international schools as organizations and to the teachers who live and work within international school communities.

3 Chapter 3: Literature Review

3.1 Literature Review – An Introduction

The literature review chapter will begin by describing how the review of the literature was conducted. This chapter will then describe the key role of trust in organizations and particularly trust development within schools. The central role of trust in the successful functioning of these organizations will be shown from the literature.

The negative consequences of a lack of trust will be presented and these will be discussed in how they relate to faculty in international schools. The process of trust development will also be described, and this will connect the importance of the early and initial phase in trust development to the interview and early induction/orientation phase when teachers arrive at an international school for the first time.

During the literature review, the clear connection between trust development and communication will be established. Strong connections will also be established between trust and leadership and management theory or the actions or personal characteristics of leaders and managers. This section will then highlight the literature that shows the clear connection between trust, dialogue, leadership, management, and commitment.

The literature will help to show how trust building and effective communication are central to the success of these diverse and fast-changing schools.

3.2 How the Literature Review was Conducted

The springboard into the broad and varying literature surrounding the topics of trust, dialogue, commitment, leadership and management that are found in this thesis was the literature on International Schools. The initial aim was to establish and explore the context of the study and for me, as a researcher, to gain confidence in exploring the literature that was directly relevant to me.

The first step in this process was to familiarize myself with the writing of the academics from the University of Bath (Hayden and Thompson) who had a particular focus on International Education and to explore relevant articles in the Journal of Research in International Education (JRIE). The references found in the bibliographies of their works as well as the journals cited online led to greater exploration in the International Schools system and more current literature related to international schools in general and international schools in China in particular. With the inclusion of the second school, FFIS in the study, this also led to an exploration of the literature surrounding Christian schools globally and in China. As the focus of the study narrowed and as an understanding of context was established, the literature search became more focussed on issues of communication, trust and commitment.

Trust was the next major theme that was approached in the literature search. This was done by approaching trust in general to find a definition and then at texts that specifically analysed trust in schools and international schools. Literature that connected trust to communication or dialogue and commitment were considered major finds in the literature search. Similarly, as the process

focussed in on Bakhtin, any references linking Bakhtinian notions of dialogue and trust were identified.

As findings emerged in the study, this led to a new array of literature searches connected to emergent themes. Examples of these would be: insecurity, servant leadership and gossip. These keywords were used to search within specific journals and the UCL library resources. Broader searches were also conducted with these keywords using Google scholar.

The best visual image to describe the literature search is to consider international schools, trust, dialogue, commitment and leadership/management as five major mine shafts that were dug down in an attempt to find the rich connecting seam that bound all of these areas of the literature together.

3.3 Trust – An Introduction

There is a large body of literature dedicated to the understanding of the role of trust in organizations in general and specifically on understanding trust development in schools.

Within the broad body of literature that looks at trust in organizations, Krosgaard, Brodt and Whitener (2002) cement the connection between trust and leadership. This section will show how studies have indicated how the actions of school leaders, impact upon teacher retention within schools linking trust with commitment which are two of the key terms of this study.

This study will also use Kramer's (1999) notion of the psychological contract as an effective way of approaching the initial stage of trust formation. This will be introduced in this section. Interactions at the initial stage of association with the school will emerge as having a significant impact on trust formation, both in the literature and in statements made by participants in this research.

Within this broad range of literature on trust in organizations there are specific writers who narrow the focus into trust in schools. Foremost amongst these are Bryk and Schneider (2002), Kochanek (2005), Seashore Louis (2007), Tschannen-Moran (2014), and Forsyth, Adams and Hoy (2011). Their contributions will be considered during this review.

3.4 Trust in Organizations

Fulmer and Gelfand (2012) conducted an extensive overview of the literature on trust and successfully establish how it has a 'central role' and is a 'fundamental process in organizations' (2012, p1168). Their study acted as a springboard for many researchers into the myriad different aspects of trust and the impact that trust can have on the workplace.

In their overview, they succeed in establishing how trust is connected to individual, team and organizational outcomes that are very relevant to this study.

Fulmer and Gelfand (2012, p.1168) refer to how these include:

- Employee satisfaction,
- Effort and performance, and
- Leadership effectiveness.

Tschannen-Moran (2000) describes how the climate of trust bestows many benefits on organizations and these include:

- organizational effectiveness,
- how trust is necessary for open communication,
- organizational citizenship,
- and the willingness of employees to go beyond the minimum requirements.

She states:

In organizations with a high level of trust, participants are more comfortable and are able to invest their energies in contributing to organizational goals rather than self-protection (2000, p313).

This is noteworthy as the notion of 'insecurity' on the part of leaders and managers linked to this idea of 'self-protection' will come to feature prominently in the latter stages of this study. In addition, the capacity to invest energies suggests the capacity for higher levels of engagement.

Tschannen-Moran will later (2020) focus specifically on the benefits of organizational trust in schools. But here we have established how, Tschannen-Moran, a key writer on trust in schools, cements the strong and indelible link between trust and 'open communication.'

The literature on trust does not only lead to the question of the openness of the environment to opportunities for communication but also raises the question of who is controlling that environment?

Intriguingly, Fulmer later conducts a study along with Fehr and Keng-Highberger (2020) into how employees react to leader's unethical behaviour. This is on the foundation of perceptions related to trust. They state:

When employees observe a leader acting unethically, negative attitudes and behaviours toward the leader typically follow (Mackey et al., 2017; Pelletier & Bligh, 2008; Simon, Hurst, Kelley, & Judge, 2015). Notably, employees tend to lose trust in the leader, believing the leader's unethical acts to reflect questionable standards and principles (Ng & Feldman, 2015; Norman et al., 2010) (2020, p75).

This is an example of one of the many branches that emerge from the main root of trust research. Ethical evaluations of leaders are fed into perceptions of trustworthiness. The strong connection between trust, characteristics and

leadership are consistently re-enforced in the literature and Fehr, Fulmer, and Keng-Highberger's (2020) study is a good example.

Krosgaard, Brodt and Whitener (2002) examined two forms of managerial trustworthy behaviour, namely open communication and demonstrating concern for employees in a study focussing on critical incidents with credit union employees. They succeed in establishing the key role of communication in trust formation and they showed how focussing on specific critical events helps to understand trust development in organizations. They state:

Workplace encounters with managers affect employee trust. Theory suggests that trust is built or undermined through specific exchanges between individuals (Lewicki & Bunker, 1996) as they come to understand each other's goals and intentions (Deutsch, 1949). Such encounters provide information about a manager's intent and evidence of a manager's character (2002, p312).

Here we see the confirmation of the significance of an evaluation of a manager's character in the process of trust formation and this will lead into an analysis of the personal characteristics that support the development of trust in the theories of collective and relational trust.

Here we see also the reference to 'specific exchanges' between individuals. This would also point to the suitability of discussing critical incidents with participants in the study that have affected trust formation.

3.5 The Psychological Contract

Time is a key factor in the development of trust and this thesis will argue that the initial or beginning stage of a teachers contact with an international school has lasting implications for trust-based evaluations that affect commitment.

Kramer (1999) discusses the psychological contract between the individual and the organization. He describes how:

Robinson (1996) examined the relationship between employees trust in an organization and their perceptions of the extent to which the organization had either fulfilled or breached its psychological contract with them. She defined psychological contracts in terms of employee's beliefs regarding the terms and conditions of their reciprocal exchange relation with their employer (i.e., what they owed the employer and what the employer owed them). Psychological contract breach was characterized, in turn, as a subjective experience based on employee's perceptions that the organization had failed to fulfil its perceived obligations (1999, p592).

This is noteworthy as this study considers expectations that were established at the beginning or initial stage of teacher's associations with their schools and how their experiences left them with the feeling that the school had not fulfilled its obligations to them, in the way that Kramer describes here.

As Kramer refers to 'beliefs' here, it can be that breaches of the psychological contract can be difficult to define, rather than clear breaches of the exact terms of a written contract. They can be more about teachers feeling that they have been misled, unfairly treated or have not had their voice heard.

3.6 Trust in Schools

The literature of trust in schools establishes the significance of issues of trust in education and how communication and trust together can help educational organizations obtain their goals. The key role of school leaders is also re-enforced in the literature related to trust in schools.

In her study on trust and improvement in schools, Seashore Louis (2007) identified how: 'Issues of trust have emerged as central to discussions about the future of Education' (2007, p1). So establishing the central significance of trust to education in general.

Studies on trust in schools emphasise the benefit of enhanced trust to the school as an organization. Seashore Louis also states how:

Trust is associated with higher levels of performance on such varied measures as student achievement (Bryk & Schneider, 2002; Hoy & Tschannen-Moran, 1999), and parent collaboration (Hoy & Tschannen-Moran, 1999). Conversely, low trust is associated with teacher burnout (Friedman, 1991) (2007, p8).

Teacher burnout would suggest that a teacher is unable to commit themselves any more to the organizations or engage with their roles at a fully committed level, as teachers may feel that they have nothing left to give.

Complimentary studies show how trust is connected to school improvement (Adams 2013) and school effectiveness (Cunningham and Gresso, 1993).

Other studies focus more specifically on the relationship dynamics within the school. Crucially, enhanced trust has been shown to benefit 'employee satisfaction' (Edwards & Cable, 2009; Gulati & Sytch, 2007) and enhanced trust

also supports the development of the productive or meaningful relationships described by Tschannen-Moran and Hoy (1998).

The literature on trust in schools also firmly establishes the key relationship between trust and communication. This is shown by Tschannen-Moran and Hoy (1998, p.334) who describe how: 'Trust is necessary for effective co-operation and communication which are the bases for productive relationships.'

Some studies on trust in schools have made a specific link between trust development and the key figure of the school Principal.

Browning (2014) conducted a study into how a school leader's actions can build trust. He makes a link between leadership style, organizational climate and trust.

He states:

Organizational climate in turn, is influenced by leadership style; the way leaders motivate, direct reports, gather and use information, make decisions, manage change initiatives and handle crises. Leadership styles account for 70% of organizational climate, which in turn leads to a 30% impact on organizational performance (Goleman, 2000). Organizational culture is affected by trust. Trust can be fostered or diminished by the behaviour of the leader (Tschannen-Moran, 2004) (2014, p389).

This strongly suggests that trust development in schools must be connected to the theory of leadership and management and with a specific focus on the actions of the school leader. Browning has identified 'make decisions' as a key element of leadership style that helps establish the overall organizational climate.

This review of the literature will show how change and teacher turnover are recurring features of the international school's industry. Studies related to trust

in times of succession are also noteworthy and Northfield (2013) examines how beginning Principals build trust during these challenging times. Northfield states how:

Trust is formed through repeated social exchanges with others and is an affective response to the actions and/or non-actions of others in a social context (Fahy, Wu, & Hoy, 2010; Rousseau, Sitkin, Burt, & Camerer, 1998) (2013, p411).

The significance of social exchanges is underlined here. This gives strength to the argument that both formal and informal communication processes play central roles in trust formation. Interactions and actions being evaluated in the social environment will come to play a significant role in the trust formation processes at NIBS.

Northfield (2013) describes how new Principals face unique challenges as:

They have to learn and enact a new role as well as fit into an organization as leader while being charged with effecting purposeful and positive change within it (2013, p413).

Enacting a role is highlighted as being significant here and a leader in international schools can join a new school as it is preparing for an accreditation and evaluation process, so requiring them to learn quickly about the new environment. There is a particular pressure on a new principal or a leader to quickly become a specialist in the new environment and seek to enact meaningful change within it that may well be linked to an accreditation process.

Interestingly, Northfield also identifies the significance of effective communication that is: 'characterized by mutual trust and respect' (2013, p427).

This intrinsically links trust and communication together and it is noteworthy that

the concept of respect is highlighted here. Northfield connected this to the ability to 'keep one's word' (2013, p428) which is described as: 'the core of integrity for professional endeavours' (2013, p428). Northfield is therefore highlighting trust, respect, honesty and integrity. This is the first example of the core value of integrity in the literature that will emerge in ever increasing degrees during the study.

Northfield summarises how:

Developing leadership trust was viewed by novice leaders as an essential part of building positive and productive professional relationships with colleagues needed for moving their schools forward (2013, p437).

Learning how to develop trust is therefore a key skill for novice or new leaders.

As has already been shown, the high level of turnover of leaders is a significant feature for international schools. This makes a study that has a focus on trust development very relevant for practitioners in the industry.

Trust has been shown to play a foundational role in helping educational organizations obtain their goals. The connection between trust and communication is clearly established and the impact of school leadership on trust development has been described here.

3.7 Relational Trust and Collective Trust

A great deal of literature exists about trust and organizations. An important aspect of this study is seeking to understand the process of the development of trust-based relationships over time in the diverse and changeable environments that characterise these two international schools.

To use a rock-climbing analogy. It is within the writing of Forsyth, Adams and Hoy (2011) that a 'foothold' and a 'handhold' can be identified in an initial effort to get off the ground and navigate the heights and complexity of the broad and myriad research related to trust in schools.

The foothold was the concept of 'relational trust' as established by Bryk and Schneider (2002) and the handhold, established further up the chronological wall, was the notion of 'collective trust' described by Forsyth, Adams and Hoy (2011).

These two theories will now be considered in greater depth and consideration will be given to their applicability when studying trust development in these two international schools. These two theories gave guidance on how to frame the research questions and how to frame the questions to participants during the semi-structured interviews within the research process. They were access points to the literature on trust in schools and were not intended to limit the development of the dialogue related to trust that emerged thereafter.

3.7.1 Relational Trust

Northfield (2013) offers an introduction to relational trust as he states:

From an organizational standpoint, trust between individuals and groups of individuals is known as relational trust and is deemed necessary for the attainment of institutional objectives, as individuals and groups rely on each other to perform and carry out expected tasks (2013, p411).

This definition raises the question of how individuals and groups within the schools come to perceive and evaluate the objectives of the institution and how they evaluate how closely they relate to those objectives. Institutional objectives can be short term and not subject for much debate for example, the daily successful smooth running of the school. Other objectives, for example a long-term profit motive, are more foundational and can be more controversial. For example, the profit motive for schools tends to rest uneasily with teachers. A challenge to commitment may emerge if the expressed objective of an organization is mission based and yet a perceived objective is the production of profit.

In the literature on relational trust, Forsyth, Adams and Hoy describe how it is: 'anchored in the social exchanges attached to key role relationships found in schools' (2011, p124) and this therefore suggests that an individual's identification with their role e.g., Class Teachers, Curriculum Coordinators, or Principal within the school is the key element in the process of trust formation.

Again, the importance of social exchanges is highlighted here. But relational trust related to 'role relationships' can explain how groups can form within school communities. Leaders or managers can and perhaps should find their capacity

for social talk limited by the administrative responsibilities associated with their roles. This can potentially leave leadership and management roles as being lonely places with less capacity for the formation of relational trust in close functioning communities.

The four elements of discernment listed by Forsyth, Adams and Hoy (2011) when analysing an individual's trustworthiness that emerge in the model of relational trust are: 'respect, competence, personal regard for others, and integrity' (2011, p.124).

This theory of relational trust offers a good, simple starting point for research into the elements or characteristics perceived in others upon which trust evaluations can be founded.

This theory emphasises group-based relationships based on roles and the research element of this study will seek to establish whether group roles or, perhaps more appropriately in this context, alignment with nationality groups or contractual status groups as outlined by Garten (2002) play a significant role in trust formation.

Crucially, Forsyth, Barnes and Adams (2006) describe how: 'relational trust appears to accommodate the analysis of trust formation in organizations where both beliefs and expectations about the actions of others are diverse' (2006, p124). This therefore makes relational trust a fitting stepping-stone into the analysis of trust development in international schools. It is likely that the

management of diversity or the accommodation of diverse voices will emerge as a key theme in the study.

Seashore Louis (2007), commenting specifically on relational trust, states that:

Many schools have weak levels of relational trust among the adults who work in and with them, even when there are pockets of high relational trust in small groups of like-minded teachers (2001, Goddard, Tschannen-Moran, & Hoy, p482).

This suggests that weak relational trust is a problem for schools but also that, within an organization, there can be groups or cliques formed of 'like-minded teachers.'

3.7.2 Collective Trust

A later development in the theory of trust in schools is the theory of collective trust outlined by Forsyth, Adams and Hoy (2011). Adams (2013) describes how collective trust is: 'a stable group property rooted in the shared perceptions...about the trustworthiness of another group or individual' (2013, p366).

Again, there is the presence of the group dynamic here. Interestingly, this definition highlights the value of shared perceptions. Suggesting that individuals work out trustworthiness together. A significant aspect of the research process will be working out shared perceptions on trust formation through dialogue in teacher focus groups. This study will therefore focus on the social construction of assessments of trustworthiness.

Within the theory of collective trust, five qualities emerge as being significant in evaluating the trustworthiness of another individual particularly the principal.

These are described by Adams (2013, p366) as: 'openness, honesty, benevolence, reliability, and competence of the trustee.'

What is significant across the two models is that competence remains a key characteristic in both. Benevolence and personal regard for others are similar qualities that bridge both definitions along with honesty.

Openness emerges in the later theory, and it is my prediction that the willingness to facilitate an open communication culture on the part of the manager is likely to play a significant role in the analysis of trust formation in international schools as it is connected to the enabling of dialogue.

For Adams (2013) the 'actions of the manager' (2013, p368) are highly significant in this model and crucially, Forsyth, Adams and Hoy (2011) describe how:

Teachers carefully discern and monitor the trustworthiness of the principal in the multiple social exchanges that include everything from chance meetings in the hall to formal evaluations (2011, p125).

This suggests that trust building is a constant process in the relationship and the exchanges between the teachers and the school leaders.

There are aspects of the theory of collective trust that make it highly significant to this study. Firstly, it underlines the crucial importance of social exchanges, particularly, I will argue, the management of interactions in formal meetings where, as Forsyth, Adams and Hoy (2011) describe significant evaluations on trust relationships with managers are made.

This argument is supported by observations made by Tschannen-Moran and Hoy (1998) when considering the relationships between subordinates and

managers. They highlight how subordinates: 'looked to superiors for openness and benevolence when extending trust' (1998, p341).

The emerging theme of openness is emphasised here.

Subordinates are also described as being 'hyper-vigilant' and Tschannen-Moran and Hoy describe how: 'even relatively minor gestures took on considerable diagnostic import for subordinates' (1998, p341).

Such statements underline the importance of the analysis of the interactions that take place in formal environments such as in faculty meetings that, it is argued, carry significant weight in the formation of trust-based relationships between teachers and managers. But, as analysis of behaviour related to trustworthiness is an ongoing process, the actions of the manager in the social environment are also of vital importance with the need for continuity in what is said and done in both formal and informal settings.

3.8 Trust and Open Communication

There are a number of references within the overview given by Fulmer and Gelfand (2012) that establish the vital link between trust, management and communication. For example, they state that: 'Trust in leaders can increase follower's expression of opinions due to increased willingness to take risks to speak up (Premeaux and Bederan, 2003)' (2012, p1188).

This statement would suggest that a high trust environment is characterised by a high level of engagement in faculty meetings where teachers have an

opportunity to speak and voice their opinions. The element of the risk analysis is highlighted here.

A low level of engagement or domination by managerial voices is likely to be an indication of a low trust culture. The reference to 'opinions' is also of interest as an analysis of interactions in meetings could consider the presence of the expression of diverse opinions and how these are received if they are in opposition to the stated intentions or proposed actions of managers.

Ruppel and Harrington (2000) underline the significance of the role of the manager in impacting upon the formation of the communication climate. They describe how: 'management sets the tone for the open communications that influence trust' (2000, p325) and that management: 'establishes the climate for trust' and can 'influence the ethical work climate and employee communication leading to trust' (2000, p326).

It is here that the concept of openness is underlined again and emerges as a recurring theme in establishing climates where trust-based relationships can emerge. The significance of the actions of managers in trust development is also underlined here through their capacity to set agendas and control the relative openness of the formal communication climate. Ruppel and Harrington (2000) here introduce the concept of ethical behaviour, and this emerges as a key feature of the analysis of trust formation given by Hosmer (1995) in the definitions of trust that were discussed in the introduction to this thesis.

3.9 Consequences of a Lack of Trust

What further emphasises the link between trust and communication is the references that exist in the literature to the causes and effects of cultures of low trust.

For example, Tschannen-Moran (2009) describes how marginal trust in the principal can be an indication of an organizational problem such as poor communication. Trust and communication are again intrinsically linked together.

Caldwell, Hayes and Long (2010) describe how: 'Scholars and practitioners have increasingly acknowledged the gap of trust between leaders and followers, which undermines employees' commitment' (2010, p497). Interestingly, Caldwell and Hayes (2010) citing Ireland et al., (2006) contrast this with the practice of ethical leadership that, they argue, creates 'higher commitment' (2010, p31).

The argument outlined here would then link management and communication to trust and commitment on the part of teachers. This makes the study of trust formation highly relevant to an industry that experiences a high level of teacher turnover.

This conclusion echoes the study into teacher retention in international schools by Mancuso, Roberts and White (2010) who conclude that: 'A more transformational and distributed leadership style and a willingness to share decision-making responsibilities with teachers were linked to reduced teacher turnover' (2010, p322).

The acknowledgment of the strong link between open-communication climates, trust and commitment to an organization forms a central part of this research process.

There are further references in the literature on international schools regarding the connection between detachment and communication climates. This was highlighted by Odland and Ruzicka (2009) in their study into teacher turnover in International Schools. They concluded that one of the main reasons why the teachers chose to leave their schools was because, as stated by the teachers: 'Communication between senior management and the faculty at the school was influential in my decision to leave the school' (2009, p15).

Cooper et al. (2013) shed further light on the relevance of the analysis of communication between management and teachers as they set out to question what facilitates dialogue and what inhibits dialogue. It is here that there is further evidence of the connectivity between dialogue and trust. Cooper et al. (2013) focus firstly on personal characteristics and identify how: 'listening, genuinely unfinished openness, or a willingness to take risks (Cooper & Spinelli, 2012)' (2013, p84) are features of dialogic interaction.

Openness is again highlighted here as a feature of the environment. Risk taking is also identified as dialogue, by its nature, cannot be controlled by a pre-set agenda. Managers become vulnerable if they embrace openness and relax the agenda as they need to be receptive to different outcomes to those they may have perceived in advance. Openness of this kind requires a maturity of

character characterised by careful listening, a balancing of different voices to ensure fairness and an understanding of realistic actions.

This statement highlights the importance of considering the hierarchical structure of organizations and interactions based on power. It also hints at the importance of the personal characteristics or self-assurance of the controlling authority in the development of dialogue. It encourages an inquiry into the principal or leader's feelings of insecurity as being key to understanding how Cooper et al. (2013) also describe how dialogue can be inhibited by: 'hierarchical social structures, asymmetries of power, opposing interests, feelings of insecurity, a closedness to one's own experiencing' (2013, p85).

At this stage, it is important to give a brief reminder of some of the key definitions that have been given for trust in the introduction chapter, as these definitions could offer a different or complimentary insight into the understanding of the process of trust development than that which have been given in the theories of relational or collective trust.

The three key definitions given were by:

Fulmer and Gelfand (2012)	A psychological state comprising willingness to accept vulnerability based on positive expectations of a specific other or others (2012, p1174).
Mayer et al. (1995)	Trust is said to reflect: "the willingness of a party to be vulnerable to the actions of another party based on the expectation that the other will perform a particular action

	important to the party' (Mayer et al., 1995: 712). (2013, p2).
Hosmer (1995)	Trust is the expectation by one person, group, or firm of ethically justifiable behaviour- that is, morally correct decisions and actions based upon ethical principles of analysis - on the part of the other person, group, or firm in a joint endeavour or economic exchange (1995, p399).

These definitions may help in understanding the 'depth' at which individuals evaluate the trustworthiness of another. For example, is competence the overarching concern connected the performance of a particular action or role? Competence would seem to be a personal quality that does not have such strong inter-personal connotations but is more about task performance. Or are there deeper ethical and moral concerns being evaluated in the process of trust development?

3.10 The Process of Trust Development

The sections of the literature that offer a theory of the stages of trust relationship also provide an opportunity to consider how trust development can best be studied in international schools. Both Tschannen-Moran and Hoy (1998) and Ruppel and Harrington (2000) highlight the three stages of trust development defined by Lewicki and Bunker (1996). The three stages are the: early, developing and mature stages.

A further description of the three phases is given by Ruppel and Harrington (2000) who describe the first phase as 'deterrence based' trust, the second phase as 'knowledge based' and the third as 'identification based' trust (2000, p315).

Tschannen-Moran and Hoy (1998) provide further detail on the three stages where the first is described as 'provisional trust' and the third as 'identity-based trust.' Where: 'there is complete empathy with the other party's desires and intentions' (1998, p337). Or where, in this case, there would be complete empathy with the goals and mission of the school.

Crucially, Ruppel and Harrington (2000, p.315) identify how progression from one stage to the other is achieved by: 'Frequent, accurate, and open communication.' and trust is sustained by: 'regular dialogue' (2000, p.315).

The role of regular dialogue in helping to grow, deepen and sustain trust is again emphasised here.

The three levels of trust development outlined here offer an opportunity to find an appropriate approach to studying the development of trust in schools.

Within the first school that forms the focus of this study, teachers sign three-year contracts at the beginning of their association with the school. Focus groups will then be formed depending on the length of the teacher's association with the school.

The first focus group will be newly recruited teachers, the second focus group will comprise of mid-contract teachers and the third will comprise of teachers

whose are reaching the end of their initial contracts or who have chosen to extend their contracts with the school.

This research structure should allow for an analysis and exploration of the stages of trust development as defined by Lewicki and Bunker (1996). This would then answer the call made by Tschannen-Moran and Hoy (1998) when they stated that: 'Longitudinal studies of the formation of trust in schools are also required. For example, Lewicki and Bunker's (1996) stages of trust provide a fruitful framework for such an effort' (1998. p349).

3.11 The Individual Conceptual Calculus

An interesting and relevant aspect of the theory of trust development is that which is given by Caldwell and Hayes (2010) when they describe how: 'The relationship between leader behaviour and leader trustworthiness becomes a function of each individual's "conceptual calculus"' (Creed and Miles, 1996, p 27) (2010, p500).

Caldwell and Hayes (2010) continue to explore how each person makes the decision to trust and they conclude that it is: 'Based on a complex combination of demographic and personal factors that are based on personal history, cultural background, age, gender, and expectations about the world (Caldwell and Clapham, 2003)' (2010, p500).

These factors, Caldwell and Hayes argue, help to form a 'mediating lens' (Primeaux et al, 2003) through which individuals: 'assessed individual and

organizational behaviour based on their views about self, others, the divine, the past, current reality, and the future' (2010, p500).

This aspect of the theory of trust development is highly significant and will form an important part of the discussion within the focus groups on the individual and collective process of evaluating trust-based relationships.

The issue of 'cultural background' is raised here and it is my prediction that cultural connections will not prove significant in trust formation as the factors determining the trust calculation such as openness and integrity are identifiable in all cultures. Also, the reference made to 'current reality' is of interest as another significant factor in trust development is likely to be an assessment on the part of teachers of the nature of the international school's system, the power dynamics within schools and an individual's positioning of themselves within this view of their school. Participants views about 'the divine' that Caldwell and Hayes (2010) describe here will be foundational for some of the participants in this study.

3.12 Trust: A Conclusion

In drawing together the three strands of trust, communication and management the initial proposition, based on the existing literature, is that teachers are very perceptive to the relative openness of communication cultures and that a manager's perceived willingness to engage in open, honest communication and dialogue does impact directly and significantly on trust-based relationships.

Ruppel and Harrington (2000) describe how: 'One of Hosmer's (1994a, 1994b) major assumptions in understanding the need for morality in managers is that trust leads to commitment, which in turn leads to innovative effort' (2000, p319) and I predict that the research will show a connection between open communication cultures founded on trust and a teacher's active engagement with their roles and commitment to their organizations. I also predict that the moral element will be high in a teacher's evaluation of the trustworthiness of others.

Tschannen-Moran and Hoy (1998) refer to the work of Baier (1985) who sought to establish the significance of the relative power of individuals in organizations when evaluating or describing trust-based relationships. The power dynamic in international schools can be complex and individual interpretations of this power dynamic may emerge in the focus group discussions as a key theme to enhance the understanding of trust formation in international schools.

3.13 Dialogue – An analysis of the Literature

Dialogue is at the very heart of this study, both in terms of investigating the potential benefits to international schools of a greater utilization of opportunities for dialogue or unencumbered talk and by managing a space for dialogue within the focus groups and interviews in the research process itself.

This section will begin with an introductory discussion of what dialogue is and will draw on definitions given by Friedman (2001) that will help explain the suitability of encompassing dialogue in this study.

A short description of dialogic pedagogy will show how Bakhtin's approach has been integrated into an approach to education that in turn clarifies how knowledge and understanding are constructed. This is relevant to help explain the approach taken in the research process. This introductory section will lead into a more detailed examination of Bakhtin's dialogue and using Polyphony as an approach to studying and understanding organizations.

3.14 An Introduction to Bakhtin and Dialogue

The literature around dialogue is extensive and there is the need to focus in on what is meant, in this study, when using the term 'dialogue.'

In the initial investigative research for this study, I was drawn to the writings of and about Bakhtin regarding dialogue.

Bakhtin, in his own writing, makes a very clear link between communication, trust and the development of a deeper understanding between people which is the key focus of this study. Bakhtin describes how:

Intimate speech is imbued with a deep confidence in the addressee, in his sympathy, in the sensitivity and goodwill of his responsive understanding. In this atmosphere of profound trust, the speaker reveals his internal depths (1986, p98).

Bakhtin here underlines the indelible link between dialogue and trust. Positive personal characteristics of sympathy, sensitivity and goodwill are identified. An atmosphere of confidence in a dialogic exchange would counteract feelings of insecurity.

Interestingly, sensitivity is rarely mentioned as being a key personal characteristic of a manager in the literature. However, it is easy to see how an emotional and cultural sensitivity and ability to listen can be very valuable in international school's context. In an atmosphere of profound trust, a culture or a climate is created that enables personal revelation or investment.

The writings of Bakhtin have been analysed and applied by a broad range of academics like Freidman who unpacked his philosophical thought and Matusov (2020) and Wegerif (2019) and his colleagues at the University of Cambridge Faculty of Education who developed the concept of a dialogic pedagogy.

For Bakhtin, dialogue is not simply an extension of the commonly used understanding of dialogue as a conversation between two people but is significantly more holistic and all-encompassing.

Friedman (2001) describes how:

To Bakhtin the achievement of self-consciousness and the most important human acts arise out of the relation to a "thou". Life is dialogical by its very nature. To live means to engage in dialogue, to question, to listen, to answer, to agree." ...Authentic human life can only be verbally expressed in "open-ended dialogue" in which one participates wholly and throughout one's whole life. Entering into dialogue with an integral voice, the person "participates not only with his thoughts, but with his fate and with his entire individuality {Problems 292} (2001, p27).

This understanding of Bakhtin's notion of dialogue underlines the importance of participating in the social experience in order gain greater self-awareness. The form that this dialogue takes can be critical and is bought to life by challenging and questioning. This type of dialogue is also 'open-ended' meaning that it is specific to place and time, unrestricted by a dominant voice and open to change

as time moves on. This connects with the concept of 'lifelong learning' that is a key philosophical concept in the IB programmes that were followed at NIBS.

Friedman's observations also encourage the researcher to consider the holistic approach of participants in the dialogue. There is the need to consider what are their understandings of the notion of fate and what are the key aspects of their lives that help define their individual personality. This connects to the 'individual conceptual calculus' that was discussed previously in the writings related to trust by Caldwell and Hayes (2010). Those being the factors about themselves and their experience that influence how people see the World. Authentic human life is seen here as a desirable goal.

Due to the inclusion of FFIS as one of the schools in the study, a large proportion of the participants in this study were Christians. Mainly, ex-patriot Christians who were living and working in China at the time. Their approach to their work and their professional practices did raise thought provoking questions about prayer as dialogue. For most meetings at FFIS, for example, they would start the meeting with a prayer and what emerged in the findings was the prevalence and influence of God's voice and calling on the participants in the study and how this influenced how they viewed themselves in relation to the organization and their place in the World.

What was therefore of interest, and that became increasingly so in this study, where the writings of Bakhtin related to the 'super-addressee.' Here, Friedman comments again:

Both Martin Buber and Mikhail Bakhtin were profoundly religious men. Here in the meeting of Bakhtin's "super-addressee" and

Buber's "eternal Thou" we find the key to the religious attitude that underlies their far-reaching philosophies of dialogue and that accounts for the remarkable fact that Mikhail Bakhtin, a Russian Orthodox believer, could have been so deeply and decisively influenced by Martin Buber, who rested his philosophy and his life on unconditional trust in the relationship with God (2001, p29).

Using a dialogical research approach founded on Bakhtin's notion of dialogue therefore leaves open the interpretation and understanding of the influence of the communication with the 'super-addressee' that so clearly had such a profound impact on so many participants in the study. This aspect of Bakhtin's work will be explored in greater depth later in this review. A new dimension to trust is hinted at here that might play into a more permanent understanding of 'commitment' on the part of some participants in the study.

Matusov and Pease-Alvarez (2020) discuss the notion of 'critical dialogue' that involves participants: 'testing diverse ideas in a dialogue, in which participants with differing, yet valuable experiences are engaged together verbally and nonverbally in dialogic moves of action and reflection' (2020, p5).

The research process was planned and managed in such a way to enable this testing of ideas to occur, whilst also enabling time for reflection for the multiple themes of the dialogues to be examined.

Cui and Teo (2021) writing from a Singaporean and Chinese perspective, draw on Mercer, Wegerif, and Major (2020) as they define dialogic education as 'an approach to teaching and learning aimed at engaging students in classroom dialogues permeated with equality, collectivity, reciprocity and accountability' (2021, p187).

These observations are valuable in that there was a need to construct and enable safe dialogic spaces outside of the hierarchy in the focus groups and interviews to enable the conversations to take place. The information was given to me with the trust that I would use it appropriately.

During the research process, one focus group would produce a series of utterances and that could be examined and honed before being filtered or passed into the next focus group in an ongoing process of examination and refinement.

This is in alignment with what Cui and Teo (2021) describe as the progression of the utterance. They state:

According to Bakhtin (1986), language use, or utterance in Bakhtin's term, is in a living cycle of exchange as it always responds to a preceding utterance and anticipates a following utterance. Every utterance is a link in the chain of speech communication as it refutes, affirms, supplements or relies upon other utterances (Bakhtin 1981). Therefore, utterances are fundamentally and always in dialogue (2021, p188).

Such an approach aptly describes the development and refinement of ideas, concepts and understandings in this research process.

3.15 Bakhtin and Dialogue

This section will continue with a more detailed analysis of discussions about dialogue that have extended from Bakhtin that will further prove the suitability of such an approach to this study. This section will lead into the examination of polyphony as an approach to studying and understanding organizations.

Hazen (1993) offers an overview and a definition of Bakhtin's notion of dialogue. She states how: 'Dialogue takes place between two people in mutual, reciprocal relation to one another' (1993, p18).

As dialogue is mutual and reciprocal it implies a give and take and the absence of a monologic or a dominant or restrictive voice.

Hazen identifies the features of this dialogue. These include:

- A specific dialogue at a particular time and in a particular place (Bakhtin, 1981)
- An ongoing, open process is never finished, and always allows for loopholes and change.
- No ultimate explanation(s) that everyone, without exception, will accept as exhausting all possibilities' (Clark and Holquist, 1984, p. 347' (1993, p18).

The fact that this study is in two locations that are specific in place and time matches this theory. In addition, the idea that the organizations will continue to change after the research process has been completed also matches this polyphonic approach. As has already been stated, large organizations are complex and comprise of multiple voices. It is unlikely that one explanation will fully identify all the factors related to trust formation in these contexts.

Two of the key writers that pick apart Bakhtin's philosophy in detail are Nikulin (1998) and Roberts (2012).

In the process of seeking to establish ontological assumptions that underpin the research the key concept that emerges in Bakhtin's theory is the 'idea.'

Nikulin identifies how Bakhtin presents the term 'idea' as being an 'ultimate ontological structure' (1998, p388). Nikulin (1998) continues to describe how the idea has three qualities:

- An idea is 'only and always a personal idea.'
- It is inseparable from polyphonic dialogue.
- Ideas are involved and present in dialogical communication (1998, p389).

The idea is further described as being 'multifaceted' and 'unfinalizable' (1998, p389).

Therefore, to uncover the personal ideas related to trust and commitment within these organizations, a polyphonic or multi-voiced dialogical communication needs to be promoted and encouraged on the understanding that the conclusions drawn are unfinalizable and specific in place and time.

3.16 Dialogue and Social Systems

Some aspects of the literature encouraged an analysis of utterances in the light of the system in which they were a part. This encouraged a macro rather than a micro focus on context in considering a 'system' of which International Schools are a part. Feelings of voicelessness can quickly provoke teachers to think in very broad terms about the real purpose of their organizations and a profit motive can quickly be targeted and discussed negatively.

Roberts describes how a dialogic approach enables participants to: 'reflect critically on systems' (2012, p416) and this would further underline the importance of considering the activity of international schools in the light of

globalization and how these organizations serve their customers and who indeed benefits the most from the existence of these schools.

Some further themes emerge in the Roberts article that link to this study. Roberts discusses social systems and states how: 'historical language should be analysed through the mediations of historical social systems such as capitalism' (2012, p395).

This would suggest that it is necessary to frame the utterances that emerge within this study as being within the system of which they are a part. Both schools in this study are fee paying and aimed to make a profit. Both schools served either the ex-patriot community or the emerging middle class in China by offering access to a westernized concept of International Education. It can be argued therefore that the actions of the schools benefitted a trans-national elite.

Roberts establishes his own position when he describes: 'universal exploitative capitalist social relations' (2012, p415) and the question is whether this can be taken as an underlying assumption when considering the economic relationship between teachers as employees and schools as employers.

This seems like quite a radical position to take and the presence of schools in the international education system with 'internationalist' agendas and non-profit status would seem to counter this claim.

Some questions emerge: are Western educated international schoolteachers shielded from the exploitative aspects of the global economy due to their comparatively good salaries compared with other international workers? It could

be that an element of a teacher's disenchantment with the school where they are working is the discord between the apparent benefit that such schools bring to the World such as inter-cultural understanding and community service and the clear inequalities in terms of access to elites.

Roberts further develops this theme in an intriguing direction as he describes the contradiction between the interests of management and employees. He describes how:

Management might use certain utterances to insinuate that all are part of a work-related 'family.' Employees might, on the contrary, be sceptical of such language, believing instead that it masks stringent managerial prerogatives (Roberts 2009) (2012, p406).

This position is particularly applicable to FFIS that is, in effect, a family run business. But also, FFIS would employ the language of 'service' and 'mission' as motivating and explanatory language towards teachers. Such language can be used to mask a profit-making agenda.

This approach will be discussed further when the broader context of international education is discussed.

3.17 Community and the Individual

Teachers within IB world schools such as NIBS would become part of the IB world school's community where they may receive professional development in various countries and be part of international online collaborative groups. Teachers at FFIS would engage with notions of community represented by the

local church and the broader church as the body of believers throughout the World.

The notion of community emerges in the literature that describes Bakhtin's approach to dialogue. Nikulin's (1998) overview gives glimpses of Bakhtin's standpoint regarding community ties.

Firstly, Nikulin establishes how, according to Bakhtin, persons or voices are: 'not present in isolation' (1998, p382) and exist in 'communication, interaction and inter-dependence' (1998, p382). The element of interaction is shown to be important here as well as the social sense of inter-dependence.

Nikulin also highlights Bakhtin's position as he states how: 'A person is not only an individual atom, existing on her own as an independent substance' (1998, p.384). Rather people are related to the other through polyphony.

A further interesting aspect related to the theme of community emerges when this has strong connections with the Christian notion of service. This clearly establishes the pre-eminence of the needs of the community over, for example, an individual's self-interest. Nikulin describes how: 'Personal being is not established by passive empathy, but primarily by giving of oneself to another i.e., by an act of self-renunciation' (1998, p391).

Interestingly, this aspect of Bakhtin's theory that is highlighted here by Nikulin links to Hosmer's description of Augustine's: 'goal of community' (1995, p398). Furthermore, it establishes the need for action as opposed to passive empathy as an associated feature of dialogical relationships.

3.18 The Outcomes of a Dialogic Approach

An interesting, and perhaps surprising, aspect of the theory presented by Nikulin is that, according to Bakhtin, consensus does not emerge as the ultimate goal of dialogue. Consensus may result from dialogue, but Bakhtin recognises that dialogic interaction is: 'more likely to end in dissensus and conflict' (1998, p393).

This would seem to present a challenge to the desirability of a managerial theory founded on dialogue as the aim of consensus would naturally seem to bring a sense of harmony to the organization.

However, practically speaking, a consensus is not always possible and an outcome of dissensus allows the leader to have the final say and make the final decision after balancing all viewpoints. It is the hierarchical head who is ultimately accountable for what happens within the organization.

Roberts (2012) later identifies this standpoint on consensus as being a clear difference between the theories of Bakhtin and Habermas and his theory of the ideal speech situation. He describes how, for Bakhtin, a consensus may result but is 'not a necessity' (2012, p416).

Roberts fundamentally argues that Bakhtin presents a more concrete or realistic representation of dialogue than Habermas's theory of discourse. Roberts also specifically considers the relationship between dialogue and consensus building in work-based relationships.

For Roberts, Bakhtin's approach: 'questions the supposed completed form that a socially constructed consensus must assume' (2012, p416).

Bakhtin's theory enables us to:

Critically analyse the constitution of dialogic events including how socio-ideological contradictions come to be stabilised over time into a consensus that benefits some to the detriment of others (2012, p416).

This is of note as it implies that the goal need not be to seek a consensus in the dialogic interactions within the two contexts. Disharmony and conflicting views might and are likely to arise. Roberts would encourage a critical analysis of the social consensus to see who it has a detrimental effect upon.

In terms of the functioning of organizations, this is certainly of interest as it encourages an examination of the mechanisms and practices that would attempt to generate consensus and the actual decision-making process within schools. Do attempts to reach consensus, for example in staff meetings, necessarily lead to inclusion? Or does 'lip-service' to consensus building practice further alienate teachers and potentially erode or prevent the establishment of trust relationships? How do consensus building mechanisms work alongside the typical hierarchical management structures present in international schools?

3.19 Bakhtin's Dialogue as Epistemology

Sullivan (2011) espouses an approach to qualitative data analysis using a dialogical approach. He describes how dialogue can be viewed as an epistemology and states:

For Bakhtin, true knowledge of the most important issues – is there a God, what does it mean to live authentically – only come from a personal participation. The personal participation is a dialogue with the ideas of others – sometimes dogmatic ideas that admit no dispute and sometimes with more open ideas (2011, P.4).

Personal participation is ingrained in this study due to my positions of employment within both organizations. To engage in this active participative dialogue means that the 'dogmatic' notions of truth are also open for discussion.

Sullivan describes how in the approach of dialogue as an ontology:

People are born 'needy' as they depend on others for values or embodied ideas to give a clear sense of who they are. They also have a sense of the creative potential of the future. At its root, Bakhtin assumes a needy, desiring subject that sensuously engages with others (2011, p5).

This notion of the needy individual is in alignment with the position that teachers and managers find themselves in when relocating to new international schools in potentially unfamiliar environments and countries. The idea of a 'sensuous' engagement is introduced here that begins to open the door to less scientific methods of understanding or knowing. This also underlines the idea that, for individuals, a discussion of the reality of their position in the organization and a common understanding of values are worked out in discursive social interaction and dialogue.

Sullivan describes how:

Bakhtin's theory of dialogue sits uneasily with strong forms of social constructionism that deny any foundational dimension to subjectivity – even if it is as general as 'neediness' and 'indigency'. However, the concept of the 'needy' author giving shape to the other through dialogue does resonate with weaker forms of social constructionism (2011, p5).

Sullivan then points to how Shotter has developed the concept of weaker forms of social constructionism, He states:

As John Shotter (1993) explicates, in contrasts to 'strong' forms of social constructionism, weaker forms admit to vague feelings and

indeterminate experiences that are ordered and made sense of through communication. We bring thoughts, feelings and values to each other's attention. Consciousness, viewed as awareness, is very important in weaker forms of social constructionism (2011, p5).

This study is very sympathetic in its epistemological approach to understanding organizations through this weak form of social construction. The intent in the research process is to harness vague feelings and indeterminate experiences and test, develop and enhance them through active-responsive dialogue. This gives space for understanding a sense of spiritual calling and deference to authority as an alignment to principles of the Christian faith.

Sullivan underlines how he is: 'drawn to Bakhtin's emphasis on consciousness in terms of its aesthetic potential for qualitative methodologies' (2012, p6).

This emphasis on consciousness opens the door to an element of understanding based on a spiritual guidance. For example, it can emerge in a teacher's consciousness that they are called to serve God as a teacher in China. The Christian walk can be a personal relationship with God developed through prayer as dialogue and interaction with God's Word. In this sense, truth related to situations can be revealed through the Holy Spirit in the consciousness of those in tune with his promptings.

Coates (1999) and Slater (2007) offer excellent overviews of Christianity in the thought of Bakhtin. Slater engages directly with the notion of hearing God's voice. Slater sets the scene by stating that: 'Bakhtin would have agreed with Augustine that when we delve into our depths, we do not encounter just ourselves' (2007, p11).

In an overview of prayer as dialogue Slater (2007) states:

Bakhtin characterized the cosmic “addressee” as a listener-interlocutor “whose absolutely just response” the author of an utterance more or less consciously presumes to be there, “either in some metaphysical distance or in distant historical times (the loophole addressee)”. Although labelled “third”, addressing and being addressed by this supra-other is a feature of first- and second-person discourse. What “God says . . .” may be reported as from a third person, usually heard on the boundary between what is said and not said, on the brink of communication. It is no less real for that and, if God is heard through the reporting, the hearer hears God addressing him or herself directly in the utterances of an actively engaged dialogue partner. The presence of perfection is given in the awareness of imperfection, not as a second thought or optional add-on. This conclusion is not argued but registered as the most accurate phenomenological rendering of hearing God’s voice (2007, p9).

This means that dialogue with God is firmly within the authentic procedures of constructing understanding. As Slater states, this voice is: ‘usually heard on the boundary between what is said and not said, on the brink of communication’ but: ‘It is no less real for that.’ This form of dialogue, though seeming vague and difficult to distinguish at first, is played out in dialogue with others and so gains a confirmatory aspect. For example, the statement: ‘I believe that God is calling me to serve in China’ can be tested and confirmed in dialogue with those closest to the person making such a claim.

The statement about how: ‘the presence of perfection is given in the awareness of imperfection’ is also of note. Studies of organizations in a specific place and time do not make claims to perfection. Voicing, thoughts, fears and doubts honed by experience of faithfulness and commitment can give rise to a greater and greater trust.

It is within this soft form of social constructionism developed from Bakhtin's theory of dialogue that this study rests.

What does this mean? In the process of a dialogical exchange a person's utterance will not only be taken at face value, but it will also inevitably and 'sensuously' be cross-referenced with their tone of speech, their attitude, my experience of working with them previously, my sense of their reliability and their character and an assessment of if the statement is likely to be truthful.

The response may not be instantaneous, it will be tested, in dialogue with others as appropriate, with the 'super-addressee,' with what I know and feel to be true and the sense I have on the right way to respond honed by experience of being a part of many high-stakes dialogical exchanges with students, parents, teachers and governors in different international contexts around the World.

3.20 Polyphony and the Study of Organizations

Hujala and Rissanen (2012) offer an overview of how Bakhtin's concept of polyphony has been applied to organizational contexts. They state:

The concept of polyphony offers useful metaphorical power for organizational analysis (Belowa et al., 2008). Bakhtin (1984) used the term when analysing and describing the world of Dostoevsky's novels. He used polyphony as a metaphor for "many voices", referring to the idea that the author is only one "voice" among the voices of the figures in the novel; in a similar way "we are all authors of our organizational reality as we engage in dialogue with one another (Hazen, 1993, p. 18) (2012, p119).

Polyphony is here established as an effective metaphor. This research process will incorporate the many voices within the schools engaging in dialogue within

focus groups. The author's voice is identified as being one among many in this process of participant research.

This metaphor of polyphony has been taken and applied in different ways within academia. Hujala and Rissanen (2012) take it and apply it to polyphonic management. They state:

Polyphonic management (polyphony; see Bakhtin, 1984; Belowa et al., 2008; Hazen, 1993; Hujala, 2008; Kornberger et al., 2006) refers to the diverse perspectives and opinions of a variety of participants and how these are present, their manifestation encouraged, and how they are utilized in management (2012, p119).

This study attempted to utilize polyphonic research. In that it sought to utilize the diverse perspectives and opinions of the participants, to encourage the participation of these voices and to utilize these expressions in the formation of findings and conclusions regarding dialogue, trust and commitment in these two schools.

Hujala and Rissanen's statements underline the validity of using Bakhtin's concept of polyphony to analyse management in organizations like international schools. The concept of polyphony offers an approach where diverse voices can be utilized or used to improve management practice. It also offers a way to present the author's voice as a part of an ongoing un-finalizable story. It also suggests a way of organizing research, with diverse voices being engaged in a dialogue that is emergent and that is being refined and developed over time.

3.20.1 Definitions of Polyphony

Bakhtin's theory of polyphony has been developed and applied in different forms by key theorists. This deeper analysis of polyphony in this section is intended to

clarify the implications of applying polyphony not only as a way of understanding organizations but also a way of finding an effective method of researching about them.

Recent writers such as Schneider and Zerfass (2018) describe how the concept of polyphony has been applied across many disciplines and continue to examine how it is an effective metaphor for the understanding of corporate and organizational communication.

In their overview, they offer a definition of polyphony and state:

Polyphony in organizational and corporate communications describes the integration of a multiplicity of internal and external voices into communication processes that are performed on behalf of the organization (2018, p19).

The definition is limited in some respects. In high trust cultures, where employees have a high sense of organizational commitment it could be seen that their voices or utterances are performed on behalf of the organization. Examples of this would be teachers sharing their positive experiences of working at the school or positive expectations regarding their relationship with the organization.

However, in a low trust culture with a low level of commitment to the organization it is easy to see how social dialogue can be characterized by individuals voicing their own interests with the aim of gaining sympathy for their position. This can be done with the aim of forming supportive groups who would re-enforce any sense of feeling aggrieved that they may have or who would help to justify a sense that the psychological contract with the organization has not been fulfilled.

Practically speaking, in a contemporary international school, replete with myriad informal communication platforms such as social messaging, very few people speak 'on behalf of the organization.'

Belova, King and Sliwa (2008) also offer an overview of the impact of Bakhtin on organization studies and of his theory of polyphony. They offer a different definition than that which has been given by Schneider and Zerfass (2018) and describe how polyphony has come to be used as a: 'tool for analysing organizations as discursive spaces where heterogeneous and multiple voices engage in a contest for audibility and power' (2008, p.493).

The references here to organizations as discursive spaces is very accurate in my opinion. The description of multiple and heterogeneous voices immediately indicates the relevance of this approach to the study of international schools that are characterized by diversity and are composed of teachers from many different cultures.

The reference made to 'contest' and 'power' echoes Baier's (1985) call to consider the significance of power in the formation of trust-based relationships and calls for a more nuanced understanding of how leadership and management actually operate in international schools that may have the presence of fixed ownership, like the two schools in this study.

Belova, King and Sliwa (2008) also see polyphony as an effective tool for understanding organizations, and different theorists refer to polyphony as an

acknowledgement of the reality of the multiple interactions that constitute organizational life.

In setting out a definition of polyphony, Sullivan and McCarthy (2008) identify how: 'Polyphony has been used to refer to the multiple but equal voices that constitute organizations (e.g., Hazen 1993; Barry and Elmes 1997; De Cock 1998; Kornberger et al. 2006)' (2008. p525).

The initial reaction to this definition is that it would be hard to view the international schools under review as constituting 'equal' voices. This would not consider the realities of power and decision making within the organizations. A sense of retaining the space for the expression of equal voices is important in the research process. A skilled management of the group interviews will be required to ensure an equal level of participation and the open expression of perspectives. It is worth exploring if the sense of not having an equal voice is associated with the initial phase of disengagement.

This observation connects back to a statement made by Schneider and Zerfass (2018) who describe how:

The so-called polyphonic organization is not monolithic but pluralistic (Humphreys, Brown, 2002, p. 422). It is constituted by a multiplicity of narratives and discourses (Clegg et al., 2006, p. 19; Kornberger, Clegg, Carter, 2006, p. 14). The academic debate about the polyphonic organization unifies the assumption that polyphony in the organizational context is always present, even if it is drowned out by the dominant voices (Barry, Elmes, 1997; Carter et al., 2003; Cock, 1998) (2018, p19).

The immediate question that arises from this description is: are these two organizations that are the focus of this study polyphonic or monologic? It can be

argued that an organization is always polyphonic as it will inevitably comprise of a plurality of voices. However, the dominant feature of the discursive environment can be monologic meaning one controlling voice that speaks for the organization and their perspective has few complimentary echoes on the part of employees.

From a research methods perspective, the challenge is to tune in to the multiplicity of narratives and discourses, to treat them reverently and then to glean from them the important themes related to trust, dialogue and commitment.

Schneider and Zerfass (2018) also describe other aspects of Polyphony that are helpful in considering polyphony as a research approach. They describe how polyphony:

- Allows for a plurality of opinions and interpretations.
- Benefits the organization through the communication of organizational values.
- Develops around social discourses with stakeholders.
- Argues against any hierarchical structure of voices.
- Encourages the understanding of all forms of emergent and uncontrolled communication (2008, p14-15).

This suggests that the process needs to embrace emergent themes or topics that may emerge in relatively unstructured talk. The participants need to feel that they are not functioning and talking within the confines of a hierarchical structure.

This also suggests that a consideration of organizational and personal values

needs to be a discussion prompt in the focus group discussions. The importance of values is also described by Moe and Sidorkin (2019) who state that: 'The polyphonic organization is characterized by a specific use of language, never neutral but filled with values and ideologies' (2019, p11).

The potential of social discourse process, such as semi-structured group interviews, needs to be harnessed in the research process. Participants needs to feel that their voice is equal and valued when describing their lived experience. The stream of the dialogue may develop in unexpected ways and be difficult to control. This, however, suggests the potential for creative, novel and information rich conclusions. As Moe and Sidorkin state: 'In a polyphonic organization, there is hope for agreement or fruitful disagreement and thus dialogue can give new insight and understanding' (2019, p11).

3.20.2 Polyphony as a Tool for Studying Organizations

An example of academics that have used polyphony as an approach to research is Hujala and Rissanen's (2012) qualitative study of three profit-making, privately-owned care homes in Finland. Their aim was to find out how the polyphony of management was constructed in interaction.

Hujala and Rissanen (2012) described polyphony as: 'the diverse voices of various organization members, and how these voices are present, disclosed and utilized in management' (2012, p118).

This is relevant as leadership and management are also key foci of this study.

A similar approach to that taken by Hujala and Rissanen (2012) could have been taken when analysing the interaction in the faculty meetings at the schools in these case studies. This would have involved analysing the verbal invitations that are extended to participants in meetings to engage in dialogue and the level of contributions made by the diverse groups involved in the faculty meetings. This analysis would have helped to determine the relative openness and inclusivity related to group roles of the communication climates. Observations and conclusions based on an analysis of the interactions in the faculty meetings could be tested during the focus group interviews so showing how both of these methods could be used to complement each other.

Hujala and Rissanen (2012) describe how their data was analysed and state:

The recordings were transcribed and analysed using micro-level discourse analysis supplemented with features of conversation analysis (Fairhurst and Cooren, 2004; Potter and Wetherell, 1987; Suoninen, 1997). The focus of the analysis was on the rhetoric responsive (Shotter, 1993) construction of the polyphony of management, that is, how the polyphony was discursively produced by the participants of the meeting (2012, p123).

This approach did offer an opportunity to begin to analyse the relative openness of the communication climates in faculty meetings by actively looking for polyphonic (multi-voiced) dialogue that may have been present in the exchanges that took place there. An analysis of the interactions in these meetings could also have considered:

- The relative participation of different role-based groups e.g., teachers, coordinators and principal.

- The level of participation based on contract-based groupings e.g., overseas hire, local hire ex-pat and local hire host national.
- The level of participation of nationality/cultural groups.
- The 'sense' of the openness of the communication climate to diverse opinions.

It was also hoped that some of the themes that emerged in the focus groups discussion would provide interesting 'lenses' through which to analyse the interactions in the faculty meetings.

Jabri, Adrian and Boje (2008) state how Bakhtin's theory of Polyphony offers:

Valuable insights into the role of dialogue in the process of creating meaning (Gergen and Thatchenkery, 1996; Jabri, 2005a; Kellett, 1999) ...and the role of Bakhtin's notion of polyphony in understanding organizations as being comprised of multiple discourses (Boje, 2007; Hazen, 1994; Jabri, 2004) (2008, p669).

This statement shows how harnessing multiple discourses is an effective method of understanding organizations. The utilization of the focus groups would be central to the process of understanding trust development. Firstly, there was the need to include the multiple and equal voices of the various groups within the school and provide them with the space and openness through which they could actively discuss key issues around their experience of trust formation.

The understanding of the creation of trust-based relationships in this context would then be socially constructed and tested through ongoing dialogue and interaction.

In addition to themes that would be emergent during the research, it was likely that the key thematic analysis from the focus group interviews would focus on:

- Assessments of the openness of the communication climate (monologue v dialogue) and its connectedness or not to trust development.
- Teacher commitment and engagement related to trust and communication.
- The significance or role-based groups or nationality-based groups on trust development.
- Observable attributes required for trust development with reference to the four highlighted in relational trust and the five in collective trust.
- The impact of moral or ethical considerations on trust development.
- Observations on progression in stages of trust development.
- Recall of and assessment of critical incidents in trust development.

These key themes would be channelled into questions that would drive the semi-structured nature of the focus group and individual interviews.

Finally, Sullivan and McCarthy (2008) view polyphony as: 'A reminder of the problematic and difficult process of working out different organizational themes as they relate to stakeholders, identities and relationships' (2008, p530).

The analysis of different themes as they emerged in the focus groups in the research journal and the further testing of these themes in later focus group discussions helped to clarify the process of trust development through the

diverse perspectives of teachers in these organizations. The references made here to identity is significant as a teacher's identity relative to groups or the school as employer will emerge as a significant feature of this study.

3.21 Leadership and Management Theory

3.21.1 Leadership and Management Theory – An Introduction

The literature review on trust in organizations and in schools has already shown a clear link between trust, communication, commitment and the attitudes and actions of leaders or managers within organizations.

Ruppel and Harrington (2000) have identified the key role of the manager in the formation of the communication climate. It is in the writing of Browning (2014) where the formation of the organizational climate is linked to leadership style and trust levels within the organization are seen to be affected by the behaviour of the leader.

Krosgaard, Brodt and Whitener (2002) identify how workplace encounters with managers affect employee trust. In such encounters, employees gain information about a manager's intent and their character. This is reinforced by Adams (2013) who identifies the actions of the manager as being critical factors in trust formation.

Leadership style is also a theme that is identified by Mancuso, Roberts and White (2010) who identify how a more transformational and distributed leadership style and shared decision-making responsibilities with teachers were linked to reduced teacher turnover. This is the key concept of teacher commitment which is under investigation in this study.

This section will now provide an overview of the literature that directly connects leadership and management with trust, dialogue and commitment.

As dialogue is a key focus of this study, this section will introduce the theory of discursive leadership as described by Kosonen & Ikonen (2019). This section will also establish the importance of the concept of the management of professionals as outlined by Tschanen-Moran (2009) as being complimentary to the aim of greater trust development within schools. Precey (2012) will describe how leadership and trust in education is the 'often missing magic glue' in the aim to develop more successful schools.

These contributions to the literature, which are focused specifically on leadership and management, add strength to the argument that greater trust, increased opportunities for dialogue and an enhanced sense of teacher commitment can lead to more successful schools.

3.21.2 Leadership and Trust in Education

Precey (2012) makes a clear connection between leadership and trust in education. As he does so, he focusses in on the connections between trust, dialogue, commitment and transformational management.

He begins by underlining the importance of trust as being: 'vitally important for the well-being of children and those adults who spend much of their lives in our schools today and tomorrow' (2012, p16).

As the factors that impact upon a teacher's commitment (in terms of length of association) to an organization may be complex for teachers, this notion of well-

being or the quality of a teacher's working life retains its significance. A teacher or a manager may only have a two-year association with an organization for legitimate reasons (two years in the standard length of a contract for teachers). But the presence of a high-trust environment can make those two years more enjoyable and meaningful for the teachers and the leaders concerned.

Within Precey's (2012) description of the work environment of school leaders there are echoes of the literature that described the working environments of international schools.

He states how:

Leaders who operate in today's world find themselves working in dynamic complicated environments replete with accountabilities and possibilities, plans and projects, specialist staff roles and teams that did not exist a few decades ago. Leaders in education now work in an environment where they are responsible for diverse groups of specialists with whose areas of expertise, they are initially unfamiliar (2012, p11).

It has already been discussed how international schools are dynamic and diverse environments that experience a high level of turnover of faculty. The plans and projects taking place within the schools can be connected to the cyclical accreditation processes. The literature has also identified the pressure on new principals moving into unfamiliar environments to develop trust and the pressure on new leaders to obtain a level of expertise or authority in that new environment.

Precey (2012) underlines the link between trust and commitment which are two of the key themes of this research. He describes how:

Trust in schools can stimulate and nurture loyalty, development, retention and recruitment of staff, successful management of

change, creativity, satisfaction and happiness for staff and students alike. Bryk and Schneider state that it “constitutes a moral resource for school improvement” [Bryk & Schneider 2005: 34] (2012, p10).

Therefore, Precey does indeed argue that there is a direct connection between trust and commitment in terms of retention. Change management is again highlighted here as being the key role of the school leader. A sense of satisfaction and happiness is highlighted here as being the benefit for the staff and students. This thesis will argue that enhanced trust and opportunities for meaningful dialogue will indeed have a direct effect on an individual's sense of satisfaction within the organization.

Again, interestingly, there is the re-emphasis on morals as being connected to trust development. Precey (2012) focusses in on this and identifies the key characteristic of integrity. Which he states: ‘This means that there is a consistency between what we think, say and do’ (2012, p10).

This again emphasises the key link between the spoken word and actions.

It is within Precey's writing that we also see that the connection between trust and transformational leadership and management is reinforced. He refers to the work of Jenkins and Jenkins (2006) and identified how:

...leaders today call for growing levels of personal commitment and creativity from employees and employees expect organizational transparency, meaningful work and significant participation and influence on the quality of life in the workplace. A new way of leading is emerging – that of a transformational leader with employees having more autonomy and responsibility in the workplace (2012, p12).

The connection is made here between leadership and the call for openness and transparency are, once again, highlighted. The reference to significant

participation can include participation in the decision-making processes within the organization. This has already been highlighted as being highly significant in trust formation. Openness for dialogue can also enable openness for creativity as Precey has suggested here.

The emphasis on autonomy and responsibility point to a more enhanced professional role for teachers within schools.

Crucially, Precey states that: 'without trust between all involved and the learning that comes from this, honest helpful dialogue will not happen' (2012, p13).

Trust and dialogue are therefore intrinsically entwined with each other.

Precey's work establishes trust and dialogue within the framework of transformational management. This style of management is appropriate for the international school's system with its high levels of growth, diversity and change.

3.21.3 Trust and the Management of Professionals

Tschannen-Moran (2009) builds on the concept of transformational leadership being connected to trust development and adds into this the additional dimension of the management of professionals. This approach is, in my opinion, very valuable in helping to establish the proper levels of respect and autonomy for teachers and managers in international schools.

Tschannen-Moran (2009) describes how schools need to adopt: 'professional structures—such as opportunities for collective inquiry, scrutiny, reflection, and decision making...to promote teacher professionalism and school success' (2009, p218).

Here, the element of scrutiny would suggest a freedom for critical thought and expression. This is linked to the concept of openness that has already been explored in the literature and that was again highlighted by Precey. Participation in decision making is again highlighted here and has become a significant recurring theme.

Tschannen-Moran continues to describe how these practices are more likely to: 'evolve when school leaders demonstrate a professional leadership orientation grounded in trust' (2009, p220).

Professional leadership is understood as an approach by school leaders that shows that they are managing skilled professionals who have a valued perspective on the real problems that the school is experiencing on the ground. Professionals should be encouraged to make good decisions.

Tschannen-Moran contrasts a bureaucratic orientation that features centralized control and a professional orientation where: 'rules are applied flexibly, control is shared, and work processes are open to joint deliberation (Hirschhorn, 1997)' (2009, p220).

The joint deliberation would naturally involve discussion and would also include participation in decision making.

According to Tschannen-Moran, the bureaucratic orientation has an implicit distrust whilst the professional orientation is grounded in trust.

Open communication is also at the heart of Tschannen-Moran's professional orientation of school leadership. Professional learning communities are said to

be characterized by 'reflective dialogue' (p.226) (Seashore Louis et al.1996) and Tschannen-Moran continues to describe how: 'This openness then allows collective problem finding and problem solving to characterize the professional dialogue in a school' (2009, p229).

The emphasis here is on cooperation and collaboration where 'professional dialogue' is sought after and valued.

The combination of a professional leadership grounded in trust and dialogue support the 'greater professional orientation' that 'is likely to result in increased motivation and a stronger commitment to shared goals (Cloke & Goldsmith, 2002)' (2009, p228).

Here again, within the focus of professionalism, there is established a link between dialogue and commitment.

The actions of the principal are again a fundamental element of this model along with; 'an integrity of the highest degree' (2009, p242).

Tschannen-Moran (2009) describes how the 'ball is in the court' of the principal in the whole process of trust development. She states:

Principals who wish to receive trust would do well to extend trust by being open with information, by including teachers in decisions that affect them, and by sharing power via delegation without micromanagement (Tschannen-Moran, 2004) (2009, p242).

The emphasis here is on openness and inclusion in the decision-making process. Transformational leadership is also shown here to have a distributed element characterized by delegation and professional autonomy for teachers.

The theory of professional leadership builds effectively on the concept of transformational leadership that is discussed by Precey and successfully unites the three strands of trust, dialogue and commitment.

However, it can be limited in its applicability to international schools because of the complex power dynamics within those schools. In layman's terms, this would be based on the perception of who actually makes the decisions within the international school as an organization.

Principals, or Heads of School within the British national education system, may have greater autonomy as they are not privately owned institutions. But often, international schools will have an owner or a Board of Governors. There can also be a profit maximizing element in the decision -making process within some international schools. The best intent and actions of the principal can therefore sometimes only have a limited effect because of a power dynamic beyond their control.

Given the high degree of teacher and administrator turnover, the school ownership can become the more stable element in the running of the organization and in ensuring the longevity of the organization. The ownership or the controlling board can have more long term aims than a principal who may only have a three-year commitment to the school. Boards and school owners can be resistant to transformational leadership that they can perceive to be potentially de-stabilizing. As such, school leaders may often need to couch meaningful change within the framework of the standards and practices set out

by the accrediting agencies in order to justify a change agenda to a sceptical or conservative audience.

In such environments, the principal's capacity to create a high trust, open and professional community may be inhibited by the decisions made at a higher level. Such power dynamics would be carefully observed by the professionals within the community. The principal's role can be a delicate balancing act between the demands and expressed wishes of ownership and faculty. Transformational leadership is a likely reality in the context of international schools and viewing the management of international schools as the 'management of professionals' can be a very valuable perspective for international school leaders as it is likely to increase trust and the openness and exchange of ideas that come along with this approach to management.

3.21.4 Discursive Leadership

An inter-connectedness has clearly been established between trust, commitment, transformational leadership, and the development of a professional orientation in leadership and management in schools. Dialogue has already been identified as being a key part of this process. As that is the case, it is worth exploring specific models of leadership and management that focus on the central role of dialogue. Such an approach was taken by Kosonen and Ikonen (2019)

Kosonen & Ikonen (2019) conducted a study within higher education organizations on trust building through discursive leadership from the perspective of communicative engagement. This is of interest as it ties together

the three strands of leadership, trust and communication though dialogue which are central to this study.

From the beginning, Kosonen & Ikonen (2019) establish how: 'Trust has an important role in leadership as it is a key element, for example, in cooperation and facilitates communication (Tyler, 2003, p. 556; Mishra, 1996)' (2019, p4). Here, the clear link between trust and communication is reinforced. In their study, they also point to the clear connection between trust, communication and leadership as they state: 'The study suggests, in the knowledge era especially, trust building is seen as a leader's essential task' (2019, p13).

Interestingly, Kosonen & Ikonen (2019) also base their approach on the personal characteristic of integrity as established by Mayer et al. (1995) and Dietz 2011. Personal integrity will emerge as an increasingly powerful theme that runs throughout the study.

In an echo of the literature on trust formation, Kosonen & Ikonen (2019) also emphasize the strong social aspect of discursive leadership as they describe a: 'leadership constructed through social interaction' Fairhurst (2007). This echoes the social element of trust formation described in relational and collective trust.

In clarifying what exactly they mean by discursive leadership, Kosonen & Ikonen (2019) state:

The current study adopts Fairhurst's (2008) definition of discursive leadership where leaderships' essences are realized in the interaction between leaders and followers and in the linguistic constructs through which leadership is expressed (2019, p7).

This is important as it highlights how interaction or words are the key determinant in how trust is developed and how leadership is constructed. It is a 'linguistic' process. Therefore, words and their subsequent actions are very important. Leadership and trust in leadership are formed in dialogue.

There is a further aspect of this theory that describes how participants in a community would engage in discursive leadership to make sense of the meaning of organizational events.

Kosonen & Ikonen (2019) state:

Fairhurst (2010) describes framing, as a leader, action that helps followers make sense of confusing organizational events and often the sense-making is something followers expect from a communicatively competent leader. The leadership approach whereby leadership emerges through the process of managing the meaning of organizational events using communication-based frames holds the meaning of discursive leadership (Clifton, 2012)' (2019, p7).

This is an interesting perspective. It is easy to see how the leader plays an important role in enabling new teachers to make sense of their new and confusing environments. It is also likely that, unless the leader is highly skilled or self-restrained, that may also begin to subtly communicate their own evaluation of the openness of the communication climate. It is likely that teachers will discuss, amongst themselves, these early interactions to make a social sense of what they are perceiving.

It is also worth bearing in mind that the leader in the organization may find that their ability to communicate freely is inhibited by the actions or perspectives of board members or ownership. As an administrator, they may feel constrained

about voicing publicly a perspective that may be deemed to be critical of ownership or contrary to the perspective held by the ownership.

More realistically then, a communicatively competent leader can express a perspective on an organizational event. Teachers can then socially deconstruct the perspective that they have been presented in the light of the power dynamics that they perceive to be functioning within the organization. There would then follow a social analysis or criticism of institutional perspectives that are publicly proclaimed.

As Kosonen & Ikonen (2019) focus in on the definition of discursive leadership they state:

Discursive leadership aims to answer two questions: First, what can be perceived when a discursive lens is directed toward leadership and second, what knowledge is to be gained when in contrast with approaches closed to discourse (Fairhurst, 2008) (2019, p7).

It can be a powerful and thought-provoking discussion to ask teachers what they perceive about leadership in their organization. Do they view leadership as being distributed? Do they view the leaders who are in place as being leaders who are open to discussion and dialogue? Conversely, if teachers perceive that leadership in their organization is closed to discourse, how does that affect their evaluations of their relationship to the school in terms of commitment and engagement?

Discursive leadership can embrace greater openness that can in turn promote greater participation in problem solving from multiple perspectives. Participation in the decision-making process can promote a greater sense of commitment.

Discursive leadership is shown to have close connections with transformational leadership that matches the style of leadership suited to international schools that have diverse environments, a high level of change and a focus on accreditation processes.

Kosonen & Ikonen (2019) describe how: 'In a transformational situation, leaders build trust through discursive leadership while simultaneously developing a strengthening atmosphere for follower engagement brings a novel feature to trust discussion' (2019, p14).

Therefore, a focus on discursive leadership, is very relevant to the study of trust development through dialogue that can strengthen commitment and engagement in international schools.

Whilst the theory of discursive leadership is well founded it can offer only a partial understanding of the processes taking place within international schools if a proper evaluation of power and control is not taking place. There can be a danger in assuming that a principal or a leader has the authority and control that you would assume comes with such a job title. The power dynamic in international schools can often be more complex. The presence of an owner or a controlling board or a more stable local administration can be inhibiting factors on the actions and the dialogue of the school leader who would normally be perceived as being the hierarchical head.

Open and honest discussions, sensitively put, can be a part of the sense-making process between leaders and teachers within schools. Within these interactions,

honesty is appreciated although that revelation of the complex realities of political forces within schools can be de-stabilizing for teachers as they seek to orientate themselves and evaluate their roles and contributions in the light of the stated goals and actual goals of the organization.

3.22 Leadership, Management and Teacher Commitment

Transformational leadership, focused on developing discussion coupled with an understanding of management as being the management of professionals can aid the development of trust-based relationships within schools. This section will focus in on the literature that further connects leadership and management with commitment.

Akar (2018), in his overview of trust studies conducted in educational organizations, states:

In organizations dominated by trust, there is an open and participatory environment and responsibilities are adopted by employees. In these organizations, the level of productivity and commitment to the organization is high, the culture of reconciliation is dominant and the tendency to teamwork, the job satisfaction of the employees and the level of participation in the decisions increase (Teyfur, Beytekin & Yalcinkaya, 2013) (2018, p287).

Here, Akar connects trust with an open and participatory environment. This would suggest a high prevalence of dialogue within such environments. Employees can adopt or voluntarily take on increased responsibility. Within organizations dominated by trust there is a higher level of commitment and an increase in job satisfaction. The link between trust, commitment and job satisfaction is established here.

The literature also shows a connection between leadership, management, trust, dialogue and commitment.

Sinden, Hoy and Sweetland (2004) describe how a quality school organization comes about through an enabling school structure and this comes about from collegial leadership on the part of the principal and organizational commitment from the faculty.

During their study, they offer a valuable definition of organizational commitment and state:

Organizational commitment is the teachers' identification with the school, its goals, and its values. In effect, the goals of the school become integrated or congruent with those of the teachers. But, in addition to acceptance of the school's values and goals, organizational commitment also denotes the teachers' willingness to exert extra effort on behalf of the school as well as a strong desire to remain in the school (Mowday, Steers & Porter, 1979; Porter, Steers, Mowday, & Boulian, 1974) (2004, p201).

This definition is of value as it does not only define commitment as the length of time that the teacher or manager remains at the school. Time would be important in enabling the teacher to evaluate if, in practice, the school's goals and values are integrated or congruent to their own. It is likely that the teacher would have been attracted to the school's goals and values in the recruitment process. But time and the reality of the role that the teacher fulfils in everyday life will enable the teacher to evaluate true congruence. This echoes the psychological contract discussed previously in the literature review. The presence of the profit-making motive at the heart of the school can often be a difficult pill for teachers to swallow

when evaluating commitment especially if they have come from a background in state systems.

It is noteworthy how the desire to exert extra effort is also included in this definition. Extra effort can often be modelled by leadership and management so filtering down through the organization.

Sinden, Hoy and Sweetland (2004) also identify the key role of the principal.

They describe how:

The impact of the principal's leadership is substantial in determining how teachers perceive the organizational structure of their schools. Principals who are able to combine a press for the task with openness, support, and a change orientation (i.e., collegial style) are likely to create a perception of a school structure that enables (2004, p206).

It is true how the principal's leadership is substantial, but it may not be as strong as expected in the complex power dynamic within international schools. Once again, openness is identified as being one of the key characteristics of the school climate. Offering support to teaching staff is identified as being a feature of an enabling structure. Collegial leadership is identified as being a management style that enables meaningful change.

Crucially, Sinden, Hoy and Sweetland (2004) make a further connection between leadership, dialogue and trust. They state how:

Enabling procedures invite dialogue, see problems as opportunities, promote trust, respect differences, capitalize from mistakes, and manage the unexpected—in brief, they facilitate problem solving (2004, p197).

Essentially, enabling procedures create a space whereby teachers are invited to participate. The leader or manager enables the space where dialogue is possible. For this to occur, the element of control is reduced. Even the acknowledgement that a problem exists requires a degree of self-confidence on the part of the manager. Enabling teachers to identify and play a role in solving the everyday problems that they see related to their tasks is likely to increase their commitment to the organization.

Interestingly, Lee, Zhang and Yin (2011) conducted a study on professional learning community (PLC), faculty trust in colleagues, teachers' collective efficacy, and their commitment to students in a Chinese context.

In an echo of what was stated by Sinden, Hoy and Sweetland (2004) they state:

Louis et al. (1996) described shared values, a focus on student learning, collaboration, de-privatized practice, and reflective dialogue as five elements of professional communities which could be considered as important components in the restructuring of schools (2011, p820).

Dialogue is identified here as being one of the key elements of a successful professional learning community. Interestingly, shared values are also highlighted here. This leads to an important consideration in the initial phase of trust development i.e., what makes one individual conclude that they can trust another? Is it because they have identified that they share the same values? If so, what are those values? It is assumed that they would be quite fundamental to an individual's sense of self.

Lee, Zhang and Yin (2011) conclude that:

One of the lessons from an eight-year study focused on PLCs also sustained the claim that school reform required a foundation of trust among teachers (Bullough, 2007). Hence, a trusting atmosphere in school should positively affect teachers' working attitudes, motivation, and consequently their commitment to working (2011, p822).

This is important as it again establishes how the foundation of trust is required for successful school reform (change management) and the formation of professional learning communities in diverse cultures. This echoes the call made by Tschannen-Moran for a more professional orientation in leadership and management within schools. The clear link between trust and commitment is reinforced here once again.

3.23 Employee Voice and Employee Engagement

Whilst this study retains its core focus on trust, dialogue and commitment, what has emerged is a more fluid interpretation of the word commitment than meaning simply the length of association with the school. Allied to the concept of commitment is that of engagement, which can initially be seen as the level of enthusiasm with which a teacher or administrator goes about completing their task.

Rees et al. (2012) offer a definition of engagement as they state: 'May et al. (2004) developed Kahn's work by defining engagement as a psychological state in which employees are completely immersed in their work' (2012, p2783).

The fact that international schoolteachers can often live in proximity to each other and socialize together can help to enhance this sense of immersion in the life of schools in the international school's context. For example, in my first teaching post in The Sudan, the majority of teachers lived in the same housing block which was a two-minute walk from the school grounds.

There are examples, in the literature, which cement the link between trust, communication and engagement.

Rees et al. (2012) conducted a study into the connections between employee voice and employee engagement. This study is particularly of interest as it connects employee voice with engagement and trust in senior management.

They state:

It is also argued that engaged employees outperform others by showing heightened interest in their work and being prepared to 'go

the extra mile' for their organization (Bakker and Xanthopoulou 2009; Alfes, Truss, Soane, Rees and Gatenby 2010; Rich, Lepine and Crawford 2010). The claim has also been made that engaged employees see their work as more meaningful and fulfilling and appear to experience increased job satisfaction (Truss et al. 2006; Balain and Sparrow 2009) (2012, p2781).

'Going the extra mile' is a Biblical expression and it will be interesting to see how participants perceive how leaders and managers who are prepared to go the extra mile, impacts upon a teacher's sense of engagement with their role.

By describing work that is 'meaningful', 'fulfilling' and with 'increased job satisfaction', Rees et al. (2012) help to clarify the overall aims and arguments of the research. Increased trust and opportunities for dialogue can lead to both teachers and managers having a period of association with an international school that is more meaningful, fulfilling and satisfying even though the length of time of their commitment may be determined by other factors.

Rees et al. (2012) make the crucial connection between engagement and employee voice and opportunities for employees to communicate their opinions, this creates within employees the belief that their contributions are valued.

The advantages of allowing employee voice within the organization, for Rees et al. (2012) is that it:

Creates a level of respect towards the leaders of the organization, and there is thus a direct connection between employee voice and the development of employee trust in senior management (2012, P.2784).

Rees et al. (2012) further develop the connection between voice, trust, and commitment. Though, this time they highlight the commitment shown by the employer to the employees. They state:

Moreover, where employers deliver on their commitments, this reinforces employees' sense of fairness and engenders greater trust in the organization. 'Relational trust', in turn, fosters reciprocity, and reinforces the emotional bond. A higher level of trust in the employer will increase the assurance that they will fulfil their obligations in the future (Rousseau, Sitkin, Burt and Camerer 1998), so that employees are more likely to be engaged with their job (2012, p2784).

Fairness is highlighted here as being a factor of how employees evaluate their employer. The initial stage of the relationship between the teacher and the school has already been shown to be an important time for trust development. Part of this analysis of fairness can be an evaluation of whether the promises made as the teacher was recruited were kept upon their arrival.

The reciprocal development of relational trust is described here and the bond between the employee and the teacher is described as 'emotional.' This would contrast with a rational bond or a purely economic relationship. This aspect of engagement and commitment will become significant as teachers describe their 'calling' to a role associated with the school.

If an employee is confident that the employer will keep their word in the future, there is less concern about any potential immediate destabilizing actions. This enables teachers to become more focused and engaged with the task at hand.

What has become clear is that trust, dialogue, commitment and engagement are inter-connected strands that have the potential to make a significant contribution to the successful functioning of international schools and in helping to ensure that teachers and managers have an association with the school that is meaningful, satisfying and fulfilling.

3.24 The Conceptual Framework – An Introduction to Dialogue

The review of the literature shows clear links between the presence of dialogue and the development of trust within organizations. Trust and dialogue have also been shown to be key features of a leadership and management style focussed on openness, change and participation. It can be argued that this style is suitable for international schools that are situated in an industry characterized by growth, diversity, and change. The literature review has also shown how dialogue and trust within enabling organizational structures can develop a sense of commitment or engagement on the part of employees within the organization.

Dialogue can then be seen as something to be nurtured and desired. Dialogue has the potential to incorporate multiple perspectives into the understanding of and the solving of a problem. In this case, it is the problem of developing a sense of deeper commitment amongst teachers and managers within international schools.

The literature review has presented the benefits of dialogue to the organisation and this review will now begin to show that dialogue can be a way of understanding organizations as discursive spaces and a way of researching how organizations work. Utilizing dialogue can be an effective way of understanding the reality of organizations in their particular place and time from the perspectives of the people within them.

Jabri (2012) looks at the language of organizational change from a dialogic perspective. During his overview, he describes how Bakhtin's approach was a

move away from Saussure's understanding of language and outlines how Bakhtin offers a distinctive way of understanding change communication.

Jabri describes how:

Bakhtin (1986) distinguished utterances (interpretations expressed in everyday recursive speech) from the signs and codes used in Saussure's conception of language. Signs emphasize a fixation on encoding, decoding, structure and syntax. Utterances emphasize meaning-making achieved through responsive interaction (2012, p240).

The review of the literature has made clear the connection between discursive leadership and the development of trust. Here, we begin to see a continuity between the leadership and management approach that embraces openness and dialogue and the approach that will be taken for the research process, which will be founded, in a nutshell, on 'meaning making achieved through responsive interaction' between the researcher and the participants and between the participants themselves.

Jabri (2012) continues to describe how, for Bakhtin: 'An utterance, therefore, reflects actual personal experience' (2012, p240) and this again reflects the goal of the research process in enabling participants to be open about personal experiences or critical incidents that had, in their experience, an impact on trust formation in the contexts where they work.

Jabri (2012) also describes how: 'According to Shotter, (1998), the ultimate goal of any discursive and/or recursive talk is to co-construct and achieve some shared meaning' (2012, p245). This process of co-construction will occur in a dialogic space where the direction of the discussion will be prompted by a semi-

structured interview guided by the researcher. As the main research tool is focus groups, this will allow for a co-construction of meaning derived from multiple perspectives (Bakhtin's plurality of consciousness). Building on from Bakhtin's notion of dialogue as being ongoing and unfinalizable, the emergent themes from one focus group will be filtered into the next.

Jabri (2012) describes a dialogic model of change communication and summarizes how:

There is a shift from conversations as accomplishments to the potential of conversations to inspire communication about change for people wanting to understand, people wanting to be understood, and people wanting to feel hopeful – but without doubting their roles, and without feeling vulnerable to criticism and attack (2012, p246).

This is not only a study about trust, but trust development is an integral part of the research process as, for effective and revelatory communication to occur, it is necessary to construct a discursive space where participants feel free to talk. There will need to be a high level of trust between researcher and participants. This is particularly significant because, as a researcher, I was also employed in one of the organizations at the time of the research. It was hoped that participants will feel that they were understood and felt a sense of hope about the potential of dialogue to improve working life and relationships in international schools. As Jabri highlights vulnerability here, this can also be connected to feelings of insecurity that will gain significance during the research.

The methods section that follows will offer an overview of dialogue as a research method and will focus in specifically on Bakhtin's notion of Polyphony. This will

give the philosophical introduction to the research process that will be described in greater depth in the methods chapter.

As a reminder, the themes that have been encapsulated in this review of the literature have been channelled into the following four research questions:

Research Question 1: To what extent and in what ways does an open communication climate, where there are opportunities for meaningful dialogue, lead to stronger trust-based relationships and a stronger sense of commitment and engagement for teachers and managers in these international schools?

Research Question 2: How does the management of meetings and opportunities for dialogue with senior managers in these schools influence the development or not of trust-based relationships?

Research Question 3: What do the participants in this study identify as being the key characteristics required on an inter-personal level for the formation and development of trust-based relationships?

Research Question 4: What incidents have taken place in these schools or what reasoning have teachers and managers employed in the process of development from one level of trust to the next.

4 Chapter 4: Research Design and Methodology

This study rests on the premise that trust-based relationships are developed and enhanced through dialogue and are worked out via interaction. The drive to research this topic emerged from my own experience of working in international schools and informally observing high levels of teacher and administrator turnover and low levels of work-place satisfaction that seemed to be related to opportunities for voice.

My empirical observations regarding the need for such a study were confirmed in an initial analysis of the literature. Focussing specifically on international schools, the literature described how a high turnover of teachers Odland and Ruzicka (2009), Fink (2001) and Hawley (1995), Mancuso, Roberts et al (2010) Tkachyk (2017) and of administrators (Benson 2011) was a problem for these schools.

The existing literature also established the advantages of high trust cultures to organizations in general (Fulmer and Gelfand, 2012) and specifically to schools (Seashore Louis, 2007, Tschannen-Moran and Hoy, 1998).

The theories of relational trust (Bryk and Schneider, 2002) and collective trust (Forsyth, Adams and Hoy, 2011) were used in the literature review as access points into the broad array of literature around trust. These two theories gave models of how trust might be formed in organizations but also began to identify the personal characteristics that were important for trust development to occur.

Definitions of trust focused on vulnerability as described by Fulmer and Gelfand (2012) and the moral element that was highlighted in Hosmer's (1995) work.

4.1 Conceptual Framework Related to Context

Cambridge and Thompson (2004) help describe how life in international schools can be characterized by growth, diversity and change. They also referred to the growth of international schools and the development of a pan-national elite as described by Sklair (2002) and arising from the systems theory expounded by Wallerstein (2004). The ownership model of both school's prompted sympathetic reflection on this position.

An added dimension, which is not found in the existing literature, to this understanding of globalization, is the way that missionaries may use organizations active in the global economy in closed political systems as a means to access countries where the gospel can be spread, communicated and modelled via education.

4.2 Introduction to the Research Philosophy

The approach taken in this study is that the best way to understand the trust development process within international schools as organizations is through enabling dialogue within the research process that would provide an openness for a plurality of voices that would co-construct the reality of the organizations in their particular places and times.

A key theorist on dialogue and discursive interaction was Mikhail Bakhtin and, even though Bakhtin (1895-1975) was primarily a literary critic, his writings and

ideas have grown to influence a broad range of academic disciplines including organization studies. This approach to organization studies has been discussed by Belova, King and Sliwa (2008), Sullivan and McCarthy (2008), Jabri, Adrian and Boje (2008) and Hujala and Rissanen (2012).

The research methods that extend from this philosophical approach are intended to encourage, promote and harness dialogical exchange and give the realities that emerge in these exchanges time and space to be challenged and enhanced and to develop and grow.

An understanding of the reality of an organization is complex. Take, for example, FFIS in 2019. There were 5 administrators, 53 teachers, 80 support staff, 460 students and therefore about 800 parents. Each may have a different perspective of the reality of 'truth' related to how FFIS is in their experience.

Dialogue, in the sense that it is active-responsive and unfinalizable, became the main tool for learning about and understanding the reality of the organizations in their particular place and time from the perspectives of the participants working within them at that time.

This chapter will present the philosophical foundation for the approach to research by focussing on Bakhtin's theory of dialogue and the concept of polyphony. The ontological position that arises from this theory will be described. An overview will be given of how this theory has been specifically applied to the study of organizations. The epistemological position of the study will also be described showing that the researcher is active and integrated in the dialogical

process in the attempt to construct situated truths related to these organizations. This chapter will then present the research methods that are consistent with this approach.

4.3 The Conceptual Framework Related to Methods

The conceptual framework related to methods is founded on the writing of Bakhtin related to dialogue. There are a number of reasons why this approach was taken.

Firstly, because there was a body of theory that connected Bakhtin's writing to the study of organizations as being composed of conversations that comprised of multiple voices. This approach made sense considering the multiple and varied perspectives that exist within international schools.

Secondly, Bakhtin's theory seemed to embrace the notion of change, in that the voices present in the organization represented perspectives from a particular place and time. This also made sense in such a fast-changing environment.

Bakhtin's theory also seemed to support the notion that perspectives on a person's positioning regarding the organization and a person's understanding related to trust were constructed in interaction with others. That their perspective was comprised of multiple voices. This also seemed to tally with what I was observing in life in an international school and from the literature related to trust.

Finally, Bakhtin's writings also seemed to have a Christian element (Bagshaw 2013, Felch and Contino Eds. 2001, and Pechey 2007) that was of interest and that warranted further investigation. Some of the participants in this study would

have been open to a divine voice in their process of working out what would have been God's will in their lives related to where He wanted them to work and serve.

4.4 Researcher as Key Instrument

The researcher had a very participative role within this study that is worth considering carefully. This is because I was employed at NIBS during the course of the study and would later, after the research process had been completed, come to be employed at FFIS from July 2017 to July 2019.

Embracing and encouraging dialogue will naturally encourage researcher participation as dialogue has been described previously in this study as being active/responsive.

Creswell (2013) describes the researcher being a 'key instrument' in the research process. He describes how:

Qualitative research is interpretative research; the inquirer is typically involved in a sustained and intensive experience with participants. This introduces a range of strategic, ethical, and personal issues into the qualitative research process (Locke, Spirduso, & Silverman, 2013). With these concerns in mind, inquirers explicitly identify reflexively their biases, values, and personal background, such as gender, history, culture, and socioeconomic status (SES) that shape their interpretations formed during a study (2013).

The research process that was planned for this study did offer the opportunity for sustained and intensive interactions with the participants. The aim was to hold small group interviews based on the length of a teacher's association with the school. The groups would be small enough to ensure full participation and dynamic interaction. The same groups would be re-visited later in the research

process, so incorporating an opportunity to add to the dialogue on emergent themes or describe trust development over time.

As an employee in one of the organizations (NIBS) and a middle manager, the ethical considerations were carefully handled, including gaining permission from the school leadership team and consent from the participants to conduct research at the school.

In considering positionality as an active inquirer, reflecting on values, bias and personal background was an important part of reflexivity throughout the research process.

This study was of personal and professional interest to me as I had been working in International Education since 1998. I had a particular professional interest in establishing new schools and working in schools at the early stages of IB programme adoption. I have held a range of teaching and administration positions in International Schools. I had therefore been able to gain experience in leadership and management with multi-cultural groups and in diverse contexts. This helped in the interview process and when managing focus groups.

I am a Christian and have worked in international faith-based schools and in schools that have a global humanist philosophy. My socio-economic background is from the post-industrial valleys of South Wales, and I was raised with a strong notion of community bonds and the establishment of strong trust-based relationships (Parry, 2003) in the workplace.

It was my hope that this study will contribute to my further development as a beginning academic researcher whilst also developing my personal understanding as an international school leader and manager of the three key themes of inclusive communication, trust and authentic management practices.

In this research, the researcher is also positioned as the author in the Bakhtinian sense who is also participating in dialogues both internal and external. Moe and Sidorkin (2018) offer a valuable description of this. They state:

Bakhtin describes the polyphonic organization of the self as expressed through the phenomenon of the inner speech in the following ways:

His inner speech is characteristically filled with words of others, words just heard or read... He floods his inner speech with the alien words, complicating them with his own emphases or fully replacing emphases, passionately arguing with them. Because of this, his inner speech is organized as a string of vibrant and passionate replies to all words he has heard and has been affected by over several days (1963, pp. 320–321) (2018, p7).

The 'inner speech' of this study is composed of the words and concepts established in the literature review. These words and concepts would be evaluated in relation to my values and beliefs and referenced to my lived experience. These are then carefully analysed in the form of a research journal before being channelled into focus group discussions where the alien words can be applied in an environment open to criticism and debate.

Time is required to reflect on emerging themes personally and sensuously and to organize them effectively. The result is a conglomeration of my own words intertwined with words of others that have been carefully honed and examined over time.

4.5 The Research Methods Used

4.5.1 A Comparative Case Study

This type of study is suitable as a case study as it allows for a detailed analysis of trust development in particular contexts. As a multiple case study, the opportunity exists to create a cross case synthesis (Yin, 2009) to compare the similarities and differences between the two schools.

There are a number of studies in the literature that suggest that the case study is an appropriate approach for this particular study.

Firstly, with research specific to IB World schools, there is the case study research previously described by Hartman (2008) who, in a descriptive case study of 6 IBPYP schools identified how: 'four CARE components – character, ability, reliability and emotional intelligence are useful in building trust relationships' (2008, p4).

The first school in this study, NIBS, as an IB World School would be very similar to the schools in Hartman's study.

Lee, Hallinger and Walker (2012) also examined leadership in IB schools in South Asia using an analysis of case study data from five IB schools in Southeast Asia.

There are also examples of studies outside the field of IB schools that point to the further appropriateness of a longitudinal case study method. These include research by Bryk and Schneider (2003) who undertook a longitudinal study of 44 Chicago elementary schools examining the central role of relational trust in

building effective education communities. Also, Cosner (2009) conducted a study on building organizational capacity through trust that examined the cultivation of collegial trust as a 'central feature of capacity-building work of 11 high school principals.' This was a qualitative study that examined interview data and school documents collected over eighteen months.

Outside the field of Education, Francis et al. (2013) conducted a case study of two UK local government organisations as they sought to understand the link between dialogic conversational practice and employee engagement and productivity.

Stake (2005) when writing about a multi case-study analysis describes how:

Usually, it will be important to seek out and present multiple perspectives on activities and issues, discovering and portraying the different views. Seldom will it be necessary to resolve contradictory testimony or competing values. Even contradictions may help us understand the quintain (2005, p49-51).

Rather than intended to be a 'compare and contrast' cross case study, the two organizations here are intended to be arenas where the ideas and themes are played out and passed between them where emerging themes and contradictions are examined dialogically.

4.5.2 The Critical Incident Technique

The critical incident technique was also used as part of the research methods toolbox employed in this study. This was because it was seen as an effective method of inviting participants to talk about specific incidents related to trust, dialogue, and commitment. The critical incident technique had been used

previously for specific studies into trust by Korsgaard, Brodt and Whitener (2002) and in multi-cultural education by Akpovo (2017).

Inspired by the research of Korsgaard, Brodt and Whitener (2002) participants will be asked to specifically recount a critical incident related to trust development. Korsgaard, Brodt and Whitener (2002) describe how:

We used this critical incident method, which has been used elsewhere to study conflict and trust (Lind, Tyler, & Huo, 1997; Lissak & Sheppard, 1983), because trustworthy behaviour refers to specific actions and hence it was important to cue participants to think of a specific event (2002, p314).

This approach was also proposed by Munscher and Kuhlmann (2012) who describe how:

The critical incident technique provides a number of advantages for researching trust dynamics in specific contexts or relationships, and for realising comparative (including cross-cultural) studies on trust (2012, p161).

Munscher and Kuhlmann (2012) are describing here how the critical incident technique would be an appropriate approach in specific context such as NIBS and FFIS and would also allow for a comparative analysis of the critical incidents identified and discussed in both schools.

This critical incident technique gives a good springboard into discussions about trust and dialogue. The interviews between myself as researcher and the participants, some of whom I would only have met for the first time, acted as trust building exercises in and of themselves. Within a focus group of four, if each participant had the opportunity to recount a critical incident that impacted on the formation of trust it provided a clear simple agenda for the interview. The other

participants were encouraged to give their perspective on the incident, so encouraging dialogue to develop.

The focus group interviews also contained specific questions that focussed on the participants' first association with the school, the expectations set at time of interview, and the participants' perspective on the developing relationships within the school. This encouraged a linear or chronological recount and analysis of trust development and dialogue in their time at the school.

Akpovo (2017) describes how she used the critical incident technique to allow US student teachers to reflect critically on the cross-cultural communication experiences they had in Nepal. She states:

The purpose of employing the critical incident technique was to allow the US student teachers to reflect critically on successful and unsuccessful intercultural interactions in an effort to identify cultural assumptions about teaching young children (2017, p1).

In this study, the purpose of employing the critical incident technique is to allow teachers and managers to reflect critically on a significant incident that affected trust formation either positively and negatively and consider the inter-connectivity between trust, dialogue and commitment.

4.5.3 Group Interviews

A research epistemology based on polyphonic dialogue points naturally to a method that includes a plurality of voices within the research process.

Belzile and Öberg (2012) and Markova et al. (2007) cement the link between an approach founded on dialogue and the use of focus groups for research purposes. Markova et al. state:

In addition to being 'a thinking society', a focus group is of course 'a talking society'; participants think together and talk together and are stimulated in their thinking when listening to other people's ideas. It is as if the 'strange perspectives' of others (Bakhtin, 1986/1993) stimulate individuals to mobilise their own potentials to develop new insights and associations and recall those which they have encountered on previous occasions (2007, p46).

The formation of group interviews is in line with an approach founded on critical incidents and a dialogical soft constructionist approach. An incident can be recounted that stimulates others thinking and encourages them to share their 'strange perspectives'.

The positives of using the group interview approach are therefore its consistency with the ontological and epistemological assumptions guiding this research. Practically speaking, it is a means to enabling an ongoing forum for a broader range of voices within the two contexts than individual interviews would allow. It is therefore more embracing of multiple perspectives.

Markova et al. (2007) describe how focus groups encourage a dialogue that: 'is open towards the next encounter' (2007, p47) and this also sets the focus group method as consistent with this unfinalizable, longitudinal approach.

Carey (2016) points to the potential negatives of focus group research that include:

- censoring (actively withholding comments)
- conformity (peer influence to agree with others)
- perceptions of the most influential person in the group
- possibility of further contact among members and

- the pressure to give the proper response.

In addition, one further disadvantage is that an interview lasting about one hour and twenty minutes on average leaves a limited amount of time for all participants to speak. Establishing the optimal number of participants will be an important aspect of the research process.

Crucially, Carey (2016) states:

Also important is building trust and rapport by a careful introduction to the study and providing information on the confidentiality processes in handling the data (2016, p731).

The advantages of being a colleague of some of the participants is that the rapport would already have been established. However, following on from such advice given by Carey, the interviews were always preceded by a careful description of how the data was going to be handled, with guarantees of anonymity.

The literature related to focus groups also points to two factors that need to be borne in mind when planning and carrying out the focus group interviews.

Carey (2016) identifies how probing is an important technique so as to explore issues beneath the surface. Whilst Belzile and Öberg (2012) describe how 'conscientious design decisions that set limits around the use of interaction to make the research manageable' (2012, p460).

The focus group interviews required a confidence to ask suitable and appropriate probing questions and the questions needed to be planned and structured

carefully to retain the right balance of relevant data and openness to new themes emergent in the dialogue.

4.5.4 Individual Interviews

Holding individual interviews with participants is also consistent with the dialogical approach to research. Seidman (2006) describes how: 'As a method of inquiry, interviewing is more consistent with people's ability to make meaning through language' (2006, p14).

This makes interviewing consistent with the Bakhtinian approach to dialogue and the construction of meaning.

Seidman (2006) also describes how: 'At the root of in-depth interviewing is an interest in understanding the lived experience of other people and the meaning they make of that experience' (2006, p9).

In this context, the lived experience related to the recounting of critical incidents that impacted upon trust formation. The recounting of an individual's story related to their original connection to the organization also became an important part of the interviewing process.

Individual interviews were also used in this study as a complimentary method of gathering data. This was primarily for four reasons. These were to:

- Enable more open dialogue from the participants,
- To respect certain wishes of the participants who viewed a focus group as limiting or inhibiting,

- To respect the employment position (managers, or teachers who were not offered further contracts) of the participants.
- To adapt to the busy schedules of leaders and managers in the field of international education.

The first reason is related to enhance the potential for dialogue without the limiting factors associated with position or rank within the organization.

Briggs (2002) and Empson (2018) describe the challenges of interviewing, respectively, middle managers and 'elites' (Empson, 2018). A similar research strategy was employed by Briggs (2002) in her research into middle management roles in FE colleges. Briggs employed individual interviews with senior staff and focus group interviews with middle managers.

The individual interview gives senior managers more opportunity for freedom of expression without the constraints that would exist if they were interviewed in a focus group alongside subordinates.

Empson (2018) refers to the work of Rice (2010) who:

Suggests we look upon 'interviewing elites as more an intellectual discussion ... to create a space for intellectual dialogue and reflection.' (2010: 74). The researcher may set the agenda, but they cannot exercise the same degree of control they might in a standard interview. Senior professionals say they are looking for a conversation (2018, p65).

The notion of creating space for dialogue fits in with the approach to an understanding of dialogue that was described in the literature. For the interviews with senior managers, the agenda might be shorter giving the potential for conversation to emerge and grow.

Liu (2018) outlines the challenges associated with interviewing senior managers and 'elites.' He identifies how careful question preparation is a key factor in determining a successful interview. Intriguingly, he also states:

There is the need to build a mutual trust between interviewer and interviewee, which requires not only integrity on the part of the interviewer but also their participation in relevant social networks (2018, p8).

Interviews, while being about trust, can act as an exercise in building mutual trust. The Integrity of the researcher is highlighted here as being integral to the trust building process. In this context, the ongoing professional and personal relationship that I had with participants was an opportunity for them to see and evaluate me before and after the research process. How senior managers talk or gossip in informal networks emerged as an interesting aspect of this study.

I was actively employed in the first school, NIBS, at the time of this study. There were three managers above me in the hierarchy at the time. I did not include my direct line-manager in the study but did include the other two managers including a section Principal and the Head of School. I deemed that my immediate line manager was too close to me in professional role and responsibilities to be included in this study. I held individual interviews with the Section Principal and the Head of School.

At FFIS, I also held two individual interviews, one with the Head of School and one with a Head of Section and an individual interview with each of the two founders.

The option was also given to teacher participants within the study have an individual interview if they preferred. This meant that they could still be included in the study if they did not want to be a part of the focus group. Some teachers took this option as they did not want their observations shared in a focus group setting. Therefore, the individual interview acted as a guarantee of anonymity and an opportunity for freer expression than the focus group.

During the study, one of the participants in the focus groups was not offered a contract for the following academic year despite having requested a contract extension. This participant was due to be part of a follow up group interview alongside another participant. Out of respect for the person who had not been offered a contract the focus group interview was switched to two individual interviews. This allowed for freer expression and ensured that the participant did not feel embarrassed in front of their professional colleague.

Finally, individual interviews allowed for a more adaptive schedule. During the research process, I discovered that the Skype interview was the most adaptable tool. Senior administrators were required to be 'on call' during the school day and attempts to schedule face-to-face interviews were often interrupted and changed. Senior administrators appreciated the flexibility that the Skype interview offered. If the interview needed to be delayed a little or re-arranged for another time it was not such an inconvenience for participant and researcher. On reflection, I do not believe that a Skype interview inhibited the capacity for in-depth interviewing that a face-to-face interview could bring.

4.5.5 Semi-Structured Interviews

Both the group interviews and the individual interviews in this research process were semi-structured interviews.

Webb (2015) describes how the semi-structured interview: 'focuses on a narrow range of topics in order to learn about them in detail' (2015, p4).

In this process, I formulated a limited number of questions that extended out of the research questions and that also focussed on critical incidents. In order to provide some structure, I tended to begin with the participant's first association or encounter with representatives of the organization and concluded with how incidents and relationships related to trust leave them thinking about their association with the organization at the time of the interview. This chronological approach gave an appropriate beginning and ending point to the interview.

As Webb (2015) continues:

The semi-structured interview has to be well designed in order to facilitate depth over breadth. This challenging format requires preparation, discipline, improvisation, creativity, and significant time for analysis and interpretation (2015, p4).

The time between interviews did prove to be very valuable in this process. Reflection on the interviews tended to lead to a further refinement of the questions in preparation for the next interview in the sequence. In this sense, improvisation came from being sufficiently bold to extend opportunities for dialogue out of key words or phrases used by the participants.

4.5.6 Observations of Faculty Meetings

The primary motive for wanting to observe faculty meetings was my empirical observation that it was in faculty meetings that conflict related to conversational exchanges tended to take place. These exchanges seemed to me to be highly significant and symbolic moments that were closely interpreted by teachers and managers within the school.

Seashore Louis (2006) highlights the importance of: 'experiencing the "life" of school, including such regular activities as meetings of the faculty, governance councils, and other groups' (2006, p267).

I saw these observations and experiences as a very good introduction into the school cultures and environments. Issues or incidents of note from the faculty meeting observations could also be fed into the individual or focus group interviews.

Hujala and Rissanen (2012) took the study of interactions in faculty meetings a step further. In their study into the discursive construction of polyphony in healthcare management they sought: 'to understand and define how the polyphony of management is constructed in interaction' (2012, p119).

They stated how:

Polyphonic management refers to the presence of diverse points of view of managers and employees and the possibility of eliciting these for utilization by management (2012, p120).

This approach, founded on Bakhtin, was of interest as I sought to utilize the potential for polyphonic management in the research process and in my own leadership and management practice.

My original intent was to mirror this approach taken by Hujala and Rissanen and analyse the discourse of faculty meeting and focus group interaction about dialogue to look for patterns of dialogue. This would have made for an interesting study.

Unfortunately, it soon became clear that the scope of such a study was too large and the faculty meeting transcripts were too difficult to transcribe because of the high number of participants and the problems of identifying those participants.

The data that emerged from the study related to the themes of trust, dialogue and commitment was substantial and to unpack that data was a study in itself. To add a further level of micro-level discourse analysis was felt to be unrealistic in terms of manageability. It could potentially make for an interesting further study as a continuation of this research.

4.5.7 Analytic Memos and Observations

In this research process, sandwiched between the observation of faculty meetings, the focus group interviews, and the individual interviews was the writing and upkeep of analytic memos.

One of these was kept chronologically, like a research journal, and others were written thematically, as a response to themes emerging in the data. For example, analytic memos were maintained on the themes of: accountability, values,

commitment, friendship, gossip, insecurity, isolation, trust, mutual growth, time and vision.

Birks (2008) describes the value of memos as she states:

Through the use of memos, the researcher is able to immerse themselves in the data, explore the meanings that this data holds, maintain continuity and sustain momentum in the conduct of research. As a chronicle of the research journey, memos remain as an indelible, yet flexible, record for personal retention or dissemination to others (2008, p69).

Birks (2008) also identifies the value of memos in enabling the researcher to remain productive and extract meaning from the data that can be expressed in conceptual terms.

She describes how: 'The result is the generation of theoretical assertions that are grounded in raw data yet possess the quality of conceptual abstraction' (2008, p70).

This was certainly the case in this research process. The analytic memos were crucial stepping-stones in the identification and consolidation of themes that became part of the thematic analysis of the data. These broad themes were then fed into responses in the findings section and into the key themes in the discussion section. As such, they played a key role in the filtering of data.

4.6 Implementing a Dialogical Approach to Research

The four key principles that describe the dialogical approach taken in this study were: unfinalizability, polyphony, the role of the author and adaptive agendas for focus groups or interviews based on emerging themes.

The first key principle of implementing the dialogical approach in this study was to understand that the conversations being held in the focus groups and individual interviews were specific to place and time. This understanding stemmed from the Bakhtinian notion of unfinalizability.

Perspectives can change over time, and to hone the emerging findings, participants had the opportunity to re-visit the discussion through group or individual interviews at a later stage of their association with the school. This approach also linked very well to studies calling for further longitudinal studies into trust formation. However, for many participants, it is likely that their association with these organizations would have ended since the time of this study, but the organizations remain in some form.

Understanding organizations as polyphonic, was also a key principle in this approach. This means that there was the understanding that there were multiple voices within the organization and so there were likely to be multiple perspectives. The group interviews and individual interviews sought to give safe spaces for these voices to emerge and sharpen in open dialogue with others and with me as the researcher. The principle of invitation for inclusion was important as well as actively seeking diverse voices for incorporation into the research plan.

The third key principle in the research process was the careful consideration of the role of the 'author' who was consistently engaged in a process of action and reflection as described by Matusov and Pease-Alvarz (2020). This process included a personal reflexivity throughout the process, and, via research memos,

the honing of new understandings prompted by 'voices' from the research participants or from the continued study of the literature and my own sensuous engagement with what I was seeing, hearing and experiencing.

This understanding of the role of the 'author' took on a new perspective when participants began to describe God's role and influence in their lives, on the functioning of their organization and in their sense of commitment to a school or a people. This opened the door to the consideration of a new aspect or prayer as dialogue and by association, the potential for a different understanding of trust and commitment.

In the research process, themes that were connected to the research questions or that were emergent, would then be integrated into the dialogue in the next focus group who could confirm emerging understandings or offer fresh perspectives. Even though critical incidents related to trust formation were used to stimulate discussion, the discussion points and questions for each focus groups would not be the same and agendas would become adaptive over time. For example, emergent themes or discussion points in NIBS Focus Group 1.3 in January, along with my reflections on those exchanges would crystallize the agenda and questions for NIBS Focus Group 1.1 that followed in February.

A visual analogy would be to see the dialogical approach as an Olympic torch that was lit with the background in the literature which formed the research questions and then passed to participants in a dialogic event, such as a group interview, and passed back to the researcher in the interim phases for reflection and analysis. This was then passed to the next group or individual interview in

the chain. The final outcomes, presented as findings in the thesis, were the current understandings of the main themes and research questions, co-constructed with the literature and with the voices of the participants in the research. On reflection, this was an effective way of capturing a snapshot of what Friedman described the 'authentic human life' (2001, p27) present in those organizations in that space and time.

4.7 Data Collection

At the original planning stage, the study design planned to use three different types of data collection. The first was intended to be the analysis of the transcripts of the discourse that took place in faculty meetings within each school. The second was the transcribed data collected from group or individual interviews and the third was exit meeting with the senior manager or managers at each school. This was to be more of an exit meeting than an interview as it was intended to give an overview of themes upon which the senior managers could comment if they chose to. I did not wish to put the senior manager at NIBS in an awkward position as I was employed there at the time. I also did not want the Senior Managers to feel that the research was undermining their authority. Therefore, the meeting was more of a presentation of results and an opportunity for associated conversations.

In the actual research process, there was a difference in the planned intent in terms of the order of events and how the actual research process was undertaken.

To illustrate the group interview, individual interview and faculty meeting observation scheduling, the 'original intent' schedule is shown below.

For all the schools involved in the study, the ideal or draft plan research schedule was intended to look as follows for both schools:

Stage 1	Focus Group Interviews with three groups. 1 st year teachers, 2 nd year teachers and 3+ years teachers
Stage 2	Faculty Meeting Observations
Stage 3	Interviews with Managers
Stage 4	Follow-up focus group interviews with the same groups: 1 st year teachers, 2 nd year teachers and 3+ years teachers
Stage 5	Exit meeting with Senior Managers

Originally, I had also intended to hold an open group interview towards the end of the process for any participants who were interested in discussing findings prior to the exit meeting with senior managers but, to preserve the confidentiality of participants I decided not to proceed with this meeting.

NIBS was chosen as an appropriate school to be included in this study as I had easy access to the participants, it had a variety of nationalities represented at the school and it had a relatively high turnover of teachers and managers.

After permission was received from the senior management team to conduct research and consent gained from the participants, I set about forming the groups interviews and looking for appropriate times to interview the participants. The intent was to leave a period of time between each interview to write reflective notes and then to form the questions that would be put into the next focus group. This would enable themes to be established and tested within the discussions in the focus groups. The aim was to have a follow up interview with the same focus group after about a year.

Times for faculty meeting observations and meetings with managers needed to be flexible so as not to inconvenience the managers and the participants involved. Participants at NIBS were very willing to be involved in the study.

As the research process emerged my preferred number of participants in group interviews settled on two to four participants. This, I felt, allowed sufficient opportunity for the perspectives of everyone in the group to be included in the discussion.

As the research process started at NIBS, I also sought permission from two other international schools to be included in the study.

The first school, TNIS (Typical New International School) was an intending IB school who had a majority faculty from North America. At the time of the study,

it had been in operation for less than three years. The aim was to form the same research pattern involving: group and individual interviews, interviews with managers and faculty meeting observation process as at NIBS.

The Head of School at TNIS was very open to the research process and granted permission for me to contact the faculty to see who would volunteer to be included. I only received two volunteers from this school. I conducted one, face-to-face interview with a teacher at the schools and another Skype interview. I also conducted a Skype interview with the Head of School. The school was situated about a 50-minute drive away from my place of residence and I could see that access was going to be problematic. As I was evaluating the level of access to this school, I received a more favourable response from the Senior Managers at FFIS regarding accessibility to their school.

The senior management team at FFIS also granted permission for me to conduct research at the school. This school was also located about a 45-minute drive away from my place of residence. This presented problems for access. I was also working full-time at the time of the study and so if I wanted to conduct face-to-face interviews with focus group this would mean that I would need to ask teachers at FFIS to remain behind after work for about a further two hours. This, I felt, would limit participation in the study.

One of the senior managers at FFIS came up with the idea of using time in their training days for my research. This was a generous offer as the school was also preparing for accreditation at the time. I presented my 'ideal' research schedule to the senior manager at FFIS, and he was able to form groups of volunteers that

would bear some close resemblance to the research plan. The group interviews, individual interviews with senior figures and the faculty meeting observations would then all take place in one day. The first set of interviews would be in October 2014 and the second in May 2015. I would then only need to take two days off work to conduct the research process at this school. This seemed to be a good practical compliment to the research at NIBS.

4.8 Reflection and Analysis on Methods

4.8.1 The Actual Research Schedule

Appendix 3 shows the actual research schedule that took place between January 2014 and June 2015. The table below explains some of the additions and amendments that occurred to the intended research schedule.

1	Requests for individual interviews	Some participants, like Florence for example, expressed a willingness to be involved in the study but preferred an individual interview.
2	Follow up interview to a faculty meeting observation	I found it valuable to have an individual interview with a teacher who was in the faculty meeting that I observed. This was in order to share observations or ask clarifying questions related to that interview.
3	NIBS focus group 1.4 added	As the research period crossed over the beginning of a new year, I included a new focus group 1.4 at NIBS who were the new teacher intake who arrived at the school during the course of the study.

4	Sensitivity to participant's individual circumstances	In order to be sensitive to the feelings of participants I changed the second round of interviews with focus group 1.2 at NIBS from a group interview to an individual interview. This was because one of the participants in that group had involuntarily not had his contract renewed during the research process. The other participant in focus group 1.2 also had some issues specific to trust development with her immediate line manager that I felt she would prefer to discuss one-to-one.
5	Lack of volunteers to make a matching focus group schedule at FFIS.	The senior manager at FFIS attempted to keep the same structure for both research days at his school but was limited by participants who were prepared to take part.
6	Unexpected interviews	Some interviews, such as the interview with Elizabeth, one of the founders at FFIS, was not on my original research schedule but was recommended by the contact manager at FFIS. This, however, proved to be a valuable and interesting interview.
7	Unscheduled individual interviews to pursue comments of interest	I conducted some individual interview with senior managers at FFIS in order to follow up on noteworthy comments made during the interviews or to explore themes that were emerging from the data at that school.

4.9 Reflections on the Research Schedule

The following section contains personal reflections on the research schedule.

4.9.1 Interviews as Trust Building Exercises

I was employed at NIBS at the time of the research schedule and so the participants were also my professional colleagues. As it was a small community, I was also aware that many people employed by the school knew that the study was taking place. There was a tangible sense of pressure in the first group interview at NIBS to show that the process would have sufficient rigour but also that the perspectives of participants were being included as part of the dialogues within the focus groups. Participants needed to trust that I was going to use the information and comments that they gave me with sensitivity. Given that the discussions were about our employers and managers. As such I felt the need to establish a good 'reputation' for myself and the study early in the research process.

At FFIS, I found that the first round of interviews also acted as part of the process of trust development. The participants were forthcoming, but that early stage of the process was a way for them to get to know me better. The second day of interviews at FFIS was, as a result, easier than the first and the participants were more forthcoming.

4.9.2 The Immediate Short-term Post-Interview Phase

At NIBS, the research process attracted a lot of interest and I felt that it was especially important that I did not reveal any of the contents of the group

discussions. The fact that confidentiality had been respected was important when participants came to agree to take part in the second round of interviews.

On a number of occasions, I found that some participants made telling and quite surprising comments immediately after the microphones had been turned off. This suggests that for those participants their contributions remained quite guarded. It also made me question the validity of what they had been saying. As if, for some participants, the interview process had contained an element of performance.

4.9.3 Utilizing Time Between Interviews

The group interviews tended to last about an hour and ten minutes. This was a reasonable amount of time so as not to inconvenience the participants in their busy schedules. I found that the interviews contained a great deal of valuable data and often new themes or critical incidents would emerge from the discussions.

The time between interviews was therefore very valuable time to write reflective journals that would help identify emerging themes and fine-tune questions for the next focus group interview. I also found that the time after the focus group interviews was valuable time for considering the characters of the participants involved or if one particular participant had identified an issue that needed to be explored further. In this sense the focus group interview could be linked together as an ongoing dialogue.

4.9.4 Change - The Ideal Number of Group Interview Participants

The numbers of participants in the groups varied from two in the smallest group to seven in the largest. On reflection, I considered two to four to be the optimum number. Any larger than this and I felt that some participants did not have sufficient opportunity to involve themselves in the dialogue. This could leave participants feeling reluctant to participate when the group regathered for the second time. Focus group 1.2 at NIBS that contained two participants was the most successful in the sense that semi-structured spontaneous dialogue between the two participants took place.

Focus group 1.3 at NIBS (4 participants) was also successful as the participants had been colleagues for over three years and the atmosphere was quite relaxed. Participants in focus groups 1.1. and 1.4 were perhaps constrained a little by the presence around them of relatively new colleagues in the same group.

4.9.5 Challenges - Interviews with Senior Managers at NIBS

As a participant researcher, I felt constrained when interviewing senior managers at NIBS by the fact that they were also my managers at the time of the research. Steps were taken to lessen the impact of this by not interviewing my immediate line manager and head of section but only the heads of section of the two other sections in the school. However, I did feel that it was not possible to follow some lines of questioning that I would have pursued if I did not have a professional obligation. The interviews were still valuable, and I could approach them with valuable insight into the kind of issues that the school was facing at the time.

4.9.6 Individual Interviews - Preparation and Depth

Individual interviews gave the opportunity to cover the range of questions in a much faster period of time. As such, they were more appropriate for participants with busy schedules. I felt that being part of a focus group gave participants more of an opportunity to think about what they wanted to say and contribute at an appropriate moment. Individual interviews were clearly more appropriate for the discussion of issues of sensitivity, for example, when a participant had a strong feeling of distrust towards their immediate line manager.

4.9.7 Interview Skill Development

I feel that my experience in educational administration gave me a good initial skill set to help conduct effective interviews. During the research process, I developed more of a willingness and greater confidence to enable me to be to be reactive to what was said. I also realized that the interviews were valuable opportunities to gather meaningful data and so it was necessary when appropriate to press for information or opinions without offending or being too blunt in order to ensure that the topics were covered, and valuable perspectives were gained related to the research questions and the emerging issues identified by the participants.

4.9.8 The Value of Social Contact Between Interviews

There was a clear difference in the receptivity of participants between the first round and the second round of interviews at FFIS. This is not to say that the first round did not contain valuable data, but I felt that the first-round interviews also acted as trust building exercises. Participants at FFIS also had the opportunity

to see and meet me socially on occasions in school and church related functions in between the two interviews. I felt that this also helped in the trust formation process.

The reason why the research process at TNIS was halted was because I had no contact, either professionally or socially with the participants. I had only met one of them for a face-to-face interview and the other two interviews at TNIS were conducted via Skype. There was no sense of connection or personal experience with the school or the participants within it. Besides, the number of participants in this school who volunteered to participate was just too small.

4.9.9 Flexibility when arranging Interviews with Senior Managers

I found that Senior managers at schools were very busy people and that interviews for research purposes were quite low on their priority list. As such, a Skype interview offered more flexibility in terms of when I could be available to meet their schedule. This was particularly useful in this case as FFIS was a forty-five-minute drive away from my place of residence.

4.9.10 Flexibility Regarding Questions About Critical Incidents

I felt the need to be flexible in the interview process to enable participants to tell their own stories related to critical incidents and also the stories of their schools from their own perspectives. Generally, in preparing for interviews, the number of questions that I would prepare reduced as the process went on. I sought to link themes from previous interviews and give opportunities for new themes to emerge. This was also allied to my increasing confidence in being reactive/responsive in dialogical exchanges.

4.9.11 Change in the Plan to Give Feedback

Initially, I intended to hold a final group interview that would be open to all the participants who had taken part from that particular school and use this as a way to provoke dialogue related to the initial findings. However, I soon felt that this would compromise confidentiality and this plan was abandoned. Similarly, the exit interview with the Head of School at NIBS was more of a conversation to gain his perspective than a presentation of findings. I had a presentation prepared for any participants who requested feedback that gave a summary of the whole process and of the initial findings. This presentation was given to participants on request.

4.10 Limitations of the Study

The limitations of this study are the need to bear in mind the specific context, in place and time of the two schools that formed the study. Also, the success of the focus group interviews depended on the participants feeling that they were in an environment where they felt prepared to speak freely and express their opinions. As such, careful consideration needed to be given to the management of the focus group discussions. On reflection, I believe that most participants spoke freely and communicated what they wanted to say.

In general, it was more difficult to obtain in-depth information from the participants at FFIS who knew me, but not very well, than from the participants at NIBS who knew me very well. This is not to say that the participants at FFIS were not forthcoming, but it takes a long time to understand the history and

culture of schools and the themes that are developing within the emerging story of the organization.

In the initial responses, participants from FFIS were far more positive about their school and experience (perhaps viewing themselves as spokespeople for their school) than participants from NIBS. This can lead to the perception and the criticism that the findings presented are overly favourable to one school rather than the other.

What has enabled a sense of balance to this process, is that I, even though I had no plans for such a move at the time of the study, came to be employed at FFIS. This gave me a far more nuanced view of trust, dialogue and commitment in that context. Accepting that it was not at the same time as the study, it did provide an important counterbalance to the unequal amounts of time I had spent in NIBS and FFIS. I had spent so much time in NIBS because I was employed there.

4.11 Ethical Issues

Maxwell (2012) points to research by Christians, 2000; Denzin & Lincoln, 2000; Fine, Weis, Weseen, & Wong, 2000 and describes how: 'ethical concerns should be involved in every aspect of (research) design' (2012) and it was certainly the case that consideration for the protection of the participants was an ongoing concern due to the potential sensitivity of discussions related to management.

However, through careful preparation, the completion of the study did not encounter ethical problems. The professional code of ethics guiding the study was based on the approach that was given by the British Educational Research

Association and ethics approval for this research was granted by The Institute of Education on the 25th of November 2013.

Following the granting of ethics approval, a formal approach was made to the Head of School of NIBS who then referred the application to conduct research to the Leadership council at the school. The Leadership council unanimously approved the request to conduct research on the 17th of December 2013 after reviewing three documents that included: an introductory booklet, the participant consent form and the research schedule.

Similarly, an approach was made to Head of School of FFIS who agreed in January 2014 that his school could be included in the study even though the research schedule for FFIS was not due to begin until August 2014. The fact that school managers were involved at such an early stage in both schools in coming to understand and approve of the research was an important step in establishing openness and helping to establish trust between myself as a researcher and senior managers at the schools.

In this research, the main ethical issues involved: anonymity, risk of accidental disclosure (data storage), risk to the researcher and the key role of gatekeepers.

As I was an active participant in the research in the first case study, particular sensitivity was taken when discussing issues related to management. Again, a positive step in this process was my open approach to school managers and their supportive response from the very beginning of the process. As I was an active participant in the first case study it was planned that the meetings that

were observed and recorded would not be meetings where I was normally directly involved.

Participants were given the opportunity to review transcripts of the focus groups discussions and the opportunity to discuss emergent research findings was given too via the focus group schedule as has been described. No participants took up the offer to review transcripts. The strategy of using an exit meeting with the school Principal or Head of School aimed to provide appropriate closure for the research process as well as allowing for the perspective of the key manager in the organization to be included in the research process. The anonymity of the schools has been made clear during the initial approach to the schools and also the anonymity for participants was guaranteed and explained in the consent forms that each participant signed prior to any involvement.

Care was taken to use the researcher's personal electronic equipment and to store all research related files and folders on home storage systems outside of the school network. A personal printer was used so avoiding the use of school equipment and any risk of accidental disclosure.

4.12 Analytic Framework – An Introduction

Miles and Huberman (1994) and Saldana (2021) provided good guidance on the analytical approach to the data based on coding and identifying themes.

All twenty-nine interviews were transcribed and imported into NVivo 11. The names given to all the participants were pseudonyms. Nvivo 11 also stored the questions for each focus group or individual interview and all the analytic memos.

Faculty meeting recordings were, quite simply, too difficult to transcribe due, ironically, to the plurality and over-lapping of voices! Unfortunately, this made a text analysis as practiced by Hujala and Rissanen (2012) impossible.

The list of headings for analytic memos that emerged can be found in: 'Appendix 5 – List of Analytic Memos.'

Some of these memos were specific to one event, like an interview that was of particular interest, and some memos were sustained throughout the research process.

Richards (2005) describes the approach to coding qualitative data as she states:

'The goal is to learn from the data, to keep revisiting data extracts until you see and understand patterns and explanations' (2005, Loc. 2031). The data was approached with an open-mindedness in the sense that new perspectives could arise from the data. The approach to the constant revision of the data extracts was one that I undertook.

Furthermore, Richards describes how: 'Coding is not merely to label all the parts of documents about a topic, but rather to bring them together so they can be reviewed, and your thinking about the topic developed' (2005, Loc. 2036). The coding process was viewed very much in alignment with the development of thought related to trust, dialogue and commitment in these contexts.

Inspired by a pattern described by Saldana (2014), the coding process developed in three waves. The first wave was first cycle codes, and these were intended to match data directly to the research questions. The list of first cycle,

emerging issues and second cycle coding can be found in 'Appendix 7 – Data Analysis Codes.'

During the data analysis related to the 'First Cycle Codes' a new set of codes were formed that came under the category of 'Emerging Issues Codes.'

On reflection, although some of the codes have been categorized as 'emerging' they are not far removed from the issues and problems that were highlighted in the literature review. For example, impact of accreditation, openness, community and mission would fall into this category.

However, some themes came through with a surprising resonance and these included: empathy, forgiveness, insecurity, misled at interview and respect.

After the process of first cycle coding and emerging issues coding had taken place, and after a period of reflective distillation, I then read through all the interview transcripts again and coded them according to an additional set of codes that came under the heading of 'Second Cycle Codes'.

Put very simply, the first cycle coding headings were related to the research questions to ensure that each research question was given sufficient focus.

Saldana (2014) describes how:

Thematic analysis or the search for themes in the data is a strategic choice as part of the research design that includes the primary questions, goals, conceptual framework, and literature review (2014, p177).

That is the process that was undertaken in this study. The research questions will be specifically addressed in the findings section. The 'Emerging Issues' and

the 'Second Cycle' coding provide a good bridge and interesting material for the discussion chapter and the concluding chapter of this thesis.

4.13 Emerging Themes in the Research Process

The following section will briefly introduce six themes that were emergent or that gained significance in the research process. The six themes are: counteracting insecurity, possessing authenticity, supporting in orientation, communicating consistently, demonstrating love and understanding the complexity of commitment.

4.13.1 'Counteracting Insecurity'

The sense of insecurity that leaders and Managers can feel when talking and interacting in formal meetings emerged as a key finding in this study. The fact that leaders and managers expressed this feeling was important as it can be linked to isolation and the potential limitations and risks of making decisions in isolation.

The key question is, what can be done to enable Managers to get to the point whereby they freely engage in dialogue without the sense of being critiqued or evaluated which emanates from this sense of insecurity?

The sense of insecurity amongst teachers can also lead a to a guarded communication climate, as teachers feel vulnerable to scrutiny.

4.13.2 'Possessing Authenticity'

Authenticity emerged as the key personal attribute in enabling trust to grow. This was connected to dialogue as authenticity is evaluated by observing a match between words and actions in the personal exchanges and in public exchanges.

4.13.3 'Supporting in Orientation'

The initial phase on arrival at the school was identified as being a key phase in making lasting impressions on the teachers both positively and negatively. An evaluation was made by participants to see if the 'psychological contract' i.e., expectations at time of interview matched the reality. Orientation was also an opportunity for the school to go the 'extra mile' to establish support for the new members of staff.

4.13.4 'Communicating Consistently'

Consistency was linked to authenticity in this sense. A person's genuine character could be determined over time through repeated interactions and participants described how repeated interactions were crucial in the development of trust. Accurate and consistent communication at a professional level was also required so that teachers felt that they had sufficient information to fulfil their roles professionally.

4.13.5 'Demonstrating Love'

'Love' was a concept that would divide both schools within this study. In NIBS, it would not be appropriate to discuss the relationship between staff and students in terms of love. But love for students and colleagues was a high-profile word in the vocabulary of participants at FFIS. The value of this word is that it helped

describe the motivating factor behind the teacher's actions. A teacher who 'loves' will want to go the 'extra-mile' for the student or their family. Love necessarily had a connection with commitment. It should not be short term or easily dissuaded.

4.13.6 'Understanding the Complexity of Commitment'

This study will show how the concept of commitment was interpreted in many ways by different participants in both schools. Participants talked about the many different factors that influenced their sense of commitment. In this sense, an understanding of the complexity of commitment served as a reminder that these organizations, sometimes large in number, contain individuals who each have a different story and to understand, manage or lead these organizations effectively requires a respect and an openness to the many different perspectives and experiences within the school.

These findings will be discussed in much greater detail during the findings chapter where the data related to each research question will be presented.

5 Chapter 5: Main Findings of the Research

5.1 Main Findings of the Research: An Introduction

The findings of the research will be presented in the order of the research questions.

Research Question 1: To what extent and in what ways does an open communication climate, where there are opportunities for meaningful dialogue, lead to stronger trust-based relationships and a stronger sense of commitment and engagement for teachers and managers in these schools?

Research question 1 encapsulates the main themes found in the study as it relates to trust dialogue and teacher commitment. The findings in this section will alternate between those from NIBS and those from FFIS.

The findings for this question will discuss the theory of the simultaneous loss of trust that emerged from the participants at NIBS. The findings related to the presence of one family in key positions at FFIS will then be presented.

The key findings related to the notion of 'commitment' will be presented from both schools. These will show that commitment can be interpreted differently by different individuals in different contexts so encouraging an embrace of complexity in order to better understand what this important concept means to individuals within international schools.

The findings related to the emergent theme of 'servant leadership' will be presented from FFIS before a brief summation of the data related to engagement in both schools.

Research Question 2: How does the management of meetings and opportunities for dialogue with senior managers in these schools influence the development or not of trust-based relationships?

The findings related to research question 2 will focus on the connection between dialogue in formal meetings and the decision-making process. This will then be followed by the findings related to the impact of different manager's personalities on the discursive environment. The findings related to a manager's sense of being evaluated in formal meeting and the emerging theme of insecurity will be presented. Before, finally, the value of opportunities for dialogue with senior managers will be discussed. For all these findings, the data related to NIBS will be discussed first followed by the related findings from FFIS.

Research Question 3: What do the participants in this study identify as being the key characteristics required on an inter-personal level for the formation and development of trust-based relationships?

The response to research question 3 will begin with the presentation of the findings related to shared values and trust formation that were identified by participants from NIBS. The findings will then show how participants at NIBS considered how trust development was stronger with an individual whose 'heart' was in the 'right place'. The dialogue at NIBS wove through elements of ethics and morals before identifying the key individual characteristic of authenticity.

The findings related to openness, transparency and authenticity will then be presented from the participants at FFIS. Two significant sub-themes related to

anger and self-control (that emerged from NIBS) and love (that emerged from FFIS) will be presented at the end of this section.

Research Question 4: What incidents have taken place in these schools or what reasoning have teachers and managers employed in the process of development from one level of trust to the next?

In presenting these findings, related to key incidents in the development of trust, the findings related to NIBS will be presented first followed by the findings from FFIS.

At NIBS, the impact of gossip on trust formation will be explored along with the lasting legacy of a past serious complaint against a senior manager. The impact of expectations established at an early stage of a teacher's association with the school will be presented.

The focus group data showed that critical incidents at NIBS were seen to include verbal clashes in formal meetings and the impact of one such exchange will be explored using the data from that school.

At FFIS, critical incidents were interpreted more in the sense of incidents or challenges that the whole organization faced in its development. These included a re-evaluation of the orientation process, a change in expectation regarding compulsory Church attendance and the impact of an accreditation process.

An example of a critical incident at an inter-personal level will also be presented from FFIS. This will show how the Christian ethos at the school is inter-woven into the levels of interaction within it.

The detail of the findings related to the research questions will now be presented in order.

5.2 Findings Related to Research Question 1

The purpose of this study was to explore the links between trust, opportunities for dialogue and a teacher's commitment or engagement to their school. The theory was that a more open communication climate, where teachers felt that they had opportunities to express their thoughts and opinions, could lead to greater commitment and greater engagement with their roles whilst they were still in post.

Whilst confirming the importance of trust and the benefits of constructive dialogue, participants in the study presented a more nuanced and complex understanding of the notion of commitment. The findings related to these will be presented in this section.

At NIBS, participants described a 'simultaneous loss of trust' that they had observed amongst new hires and the reasons behind this were explored and will be presented here. At FFIS, the findings related to the communication climate will describe what participants saw as the benefits of openness and issues related to the presence of one central family within the organization will also be explored. The belief that God was actively participating in the assignment of people to the organization will also be described.

The focus of this section will then change to notions of commitment and how they were described in both schools. A new theme of 'servant leadership' will be

presented as this emerged from the discussions at NIBS. Finally, findings related to engagement at NIBS and personal responses on the part of teachers to seeing high levels of engagement amongst other faculty at FFIS will be explored at the conclusion of this section.

5.2.1 NIBS Communication Climate: 'A Simultaneous Loss of Trust.'

An annual change in faculty has been identified in the literature as being a consistent feature of life in the International School. A recurring feature of the professional life at NIBS would be a new intake of teachers and administrators at the beginning of each academic year.

Stuart, from his perspective as a long-term member of staff, makes a telling observation regarding the patterns of enthusiasm that he has observed with the new intakes.

Stuart: I've been here long enough to see several sets of new staff come in and one thing very specific about here to do with trust is that there is always a very high expectation when you come here, and it takes a certain amount of time when you suddenly notice all the new staff have simultaneously lost trust in something specific to here...

This theory of a simultaneous loss of trust then became a theme that was explored in the ongoing dialogue in the focus group and individual interviews that followed at NIBS. Stuart continues to offer the reasons behind this observed phenomenon:

Stuart: ...reasons for that such as people have been told that they have this job, and they get here they here that the job has changed and they are not teaching or that they are teaching something else or that the job description wasn't accurate and they are being asked to do something they were not told about or they were sold something that turns out not to be here when they arrive. They were

told the setting is like this when it is not. I think there can be a kind of desperation to get staff in and at the interview process often the school may oversell itself...When they come here, they say 'hang on we were told this or that and we didn't get it. I was given this job and I haven't got it.'

Stuart occupies an interesting position in the social functioning of NIBS. He was a teacher and facilities manager, yet also chaired the staff social committee and responsible for organising school social events. Stuart was also the staff representative on the school Special Consultative Council. Stuart acted as a social informal 'sounding board' for several teachers and even for the Head of School. His unofficial role meant that he was involved in contacting all newly recruited staff to answer any questions that they might have about their impending move to the school. This initial stage of contact and the way that expectations are set emerges as being significant in this study. Stuart's role as an informal trust facilitator is also of note.

An example of what Stuart is identifying regarding expectations is given by Caitlin who was a teacher in the first-year focus group. She is also reflecting on the communication climate.

Caitlin: But then the communication has to go both ways, I mean openness helps but sometimes you feel that you are not heard, you are just told something. I had a very similar experience I applied for an Art job, I teach more English than Art right now but that's OK because I know it's a small school and everything ... but they really upset me early on because of all the marketing stuff, trying to force you into a mould that you don't fit because the last Art teacher was a graphic designer and was happy to spend all hours doing that and I said right from the start 'I am not a graphic designer' but that's not what people heard and I was really forced into that and I honestly thought maybe I should go at Christmas and I was just looking at my priorities because after what happened last year you look at what you need don't you and what you want from a school when

you reflect on your other experiences and I thought you know I have tried to communicate, I am not happy with this, I was just hitting a wall and finally, eventually it did kind of get resolved but that showed me something that was a little bit scary – I mean I am ok now but that really knocked my enthusiasm, I was pretty miserable then, that wasn't very nice.

Here we see a clear example of what Stuart describes. A teacher arrives at the school and is given a slightly different role to what she expected. She is sympathetic to that because she appreciates the size of the school. However, there are communication issues related to the process of assigning additional responsibilities, in this case, the designing of marketing materials. The impact of this is significant as Caitlin considers leaving the school at the end of the first semester. Therefore, the potential impact on teacher commitment of such incidents is very clear. The incident is described as 'scary' and how it made her feel 'miserable.' Caitlin did eventually complete her three-year contract. However, this incident shows a clear connection between trust, dialogue and commitment and the potential impact of trust and communication on the quality of lives of teachers in international schools.

The impact of cases such as Caitlin's was discussed by Anna and Mitchell in their second-year focus group who are discussing the role changes that some new teachers had experienced.

Anna: I understand that they probably have their own reasons why they have been changed, it is not just that they are bad guys in doing this but still what is the chance that they are going to keep other promises if they did not fulfil this one which was quite important.

Mitchell: If you hear about it with other people. It really does not do your faith in the hierarchy much good does it? As you say if they do it to someone else who is to know when it is your turn.

Researcher: And that creates tensions?

Anna: Yes, and insecurity.

Anna identifies how the reasons behind the decision were not clear and openness in the decision-making process emerged as a significant feature of trust formation in this context. The emerging theme of insecurity will be discussed at greater length in the discussion chapter of this study.

Part of the phenomenon that Stuart is describing can be the realization that a teachers and managers impact will be quite limited in such an environment. This was alluded to by Martin, who was a long-term teacher and manager at the school. He is discussing the potential financial rewards on offer at the school. He states:

Martin: I think in a way the school is what you make of it...we have been here for five years and so we have contributed and been part of it but there is also the fact that you have to admit that your impact only goes so far. There are many other factors that influence you're staying, yes, you try to do the best you can with what you have got.

This sense of feeling that participants felt that they only had a 'limited impact' emerged as a theme for the long-term faculty and seemed to dampen their enthusiasm for the school. The financial incentives did not seem to compensate to the extent that long-term faculty could state that they were satisfied with their contribution to the school.

This simultaneous loss of trust and the realization of limited impact led to frustration that then fed into the social environment at NIBS.

Florence, a teacher from the first-year focus group, when reflecting on the process of her recruitment and arrival at the school stated:

Florence: There were severe communication issues especially for a school that is so small, and it seemed like most people did not know what was going on.

Florence then presents a strong view when she reflects on the opportunities that exist for dialogue or to express her opinions within this climate. She states:

Florence: Only to an extent and in certain crowds...There are some professional co-workers to which I feel I can express my opinion or concerns and it may be that I would be heard and others it's more like you are speaking to a brick wall and therefore the dialogue is pointless because there is no dialogue it's really a monologue because it is not even heard and therefore by definition it is not communication.

Florence is here identifying what she sees as the limits to her 'voice' in this context. As she feels that she is not heard in some sections this leads to the formation of sympathetic groups or as Florence terms 'certain crowds' where she feels that she is being heard. The formation of sympathetic groups of 'friends' who interacted at both a social and professional levels emerged as a significant feature of the communication climate at NIBS.

5.2.2 FFIS: Communication Climate

A question was put to Sophie, the Elementary Vice Principal at FFIS, about the openness of the communication climate at FFIS and if she felt that she had opportunities to express ideas or concerns and problems.

Sophie: Yes, especially, maybe two years ago in my first year just being able to share different programmes, different assessments, different tools, being able to come and say 'Hey, can I present this

to you, I'm looking into this programme' I can't think of any time that it he has ever said no. He would hear us out and we would bring him any documentation that we had to show him, and he would help us, and it was worthwhile.

The 'he' that is being referred to here is William, the Chair of the Board and this helps to signify an openness to new ideas and initiatives within the organization. Byron, a senior manager at the school, also describes the relationship and the communication climate at this senior level.

Byron: I think there is one of our tag lines at school, it's not just a school we are a family and there is an aspect of that there is an openness. He is very accessible, I think most Chairmen of Boards or former Founders might have gone on to start a different career of moved on to a new school, he is still very much here in a role, he still has some oversight, but he doesn't micromanage and him being here has provided us with an opportunity to talk with him as we see fit.

Byron is here describing the family ethos at the school and the accessibility of the Chair of the Board. Opportunities to dialogue with the Chair of the Board were described along with the description that he doesn't micromanage. This was significant as the school website devoted a considerable amount of space to marketing the Chair of the Board's experience and credentials in education.

What is of interest is that William, the Chair of the Board, despite having a very public role as a communicator when preaching in the international Church presents a different aspect to his personality when in private. He describes how his personality is more that of a listener and that he does not view himself as being very active in group communication settings. He describes:

William: It has probably in my life been an area of weakness and it is something over the 20 years that keeps getting enforced that communication in both directions, my communication with those

under my authority and communication from those under my authority, that is the key to everything.

Clearly, the sense of authority and responsibility for his organization are strong principles in guiding William's involvement in his organization. It was notable how William was willing to openly discuss what he perceived to be his weaknesses as an overseer.

5.2.3 FFIS: The Founding Family as an Inhibitor on Dialogue?

Bearing in mind the presence of one family at the core of the organization at NIBS the openness of the communication climate was discussed with teachers to see if the presence of the family inhibited dialogue within the organization.

The question related to this issue was put to the focus groups and there was no indication that participants found the presence of the family limiting or exclusive.

This position is given by Brenda:

Brenda: I was actually in fear at my orientation as I learnt 'oh you're a Fischer, and you're a Fischer and you are all Fischers!' My friends are Fischers! I went to college with a Fischer! And I had zero connection but as the couple of months have gone by none of those fears have played out – absolutely none. They are so open to hear the opinion of their teachers and by investing in their lives by going out with us outside of school and things like that – it is just not intimidating. It is not oh you're not on the inside circle or – I haven't experienced any of that.

Brenda raises the theme of openness and 'investing in their lives' and this theme of teachers feeling that they are being 'invested' in will emerge as being a significant theme with regard to the faculty at FFIS.

5.2.4 FFIS: God's Influence on the Functioning of the Organization

The question of sibling rivalry among the Fischer managers was also put to Hannah, a member of the family and an Elementary teacher and to Ethan, the Head of School.

Hannah: If it would ever be an issue then it would be with my family because we are ridiculously competitive! But, like, I can make jokes about Ethan being Head of School, but I think it is definitely a blessing of the Lord that we have very specific roles, and it is easy to see why there are distinctions in roles. Ethan has been here so much longer than me and James, so it makes sense that he has that role. He isn't the oldest, the oldest here is my sister, but Ethan has been committed to the school almost longer than she has and Ethan is the next and then James and then me. When it comes to educational backgrounds and just strengths, I think it makes sense and it is easy to understand why the positions are as they are.

This statement is significant because Hannah is describing how her Christian beliefs help her understand the functioning of the organization and the interpersonal dynamic within it. Here, because of God's influence, she sees that despite being very competitive individuals the siblings fit into roles that help the effective functioning of the organization. Ethan's long-term commitment to the school is highlighted here and this visible sense of Ethan's long-term commitment to the school becomes a recurring theme for participants at FFIS. The same question, regarding the presence of the family in senior roles at the school and the potential for sibling rivalry was put to Ethan, the Head of School.

He describes:

Ethan: It really is a beautiful thing, I think it is border line on a miracle, because if my other brother who was also here for a very short time and if he were in the same dynamic and if he was in this administrative mix then there would be some of those issues

because of personality, and I don't think it is coincidence because I think my father is a very wise man the position that he chose of me being here with my sister, not being in leadership but just being a part time teacher and then my brother being in the position that he is and my being in the position that I am it is because it works best that way with our qualifications but also personality wise. So, if you had a different scenario with the same siblings then there could be some issues there but strategically placed it really works.

Again, the description of 'almost a miracle' points to the openness of the understanding of God's active participation in the function of the organization. Ethan points to the 'wisdom' of his father William in strategically positioning his children in the school. The theme of wisdom emerges as being significant in understanding the functioning of FFIS due to the presence of highly experienced and respected figure, William, as overseer of the school who held not only an executive role in the functioning of the school but a pastoral role in the spiritual development of the community.

5.2.5 NIBS: Commitment

The whole way that the idea of 'commitment' was viewed changed during the study. At first, commitment was viewed as the length of time that teachers and administrators were prepared to remain with an organization. This chapter has already shown that the reasons for an ongoing commitment in terms of time can be many and varied. Participants in the study revealed how an understanding of 'commitment' can have greater subtlety and be more nuanced and help to give greater revelation into the lives of teachers in these contexts.

Cecelia was a senior manager at NIBS who was seeking to end her contract with the school. She describes how her commitment to the school is governed by: 'personal circumstances.' She describes:

Cecelia: In my position I have a daughter who is in Grade 11, and she has done half her IB and passed, that is a powerful thing. I don't want to screw up her career and the rest of her life finding new schools, but it is getting frighteningly close to me saying screw it, she can do another two years.

Again, the major impact of the breakdown in trust-based relationships is evident here and results in a teacher facing a significant decision. Cecelia remained at the organization until the end of the second year, so leaving a year before the official expiration of her contract. The impact of family concerns is also described by Marlon who was a senior manager at NIBS. He describes how:

Marlon: Part of my decision depends about my wife; we make that decision together because we have a new development in the family.

And also, by Florence:

Florence: I don't intend to resign a contract after this year or anywhere because I want to start a family.

Finally, Peter, a teacher and middle manager from the USA summarises his thoughts about ongoing commitment to the school.

Peter: Yes, it is a beautiful campus, because there are two of us, we are well paid, the insurance works, the cheques clear, there is a swimming pool, the food is good probably you become happy and if you get a little frustrated you can still say hey its pretty good and you find a way to being happy but for some reason it's not working out that way.

Peter highlights some of the features of life at NIBS that should make it a happy environment for the professionals in the community. But, as he states, 'for some reason' the final ingredient for the happiness that he seeks is proving illusive.

This echoes the statements made by Martin earlier in the section regarding 'limited impact'. It is my belief that in the quality of the human relationships in the organization founded upon trust that can help ensure that teachers have a more satisfactory and rewarding experience in the international school regardless of their eventual length of association with the organization. That is why the study of trust formation in this context is so significant.

5.2.6 FFIS: Commitment

In the same way as the themes of commitment took on greater complexity and subtlety at NIBS, the participants at FFIS also revealed beliefs, personal motivations and challenges that related to their ongoing association with FFIS as an organization. The research process started at FFIS with interviews with the founders and so the notion of commitment related to beliefs will be explored first. Then the challenges to commitment for faculty will be discussed.

A deeper understanding to the notion of commitment emerged in the first interview with Elizabeth who is a founder and the wife of William, the Chair of the Board. Elizabeth was asked about her thoughts regarding commitment to the organization and if there was ever a time when she felt like giving up or moving away. She states:

Elizabeth: I really didn't want to call myself a co-founder because Jesus Christ is the founder and so we know that and there were times that we were so discouraged because of influences and pressures and but it was always that we are just doing this because we have been instructed to do this and this is our calling. This is where God has put us so I never really thought about quitting; I can truly say I never did. There were times when the Government came in here and, you know, were examining our licence and all these things, they came and we dealt with the Fire Department when we added on to this building, and they would change things after we

had done things, all of those things are discouragements but in all those situations I could always look at our children – I could always look at our students and I could see that they were, I could go to bed at night and I knew that they were being taught exactly the way I feel that is right. So, I think that is why I didn't quit, I think if I had stayed in another environment another educational system then I would definitely quit. Just simply because it was so hard for me to support something that I didn't agree with.”

This statement is revealing in many ways.

First, it highlights some of the difficulties and challenges associated with international education, particularly with establishing a new school in an international context. Here, Elizabeth describes licensing issues and, more recently, the school has had major issues with the lease for the building that houses the Elementary section. These challenges would have caused considerable stress and pressure for those involved in the running of the school.

Secondly, when Elizabeth states:

Elizabeth: I could always look at our children – I could always look at our students and I could see that they were, I could go to bed at night, and I knew that they were being taught exactly the way I feel that is right.”

This shows that she has a very strong personal idea of what is right and had in mind an approach to education that she believes in very strongly. Staying true to and enacting these beliefs helps her to attain a sense of satisfaction and comfort that she was doing her task well.

Thirdly, it links the idea of commitment to a person's evaluation of the educational system that they work in. This is shown when Elizabeth states: 'I think if I had stayed in another environment another educational system then I would definitely quit.' This is particularly relevant as this study looks at two schools that

offer different education approaches and raises the question as to the significance of considering a teacher's evaluation of the education programme that they are delivering when addressing issues of commitment.

But the most telling statement in this extract is when Elizabeth describes how she sees 'Jesus Christ is the founder' of the school. How she feels 'instructed to do this and this is our calling' and how she feels that God has put them in that particular place.

These are very striking statements. Elizabeth sees Jesus Christ as an active, living, and ongoing influence in the development of her organization to whom she dedicates the title of 'Founder.' This, to Elizabeth is a source of encouragement and strength. By stating that she was 'instructed' to carry out her role she raises the idea that she acts in obedience to given directions. But, by matching the word 'instructed' with the word 'calling' Elizabeth shows that that she believes that there is a clear match between the role (founding a faith-based school in this context) and her own (and her husband's) particular skills, passions and areas of expertise.

The idea of 'calling' was reflected by others within the organization. For example, in the focus group interview for first year teachers at FFIS, Barbara states:

Barbara: I wanted to teach, and I liked the adventure of going overseas as well, maybe not this country. The most motivation that got me here was knowing that God wanted me to come.

A further telling statement that links to what Elizabeth had said was made in an interview with Katie, a second-year teacher at FFIS from Eastern Europe. I was particularly interested in Katie's perspective as she was working on a campus where most teachers were from the US. Katie's background was quite different. She was not recruited from the US like most teachers at the school but was a local hire.

In describing her organizational commitment, Katie stated:

Katie: I feel very comfortable in this school, and I feel that there is His presence everywhere here like every Campus here there is certainly a lot of love and respect for each other.

This is, again, a quite striking and unusual statement. It points to how foundational beliefs can have an active and daily influence on how a person perceives their role in the organization and the climate within the organization. Katie connects deeper beliefs and feelings to deeper inter-personal ties as described here. Katie highlights 'love' and 'respect' and those two things that would surely help to bring about organizational harmony and employee satisfaction in the workplace.

In the interviews with Elizabeth Fischer, her strong sense of mission and commitment to the organization were clearly in evident. Later in the interview, Elizabeth talks about the barriers to long-term commitment that exist for some teachers at FFIS.

Elizabeth: A lot of our teachers are single women and so they promise their parents – just let me go to China for two years... A lot of times it is because they are single and there are not a lot of single Christian men here and so they need to go home.

This statement helps to highlight the main challenges that FFIS faces when retaining its staff. Three main challenges emerged during this study. The first is the need to be closer to family in the US or to return to the US with young children, the second is marriage prospects for mainly younger female teachers in a small ex-patriot community and the third will be opportunities for continued professional qualifications and development in the US.

This issue also emerges in the interview with a teacher, Hannah, who had been at FFIS for more than three years. Hannah is also the youngest child in the Fischer family. She stated:

Hannah: I don't see myself moving back to America, I see myself here probably for the rest of my life. Perhaps the Lord will just bring me someone then I will be happy, but I feel that I have the desire to be here.

Further insight into the idea of deeper commitment was gained in an interview with Sophie, an Administrator at FFIS. Sophie has a family connection to the founders of FFIS. Her sister was married to Ethan, the Head of School. Sophie describes how she came to join the school and is talking about the Fischer family.

Sophie: They have been here for about nine years I think so for many years they had been talking to me about, 'you should try China, come to the school' so for many years it was come to China and that they would love to have me and they need people with experience and they were looking to grow and looking for leadership and they thought it would be great but for many years it just wasn't the right timing, and then three years ago I felt that the Lord was telling me that it was time. So, I came after many years of them trying to persuade me.

When Sophie describes here how 'I felt that the Lord was telling me that it was time' it again highlights the significance of considering a person's foundational

beliefs when looking at commitment to an organization. Here we see evidence of a broader 'dialogue' that inspired Sophie's initial commitment to the organization.

5.2.7 FFIS: 'Investing In' – Servant Leadership

Several participants at FFIS referred to the fact that they felt 'invested in' by Senior Managers. An example of this is this statement made by Michelle:

Michelle: I think as a new teacher and having worked at other places where you get told one thing and then your boss doesn't follow through and then you just feel that you can't trust your boss, this is the opposite of that, from what I have experienced. I know that Sophie does care, and she has invested in me and that when she says something she is going to do it and so that speaks volumes to me and that makes me think that this is a place that I want to work at, it is an enjoyable job for me.

Michelle is identifying the notion of the 'follow through' as being significant and relates this directly to trust formation. The link is made between the spoken word and what is enacted. This creates an enjoyable work environment for Michelle.

Similar sentiments were expressed by Hannah who is considering discussing her long-term commitment to the school. She states:

Hannah: The more that they are investing in you the more kind of ties that you will have to them and to the school.

Hannah is not just referring to investment in a financial sense but to time spent in coming to know and understand her as an individual.

A third participant, Barbara, makes a direct link between feeling 'invested in' and with her ongoing commitment to the school. She states:

Barbara: I must say that I had a lot of friends who were interested in coming and that was one of my main reasons for returning and it

was because of our Admin and how much they invested last year into us, but last year I didn't look at going somewhere else.

Barbara continues to make a very significant statement regarding the way engagement and the approach to working life functions at FFIS:

Barbara: They are such servant leaders, those two, James and Sophie, I think that is one of the reasons that we do what we do it is because they model it to us, exactly what it is like to work hard and to dedicate your life and we are committed to what we see in them.

The idea of 'servant leadership' extends from the Christian foundation of the school. The hard work and dedication shown by the senior managers is appreciated and copied by others within the organization. Their engagement with their roles is acknowledged by others so helping to set the tone in the work environment.

This notion of servant leadership is described further by Kylie who states:

Kylie: I think something that helps the teachers respect them and look up to them is that they don't ask anything of us that they are not willing to do or have it done. I think they take their personal time to read books about teaching or to read books about differentiation. I know this Summer some of them attended a Conference to help them to understand our curriculum better and so, even in their spare time, they are busy trying to be better administrators and we are busy just trying to be better teachers and it just helps us work better together because we are like a team. At times I don't feel like they are above us, we are all working together to just make this school a great place.

Kylie is identifying a team ethos and concludes how the approach shown by senior managers makes the organization seem less hierarchical.

5.2.8 NIBS: Engagement

An element of the focus group discussion at NIBS was a discussion about the potential connection between trust-based relationships and engagement with roles. Participants made in the focus groups made the connection between trust and greater engagement in their discussions. An example is Martin who states:

Martin: I think yes. I think it happens to you...you feel more compelled to do things for people who you have close relationships with. It's not that you feel that you have to do things for people who are not your friends or not close to you, but you would definitely feel inclined to do things for people you are close to.

What is of interest here is that Martin makes the allusion to 'friendship' and the whole discussion of friendship emerged as a significant theme in the study of trust-based relationships at NIBS echoing the 'certain crowds' statements made by Florence earlier in this chapter.

Martin's position is supported by Sally who was a long-term senior manager at NIBS, she considers the example of a manager who she saw as being very effective in the past and states:

Sally: I think you have to have some personality in this school you have to be generally kind and cautious and things but people who work hard and are above in a respectful way will motivate you to work harder...absolutely...so it was more that's what he did for me at certain times working and I would definitely work hard back for him.

Other participants did not make a direct connection between trust and greater engagement in terms of application to the role but saw the benefits of strong trust-based relationships. As Anna and Mitchell describe:

Anna: I don't know if that would be the way I would describe it (greater engagement), but I would be happier and then I would work better just because I have less stress and I am happy and satisfied

Mitchell: ...and relaxed yeah

Anna: – I am inspired. That person would be like a role model to me as a manager, he would inspire me to be better. It naturally just works better if you have that person.

Therefore, the benefits of strong trust-based relationships founded on open and effective communication are potentially greater happiness, less stress, satisfaction, inspiration and a more relaxed work atmosphere.

5.2.9 FFIS: Personal Responses to Seeing High Levels of Engagement

Some participants at FFIS provided some notable statements as responses to what they perceived to be the high levels of engagement and commitment shown by senior managers in the organization. An example is in the following statement from Kylie. She states:

Kylie: I think it is down from like the founders and the administration have created a climate here where the aim is to be the best that you can be for the kids and do your best and so I think the teachers here really, really try that. They are learning and they are doing the best they can to be the best teachers for the kids so maybe sometimes we personalise it and we think that maybe we didn't do the best we could.

As stated previously, this kind of statement could be symptomatic of an organization that contains a high proportion of relatively young and inexperienced teachers. They observe the dedication or engagement of others and are eager to do the best they can but sometimes feel that they cannot match the high standards that they observe.

Similar sentiments were expressed by Brenda when she is reflecting on how she feels when she walks home at the end of the day and if she feels contented with her contribution to the organization. She states:

Brenda: It can change for me. Sometimes I do, other days I make a lot of mistakes and I leave feeling a little defeated and I have let some people down, but I have days when I can teach well and can put into practice new things that I am trying to, and the kids learn, and they enjoy it. Sometimes, I can have a really bad day teaching and things go wrong but then I can talk to somebody who gives me great ideas and encourages me and then I can feel fine.

Here again we see the sentiments of a relatively young teacher who sometimes has the feeling that she has 'let some people down.' Brenda identifies that she does have the opportunity to talk to someone who gives her encouragement and makes her feel better. This emphasises the significance of dialogue with trusted colleagues in helping to improve a teacher's working experience in the international school.

5.3 Findings Related to Research Question 2

5.3.1 Introduction to Research Question 2

Research Question 2 focussed on the management of meetings and opportunities for dialogue with senior managers and how these two things impacted upon the trust development process.

This study had a particular focus on the interactions that took place in faculty meetings as these were believed to be arenas where significant interactions related to trust formation would take place.

Participants in this study from both schools confirmed that the interactions in formal meetings were highly significant in the trust development process. The interactions observed in these meetings were used to draw conclusions about the nature of the communication climate and the trustworthiness of individuals involved in the interactions.

An example of this is in an observation given by Anna, a second-year teacher at NIBS. She states:

Anna: It's interesting for me because a lot of things that we discuss in our meetings are away from my routine life. So, I am more of an observer at the meetings. So sometimes I don't have an opinion because it is none of my concern. But it seems like in our meetings people do not venture opinions for certain reasons. It seems like this year is a little bit different it is like quite dead, and you know it and it is really sad.

The fact that teachers carefully observe interactions and draw conclusions is shown here. Anna feels that the communication climate at NIBS was not sufficiently open for teachers to venture their opinions, and this had left her with a sense of sadness. This was a strong feeling directly related to opportunities for dialogue in formal meetings.

The significance of observing, discussing and reflecting on the interactions in faculty meetings was also given by Helena, a member of the first-year teacher focus group at NIBS. When asked how the actions of managers are interpreted in these meetings she responded:

Helena: Yes. Ruthlessly, I think. It is one of those... it is an arena especially when it is in that AV room (*where the meetings took place*) and I think that you watch them. You watch with scepticism, cynicism, criticism, empathy, understanding, frustration. I think that

those are certainly all the things I have felt observing managers in a group setting.

A formal meeting within a school was clearly an arena where significant actions related to trust were taking place.

The findings related to the management of meetings will focus on four key areas. These are, firstly, the connection that emerged in the focus groups between the management of meetings and inclusion in the decision-making process. Secondly, the impact that the different personalities of managers have on the discursive environment. Thirdly, the sense that managers felt on display or that they were being evaluated will be discussed. Lastly, the potential benefits of opportunities for dialogue with senior managers will be discussed. For each of these four issues, the findings related to NIBS will be presented first followed by the findings from FFIS.

5.3.2 The Management of Meetings at NIBS

5.3.2.1 Management of Meetings and the Decision-making Process at NIBS

In the data collected at NIBS, a connection can be clearly seen between the kind of formal meetings that took place at the school and the decision-making process within the school. This began in the very first interview as Sally, a senior manager at NIBS, who had been at the school for over three years describes:

Sally: Once someone said to me before that our meetings should not really be called meetings, they should be called briefings which I found quite interesting coming from teachers. They don't feel that they are going to get input into the staff meetings and that is obviously a trust issue. Either they don't feel comfortable or maybe managers don't allow the time in the session. Then again, I mean comparing to another manager, with one manager in the past that left the meetings open to discussion there never seemed to be

direction. So, I think that staff have a lot of trust if there can be discussion but then directed discussion to really achieve something.

The identification of meetings as 'briefings' is significant as it suggests that these meetings are more about information transfer than making decisions collaboratively. Sally makes a clear connection with the feeling among teachers that they can't input into meetings with trust.

Sally also identifies that different managers take different approaches to meetings and this suggests that a manager's personality or style can have a significant effect on the communication climate. Sally identifies how directed discussion of focussed dialogue is, in her opinion, the most effective way of managing a formal meeting.

Sally's position is supported by Caitlin, a first-year teacher at NIBS who spoke in a different focus group, who states:

Caitlin: ...then I feel like a lot of the time it is just information going one way and that doesn't need to happen in a meeting ... I don't think it really works.

Peter, another first-year participant from NIBS, makes a direct link between the management of meetings and the decision-making process.

Peter: So, the classic notion here is, and this came up in a meeting the other day that I was in, you want to ask 'are we making a decision' or recommending a decision? Actually, it is always a recommendation.

The identification of the decision-making process and the absence of dialogue is also highlighted by a long-term teacher Edie who states:

Edie: I feel that decisions are made and are presented to us, and you don't have the chance to have input in those things.

This is also supported by another long-term teacher Stuart as he states:

Stuart: ... if you have a school that is a very top down school where decisions are made at the highest level those kind of meetings tend to be more, like Edie said, where the decisions have been made and they are just trying to do something so you agree with something where as sometimes the level of the meeting is about before a decision has been made so it is more of a discussion.

Stuart was a member of the focus group of teachers who had been at NIBS for three years of more.

What has become clear is that some teachers and senior managers at NIBS did not feel that their opinions carried sufficient weight in the decision-making process. This was seen as being detrimental to the formation of trust-based relationships in the organization. The clear link between the way that meetings were conducted, the limitations on the dialogue within them and trust was established.

The key figure regarding decision making was identified by Dora:

Dora: It feels like Glenn (the Head of School) has the over-decision on everything, like he has got the final last say, like he doesn't like bells, so we don't have bells. So, it doesn't matter if ten people in the SLT vote against one that's the way it is and that's the way it will be.

This is noteworthy as the key role of the principal in establishing the climate around trust has been identified in the literature. Dora is stating that the concentration of power within the organization around one person and their dominant role in the decision-making process was an inhibitor in the trust development process within NIBS. The capacity for formal meetings to promote dialogue and nurture trust is therefore limited. As the only person within the meetings who carries the authority to make decisions and execute significant change, according to the participants, was the Head of School.

5.3.2.2 Absence of a Rationale for Decisions at NIBS

Linked to the suggestion that the decisions are centralized around one person, was also the identification that the rationale for the decision that had been made was not always made clear to faculty in formal meetings. This is identified by Anna:

Anna: I am saying that sometimes when I think ‘oh my goodness, why are we doing this, why is he doing this?’ and then I think well you never know. He doesn’t tell us, oh this is my decision by the way, we sometimes don’t know.

Anna continues to make a connection between the lack of information regarding key decisions and the way that that makes her feel about her work environment. She states:

Anna: They don’t have to tell us everything they mean about everything but if the decisions have an influence in our lives – for example if you got hired for one job and then you got another, I think they should explain to you, apologise, maybe down the road or it’s just so bad there that you have no choice or any explanation – nothing. So, it makes it very difficult because you have a bad start, and you don’t know what tomorrow is going to bring. So, it does make for a more stressful environment because you don’t trust them because you don’t know. How can you trust something that you don’t know or understand?

In essence, Anna is describing the absence of dialogue in the sense that there is no explanation or rationale that is being presented for decisions made. Anna is giving an example of being hired for one job and then getting another. This can be seen as a clear violation of the psychological contract. The psychological contract was established in the literature as being an important phase in trust formation. In the trust-based evaluations of a teacher, an apology can have far reaching impact.

Anna makes a connection between the decision-making process, the sharing of information, explanations that aid understanding, stress and the development of trust.

5.3.3 The Management of Meetings at FFIS

Participants at FFIS describe an initiative that sought to increase opportunities for dialogue and devolve decision making within an expanding organization.

James, the Elementary Principal at FFIS, describes an initiative where his fellow administrator in the Elementary section developed a 'Grade Level Chair' role as an additional level of management. He states:

James: I will praise Sophie (Elementary Vice Principal) a little bit because I think that something that has helped all staff...that Sophie started last year here is the Grade Level Chairs which I think has changed because I am in those meetings too with Grade Level Chairs and seeing how her meetings with that team works and I think it has created a culture where there are more opportunities for leadership among our staff which I hope has taken the pressure of both of us too because we are training up teachers to take up the issues or just to be leaders. So I think that has helped the environment and hearing teachers talk, because I know there are times where in a staff meeting no one says anything but whoever is leading and it does mean a collaboration which I think is something that we did here really well ...so I think we are getting more shared remarks that can be used to make decisions and used to guide that group and so I think it is something that is helping trust and collaboration, just team work, team work.

So, James is describing an initiative that devolved responsibility and increased the leadership opportunities for teachers within the organization. This has increased the opportunity for dialogue or what James describes 'hearing teachers talk' and 'shared remarks.' James then directly links this to using

shared remarks to 'make decisions.' James concludes by linking trust with collaboration and teamwork.

The opportunities for dialogue in the meeting structure at FFIS are also identified by teachers in the school. Hannah describes:

Hannah: We have different faculty meetings, and we have all together faculty meetings and then we have small group faculty meetings and so even if you do have somebody who is not outgoing or doesn't want to speak up in a big group, they also have an opportunity in their small group meetings to voice concerns that they might not want to raise in front of everyone. So, I think everyone has a chance in their own security level to say what they need to say.

This echoes the statement made by James regarding the opportunities for dialogue that exist in the grade level meetings. Hannah is also identifying how an individual's 'security level' can have an impact on how they choose to contribute to faculty meetings. Similarly, it could be said that a manager's security level can determine to what extent they are prepared to permit or nurture an open discursive environment. Hannah is identifying how the various opportunities for dialogue in the formal meetings at FFIS seem to embolden teachers to participate more fully in the communication climate in the school.

This is echoed in a statement given by Kylie:

Kylie: It may depend on personality too; I know that for new teachers they're nervous at first because they don't want to say something until they get better at administration of something, but I think over time even new teachers feel more comfortable and they are like 'I don't know if I like this'. It's a very open space where teachers express like 'this is not working in my class' so how can I change it or what can I do different, so I think it depends on personality how comfortable you are but I do feel like in our meetings we have most teachers feel open and that they can say what they want to say.

This statement indicates that it takes time to establish an environment of openness where teachers feel sufficiently comfortable to voice their opinions. The sense that teachers can recognize an open communication climate is described here.

Participants at FFIS also made connections between the management of formal meetings and the decision-making process. This has already been highlighted in the statement given by James. The link between communication and decision making is also made by Sophie. She states:

Sophie: We are talking to teachers, we are listening to teachers, we are asking for feed-back – we are saying, what are we strong in and what are we not – let’s talk about this and let’s work together. So, I think communication and how you present information, how much you get your teachers involved in decision making is huge.

This statement shows that the link between the management of formal discursive spaces and the decision-making process is relevant in both FFIS and NIBS and has a significant impact on trust formation within both organizations.

5.3.4 The Impact of Personality on the Discursive Environment

Participants in the study described how each manager’s personality could have an impact on the relative openness of the formal meetings within the school. This meant that it was not possible to make general statements about the openness of the communication climate within both schools as it could vary within both schools depending upon who was managing the meetings.

The way that meetings were managed could have an impact on the way that participants viewed themselves in relation to the organization – whether teachers felt included or distant. Interruptions and contributions by senior managers in

formal meetings were deemed to be critical incidents that impacted on trust formation and connections were made between such contributions and notions of establishing hierarchy and control.

5.3.4.1 The Impact of Personality at NIBS

The impact of the personality or the management style of the manager running the meeting was seen as being very significant by participants at NIBS. Anna, a long-term teacher from NIBS, is comparing her current and her previous manager:

Anna: It is just two different people. Bruce would be sitting at the back, people were comfortable saying their opinions, like you say, maybe they would be listened to and accepted or not accepted but people were still more keen on saying what they thought than this year. You can see our principal now is in the front, the whole scene is run by him. It's a different management style totally so at this point he is standing big, and we are sitting, and we are small, and it seems like nothing possible can come out of our input – we feel insignificant.

Anna is highlighting the significance of the style of the manager who is running the meeting. The contrast is made between the manager who is standing 'big' and the participants in the meeting who are sitting 'small.' Anna describes how 'we feel insignificant' and this underlines the impact that the management of meetings can have on how participants view themselves in relation to their organization. This also establishes the problem that new managers may face in establishing themselves in new environments, where they can be charged with running meetings where the participants in the meeting have more contextually specific knowledge of how the school runs and functions than the incoming manager may have.

This importance of the personality of the person chairing the meeting is also identified by Thomas, who was a teacher in the first-year focus group at NIBS.

Thomas: I think it depends on the person who is driving or chairing the meeting. I know some people have no problem giving their opinion, but others will expect if my opinion differs from theirs, I know that they won't accept it and they will do their best to prove that I am wrong if that makes sense. So, I would, depending on the person who is chairing the meeting, I would vary how I say what I have to say.

Thomas is describing how he has a cautious approach to venturing his opinions depending on who is chairing the meeting. This highlights that approaches from individual managers can be different within the same school, that each manager can enable their own 'micro' communication climate. This means that it is difficult to make general statements regarding the school's communication climate even within the same school. The impact of individual managers on allowing the capacity for dialogue is significant and is also highlighted by Edie:

Edie: I think if I make a direct comparison from last year my manager then would hand things over to the group a lot more, he would kind of step back and allow our thoughts to come through whereas this year there has been much more of a battle.

The contrast is made between a more open and dialogic style of the management of meetings under a previous manager and the 'battle' that Edie perceives in her current situation. This is a strong word to use.

The significance of the arrival of new managers into the school and the way that new managers position themselves within meetings is also seen as being a feature of the management of meetings at NIBS. Participants in the study made references to some interruptions by senior managers that they identified as being

critical incidents related to the management of meetings.

This is identified by Stuart:

Stuart: Every so often I am asked to lead a meeting to do some staff training things and specifically here at this school occasionally I have found that when I am doing this there are some managers who always have to kind of push you aside a little as if 'well your leading the meeting but I have to poke in here just to show that I am in control and still above you.' That happens. The giggles might reveal a little bit more about that!

Stuart is referring to a tendency for some managers in formal meetings to interrupt presentations. Stuart's description of a critical incident struck a chord with the other members of the focus group.

This position is supported by Sally:

Sally: It definitely establishes hierarchy. There are at times I wonder I was questioning actually does he trust me to run this meeting? I was questioning the trust between the person above and myself...my ability to communicate the information which none of the staff were asking questions about, so I don't know why he was clarifying to them, but he was clarifying!

Here, Sally is describing the interactions in a formal meeting involving the faculty in her section, herself and her line manager who was the new Head of Section. Her sense of frustration at the interruptions is clear. What is also important, is that Sally connects these interruptions in formal meeting with the sense of not being trusted.

Sally's description of event's that occur is formal faculty meetings in their section was supported by Martin:

Martin: Sometimes you want to take the meeting in some direction, you have a plan and then this person jumps in and says something

that is not exactly what you wanted to say or in many situations it is actually quite the opposite of what you were trying to do.

Martin continues to describe why he feels these kinds of interventions might take place.

Martin: this year it is not happening as often as it used to at the beginning of the school year, and I think we had to deal with that as new management tried to position themselves to gain control.

These statements again highlight the significance of the impact of the ongoing turnover of faculty and in particular senior managers in an international school setting. Participants clearly identify the apparent need that some managers feel to establish control and the impact that this has upon the communication climate. The role of the manager in setting the communication climate within the school is seen as being significant by these participants. The personalities and styles of different managers has been seen to influence how meetings are run and the levels of participation within them.

5.3.4.2 The Impact of Personality at FFIS

Discussions around the impact of personality at FFIS focussed on the changing role of William Fischer, the school founder, and his changing role as a result of the accreditation process that the school was undertaking.

The school website for FFIS heavily emphasises the experience and skills of William Fischer, the Founder and Chair of the Board. For example, the web-site states: 'FFIS was started by Dr William and Elizabeth Fischer after decades of experience in teaching and administrating in American school settings.' (FFIS Website, 2017)

From the initial background research, it appeared that part of the research process was to seek to understand the influence that one personality had on setting the climate within the school. It soon emerged that FFIS was undergoing some internal senior management structural changes because of an accreditation process. These would result in significant changes in the school hierarchy.

This process was described by Sophie, when responding to the question of whether the management culture at FFIS was more centred around one individual or a collective group. She responded:

Sophie: Yes, for sure collective. I think a couple of years ago it may have been more individual but now with the structure of the Board and him (William) not being over everything single detail has definitely changed. I think I would see him as very different – this is very unique and you just have to be very careful because if one of you leave or all of you leave, he isn't going to be able to run this thing, he has to make sure that everything is in place to run with or without you. I don't know if it's relative because of the relationship, I am working with my brother-in-law, Ethan and Ethan is working with his brother James and also their best college friend Byron, so it definitely is a team effort. We know William's vision and his heart and his desires for the school and we just respect it and make choices based on that ... I don't know what will happen in the time that we all leave, but there is something very collaborative between us.

Sophie is describing a change of culture from one where William was over every detail to a management structure which is more of a team effort. The presence of family members is highlighted in what Sophie is describing here. The importance of William's vision is again highlighted as being significant in the functioning of the school. Vision is a theme that gains a lot of attention in the dialogue at FFIS. Despite the structural changes the working environment is still

described as 'collaborative'. What is significant is that Sophie is also highlighting the potential effect of transience on the school culture. Indicating that there is a likelihood that this close group, cemented by family bonds may eventually leave the organization.

Hannah, who was the third Fischer child employed as a teacher (not a manager) at the school, also talks about the impact of the accreditation process. She states:

Hannah: I think that something that definitely was incremental in making that change happen was definitely the accreditation. They don't really agree with having like a kingship where one person makes all the decisions and whatever they say goes – it very much has to be a Board and different heads of leadership have to be set up and so that is something that really forced the school into that direction. Whether it was wanted by authority might not be completely true but I think everyone realised that it was the best for the school...He (William) is obviously still Chairman of the Board and he makes a lot of important decisions but I think that it has been an adjustment for him in a good way because he is not so tied to it as he was before but, at the same time, it is certainly an adjustment, that release of power that they had before, but it is definitely for the better.

Hannah shows here that this change of authority structure may not have been wanted by William at the initial stage, but the potential benefits of the change could be seen by her. The effect that accreditation processes have on initiating internal change within international schools is shown here.

The changes to the management structure were discussed in the interview with William. He responds to a question asking if he felt unsure about the changes at first. He stated:

William: Yes, I like to have enough control to know that our purpose, our mission, our goals are not going to change. I trust the

people who are involved here but I also understand that after 28 years of experience in education, in Christian education, I have a pretty good idea of where I want the school to go and like I said I trust, particularly my sons, I have full confidence in them, in their character, in their desire to do the best for the school, but I also understand that they do not have that experience and they can't automatically put everything in that perspective to make some of those decisions but with the balance between the School Board oversight and the information I get from them, that is the key area, to be in constant communication from the Heads of School. As long as I have that communication, then I can feel confident that my level of trust increases particularly as I have that very good communication base. If I don't have that communication, or if I see something happen that I don't know about then my trust level drops significantly because I want to be aware that those things are happening and why they are happening and to be included in the decision-making process.

This statement highlights some important elements related to trust formation.

Firstly, the purpose or mission of the school is not seen as being flexible. At the core of the school there seems to be an emphasis on high trust relationships between family members. A person's character is seen by William as being significant when considering trustworthiness. Communication is seen as being essential for the ongoing success of these relationships. Again, even though he now held the position of Chair of the Board, the significance of being included in the decision-making process is shown to be connected to trust.

The senior managers at FFIS certainly indicated that they were being given sufficient authority in the school structure, but they also understood, as William indicates here, that the mission of the school was not going to change.

Interestingly, sometime after the research process was completed both Sophie and Ethan returned to the USA. This has left only one child, James, involved in the school management structure. He was Head of School but has also since

left the organization. The organization then faced the challenge of adapting to function with a decreased family involvement. This would represent a new chapter in the development of FFIS.

5.3.5 Managers Feeling ‘On Display’ the Public Role and Insecurity

The feeling, among senior managers, related to the sense of being evaluated during exchanges in formal faculty meetings was a common feeling for administrators at both FFIS and NIBS. This sense of insecurity and its relationship to trust became a significant emerging theme during the research process.

This section will suggest that the way that managers respond to feelings of being evaluated can impact upon trust formation, whether they choose to become guarded and not share information or if they pursue openness and vulnerability.

5.3.5.1 Managers Sense of Being Evaluated at NIBS

Senior managers at NIBS discussed the sense of being evaluated in formal meetings. This is shown in the inter-change between Sally and Martin who were both senior managers at the school. When asked about the sense of being evaluated in formal meetings they responded:

Sally: I try not to think about that!

Martin: I think they do!

Sally: They must because I do it to you! It's been a difficult process as well because I am actually giving a commendation we've gone through a difficult accreditation and there are a lot of things that teachers are asking. They are questioning a lot of things we are doing, like why we are doing them, how is this valuable to them and they are looking for that trust because they want to be reassured that they are doing things the right way and that their time is going

to be well spent so it is difficult and sometimes we have to ask teachers to do quite a bit of work so I think that we try to build the trust by knowing that the work we are asking them to do has a purpose and is not just work for works sake or having meetings for meetings sake. You try to use teacher's time to the best we can.'

Sally's quote is important as it highlights the fact that a significant amount of the interactions within international schools can be focussed on an external accreditation or an evaluation process. Sally connects trust with seeking to reassure teachers that they are doing the right thing. But Sally also shows the significance of explaining to teachers the rationale and the reason why actions are being implemented. That their time is being used productively. Teachers are very sensitive about a productive use of their time. This echoes a comment made previously by Anna about the detrimental effect on trust formation when the reasons for decisions was not explained to teachers.

The feeling of unease or the pressure of feeling evaluated or critiqued is highlighted here as being significant for managers. How they react to these feelings can have an impact on trust formation within the organization. They can choose to become guarded and not share information related to decisions, so they are not then open for criticism for potentially making the wrong decision. Or they can pursue openness that may result in vulnerability and a willingness to share in the authority related to making decisions. This connects to the key theme of insecurity that will be discussed more fully in the discussion chapter.

This identification of the significance of the interactions with managers in staff meetings is shared by the managers themselves. Grant, a senior manager and

Head of Section at NIBS, responds to the question of whether he feels under pressure or that he is being evaluated in these meetings, He states:

Grant: Yes, often. I think people look to you for guidance as far as what the direction is and sometimes it is not easy because sometimes teachers can be the worst audience.

Here it is possible to see the pressure felt by a manager. To offer guidance and direction to what is perceived as being a difficult critical audience.

5.3.5.2 Managers Sense of Being Evaluated at FFIS

The feeling among senior managers related to the sense of being evaluated during exchanges in faculty meetings was shared with the administrators at FFIS. In response to the question:

Researcher: Do you feel on display when you are managing a meeting or when you are talking in a meeting...as if people are evaluating you?

The response from the Head of School at FFIS was:

Ethan: Absolutely, absolutely.

This is of interest as it points to the strength of feeling related to this sense of being evaluated. Ethan was a Head of School who seemed to have the trust and respect of his faculty and who was working within a close family network. Yet these feelings, linked perhaps to a lingering sense of insecurity, remained.

The significance of considering this feeling of being evaluated is also highlighted by Byron a senior manager at FFIS. He states:

Byron: I think they are not only evaluating what you are saying but they are evaluating is this somebody who I trust, is this someone I can take what they are saying. I definitely think we are on display.

This further underlines the significance of interactions in formal environments and their connection to trust formation.

Ethan continues to elaborate on his perspective regarding feeling evaluated. He states:

Ethan: I think because the vision and mission is so similar from all of us in that room we are student centred and we are praying for those students and we are thinking about how do we educate the whole student not just their scores or their tests but how we see them grow as human beings but if that vision is the same, when I say absolutely I don't mean that they are critiquing in a negative way but you definitely do get like that, they are tuned in, they are almost, especially new teachers they are clinging on everything you are saying almost too literally sometimes, but because the spirit is so good, especially this year that you do feel like it is team work but I still feel absolutely when I am in a meeting that I am critiqued for sure.

The student-centred approach is also highlighted here as being of significance as a common aim in the school. This statement also points to the presence of new and younger teachers at the school and shows how teachers at FFIS were seeking to live up to the model or example set by their managers. The importance of vision and mission is described here again. The fact that faculty meetings start with prayer for the students is also identified as being significant here by Ethan as it was with Sophie. This further hints at the added and unexpected dimension to dialogue that was a feature of this study.

Ethan changes the description of feeling 'evaluated' with one of being 'critiqued' and it is worth considering at what point a manager would reach the stage where the feeling of being evaluated or being critiqued would no longer inhibit them in a formal environment.

5.3.6 Opportunities for Dialogue with Senior Managers

Research question 2 includes the phrase 'opportunities for dialogue with senior managers' and this includes the annual meetings at NIBS where teachers would have the opportunity to have a one-on-one meeting with the Head of School or with their immediate line manager. The potential benefits of these meetings will be discussed here as well as the importance of dialogue among senior managers at the same level. A novel approach to solving disagreement amongst senior managers that emerged in the study will also be discussed. The findings related to NIBS will be presented first followed by the findings from FFIS.

5.3.6.1 Opportunities for Dialogue with Senior Managers at NIBS

It was a feature of the annual calendar that each teacher and manager at NIBS would have a summative annual individual meeting with Glenn the Head of School. The perceived value of the annual individual meetings with faculty was discussed by Glenn as he states:

Glenn: I do try to have an open door policy and I think being anonymous is important, some people if they come in I am not going to set them up in a bad way but having said that too, being anonymous, it is a question too of using the information for the better of the organisation and the dynamics of the group, so it is taking information and then using it to improve working relationships and to improve the dynamics rather than using the information as part of a sort of a Salem witch-hunt. So, if that information was used as part of a Salem witch-hunt, then I think that trust would quickly stop. So, the trust element is that when people do give information there is a trust that it will be used for improvement.

Glenn is here identifying the importance of anonymity and confidentiality in the way that these personal dialogues are managed. He also describes how the feedback given in one-on-one meetings is fed into school improvement initiatives and to help to improve inter-personal dynamics. The way that the information is

used and that fact that information should not be applied negatively is seen as being highly significant in the trust development process by the Head of School.

Examples of the value of direct dialogue with senior managers can be given by three participants. Thomas, a first-year teacher at NIBS, recounts how he went to see a senior manager in response to a potentially problematic critical incident.

He describes how:

Thomas: It was dealt with straight away. There was no judgement, and it was done very, very professionally. It was dealt with instantly; it wasn't swept around the corner and there was no humming and hawing about what shall we do next. Basically, everything was dealt with, people were brought in and it was 'you need to do this, this and this' and that was dealt with in the space of fifteen minutes and it could have been a much more serious incident and it was dealt with it fairly calmly and straight away.

This critical incident served to increase Thomas' trust and faith in his senior manager and Head of Section. Interestingly, he identifies how he felt that there was an absence of 'judgement' in the way that the incident was handled. This again points to the potential strength of the feeling of being judged or evaluated or critiqued.

Similarly, Anna reflects on an individual meeting that she held with her Head of Section early in her experience at the school. She recounts:

Anna: Like I really appreciate the meeting that Bruce (Head of Elementary) had with all the new comers this year asking us about how we feel with problems and how can he help and that would be a great fast forward for me because it felt like he really cared about my well-being as a teacher and he was actually caring about what is going on and how do I feel in my class, if I have any needs. So it was, I appreciated it even if nothing would come out of it, I just felt like I could talk to him without me coming to him with a problem. That he actually just cared whatever it is I have to say so that was really

nice and that was the first time in my experience that happened. It was really nice.

Anna is identifying several benefits from individual dialogue with senior managers. Firstly, this was an opportunity for broader dialogue that was not related to a specific problem. The manager in this meeting is identified as being 'caring.' This created a strong impression on Anna who appreciates this approach and describes it as being 'really nice'. The potential for individual meetings with senior manager in trust formation is clearly seen here.

Another participant, Marlon, describes how he interacts on an individual level with Glenn, the Head of School. He states:

Marlon: We do all that, we have telephone conversations, I can call him any time. I walk round to his office, and he is there straight away. If I walk down to his office we will start talking, I will say our relationship is very spontaneous, we just walk into each other's offices and discuss things. So, I can call him up any time, he can call me up any time, so the relationship is at a point that I like.

Marlon is again identifying the significance of free individual contact with his immediate line manager. There is a high level of dialogue in this relationship. He appreciates the spontaneity within this relationship and the opportunities for discussion.

5.3.6.2 Opportunities for Dialogue with Senior Managers at FFIS

At, FFIS, the discussion around opportunities for dialogue with senior managers also focussed on involvement in the decision-making process. Dialogue was used as part of a support network to help rehearse potentially difficult conflict situations. The principal of righteous appeal emerged as a mechanism to channel disagreement with differing levels of authority. The character of individuals in being able to handle disagreement appropriately and constructively

was seen as significant in the development and maintenance of trust.

In the research process at FFIS, three interesting aspects emerged regarding opportunities for dialogue with senior managers. The first is related to the accessibility of managers higher up the school hierarchy, the second is related to dialogue amongst senior managers at the same level and the third is related to the stated guiding principle of righteous appeal.

Participants at FFIS indicated that there was a high level of openness regarding opportunities for dialogue with senior managers. Elizabeth and William as founders and now members of the Board had considerable experience of educational management and Elizabeth describes their current role in the school. She states:

Elizabeth: We have been here twelve years...but they don't learn by hearing us talk about it they learn by doing but they need help so that is why we are very available – we are here right on the campus. But we sort of have hands off and they come, my husband meets with each one of them every week.

This description of being 'hands-off' shows how the founders and board members are allowing space for the senior managers within the school to grow into their roles. Weekly meetings are still seen as an important part of their responsibilities as overseers to maintain communication.

The accessibility of managers was also described in a statement made by Katie who was a teacher at FFIS. She states:

Katie: No matter what your position is if there is something that you want to change about the school or if there are new ideas that you have that you would definitely like to implement then you definitely could go and talk to your manager, and they would have a discussion about it and there is a big chance that it would be implemented. So,

my point is that I feel that in this particular school it is not one person, it is not even the Board and the Directors, it is all of us, all of the teachers who basically make the difference.

Along with showing the accessibility of senior management this statement also shows that teachers felt involved and included in the decision-making process and in making a difference to their school.

Two interesting aspects relating to dialogue among senior managers emerged in the research process at FFIS. The first was in the use of dialogue among senior managers as a support network. Sophie, a senior manager in the Elementary section, talks about her support network. She states:

Sophie: I know that it was difficult for me to have difficult conversations when I moved into leadership. You know, timelines, professionalism, just feedback, sometimes I found it difficult, and I had to walk through those conversations. I would maybe practice with my husband or with James. It was like OK, you need to speak to this person about this and it is going to be uncomfortable, and not only because we are teachers but there is a lot of relationships through Church, so with a little bit of help from them it became easier to have those conversations with teachers.

James was another senior manager in the same section of the school. This statement highlights the challenges and insecurity related to dialogue or 'difficult conversations' that managers can experience. Sophie gains confidence by rehearsing potentially difficult conversations with her husband or with James. This points to the advantages of strong trust-based relationships with managers at the same level. The potential challenges of relationships that are formed both through a professional environment and through a Church are shown here. Experience enables Sophie to grow in confidence in this aspect of her communicative practice.

An interesting aspect of communication amongst senior managers emerged in the conversation with Elizabeth. Elizabeth is talking about the nature of the communication between her sons, Ethan and James and their father William.

She states:

Elizabeth: So, it is a challenge, a family business is a challenge, but it also can be very valuable because I know that my sons trust their father – they don't always agree with him, and so now they are in a place where they never sort of challenged him. We always taught our children to righteously – if you don't agree with me you can come to me and you can say righteously 'I don't agree here' but it has to be in a right spirit and there has to be a time limit – my husband taught them how to set this up – righteously appeal. Now it is in a place where this is business, but that principle is already in place, so I think that they understand that the biblical principle is still there because he is basically the authority.

This statement is interesting in many ways. First of all, it shows how a Biblical principle is being used as a foundation for the communicative environment at FFIS. A mechanism for communication between the sons and their father is described. This system establishes authority and sets guidelines for dialogue and disagreement with authority figures. The key principle of respect should be maintained in such a system. Within this system, disagreement is voiced directly to those concerned and within the confines of the professional environment. The issue should not be debated socially or with those not immediately involved. The character of individuals in being able to handle disagreement appropriately and constructively can be seen as being significant in the development and maintenance of trust.

5.4 Findings Related to Research Question 3

5.4.1 An Introduction to Research Question 3

The responses to Research Question 2 have already shown that the character or personality of the individual manager can have a significant effect on the openness or inclusivity of the communication climate within the school. The openness of the communication climate and its connection with the decision-making process has already been shown to have a significant effect on trust development.

The literature review has identified how theories related to trust development in organizations identify certain personal characteristics that better facilitate the development of trust. Research Question 3 probes further into these key characteristics. These characteristics formed a significant part of the discussions in the group and individual interviews.

Early in the research process, Martin, a senior manager at NIBS, identified how trust was easier to form with others who possessed:

Martin: the human qualities that we admire and we feel connected to them in some ways.

The discussion and identification of these human qualities became a key theme in the ongoing dialogue of the research process.

The overall response to research question 3 will begin with a presentation of the findings related to values and trust that emerged from NIBS. Key elements of these findings from NIBS related to a person's 'heart' their ethics, morals and how that is related to evaluations linked to trust. Divergent views will be offered

that looked more to competence in the performance of a role. The key personal characteristic of authenticity will be identified by participants at NIBS. This will then be complimented with findings from FFIS that support the notion of authenticity as being a key feature of trust formation. Finally, two minor themes will be presented. The first is related to anger and self-control that emerged from NIBS and the second is related to love that emerged from FFIS.

5.4.2 Values and Morals at NIBS

This section will explore the findings that emerged from NIBS related to the role of shared values in the trust formation process.

When Martin, a senior manager at NIBS, was asked to provide greater detail regarding what he identified as 'human qualities' that enabled people to feel connected to each other, he continued to explain:

Martin: It something that is difficult to explain but maybe it is as he said before its people who share the same values as you.

This was the emergence of the concept of values as a means of connecting individuals. Martin's statement is supported by Edie who states:

Edie: They are genuine, you get a sense that they are really genuine, and they do honestly hold those personal values they believe in what they are doing.

The identification of values was of interest and Martin later gave an example of linking trust and human values. He stated:

Martin: I think going back to that question about building trust and human values I think that one of the big things is that a manager has to - some managers think that if they do something wrong then they are going to lose trust whereas if you do something wrong and you are humble to accept it and to try to work it out then you will trust them even more because teachers are not stupid and they realise when

you have made a mistake so it is more intelligent to admit it and to work it out than to deny it.

Martin is therefore identifying how the way that a manager responds to making a mistake is significant in how they are perceived by others. He identifies how, for him, humility and willingness to admit mistakes are important in trust formation. However, what is not clear is if humility is a value or a characteristic. This process found that the whole discussion related to values matching becomes problematic due to a lack of definition of what values are and therefore it was difficult to establish shared understanding.

This is shown in this case. Martin had identified shared values as being significant in the formation of trust-based relationships. Martin's new Head of Section, Grant, also made frequent references to his own values in his individual interview. He identifies how he feels that when others understand his values that would lead to them understanding him better as a person. He describes how he feels as:

Grant: An individual coming into a leadership position with their own set of experiences and knowledge and values.

Grant was asked whether, after one year, whether he felt that his values were known by his staff. He responds:

Grant: (Pause) I don't think they know me as well as I would like. I think my middle managers probably have the most constant dialogue, I guess. I would say probably a lot. I have lived a lot of life that has shaped my values and experiences and not everybody needs to know those but if they did know those things that have happened, I guess it might alter conceptions and so – am I bothered by that – I am not sure. I would like to think that they see me as a person first as well and I guess some people are naturally more perceptive than others but I think I guess this is probably the first year I have worked with where they seem very appreciative of

just the sheer work load that I have, even if they don't know just exactly what that is, and so that for me is reassuring.

This is an insightful quote in many ways. First of all, Martin is one of Grant's middle managers and so according to Grant he should have a greater insight into his values. But Grant also adds the element of life experience and states: 'not everybody needs to know those' so there seems to be a tension between the professional and the private self of how much of himself Grant would like to reveal. At the end of the section, Grant falls back on how an appreciation, amongst his staff, for his workload is reassuring for him. This presents a switch from the intangibles i.e., values and un-known past experiences to the tangibles - visible evidence of how much work Grant is putting into his role. The need to put additional effort into a role can therefore be evidence of a frustration at not being known and appreciated at a deeper level.

Observing that Martin and Grant both consider how values are significant in their relationship forming, Martin was asked to consider if he shared similar values to Grant.

Martin: Do I have to answer that question? I feel that I obviously share some values with him but working with him as a new Head of Section from last year's has been a learning experience for me to learn to accept differences and to learn to accept and understand those mistakes that people make and those values that I don't really appreciate and accept them for something that we have to tolerate, understand and live with I believe. What you are learning is I think a test of patience.

Martin is identifying that they do share some values but there are also some values that he does not really appreciate so creating a relationship that Martin needs to tolerate and view as a test of patience.

Martin continues to discuss his relationship with a new middle manager who has moved into his section. Rupert was on the same level as Martin in the managerial hierarchy. He states:

Martin: With Rupert, I think it has been easy, we have worked together almost since the beginning and so it has not been hard. We do have disagreements and again we share some of the same values but different in some cases, but I think that the conflicts are not that obvious, are not that difficult to handle.

These brief allusions to values highlight the problem of using shared values to facilitate trust formation. Both Martin and Grant state that their values are important in how they relate to others, yet trust was difficult to form in that relationship. Values are sometimes assumed to be shared but could be interpreted differently in different cultures. The nationalities of the two participants here were quite different and it is possible that participants assume they are talking about shared values when in fact they are not.

Martin also identifies how some of his values are the same as Rupert's and some are not. This raises a further problem. How many 'values' need to be divergent to represent a problem in the formation of trust in a relationship? Are shared values the most effective means of governing the development of strong relationships and if so, how can these values be properly and comprehensively defined?

5.4.3 'Heart in the Right Place' - Morals vs. Competence at NIBS

The literature review made the connection between ethics and morals and the formation of trust. As part of the research process, participants were asked to consider whether they considered their evaluation of a manager's competence

or an evaluation of their ethics and morals was more significant when considering the level of trust that they held for the person. Opinions were divergent on this question. What did appear was an unfolding theme in the dialogue that weaved through analysis of a person whose heart was in the right place to questions of ethics and deeper discussions of morals.

Participants then identified the key personal characteristic that encompassed all of these that they labelled as 'authenticity.'

5.4.4 The 'Heart': Ethics and Morals

One perspective is given by Thomas who states:

Thomas: I would sway away from competence, and I would go for a person with the heart in the right place. Then you know you are dealing with a person who is always trying to do the right thing, something that they believe is right, they might make mistakes but at least they are trying to do what is right.

This statement by Thomas would suggest that a more holistic view of the person is being taken in the formation of trust. Thomas has judged in his experience that the other's heart is generally 'in the right place.'

Some participants emphasised an 'ethical' evaluation. The capacity for ethical differences to present barriers to trust is also presented by Stuart who describes:

Stuart: My expectation of a manager would be that they are an ethical person. There have been times when I have disagreed ethically with people in other international schools and then I would not say I worked less hard for them, but it puts a certain barrier between you.

Further participants delved deeper into moral evaluation. This is shown by Anna who states:

Anna: A level of competency is important for trust. Competency would make our lives easier if the principal or manager is competent in what he or she is doing it would help me to grow a trust relationship or would build trust with this person. I would say that personal characteristics, the moral image of the person, that would influence my ability to trust them much more, I mean competence is wonderful, but it wouldn't automatically make me trust or trust more in them.

Anna is therefore re-enforcing the significance of making moral evaluations or a person's moral image.

Other opinions are stronger in this regard.

Florence: I think, I don't know to what extent, but I think it affects my personal opinion of said person quite a bit if I cannot tell where his or her moral compass leans towards, I trust them very little.

In the second interview, Florence was asked to consider if she analysed a senior manager at the school in an ethical or moral sense. She responded:

Florence: Absolutely.

Researcher: How does that impact on how you view them?

Florence: It affects my respect for him, for the decisions he makes as a person and as a leader; it does make a difference to me. It also makes a difference in how enthusiastic I am about completing certain tasks that are set by said person.

This response is significant as Florence is connecting the moral evaluation with respect. The connection is also made to the decisions that the senior manager makes so highlighting again the significance of the decision-making process. Florence also makes a connection between a moral evaluation of a manager and engagement or enthusiasm when competing a task.

Florence was asked to consider if she thought there was a cultural element to the interpretation and understanding of ethics and morals. She responded:

Florence: I honestly don't think that culture is necessarily a huge impediment for healthy trusting relationships its morals at the end of the day which are not necessarily correlated with culture.

This is an interesting perspective. Florence grew up as a 'third culture kid' and had been exposed to many different cultures in her work-life experience. Her conclusion is that morals are not necessarily correlated with culture.

5.4.5 Divergent Views - Competence, Ethics and Morals at NIBS

Other participants at NIBS took contrasting views and swayed more towards the significance of competence than to ethical and moral considerations.

Peter: You can think of trust in any number of ways, but if I were to define it as reliability then what I would be looking for is someone who is consistent and if they are in a position of leadership that they are leading from the front. It doesn't have to be what I think or not necessarily what others think of what the school might think but if they understand what their job is and they are doing their understanding of the job in that way then I feel that I can trust them because they are consistent and reliable – they may not always tell the truth, they may not always fulfil these other meanings of the word trust but in terms of consistency and reliability that is one thing that I would look for.

Peter stresses the significance of consistency and reliability for him. But the standout statement is 'they may not always tell the truth.' This presents a barely credible view that almost removes ethics and morals from the trust calculus. It can be argued that a manager who does not tell the truth is bound to be inconsistent at some point. This would seem to limit the effectiveness of Peter's argument.

Cecelia presents a manager's view that is worthy of comment. She states:

Cecelia: Their performance in a role as a manager – sometimes people have to make decisions as a manager that are not going to be popular and they make them appear not...inhumane...I can't think of the right word at the moment, but morally dodgy, and it is not

always the case. I would therefore always go for competence; I would trust somebody who is competent at their job.

Cecelia raises the important concern that the factors and influences that go into the decision-making process for senior managers are not always perceptible to others. The extent to which managers should reveal the constraints acting on the decisions that they have to make has already been discussed.

5.4.6 Authenticity and Trust Formation at both NIBS and FFIS

A theme that cuts across the debate regarding ethics and morals is the theme of authenticity. This was identified by participants at NIBS as being highly significant in the trust formation process.

This was identified by Martin who described the characteristics of the manager who are:

Martin: The first to put in the extra effort, to go the extra mile and also you feel like they are honest, and they are authentic.

This is supported by Stuart:

Stuart: Exactly the words that I was going to say was authentic and genuine, like there is no falseness, they don't like being falsely praised you know when you feel it is show or a smiley performance.

For a person who is authentic there should be no inconsistency between their formal and informal conversations. They can also be trusted to attempt to make the right decision even if the full factors behind the decision-making process are not fully known by others. Authenticity is not a temporary or short-term phenomenon but one that is established and is observable over time. It is observable in an individual's response to error and in interactions both professional and social.

In the beginning of this section, Edie described how, for her, a key element in trust formation was people who were genuine. She stated:

Edie: They are genuine, you get a sense that they are really genuine, and they do honestly hold those personal values they believe in what they are doing.

Openness and transparency emerge as significant themes at FFIS in discussions related to personal characteristics that impact on the trust development process. These are related to the Christian ethos of the school and the close association between the school and the church. Elizabeth is recalling the time when she was Elementary Principal at the school and the challenges faced by new younger teachers on their arrival in a new country. She describes how her role also involved leading the teachers in a small group Bible study. She states:

Elizabeth: Well, they think straight away, it's hard, it's a different place to live, she expects so much of me but when I taught them the Bible Study it was a whole different thing. I was transparent then, you know, I am struggling with my prayer life and so we have got small groups where you can open up, because here they could never see me be real because I was always – I know how to teach, I have been a teacher for 30 years and they are just out of University so it is hard not to say come on – you can't just stand up and say you have got to do something – but when they saw those small groups for Bible studies, not Church, because you are not coming to Church, and that is why now we are doing small groups because we need to get these people in a smaller group because you don't just come in and talk like at Church. Because in a Bible Study we don't have time for that because we are studying the word and you are opening up and you are sharing so I think that is the way you are always going to have it.

Elizabeth's role used to involve both school management and spiritual guidance for teachers through small group study. The small group setting involves opportunities for openness and dialogue. Elizabeth used this environment to be transparent and to talk about her own personal struggles. This vulnerability in the

climate of 'opening up' and 'sharing' helps to show her being 'real' or authentic. This, for Elizabeth, is a critical incident in the trust development process.

A similar approach is also described by Sophie. She makes a direct connection between trust and transparency.

Sophie: I think that transparency and communication also helps and with them feeling like they can trust us and feeling that they can talk to us whether it is even not work related. So being really transparent about what we are here for and why we are here also setting high expectations from the beginning and not having any hidden agendas and I really think that they can see that.

Sophie also shows here that the conversations are not necessarily limited to issues that are work related or issues that are hidden. As was expressed by Elizabeth, she discusses how transparency enables her to make connections and support the teachers that she works with. She states:

Sophie: I have been really open with the teachers about my past, I mean my first day here I shared my testimony with them and that was really big – just opened up about my life of sin before I was saved, and I think because they saw that they can kind of relate more to me and see that side of me.

She continues to state:

Sophie: I had many struggles...I was a teen mom, walked away from the Lord for many years, lived a life of sin and they heard that, and they know that, so I think that helped.

Sophie is bringing in her past and the way that she has come to terms with her experience when relating to the faculty at FFIS. By talking about her past, she is agreeing to be vulnerable to potentially critical moral judgements. But her admission of struggles acted as indications of her transparency and authenticity. This statement shows that because of the Christian ethos underlying FFIS the boundaries between professional, personal and spiritual realms or lives can be

significantly reduced. From Sophie and Elizabeth's perspective, this would seem to aid the trust development process.

5.4.7 Managers and Self Control at NIBS

Another significant finding related to the discussion about inconsistency is the significance of managers retaining self-control. This has already been alluded to by Mitchell from focus group 1.2 at NIBS, who stated:

Mitchell: You like to know where you stand with people and that people are fond of you. If someone says something but does something else perhaps tell me about other people, putting other people down, then you think well really if they are going to be doing that about other people then they are going to do that to me.

The reference to the feeling that people are 'fond' of you is interesting here. But what Mitchell is describing is how an action like gossiping or 'telling me about other people' decreases the trustworthiness of the person who is doing the gossiping. A manager who makes detrimental comments about another without their knowledge can be considered to have lost control by expressing sentiments that should remain private.

The significance of self-control is discussed in more detail by Anna. She states:

Anna: In meetings a reaction for me would be a reaction to something that somebody else said because we are still talking about management, so self-control especially in our business because if a person doesn't have self-control, then how can you trust them. If there is a temper and an unpredictability of their re-action that would be a big turn off for me and that is that usually you can see it, even if the person doesn't strongly come with it but if they show loss of self-control in some way then you can question that guy. He can't control his emotions or actions - that would be one of the things that would strongly tell me that I should stay away from that person.

Anna is referring to a reaction in a formal meeting, so underlining the significance

of these meetings as arenas where interactions related to trust take place. A temper and a loss of self-control are seen as significant incidents in the evaluation of the trustworthiness of another.

5.4.8 'Love' at FFIS

Whilst it is accepted that the word 'love' is sometimes used in various senses it did emerge in some significant comments as teachers described their relationship to the school.

An example of this is when Sophie describes her strong sense of association with the school. She states:

Sophie: I love this country, I love FFIS, I really feel invested in the school. We have grown not only in numbers but in our programme, a lot of new things have been implemented that really are exciting for me to see so I would love to be here for as long as I can, my husband doesn't agree maybe, but I have signed another two-year contract so I will be here for a couple more years.

Again, the theme of 'investment' arises here along with the identification that her husband's feelings about returning to their home country might present a challenge to her ongoing commitment to the school. Sophie continues to talk about her relationship with the students at FFIS. She states:

Sophie: ...I do not want to leave because I love them, and I want to them to have the best and I want to be here to try to help the school improve and so I am really invested in FFIS which to me is the students and their families.

Sophie's sentiments are echoed by Katie who was a second-year teacher at FFIS. She states:

Katie: I have never had any very major issues with anybody here so I feel very comfortable, I feel loved, when we have teachers' appreciation days or weeks you can definitely see it all and feel it in

the air, how the kids appreciate you and the parents and our Managers do, it is just a very rewarding job.

Katie identifies the feeling of feeling loved and appreciated. The description of relationships in a professional environment being grounded in love seems unusual. This would surely act as a strong personal motivation in developing commitment to an organization and engagement with tasks and roles within the school.

5.5 Findings Related to Research Question 4

5.5.1 An Introduction to Research Question 4

The research process sought to identify and explore the critical incidents that impacted upon the development of trust for participants in both schools. The opportunity to explore specific incidents was interpreted quite differently.

At NIBS, participants quickly identified the impact of the social environment and the high level of gossip that they perceived was taking place there. The way that a past issue or complaint against a senior manager was handled and discussed also become a feature of social dialogue at the school. The impact of incidents and expectations established at the early phase in a teacher's relationship with the school is shown to be significant in trust formation by participants from NIBS.

Participants at FFIS were more inclined to identify and discuss incidents faced by the organization as a whole in its development and emerging story. One critical incident of an inter-personal nature will be identified and discussed as it

illuminates the faith-based ethos underpinning discursive interactions at the school.

In responding to research question 4, the findings from NIBS will be presented first before the presentation of the findings from FFIS.

5.5.2 NIBS: A 'Gossipy Place'

When considering the factors that impacted upon the development of trust from one level to the next, the fact that the faculty at NIBS all lived on one site soon emerged as being highly significant. This meant that, for the teachers and administrators at NIBS, their professional and social lives were intrinsically intertwined. What was, at first, defined politely as 'social dialogue' and then more bluntly as 'gossip' had a clear impact on the formation of trust-based relationships at NIBS.

Critical incidents from the history of the organization tended to be inter-personal and held high significance in the social dialogue. The interpretation of these incidents could be long and drawn out in the informal anecdotal history of the organization. This led to the possibility that the facts related to specific incidents could have been exaggerated over time.

The impact of the social environment is shown by the participants of the focus group at NIBS that contained the long-term teachers and administrators. They state:

Stuart: We live in a very gossipy place!

Martin: Oh yes, we do!

Sally: It's difficult to stay away from other people's influence.

The significance of this level of social interaction when impacting on the development of trust-based relationships is further highlighted by Sally when she describes how she is influenced when evaluating a colleague's trustworthiness.

She states:

Sally: I think everyone would like to think that it would be an individual process but you are influenced by other people's comments and everyone is going to comment on new managers coming in and I mean I have had the experience where at first I thought that my initial feelings were ok this could be ok and you are sometimes tainted by other people's opinions whether good or bad and that might influence you especially if it is your peers.

Sally is highlighting here a specific focus on discussion around new managers in a transition period. She identifies how she was 'tainted by other people's opinions' and this suggests a negative effect of the social environment. Sally also continues to highlight the impact that time has on the development of those relationships:

Sally: Yes, definitely and I was like 'oh you don't like them, oh'. OK and then I rethought maybe my evaluation and maybe thought again but in the end, you make a decision for yourself because it is just an initial feeling, four months down the line your relationship is going to be based on your own experience of that individual. Mainly you might just get influenced initially.

This is a significant statement that highlights for Sally the effect of time on the crystallization of thoughts regarding the trustworthiness of another.

5.5.3 NIBS: The Legacy of a Past Complaint

Some participants at NIBS made references to the way that a senior manager at the school had handled a serious complaint in the past. The vast majority of

participants were not employed at the school at the time of the incident that they were referring to. But its legacy was referred to by some participants. Dora was discussing how the legacy of the past can impact on the perception of managers in the present time:

Dora: I think some things just stay with you, that's common. I think sometimes the price to pay is just bigger than some other prices to pay and that's the past. We all have these things that just keep coming, keep coming, because I just think some things have a higher price to pay than other things and I don't think he can get away from that ever. It doesn't matter how much good he does or how many good relationships he has with other people, good decisions, but it does influence what you think – it's not fair but it's a high price that came with the mistake.

What Dora is describing here is the legacy of the past in her evaluation of an individual senior manager. She describes how mistakes come with a high price. Dora herself realises herself that this may not be fair and that 'it doesn't matter' how much good the individual does. This is a notable view of the past. It is worth bearing in mind that Dora was not present at school at the time of this incident and so her knowledge of it is constructed entirely from informal social communication.

Dora then continues to identify herself with the situation:

Dora: If you can't deal with it you need to stop. I moved to a different country out of a ten-year relationship, I left everything – I couldn't live with what was happening and I had to leave because the price I had to pay was too much for me I couldn't live with that. That was my decision, maybe this person feels like they can live with it because I think he knows that people know. You can see it, he knows people know and that is sad but it will be against him and it might be less in the whole dramatic effect of the whole story if you stay here but people only ever hear the one side.

What Dora is therefore identifying is that, from her perspective, sometimes the

only response to a mistake or a difficult situation is to leave that environment. Dora identifies that she believes that the manager is conscious of the stories that are circulating about him, and she identifies that only one side of the story is ever heard.

The question was put to the long-term focus group if a legacy of the past can be gradually eroded over time and even be over-turned by positive contributions to the school. Stuart's response is of note:

Stuart: I don't think that what I said before, you couldn't deny that he has made improvements year upon year, but I don't think anybody could deny it really if they looked at what is in front of them, that isn't what makes me respect somebody, them improving the school doesn't make me respect them. I am looking for something else in my trust forming of trust of that person, and you know that there are instances here of things I have felt are injustices and double standards and things like that which very quickly make me not respect and not trust someone, so I am not directly saying I don't respect or trust him here – I am saying, yes he has made improvements, but that is not what makes me respect somebody and there have been things happen which he has done which have had a bigger negative impact on my respect for him than any improvements that he has made.

Stuart is highlighting the damaging effect of what he describes as 'injustices' and 'double standards.' In Stuart's calculation the instances with negative effect outweigh the positive contributions made. Stuart was at the school at the time of the incident and so has more first-hand experience. But both Dora and Stewart's responses raise many interesting points.

Firstly, a significant critical incident in the past can have a long legacy in influencing the development of trust-based relationships. It can overshadow efforts made to improve the organization. An absence of dialogue, in explaining

what actually occurred, or in giving both sides of the story, can limit the potential for gaining closure or from moving on from the critical incident.

Social dialogue and gossip can certainly ensure that a critical incident lives long in the anecdotal history of the organization as is the case here. What is missing in this dialogue is the potential resolution through forgiveness and understanding. Neither of these are possible without a participation in dialogue.

5.5.4 NIBS: Expectations at the Time of Interview

A further example of incidents from the past that have a lasting legacy on the formation of trust-based relationships at NIBS are the expectations that are given to teachers at the time of interview. This issue was highlighted in the focus group interview with the long-term teachers.

Martin: I do remember when I was given the contract that the description of the school did sound quite overstated and when I came here, I realised that this wasn't precisely a leading IB school and after some processes you realise that you are not even in the top 50%.

The statement about aiming to be a leading IB school is present in the school's mission statement. Martin still identifies the expectations given to him at the time of interview as being significant in impacting on his relationship at the school.

This was after Martin had been employed at the school for about four years.

Martin's statements are echoed by Stuart who states:

Stuart: There is no doubt to me that this is a much better school now than when I arrived here but what I am saying is I think it can be a victim sometimes of promising too much in an effort of trying to get both students and staff members it wants. It kind of promises and makes these statements for instance, I haven't heard them directly make that statement but I don't think this school should be considering itself among the top IB schools in the world, I think it is plain to see that it isn't that but it is improving and there is no reason

why some day it can't end up there, but the kind of promises or the suggestions or the feeling it gives off is that it is already there and you are going to become part of this amazing, infallible system.

Stuart is confirming that expectation at times of interview are significant. He relates to his own experience:

Stuart: I participated in interviews with prospective candidates and I have seen the picture that the Head of the School is giving, the air pollution, for example, where the school is located, which to me was I think the biggest shock, when I was told that we were going to come to the countryside – yes, we are not in the city, but pretty much we are within a very highly populated area.

Again, Stewart is recounting what he had been told at interview a number of years after the event. The intake of teachers that followed two years after Stuart and Martin had a high proportion, like Helena and Caitlin, whose posts on arrival did not match what they had been expected.

But the key issue here is more to do with how teachers and administrators deal with legacies of the past in their ongoing association with the school. Stewart and Martin both identify the exaggerated descriptions of the school as being significant in influencing trust formation. But their interviews took place several years after their time of recruitment and were both held with individuals who were no longer employed with the school. This raises the question as to what helps teachers and managers within an organization move on from perceived injustices from the past? What is clear is that a critical incident in the early stage of an individual's association with the organization can have a significant lasting effect.

5.5.5 NIBS: Verbal Clashes in Faculty Meetings

During the study, verbal clashes in faculty meetings were identified as being critical incidents by participants. These had the potential to generate very strong reactions in participants or observers. Such exchanges are widely perceived within the school community and had lasting implications in terms of how teachers perceived the openness of the communication climate and their position within the organization.

Participants in a first-year teachers focus group identified an example of a critical incident that took place in a full faculty meeting at NIBS.

Kaitlin begins by reflecting on an incident and is considering if there are opportunities for dialogue in full faculty meetings. She states:

Kaitlin: There is not, at the moment they seem to be restricted with time, and people are saying 'oh I'll do mine in 30 seconds – I won't get up' It depends what we are talking about because there are situations where people bring things up and the way they are spoken too – with Florence that time when people speak up it was nasty so sometimes –the computer thing - it was a comment about women – yes – and Veronique went even wilder after trying to protect her so that wasn't nice again.

Kaitlin is describing how contributions to full faculty meeting tended to be short and non-controversial. But the response to an incident when a question was posed by Florence is described as 'nasty.' This provokes a 'wilder' reaction by another participant in the meeting.

The participants of the focus group continue to discuss the incident:

Kaitlin: Florence asked a question about something to do with Google docs. – she asked a technical question – she was sending

a document and she asked her how to do the tablet – something like that –

Helena: Things were not coming through when they should have been and someone else stepped in to let her know– if they had used language that she could understand to see how the system worked then she would have been ok.

Kaitlin: People made a few comments, and someone said: ‘oh I’ll help you with it later on’ and it just wasn’t very pleasant.

Dora: There was a comment about women not being good with technology.

Kaitlin: Yes, and then Veronique made a comment later, it just wasn’t a comfortable environment.

Helena: It was hilarious!

Kaitlin: It was awkward!

Dora: But she was upset about it.

Kaitlin: She was upset about it, so I think people now think twice about asking a question and that was a genuine question about technology which she is actually quite good at that stuff.

Here, the participants of the first-year teacher focus group are unpacking an incident that occurred in a full faculty meeting. The descriptions of the communicative environment are of note, ranging from ‘wasn’t very pleasant’ to ‘hilarious’ and ‘awkward.’ The result of the interactions left the questioner ‘upset.’ This highlights the potential for the management of discursive spaces within schools to alienate teachers. The presentational nature of such meetings means that questions are not really appreciated and can be viewed with suspicion.

What is also of interest is that the same incident was discussed and described by the participants of the long-term teacher’s focus group that contained two senior managers. The perspective is different this time as Stuart was presenting at the meeting. He describes:

Stuart: A similar thing happened in a recent meeting again it was an ICT issue and there was a question from the audience and she had a genuine question and problem but there were other people in the audience who didn't understand the question but they felt they needed to answer it because I couldn't give an answer in a short space of time so I said I will try to help you with that after but there were other managers there who said 'oh you just don't understand the answer to your question is easy.' I know she was very angry about it.

Martin: I was very angry about it as well.

This shows the capacity for interactions in faculty meetings to generate very strong reactions in observers. Here, Martin describes how he was 'angry' with the nature of the exchange. Such exchanges highlight the pressure that some managers might feel under to appear to know the answer to the problem and to seek to control the discursive environment when their intervention is not really necessary. Such exchanges are widely perceived and can have lasting implications in terms of how teachers perceive the openness of the communication climate and their position within the organization.

5.5.6 FFIS: The Re-Evaluation of the Teacher Orientation Process

Teachers at FFIS also highlighted how interactions at the initial phase of their association with their school also had an impact on trust formation. The impact of a change in the teacher orientation process seemed to be an event of critical significance at FFIS to the extent that it impacted upon trust development within the school. Several participants referred to the impact that the orientation process had upon them.

Sophie links the progress made with orientation with more open communication.

She states:

Sophie: Yes, as far as orientation, we put a lot of effort and time and thought as to how we could make the on-boarding process, even before they get here, and so we created a welcome to this country package, which they received with their contracts, just trying to be more open communication before they even get here. It is a hard transition, and we are seeing the benefits of that because we haven't had like last year 'the permit wasn't ready, and I didn't know this, and I didn't know this' and it is hard to start the year off with thinking of all those things that went wrong and then this year there was so much less of that. So, they came in, had a nice warm cosy home, we took them on trips, and they got what they needed, and they were able to come in and to focus on the job.

The effect of these changes was certainly appreciated by teachers at the school.

Grace, a first-year teacher at FFIS describes her experience upon first arriving at the school.

Grace: My experience was really great – moving in they had someone meet us at the airport and take us to our apartment, we had welcome baskets, we had sheets on the bed and everything that we needed for the first couple of days and then just continually other members of the community, different teachers would invite us over for dinner and let me take you shopping and show you where to get this and where to get that and just continually helping us with daily things and just offering help and they had a bunch of trips like to go to Ikea, to go to different stores where you could get everything set up, so they showed that they genuinely cared about us being able to get the things that we needed to settle in.

Grace's comments clearly show that the care being shown towards new teachers extended beyond professional responsibility into their social lives and ensuring that their apartments were adequately prepared. Grace's comments are also echoed by Marie who states:

Marie: I had the same experience, it was really great, and I never felt like how am I going to get this? And there was just always people, even beyond the orientation there were people like afterwards saying hey do you guys have dinner planned tonight. It was really great; I think they did above and beyond what they needed to do.

Marie is describing how the level of care was sustained beyond just the initial phase. This echoes statements made regarding trust formation within FFIS of how it is continually worked at. Again, Marie's statement shows how trust can grow through a holistic approach to care for faculty that encapsulates both their professional and private lives.

5.5.7 FFIS: Change in the Expectation Regarding Church Attendance

Participants at FFIS tended to identify significant issues faced by the whole organization as being critical incidents that impacted upon trust formation in the school. An example is concerning the decision to change the expectation for teachers at FFIS to be required to attend the affiliated church where the school founder, William, was also the Pastor. In the discussion around this issue, senior managers took a contrary position to that of the Chair of the Board/Founder who ultimately left the decision with them.

The significance of the issue is described by Sophie who states:

Sophie: Especially the Church issue – we have spent hours and hours and it was a really tough conversation because William he had a vision of how he thought it would be ten years ago with five teachers and how the church was the school and so on but we are younger we have had a lot of feedback about what that feels like and at the end William said that he trusted us and felt like he was ok with us deciding what was best but it is not easy, it is a very difficult conversation talking with your pastor about how maybe there should be some kind of separation and about how may be teachers don't have to be Church members, because that was part of our contract where you had to attend the Church and teachers didn't like, even though they are still coming, there was about 90% of people that come to the church. So those were really difficult times and William was able to really trust us and say you guys should decide on what that should look like.

Sophie describes the 'tough conversation' that was related to this issue and how ultimately William trusted the younger generation of senior managers to make the decision.

Hannah gives her perspective on the issue that she describes as being a 'generational difference' and how:

Hannah: he didn't realise that from our generation the power of choice is a very strong leading.

Hannah continues to describe the difference of 'feeling' in the Church when people attended out of choice rather than requirement. She describes:

Hannah: Ethan especially, he is really motivated and affected by the feeling he gets in situations so handling worship and being involved when he sees people in church, when he sees people are there because he knows that they don't have to be there but they are choosing to be there and their being there and their attitude is affecting the feeling that he is feeling is this overarching thing that the people that are there want to be there. I enjoy the worship; I enjoy the services and not because my boss told me to be here.

Hannah's description of Ethan, the Head of School as being someone who is motivated and affected by the feeling that he gets in situations is interesting.

As well as being the Head of School, Ethan was also the worship leader in the affiliated church. This meant that he led the singing and worship time in the church services. It was unusual to observe a Head of School in such an unguarded and emotive public role. Again, the notions of professional and spiritual leadership overlapped in a way that offers a revealing insight into the character and consistency of an individual. In essence, through his role in the Church he was making public association with concepts that would govern his inter-personal relationships such as mercy and grace described earlier. To

establish authenticity and trust there would be the need to match this public affiliation and declarations with his personal and professional conduct.

5.5.8 FFIS: The Legacy of a Past Complaint at FFIS

At FFIS there was an example given of a process that existed, related to the beliefs under-pinning the school, that could deal with inter-personal disputes and prevent critical incident from having a legacy like the one described above.

Katie, a second-year teacher at FFIS, gave a description of a critical incident related to trust formation. She describes a conflict with her teaching assistant.

Katie: I kind of had an issue at the very beginning of the school year with my Assistant Teacher because my expectations were too high and she couldn't meet those expectations at the beginning of the school year so I felt like I didn't have enough time to spend on teaching her how to do things because that was part of her job and then we did have a conflict situation and then she would talk to the Manager about that conflict situation before talking to me and so that is how our relationship changed because I felt I was trusting her at the very beginning and if we had an issue then we could talk about it and we could solve it but I felt like, um, she talked to the Manager before talking to me and that part broke my trust to her but again we are adults and we had to deal with this.

Katie is identifying how the fact that her Teaching Assistant talked to a manager without talking to her first about the problem led to a breakdown in trust in the relationship. She continues:

Katie: We couldn't work productively if there was any kind of tension between the two of us and so we had a lot of conversations, we would talk to our friends about and we would go to Church and we would pray over it and we would cry over it but we were just trying to find out the best solution so that she could feel comfortable and I could feel comfortable and that at the end we could be fulfilling our final purpose which is educating these children.

Kate here clearly identifies how their final purpose is educating the children so retaining a child focussed rather than an inter-personal focus as being the most significant issue in the running of the school. Dialogue with each other, with friends and prayer is also significant in the resolution of the conflict as Katie summarizes:

Katie: We solved the problem because we decided to talk over it.

Katie was asked about the role of managers in the resolution of this conflict: She stated:

Katie: I would talk to another manager and I would ask him what passages I should be reading about how you should be acting when you feel that a person who you like and who you are trusting and who has broken that trust, and I couldn't find it in the Bible so I talked to him and he told me to read a certain passage and that helped me a lot and then I talked to her and she told me that she was trying to pray over it and she went to Church and she was trying to find out how we should talk to each other in a critical situations bringing a Christ like attitude to bear so that helped a lot.

She continues:

Katie: If you are not showing grace and mercy to that other person, then you can't have forgiveness. Forgiveness, that is the most important thing and working in a Christian school helps a lot that is for sure.

In a critical incident related directly to a loss of trust, Katie and the manager sought to apply foundational principles extending from their beliefs to the situation. This clarified to them the attitudes that they believed should be shown towards others. Katie identified the presence of grace and mercy with forgiveness being the pre-eminent action. Ultimately, with a lot of conversation, the situation is resolved.

This incident is of note as the underlying ethos of FFIS can equip the teachers and managers within the school with strategies to resolve inter-personal conflicts. Following the principles of grace, mercy and forgiveness these disputes and the legacies of them should not linger over time. Embracing the full significance of forgiveness allows the participants to move on from such conflicts. Dialogue was a key part of that process.

5.6 The Dialogical Approach and the Emergence of Findings

As has been previously described, the four key principles that describe the dialogical approach taken in this study are: unfinalizability, polyphony, the role of the author and adaptive agendas for focus groups or interviews based on emerging themes.

The powerful potential of this approach emerged in the very first group interview at FFIS. In this group interview, for example, the two themes of a 'spontaneous collective loss of trust' related to contextual factors were identified by Stuart and the key personal characteristic of 'authenticity' was also identified by Stuart emerging in dialogue with Edie and Sally. These two key themes were then filtered and tested in the following group and individual interviews, gaining increased value and depth from the multitude of voices. This underlines the potential and value of the polyphonic dialogical approach.

Similarly, one of the first interviews at FFIS, where Elizabeth discussed her sense of commitment to Jesus Christ as the founder of the school, opened up a new dimension in the understanding of dialogue related to commitment and trust.

This was filtered into further group and individual interview where the idea of a 'calling' emerged and the connectedness of love to commitment was described.

The dialogic approach allowed for the emergence and crystallization of these important contributions as well as enabling space for contrasting or dissenting voices. The role of the author in ongoing reflection, at the time in participant journals and memos and with benefit of hindsight married with specific contextual experience, enabled an in-depth and participative analysis of the key themes of trust, dialogue and commitment to emerge over time.

6 Chapter 6: Discussion

The discussion chapter will begin with my reflections on lived experience and how they can potentially come to impact on findings and conclusions. This is necessary because, after the research process was completed, I was employed at FFIS as the Head of School. This was not intended at the time of the research process. My association with FFIS ended in July 2019, when the write-up phase for this thesis was in process. The discussion chapter will then continue to discuss issues arising from each of the research questions in turn. From research question 1 through to research question 4.

6.1 Reflection on Lived Experience and the Research Process

If the aim of participant-based research is to be open about the approach or the pre-conceptions that the researcher might bring to the study, it is important to frame the discussion chapter in the context of how the study fitted into my own personal experience related to these two organizations.

As has already been stated, I was employed at NIBS as a manager when the research phase of this study took place. This fact had many advantages, including ease of access to participants and an emerging understanding of the issues that were alluded to by the participants from NIBS.

The research process at FFIS was more difficult as, at the time of the research process, I had only had some social contact via the Church to some of the people who worked at FFIS.

In the research phase, access to the teachers at FFIS was, because of accessibility issues, condensed into two research days. This is not to say that the research process at FFIS lacked value, because it was very valuable. However, I do not think that my relationship with the teachers there was sufficiently grounded to enable them to potentially be open about the issues that they faced.

Because of this, critical incidents within FFIS were identified as being key incidents in the development of the organization. Because it was as if the participants were spokespeople for the organization. So, the incidents became: the change of policy regarding Church attendance and the change in the hierarchical structure brought about by the accreditation process. Whilst these were alluded to, they may have hinted at deeper issues that I was not sensitive to at the time.

It was after the research process had finished that I left NIBS and took up employment with FFIS as their Head of School in July 2017. I was the first Head of School who was not one of the sons of William and Elizabeth Fischer, the founders.

The transition into this role brought about a shifting perspective that is related to the key themes of trust and dialogue.

In my transition into my role, I was taking over from James Fischer as Head of School who had replaced his brother Ethan Fischer one year before. I recall an informal conversation with James Fischer one of my visits to the school that, in

hindsight, came to act as a critical incident for me, where we were discussing the personality of his brother Ethan and informally working out if he was more like his mother Elizabeth or his father William. James Fischer rolled his eyes at the thought of the relationship between Ethan and his father William and stated: "Those two, they are always butting heads!"

I recall being quite struck by this informal statement at the time, as there was really no indication of such a relationship in the data and the reasons why Ethan Fisher had chosen to leave FFIS and return to his country or origin were not clear to me.

The impression in the research process, from the management at FFIS, was the leadership was collaborative. Also, this did not seem to match with the principal of righteous appeal that had been described by Elizabeth Fischer. As James was not alluding to a relationship that was ultimately stable and successful.

Furthermore, in my own personal orientation into the role of Head of School at FFIS, James Fisher's repeated advice to me was to resist attempts by his father William to encroach into further control within the organization. He continued this advice via e-mail into the early stages of my role in post as Head of FFIS. This was also somewhat of a surprise.

It is possible that a high sense of family loyalty inhibited the dialogue in the research process or that simply there was not enough time for an in-depth analysis of such relationships or that, quite simply, FFIS grew substantially as an organization over two years following the end of the research process.

The student numbers at FFIS did increase from approximately 220 to 480 in the space of two years. This was my sense of joining FFIS that it was a school whose systems and processes did not match the actual functioning size of the organization. In that it was trying to be a small family business that now had a sizeable community of students, teachers, support staff and parents.

Finally, in attempting to orientate this discussion in the context of my perspectives and lived experience, it is necessary to provide an overview of my relationship with William Fischer, the founder and the Chairman of the Board at FFIS.

There is no doubt that William was an unusual character whose observations and insights could veer between seeming genius and complete inability to grasp or accept a stated reality. My approach to him was to provide him with the information that he wanted in the form of weekly meetings as he had clearly stated a preference for good information flow. Early in my tenure, William spent some extended time in his home country and then had a traffic accident that resulted in him being absent from the school for several months. This enabled the functioning and grounding of school systems, appropriate to the size of the school, in his absence without his influence.

What became clear, as he increasingly sought to re-integrate himself into the running of the organization is that he was a character who was out of touch with the realities of his own organization. He was widely respected but not completely trusted. He relied on informal information sharing, which was not appreciated, at all levels of the organization.

His faith contained elements of a reckless disregard for proper processes and accountability that would eventually de-stabilize the whole organization. Fundamentally, he was incapable of forming trust-based relationships with anyone who held a divergent view from his own. In my weekly meetings, I would present information with as much subtlety as I could muster because, even though he might initially give the impression that he accepted divergent views, in reality he did not like them and upon processing them he would come back to a point that he did not like via text messaging after the meeting, sometimes at very unsociable hours.

Whilst William stated that he appreciated openness and honesty, it seemed that he could not handle the raw truths that came along with it. On seeing that, there was little point in giving him information that he couldn't handle or that he did not want to process. This led to the conclusion that such a relationship was not sustainable and could not be committed to.

In the broad panoply of the conceptual understanding of dialogue, trust and commitment, William Fischer had simply not realised when it was time to let go of a work that did not fundamentally belong to him. His inability to trust anyone but himself led to a large organization growing on fragile foundations and an inevitable collapse in the sense of communal purpose or a cooperatively constructed vision.

A switch in focus to extracting profit from the organization to benefit the family members over the past two or three years was a further body blow to the very strong sense of communal purpose that had existed in the organization. This

was a great shame as it was an organization where many dedicated teachers and assistants served the families extremely well in a caring and loving atmosphere. The 'hands' and the 'feet' of the organization functioned well but there were fundamental problems at the heart.

In some senses, this reflective overview can help to give a balance to the understanding of the data.

Because the data from NIBS was more detailed and my situated knowledge of the issues was greater, the problems and issues at NIBS related to trust, dialogue and commitment were easier to pinpoint.

The problems that may have been in their infancy at FFIS at that time of the research, did not emerge explicitly in the research process. However, my lived experience and employment position does give an opportunity for a different and more nuanced perspective on FFIS as an organization. These observations are important as they do aid understanding of trust, dialogue and commitment in these contexts. It is important to express this experience now as it will inevitably filter into the discussions and conclusions that are to follow.

6.2 An Introduction to the Discussion Chapter

The discussion chapter will follow the outline structure that was established in the findings chapter with the research questions being discussed in order. For each question, a concise summary of the findings will be provided along with how the themes relate to the literature. Any contributions or critiques of the

literature will then be discussed as well as new and important insights gained because of the findings of the study.

Research question 1 was the over-arching question that sought to find the links between trust, perceptions of a school's communication climate and a teacher's commitment and engagement to their school. In this section, the many different factors that impacted on an individual's sense of commitment will be reviewed. The appreciation that was felt amongst the participants for ethical leadership will be discussed.

In this section, a discussion on the sense of commitment related to what some participants described as God's calling will be discussed. This will be related to a discussion about the strength of shared values in developing trust-based relationships. The connection between love and commitment will be discussed in brief along with a discussion concerning the simultaneous loss of trust that was described as a recurring feature for new faculty at NIBS.

Where research question 2 was about the management of meetings and opportunities for dialogue with senior managers, the themes for discussion that emerged out of that research question are: firstly, the sense of dis-engagement that participants feel related to a lack of inclusion in the decision-making process, secondly, the importance of the moral character of the person making the decision and thirdly the manager's feeling of being evaluated and the sense of insecurity.

Where research question 3 was about the personal characteristics of individuals that encouraged trust development, the key theme of authenticity will be

discussed. This section will also discuss the value of shared values in the process of trust development.

Research question 4 focussed on critical incidents in the development of trust from one stage to the next. In this section, the impact of gossip will be discussed, along with the identification of the initial/orientation phase as being crucial in setting the future development of trust. The strong impact of conflict in formal meetings will also be discussed.

6.3 Discussion Related to Research Question 1

Research Question 1 states: To what extent and in what ways does an open communication climate, where there are opportunities for meaningful dialogue, lead to stronger trust-based relationships and a stronger sense of commitment and engagement for teachers and managers in these international schools?

In summary, an open communication climate is more accommodating of dialogue and is more likely to foster stronger trust-based relationships and make the organization more adaptable to change and effective practice as conversations become less guarded. Within revelatory conversations, where participants consent to be vulnerable, there is the potential for establishing friendship and love as individuals are viewed to be authentic and there is a consistency between what they say and do over a prolonged period of time. Underpinning these are the notions of humility and forgiveness that offer strategies to overcome potentially harmful critical incidents.

These, however, do not seem to have a direct and measurable connection to actual commitment in terms of time spent at a school. A teacher can have an ideological 'commitment' to a school but a personal circumstance, a change of calling, or a governmental action beyond their control can impact their actual time spent in the organization. Dialogue and trust can certainly improve the quality of a faculty members experience in the time they spent at the school. The voices heard and the reflective inner dialogue gained from these experiences can last a lifetime.

6.3.1 RQ1: The Complexity of Commitment

The way in which participants in this study reacted to questions and discussions related to commitment showed that the word was understood in a very individual way. This was not a study that sought to find a formula for increasing a teacher's commitment to an international school even though it was assumed that opportunities for dialogue and enhanced trust would make a teacher or a manager more likely to remain committed to the school.

This is a developing and dynamic industry and the reasons why teachers choose to stay or leave international schools are complex and varied. This study has shown that the presence or absence of dialogue and trust can have a significant effect on the quality of the experience of teacher and managers in those schools. This study revealed the importance of managers coming to understand everyone's personal story and motivation and so creating the opportunity to intertwine their personal and professional goals into the development goals of the school. This could potentially make their experience a more satisfying one.

Participants at NIBS, such as Stuart, identified a pragmatic view when describing commitment to the school whilst others such as Cecelia described family concerns being the main factor when evaluating commitment.

At, FFIS, the notion of commitment was linked to the participant's faith and their relationship with God. This was shown when Elizabeth Fischer described her sense of commitment to the school as a 'calling.' This understanding of being 'called' to the school was also described by Sophie and Barbara

In the literature, Caldwell and Hayes (2010) describe how: 'Scholars and practitioners have increasingly acknowledged the gap of trust between leaders and followers, which undermines employees' commitment' (2010, p497). An example of this can be seen in the context of NIBS where Peter seeks to identify something that is missing that would lead to a sense of him being happy in his role. The reason, for Peter, was the limited participation of inclusion in the decision-making process caused by the 'gap of trust' that was described here.

Interestingly, Caldwell and Hayes (2010) citing Ireland et al., (2006) contrast this with the practice of ethical leadership that, they argue, creates 'higher commitment' (2010, p31).

There is no direct evidence in this study to link ethical leadership to higher commitment in terms of length of association. However, ethical leadership is certainly appreciated and acknowledged by participants in both schools.

Also in the literature, Ruppel and Harrington (2000) describe how: 'One of Hosmer's (1994a, 1994b) major assumptions in understanding the need for

morality in managers is that trust leads to commitment, which in turn leads to innovative effort' (2000, p319) and initially the prediction was made that the research will show a connection between open communication cultures founded on trust and commitment to organizations and a teacher's commitment and active engagement with their roles.

Whilst some participants at NIBS, such as Sally, alluded to: 'people who work hard and treat you in a respectful way' inspiring her to work harder, the findings did not explore fully the connection between trust and engagement. What is of note is how Anna and Mitchell from NIBS describe:

Anna: I don't know if that would be the way I would describe it (greater engagement) but I would be happier and then I would work better just because I have less stress and I am happy and satisfied

Mitchell: ...and relaxed yeah

Statements such as this re-enforce the link between trust and a more satisfying and enjoyable experience for teachers within the international school. This underlines the value of seeking to promote trust and dialogue within international schools as it can lead to greater happiness, less stress, increased satisfaction, and a more relaxed approach to working in these environments as described by Anna and Mitchell here.

The way that participants from FFIS such as Elizabeth, Sophie and Katie viewed their association with the organization as a calling and how they identified God's active participation in the organization meant that understanding their foundational relationship with God helped explain how participants viewed their commitment to the school and the country where they were employed.

There remained challenges for commitment in the context of FFIS. The founders, William and Elizabeth certainly had a sustained relationship with the school honed over 11 years and founded on what they believed to be God's will for their lives. This resulted in a commitment to developing a school and a business in a very challenging environment. In this sense, commitment in this context becomes about commitment to a foundational mission and a vision of which the school was viewed as vehicle in to bring glory to God. Commitment is challenging in such an environment.

There existed a level of turnover of senior managers at the school and teaching faculty that showed that there were also challenges for commitment in the context of FFIS. Therefore, it is difficult to draw conclusions related to commitment in this context other than to assume that commitment to following God's will for the participants remains even though the commitment to context might change.

6.3.2 RQ1: Love and Commitment

What cannot be overlooked when considering the findings related to FFIS is how, for some participants in the school, their relationship with God explains and governs their relationship to the school and with others. This is shown, for example, in the key phrase made by Elizabeth, one of the co-founders of the school who describes:

Elizabeth: I really didn't want to call myself a co-founder because Jesus Christ is the founder.

Similarly, Katie when describing a critical incident related to trust betrayal stated:

Katie: We couldn't work productively if there was any kind of tension between the two of us and so we had a lot of conversations, we would

talk to our friends about and we would go to Church and we would pray over it

Here we see the additional dimension that is at play as, according to Katie, prayer plays a significant role in the resolution of the conflict. In addition, the Church can potentially be seen here to act as a social integrating factor.

The question is, what ultimately stems from this additional dimension and the presence of God in the development of the organization and in the lives of the teachers?

Dean (2017) conducted research into the role of spirituality in the workplace and its effect on job satisfaction and organizational commitment. She concluded:

This research indicates that altruistic love is worthy of attention with regard to job satisfaction and organizational commitment. In addition to altruistic love, sense of community and meaningful work were significantly predictive of job satisfaction; however, altruistic love clearly stood out as the most important variable. According to Fry (2003), the spiritual leadership characteristic of altruistic love includes courage, empathy/compassion, forgiveness, honesty, humility, integrity, kindness, patience, and trust/loyalty. And, Fry defined altruistic love as a “sense of wholeness, harmony, and well-being produced through care, concern, and appreciation for self and others (p. 712) (2017, p65).

Dean (2017) is therefore connecting altruistic love with integrity and trust. Dean identifies the connection between love and a sense of job satisfaction.

Key personal characteristics are also highlighted here as being associated with altruistic love. Courage can be seen to be an antidote to insecurity. Forgiveness provides a mechanism for resolving inter-personal conflict. And trust and loyalty are intriguingly clumped together. Altruism also points a service element that may give a greater sense of job satisfaction.

The sense of loving others and feeling loved was emphasized by two participants from FFIS.

In describing her organizational commitment, Katie stated:

Katie: ...I feel that there is His presence everywhere here like on campus here there is certainly a lot of love and respect for each other.

Katie connects love and respect here. Respectful interaction can be seen to be a key component of success in professional communities.

Also, Sophie, who was a Senior Manager at FFIS discusses her relationship with the students and states:

Sophie: ...I do not want to leave because I love them, and I want to them to have the best and I want to be here to try to help the school improve and so I am really invested in FFIS which to me is the students and their families.

Sophie's statement here also clearly links the sense of feeling love with commitment when she states: 'I do not want to leave.' The concept of personally investing in people and the school is an important way that some participants used to evaluate their position relative to the school.

Muehlhoff and Lewis (2010) interestingly connect relationships, dialogue and love when they state:

Communication scholar and theologian Reuel Howe was so fascinated by the power of communication to foster human connection that he titled his now classic book *The Miracle of Dialogue*. He writes: Dialogue is to love, what blood is to the body. When the flow of blood stops, the body dies. When dialogue stops, love dies, and resentment and hate are born. But dialogue can restore a dead relationship. Indeed, this is the miracle of dialogue: it can bring a relationship into being, and it can bring into being once again a relationship that had died (2010, p37).

This echoes what Dean (2017) describes as ‘the spiritual leadership characteristic of...forgiveness.’ Forgiveness has a restorative capacity in relationships. This was evidenced in this study in the inter-personal conflict scenario described by Katie regarding her teaching assistant. It is also evident as Doris and others at NIBS struggle to let go of a critical past-event that had implications for the development of relationship with a senior colleague.

These findings would suggest that there is further scope for exploring the connection between the sense of feeling loved or giving love and organizational commitment in International Schools.

6.3.3 RQ1: A Simultaneous Loss of Trust at NIBS

A key observation from amongst the participants at NIBS was the identification made by Stuart regarding the ‘simultaneous loss of trust’ for new faculty who joined the school. This was identified as being a general stage when initial feelings of enthusiasm and excitement waned and there seemed to be a collective and simultaneous loss of trust. Stuart, as a long-term member of staff observed how this phenomenon was repeated year upon year.

This theory of a simultaneous loss of trust then became an emergent theme that was explored in the ongoing dialogue in the focus group and individual interviews that followed at NIBS.

Stuart offered the reasons behind this observed phenomenon:

Stuart: ...reasons such as people have been told that they have this job and when they get here the job has changed and they are not teaching that, they are teaching something else or that the job

description wasn't accurate and they are being asked to do something they were not told about or they were sold something that turns out not to be here when they arrive....When they come here they say hang on we were told this or that and we didn't get it. I was given this job and I haven't got it.

This phenomenon, as has already been mentioned, highlights the importance of the psychological contract but also emphasizes that new teachers arrive in new contexts with a general sense of excitement and optimism.

This is important as it is imperative for leaders and managers involved in the recruitment process to present a fair, accurate and honest picture of what the school is like and what the living environment will be like. If there is any doubt as to specificity of role this needs to be made very clear at the initial phase as unmet expectations at this phase can be very damaging.

Arriving at an international school and finding that their actual role was not what they expected can clearly have a very damaging effect on the development of trust and on a teacher's sense of commitment to the organization.

Added to this are factors such as: assessments of the openness of the communication climate, exclusion from the decision-making process, realistic assessments of the potential for initiating meaningful change. These growing realizations on the part of the teacher can be channelled through conversations in the social environment, these can influence teachers as they assess and evaluate their place and commitment to their new schools.

Trust and dialogue are certainly inter-woven into this process. This suggests that a study that looked particularly at the chronological stages of a teacher's changing evaluation of their relationship with the school from point of arrival would benefit

leaders and managers in identifying how disillusionment or a sense of disconnect begins to creep in. This would be with the aim of reducing obstacles to commitment and improving the quality of the working experience for the teacher in the international school.

6.3.4 RQ1: 'Investing In' – Servant Leadership

Servant leadership was identified by participants from FFIS when evaluating the work and approach shown by their managers James and Sophie. It was applied in a positive sense where their level of engagement was seen as a good model for their faculty.

Spooner and West (2012) in their analysis of Christian Education Leadership investigate the origin of the term. They describe how: 'In the secular community, Robert Greenleaf (1977) is credited with coining the term "servant leadership' (2012, Loc. 4667).

They delve into the concept in greater depth and describe how:

Larry Spears (1995) wrote a book discussing the ten themes that identify Greenleaf's understanding of servant leadership: Listening, Empathy, Healing, Awareness, Persuasion, Conceptualization, Foresight, Stewardship, Commitment to the growth of people and Building community (2012, Loc. 4674).

The themes of listening, empathy, awareness, commitment and community are already well embedded in this study. Although, perhaps 'commitment to the growth of people' gives an alternative and very valuable meaning to the word.

'Stewardship' emerges in Christian management literature to encapsulate resource management. Persuasion does not seem to rest easily amongst the

attributes of this list. Why would it be necessary to persuade someone to do what they may not want to do? Clarity of communication would be a preferred alternative.

Spooner and West (2012) continue to refer to the work of Wilkes (1998) who examined the life of Jesus in the context of the concept of servant leadership.

They describe how:

Wilkes (1998) determined that servant leaders:

1. Humble themselves and wait for God to exalt them,
2. Follow Jesus rather than seek a position,
3. Give up personal rights to find greatness in service to others,
4. Risk serving others because they trust that God is in control of their lives,
5. Take up Jesus' towel of servanthood to meet the needs of others, share their responsibility and authority with others to meet a greater need,
6. and multiply their leadership by empowering others to lead (2012, Loc. 4710).

The concept of humility is highlighted here which is under-stated in this study. The element of risk has emerged in this study and this approach would encourage a risk in service in the context of a higher trust in God's sovereignty. Shared leadership and empowerment are outcomes of the dialogical approach. The encouragement to 'follow Jesus rather than see a position' required greater clarity of definition as it is assumed this is referring to roles and positions rather than a position in a debate or discussion.

Interestingly, the notion of community, which is also a thread in this study, is present in discussions on servant leadership.

Runcorn (2011) in his writing on Fear and Trust: God-centred leadership looks at the notion of Kingship in the Torah that he states: 'teaches a very similar vision for community-based servant leadership' (2011, Loc. 701).

Runcorn (2011) expands on this description and describes how:

The vision for leadership here is non-hierarchical and collaborative, exercised among and within the community, without the leader 'exalting himself above other members of the community (2011, Loc. 708).

The emphasis on a non-hierarchical approach has emerged in discussion related to the enabling of dialogue. The notion of humble leadership that is devoid of self-aggrandisement is highlighted here.

6.4 Discussion Related to Research Question 2

Research Question 2 states: How does the management of meetings and opportunities for dialogue with senior managers influence the development or not of trust-based relationships?

The findings related to this question can be reduced to two major findings for the purposes of discussion. The first finding is about how teachers and managers can potentially become dis-engaged if they felt that the discussions that they were involved in formal meetings have little influence on the decision-making process. The second finding relates to the sense that managers felt evaluated in formal meetings and the impact that this sense of insecurity might have on how they communicate and how they act within the organization. Furthermore, participants identified what they understood to be insecurity on the part of managers that led to actions that inhibited trust development.

6.4.1 RQ2: The Management of Meetings and The Decision-Making Process

In the data related to the management of meetings, for example, Sally, a senior manager at NIBS, describes how formal meetings were often like 'briefings' and Peter describes how meetings are a 'recommendation' for decisions rather than decision making forums in and of themselves. This was also identified by participants Flora, Edie and Stuart from NIBS.

This finding confirms the observation made by Odland and Ruzicka (2009) who highlight the key role of the school administrator and how, as they work with teachers, they should: 'Offer them appropriate opportunities for involvement in decision-making' (2009, p24).

This finding also supports the conclusion made by Mancuso, Roberts and White (2010) who describe how:

A more transformational and distributed leadership style and a willingness to share decision-making responsibilities with teachers were linked to reduced teacher turnover (2010, p321).

It is easy to see, within the findings of this study, the sense of alienation that is fostered in a climate where teachers and managers do not feel part of the decision-making process. This is important as leaders, managers and owners of international school's need to realize the depth of feeling related to the issue of participation in the decision-making process.

Simply paying 'lip service' to participation in decision making is insufficient due to teachers and managers very high level of perception regarding the decision-

making processes. The process of decision making needs to be clearly and publicly expressed and adhered to.

Browning (2014) also identifies the key role of the Principal in constructing the organizational climate that fosters trust. He identifies how the way that leaders 'make decisions' (2014, p.389) is a key part of this process.

Whilst the literature has highlighted the significance of the issue, the findings from this study would suggest that the potential for alienating teachers and managers, by not giving them appropriate access to decision making that is relevant to their seniority within the organization, is a key determinant on how teachers and managers view their position relative to the organization. The key question of exactly how much power the Principal holds related to other stakeholders is a necessary question to understanding the real internal functioning of these schools.

The question would then be raised as to how the Chief Administrator can increase opportunities for involvement in decision making whilst maintaining the principles of fairness, accessibility, and accountability. Appropriate forums where decisions are discussed would need to have a clearly defined decision-making process that is understood by all the participants.

The question could also be raised as to why teachers and managers would not be given access to the decision-making process. This could be connected to the high levels of change and teacher turnover that exist within the international school's industry as identified in the literature.

School owners or boards, who are stable factors in the school community, might not be prepared to delegate too much decision-making responsibility to heads or senior managers whose tenure may only be temporary. Similarly, the Head of School may have the accreditation process, and standards highlighted in a cyclical accreditation process as being the development aims and objectives for their school that are, to a large extent, non-negotiable.

6.4.2 RQ2: The Person Behind the Decision

The findings in this study did not only point to the significance of the decision-making process but also to the moral character of the person involved in making the decision.

Hosmer (1995) introduced the moral dimension behind decision making in his definition of trust as he describes:

Trust is the expectation by one person, group, or firm of ethically justifiable behaviour- that is, morally correct decisions and actions based upon ethical principles of analysis - on the part of the other person, group, or firm in a joint endeavour or economic exchange (1995, p399).

This study would suggest that the moral factor behind why decisions are made is a key determinant in evaluating the trustworthiness of a Principal or senior manager within the international school and participants from both schools in this study.

Decisions or actions perceived as being unethical can have a considerable lasting negative effect that lives long in the anecdotal history of the organization. This was highlighted by Stuart and Florence from NIBS.

Florence, in a quote given previously, connects her moral perception of a manager and the respect she has for them and the decisions they make and her levels of enthusiasm in completing a task.

The participants in the study, such as Mitchell, identify how the moral image of a person develops over time and therefore a relationship developed over time is required to determine the strength of a manager's moral character. He states:

Mitchell: My own personal experiences are largely, if someone who is a good person, they are caring and they are ethical and morally upright and that comes out over a period of time because you are not going to be able to witness them in all situations. To me it is a long-term development of trust and of understanding where they are coming from.

What Mitchell is identifying here: a person who is good and who is ethically and morally upright can be linked to the discussion about character.

The discussion of character emerged at FFIS where it was introduced to the dialogue by William who was discussing his sons who were at that time senior managers at the school. When discussing his role as overseer of the school he stated:

William: I have a pretty good idea of where I want the school to go and like I said I trust, particularly my sons, I have full confidence in them, in their character, in their desire to do the best for the school.

Here the concept of character is underlined allied with shared goals and objectives. Time is required to both form and evaluate a person's character. It would be difficult to make a judgment or an evaluation of a person's character out of isolated incidents.

William's observation here regarding character is supported in the literature by Krosgaard, Brodt and Whitener (2002) as they state:

Workplace encounters with managers affect employee trust. Theory suggests that trust is built or undermined through specific exchanges between individuals (Lewicki & Bunker, 1996) as they come to understand each other's goals and intentions (Deutsch, 1949). Such encounters provide information about a manager's intent and evidence of a manager's character (2002, p312).

This confirms the statements made by both Mitchell and William. Here we see in the literature the re-enforcement of the significance of a leader or manager's character.

Inclusion in the decisions making process is therefore to be encouraged, but there must also be a moral and ethical consistency shown over time by the person who is making the decisions.

The moral dimension of the individual related to trust formation increased in my understanding throughout the study and in my developing professional experience. This is also connected to dialogue.

My early understanding was that a senior manager, for example a Head of School, would have targets, goals and objectives or a development plan for the school and their success could be measured in how successfully they were able to implement these goals. This led me to approach communicative exchanges with a fixed outcome in mind and seek to guide the discussion in alignment with my preferred outcome.

Over time, I came to realize that this was not the primary function of the Head of School in a very complex environment. The Head of School was often faced with

problems that could not be solved by anyone else in the organization and so were brought to their attention. The most effective way of dealing with these problems was not to have a pre-set outcome determined prior to any meeting.

Rather, the best approach was to listen very carefully, ask appropriate questions, reassure all the participants that the guiding principles would be fairness and what was reasonable and obtainable. Also, the stated goal was what would be the best possible outcome for all the participants concerned.

To do this, the participants needed to have a belief in the character of the Head of School. That they would, to the best of their ability, do the morally correct and the fair and reasonable thing.

These discussions were often spontaneous, and a genuine openness was required to embrace the best possible outcome. I came to realize that I was being paid primarily for my experience and for how I would react in high pressure situations.

In such environments, a failure to listen, a hidden agenda, pride, inconsistency and selfishness would have had very damaging consequences.

This is important as it emphasises the need to have the right person in place in the key role who can embrace dialogue and who is trusted and who has the character and experience to deal with unexpected and high-pressure situations and who has a genuinely unfinished openness.

6.4.3 RQ2: Feelings of Insecurity and the Development of Trust

This study identifies insecurity as being a major strand that inter-twines the key themes of trust and dialogue. This theme was emergent in the study and first came to light in the dialogue between Anna and Mitchell at NIBS. Anna was describing the effect of seeing teachers arrive at the school and then being required to fill a different teaching role to the one they had expected. They stated:

Mitchell: If you hear about it with other people. It really does not do your faith in the hierarchy much good does it. As you say if they do it to someone else who is to know when it is your turn.

Researcher: And that creates tensions?

Anna: Yes, and insecurity.

It is a central assertion of this thesis and a new contribution to knowledge that personal insecurity is highly significant in the trust formation process and in understanding the actions of senior managers within international schools. The question to consider is why senior managers may feel insecure and what can be done to lessen these feelings of insecurity?

In addition to identifying events that gave her a sense of insecurity, Anna, was able to identify insecurity in the actions of others. She identifies this when considering the origin and cause of some of the conflict that she experienced with her line manager. When asked to identify the causes of these conflicts she states:

Anna: Just insecurity issues because a person who came to be Department Head, it was the first year and it was quite tough and she didn't feel that she should take our advice in any situation, she didn't unload things and it was an uncomfortable situation for her last year. This year is much better, she understands how things work and what

will kind of work or not work and also, she established a sort of routine that is more appropriate to her needs with TA's and support people.

Again, the key issue of insecurity is highlighted here linked to a new manager in transition. Anna is identifying a communicative closedness to receiving advice and to unloading or sharing concerns and frustrations. An improvement with time is identified as well as the significance of relationships with support people.

The connection between the actions of managers and insecurity was also made by Mitchell. Mitchell's example here will support the findings of Browning (2014) and Tschannen-Moran (2004) into how a school leader's action can build or diminish trust. This is an example of how trust can be diminished related to perceived insecurity.

Mitchell had a role as a time-table manager at NIBS and was responsible for organizing teacher cover. However, he felt that he was not being given sufficient information by his Head of Section that would enable him to perform the task successfully. When asked about why he felt that information was not being shared he stated:

Mitchell: I have been reading different books about Management and when Management is secretive there is some sort of insecurity involved and the more I think about it, it definitely is.

When asked to elaborate on the notion of insecurity, Mitchell continues...

Mitchell: Lack of confidence in the decision-making process or something. I don't know... but it seems like if they were more confident and there was more confidence in the decision, they were making then there would be more openness in what was going on.

Mitchell is therefore linking insecurity to a lack of openness and a lack of confidence. He relates this directly to decisions that are being made. This links the two issues of insecurity and the decision-making process. The question is, therefore, would greater participation in the decision-making process lessen feelings of insecurity on the part of the decision maker? Trust and openness would be required to enable greater participation to take place.

6.4.4 The Theme of Insecurity in the Literature

The whole significance of the issue of insecurity was identified in the literature by Cooper et al. (2013) who describe how dialogue can be inhibited by: 'hierarchical social structures, asymmetries of power, opposing interests, feelings of insecurity, a closedness to one's own experiencing' (2013, p85).

Feelings of insecurity and closedness have been identified by Anna and Mitchell here so supporting the claim made by Copper et al. (2013).

But other than this reference. The original review of the literature did not originally set out to explore the specific link between insecurity and trust.

The existing literature linking trust and personal insecurity does not appear to be extensive.

Nagel (2014) connects together the issues of power and vulnerability in the board room in her chapter on addressing fear and insecurity through dialogue and self-reflection.

Ivanov et al. (2015) make the link between trust, dialogue and insecurity in his study on innovation in the organization. They describe how: 'No innovation can

occur unless the organization and/or the person is in the inspired state. The opposite of the inspired state is depression' (2015, p58).

Ivanov et al. (2015) identify features of organizations that are in a depressed state, and these include:

- Lack of dialogue
- Insecurity (job, idea, others)
- Mistrust (of colleagues, management, organizations, everyone) (2015, p59).

Whilst for organizations in an 'inspired state', they list the following amongst a long list of characteristics:

- High trust (of organization, managers, colleagues)
- Open and truthful dialogue, no pretence
- Loyalty
- Security (job security) (2015, p60).

Ivanov et al. (2015) succeed in making the important connection between high trust and the presence of open and truthful dialogue. The emerging notion of insecurity is here more related to job security and is not completely developed. Ivanov et al. (2015) hint at 'others' and it is in this inter-personal referent that, in my opinion, the true impact of feelings of insecurity can be felt.

Leading and managing in an international school is an isolated and pressurized public role with participants in this study identifying how they feel 'on display' or evaluated by colleagues.

Feelings of insecurity can be a particular challenge for teachers and educational administrators because the entire nature of the work of teaching is about: presentation, preparedness, subject knowledge, differentiation (i.e., accommodating each professional as an individual) and with an external accreditation process it can also be about the delivery of results in a highly public environment. This list does not consider the pressures and demands of school owners or boards of governors, parents, students and the challenges that administrators themselves when living and working in country that may not be their home country and the associated challenges of culture shock.

A recent study that has touched on this issue was conducted by Haagensen, Eklund and Aspfors (2020) who, interestingly, studied values and beliefs and newly qualified teachers experience of relational trust. They particularly highlighted challenges related to a new teacher's relationship with the expectations of parents in the school. Haagensen, Eklund and Aspfors state:

They think it is difficult to meet these expectations while being relatively young and newly qualified. Consequently, teachers lack trust in their own competence and feel an uncertainty about the parents' confidence in their teaching skills, which especially manifests in discussions with parents about pupils' special needs and arrangements related to these. This corresponds with previous findings that show that student teachers do not feel adequately prepared for the relational challenges they later face in the profession (Mandarakas, 2014; Skibsted & Matthiesen, 2016), as well as with teachers stressing the importance of relational competence and the feeling of insecurity in coping with parents (2019, p341).

Here, insecurity is arising from being young and newly qualified and of meeting what can be a particularly challenging sector of the community: parents of students with special needs. Here, insecurity can arise from a lack of professional

expertise. But, interestingly, relational competence is highlighted here. Greater confidence in relational competence could come about from specific professional development or focus on these specific types of discussions but also from experience of participating in these conversations and being open to dialoguing with an including the expertise of others.

Haagensen, Eklund and Aspfors (2020) describe how the results of their research called for the development of ways of improving teachers' relational competence and developing relational trust within the school.

For leaders and managers in education it can be very beneficial to have a confidential 'advisor' or a 'consultant' with whom they can discuss openly their feelings of insecurity regarding their 'relational competence'. The core of the discussion could be about who they believe they are struggling to form a strong relationship with and why.

Similarly, as Ivanov (2015) connected insecurity to 'idea', discussions with a confidential advisor or consultant could consider what creative ideas the professional leader or manager may have that they feel perhaps unwilling to express openly because of feelings of insecurity. Confidential advisors can also help senior managers critically examine the process behind the decision. The question is, therefore, if there is a greater role for senior management consultants in International Schools? Or, practically speaking, an expanded and closely knit leadership team.

Once the decision-making process has been critically examined in this supportive domain, it is easier for it to be explained publicly, so that the process does not remain hidden. This process can encourage leaders and managers to trust themselves and a greater sense of confidence and reassurance can be developed through discussion in a safe and secure environment.

A further recent study, from a philosophical perspective, by Mackenzie (2020) focused on vulnerability, insecurity and the pathologies of trust and distrust.

Mackenzie (2020) refers to the work of Jones (1996, 2004, 2019) and describes how she 'modifies and extends Baier's analysis.' Mackenzie states:

Citing the evidence from psychological attachment theory, she suggests that those who are appropriately secure in their attachments 'have characteristic patterns in their trust of others' (2019, 963). By contrast, those who are insecure or avoidant in their attachments are more likely to be wary of trust and vigilant of the risks of trusting others. Her notion of 'basal security' (2004) – 'a generalized underlying affective stance towards the prospect of risk at the hands of other agents' (2019, 963) – aims to capture the distinctive phenomenology of trust and distrust. In a situation of trust involving the same degree of vulnerability and risk, a person with high basal security will not regard this risk as a threat, whereas a person with low basal security 'lives in continual awareness of her own vulnerability' (964) (2020, p622).

Taking this perspective, how can a leader or manager in an international school move from a position of low basal security (vulnerability and insecurity) to a position of high basal security? How can risk be sensibly reduced? International school leaders and managers are always risk aware.

My suggestion would be that this is born out over time in repeated interactions and discussions with colleagues and advisors, such as those described above. In addition, an experienced leader and manager can be encouraged to carefully and

considerately trust their perceptions and 'sensuous' understanding of the situation by engaging with others in an approach which is fair and reasonable and seeks the best possible outcome for all concerned.

The findings in this study would suggest that further study is required into the impact that personal insecurity can have on a manager's actions within the organization. A further study would question how personal insecurity inhibits the flow of information or the potential for shared decision making within the organization.

The findings would suggest the need to further explore the notion of personal insecurity and how it affects the actions and decision making of managers in international schools. Particularly managers who are making a transition into new roles in new schools. The link between insecurity and isolation should be explored.

Insecurity can result in decisions being made in isolation as managers may not want the rationale for decisions to be discussed openly as it may question their judgement or knowledge of the context. If the information related to why a decision has been made is not shared with others this can also result in insecurity. This has been shown with the example of Anna here in this study.

Under the umbrella theme of insecurity can also come the feelings expressed by managers that they are being evaluated or critiqued by others, especially in formal environments. In addition, it takes a level of self-confidence and personal security to engage in dialogue where decisions that have been made can be

challenged or questioned without this being perceived as criticism. This raises the question about how senior managers can cultivate safe spaces for discussion that enable critical thought within the organization? Perhaps by setting out in advance the norms or agreements of how those discussions will take place and establishing clearly how the final decision will be made.

Further studies into the notion of insecurity could seek to establish how organizations can help enable and encourage the contrasting feelings of security. The findings in this study would suggest that mentoring, especially in periods of transition, and shared leadership would help in that regard by lessening the potential impact of isolation. Shared leadership creates the opportunity of rehearsing difficult conversations or of enabling dialogue in the decision-making process. A sense of security needs to be worked at through repeated interaction.

Further studies into how the sense of being evaluated can potentially inhibit the actions of managers in contexts like this would help develop a greater understanding of the connections between insecurity and trust in the international school. How to promote feelings of security and confidence for teachers and managers in periods of transition would be very valuable research for improving leadership and management in international schools.

6.5 Discussion Related to Research Question 3

Research Question 3 states: What are the key characteristics required on an inter-personal level for the formation and development of trust-based relationships?

The findings and discussion related to research question 2 have already identified the importance of a person's character in the trust development process. The discussion related to research question three will delve deeper into personal characteristics that enable the development of trust.

Discussion in this section will focus on the concept of authenticity. Allied to this the presence of vulnerability and admission of personal struggles are seen as critical incidents that are a part of the trust development process.

6.5.1 RQ3: Authenticity

Authenticity emerged during the research as being one of the key personal characteristics that helped establish trust-based relationships in both schools.

This was identified by Stuart at NIBS who stated:

Stuart: Exactly the words that I was going to say was authentic and genuine, like there is no falseness, they don't like being falsely praised you know when you feel it is show or a smiley performance.

In the context of NIBS, where social and professional lives inter-twined so easily, authenticity was seen where there is no discrepancy between the professional and personal words and actions of the teacher and manager.

At FFIS, Elizabeth and Sophie talked about being 'transparent' and 'real' as they conducted small group Bible studies with teachers or talked to professional colleagues about personal histories or struggles that encompassed their personal, spiritual, and professional lives. In this kind of communication climate, vulnerability was required to make the investment that could result in greater trust and stronger personal and professional relationships.

Experiences like those described by Elizabeth and Sophie confirmed the accuracy of the definition of trust described by Fulmer and Gelfand (2012) who described:

A psychological state comprising willingness to accept vulnerability based on positive expectations of a specific other or others (2012, p1174).

In a more recent study, Schilke and Cooke (2013) refer back to Mayer et al. (1995) who show how:

Trust is said to reflect “the willingness of a party to be vulnerable to the actions of another party based on the expectation that the other will perform a particular action important to the party” (Mayer et al., 1995: 712) (2013, p2).

In this sense, by making themselves vulnerable, Elizabeth and Sophie were highlighting struggles in their past or present relationship with God. By doing so they were using their own experience to draw attention to Him. They were not describing their own faithfulness or integrity but seek to show others that God was faithful despite their struggles and failings. As such, they are pointing to God as a common external, consistent, unifying factor. Their exclamations of dependence and trust in Him can help to form trust-based relationships within the group who share the same experiences or objectives.

This would suggest that forums that encompass the personal, professional and spiritual have the potential to develop strong trust-based relationships provided there was willing and active engagement and continuity between the spoken word and lived actions.

The theory of relational trust is described by Forsyth, Adams and Hoy as: 'anchored in the social exchanges attached to key role relationships found in schools' (2011, p124). This study certainly highlighted the significance of social exchanges in both settings.

In NIBS, the potentially negative impact of gossip was highlighted, whilst in FFIS dialogues related to people's personal spiritual experience were seen as critical incidents in trust formation.

Integrity was identified as one of the four elements of discernment when analysing an individual's trustworthiness in the theory of relational trust and this study certainly supports that claim.

Muelhoff and Lewis (2010) describe how:

One of the central beliefs of Christianity is that authentic spirituality shows itself in social action. As John forcefully states, "Dear children, let us not love with words or tongue but with actions and in truth" (1 Jn 3:18).

Therefore, a true test of authenticity would be how it is seen to be enacted publicly over time in relationship with others in a manner that shows an integrity regarding what is said and what is done.

6.5.2 RQ3: The Value of Values in Trust Development

Part of the emergent discussion in this study looked at how shared values could potentially act as unifying factors upon which trust based relationships could be built. The findings in this study suggest that values, because of the

challenge of correctly identifying what those values are and the absence of external accountability for those who profess to hold values, do not hold sufficient strength to act as unifying trust building factors.

This confirms what Hayden, Thompson and Walker (2002) refer to Hambrick's (1998) observation about International Schools when he stated how:

Disparate values create interpersonal strains and mistrust, which become damaging when the group is charged with a coordinative task (2002, p166).

It is insufficient to rely on notions of shared values as unifying factors that would promote trust development. Human interaction is more complex than that. In addition, values can often have cultural origins and the nature of international schools is that they are multi-cultural organizations. The identification of what is important to individuals and respecting their approach is the key to successful communication and relationship building in these environments.

Wynn and Brown (2008) pursue the topic of shared values within professional communities. They state how:

Fundamental to any community is a sense of common values and expectations of and for each other. Professional communities have, in addition, a basis in moral authority that, in education, is derived from the central social importance of teaching and socializing children. Members of a school community affirm, through language and action, common beliefs and values underlying assumptions about children, learning, teaching, and teachers' roles; the nature of human needs, human activity, and human relationships; and the organization's extended societal role and its relationship with the surrounding environment (2008, p760).

However, I do not feel that this statement is the most effective summary of what is occurring in the complex arenas of international schools.

Firstly, values may be expressed, for example on a website or in a mission statement but that does not mean that they are lived out in the everyday experience of the professional communities. Similarly, schools can have a basis in moral authority, but it won't be a unifying factor unless the members of the community see the key principals lived out in the lives of those who are claiming to hold the moral positions.

Like was expressed by Florence in this study, I believe that this assessment of morals has a trans-cultural element. Individuals from any culture can identify if there is consistency in what a person says and what they do. Regardless of their expressed values.

6.6 Discussion Related to Research Question 4

Research Question 4 states: What incidents or reasoning are involved in the process of development from one level of trust to the next?

Interactions in the social environment soon emerged as being highly significant in the trust development process in both contexts. Participants at NIBS lived and worked together in the same school and so opportunities for socializing with colleagues were many. What was, at first, defined politely as 'social dialogue' and then more bluntly as 'gossip' had a clear and lasting impact on the formation of trust-based relationships at NIBS.

The early stages of a teacher's relationship with the school emerged as being highly significant in both contexts. In NIBS this was based on a match between expectations and reality whilst at FFIS it was evidence of careful attention at the

initial stage. Critical incidents in this early stage could have a long-lasting effect on how the teacher viewed the integrity of psychological contract between themselves and the school.

Incidents of conflict or acts related to establishing hierarchy or loss of temper in formal meetings were also viewed by participants as being highly significant in the trust formation process. In contexts with a high level of social dialogue these incidents can be continuously discussed and unpacked after the event so resulting in a more lasting impact. Such exchanges (in faculty meetings) are widely perceived and can have lasting implications in terms of how teachers perceive the openness of the communication climate and their position within the organization.

6.6.1 RQ4: Gossip

Participants from NIBS made a direct reference to the impact of gossip in describing how inter-personal trust was developed and affected at their school. This was identified by Stuart and other participants such as Sally in focus group 1.3. The initial review of the literature was not specifically focussed on the effect of gossip in the workplace. However, the impact of gossip on trust formation was clearly shown in this study.

The impact of workplace gossip has been examined in studies such as those conducted by Ellwardt, Wittek and Wielers (2012) Burt (2005), Nancy B. Kurland and Lisa Hope Pelled (2000) and Chien-Chih Kuo, Kirk Chang, Sarah Quinton, Chiu-Yi Lu & Iling Lee (2014).

Burt (2005) notes:

Our empirical findings strongly confirm previous research conducted using network theory: Gossip is likely to flow in networks with many friendly and frequent contacts between employees (Burt, 1992; Coleman, 1990), when the object of gossip is of particular importance to a broader group of employees (McAndrew et al., 2007) and when information about the object is negative (Bosson et al., 2006; Davis & McLeod, 2003). These conditions make it easy for negative gossip to reach through entire organizational grapevines and create long-lasting, sticky reputations (Burt, 2005) (2005, p24).

This demonstrates the strong potential for environments where there is close and frequent professional and social contact, such as the international school, to be environments where gossip can easily become embedded. Burt also hints here that the focus of such exchanges is almost always 'negative' but the impact can be 'long-lasting.'

This has been shown with the example from NIBS of the lasting effect of a past complaint described by Dora against a senior administrator at the school and the long-term impact that it had on relationship forming within the school.

Burt (2005) concludes:

Based on these findings, the authors suggest that managers should be cautious about gossip in the workplace, as it affects their workforce and causes cynical behaviour amongst employees (2005, p.18).

International schools, because of how they are often situated in small ex-patriot communities where teachers would tend to live, work, and socialize together, should be aware of the potential negative impact of workplace gossip and should strongly consider approaches that would counteract the potentially negative impact of gossip. This is a new and important finding related to the functioning of International Schools.

Schools should make the appropriate forum for discussions a key element in their orientation processes. Schools with a faith foundation should explicitly address the potentially negative impact of gossip on relationship forming using the expressed principles of their faith.

How school leaders and managers position themselves socially within these small communities is also highly significant in the trust formation process. This becomes even more complex as spouses of leaders and managers can also be employed within these small school communities often at different hierarchical levels.

Modelling may be the most effective approach to limiting the potential negative effects of gossip. Managers can be sociable and yet need to protect the value of formal communication processes. Managers need to evaluate very carefully what they say in the social environment. Participants such as Stuart and Mitchell have identified the need for consistency and integrity between what is said in public and in private, between the informal and the formal.

6.6.2 RQ4: The Early Stages of Association with the School

The importance of the interactions that occur at the early stages of a teacher's association with the school in developing trust and commitment was evident in the comments made by participants from both schools.

From NIBS, participants referred to promises and expectations made at interview that were not matched on their arrival at the school. Also, incidents where teachers found that their roles on arrival at the school did not match what they had expected to find were identified as being damaging.

At FFIS, it was the acknowledgement of the effort and investment made with the on-boarding process and teacher orientation that had a positive impact on trust formation.

These examples highlight the potential for this crucial early phase to have both positive and negative effects on trust formation within international schools.

The findings related to NIBS, support the theory of a psychological contract made between employees and an organization described by Kramer (1999) who:

Defined psychological contracts in terms of employee's beliefs regarding the terms and conditions of their reciprocal exchange relation with their employer (i.e., what they owed the employer and what the employer owed them) (1999, p592).

Failing to match beliefs in terms of role or status or location of the school have shown in this study to act as a psychological contract breach between teacher and international school.

Similarly, roles or contracts or terms and conditions of contracts that are not sufficiently well defined can have the potential to also cause a break-down of trust between employee and the organization. This would suggest the need for care and clarity in the initial stage of contract and role definition including a careful focus given to the orientation process on arrival.

As the initial stage of the relationship has been identified as being so important, it would benefit international schools if senior leaders and managers were to take the opportunity to hold individual meetings with teachers early in the academic year and in the tenure of a teacher's time at the school. This would allow for an

early forum to discuss such issues as breaches of the psychological contract before resentment had time to develop and grow. The value of such individual meeting was identified by participants such as Anna, Marlon and Thomas.

6.6.3 RQ4: Conflict in Formal Meetings

Forsyth, Adams and Hoy (2011) describe how the theory of relational trust is: 'anchored in the social exchanges attached to key role relationships found in schools' (2011, p124). Adams continues to describe how the 'actions of the manager' (2013, p368) are highly significant in this model and how: 'teachers carefully discern and monitor the trustworthiness of the principal in the multiple social exchanges that include everything from chance meetings in the hall to formal evaluations' (2013, p.125).

This argument is supported by observations made by Tschannen-Moran and Hoy (1998) who describe how subordinates are 'hyper-vigilant' in their observations and how: 'even relatively minor gestures took on considerable diagnostic import for subordinates' (1998, p341).

The findings in this study support this high level of vigilance on the part of teachers described here. Participants in this study carefully observed what they deemed to be interruptions in formal meetings to establish hierarchy and a loss of temper or self-control in formal meetings.

These findings would suggest that a well-managed meeting, where participants felt that they were included in the discussion but where the decision-making process was clearly defined and the rationale behind the decisions was open and

ethically applied had the potential to foster the development of trust. Conversely, a meeting focussed on information transfer or that was intended to be participatory but because of the power dynamic was not so and where contributions were made related to role to establish hierarchy would have a significant negative effect.

This is important as leaders and managers need to know that there are many levels of assessment taking place in these formal meetings. Preparedness is therefore important along with the courage to be open and accept potentially different outcomes than those that were expected. Any potential incidents of conflict need to be very carefully managed, and it is recommended that managers do not respond hastily to perceived challenges as these can always be discussed individually and privately away from the social arena. The cultural implications of public formal meetings are also factors that need to be considered when managing the formal discursive environment in international schools.

7 Chapter 7: The Conclusion

This concluding chapter will begin by describing the strengths and limitations of this study. This will be followed by final reflections on the dialogical approach and recommendations for future research. The chapter will conclude with a summary of the research problem and how it was addressed before providing a succinct summary of conclusions related to each of the research questions.

7.1 Strengths and Limitations

The strengths of this study are that it succeeded in providing an interesting snapshot of two quite different organizations in their particular place and time and harnessed a diverse range of voices within those schools in order to gain a greater understanding of interactions related to trust in these contexts.

The focus groups and the individual interviews allowed the participants an opportunity for voice that they enjoyed and appreciated very much.

Whilst providing sufficient material to give responses to the research questions, new and unexpected themes and avenues for research were also developed. These were emergent in the study which meant that there was at least sufficient openness to allow the dialogue in the research process to develop in unexpected ways.

Foremost amongst these was the identification of the key theme of insecurity that is certainly worthy of further investigation. In addition, the strengths of the study are the identification of the key issues of: participation in the decision

making process, the moral evaluation of the person making the decision, the personal characteristic of authenticity, the impact of gossip, the need for the skilful management of formal meetings and the importance of the early stages of a teacher or managers association with the school.

In terms of a review of the literature, the study also identified an interesting array of literature where the threads of dialogue, trust and commitment and the leadership and management characteristics and practices that supported these could be wound together.

The polyphonic approach to the study of organizations and the utilization of opportunities for dialogue in the research process provided a good sense of continuity throughout the study.

One clear limitation was the challenge to connect dialogue and trust to a teacher's sense of commitment which became apparent at an early stage. The reasons why teachers chose to leave an organization were varied. Nevertheless, it was still highly relevant to study the development of trust as it was viewed as being such an important element to the success of these schools and there was, within the literature, a co-relation between trust, dialogue and commitment. Discussions about commitment also gave valuable individual perspectives on how teachers view themselves and their priorities in relation to the organization.

The early aim to follow the example set by Hujala and Rissanen (2012) and conduct a conversational analysis of how the polyphony of management was constructed in interaction based on recording and observations of formal faculty

meetings was too ambitious an aim. On a technical level, the transcription of these meetings was too difficult, and the time taken for a conversational analysis of this kind was not possible alongside the thematic analysis of twenty-nine interviews.

As this study has identified how formal meetings are arenas where participants are hyper-vigilant and where significant actions related to trust formation take place, an interesting study would be to analyse specific interactions within meetings and ask the participants how specific interactions affected their evaluations of the leader or manager in terms of trust.

It is difficult to analyse if my employment at FFIS was a strength or a limitation to this study. The insight I gained from being employed at FFIS certainly helped to develop a sense of balance that may have come about because of the imbalance of time given to each school in the initial research phase and because of such restrictions as a lack of familiarity with the researcher.

The perspectives gained from my time of employment at FFIS do skew my original interpretations of the data. However, if dialogue is unfinalizable then scope must be allowed for developing emergent understandings that stem from active-responsive interactions and lived experience.

7.2 Reflections on the Dialogical Approach

The four key principles that describe the dialogical approach taken in this study were: unfinalizability, polyphony, the role of the author and adaptive agendas for focus groups or interviews based on emerging themes.

The dialogical approach is potentially a valuable approach for those who have significant periods of time to devote to being embedded in the organizations that are being studied as it is highly participative.

The participants in the study had identified how trust is constructed when people see an alignment between what is being said and what is being done. This is only something that can be borne out over time.

Initiating in-depth revelatory discussions required careful preparation, skill and courage. The preparation convinced participants of the validity of the process and that no risk will come to them by participating. The skill came in managing the limited time for discussion to research points and emergent findings. Courage was necessary to gently guide participants to the discussion of critical incidents and to launch out of 'pre-prepared' positions into dialogic exchange.

The potential of this approach is significant. For example, the strong sense of connection by Senior Managers to discussing the notion of insecurity came almost as a relief, to Grant and Ethan for example. Through the dialogical approach, getting to the crux of the problem related to trust, dialogue and commitment has the potential to significantly improve the work (and by association) the living experience of teachers and managers in International Schools.

7.3 Recommendations for Future Research

The main recommendation for research would be an analysis of how a sense of insecurity inhibits the actions of leaders and managers in international schools.

This exploration of the sense of insecurity would look at decision making and would also examine the demands on senior leaders and managers in periods of transition into new schools.

International schools could also benefit from chronological or longitudinal studies that closely followed the early stages of a teacher or managers association with the school from the moment of interview and appointment and throughout the initial phase up until the decision to re-sign or extend their contract.

In addition, studies that analysed formal faculty meetings from the standpoint of micro-level discourse analysis for specific examples of how dialogue emerged within the meeting from the perspectives of participants would benefit leaders and managers in international schools. This, along with specific strategies of how dialogue can be encouraged within the organization, would be very helpful.

Theoretically, studies that offer a more concise approach to using Bakhtin's concept of dialogue or polyphony for the study of organizations would be helpful.

In addition, it would be interesting to consider how prayer as dialogue directly impacted on the actions and functioning of leaders and managers who engaged in this form of dialogue with the 'Super-addressee.'

7.4 The Research Problem and Purpose and How it was Addressed

This study arose from my personal background and experience of twenty-three years of working in international schools and living overseas. My involvement in leadership and management in these schools from 2003 encouraged a focus shift towards the factors that might address the high level of transience of

teachers and managers in international schools. There seemed to me to be a connectivity between a sense of disillusionment and feelings of trust and opportunities for voice within the formal communication processes in schools.

There exists a broad range of literature related to trust and an initial exploration of the literature established a connection between trust, dialogue, commitment and engagement. The literature focused in on specific theories that identified key individual characteristics that could promote trust-based relationships. The literature also identified management styles of practices that could promote trust. In addition, the literature identified how the study of critical incidents in trust development was an accepted and effective method of research into trust.

Arising from guidance from the literature, the following research questions emerged:

Research Question 1: To what extent and in what ways does an open communication climate, where there are opportunities for meaningful dialogue, lead to stronger trust-based relationships and a stronger sense of commitment and engagement for teachers and managers in international schools?

In summary, it is possible to say that there is a very strong connection, both in the literature and in the voices of participants within the study, to the inter-connectivity of trust development and an open communication climate where there are opportunities for dialogue.

Commitment is a more complex notion and a faculty member's length of association to a school can be impacted by many factors, some beyond their

control. It is still possible for faculty to be fully committed to meeting the needs or serving their communities while they remain a part of those communities.

Participants see and appreciate leadership which is highly engaged. But this does not necessarily lead to higher engagement for themselves. Professional teachers would feel the need to be actively engaged for the benefit of their students, regardless of the impact of a poor communication climate or any perceived inefficiencies of the school administration.

Trust and dialogue certainly make committed and engaged associations with schools more enjoyable and if the experience is more collaborative, it can be less stressful and more rewarding for all concerned.

Research Question 2: How does the management of meetings and opportunities for dialogue with senior managers in these schools influence the development or not of trust-based relationships?

In summary, the way that meetings are managed is very closely observed and scrutinized by members of the school community. The levels of inclusivity, the careful management of time and respectful interaction are very important. Senior Managers need to seek ways, perhaps through mentoring relationships, to encounter feelings of insecurity that may inhibit them in these public arenas.

Opportunities for individual dialogue with senior managers are greatly appreciated by faculty and senior managers should be encouraged to allow and manufacture time to meet with community members individually.

Potentially difficult meetings can be viewed as opportunities to enhance trust as they will, at least, show the character of the Senior Manager as one who is fair and who is prepared to listen with a genuinely unfinished openness even if the outcome may not be a consensus.

Research Question 3: What do the participants in this study identify as being the key characteristics required on an inter-personal level for the formation and development of trust-based relationships?

Authenticity and integrity have emerged as the two key characteristics that support the development of trust. These features are borne out over time and there is a strong emphasis on social interactions as being testing grounds for these qualities. Senior Managers, although tempted, should be encouraged to avoid social isolation, and yet be determined to uphold these two qualities in the testing grounds of the social arenas.

Research Question 4: What incidents have taken place in these schools or what reasoning have teachers and managers employed in the process of development from one level of trust to the next?

In summary, the two schools have experienced an array of incidents, some spoken and some unspoken, some specific to individuals and some to the organizations as a whole, that have impacted on trust either positively or negatively.

Finding a way to deal with these incidents, so that they do not linger and impact the continued relationships within the organization is important. Dialogue and forgiveness are key aspects of that process.

What is also important is that these incidents are pored over in great depth in informal social talk that can easily spill into the arena of gossip.

Protecting the integrity of formal communication processes is vitally important for Senior Managers. Indeed, due to the status and implications of the role, it is better if the Senior Managers view all their communication as 'formal communication.'

This does not mean that Senior Managers cannot engage in friendships or show vulnerability when communicating with others. This does not mean that friendships cannot develop or that members of the community cannot begin to feel love for each other. Rather, a strong sense of accountability will encourage the Senior Manager to be very careful in the use of their words. In that they will employ words to engender growth, to build community, to edify and that they would be words of grace that will benefit those who listen.

7.5 Summary

This study sought to shed some light on the connections between trust, dialogue and commitment in international schools that exist in an industry characterized by growth, diversity and change. Personal empirical observations identified how trust and dialogue could connect to feelings of commitment to a school. This was

based on the understanding that if a teacher or a manager felt trusted and listened to, they would be more likely remain committed to the school.

This study is important as an increased understanding of how trust is formed related to dialogue can help teachers and managers have a more productive, meaningful and satisfactory association with their schools. It may not be possible to do anything about the factors that lead to their departure (family obligations for example) but it is possible to identify ways in which the international schools experience can be more enjoyable and satisfactory for the people who work within them.

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9.2 Appendix 2: The Information Pamphlet

Page 1



Leading education
and social research
Institute of Education
University of London

A study of the role of dialogue in developing trust relationships in International schools.

A research project
September 2013 to June 2016

Information for International School Teachers

Please will you help with my research?

My name is Brychan Gilbert, and I am a research student at the Institute of Education in the UK.

This leaflet tells you about my research. I hope it will be useful in giving you further information about my project and I would be pleased to answer any further questions you may have.

Why is this research being done?

This research is being done as part of a PhD in Education at the Institute of Education. I want to find out about the relationship between communication and the development of trust-based relationships in international schools. This research is particularly relevant as international schools can experience a high level of teacher turnover and can comprise of teachers from a range of nationalities and cultures.

Page 2

Who will be in the project?

This research will involve teachers and managers in international schools. At the pilot stage it is likely to focus on one particular organization and the research will expand to look at further organizations at a later stage. The teachers involved will come from a range of nationalities and a balance of genders.

What will happen during the research?

The research will involve from one to three focus group interviews in the course of an academic year. Each interview would normally last from 45 minutes to one hour. Some participants may be asked to keep a diary related to trust development. I will also analyze the interactions that occur in some faculty meetings. The data will be used in my thesis and could be used when presenting papers at academic conferences that may have a focus on dialogue.

What questions will be asked?

The main themes in the interviews will be:

- Critical incidents in the development of trust-based relationships.
- The management of formal discursive spaces and the development of trust-based relationships.
- Trust development at the individual, team, and employee level.
- Personal characteristics that support trust development.
- Reflection on the process of evaluating trust relationships.

What will happen to you if you take part?

If you agree, I will record some of the sessions and type them up later. I am not looking for right or wrong answers, only for what everyone really thinks.

Page 3

Could there be problems for you if you take part?

I hope you will enjoy talking to me. If you are uncomfortable talking about some topics, then we can stop. Please be assured that all contributions will be recorded anonymously and that the school where you work will be described pseudonymously.

If you have any problems with the project at any time, then please tell me.

Will doing the research help you?

I hope you will enjoy helping me. The research will mainly help me to learn to be a researcher so that I may do more research in the future. I also hope that it can contribute to the understanding of the development of trust-based relationships in international schools, so making the international school experience an inclusive and enjoyable experience for all concerned.

Who will know that you have been in the research?

I am the only person who will know that you have taken part in this research. I will keep tapes and notes in a safe place and will change all the names in my reports – and the name of the school – so that no one knows who said what.

Page 4

Do you have to take part?

You decide if you want to take part and, even if you say 'yes', you can drop out at any time or say that you don't want to answer some questions.

Will you know about the research results?

I will hold a summative focus group at the end of the research process where you will have the opportunity to hear and discuss the research findings. Alternatively, I can offer verbal feedback or a short report on request.

Who is funding the research?

This research is self-funded.

The project has been reviewed and approved by the Faculty Research Ethics Committee on the 25th of November 2013.

Thank you for reading this leaflet.

My contact details are as follows:

Mr. Brychan Gilbert

9.3 Appendix 3 – List of Participants

New Inquirers Bacculaureate School (NIBS)		
School	Pseudonym	Role
NIBS	Stuart	Class Teacher
NIBS	Edie	Boarding Supervisor
NIBS	Martin	Coordinator
NIBS	Sally	Coordinator
NIBS	Grant	Head of Section
NIBS	Marlon	Head of Section
NIBS	Glenn	Head of School
NIBS	Anna	Class Teacher
NIBS	Mitchell	Class Teacher
NIBS	Helena	Class Teacher
NIBS	Peter	Teacher and Boarding Manager
NIBS	Kaitlin	Class Teacher
NIBS	Dora	Class Teacher
NIBS	Thomas	Class Teacher
NIBS	Claire	Class Teacher/Middle Manager

NIBS	Cecelia	Activities Coordinator/Middle Manager
NIBS	Ken	Board Consultant
NIBS	Rupert	Coordinator
NIBS	Jerome	School Councillor
NIBS	Florence	Class Teacher
NIBS	Justine	Class Teacher
NIBS	Ian	Head of Primary
NIBS	Felicity	School Owner
NIBS	Herman	Class Teacher
NIBS	Kenny	Class Teacher
NIBS	Diana	Boarding Supervisor
NIBS	Marion	Class Teacher
NIBS	Pierre	Class Teacher
NIBS	Jim	Head of Section
NIBS	Simon	Class Teacher
NIBS	Bobby	Class Teacher
NIBS	Clark	Class Teacher

Faith Foundation International School		
School	Pseudonym	Role

FFIS	Ethan Fischer	Director
FFIS	James Fischer	Head of Section
FFIS	Sophie Fernandez	Assistant Head of Section
FFIS	William Fischer	Chairman
FFIS	Hannah Fischer	Teacher
FFIS	Elizabeth Fischer	Founder
FFIS	Stanley	Teacher
FFIS	Byron	Secondary Principal
FFIS	Kylie	Teacher
FFIS	Barbara	Teacher
FFIS	Michelle	Teacher
FFIS	Brenda	Teacher
FFIS	Grace	Teacher
FFIS	Marie	Teacher
FFIS	Katie	Teacher

Typical New International School (TNIS)		
School	Pseudonym	Role
ISD	George	Director
ISD	Sharon	Music Teacher
ISD	Jasmine	Language Teacher

9.4 Appendix 4 – The Actual Research Schedule

The Actual Research Schedule	
Date	Interview
January 2014	NIBS Group 1.3
February 2014	NIBS Group 1.1
March 2014	NIBS Individual Interview with Florence (A first year teacher who could have joined group 1.1 but who requested an individual interview)
April 2014	NIBS Group 1.2
May 2014	NIBS Secondary Faculty Meeting Observation
May 2014	NIBS Boarding Faculty Meeting Observation
May 2014	NIBS Individual Interview with Dora (From focus group 1.1 and also a participant at the Secondary Faculty Meeting)
May 2014	NIBS Individual Interview with Edie (From focus group 1.3 but also a participant at the Boarding faculty meeting)
June 2014	NIBS Individual Interview with Marlon. (Head of Boarding and Chair of the Boarding faculty meeting)
June 2014	NIBS Individual Interview with Grant. (Head of Secondary and Chair of the Secondary faculty meeting)
22 nd of October 2014	FFIS Interview with Co-founder and former Elementary Principal
22 nd of October 2014	FFIS Interview with Chair of the Board/School Founder
22 nd of October 2014	FFIS Group Interview with Teachers
22 nd of October 2014	FFIS Interview with Managers
November 2014	TNIS Mandarin Language Teacher

November 2014	TNIS Music Teacher Interview
November 2014	NIBS Group 1.4 (New faculty)
December 2014	TNIS HOS Interview
January 2015	FFIS Individual interview with Head of School
February 2015	NIBS Group 1.3 Second Interview
March 2015	NIBS Group 1.2 – Individual interview with Anna
March 2015	NIBS Group 1.2 – Individual interview with Mitchell
March 2015	FFIS Individual Interview with Primary Principal
April 2015	Follow up Individual interview with Florence
12 th of May 2015	NIBS Group 1.1 Second Interview
14 th of May 2015	FFIS Observation of morning PD Meeting
14 th of May 2015	FFIS Observation of Grade Level meeting
14 th of May 2015	FFIS Interview with Teacher 2.3 Hannah
14 th of May 2015	FFIS Interview with Group of Teachers 2.1
14 th of May 2015	FFIS Interview with Second Year Teacher 2.2 Katie
14 th of May 2015	FFIS Informal conversation with Chair of the Board/ School Founder
18 th of May 2015	NIBS Focus 1.4 Second Interview
June 2015	FFIS Exit Interview with a Group of Senior Managers
June 2015	NIBS Exit Interview with Head of School

9.5 Appendix 5 – List of Analytic Memos

- Cross Case Study Analysis List
- Deductive Accountability Memo
- Deductive Insecurity or Security Memo
- FFIS Memo
- FFIS Teacher Group Interview October 2014
- Methods Memo
- NIBS Boarding Faculty Meeting Notes
- NIBS Exit Interview with HOS memo
- NIBS Group 1.3 Memo
- NIBS Group 1.1 Memo
- NIBS Group 1.2 Memo
- NIBS Group 1.4 Memo
- NIBS Interview with Dora Memo
- NIBS Interview with Edie memo
- NIBS Interview with Florence Memo
- NIBS Interview with Grant Memo
- NIBS Interview with Marlon Memo
- NIBS Secondary Faculty Meeting Notes
- Participant Journal
- Research Questions
- Summary of Conclusions Memo

- TNIS Memo

9.6 Appendix 6 – Sample of an Analytic Memo

Analytic Memo – Insecurity and Security

How did this theme come about?

This was an attempt to answer the ‘why?’ question. If a participant gave some examples of a critical incident where trust had broken down then I tried to get their perspective on ‘why’ the ‘other’ in the relationship had acted that way. Therefore ‘insecurity’ emerged as an explanation for behaviour. This will be seen in the discussions with Anna and Mitchell at NIBS.

The study held a particular focus on the interactions that take place in formal meetings such as faculty meetings. Questions to senior or middle managers focussed on whether or not they felt that they were being evaluated in these meetings and to what level they were being evaluated, if it was their communication skills or as a whole person. This then raised questions regarding their levels of confidence or security in their roles.

1. *‘Insecurity and Security’ at NIBS*

a. *Anna*

Anna was part of focus group 1.2, the second year teachers. For the second round of interviews I decided to interview Anna and Mitchell individually because I felt that they both had issues to discuss that they would prefer to discuss alone. Anna worked in a very small section of the school and in the

time of the study that section had a new manager. In the course of the interview, Anna described how that relationship has some difficulties from the beginning. Anna was asked to explain why:

Anna: Just insecurity issues because a person who came to be Department Head, it was the first year and it was quite tough and she didn't feel that she should take our advice in any situation, she didn't unload things and it was an uncomfortable situation for her last year. This year is much better, she understands how things work and what will kind of work or not work and also she established a sort of routine that is more appropriate to her needs with TA's and support people. It seems like she is much happier because also working well with her TA.

Insecurity is immediately identified as the root cause of the difficulties in this relationship. What Anna is saying here highlights two significant points. The first is the way managers react in the early stages of the transition process of moving in to a new role. Managers can feel that they should know what to do and have the answers to any questions that are put to them. But, in this scenario, Anna has been in the school longer and so has a better understanding of routines and procedures. The result of a relationship developing over time is also seen here as Anna states: *'This year is much better'* as her manager becomes more established in her routines and in her relationships with her co-workers.

Anna continues to discuss the pressure and the expectations that come along

with a leadership role.

Anna: I think that is the idea about the pressure, the fact sometimes I think that she is still not sure that she is better or more experienced in certain ways if you know what I mean, in some things and that really bugs her although as a leader you should probably not do that, it makes for insecurity and comments were made to me that it made me feel that I should fail basically, I should fail something. Comments were made to me that when I do something, I come up with an idea or I do something that will happen she says it makes her sick. So obviously I am not good in this department and so that creates a lot of tension and for me it is pretty uncomfortable because I am a comfort person, I like a comfortable atmosphere around me and so I feel that it makes it difficult to maintain that.

These comments show that for a time, this relationship went through a very difficult period. One cause that is suggested here is the feeling that her manager needs to feel *'better or more experienced.'* The manager's insecurity comes from not feeling better or more experienced and waiting or looking for an opportunity to underline her superiority. Anna makes the link between *'insecurity'* and *'tension.'*

Anna describes how she is left feeling *'pretty uncomfortable'* and this highlights the significance of considering the development of trust based relationships because of the discomfort and anxiety that can be caused when

trust breaks down or is yet to be established as in this case.

In exploring this relationship, Anna was asked to consider this relationship in terms of trust.

Brychan: Do you feel that she doesn't trust you?

Anna: I am pretty sure that – I don't know, if you feel insecure how can you, insecurity and trusting is quite – I feel as though she feels insecure in my presence and surroundings and so it is – I don't think she does.

This response shows that this was quite a difficult question for Anna to consider. Anna sees a link between insecurity and trust and begins to wonder how an insecure person can develop trust-based relationships. She concludes that she does not feel that she is trusted, by her manager, at this stage.

Anna continues to describe the unpredictability that is a feature of their relationship at this stage.

Brychan: And the main issue for you is unpredictability?

Anna: Yes, because sometimes, now actually, I kind of say OK because last year I really struggled because something happened, there was so much negativity towards me that I felt like - what am I doing being born. I was really having a hard time with it, it was an experience. Something happened, somewhere there was a situation where she felt like she was not up to her best and that came back to me as a negative about something. Like for example she had conflict last year with a few students in her class who were coming from me to her class so, because she felt that conflict,

which I never had with those children, they were very happy, it was a wonderful class with all the social problems that they had, she had quite a conflict and she kept saying that it was because I spoiled them. So basically, you could blame me for anything for that, that I spoiled children.

Anna confirms that unpredictability is an issue in bringing consistency to the relationship. These statements also highlight the impact that a lack of trust that seems to be fuelled by insecurity can have on a person's working life. This is described by Anna here as 'negativity.' A further issue that is highlighted here that can have an impact on trust-based relationships between teachers is when one teachers class is passed on to the other and the feeling that the abilities or behaviours of the students might be used to evaluate the performance of the teacher.

Overall, Anna's comments serve to clearly establish a link between insecurity and successful relationships. Her comments also lead to the need to further consider the link between insecurity and trust.

In the course of the study, I did not feel that it was possible to interview the manager who Anna is discussing here because it would have caused conflict between my professional role and my role as researcher. I did observe Anna's relationship with her manager enter into a period of greater stability over time. I felt that one of the under-lying causes was the lack of clear definition for the role of the manager in that section. The role that they were expected to perform was not clear. It is likely that this put additional pressure on the manager in the early stages. Although the manager had family in the country

of origin she lived alone on the campus. It was my feeling that the pressures of isolation contributed to the way she approached her work. Over time, I also observed that she gained greater stability in her social life and a greater security in the expectations related to her role at work. This manager, for example, was not confident in the use of ICT. But, when this just became an accepted part of working life, when she became more prepared to ask for help in this area and it became something that she felt she could joke about the tension seemed to ease.

9.7 Appendix 7 – Data Analysis Codes.

9.7.1 First Cycle Codes

- Communication Climate
 - Commitment
 - Commitment Pragmatics
 - Role of Employer
 - Engagement
- Culture or Nationality
- Management of Meetings
 - Control
 - Decision Making Process
 - Dialogue with Senior Managers
 - Isolation
 - Responsibility
 - Understanding Limitations on Action
- Personal Characteristics
 - Consistency
 - Empathy
 - Ethics and Morals
- Trust Development Process
 - Critical Incidents
 - Friendship

- Intuition
- Phases
- Small Group Size
- Social Interaction
- Trust or distrust via social dialogue
- Vulnerability

9.7.2 'Emerging Issues' Codes

- The Emerging Issues codes were as follows:
 - Adaptation (In terms of adapting to cultural expectations.)
 - Community
 - Empathy
 - Forgiveness
 - Impact of Accreditation
 - Individual Attention
 - Insecurity
 - Mentoring
 - Misled at Interview
 - Mission
 - Openness
 - Respect
 - Unsuitable Role

9.7.3 Second Cycle Codes

The list of Second Cycle Codes is as follows:

- Accountability
- Cross Cultural Communication
- Deeper Commitment
- Friendship
- Insecurity or Security
- Managers Isolation
- Mutual Growth (Co-evolution)
- Need to Trust
- Restoration
- Time
- Values