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# Educator Recruitment In International Schools: The Administrator's View

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EDUCATOR RECRUITMENT IN INTERNATIONAL SCHOOLS:  
THE ADMINISTRATOR'S VIEW

By

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A DISSERTATION

Presented to the Affiliated Faculty of

The College of Graduate and Professional Studies at the University of New England

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EDUCATOR RECRUITMENT IN INTERNATIONAL SCHOOLS:  
THE ADMINISTRATOR'S VIEW

Abstract

In this study, the researcher examined the strategies and tactics that international school leaders use when engaging in the recruitment of international school educators. The study included 89 international school leaders who took part in an online survey regarding various aspects of the recruiting process and 20 international school leaders who took part in a Skype interview to discuss further the process of recruitment. Qualitative inductive content analysis was used to code and theme the data that resulted from the anonymous online surveys and Skype interviews. Five main themes emerged from the data, and these themes described crucial components of recruiting international educators. The first theme, adaptation, describes the way in which school leaders have had to adjust their recruiting in the short and long terms. The second theme, fit versus match, describes the way in which school leaders approach people and positions that are available in their respective schools. The third theme, success, describes the ways in which school leaders define their success, and the measures they use to gauge it. The fourth theme, location and capabilities, shows how strategies and approaches change because of their respective school location and the limitations that might be attached to it. The fifth theme, timelines, describes how recruiting international educators changes depending on when a school leader begins conducting his or her recruitment process. This researcher found that participants

perceived as important in the recruiting process many of the recruiting strategies mentioned in the survey. However, their ability to use some of the specific strategies was limited by the country in which they were located and their respective recruiting season. The factors identified in this study build on previous research on international educator recruitment and provides an additional dimension for school leaders to analyze their recruiting efforts and strategies. Further research on how school leaders interpret these factors and on other components of the international teacher recruiting process are important to augment the research in this field.

University of New England

Doctor of Education  
Educational Leadership

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## DEDICATION

To my wife, Lauren:

Your love, patience, and support have been critical to the successful undertaking of this project,  
and I truly appreciate everything you do.

To my mom, Virginia:

Our accomplishments in life were only possible because of the sacrifices you made for us. Your  
unique balance of authority, your encouragement, and your love have made all the difference.

Thank you.

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## CHAPTER ONE

### INTRODUCTION

Over the past decade, the demand around the world for a “western” or “American” education has continued to climb and countries have responded by supporting the creation of international schools (United Nations Scientific and Cultural Organization [UNESCO], 2015). Along with the countless growing pains that accompany any school, international Kindergarten–Grade 12 (K–12) schools face a unique issue: recruiting quality educators internationally (Tetty, 2006). The focus of this study centered on how school superintendents approach recruiting international educators and the factors that they deem to be most important for their respective institutions. In the educational context, this topic might be outlined as “Do exceptional leaders grow successful schools?” or, “Do successful schools grow exceptional leaders?” (MacBeath, 2006). This study is timely because researchers have confirmed that private schools obtain a competitive advantage in attracting students to their schools because of their ability to recruit high-caliber candidates for employment (Johnson, 2017). This researcher analyzed various superintendents’ use of the adaptive leadership approach to enable them with their recruiting needs.

A school community benefits greatly from having strong educators in its school. Hardman (2001) believed that 5–6 years was the optimum period for a school to retain an educator because he felt that it took at least 3 years to implement change. Six years later, Brummitt (2007) concurred with Hardman regarding the “optimum period,” but pushed the implementation of change an additional year. In the United States alone, the estimated monetary cost of educator turnover is around 7 billion dollars a year (Carroll, 2007). This cost puts heavy pressure on school leaders to make sure they can identify educators who will stay long enough at

the school to implement change (Mancuso, 2010). Essentially, high turnover rates and introducing new staff each year keep a school from maintaining its strategic goals, slowing the development of meaningful educational development within the organization. Furthermore, the competition among international schools to recruit these educators grows each year, as more and more “international” schools appear throughout the world. Currently, more than 8,000 schools are deemed “international,” and more are growing in lucrative locations such as China and Europe (International School Consultancy, 2016). The high costs of recruiting, combined with the increased competitiveness for strong candidates forces school leaders to adapt each year and rethink their approach to recruiting (Cox, 2012).

To capture the most current trends in recruiting practices, this researcher relied heavily on the Global Recruitment Collaborative (GRC) and their collection of over 100 schools as a main source for knowledge gathering.

### **Statement of the Problem**

With the growing number of schools evident throughout the world (Brummitt, 2007; Gomez, 2017), the competition for school leaders to recruit educators has grown. In most cases, the training and educational experiences of teachers and administrators are highly sought-after skills by international schools (Prosek, 2007; Scott, 2007). The international schools process for identifying and vetting potential educator candidates is expedient (Gomez, 2017). Although each recruit is different, trends are common among international educators regarding why they have decided to pursue a position at a new school. Recently, researchers have found that compensation, working conditions, and support from the school and the school’s leadership are common reasons for leaving international schools (Desroches, 2013; Mancuso, 2010; Odland, 2007). Along with these factors, unique circumstances, such as political, social, and economic

unrest in a country; age; educational credentials; and residency laws of a country also play a role in attrition, but on a smaller scale (Chandler, 2010; Mancuso, 2010). The more insight into educator attrition school leaders have, the better equipped they will be to find and hire educators during the recruiting process (Gomez, 2017).

Hiring a new international educator for an academic position can be a difficult and frantic task. Professional international education fairs, where application, interview, and potential job offers can all take place in a few hours, is a popular occurrence all over the world (Gomez, 2017; Maroney, 2000). Recruiting is such an important aspect of the school leader's position that most schools bear the loss of productivity of school administration during the search for new teachers (Urlick, 2012), the extensively high cost of recruiting and integrating new teachers into a preexisting system (Odland, 2007), and the negative impact that high teacher turnover has on student learning (Mancuso, 2010).

The process of recruiting can be stressful and convoluted for both the educator and the school leader. School leaders are competing with hundreds of schools for top candidates who are expected to improve the learning experiences for their students (Douglass & Edelstein, 2009). They also dedicate countless hours to travel and being away from work and family (Mancuso, 2010). More information from experienced school leaders about not merely the process, but also what is effective recruiting, can allow these problems to be approached in a different manner, alleviating any unnecessary or additional stresses.

### **Purpose of the Study**

Much of the research on international educator recruitment has been centered on the reasons why teachers decide to leave their current schools, and not on how school leaders have used this information to change and adapt their practices (Cox, 2012; Gomez, 2017; Mancuso,



2010; Odland, 2007). This researcher focused on a select sample of school leaders' self-described strategies to recruiting, obstacles they face, and ways they adapt to lessen the hardships of recruiting qualified international educators.

### **Research Questions**

To narrow the focus of analysis on leaders' experiences recruiting international educators, this researcher addressed the following research questions:

1. What self-described strategies that a select sample of international school leaders use were identified as effective when recruiting qualified international educators?
2. What did a select sample of international school leaders identify as essential knowledge needed to have a successful recruiting season?

For the purpose of this study, "qualified" school leaders were defined as educators who meet the hiring criteria of a respective school, and "successful" school leaders were defined as filling all open positions with educators prior to the beginning of the following school year. The term "educator" can refer to teachers, administrators, guidance counselors, or support staff. In addition, "school leader" was defined as an employee of a school (superintendent, principal, vice-principal, human resources [a position assumed by school leadership, not necessarily a specific job title]) who is tasked with recruiting candidates for vacant positions within his or her school.

### **Conceptual Framework**

The underlying theories that guided this study are the expectancy theory (Vroom, 1964) and the adaptive leadership approach (Randall & Coakley, 2007). For purpose of this study, the expectancy theory refers to the assumption that behavior results from individuals making conscious choices among alternatives whose purpose is to maximize pleasure and minimize pain

(Vroom, 1964). In this case, the school leader approaches recruiting in a way that will maximize his or her ability to hire quality teachers, while at the same time working within the limitations of his or her school community and what he or she can offer recruits. These factors could potentially make recruiting more difficult for some school leaders, compared to others. Cox (2012) also used this theory; however, Cox researched the recruit, not the recruiter.

Along with the expectancy theory, the adaptive leadership model (Randall & Coakley, 2007) also helped to uncover knowledge on the recruiting of international school teachers. The factors that school leaders face require them to continually change their tactics on recruiting and to adapt to a multitude of circumstances (Pearce, 2013).

### **Assumptions, Limitations, and Scope**

The largest assumptions within this study are that the information gathered from the school leaders would vary because of the vast differences among institutions around the world. In addition, as a fellow member of the community from which the data sample came, the researcher strived to assure that personal bias was avoided. This included the need for transparent and comprehensive data collection, objectively presented. Otherwise, during the data analysis, it could be tempting to highlight only aspects that the researcher personally agreed with, rather than fully presenting the whole picture.

One of the limitations of this study was the sample size from which the data was collected. In addition, most of the sample group were all members of the GRC; however, although it represents a diverse range of regions, several Central and South American schools were absent from the collection. Brummitt (2007) and Gomez (2017) projected that more than 8,000 international schools existed around the world, yet this researcher used only those that were accredited by six accreditation firms: Council of International Schools (CIS), Middle States

Association of Colleges and Schools Commissions on Elementary and Secondary School (MSA), International Baccalaureate, Advanced Education, Western Association of Schools and Colleges (WASC), and New England Association of Schools and Colleges Commission on International Education (NEASC-CIE). The accreditation process is important for schools because it requires them to go through a rigorous process of reflection, improvement, and implementation (CIS, 2017). Accredited schools have a distinct advantage in recruiting, because colleges and universities use the school's accreditation certificate as an indicator that their school has provided a sound educational experience for their student body (James & Sheppard, 2014).

### **Rationale and Significance**

Currently, schools around the world are adjusting budgets and exploring new avenues for cost-saving opportunities (Mpokosa et al., 2008). In international schools, a significant portion of money is set aside each year for school leaders to engage in various recruiting activities, such as signing up with recruitment agencies, traveling to various recruitment fairs across the world, and spending many hours reviewing resumes and interviewing with candidates. These expensive activities have been necessary, for many of the schools do not have a significant pool of local, qualified candidates from which they can choose (Cox, 2012; Milanowski & Odden, 2007).

One of the most important responsibilities for an educational leader is to ensure that school funding is used appropriately and for the continued improvement to student learning. Nagel (2007) reported on an 18-month study that was conducted in five school districts across the United States and that calculated per teacher cost of turnover ranging from a low of \$4,366 to a high of \$17,872. This range of costs includes not only the money spent on recruiting agencies, travel and accommodations, and per-diems, but also the time and resources required to retrain and assimilate new faculty into a preexisting organization (Carnegie Corporation of New York,

2014). It is common to see international schools looking for as many as 20 different positions for the following school year, which, according to Nagel (2007), could result in costs ranging from \$87,320–\$357,440 to fill all 20 open positions.

Along with the monetary savings, the best practices of recruiting provide international schools with a design to help school leaders find candidates who are the right “fit” for their institutions. For example, if a school were heavily involved in the professional learning communities, ideally, leaders would like to find someone who has had some prior experience with the same model. Finding candidates from schools that have similar programs would then become a high priority for school leaders, for it would help reduce transitional stress and costs associated with training. Fit could also be applied to the culture of where the school is located. School differences include widely varied host nation locations, cultures, climates, security situations, and lifestyles (Hayden, 2006). For example, a teaching couple who has lived in Kuwait for 6 years would have an easier transition to working in Amman, Jordan, than a couple who was working in Shanghai, for they would have already been exposed to a variety of culturally similar characteristics. No matter what school, it is expected that there will be a transition period for new hires (Cox, 2012). However, when entering a system that is somewhat similar to a prior school, this transition period could be greatly reduced. The key is to uncover ways that school leaders have adapted to the changes in recruiting both to save money and to become more efficient with their practices (M. Murphy, Personal Correspondence, November 11, 2017).

Little scholarly analysis has been conducted on international educator recruitment. Therefore, this researcher provides school leaders with an insight on how they can improve their recruiting and save their workplaces time and money. It is also beneficial for international

educators because they can better understand how school leaders approach primary and secondary recruiting, and understand what they feel to be the most important qualities in new recruits.

### **Definition of Terms**

*American-style international school:* For this study, American-style, international (overseas) schools are private, college preparatory institutions that offer a predominantly American curriculum taught in English and are located outside of North America. These schools provide a variety of programs by combining American and host country courses of study, and many of the schools grant both host country and American diplomas (Desroches, 2013).

*Attrition rate:* The premature and voluntary departure of teachers from their places of employment is termed the attrition rate (Gritz & Thebold, 1996).

*Teacher turnover:* At the school level, teacher turnover is the combined impact of teacher attrition and teacher mobility, calculated as a percentage of the total number of teachers at the school. Figures relating to teacher turnover are generally presented as a calculation of annual percentages (Desroches, 2013).

*Expatriate:* Someone employed in a country other than that of which he or she is a citizen is an expatriate.

*Retention:* The power and capacity to retain educators after their initial contract, usually a period of two years, is termed retention (National Commission on Teaching and America's Future, 2002).

*Teacher package:* The overall financial benefit that an employee would earn in exchange for his or her services is his or her teacher package. This package might encompass, but might

not limited to, salary, health insurance, retirement plan, housing allowances, professional development, tuition for dependents, and signing bonuses.

*School leader:* An employee of a school (Superintendent, principal, vice-principal, human resources [a position assumed by school leadership, not necessarily a specific job title]) who is tasked with recruiting candidates for vacant positions within their school is considered a school leader.

*Accreditation:* The evaluation process that drives a school's continuous improvement, through rigorous evaluation against internationally agreed standards is called accreditation. A blend of support and challenge is focused on a school's development; and a peer model brings together international educators from across the world (CIS, 2017).

*Recruiting season:* The period during which school leaders are actively looking to fill positions for the following school year is called the recruiting season. Generally, the season lasts from mid-November to early March.

## **Conclusion**

International schools are looking to improve their educator recruitment practices not only by evolving from the traditional system of using costly third-party agencies, but also by finding out what the best practices are for recruiting international educators (Cox, 2012). Therefore, this researcher primarily used school leaders to track both their approach to recruiting and their overall feelings on adapting to an ever-changing process. The data collection for this study came from a collection of surveys distributed to school leaders of accredited schools, and through personal interviews with selected participants. The data collection is centered on school leaders whose schools have tasked them with recruiting; it is not centered on those who are being recruited. The limited body of research on this particular topic (Desroches, 2013; Mancuso,

2010; Odland, 2007) is the impetus for further investigation the better to serve these school leaders (Gomez, 2017; Mancuso, Roberts, & White, 2010).

In Chapter 2, the researcher explores and presents a review of the literature on international teaching recruitment, and on how recruitment has been approached up to this point. Chapter 3 covers the methodology and design of this investigation. It also includes (a) the research questions as a guide throughout the study, (b) what was used to collect the data, (c) from which group of people the data was collected, and (d) a specifically detailed account of the conceptual framework.

The results are found in Chapter 4, which are a collection of school leader surveys, interviews, and the analysis of each. Chapter 5 includes certain findings that came from the research, some of the limitations to the entire study, and ways to improve on future studies such as this researcher's study.

## CHAPTER TWO

### LITERATURE REVIEW

The objective of this literature review is to recognize and synthesize the rich knowledge base of previous contributions to the areas of teacher retention relating to recruiting, specifically in international schools. Syntheses of existing literature on any given phenomenon are important because they improve evidence-based decision making (Whittemore & Knafl, 2005) and help to identify any potential gaps in information about a particular topic. In this case, the topic refers to international schools and the recruitment of their teachers. Although the relatively transient nature of international teaching was once a way to draw teachers away from their home countries, it has quickly become a situation in which the recruiting and integrating costs, along with the negative impact on student learning, are hurting schools (Mancuso, 2010; Odland, 2007; Urick, 2012). The purpose of this study was (a) to focus on independent school leaders in international Pre-K–12 schools and their approach to recruiting international teachers, the obstacles they face, and the ways they adapt to lessen the hardships of recruiting these teachers, while also enhancing the quality of education they will be providing to their respective school communities.

#### **Review of Relevant Research**

This literature review covers work completed from researchers across the globe. The amount of information specific to international teaching is relatively small; therefore, the researcher used an integrative literature review structure, for it allowed a broad form of studying the field of existing literature (Callahan, 2014).

The first part of the literature review, *The Process of Recruiting*, establishes how school leaders go about recruiting international educators. Although closely related to the information in



the second part of the review, this section focuses more on what school leaders have done to make the recruiting process more effective for their respective school communities. The second section of this review, *Retention and Recruiting: A Unified Process*, moves toward establishing the reasons that schoolteachers move from one school to the next, and the cost that schools incur because of these shifts. The third section of the review, *Teacher Turnover and Retention Outside of the United States*, establishes what type of retention patterns occur in international countries, and the issues that those countries have with retaining teachers in their institutions. In the fourth section of the review, *Teacher Turnover and Retention in International Schools*, the researcher discusses studies that have been conducted specifically in the realm of international schools. This section is divided into individual authors, each of whom has built on his or her predecessor's work to create a more comprehensive study. Each of the authors is a current or former international educator who had a unique view of teacher retention and recruiting.

### **The Process of Recruiting**

The process of recruiting has come a long way since the International School Services (ISS; 2017) opened its first International Recruitment Center in New York City in 1979. In the days before the recruitment centers, overseas schools that could afford to recruit out-of-country would generally focus their recruiting efforts in the United States at some point during the month of February (Rabbitt, 1992). Given that the preferred method to secure a position in any profession is through a personal interview, candidates then, as today, were faced with the sometimes expensive and ultimately time-consuming task of traveling across the country only for the chance to be offered a job, not necessarily to attain a job. Although some of the difficulties in recruiting are the same as they were 40 years ago, the constant is the need for school leaders to have as much information as possible about the process of recruiting and the recruits (Cox,

2012). The findings of authors such as Gomez (2017) and Mancuso (2010), suggest outcomes of international teacher retention and recruitment has been weighted in favor of the educator, not the school leader. However, in perhaps the most comprehensive study conducted on international teacher recruitment, Cox (2012) was able to merge the ideas of “retention” and “recruitment” into one practical guide for school leaders.

**Retention and Recruiting: A Unified Process**

In a sampling of more than 750 teacher candidates regarding 33 school variables (e.g., wanderlust, money, location, and years of experience), Cox (2012) found a clear distinction in what a candidate wanted for an ideal position according to the amount of experience that the candidate had. Cox found that experienced teachers (those with greater than 5 years of experience) exhibited a career focus in their valuing of the variables (see Table 1) in contrast to the personal focus of the less-experienced teachers (those with 5 or fewer years of experience. Furthermore, Cox found that overseas teaching experience was a stronger differentiator of candidate perceptions than total teaching experience. By using variables and factors from Mancuso (2010) and Ingersoll (2001), Cox (2012) approached recruitment and retention as a “unified process that creates the opportunity for schools to employ a coherent, strategic approach to building their teaching staff” (p. 56).

Table 1

*Summary of Contributions of This Study to the Literature*

Type of contribution	Specific contribution
Concepts from the literature	Confirmations and new findings from this study
Applicant Attraction Model	Application of the model illuminates international teacher recruitment

Type of contribution	Specific contribution
New findings about international teacher recruitment	Findings of:  Importance of leadership in employment decisions  Differences between more and less experienced teachers' perceptions  Differences in candidate approaches to different phases of process  Role of wanderlust in candidate perceptions
Ingersoll and Mancuso's variables and factors	Identification of underlying factors  Career focus of experienced teachers  Personal focus of less-experienced teachers
Contingency factors in recruiting process	Evidence of specific contingencies influencing job decision phase of recruitment
Conceptual connections between recruiting and retention	Direct research confirmation of connections between recruiting and retention

*Note.* From *A global study of international teacher recruitment* (Doctoral dissertation), by D. Cox, 2012, Lehigh University, Bethlehem, Pennsylvania (Order No. 3510077). Available from ProQuest Dissertations and Theses A&I. (1022037057). Copyright D. Cox. Used with permission.

Essentially, Cox (2012) made the argument that, if school leaders want to be successful in recruiting top candidates for their respective institutions, they must be aware of what the recruits desire and what the leader can offer. Cox furthered the knowledge discovered by Mancuso (2010), Odland and Ruzicka (2009), and Wood (2007), all of whom found that the candidates' view of school leadership and the compensation package for services rendered were the most significant reasons for deciding to recruit for a new position. More specifically, Cox (2012) furthered the knowledge in the field by identifying underlining factors that organize the variables of the previous studies, the relative strengths of these factors, differences in their influence on experience groups, and dynamics of wanderlust.

Although no consensus exists on what keeps individuals working in organizations (Blenko et al., 2010; Evans, 2001), a common, recurring factor throughout the literature has been the factor of school location. Although not on the same level of significance as leadership and compensation, researchers have determined that a school's location cannot be overlooked as a contributory factor in recruiting (Hardman, 2001; Hayden, 2006; Odland & Ruzicka, 2009). For school leaders, Chandler (2010) suggested, "Given the importance of location to recruitment it appears that schools, particularly those in the Middle East, might benefit from emphasizing more strongly the attractions of their locations to potential applicants" (p. 11).

### **The Importance of Teacher Quality in the Recruitment and Retention Process**

When recruiting new employees, each organization has a certain way to trim the list of candidates so that the process of hiring can be streamlined. These "filters" are applied to areas such as years of experience, highest level of education, and extracurricular responsibilities. In a review of education research, which covers both international and American schools, Goldhaber (2006) demonstrated that, of all the school-related factors affecting student achievement, the most important factor is teacher quality. In most cases, to guarantee a minimal level of teacher quality, schools require a primary screening for teacher licensure, content area certification, and criminal background checks (Berry & Shields, 2017; Lynch, 2012; Wilkin, 2012). At this point, the next level of screening becomes a subjective practice according to the school leader's vision of quality education (Berry & Shields, 2017).

According to Ingvarson and Rowley (2017), "There is little research that informs policymakers to determine where best to place their emphasis: on recruitment, on the accreditation of teacher education providers [such as SEARCH, ISS, GRC], or on more rigorous licensing tests and entry standards" (p. 178). In the realm of international education, the school

leader becomes the person held accountable for the quality of newly hired teachers, for the leaders are the ones who determine the focal emphasis (Cox, 2012). The closest blueprint available for school leaders to determine who is a quality educator comes from Wang, Coleman, Coley, and Phelps (2003) on teacher preparation. Wang et al. (2003) conceptualized quality assurance arrangements as a sequence of “filters” along a pipeline from entry to certification and tenure. The group of researchers decided on eight filters in what they called their “policy model of the teacher-supply pipeline.” (p. 41). Their eight filters included (a) policies affecting entrance to teacher education, (b) the teacher education curriculum, (c) completion of teacher education, (d) entry-level certification, (e) hiring, (f) tenure and compensation, (g) professional development, and (h) advanced certification. Each of the filters acts to ensure a certain level of quality-control in recruiting, which becomes important when a recruit is credentialed from a country about whose educational programs the school leader has little or no knowledge (Wang et al., 2003). As school leaders collect more data, refining their recruiting, a more effective way to ensure teacher quality in the recruiting process becomes clearer.

### **Influence of Teacher Turnover on Productivity: Cost to Schools**

Brenner (2000) connected the costs associated with teachers moving out of a school. Although admitting that direct financial costs to school systems were difficult to measure, Brenner used the U.S. Department of Labor (2000) estimation that a new hire costs 33% of the new hire’s salary. To corroborate this figure, Brenner (2000) used five different industry cost models to estimate that the State of Texas was losing between \$329 million and \$2.1 billion per year to replace teachers who left its schools. In addition, Nagel (2007) reported that per teacher cost of turnover ranges from a low of \$4,366 to a high of \$17,872. This figure was drawn from

the Chicago Public School District, whose total estimated cost of teacher turnover was \$86 million over the course of the 18-month study.

### **Influence of Teacher Turnover on Productivity: Time Lost**

Along with the financial costs of teacher turnover, another, less quantifiable loss that school districts incur is loss of productivity. Through a broad lens and not solely from international schools, Urick (2012) found that school leaders across the United States spend an incredibly large amount of time in recruiting new teachers and training them to restore the school program to its level before the turnover occurred. Urick had a difficult time searching for information that related solely to the lost productivity of the departing teacher, but a U.S. Department of Labor (2000) worksheet (Appendix A) assisted in determining the estimated costs of employee turnover for any profession. The results of the worksheet identified a 50–75% loss of productivity from a departing employee. Measurements of productivity from the worksheet included (a) time spent in meetings and interviews, (b) advertising and recruiting efforts, (c) training temporary labor (long-term substitute teachers), (d) training new labor, and (f) time the employee spent distracted by the situation (worry, frustration, and anxiety).

### **Influence of Teacher Turnover on Productivity: Impact on Students**

The loss in productivity throughout the organization is a major contributing factor to the most relevant issues that teacher turnover causes: the negative impact on the school and its detrimental impact on student learning. In a review of empirical literature, Guarino and Santibanez (2006) referenced a well-cited study on teacher turnover from an organizational perspective, which concluded that effective schools thrive on commitment and cohesion among their members. Furthermore, Guarino and Santibanez stated that high teacher turnover is an indication that something is wrong with the school. This means that not only is a high teacher

turnover a massive disruption to the learning process, it also indicates underlying organizational issues (e.g., poor management or leadership) that impede overall success (Beteille, Kalogrides, & Loeb, 2012). In a similar study, Johnson and Birkeland (2003) noted the disruptions in the network of relationships that exist in a school. Teacher turnover is high; therefore, according to Johnson and Birkeland (2003), schools rely on many inexperienced teachers, which “[taxes] a school system’s capacity to absorb the impact of this influx” (p. 22). Each of the authors identified that current reform movements and school initiatives are vulnerable in high turnover schools such that, without consistency in the teaching staff, they cause a negative impact on student learning (Beteille et al., 2012; Guarino & Santibanez, 2006; Johnson & Birkeland, 2003).

### **Influence of Teacher Turnover on Student Achievement**

Research conducted to show the link between teacher turnover and negative results from students is abundant. Researchers tend to focus on specific examples to bring context to the issue (Johnson & Birkeland, 2003; Nagel, 2007; Odland, 2007). For example, Francis, Salins, and Huot (2006) conducted a study because New York City schools had a higher average than the state for student and teacher mobility coupled with lower average than the state for student performance. Although the Francis et al. conducted their study about 10 years ago, the quantitative data helped support Odland’s (2007) argument that, as teacher mobility increased, school performance decreased. (Nevertheless, although this study was extensive, it was not published in a peer-reviewed journal). In addition, Francis et al. (2006) focused their study on both student and teacher turnover, and it was controlled for variables such as attendance rate, poverty rate, limited English proficiency, and student and teacher minority compositions. This means that all of the aforementioned variables, not merely teacher turnover, played a factor in explaining the performance rates of the schools.

## **Teacher Turnover and Retention Outside of the United States**

Although numerous studies have been conducted in the United States about teacher turnover and retention, few studies have been conducted by countries outside of North America. Nevertheless, these limited studies provided a good source of information. Rhodes and Brundrett (2006) conducted one such study in England, examining the identification, development, succession, and retention of leadership talent in contextually different primary schools. The local education authority, a school district widely researched because of its difficulty in retaining teachers, was the focus of the study. Located in the West Midlands, 12 urban schools were studied to determine ways to keep teachers, using leadership opportunities. The researchers believed that, if teachers were given a chance to move into administrative roles, or at least had the opportunity to showcase skills necessary for a leadership role, they would be more likely to stay in the district. Ultimately, the journey toward a professional identity of “leader” (one that is held responsible for a school) appears to represent a potential barrier for some middle leaders as they consider senior leadership. Rhodes and Brundrett (2006) suggested that overcoming shortfalls to teachers aspiring to be leaders seems to reside largely in the hands of their head teachers on a day-to-day basis. These researchers provide insight into another country’s challenge with teacher retention and, as in the United States, found leadership to be a major influence on retention and attrition.

According to Gomba (2015), leadership was seen as a significant reason for teacher retention. Gomba focused on Zimbabwean schools where resources are limited and student attendance is poor, leading to high attrition. Recruiting teachers to these schools is a difficult task; therefore, Gomba found that the school leaders would have a better chance of retaining teachers if they understood better why teachers stay. Through audio-recorded interviews, Gomba



(2015) found that teachers in Zimbabwe remained in the profession because of “need to support their families, job security, unmarketable, support from colleagues and administration, and self-sacrifice leadership by principals” (p. 64).

In Norway, Falch and Ronning (2006) examined the impact of student achievement on teacher turnover by studying the exam results of students in schools where teachers had departed, whether from mobility or attrition. A significant amount of data used in the study was accessed through several government-sponsored databases capable of profiling all Norwegian public-school teachers in all Norwegian public schools (Falch & Ronning, 2006). Like the other research in countries within and outside of the United States, Falch and Ronning (2006) found that teachers tend to leave schools that are low performing for higher performing schools. Similar to Odland’s (2007) study, the sample size of Falch and Ronning’s (2006) research was plentiful, but it did not encompass a wide variety of locations within Norway.

The Organization for Economic Co-operation and Development (OECD; 2005) has been cited often as a source for multinational information. Regarding teacher retention, the OECD spearheaded a research project in which 25 countries participated. The report is about school teachers’ preparation, recruitment, work, and careers. The initial study conducted in 2002 focused on teacher supply and demand, and revealed several data gaps on the topic from participating countries.

The OECD (2009) also conducted a study about the importance of strong leadership and teacher retention. It was a large inventory of surveyed opinions and feelings of international educators, which helped to guide schools when determining budget expenditures, new initiatives, and other school related programs. Gomez (2017) used OECD (2009) to define teachers’

“workload” and to correlate how teaching environments are a considerable reason for teacher attrition.

Lastly, UNESCO (2008) conducted a study relating to teacher attrition and retention outside of the United States. UNESCO has been publishing data on this topic since 2002 in which it analyzes a wide range of educational information abroad. UNESCO found a baseline data set for growth and influence, while also stipulating that the population is not only transient, but also turns over at a relatively high rate.

### **Teacher Turnover and Retention in International Schools**

Data on international schools is very limited. Many of these institutions are privately owned and operated, and they are a part of collective organizations only by choice (Cox, 2012). Very few international schools have a governing body that mandates information about certain areas of educational practice. However, as international schools grow (see Table 2), so too will the information that surrounds these institutions (Brummitt, 2007; Gomez, 2017). Although they were few, several researchers produced an extremely rich amount of information on the topic.

Table 2

#### *International School Growth*

Year	International Schools	Students	Staff
2000	1,701	800,000	–
2007	4,179	1,600,000	154,000
2010	5,000	2,000,000	188,000
2015	7,000	2,600,000	246,000
2020	9,000	3,300,000	303,000

*Note.* From International schools: Exponential growth and future implications, by N. Brummitt, 2007, *International Schools Journal*, 27(1), 35–40. Copyright *International Schools Journal*. Used with permission.

One of the foundational pieces of research came from Odland (2007), who set out to find the reasons why teachers were leaving their schools after their initial (usually 2-year) contracts. Using a mixed methods approach, Odland surveyed more than 3,000 international teachers who were registered in the main placement database of the CIS, a recruiting service that many expatriate teachers (Desroches, 2013). The survey had a disappointing response rate of 9.1%; therefore, one must be careful not to generalize from Odland's (2007) data.

Odland (2007) began by focusing on "associated factors" that were considered significant to whether teachers stayed with or left an institution. For example, Odland looked at school characteristics (e.g., size, academic rigor, and profit or nonprofit status). Odland then examined "casual factors," which included culture, relationships, and family pressure. When comparing staying with or leaving an institution, Odland noticed five variables:

1. Communication between senior management and faculty.
2. Support from principal and senior management.
3. Teacher involvement in decision making.
4. Compensation package.
5. Personal circumstances.

Lastly, Odland (2007) included an area for participants of the survey to elaborate their answers with a comment. From this, five new casual factors emerged:

1. Issues stemming from private ownership.
2. Misrepresentation during recruitment.
3. Conflict with school leadership.
4. Dissatisfaction with colleagues.
5. Contractual issues.

It is worth noting that the Odland (2007) did not discuss host country characteristics, although it was frequently mentioned in the responses from the people who were surveyed. This information was located in one of the appendices of the study, which allow this researcher a broader view of the information that was gained in the survey. Perhaps the most significant impact of Odland's (2007) study was that it became the basis for Mancuso's (2010) and Desroches's (2013) studies on international teacher recruitment.

Another significant source of information about teacher turnover in international schools came from Mancuso (2010) and Mancuso et al. (2010). Although their studies closely resembled Odland's (2007) study, they focused on American Overseas Schools that were members of the Near East South Asia Council of Overseas Schools (NESAS). Using a modified version of the National Center for Education Statistics Schools Staff Survey and Teacher Follow-up Survey, Mancuso (2010) examined for each individual the relationship among school characteristics, teacher characteristics, and organizational conditions, and the way that these characteristics related to a teacher staying with or leaving an institution. Mancuso called it the International Teacher Mobility Survey, which measured certain teacher, school, and organizational characteristics (see Table 3). Two hundred and forty-eight teachers and school heads responded to Mancuso's survey. The results showed that 23% of the teachers who took the survey planned to relocate to another school, while 77% indicated that they were "stayers." The results of the school heads survey showed mean turnover rates of 19% in 2006–2007, 17% in 2007–2008, and 16% in 2008–2009 for an overall annual teacher turnover rate across 3 years for overseas-hired teachers of 17.3% (Desroches, 2013; Mancuso, 2010).

Table 3

*International Teacher Mobility Survey—Characteristics*

Teacher	School	Organization
Gender	Student population	Salary
Marital status	For-profit	Benefits
Dependent children	Nonprofit	Perceived effectiveness of principal
Spouse as teacher		Perceived effectiveness of school head
Age		Student discipline
Highest degree obtained		Level of faculty input into decision making
Years teaching		
Years of teaching overseas		
Wanderlust		

Note. From *An analysis of factors associated with teacher turnover in American overseas schools* (Doctoral dissertation), by S. V. Mancuso, 2010, Lehigh University, Bethlehem, Pennsylvania. Retrieved from Dissertations and Theses database. (UMI No. 3404104). Copyright S. V. Mancuso. Used with permission.

Regarding the teacher characteristics, Mancuso (2010) created solid connections between the collected data and its effect on teacher turnover. For example, Mancuso deduced that age was a significant predictor of movement, for a higher number of middle-aged teachers turned over. This was important, for Mancuso’s analysis of the results regarding teacher mobility in the United States showed the complete opposite: more middle-aged teachers stayed. Another characteristic that indicates a greater likelihood of movement is whether a person’s spouse was a teacher, too. Teaching couples were more likely to stay than those who had a dependent who did not teach. Mancuso claimed that teaching couples are more marketable, so they have an increase

in opportunities for employment. Conversely, teachers who have a nonworking dependent know that it is difficult to find a school that will be willing to hire them; therefore, they might feel as though they have to stay to remain employed. Other characteristics, such as longevity in overseas teaching and teachers desiring a new experience—or what Mancuso (2010) called “wanderlust” (p. 77)—play a role in mobility.

Unlike Mancuso’s (2010) characteristics of teachers, the school characteristics were inconclusive. Neither the size of the school, nor the for-profit or nonprofit status of the school was a significant predictor of teacher retention. Again, importantly, this information contradicted the trend seen in the United States (Barnes et al., 2007). More information or explanation regarding this seemingly important phenomenon would help round out an already important source for international educators.

Lastly, some of Mancuso’s (2010) organizational characteristics showed evidence that was related to teacher movement, most notably teacher satisfaction with salary and the perceived effectiveness of school leadership (school heads). Mancuso (2010) stated, “The characteristics that determined teachers’ perceptions of effective leadership are those most often associated with transformational leadership” (p. 83). The uniqueness of this statement and its import to this researcher’s study is that Mancuso found that a school head<sup>1</sup> plays a greater role in teacher retention than the school principal plays. When comparing this situation to similar situations in the United States, the roles are reversed such that principals play a more vital role in the retention of teachers. Mancuso attributed this reversal to the heavy involvement that is required of a school head in international schools, putting principals in a “middle management role” (p. 84). Thus, schools with effective school heads had higher teacher retention. No evidence existed to support

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<sup>1</sup> A “school head” refers to the superintendent who is in charge of an entire school, while a “principal” refers to the leader of a particular area of the school (high school, middle school, elementary school).

the idea that a school head had any influence on moving Mancuso's "teacher" and "school" characteristics. However, Mancuso did conclude, "An effective school head can transcend school size, age of teacher, marital status, and other factors normally associated with teacher turnover" (p. 84).

Overall, Mancuso's (2010) study of teacher retention and turnover in the NESAs region greatly advanced the knowledge in this area. Compared to turnover rates in other countries, especially in the United States, the numbers that Mancuso found were considerably lower at 17.3%. Mancuso focused the study solely on the NESAs region schools; therefore, more research could be done in other areas of the world where there are many international schools. In fact, Mancuso recommended that future research be conducted in other regions to determine whether findings are similar, or whether regional variations exist among the different regional educational organizations in the world.

Considering the previous work of Odland (2007) and Mancuso (2010), Desroches (2013) applied a similar set of parameters to discover more information on teacher turnover in American-accredited schools in South America. For the baseline data, Desroches surveyed 321 teachers from schools that were members of the Association of American Schools in South America (AASSA) region. Desroches' main goal for the study was to develop a better understanding of why teachers choose to stay or leave. In the qualitative study, Desroches determined that, over a 3-year period from 2010 to 2012, the mean range of turnover in these schools was 28%.

Although the turnover percentage was similar to other previous studies on the same topic, the most significant contribution that Desroches (2013) made was to explore statistically significant relationships between teacher perceptions of host country characteristics and teacher

turnover. Desroches broke down the variables related to a host country into four factors: travel and culture, host country nationals, healthy living, and security. Desroches categorized the recorded responses into two groups: “stayers” and “movers.” The results showed a significant difference between the two groups of people, especially in the areas of host country nationals, living conditions, health services, and leadership.

This portion of Desroches’ (2013) study was unique in comparison to Odland (2007) and Mancuso (2010) studies because Desroches (2013) emphasized the details of why teachers were leaving a location, rather than simply collecting a broad set of reasons. Desroches used explanatory comments from the surveyed people who, for example, stated, “The housing situation left a lot to be desired”; “Accommodations were miniscule and below standards I am used to living in”; “Housing was deplorable”; “Housing inadequate”; and “Poor lodging” (p. 128). Desroches turned these findings into practical suggestions for school leaders who were looking to recruit, encouraging them to paint a “realistic picture” of the host country amenities so that any false expectations would be minimized.

### **Conceptual Framework: Effective Recruitment**

The transitory spirit of international school educators, combined with the growing number of international schools, creates a difficult situation for school leaders to recruit efficiently qualified educators to their respective schools. In the realm of education, many researchers have confirmed that recruiting is a core competency of school leaders (Allen, 2005; Lee, 2005; Marzano, 2007; Thomas & Wise, 1999). These authors have also shown that school leaders continually need to adapt to change in the process of recruiting and in the needs and wants of the educators who seek positions (Guarino & Santibanez, 2006; Marzano, 2007). The



adaptive leadership approach focuses primarily on the way that leaders help others to adapt to the challenges that they must face (Northhouse, 2016).

Essentially, the success of a school (like any other organization) lies in the administrators' ability to find the correct person for the correct position (Allen, 2005; Guarino & Santibanez, 2006; Lee, 2005; Marzano, 2007; Northhouse, 2016). In international schools, the process is intensified because of the candidate pool is spread around the globe and because each school's host country employment rules and regulations are unique (Cox, 2012). Consequently, schools require a significant amount of resources each year to compete for qualified educators. This need further requires the school leader to adapt to each circumstance (Cox, 2012). Along with adapting to the ever-evolving process of recruiting, school leaders must also be cognizant of making the most of their efforts, while lessening the resources needed to accomplish their goals (Ramki, 2015). The authors in the literature have clearly said that recruiting international educators is a laborious and expensive process. Therefore, many school leaders follow the expectancy theory: people try to maximize their pleasure and minimize their pain when making decisions (Vroom, 1964).

### **Complexities of International Recruiting**

International teacher recruiting is a complex process that extends over several months, so that candidates encounter a wide array of variables and processes as they search and select schools to pursue (Cox, 2012). These variables and process include signing up with and paying recruitment agencies; and collecting transcripts, degrees, birth and marriage certificates, letters of recommendation, and any other required materials. Along with navigating school websites for vacancies and sending out letters of interest, this process takes an incredible amount of time away from the recruit's current professional responsibility, which in turn increases the stress of

recruiting (Ramki, 2015). This complexity also extends to the school leaders who are tasked with recruiting for their own schools. To help ease the complexity and high cost of recruiting for both schools and educators, recruiting agencies try to adapt to fulfill the needs of both parties (Ramki, 2015). For example, the GRC consists of more than 100 different international schools, mainly from the Middle East and Asia, who are “like-minded” and seek to ease the stressful burden that recruiting has become. The term “like-minded” refers to schools that have similar programs and that are accredited by respectable agencies (GRC, 2017). Other agencies, including ISS (2017), facilitate a yearly “virtual” recruiting fair that requires candidates to have Skype access.

In addition, Mancuso (2010) examined how school leaders have used the adaptive leadership approach to help in a school’s ability to recruit educators successfully and to save valuable resources. More specifically, Cox (2012) examined perceptions of recruiting from school leaders, using in survey and interview methods to show a more comprehensive view of recruitment, which was designed to lower the chance of misrepresenting the responses. Mancuso (2010) and Cox (2012) focused their studies primarily on the recruits and their reasons for deciding to leave a school and search for another position abroad.

### **Conclusion**

In this literature review, the authors focused on teacher turnover and retention in the United States, other countries, and in international schools. The information collected from the studies in the United States and other countries offered significant insight into the reasons that teachers leave schools, and the characteristics of the schools they leave (Cox, 2012; Desroches, 2014; Gomez, 2017; Mancuso, 2010; Odland, 2007). The problem of teacher turnover is not limited to any single country, region, or institution (Desroches, 2014; Gomez, 2017; Mancuso, 2010; Odland, 2007). In a global economy with an increase in the number of international

schools worldwide, researching teacher turnover and recruitment in international schools is more complicated because of the lack of data from these institutions (Brummitt, 2007; Gomez, 2017).

Along with the factors for educators departing from their positions, studies on the process of recruiting, although small in number, are strong with productive data. As Gomez (2017) and Ramki (2015) showed, it is very difficult to separate why teachers leave institutions and what is the best way to recruit. Studies have been conducted in which individual factors (e.g., location and cultural adaptability) were singled out and analyzed to help guide school leaders in making rational decisions about recruits; however, these authors tended to sample only a small number of individuals and their studies were limited to a specific geographical location (Chandler, 2010).

The purpose of this study was to focus on independent school leaders in international Pre-K–12 schools and their approach to recruiting international teachers, the obstacles they face, and the ways they adapt to lessen the hardships of recruiting these teachers, while also enhancing the quality of education they will be providing to their respective school communities. The more research and data collection that can be done in the international school setting, the better-equipped school leaders will be to retain their staff members.

## CHAPTER THREE

### METHODOLOGY

Through this study, the researcher gained additional insight into international educator recruitment through the experiences of a subset of worldwide, school leader–recruiters. Unique circumstances (e.g., location, civil or political unrest, and compensation) vary from school to school, making each recruiting experience different for the school leader. Therefore, one of the study’s underlying concepts is the adaptive leadership approach that, according to Randall and Coakley (2007), is the primary process for initiating change in today’s more business-oriented, academic environment. The study consisted of surveys and interviews with school leaders who were registered with the GRC during the 2017–2018 international school, recruiting cycle, and with school leaders around the world who were associated with one of the following accreditation agencies: the CIS, MSA, International Baccalaureate, Advanced Education, WASC, and NEASC-CIE.

The GRC consists of a collection of school superintendents who decided to create a database of educators of the highest caliber, who had been field tested at some of the best international schools in the world, and who had a passion for learning in an international context (C. Johnson, personal correspondence, November 10, 2017). The only requirement needed to contact and work with the organization is to be an employee of a school within the group, which the researcher is.

School leaders are the target audience because previous authors of the literature on recruitment have focused on the perspective of the teacher being recruited (Desroches, 2014; Mancuso, 2010; Odland, 2007) and not the perspective of the administrator conducting the hiring.

The questions that were asked in the survey and the interview were aimed at answering the following two questions:

1. What self-described strategies used by a select sample of international school leaders were identified as effective when recruiting qualified international educators?
2. What did a select sample of international school leaders identify as essential knowledge needed to have a successful recruiting season?

For the purpose of this study, “qualified” school leaders were defined as educators who meet the hiring criteria of a respective school, and “successful” school leaders were defined those who fill all open positions with educators prior to the beginning of the following school year. The term “educator” can refer to teachers, administrators, guidance counselors, or support staff. In addition, “school leader” was defined as an employee of a school (superintendent, principal, vice-principal, human resources [a position assumed by school leadership, but not necessarily a specific job title]) who is tasked with recruiting candidates for vacant positions within their school.

A mixed methods approach was used for this study because narrative data was needed, through surveys and interviews, to attain a proper level of understanding of the responses to the questions. Leech and Onwuegbuzie (2009) described the mixed methods approach as “collecting, analyzing, and interpreting data using both quantitative and qualitative approaches in the same study” (p. 267). In addition, the mixed methods approach falls in line with previous research methodologies on international teacher recruitment. Odland (2007), Mancuso (2010), and Cox (2012) all used a survey mechanism and supplemented those statistics with narrative data. In each instance, the mixed methods approach helped generate new knowledge and insights that

prompted researchers to explore further into the topic, and to refine the work that was completed before them.

To best answer the research questions, a combination of qualitative and quantitative methods provided a broad perspective on recruiting teachers for international schools. This study also adapted the Gay and Airasian (2003) model of mixed methods research called QUAN-QUAL “where qualitative and quantitative are equally weighted and are collected concurrently” (p. 184–185).

### **Pilot**

An informal pilot study (Appendix B) took place at the GRC’s annual face-to-face recruiting fair in Dubai, the United Arab Emirates, from November 10–12, 2017. The data collected from this pilot study (Appendix C) helped to inform the researcher on how to formulate proper survey and interview questions the better to increase the chances of answering the proposed research questions. The GRC was created by school leaders to adapt to the changing nuances of recruiting international educators, making it the ideal group from which to collect data. The organization is naturally a practical setting to conduct research because many of the member schools are regionally diverse and the researcher has a direct connection to the organization’s board of governance. Using the opportunity to have a connection to more than 100 school leaders worldwide from one organization streamlines the ability for the researcher to collect data and conduct interviews. Major international schools from the Middle East, North Africa, South Asia, Southeast Asia, and Europe are members of the organization, helping to gain a greater perspective on recruiting from a regional standpoint.

To clarify the researcher’s relationship and role within the community of the GRC, prior to the recruiting fair, a presentation was given to the members that outlined the researcher’s role

and clarified that the researcher was not a candidate for employment. The researcher was granted 30–45 minutes to gather a focus group to discuss various ways in which school leaders approach recruiting. The information gained from this focus group (Appendix C) is marked as archival data. This information was used to identify specific, targeted questions for both the survey and the interviews. In addition, this time was used to explain to the audience the role of the Institutional Review Board (Appendix D) within the study.

The setting of the study took place online and at the convenience of the participant. The official collection of data was amassed in two ways: through a voluntary survey (Appendix E) emailed to the participants registered GRC address and by 10–15-minute interviews via Skype, at the convenience of the school leaders. The researcher was granted permission by the GRC governance to have its survey distributed to each school leader who was registered with the GRC during the 2017–2018 school year. A formal email was sent from the principal investigator to the school leaders, inviting them to partake in the survey and interview. The school leaders were provided a link to the survey, which they could take at any time, for as long as they need, and in whatever location they deemed appropriate. The survey was available for a period of 31 days. For those who might have had trouble comprehending the consent information, the principal investigator provided contact information in the email, and those who required additional information could ask questions through that platform. The consent was established on the initial page of the survey. When the participants agreed, they were directed to the first line of questioning. If the participants declined, they were directed immediately to the end of the survey.

The school leadership team of the GRC made this access possible, and, after receiving a detailed letter in which the researcher stated the reasoning and intentions, it agreed unanimously that this study would be a benefit to the international school educational community.

## **Participant and Sample**

The participants of this study were school leaders who had been tasked with recruiting educators for the 2018–2019 school year. Although more than 8,000 international schools are operational around the world (Brummitt, 2007; Gomez, 2017), the sample for this study was considerably smaller, including only schools that were associated with the GRC and six accreditation firms: the CIS, MSA, International Baccalaureate, Advanced Education, WASC, and NEASC-CIE. None of the participants belonged to a vulnerable population. The ideal number of participants for the survey ranged between eight and 12 people per region, for an approximate total of 40–60 people, while the ideal number of participants for the interview ranged between three and five people per region, for an approximate total of 10–30 people. This number provided a good balance of responses and showed the potential discrepancies in recruiting according to location. This group of participants was ideal because the purpose of this study was to focus on independent school leaders in international Pre-K–12 schools and their approach to recruiting international teachers, the obstacles they face, and the ways they adapt to lessen the hardships of recruiting these teachers, while also enhancing the quality of education they will be providing to their respective school communities. Many within this group had worked in and recruited for a variety of countries and regions, bringing a rich diversity to the study. With this information, future school leaders will have a better idea of what to expect prior to a recruiting season and, in addition, current school leaders will have a source of information that can help them refine their strategies to make their recruiting more efficient.

The survey (Appendix F) was sent directly to the school leaders' email addresses that had been obtained. In the absence of a direct email contact, the researcher collected contact information from school websites and followed-up via a phone call to confirm they had received



the survey. This occurred during the month of March 2018 via the Survey Monkey platform. Interviews from willing participants were scheduled throughout April 2018. The participants were asked about three areas of recruiting: What they did before, during, and after the recruitment season to ensure a greater chance of success when hiring new teachers.

These questions were used to gather background information about recruiting and to offer some parity between regions, structure of school (for-profit vs. nonprofit), and their perceived importance on which areas of recruiting should receive more or less focus. This quantitative data was supplemented by personal interviews (Appendix G) with school leaders, focusing on how they had adapted to the changing dynamics of international recruiting throughout their careers. These interviews were selected from willing participants of the electronic survey sent out in March 2018. Representation from geographical locations varied, depending on who decided to participate. To ensure quality data retrieval, the researcher acted as the facilitator and distributor of the survey to the group, as well as the interviewer.

### **Data**

In this study, the researcher used the collection of both quantitative and qualitative data, through the instruments of an electronic survey and personal interviews. The survey was administered during the month of March 2018. This date was chosen because, as Mancuso (2010) noted, the educator recruitment season for international schools is at its peak during the months of January and March. School leaders received an email with a link to the survey hosted on the Web software Survey Monkey. This software was chosen for its user-friendly interface and its ability to collect data anonymously because of its encrypted programming. In addition, by using the survey, the researcher was able to collect a broad range of information regarding recruiting international educators quickly and with less effort than by using a traditional paper

format. Each Skype interview was recorded and transcribed via the online platform Rev. This recording and transcription allowed the researcher to send out requested transcripts of interviews quickly and efficiently. In the event that the initial response rate was low, the researcher would have sent a follow-up email as a reminder to participate, and would have identified accredited schools throughout the world that might not have been contacted in the initial email. In addition, the researcher used the snowball, data collection method, which allowed the school leaders to forward the survey to fellow colleagues who might fulfill the respondent criteria.

The goal for the interviews was to get a better understanding of how school leaders have adapted their recruiting techniques to improve their chances of having a successful recruiting season, which means that they would need to have filled all their open positions for the following year. The interviews took place at the convenience of the school leader. Prior to the interview, informed consent documentation (Appendix H) was provided. The researcher used this data collection method to capture the meaning of the school leaders' experiences in their own words and not merely through a survey. To increase the validity and credibility of the data being collected, a member check took place by restating and summarizing the statements that the subjects made. If necessary, the researcher also used clarifying questions to ensure that the meaning or position of the subject was clearly understood and properly portrayed. At the end of the interview, the researcher shared findings with the participants and allowed them to analyze critically their material. If the findings did not represent the subject's means, views, or intentions, they had the opportunity to clarify their position. The researcher allotted an extra 10–15 minutes on the back end of the interviews for the potential need for clarification.

After the initial survey was sent via email, the researcher determined whether the sample size was sufficient to move forward or if a follow-up correspondence needed to take place. An

additional email reminder to the group, as well as targeting regional international schools, was the next step to attain enough data, and this step occurred at 1- and 3-week intervals. When a participant chose to be included in a follow-up interview, his or her contact information was required, but the researcher properly coded and safeguarded his or her identity. The researcher coded both schools and participants to protect their anonymity and to maintain the organization throughout the 5-month collection, analysis, and reporting process. The data of both the survey and the interview were kept on only one personal home computer, were password-protected, and were accessed only by the principal investigator, with a back-up cloud system held off-site. The identifiable data was omitted from the dissertation report's text. The results were summarized according to the sample's responses, and individual responses were reported with the participant's name and school omitted. Once the study was completed, all identifying information was removed from the researcher's computer and it is no longer accessible for future study uses. This mixed method study collected quantitative data using an investigator-developed survey design and qualitative data through follow-up interviews (see Appendices D). Qualitative methodology was used to review, compile, and report the collective responses and findings in this study. The results of the data collection were analyzed to develop a "whole picture" perspective. Descriptive statistics (e.g., frequencies and percentages) were collected for each demographic and survey item and were reported in tables with worthwhile results reported and discussed further within the dissertation report's text. Audio tapes were used to record interviews so that the researcher could refer to them for accuracy.

### **Analysis**

By using a mixed methods approach, the researcher gathered a more comprehensive collection of data to help gain a greater insight on the process of recruiting international

educators. This approach helps to identify better the areas of international recruiting about which school leaders are passionate, which is the basis for the claims and recommendations made in the final chapter of the study. Furthermore, quantitative data from the survey helped to focus a wide range of ideas and opinions of school leaders into smaller, more manageable clusters according to similar responses, which was the basis for answering the questions. The large amount of data was managed by using various elements of the conceptual framework to help categorize the information. For example, responses from school leaders examined through the lens of the adaptive leadership approach or the expectancy theory. This helped streamline the data to address better the research questions and the purpose of the study.

Initial codes were created and assigned to relevant data to build the repository of information. These codes were developed prior to the study and were attributed to the participants' school and region. Once this repository was put through a series of formal member checks, the resulting information was analyzed to create a theory that helped to explain how a school leader would be able to recruit international educators efficiently and successfully. The multiple methods required different types of analysis to validate fully the data collected. Triangulation was needed to take place between the survey results, the coded interview transcripts, and the preexisting literature theories on international school recruitment. In the final step at the completion of the study, the researcher destroyed all the materials. Each of these steps was a safeguard to protecting information, and each step was scrutinized throughout the data collection.

## **Participant Rights**

Participation in the study was strictly voluntary and those who chose to partake in any portion of the data collection process could have removed themselves at any time. A consent form was required before data collection, and it covered the following areas:

- Why the research was being done.
- What would happen to the subject during the study.
- Any potential risks that might occur.
- Potential positive outcomes from participating in the study.
- How private information would be kept confidential.
- That the interview could end at any time, and that withdrawal from participation would not be followed with any negative consequences.
- Whom to contact with any questions or concerns.

When the data was collected, the information was cataloged without individual identification markers to ensure anonymity and the privacy of each participant. Recorded transcripts of the interviews were shared with the subjects upon request to facilitate continual member checking.

When the study was completed, each participant was provided with a copy of the results.

Participants stood to benefit from the findings verifying and shaping their current recruiting practices. They gained an opportunity to learn from the experiences of other participants, regarding how they could recruit more efficiently.

## **Potential Limitations of the Study**

The potential limitations to this study begin with the mixed methods approach in general. The use of both qualitative and quantitative data collection increases the likelihood of varying results, which might impede consistent findings. This limitation makes it difficult for the

researcher to make a valid conclusion or a potential course of action (Onwuegbuzie & Johnson, 2004).

Another potential limitation to the study is the sample size of the school leaders who were studied. Although the GRC has a membership consisting of more than 100 schools, this number only represents a small portion of international schools around the world. This could result in the researcher making generalized statements about recruiting international educators, without having a deep enough data set to represent school leaders throughout all regions. In addition, the four chosen accreditation firms do exclude several smaller schools that hold lesser-known accreditation certificates.

The length of the study could also be a limitation because the researcher relied on email correspondence rather than face-to-face interactions. The number of interviews might not match the number of respondents to the survey because interviewing more respondents was an extra step that would have required additional school leaders to meet with the researcher later, rather than during the planned study duration.

The biggest risk to the participants is a potential breach of confidentiality; therefore, the researcher put in place procedures that would prevent such a breach from taking place. First, only the principal investigator worked with the data so that no other person knew the identity of the participants or to which school or region they belonged. Aggregate data, using surveys and interviews, were gathered according to the convenience of the participant; therefore, the risks for the participants and their settings were minimal. The researcher designed this study to avoid any hardship on the participant group; however, inadvertent outcomes of participation were possible. The most plausible hardship was that a participant might feel burdened with the loss of his or her time that it might take to complete the survey and to participate in an interview. In addition,

some of the survey questions might have essentially encouraged, but also discouraged the participants depending on how they felt they handled recruiting for their respective institutions.

This was the first time that the researcher had conducted this type of research. The researcher did not have direct contact with the proposed subject population, but had worked in the related field of education with people who fit the characteristics of the subjects. No direct financial conflict existed between the researcher and the subject population. The researcher was aware personal potential bias and made a concentrated effort to use member-checks to validate the information that was received. The researcher is a member of the international education community; therefore, the researcher's experience and any preconceived notions about recruiting might have been a barrier to identifying a true consensus among school leaders. In addition, many of the people with whom the researcher interacted might someday be the researcher's employer. These potential relationships might have deterred the researcher from being nonobjective at all times.

## CHAPTER FOUR

### RESULTS

In this study, the researcher explored how a select sample of international, K–12 school leaders approached the task of international educator recruitment. It was guided by the following questions about international educator recruitment:

1. What self-described strategies used by a select sample of international school leaders were identified as effective when recruiting qualified international educators?
2. What did a select sample of international school leaders identify as essential knowledge needed to have a successful recruiting season?

Although considerable research has been conducted on international educator recruitment from the lens of the educator (Cox, 2012; Desroches, 2013; Gomez, 2017; Mancuso, 2010; Odland, 2007), this researcher intended to broaden the perspective on international teacher recruitment by focusing on the people responsible for the hiring of the educational staff.

This researcher used a mixed methods approach of quantitative surveys and qualitative interviews. The questions for both the surveys and the interviews were developed after a pilot study was conducted with seven school leaders in November 2017. During these informal conversations, the strategies and tactics that had been successful for school leaders were discussed to develop several questions that would capture the comprehensive spectrum of recruiting for international school leaders.

The surveys were sent to 173 international school leaders via their email addresses in March of 2018. The GRC governance granted the researcher permission to have their survey distributed to each school leader registered with the GRC during the 2017–2018 school year. Of the surveys sent out, 89 participants returned completed surveys. These surveys were then



tabulated. Follow-up interviews were conducted with 20 survey respondents who agreed to be questioned. These interviews were conducted through Skype at the convenience of the school leader. Each interview was then recorded and sent to the online platform REV to be transcribed and formatted into Microsoft Word documents. After carefully coding (Appendix I) the transcripts, the researcher uncovered five major themes: adaptation, fit versus match, success, location and capabilities, and timelines.

Chapter 4 begins with an outline of the systematic approach that the researcher used to analyze the recruiting methods of international school leaders. Chapter 4 continues with a description of how the researcher examined the data, and the themes that arose from the process, presenting each of the themes in turn and showing how the themes surfaced from the data. Finally, Chapter 4 concludes with a summary of the themes, and their link to the problem statement and purpose of the study.

### **Analysis**

From a population of 173 school leaders, survey data from 89 respondents from South America, Europe, Africa, the Middle East, and Asia were collected via Survey Monkey between March and April of 2018. The follow-up interviews were conducted via Skype calls between April and May 2018.

#### **Survey Analysis**

The school leader entered the original survey responses directly into Survey Monkey anonymously. Then, to organize the survey data, the researcher isolated each individual question into a bar graph format (Appendix J) to analyze the data visually. The researcher also wrote a short summary of what the data indicated and how it connected to the research questions. These questions were graphed and the ordinal scale was averaged out to show the percentage regarding

how school leaders felt about an aspect of the recruiting process. The resulting data was grouped into two categories: demographic information and level of importance information.

The survey questions were broken down into three separate categories: school leader's approach prior to talking with potential international educator candidates, during initial conversations with candidates, and after candidates signed a contract. The survey questions were written to highlight recruitment tactics that were found from informal conversations with school leaders prior to commencing this research.

### **Interview Analysis**

The participants who completed the survey had the option to sign-up for a continued conversation about international educator recruitment. Of the 89 school leaders who completed the survey, 20 (22.4%) participated in a 30-minute interview and answered questions about their recruiting experiences.

This was the only time in which the participants were required to provide personal information (name, email address, and Skype contact), which was coded and seen only by the researcher. Prior to each interview, the researcher sent the school leader the set of survey questions (Appendix K) that would be covered in the conversation. During each of the interviews, the researcher kept notes as the school leader answered questions about various aspects of the recruiting process.

The 12 questions listed in the interview protocol were organized into five categories: demographic information, basic recruiting information, adaptive leadership, recruiting practices, and summary questions. Follow-up questions were prepared for each of the main questions.

## Coding

Once all of the interviews were completed, the researcher had each one transcribed through the online platform REV and sent back in Microsoft Word format. Then an open or initial coding approach (Creswell, 2015) was used to identify several topics regarding international educator recruitment as the school leader had described. The open or initial approach ranges from the descriptive to the conceptual to the theoretical, depending on what the researcher is observing, and the knowledge and experience that the researcher brings to the work (Saldana, 2016). The researcher applied the *in vivo* coding method to identify patterns articulated by the school leaders. The first round of coding produced 48 codes that detailed the school leaders' views on recruiting, how recruiting had changed, and their observations of new trends in recruiting. The researcher engaged in this portion of the coding process by going through each transcript line-by-line, noting different themes throughout.

The next round of coding was focused solely on the qualitative interviews. During this portion of the coding, the qualitative analysis tool NVivo 12 reduced the number of codes to 19. After reexamining the data, the codes were grouped together to create categories, which the researcher then adjusted by combining or deleting to align with the study's guiding questions. As Bloomberg and Volpe (2012) stated, at this stage of the process, the researcher is required to exercise judgment about what is significant. The 19 codes identified in this round of the coding acted as a staging point for creating categories according to the similarities.

The result of the coding process was four main categories with nine codes. The researcher then incorporated some of the smaller codes into larger, more impactful categories. For example, codes such as filling all positions, length of tenure, and response of community

were integrated into definitions of success because each of these codes was derived from the school leader's perceptions of the success of his or her recruiting season for that year.

### **Themes**

After each of the transcripts had been coded, the researcher developed themes. Themes are extended phrases or sentences that describe what a unit of data means and can be statements that participants present that summarize what is going on, which can explain what is happening, or why things have occurred in a certain way (Saldana, 2016). After further review of different combinations of codes and categories, five themes emerged. Each theme played a specific role in the process that school leaders use when recruiting international educators so that the researcher could discover the ways that these leaders are efficient and successful.

### **Presentation of Data**

The results reflect the perceptions of a select sample of international school leaders who chose to participate in this study. The responses that the school leaders gave in this study were thorough and reflective, and might suggest possible connections to other people within the international school community, but the responses cannot represent perceptions from outside the sample from this study. Participants of both the on-line survey and Skype interviews shared insights that are presented throughout this chapter. Several commonalities existed between both data sets when the researcher looked for ways in which school leaders could be more efficient and successful in their recruiting. The components that were specific to one data set or the other were noted.

### **School Leader Survey Findings**

This section presents the quantitative international educator recruitment survey data. School leader demographic and descriptive information for the 89 survey participants are

illustrated in Tables 3, 4, and 5, while the responses to the levels of importance of strategies used in recruiting are in Tables 6, 7, and 8. The demographic portion of the research shows a wide variety of information about the participant groups and helps to establish context from where responses were generated, while the levels of importance of strategies portion is directly related to Research Question 2, which was used to seek “essential knowledge” on how to be successful during the recruiting.

**School Leader Demographics**

As shown in Table 4, 43 (48.24%) of the school leaders participating in the survey ( $n = 89$ ) are superintendents or heads of schools, while 23 (25.88%), the second largest group of participating school leaders, are principals. Regarding experience in their current roles, many of the participants fell between 1 and 15 years, with the largest percentage (35.29%) having been in their current role between 4 and 10 years. It is also important to note that the highest percentage (31.76%) of school leaders was at their current school for 3–5 years. Lastly, 88 (98.82%) of the school leaders who participated in the study held a graduate degree. The highest percentage (62.35%) of those graduate degrees held master’s degrees.

Table 4

*School Leader Participant Demographics From School Leader Survey*

Category	Responses in percentages (total sample size $N = 89$ )				
Current role	Superintendent/head of school	School principal	Assistant principal	Human resources	Other
	48.24%	25.88%	7.06%	5.88%	12.94%
Years of experience (total)	1–3	4–10	10–15	15–20	20+
	23.56%	35.29%	28.24%	7.06%	5.88%

Category	Responses in percentages (total sample size $N = 89$ )						
Level of education	Master's degree	Certificate of Advanced Graduate Study			Doctoral degree (J.D., M.D., Ph.D., Ed.D.)		Other
	62.35%		10.59%		25.88%	1.18%	
Years at current institution	1–2	3–5	5–10	10–15	15–20	20+	
	25.88%	31.76%	25.88%	10.59%	4.71%	1.18%	

As reflected in Table 5, an outside agency accredited each of the schools in which the participants were working and 14 of those schools held multiple accreditation certificates. The highest percentage of participants (77.65%) of the study worked in Pre-K–12 schools. Of all the institutions in the survey, 84.71% were described as “nonprofit” and 98.82% of the schools required their student body to pay tuition to attend. Geographically, the survey had participants from 11 different regions of the world. The two regions most represented in the study were the Middle East (21.18%) and East Asia (20%). The size of the institutions where the school leaders worked were sampled in two ways: number of faculty at the school and number of students at the school. The largest percentage of participants came from schools with 50–100 faculty members (27.06%) and 500–1000 students (35.29%)

Table 5

*Institutional Demographic Information From School Leader Survey*

Category	Responses in percentages (total sample size $N = 89$ )						
School accreditation*	Adv. Ed	CIS	IB	MSA	NEASC	WASC	Other
	4.12%	25.77%	13.40%	27.84%	11.34%	15.46%	2.06%
	PK–8	PK–12	K–12	6–12	7–12	9–12	

Category	Responses in percentages (total sample size $N = 89$ )					
Levels served at institution	1.18%	77.65%	14.12%	2.35%	3.53%	1.18%
Type of institution	For-profit			nonprofit		
	12.94%			84.71%		
Requirement of tuition	Yes			No		
	98.82%			1.18%		
Region of school	N. Africa	E. Africa	W. Africa	C. Asia	E. Asia	SE Asia
	1.18%	5.88%	2.35%	1.18%	20%	17.65%
	South Asia	C. America	S. America	Middle East	Europe	
	8.06%	2.35%	5.88%	21.18%	11.76%	
Number of faculty at school	10–20	20–50	50–100	100–150	150–200	200+
	2.35%	8.24%	27.06%	25.88%	12.94%	25.53%
Number of students at school	1–100	100–500	500–1000	1000–1500	1500+	
	1.18%	16.47%	35.29%	23.53%	23.53%	

*Note.* \*School Leaders could select multiple accreditation agencies: Council of International Schools (CIS), Middle States Association of Colleges and Schools Commissions on Elementary and Secondary School (MSA), International Baccalaureate, Advanced Education, Western Association of Schools and Colleges, and New England Association of Schools and Colleges Commission on International Education.

Through the survey, the researcher also collected data about general recruiting practices. Table 6 shows that the largest percentage of school leaders (59.52%) used a team of five or more people when engaged in recruiting. In addition, the Table 6 shows that the largest number of educators recruited per year was between 10 and 20 (36.90%) and 20 and 30 (27.38%).

Table 6

*Recruiting Demographic Information From School Leader Survey*

Category	Responses in percentages (total sample size $N = 89$ )					
	1–2		3–5		5+	
Number of people involved in recruiting	7.14%		33.33%		59.52%	
Average number of educators recruited per year	1–5	5–10	10–20	20–30	30–40	40+
	4.76%	7.86%	36.90%	27.38%	5.95%	7.14%

**Levels of Importance in Recruiting International Educators**

The quantitative data from Tables 7, 8, and 9 came from the school leaders who identified a “level of importance” to a specific recruiting practice. This information showed trends within responses to recruiting practices. A breakdown of the practice and weighted average of the participants’ responses is presented in each of the tables. The scale was 1 (*not at all important*) to 4 (*very important*).

Of the practices and strategies surveyed and captured in Table 7, seven were in between *somewhat important* and *important*; 13 were categorized between *important* and *very important*. Two of the strategies mentioned, “Recruiter offers a monetary bonus for early notification of departing staff” and “Recruiter identifies an age range for candidacy,” collected a response of *not at all important* at a rate of 30.49% and 25.61% respectfully.



Table 7

*Practices Taken Place Prior to Talking With Potential Candidates*

Recruiting practice	Weighted average (scale 1–4)
Recruiter identifies additional positions needed to fill.	3.72
Recruiter scans recruitment agencies bank of candidates.	3.61
Recruiter posts available positions on school website.	3.58
Recruiter reviews and enhances general information about the school.	3.58
Recruiter creates a teacher profile to use for identifying candidates that “fit” your school.	3.56
Recruiter sends personal emails to potential candidates that “match” or “fit” their school.	3.56
Recruiter identifies potential openings prior to resign date.	3.53
Recruiter signs up with recruiting agencies.	3.52
Recruiter creates an informational packet about school and location to send to potential candidates.	3.39
Recruiter solicits recommendations of possible candidates that current staff know/have worked with and are willing to recommend.	3.3
Recruiter identifies internal candidates prior to the resign date.	3.23
Recruiter establishes budget for recruiting activities.	3.22
Recruiter posts tentative positions prior to resign date.	3.13
Recruiter creates an interview script.	2.98
Recruiter identifies nationalities that are excluded for recruitment (based on visa difficulties, political situations, etc.).	2.94
Recruiter advertises in private publications (magazines, newspapers, internet, etc.).	2.86

Recruiting practice	Weighted average (scale 1–4)
Recruiter has collected information from current staff on how to improve the compensation and benefits.	2.69
Recruiter has read scholarly material relating to recruiting.	2.42
Recruiter offers a monetary bonus for early notification of departing staff.	2.4
Recruiter identifies an age range for candidacy.	2.15

The evidence of practices and strategies used during the initial communication with a candidate are located in Table 8. Four of the strategies were considered to be data *somewhat important* and *important*, 14 were categorized between *important* and *very important*, and one strategy, “Send in a recorded lesson / ask to teach a lesson,” was in between *not at all important* and *somewhat important*.

Table 8

*Practices Taken Place During Initial Communication With Potential Candidates*

Recruiting practice	Weighted average (scale 1–4)
Provide an opportunity for candidates to ask questions.	3.96
Conduct background checks with former employers.	3.88
Provide clear description of school community.	3.82
Utilize other school leaders in the interview process (advice, background information, etc.).	3.79
Provide clear description of compensation/benefits.	3.73
Provide a clear description of the opening/position.	3.72

Recruiting practice	Weighted average (scale 1–4)
Provide clear description of school population/demographics.	3.72
Offer access to current employees to have conversations and answer questions about the school.	3.71
Conduct state/federal background checks of previous countries of residency.	3.62
Provides a clear description of the culture, region, and politics of the country.	3.56
Ask how family feels about a potential move.	3.26
Conduct background check of credentials.	3.23
Ask about potential educational / learning disabilities of dependent children.	3.2
Follow up with unsuccessful candidates.	3.11
Send a sample contract for candidate to review / ask questions about.	2.89
Script interview questions.	2.79
Ask about medical history / health related issues.	2.45
Provide topics of discussion prior to scheduled interview with candidates.	2.31
Send in a recorded lesson / ask to teach a lesson.	1.96

Table 9 encapsulates the evidence of practices and strategies used after a candidate has agreed to sign a contract or letter of intent. Of the 10 strategies surveyed, nine were considered to be in between *important* and *very important*, while only one was considered to be in between *somewhat important* and *important*. That specific category, “Follow up with unsuccessful candidates,” was still considered *very important* to 35.8% of the school leaders surveyed.

Table 9

*Practices Taken Place After Candidates Have Signed a Contract or Letter of Intent*

Recruiting practice	Weighted average (scale 1–4)
Facilitate local residency, work permits, driver's license.	3.94
Welcome recruits at airport upon arrival.	3.84
Send a congratulatory email / message.	3.82
Have a “New Staff” handbook.	3.6
Send “check-in” letters periodically until the beginning of the year.	3.53
Send curriculum information for positions.	3.47
Allow for new staff to be connected to current communication and school updates.	3.47
Provide “New Staff” information immediately.	3.3
Provide photos / video of living quarters.	3.23
Follow up with unsuccessful candidates.	2.97

**Open-Ended Interview Questions for School Leaders**

Twenty of the 89 survey participants agreed to participate in the voluntary interviews. Specific demographics of this subset of school leaders are reflected in Appendix L.

**Generating Themes**

It was from these conversations that the primary themes of adaptation, fit versus match, and success emerged. Furthermore, the responses given in the survey earlier in the study reinforced these themes. The coding process showed that the select sample of international school leaders made frequent references of importance that have been organized into three of the

five distinctive themes within the study. Theme 1, adaptation, describes the way school leaders have had to adjust their recruiting in the short and long terms. Theme 2, fit versus match, describes and emphasizes the way school leaders approach people and positions available in their respective schools. Theme 3, success, describes the ways school leaders define their success and the measures they use to gauge this.

Once the two data sets were overlapped, Themes 4 and 5, location and capabilities, and timelines, were revealed. Once again, the survey responses helped to show the subtleties within these additional two themes. Theme 4, location and capabilities, refers to how strategies and approaches change because of their respective school locations and because of the limitations that might have been attached to it. Theme 5, timelines, describes how recruiting international educators changes, depending on when a school leader starts conducting his or her recruitment process. Each of these themes is presented and is described using specific quotes from the participants. A pseudonym, including the region from which the school leader worked (e.g., Participant Middle East A) is used to differentiate school leaders. The self-described approaches mentioned throughout each theme often related directly to Research Question 1, by which the researcher sought to find strategies that help school leaders to be more “effective” during the recruiting process.

### **Theme 1: Adaptation**

The adaptive leadership set of survey questions in the interview protocol elicited reflective responses from school leaders about the ways in which their approach to recruiting needs to change throughout the recruiting process to be effective. Of the questions asked in this portion of the interview, the question, “When you find a candidate that fits, what is your level of flexibility with changing your recruiting?” was asked to be rephrased during 13 of the 20

interviews. The researcher clarified that the question asked for an idea of how readily a school leader changed his or her recruiting plan when he or she came across a candidate that he or she did not originally plan on finding. Strikingly, once this question was clarified, 18 of 20 school leaders noted that their recruiting plans and approaches changed very little. Participant Middle East B said, “It has been good practice to treat every potential candidate the same way and to use the same tactics when recruiting them. This enables us to not diminish the worth of certain positions.” Participant South-East Asia D mentioned,

Changing the recruiting plan to fit the needs of individuals is a risky maneuver because recruits talk to each other. If something was done for someone and wasn’t for another, then you can already have contempt building within your new group of teachers.

Similarly, another school leader said, “Offering certain positions [or] people different perks reflects poorly on the school. Although you may not get the person you know would fit perfectly, it is better for the organization to maintain a consistent approach throughout.”

During the interview process, 19 out of 20 school leaders mentioned the need to adapt to the ever-changing reality of international educator recruitment. Comments in which the school leader also mentioned flexibility, adjusting, or change were categorized into this area. All 20 of the interviewees stressed that recruiting has changed from when they first were given the responsibility of finding new staff members for their respective schools. The areas identified most frequently included technology (20), child protection (20), number of people involved (18), use of recruiting fairs (20), and the timeline for recruitment (17).

Participant Central Asia A mentioned, “As in many cases, new technology helps to ease the burdens of certain tasks. With the rise in popularity of Skype, school leaders have been able to connect with many more people, much more frequently.” Statements such as “Skype has

changed the game” from Participant East Asia C and “Skype is essential now and has allowed for not having to go to fairs, having multiple interviews and getting more people involved in the process” from Participant South-East Asia C were echoed 17 times throughout the interviews. Furthermore, recruitment databases continue to improve and offer more options for school leaders to screen potential candidates. Participant North Africa mentioned, “Recruitment databases have set up filters that can help you to determine who you would like to have initial conversations with, which help you save a ton of time, especially since this process used to be by PDF printouts.”

Along with adapting to new technologies, Participant East Asia B mentioned, “School leaders have also needed to adapt to the vigilance required when checking the history of a potential candidate.” Fifteen of the 20 school leaders throughout the interview process stressed the importance of child protection and the level of liability schools carry when bringing an “unknown” person into their community. Participant South Asia A said, “I WILL NOT short cut the vetting process. The more I read about the child protection horror stories that tell tales of ‘our best teacher’ being a predator, it reinforces that even the best teacher on paper may have a sordid past.” Participant South-East Asia D said, “Taking the time to review the applicants and background checks are non-negotiables for our team.” Thirteen of the 20 school leaders interviewed said that their schools require state and federal background checks, as well as background checks from all the countries they have lived in over the past 10 years. Participant East Asia C mentioned, “Reference checks requirements have moved past information about prior performance and skill and have moved into a much deeper and thorough process.”

Another change that has forced school leaders to adapt their recruiting plans has been the number of people involved in the recruiting process. Participant North Africa A said, “As early

as 5 years ago, the common practice was for a school superintendent and possibly one other school leader to attend fairs across the world until they had reached their required quota of new recruits.” However, these trips were costly and pulled essential school leaders away from their school for months at a time. With the rise in the aforementioned use of Skype and efficient databases, schools have now turned to their school leadership team to offset the burden of recruitment. Three different school leaders, Participant South Asia A, Participant Middle East A, and Participant Europe B reverberated the same rhetoric when saying, “Two heads are better than one, and 5 heads are better than 2.” Participant Europe B emphasized, “My team of trusted leaders within the school can make reference checks and social media checks just as efficiently as me. Delegating these tasks allows me to have more time making initial contact and puts me in a position to pull-the-trigger on a recruit before another can make them an offer.” The team approach also affects a traditional practice of recruiting fairs.

To stress the importance of the practice Participant South-East Asia B said, “Without recruiting fairs, there would be no such thing as international teaching.” Each of the 20 school leaders interviewed said that they have used a recruiting fair to hire a candidate, and that they also plan on attending at least one recruiting fair during the recruiting season. All of the interviewed school leaders admitted, “Recruiting fairs are diminishing in their importance.” The three most frequent reasons that the school leaders mentioned in explaining the lowered importance of the fairs were (a) the high costs involved with sending a team of leaders (17/20), (b) the limited amount of time one is able to have with a candidate prior to having to make a decision on offering a position (19/20), and (c) the increased use of an online platform such as Skype (20/20). Participant South-East Asia A, who was a self-proclaimed advocate for recruiting fairs, said, “Nothing will ever beat face-to-face interviews with people, but the cost–benefit is



difficult to argue with, especially when you can have a video call with a person multiple times for free.” Of the school leaders interviewed, 10 of them said that they have tried to be flexible with their use of fairs. Specifically, Participant West Africa A said, “Using them [fairs] as a culminating step after multiple video conferencing calls have been made” and “Sending just one school leader to do the final signing, but also to snag any potential recruits for potential open vacancies” are ways in which they have been flexible.

Regarding school leaders needing to adapt, the question “How has recruiting changed since you first began your involvement with recruiting?” produced similar responses. One change that each interviewee made sure to stress was the timeline in which the recruiting season begins. Participant Middle East C, who has more than 20 years of experience said, “For the longest time, the last day for teachers to inform us if they were coming back or not was January 10. Now, we require teachers to let us know by October 1.” Participant Middle East B, Participant South Asia B, and Participant South-East Asia D said factors such as “increased competition,” “urgency of recruits wanting to find a job quickly,” and “time it takes to attain work visas” have led them to move the date for resigning earlier.

## **Theme 2: Fit Versus Match**

During the interviews, school leaders were asked what the difference between “fit” and “match” was and how they factored into their recruiting. The researcher defined each of the terms for the participant prior to his or her response. Of the 20 interviewees, 18 declared that a definite distinction existed between the two terms, and all 20 interviewees believed that it has a major impact on their effectiveness for the recruiting and attainment of their school’s best candidate.

Of the school leaders who were interviewed, 15 of 20 said that “fit is the single most important trait that a recruiter is looking for in a candidate.” Participant Middle East A said, Recruiting a teacher who does not fit into the culture of the school can be a costly mistake because it will not only require you to recruit for that same position again in 2 years, but also because those people tend to have a negative view of the school after their time. The international school community is much smaller than people realize, and people love to talk.

Similarly, Participant Europe A stated, “I’m careful to gain multiple perspectives of ‘fit’ from my leadership team before offering a contract, because their input tends to be the most important, because they will be working much closer with them.” Other reasons provided by Participant South America for why such a heavy emphasis was placed on “fit” were “ability to accept and understand the culture of the school and region,” “higher chance that they will be happy,” “much easier transition into a new working environment,” and “more likely to stay past their initial 2-year contract.” In each case, the school leaders’ definition of “fit” varied, but the most frequently used descriptive words to define this term were “vital,” “essential,” “powerful,” and “priority.” Participant South-East Asia A said, “It’s important to recruit people who fit the values of the school, but also pushes the thinking of the team. People who offer the best experience for the students is what I deem to be a good fit.” Participant Middle East B mentioned, “If one of my principals comes back and tells me they did not get a good feeling about a candidate being able to fit in the school, I will rarely, if ever, extend them a contract.”

Another concept closely related to “fit” is “match.” In some cases, the school leaders used the two terms interchangeably. However, a clear distinction between the two became evident when recruiters were discussing their urgency in hiring towards the end of the season.

Participant Central Asia noted, “Sometimes, you do not have the luxury of passing up candidates who do not ‘fit’ your ideal recruit profile and you have to look for the best “match” instead.”

Two other school leaders, Participant South-East Asia D and Participant Middle East C, echoed this sentiment when they said, “A match fulfills a basic requirement needed to be considered for a position,” and “You have to rely on match toward the end of recruiting, because the pool of candidates that would be considered a good fit are being sought after by a number of schools.”

### **Theme 3: Success**

The selection of school leaders who participated in the interviews was asked the following question: How do you define success when recruiting? The responses elicited a spectrum of answers and opinions on how they helped to make the school leader more effective in his or her pursuit of a successful recruiting season. The top three items that were repeated throughout the interviews were length of stay (retention; 18/20), positive student performance (18/20), and positive school impact (19/20).

To determine success, 14 of the 20 school leaders identified the length that a recruit ended up staying at a school, after their initial contract, as an indicator of success. Participant East Asia A said, “If I can get a teacher who arrives here and is the same person who represented themselves in the interviews, embraces the school and country’s culture, and stays past their original 2-year contract, I am pleased.” Participant South Asia B mentioned, “Success for me cannot even be evaluated until 2–3 years down the line when we have successfully kept people in our organization.” Although said in a variety of ways, the underlining point to the retention of their recruiting was that teachers who stayed longer were able to plant roots in the community and make positive connections with those with whom they interacted. They were stable; therefore, student learning improved. Another topic that ran parallel with this factor was the time

in which school leaders needed to reflect on their recruiting practices. A relatively new school leader, Participant South-East Asia E, said, “After my first year of recruiting, I planned on carving out time to examine how we did the previous year, but the ideal time to do this also happens to be the time when recruiting starts all over again.” Four different school leaders said that the reflective process for determining success is “something that comes with experience” and that “the more you recruit, the better you are at making time to adjust your practices.”

Another factor in determining a successful recruiting season uncovered through the interview process was through focusing on student progress. As Participant East Asia A phrased it, “The number one job of a superintendent is to recruit teachers, because these are the people who are going to have the greatest impact on student learning.” Twelve of the 20 school leaders reported a positive increase in “test scores,” “attendance rates,” and “extracurricular participation” could all be tied to previously recruited teachers. However, not a single school leader who provided information in the interviews had a specific way in which to track this information quantitatively, and their analyses of these factors were anecdotal in nature. For example, Participant Central America said, “I am sure I could go back and track some of the AP scores, but I can tell when parents and kids are happy, that the teacher is doing a good job in the classroom.”

### **Overlapping Data Sets**

Both the quantitative survey and the qualitative interviews hold a high degree of significant data that helps to inform school leaders of international educator recruitment. The interview data correlated with the survey data, which enabled the researcher to reinforce the generalized data. When the two data sets of data overlap each other, a clearer picture is seen of how each source of information relates to the research questions. The responses from the

interviews highlighted the essential knowledge regarding why certain approaches are taken and what circumstances dictate a particular approach, while the survey questions represented the approaches themselves.

#### **Theme 4: School Location and Capabilities**

The survey data (Tables 6, 7, & 8) provided 49 different tactics or practices that school leaders used to help recruit international educators. When averaged over all of the participants, only one of these tactics or practices was deemed *somewhat important*, and no tactics were labeled *not at all important*. The interviews revealed that, although each of the tactics could help school leaders be more successful with their recruiting, they depended on the school's location and its capabilities. For example, Participant North Africa A noted,

Due to the limitations in medical services that can be provided for mental health, we often, bluntly, ask potential recruits if they have any preconditions that, in an emergency, would require need for medical attention. This is something we would never do in [East Asia School], because of the abundant available resources.

According to the survey, school leaders, on average, deemed the strategy "Ask about medical history / health related issues" as *somewhat important*. However, as seen in the example from Participant North Africa, location can affect the significance of the strategy. Furthermore, Participant Europe A added, "We would love to be able to post tentative available positions for potential candidates to see on our website, but because of the laws of our country, we have to wait until we get a final confirmation." Though noted as *important* in the survey, Participant Europe A could not use this strategy because of the restrictions of the host-country.

Along with the geographic location of a school, the schools' own capability can be a factor in recruiting. For example, Participant East Asia A noted,

My current school has had a high degree of success with providing a monetary bonus for teachers to inform us if they are planning on leaving the school following the next year, which allows us to identify candidates for these positions earlier than other schools.

However, this was a moot point at my previous school, because of it being for-profit and the owner did not feel like this was something vital to spend money on.

This example shows that this school leader recognized the fact that the tactic or strategy of offering a monetary bonus for declaring whether a teacher is leaving was *very important*, yet if they were at the previous school, this tactic or strategy would be *not at all important*. In another example, Participant South-East Asia E said, “The resources we have available here are robust, so there are no issues with purchasing space in publications and on websites to promote the school. This type of spending was unheard of at my last school, so we could never utilize this tactic.” The survey results showed the strategy “Recruiter advertises in private publication” was considered *somewhat important* when recruiting educators to schools. Participant South-East Asia E’s comment shows that the strategy’s importance, in her experience, depended on the school’s capabilities on budget expenditures.

### **Theme 5: Timelines**

Another theme that emerged when overlapping the data appeared when talking about the starting date for when school leaders begin to recruit. The survey data from Table 6 listed 20 different tactics or strategies that school leaders could use prior to contacting potential recruits. Again, the average of responses showed that each school leader deemed these practices *important* for recruiting. The interview question, “Do you have a date/time for when the recruiting season begins and ends?” identified several dates that were established according to the school leader’s ability to be successful. The follow-up to this question in the interview was

more significant because each of the 20 school leaders acknowledged that the starting dates were drastically changed over the past few years. Participant West Africa offered one reason for this occurrence: “Because competition for candidates is so high and the earlier a school reaches out to a candidate, the more likely they are to recruit them.” Participant South-East Asia B mentioned,

The timeframe has changed with online access to databases and portfolios. In the ’90s and up to about 3–5 years ago, it was all about the fairs starting in January. Now, competition to get the top recruits is so high, you are left in the dust if you are not starting right away.

When looking at the survey results from table 6, these actions taken prior to interacting with candidates are deemed “important.” However, that data does not identify a specific, or range of, dates from when these tactics/strategies are to take place.

### **Additional Observation Regarding Culture**

Along with the anecdotal analysis of student improvement, another factor in determining success of recruiting is the positive impact that recruits have on the school culture. School leaders cited “activities leaders” and “community builders” as the top two easily identifiable traits when contributing positively to the school culture. Participant Central America A noted, “We have had recruits come in who were ‘good’ teachers, but then became heavily involved in hosting trips to explore the region. These people improved the lives of their colleagues, which, in turn, kept them at the school longer.” Participant Europe A added, “When a staff member is happy, [he or she enters] the classroom happy, the students feed off the positive energy, and [he or she is] ultimately in a better place to succeed.” The interviews revealed that school leaders appreciate the intangibles that people bring to the community and that these factors are difficult

to identify in a resume or interview. A veteran school administrator, Participant Middle East B, believed that “the measure of a good recruit, or recruiting cohort, should be determined by ways in which they made the school community a better place and not on how long they stayed at a school.”

### **Summary**

The data associated with the school leader’s survey show a range of effective strategies for recruiting international educators, and for identifying essential knowledge to have a successful recruiting season. The data associated with the school leaders’ interviews shows trends around the themes of adaptability, fit versus match, and success. The themes directly responded to the purpose of the study, which was to see how a select sample of school leaders’ self-described strategies to recruiting, obstacles they face, and ways they adapt lessen the hardships of recruiting qualified international educators. The self-described data from the qualitative interviews helped to understand the reasoning behind why school leaders use certain tactics in their recruiting practices, such as the location and culture of their school. The data from the survey showed that school leaders all find the recruiting practices listed in the survey to be valuable, but they do not necessarily use each of them during their recruiting seasons.

The reasons that school leaders did not always use some practices while recruiting was revealed when the two data sets were overlapped. This process revealed two additional themes: the influence of school location and the rules and regulations within which they must work, and the timeline that school leaders used for the recruiting season. During the interviews, school leaders remarked that some of the practices were much easier in some locations compared to others and that they had success with some of the tactics in previous institutions, but the very same practices did not translate into their new school. In addition, the overlapping data sets



revealed that the parameters of school leaders' respective schools might limit their ability to use the full range of strategies and tactics that have been successful for other school leaders. Lastly, the overlapping data revealed that school leaders work hard to adjust their timelines for recruitment to put them in a situation where they have a higher probability of successfully recruiting educators. These themes offer rich feedback on how international school leaders conduct the process of recruiting and what they do to be successful.

In Chapter 5, the researcher interprets these findings to answer the research questions directly. The researcher outlines how school leaders and other people who are involved with international educator recruitment might use the results by connecting the results to the larger body of literature and practice around international education. The researcher also presents recommendations for action and further study and finishes the study with a formulation of the significance of the study.

## CHAPTER FIVE

### RESULTS

The purpose of the study was to focus on independent school leaders in international Pre-K–12 schools and their approach to recruiting international teachers, the obstacles they face, and the ways they adapt to lessen the hardships of recruiting these teachers, while also enhancing the quality of education they will be providing to their respective school communities. With this information, new and existing school leaders would have a more informed view of current best practices in the realm of recruiting. The expectancy theory (Vroom, 1964) and the adaptive leadership approach (Randall & Coakley, 2007) helped frame this study. These models suggest that behavior results from conscious choices among alternatives whose purpose is to maximize pleasure and minimize pain (Vroom, 1964) and that factors people face require them to continually change their tactics and adapt to a multitude of circumstances (Pearce, 2013). The conscious choices that influence school leaders' recruiting practices might be related to factors such as the leaders' position, the school board policy, the location of the institution, the budgetary demands, and the qualifications of labor in the market (Cox, 2012). With the limited amount of data regarding expatriate educator movement in international schools (Gomez, 2017; Mancuso, 2010), the use of the expectancy theory and adaptive leadership uncovered variables influential in international educator recruitment. This final chapter includes an interpretation of the findings, implications of the study, recommendations for action, and recommendations for further study.

Recruitment for educators in international schools is considered one of the top tasks for school leaders (Cox, 2012). The examination of international educator mobility, why international educators leave their positions, has been well documented (Cox, 2012; Desroches,

2013; Gomez, 2017; Mancuso, 2010; Odland 2007). However, this researcher examined the process of international educator recruitment solely from the perspective of the school leader. More information was needed to understand better the intricacies of international educator recruitment and the actions school leaders could take to improve or refine their approach to such an important aspect of their position. Two research questions guided this study:

1. What self-described strategies used by a select sample of international school leaders were identified as effective when recruiting qualified international educators?
2. What did a select sample of international school leaders identify as essential knowledge needed to have a successful recruiting season?

Both quantitative and qualitative data were collected. The quantitative data was gathered from the closed-ended questions in a survey completed by 89 school leaders. These school leaders were located throughout the world and they completed the survey at their own convenience. The survey questions were Likert scaled, which allowed for quantitative evaluation. The qualitative data were gathered during interviews with 20 school leaders, from among the completed surveys. Of the participants, 15 (75%) were school superintendents; this percentage occurred because of the time in which the interviews were collected (April) because this tends to be a busy time for other school leaders within organizations. These interviews focused on survey questions surrounding recruiting and allowed for a more in-depth analysis on tactics or strategies that are used by school leaders. The two methods were important for the research because the survey gave specifics on tactics or strategies by which school leaders had recruited, and the interviews elaborated on these tactics or strategies and gave depth to the survey responses. The 89 participants in both the survey and interviews were school leaders

(superintendents/heads of school, principals, vice-principals, and human resource employees) of international schools.

From the data, five different themes emerged. Theme 1, adaptation, describes the way school leaders have adjusted their recruiting over the years. Theme 2, fit versus match, describes and emphasizes the way that school leaders approach people and the positions available in their respective schools. Theme 3, success, describes the ways school leaders define their success and the measures that they use to gauge it. Theme 4, location and capabilities, refers to how strategies and approaches change because of the respective school locations and the limitations that might be attached to them. Theme 5, timelines, describes how recruiting international educators changes, depending on when a school leader starts conducting his or her recruitment process.

### **Interpretation of Findings**

International educator recruitment is an evolving process that requires school leaders to adjust each year. What was once a process completed during international educator recruitment fairs from January to March is now a yearlong affair (Gomez, 2017). In previous years, nonspecialists did most of the recruiting, often informed by only individual experience and intuition (Cox, 2012). In addition, the main access to recruits was through professional international education fairs during which the application, interview, and possible job offer could take place in a few hours (Maroney, 2000). Past research (Cox, 2012; Desroches, 2013; Gomez, 2017; Mancuso, 2010; Odland 2007) in international educator recruitment centered on the recruit, and that information, although still relevant today, is supplemented by data from this researcher's study.

The participants in this study attached specific values to strategies during the process of recruiting, and they did so in identifiable themes. In exploring the patterns, this study identified underlying factors that provided a structure to understanding an array of approaches to recruiting international educators. Overall, given the complexity of the recruiting process and diversity of candidate and school–country circumstances, school leaders needed to approach the process of recruiting with research methods to attract effectively qualified candidates (Cox, 2012). The following are examples of identifiable strategies that are in line with past research or bring new insight to research in international education recruitment. This set of interdependent themes shows examples of identifiable strategies that are necessary for a high-quality recruiting season. These examples provide some insight on how a school leader, considering his or her own school’s nuances and limitations, could develop the opportunity to create a more efficient recruiting plan and adapt more easily to the changing trends in recruiting international educators.

### **Adaptation**

Understanding and reacting to the continually changing environment of recruitment was identified as an area that is essential for school leaders. Participants supplied an array of examples for how they adjust within the confines of their unique circumstances and how past experiences and mistakes have helped in improving recruitment (Participant Middle East A; Participant East Asia B; Participant South America A). The top example given revolved around the fact that recruiting has become too large a task for one or two people; therefore, schools have adapted accordingly.

Assigning responsibilities to others helps to alleviate the stress of recruiting. Effective participation in recruitment by other members of the school leads to a deeper understanding of the process and can create stronger ties within the school leadership team and with the incoming

recruits. Mancuso (2010) noted in his study that school heads in international schools have a larger role in recruitment than those in similar roles in the United States, which has caused principals in overseas school to be viewed as “middle management roles.”

### **Fit Versus Match**

School leaders emphasized the importance of “fit versus match” and how it was of the utmost importance to ensure the educator will be successful in the school. School leaders admitted that their initial recruiting pitch is often directed to a candidate’s interest in the school and not necessarily as a filter to determine whether a candidate is desirable (Participant North Africa A; Participant East Asia C; Participant Central America A; Participant Europe B). Gomez (2017) felt that it was important to mention that personal factors and the power of relationships were the reasons most often given for why international educators decide to leave or stay at a particular school.

### **Success**

The broadest area of importance centered on “success,” and what that term meant to school leaders. Some noted that the length in which a recruit stayed at the school was their indicator of success (Participant East Asia B; Participant South-East Asia A), while others identified success by simply filling all the needed positions for the school (Participant Middle East C; Participant West Africa A; Participant South Asia A). Desroches (2013) highlighted that although the ability to teach the subject and technical strengths might be vital to “success” in teaching, this ability might not be the sole priority when considering whether an individual is able to contribute to the environment of the international school. Regarding essential information, the underlying theme from the participants regarding success was that ultimately, success would be reflected according to the positive impact that a recruit has had on the school

community, a process that takes time to materialize and that is unique to the school (Participant South-East Asia C). Successful recruiting is difficult to attain without sufficient time, but it is also necessary to maintain a presence within all other responsibilities of a school leader. This balance between time spent on recruiting and day-to-day responsibilities has become increasingly difficult because of the competitiveness of recruiting (Cox, 2012; Gomez, 2017).

### **Location and Capabilities**

Strategies used at one school might not work in another. Having a strong understanding of one's own school will help to set parameters (Participant Middle East B; Participant Middle East C; Participant North Africa A; Participant East Asia A; Participant Europe B). This aligns with findings from Cox (2012), who made the argument that, if a school leader wants to be successful in recruiting top candidates for his or her respective institutions, he or she need to be aware of both what recruits desire and what the leader can offer.

### **Recruitment Timeline**

Staff recruiting is dependent on knowing when the recruiting season starts and when the school leader can begin contacting candidates. Previously, the recruitment fairs dictated this timing; however, school have created databases and improved their communication technology; therefore, these dates have become flexible for the school leader (Cox, 2012). Regardless of the timeline, the aim of procuring signatures and solidifying a contractual agreement with the employment candidate as fast as possible (to avoid losing that top applicant to another school) is an immense responsibility for school leaders and human resource directors (Gomez, 2017) (Participant East Asia B; Participant Central America A).

## **Essential Knowledge**

From the responses of the participants, essential knowledge was broken into three areas of importance: adaptation, fit versus match, and success. The participants described many instances in which they used “experience” or “feel,” recounting moments when they applied a previous strategy or tactic that had been successful at varying moments throughout their careers (Participant Middle East A; Participant Middle East B; Participant West Africa A; Participant South-East Asia C; Participant Europe A). These descriptions revealed that the process for recruiting changed since the first time this select group of school leaders engaged in recruiting. The amount of international schools has increased the competition (Cox, 2012); in addition, more teachers are being recruited, which has made recruiting veteran international educators difficult for schools, especially those in locations that some people might describe as “unfavorable” (Desroches, 2013). Furthermore, a school leader’s “gut feeling” slowly becomes less of a factor in recruiting (Cox, 2012) because more people are involved in the recruiting process and, although some techniques are transferable, intuitiveness is not one of them.

Overall, given the complexity of the recruiting process and diversity of candidate and school/country circumstances, school leaders (Participant East Asia C; Participant Europe A; Participant South America A) echoed Cox (2012) by stating that research methods were becoming increasingly necessary.

## **Implications**

Past research regarding international education recruitment is relatively scarce. The primary focus of the few authors who were available was often centered on the teachers’ reasons for leaving a school, how best to retain them, and the features that attract them to schools (Cox, 2012; Gomez, 2017; Mancuso, 2010; Odland, 2007). By focusing on the perspective of the



school leader, this study used a different approach in viewing the trend of international educator recruitment. This unique perspective continues to emphasize the importance of the process of international recruitment, which is in line with prior research, especially Cox (2012). A portion of his study centered on the application of strategies in recruiting, noting that because of the complexity of the recruiting process and diversity of candidate circumstances, schools needed to enter the process armed with research approaches to attract effectively different candidates. For example, Cox (2012) found that teachers with less overseas experience demonstrated the greatest diversity of responses about what they are looking for in a school, while seasoned international teachers exhibited a more exacting interest in a variety of variables. Cox suggested that these differences exist; therefore, schools should employ broad recruiting messages that inform candidates of the attractive features about their schools (Cox, 2012).

The findings of this study have relevance to all the stakeholders included in the recruiting process, most significantly recruiting agencies, school communities, international educators, and school leaders. The potential implications of each of these stakeholder groups will be examined thoroughly in this section. The findings confirmed and expanded on previous research (Cox, 2012; Gomez, 2017; Mancuso, 2010; Odland, 2007) in international educator recruitment. More specifically, the findings inform organizations about changes that have occurred in recruiting and ways that school leaders now go about recruiting. Thus, this study provides an understanding of the recruiting process through research, and a pragmatic structure to improve recruiting practices.

### **Recruiting Agencies and Time to Begin Recruiting**

Although this researcher found that school leaders, on average, consider the use of recruiting agencies *very important* to their eventual success, information that is concurrent with past research (Cox, 2012; Desroches, 2013; Gomez, 2017; Mancuso, 2010; Odland, 2007), the

researcher also revealed a key aspect emerging that had potential implications for recruiting agencies. That finding is the time when people begin recruiting. School leaders consistently commented on the drastic shift of recruiting starting dates over the past few years and how these dates get pushed earlier and earlier into the school year (Participant East Asia B, Participant South-East Asia B, Participant Central America A; Participant Europe B). This trend is crucial to recruiting agencies because, in previous recruiting seasons, the start dates and end dates were dependent on the recruiting fairs that the agencies organized. These recruiting fairs, and the databases that come with them, continue to be popular among school leaders, but their approach and preparation for the fairs change each year.

### **International School Communities**

Recruiting and hiring the right educator can have a massive ripple effect that affects students, parents, and fellow staff members, and it culminates with the school's reputation (Participant Middle East A; Participant South-East Asia D). Cox (2012) noted that contracts for international schoolteachers include not only salary, insurance, and retirement benefits, but also travel, housing allotments, and the shipping costs of personal goods, among other expensive commitments. Furthermore, Gomez (2017) mentioned that simple acknowledgment and adjustment to the issues of turnover lowers the annual occurrence, shrinks fiscal costs, and lessens the negative effects that turnover places on the student population. A bad outcome from these recruiting decisions is costly to schools because contracts for new teachers often require 2-year commitments that cannot be easily broken (Mancuso, 2010).

### **International Educators**

Recruiting can be a stressful time for international educators because the competition for positions at top-tier schools is high. The candidate pool for teachers in these international schools

has not kept pace with the mounting demand, creating an increasingly competitive market for recruiting (Participant South-East Asia D, Participant Middle East B, Participant East Asia A). Knowing how a school leader approaches recruiting can be an added advantage for an educator looking for a new position. For example, communication via online chats (e.g., Skype) is now the preferred method of connecting, rather than waiting for a one-on-one conversation at a recruiting fair. Conversely, school leaders benefit from the educator knowing information such as the ideal start date for school leaders to begin recruiting.

### **School Leaders**

For years, school leaders have relied heavily on their experience and intuition when engaging in the recruiting process (Cox, 2012). With advancements in technology and the increasing competitiveness of recruiting by international schools, school leaders need to educate and equip themselves with current best practices for recruiting (Hedger, 2011). Taking advantage of the current trends of best practices in recruiting can also help school leaders save money for their schools, in the short term and in the long term. In the short term, a more efficient approach using the strategies laid out in this study can reduce the need for school leaders to engage in costly recruiting fairs, which also require school leaders to be absent from their regularly scheduled duties around school. In the long term, school leaders can use these strategies to identify and recruit an educator who, from the start, fits perfectly in the school's community. These recruits tend to stay for longer periods, which staying reduces the school leader's recruitment load (Cox, 2012). A "road map" of sorts, the findings from this study, can potentially be of considerable help to school leaders who have been asked to be a part of a recruiting team for the first time. For school leaders who are veterans of the recruiting process, this study's findings can help to sharpen and refine their current practices.

## Recommendations for Action

The process of international educator recruitment is as important as ever. Although many time-tested practices in recruiting are still relevant, as times change, school leaders who adapt put themselves in a better position to hire educators. Gomez (2017), Mancuso (2010), and Odland (2007) all found reasons (e.g., leadership and compensation) as significant explanations for why teachers either stay or move on from an international school. Cox (2012) further advanced the literature on the reasons for teacher transience by identifying underlying factors (e.g., experience, years teaching abroad, and wanderlust) that influence educators to move from one school to another. This study moves the focus of international educator recruitment onto the recruiter, identifying the relevance of specific recruiting strategies that school leaders deemed *important*, as well as uncovering essential knowledge that school leaders feel is vital for success in recruiting.

From the data collected in this study, the recommendations for leaders of international schools tasked with having to recruit educators can be viewed through the lens of a timeline shown in Table 10. These recommendations are a general outline for school leaders, for a one size fits all model is impossible because of the nuances of individual schools.

Table 10

### *Timeline for Recruitment*

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Recruitment cycle	Recommendations
Prior	Start planning at the end of the previous year. Establish a recruiting team. Reflect on past strategies and potential limitations. Establish a budget.

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Recruitment cycle	Recommendations
During	<p data-bbox="545 310 1365 380">Identify an ideal finish date and timeline of relevant recruitment activities.</p> <p data-bbox="545 417 1289 455">Review and update printed materials for potential recruits.</p> <p data-bbox="545 489 1403 558">Identify and post positions (definite and tentative) available for the following year.</p> <p data-bbox="545 600 1195 638">Divvy up responsibilities among recruitment team.</p> <p data-bbox="545 672 1386 741">Identify current staff with similar interests to recruits and connect them for further information.</p> <p data-bbox="545 779 1365 848">Discuss “fit and match” and vetting debrief of candidate(s) with recruitment team.</p> <p data-bbox="545 886 1284 955">Follow-up congratulatory email and request for reflection information to unsuccessful recruit.</p>
After	<p data-bbox="545 1001 1414 1071">Open line of communication with school representatives and recruit immediately after contract signing.</p> <p data-bbox="545 1108 1321 1146">Assign point people for further help and question answering.</p> <p data-bbox="545 1180 1224 1218">Establish roles and itinerary for new-hire orientation.</p>

Each of these recommendations derives from the elements that the school leaders who took part in the study established. Each of the elements is interconnected and interdependent; therefore, a final recommendation for school leaders is that they have a deep understanding of the institution they represent. If the school leaders and their respective recruiting teams consider and discuss all of the elements of recruiting, these recommendations will offer an opportunity for international schools to improve their tactics and will place them in a better position to recruit qualified international educators.

## **Recommendations for Further Study**

The ability to understand what the collective community of international school leaders around the world is doing to be successful in their recruiting endeavors is of high importance. Most importantly, future researchers need to embrace the fact that schools are limited in their ability to use all the resources and strategies that have made other school leaders successful in their recruiting. Further research is needed on the impact of location on recruiting. Other areas of future research should be centered on understanding of limitations (e.g., finances, and recruiting plans) where it might be difficult to send staff to recruiting fairs.

First, the issues associated with the location of schools and how they can affect recruiting might necessitate greater support from those who are recognized as involved in the recruiting process. In addition, this recommendation could be tied to the way that school leaders from schools in what some people might consider less desirable locations can successfully recruit educators.

Second, researchers should have a clear understanding of limitations to tools commonly exercised in recruiting, which might make a tremendous difference in the school's ability to recruit the services of highly qualified professionals. Some of these needs might be finances, time away from regularly scheduled duties, and assistance.

Finally, determining how recruiting plans are developed and implemented in various schools around the world could generate data to help schools be more efficient in their recruiting process.

The importance of this topic is largely because of the needs of the international school community. With the growing number of international schools around the world (Gomez, 2017), competition for highly qualified educators has never been greater (Cox, 2012). It would greatly

benefit the international school community if multiple studies, conducted similarly to this researcher's study, were conducted and if the sample of participants were isolated to an individual country or region, instead of worldwide sample. International schools need to work within the laws and regulations of their host country; therefore, by conducting the study by individual country, school leaders within that area would have a more tailored idea of successful recruiting.

### **Conclusion**

This study was begun by emphasizing the significance of international educator recruitment as integral to the work of a school leader and the difficulties associated with recruiting, a notion echoed throughout previously conducted studies (Cox, 2012; Desroches, 2013; Gomez, 2017; Mancuso, 2010; Odland 2007). The key to continuing to add to the breadth of knowledge of this topic was to examine the phenomenon from a perspective of the school leader. Previous researchers primarily used the recruit as the focal point to gain a perspective on international educator recruitment to establish a clear pattern of factors for why educators leave schools and what these recruits are looking for when deciding on their future place of employment. Although vital information, the process of how school leaders apply this information or what comprises their recruiting plans, were absent from any scholarly work.

This study focused on strategies and knowledge that school leaders deemed helpful while recruiting. In these areas, the results of the study were unavoidably introductory but important. Formally having a list of strategies and tactics that are used during recruiting, and have been rated for importance, allows school leaders to add to and to refine their own specific recruiting plans. This recommendation also aligns with the expectancy theory (Vroom, 1964), as school leaders are making conscious choices to maximize their efforts for recruiting. This study found

that understanding how recruiting has changed, what school leaders deem as important qualities for their schools, and what it means to be successful are essential to schools' work in recruiting. This finding aligns with the adaptive leadership approach (Randall & Coakley, 2007), for school leaders continually change to adapt to new circumstances in recruiting to be successful.

Recruiting for schools is of the utmost importance because the educators who are hired are the foundation of student learning for years to come. The act of recruiting, as a central topic in research, is important and is worth further investigation. However, school leaders will determine its real significance and value in their ability to find qualified international educators to improve the educational experiences of their school community.



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APPENDIX A:

U.S. DEPARTMENT OF LABOR—TURNOVER CALCULATION SHEET

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Turnover cost calculation

Cost-of-turnover worksheet

Essential data

Employee's classification

Employee's hourly pay rate:

Employee's supervisor's pay rate:

Corporate office staff pay rate (may  
be an average):

Hours Wages Total

Hard costs:

Predeparture

Separation processing

Administrative time 0

Vacancy costs

Co-worker burden 0

Overtime: added shifts 0

Hiring search firm or temp. agency 0

Developing advertisement(s) 0

Administrative time 0

Placing advertisement 0

Cost of advertising space(s) 0

Selection and sign-on

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Interviewing	0
Reference checking	0
Drug testing/psychological testing	0
Orientation & on-the-job training	0
Total "hard costs" of turnover	0
Soft costs	
Predeparture	
Loss of productivity of departing employee (existing employee performance = 50% to 75%)	0
Lost productivity of coworkers (increased time discussing departure and organizational conditions.	0
Increased workload for employees	0
Lost productivity of supervisor	0
During vacancy	
Lost productivity of vacant position	0
Overtime	0
Added shifts	0
Lost productivity of supervisor (time spent filling in)	0
Recruiting administration	0
Supervisor's time with schedule changes/overtime	0
Selection and sign-on	
Lost productivity during training	0
Replacement requires support/direction	0

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Lost productivity of coworkers	0
Exiting employees distracted	0
Lost productivity of supervisor	0
Total "soft" costs of turnover	0
Total cost of turning over one employee (hard costs + soft costs)	0

Formula for annual turnover cost

Number of exiting employees x cost of turnover (hard + soft) = \$ \_\_\_\_\_.

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*Note.* The above sample worksheet was made available by the U.S. Department of Labor (<http://www.dol.gov/cfbci/turnover.htm>) and was created by the Paros Group, Inc.)

## APPENDIX B: PILOT STUDY

The researcher was able to sit down with six current school leaders who were heavily involved with their respective institutions recruiting. This informal meeting was centered on gaining a greater perspective about international teacher recruitment, as well as generating potential questions and topics to ask school leaders in the official survey/interview. The researchers' field notes can be found in Appendix C.

The round-table discussion started with talking about the ways these school leaders approach recruiting on a philosophical level. A recurring statement made throughout the initial part of this meeting was, "people want a professional process" (C. Johnson, Personal Correspondence, November 10, 2017). To the group, this meant that each respective school leader should have an approach to recruitment that is rooted in experience, sound practice, and consistency. Furthermore, the rules and regulations of each school's host country require them to adjust their approach to recruiting. This was evident, as many of the school leaders at the table had been involved in international teaching for some time and that what they did in a previous country, regarding recruiting, was not necessarily possible in their current location.

The initial conversation also focused a great deal on the monetary expense of recruiting, the time involved, and the stress it puts on their school communities. One of the participants revealed that, during the 2016–2017 recruitment year, he had spent over \$90,000 (USD) on recruiting for 23 positions at their school. This amount included airfare and expenses on recruiting trips, finder's fees from third-part recruiting agencies, advertising costs, and recruiting agency membership dues. It was emphasized that this number did not include the man-hours spent by the school leader, nor the Human Resources department at the school. Another aspect of

monetary expense had to do with the recruitment of administrators and the high cost associated with this particular group of educators. Each member of the group acknowledged that they have a larger, separate budget just for the recruiting of administrators. One school leader mentioned that some third-party recruiting agencies charge up to 30% of the first years' salary of the hired administrator as a finder's fee.

As the conversation moved away from the costs of recruiting, the main topic shifted to the importance of child protection and the role it plays in recruiting international school educators. In the wake of cases of educator misconduct that took place in international schools around the world, the International Task Force on Child Protection (ITFCP) was formed in April 2014 to help international school communities address child protection challenges. Now a coalition of 90+ volunteers, the task force includes leaders of international education organizations, school leaders, counsellors, and teachers who work collaboratively across professions with law enforcement officials and the medical community (CIS, 2017). The organization provides resources on how to prevent and respond to child abuse, neglect, and sexual exploitation wherever a school is in the world. The group has now adapted to include a much more stringent screening process to ensure that their recruits have a thorough background check from everywhere they have lived/worked for the past ten years (J. Larsson, Nov. 10, 2017, Personal Correspondence). Although all in the group agreed that this is an important requirement for international schools, it made sure to mention that the time commitment for this process has increased significantly, putting more strain on the recruiter.

APPENDIX C:

PILOT STUDY - FIELD NOTES

		MEMO
Dubai Meeting - 10 November 2017		C. Johnson
<p>Reason - *</p> <ul style="list-style-type: none"> <li>"Dream List" - Alumni + Counsel to create people good for the school. (Careful Wording)</li> <li>Social Media Presence - Perspective teachers - branding                             <ul style="list-style-type: none"> <li>↳ Website</li> <li>↳ Video</li> <li>↳ Pamphlet</li> </ul> </li> <li>Current staff email about potential candidates -- "Good teachers from good schools"                             <ul style="list-style-type: none"> <li>↳ Look for those who overcome a challenge. -- Eye-Catching</li> <li>↳ Advice, Big obstacle.</li> </ul> </li> <li>Dedicates time beforehand / Gain perspective on other admin <u>team</u> members</li> <li>Divisional leader + one other Admin → Mission + Value piece. ↳ Have sets of eyes</li> <li>The cost of the faculty check.</li> <li>Screening rules - Laws / Certifications / Rules / Regulations / Distance of contract                             <ul style="list-style-type: none"> <li>- Is there a checklist developed</li> </ul> </li> <li>Do you have supporting help?</li> <li>"Speed of Recruiting is becoming scary"                             <ul style="list-style-type: none"> <li>↳ Pushing the process</li> <li>↳ Can change so quickly</li> </ul> </li> <li><del>Good</del> Heads of school collaboration (same country)</li> <li>Good Pass !!!</li> <li>Reference check at the beginning?</li> <li>Personal connections to potential recruit.</li> <li>Asking for early leavers.                             <ul style="list-style-type: none"> <li>↳ Early notification stipend</li> <li>↳ Tentative openings posted</li> </ul> </li> <li>Notes + valuable support prior to Summer.</li> <li>Email to let them know you will help them out (Early letter)</li> <li>Scheduling issues --&gt; Void in dynamics when people leave</li> <li>Search GRC first --&gt; before looking                             <ul style="list-style-type: none"> <li>{ 2.1 million from placement organizations</li> <li>↳ 400 people last year.</li> </ul> </li> </ul>		<p>John</p> <p>Alm - Hours</p> <p>Marks -</p>
		<p>Post difficult positions.</p> <p>↳ How to find difficult to find people.</p> <p>Keep track of people leaving.</p> <p>* Who's the candidate you can get with the units you have</p> <p>Do you know yourself?</p>

## MEMO

### During

- Post internally first (Potentially Prior)
- War Room
- Run admin through a prep - get them all on the same page
  - ↳ What's the schools position on topics.
- Data sheet on where we are getting data from?
  - ↳ Firms - ~~over~~ 110 firms for recruiting
  - ↳
- Recruiting budget with B.O.
  - ↳ "Replacing staff is expensive"
  - ↳ A resume find for school head search
- \$80,000 on 25 recruits
  - ↳ Cost efficient
- Couples: one good or one bad??
  - ↳ 10% of teaching couples are 5 stars.
- How do you gauge worthy interviewees?
  - ↳ Sign-ups are not a favorable part of the process.
- Previously scheduled interviews
  - Could be possible for later down the line.
- Talk to #2 choice about potential candidates.
- Send spies to check if people are being assessed at the bar/hotel/restaurant
  - ↳
- Put in contact with similar demographic people immediately
- Give homework → Do they do it?
- Attend a presentation?
- Give a presentation during the fair?
- How many people come to the fair?
  - ↳ gauge the amount of people needed.
- Notes to candidates.
- PEOPLE WANT A PROFESSIONAL PROCESS → indicator for people.

\*Principals have first say in hiring.

Investment of Talent Acquisition

**MEMO**

**Post** - Is it even a part of the recruitment process? <sup>Recruitment. → signed document.</sup> ★ *June*

- Email to new hires
  - ↳ Monthly New Hire update
- Do you put teachers on the email list?
- Do you announce new hires once recruiting is over?
- Verifying Fidelity / safety check.
- HR department takes over from here.
- Teacher assigned

Research explanation

Dale Cox  
↳ reach out.

Mancoso, Steve.  
↳ reach out

## MEMO

### Observations

- Greeting people warmly in front of the table
- Tables well decorated / Posters / Signs / Pamphlets of information
- Furious 2 hours of Action
- Listed openings are on the table
- Tons of conversation / People meeting all over the place
- Signing people up to just talk ~~+~~ even if the current positions available.

- Possibility to use CIS as a way to distribute information for school leaders.
  - ↳ Ask multiple questions →
  - ↳ Role of Child Safety in recruiting
  - ↳ Is it affecting how people recruit?



### International Task Force on Child Protection (ITFCP)

- ↳ CIS website (minutes / standards / documents)
- ↳ Uniform → Standards

### Role of Education

- ↳ May Happen vs. Happening
  - ↳ Will draw these people regardless
- Can we go to the University level?  
Only 5% ever get reported  
↳ 7% of the 5% actually get convicted

### Behavioral Interviewing Situational Interviewing

Abusive Domain  $\frac{1}{3}$  girls &  $\frac{1}{4}$  boys

- ↳ Have you read the "Child Protection" -- First Step
- ↳ Is it clear to you?
- ↳ Very clear & based on the person.



# MEMO

Code of Conduct. → Do you have this? \*  
→ Clear process with risk assessment?  
↳ Have you ever been conducted about your own behaviour.

\* Dr. Fisman (U.K.)  
↳ Peer on Peer abuse

How do you filter for child behavior / safety?

Student / Curriculum information  
↳ Traffic Light Resource  
□ Distinct + Appropriate

[ In school (Advisory) ]

[ March 8-11 ]

↳ ~~Patrick~~ Farnaz Psychologist  
↳ [ London -- CIS Jan 25-27 ]  
↳ Possibility

How to manage allegations -- (Emotions get in the way)

Law enforcement -- Suspend w/ pay & go through risk assessment (Committee not alone)  
-- specific roles --  
↳ Is this a suitable person to be working with children?

- 1) rep + reliability
- 2) Risk at all?
- 3) Victims in Past?
- 4) Responsibilities
- 5) reliability

\* Post -- Orienting about child protection code of conduct.

\* How to recruit @ CIS.

Presentation

Grange St. Pauls Hotel  
↳ In touch

APPENDIX D:

INSTITUTIONAL REVIEW BOARD EXEMPTION



Institutional Review Board  
Olgun Guvench, Chair

**Biddeford Campus**  
11 Hills Beach Road  
Biddeford, ME 04005  
(207)602-2244 T  
(207)602-5905 F

**Portland Campus**  
716 Stevens Avenue  
Portland, ME 04103

To: Jeffrey Wilusz, M.A.  
CC: Leslie Hitch, Ed.D.  
From: Lliam Harrison, M.A., J.D.  
Date: 12 March 2018  
Project # & Title: 20180306-004 Educator Recruitment in International Schools: The Administrator's View

The Institutional Review Board (IRB) for the Protection of Human Subjects has reviewed the materials submitted in connection with the above captioned project and has determined that the proposed study is exempt from IRB review and oversight as defined by 45 CFR 46.101(b)(2).

Additional IRB review and approval is not required for this amended protocol as submitted. If you wish to change your protocol further at any time, you must first submit the changes for review.

Please contact Lliam Harrison at (207) 602-2244 or [wharrison@une.edu](mailto:wharrison@une.edu) with any questions.

Sincerely,

A handwritten signature in black ink, appearing to read "William R. Harrison", is written over a light gray rectangular background.

William R. Harrison, M.A., J.D.  
Director of Research Integrity

IRB#: 20180306-004  
PAF #1 Submission Date: 3/1/18  
Status: Remains Exempt, 45 CFR 46.101(b)(2)  
Status Date: **03/12/18**

APPENDIX E:  
STUDY INVITATION

March 2018

Dear Potential Study Participant:

*If you are not the best person at your school to address this request, please provide me the name of that individual so I may contact them directly.* As a doctoral student completing their dissertation study through the University of New England, I am inviting you to ***complete a survey to share your expertise on your current international educator recruitment practices.***

As a school leader, you have valuable experience and knowledge recruiting educators to your institution. This study focuses primarily on educator recruitment in international schools and what recruiting looks like for school leaders. By completing this survey, you are providing a valuable contribution to the ever-growing knowledge base of international education.

**Research Questions:** To narrow the focus of analysis on recruiting international educators, this qualitative study will address the following research questions:

1. What self-described strategies used by a select sample of international school leaders were identified as effective when recruiting qualified international educators?
2. What did a select sample of international school leaders identify as essential knowledge needed to have a successful recruiting season?

**The Purpose of the Study:** The purpose of this study is to focus on independent school leaders in international Pre-K–12 schools and their approach to recruiting international teachers, the obstacles they face, and the ways they adapt to lessen the hardships of recruiting these teachers, while also enhancing the quality of education they will be providing to their respective school communities.

**Procedures:** Your participation in this research study, its survey, and optional follow-up interview is completely voluntary. If you wish, your survey response can be completely anonymous and without a follow-up interview. To ensure a geographical balance, the researcher may reach out to specific school leaders for follow-up interviews. The ideal number of participants for the survey will range between 8–12 people per region, for an approximate total of 40–60 people, while the ideal number of participants for the interview will range between 3–5 people per region, for an approximate total of 10–30 people. The study will run from March 2018 to May 2018, with results/findings published by June 2018. Upon your request, I can send you a copy of your individual completed survey and interview notes, as well as a copy of the completed dissertation. I do not foresee this study presenting any risks or hardship on you, other than the time to invest in it. However, your time invested will contribute to the anticipated benefits of collecting this data to share with other school leaders about recruiting. Together, we can create a better, more efficient recruiting experience.

**Confidentiality:** Your identity will be protected throughout the study and thereafter. Only I, the researcher, will have access to your information. Follow-up verbal/signed and written reports and discussions will identify you only as a number (i.e. Participant #2). Your name and school location will not be shared with anyone else. Your confidentiality will be protected in compliance with the University of New England’s research with human participants’ policies and procedures.

**Compensation:** No monetary or nonmonetary compensation will be provided for your input or time.

**Questions:** If you have any questions or concerns regarding this study and your participation, you may contact me, the researcher, via e-mail at [jwilusz@une.edu](mailto:jwilusz@une.edu) or via my home

phone personal line at 248-721-4809. You also may contact Dr. Leslie Hitch at the University of New England at lhitch@une.edu or by phone at 617-610-5669.

Once you agree to the consent form, you will be directed through the survey. Thank you for your valuable insights and willingness to participate in this research study. Your contribution not only supports my dissertation study, but also future of recruiting in international schools throughout the world.

Sincerely,

Jeffrey Wilusz, Doctoral Student

University of New England's Educational Leadership Program

APPENDIX F:  
ONLINE SURVEY (USING SURVEY MONKEY)

\* 1. Dear Participant:

As a doctoral student completing their dissertation study through the University of New England, I am inviting you to complete a survey to share your expertise on your current international educator recruitment practices. As a school leader, you have valuable experience and knowledge with recruiting educators to your institution. This study focuses primarily on educator recruitment in international schools and what recruiting looks like for school leaders. By completing this survey, you are providing a valuable contribution to the ever-growing knowledge base of international education.

Research Questions: To narrow the focus of analysis on recruiting international educators, this qualitative study will address the following research questions:

1. What self-described strategies used by a select sample of international school leaders were identified as effective when recruiting qualified international educators?
2. What did a select sample of international school leaders identify as essential knowledge needed in order to have a successful recruiting season?

Study's Purpose: The purpose of this study is to focus on independent school leaders in international schools and collect data about their approach to recruiting international teachers, the obstacles they face, and the ways they adapt to lessen the hardships of recruiting these teachers, while also enhancing the quality of education they will be providing to their respective school communities.

Procedures: Your participation in this research study is completely voluntary. The study includes an online survey and possible follow-up videophone interview. The study will run from February 2018 to May 2018, with results/findings published by June 2018. Upon your request, I can send you a copy of your individual completed survey and interview notes, as well as a copy of the completed dissertation. I do not foresee this study presenting any risks or hardship on you, other than the time to invest in it. However, your time invested will contribute to the anticipated benefits of collecting this data to share with other school leaders about recruiting. Together, we can create a better, more efficient recruiting experience.

Confidentiality: Your identity will be protected throughout the study and thereafter. Only I, the researcher, will have access to your information. Follow-up verbal/signed and written reports and discussions will identify you only as a number (i.e. Participant #2). Your name and school location will not be shared with anyone else. Your confidentiality will be protected in compliance with the University of New England's research with human participants' policies and procedures.

Compensation: No monetary or non-monetary compensation will be provided for your input or time.

Questions: If you have any questions or concerns regarding this study and your participation, you may contact me, the researcher, via e-mail at [jwilusz@une.edu](mailto:jwilusz@une.edu) or via my home phone personal line at 248-721-4809. You also may contact Dr. Leslie Hitch at the University of New England at [lhitch@une.edu](mailto:lhitch@une.edu) or by phone at 617-610-5669.

Please sign/agree to this consent form with full knowledge of the purpose and procedures of the study, its survey, and possible follow-up interview and data collection.

## Participant Information

### 2. Participant Information (optional)

<b>Name</b>	<input type="text"/>
<b>School</b>	<input type="text"/>
<b>City/Town</b>	<input type="text"/>
<b>Country</b>	<input type="text"/>
<b>Email Address</b>	<input type="text"/>

## Baseline Information

3. What is your current role?

4. How many years of experience do you have in your current role?

5. How many years have you been working in your current institution?

6. What is the highest educational degree you have earned?

- Bachelors
- Masters
- Certificate of Advanced Graduate Study
- Doctorate (JD, MD, Ph.D, Ed.D)
- Other (please specify)

7. In what region is your current school located?

8. What is the average number of educators recruited per year?

9. How many faculty members currently (2017-2018 School Year) are employed by your institution?

10. What agency has Accredited your school?



11. Is your school a member of the Global Recruitment Collaborative?

12. How many students currently (2017-2018 School Year) attend your school?

13. Does enrollment in your institution require monetary tuition to be paid?

- Yes
- No
- Other (please specify)

14. Please identify the grade levels in which your institution serves (Le K-12, 9-12, etc.)

15. Which best describes your institution:

- Non-Profit
- For-Profit
- Other (please specify)

16. How many people are directly involved in the recruiting process at your institution?

17. Please list what you would describe as your **Essential job tasks** in the recruiting process

## Prior to Recruiting

This section focuses on a variety of tasks centered around recruiting international educators **PRIOR** to initial interpersonal communication with recruits.

9. Please rate based on your level of importance in recruiting international educators

	Not at all important	Somewhat important	Important	Very Important	N/A
Collect information from current staff on how to improve the "package"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read scholarly material relating to recruiting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create an informational packet about school and location to send to potential candidates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify potential openings prior to re-sign date	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Post tentative positions prior to re-sign date	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offer a monetary bonus for early notification of departing staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify internal candidates prior to the re-sign date	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify additional positions needed to fill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create a teacher profile to use for identifying candidates that "fit" your school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establish budget for recruiting activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sign-up with recruiting agencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advertising in private publications (magazines, newspapers, internet, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Posting available positions on school website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not at all important	Somewhat important	Important	Very Important	N/A
Solicit recommendations of possible candidates that current staff know/have worked with and are willing to recommend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal email to potential candidates that "match" or "fit" school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scanning recruitment agencies bank of candidates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create an interview script	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Review and enhance general information about the school you want candidate to be aware of	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify an age range for candidacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify nationalities that you exclude for recruitment (based on visa difficulties, political situations, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During

This section focuses on a variety of tasks centered around recruiting international educators **DURING** initial interpersonal communication with recruits.

10. Please rate based on your level of importance in recruiting international educators

	Not at all important	Somewhat important	Important	Very important	N/A
Conduct police background checks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Script interview questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clear description of the culture, region, and politics of country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide a clear description of the opening/position	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing topics of discussion prior to scheduled interview with candidates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing an opportunity for candidates to ask questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilize other school leaders in the interview process (advice, background information, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide clear description of compensation/benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide clear description of school population/demographics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide clear description of school community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct background checks with former employers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct background check of credentials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Send in a recorded lesson / ask to teach a lesson	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Send a sample contract for candidate to review / ask questions about	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not at all important	Somewhat important	Important	Very important	N/A
Asking about medical history / health related issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ask how family feels about a potential move	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ask about potential educational / learning disabilities of dependent children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offer access to current employees to have conversations and answer questions about the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Follow up with unsuccessful candidates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

After

This section focuses on a variety of tasks centered around recruiting international educators **AFTER** recruits have signed a contract / letter of intent

11. Please rate based on your level of importance in recruiting international educators

	Not at all important	Somewhat important	Important	Very important	N/A
Send a congratulatory email / message	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide "New Staff" information immediately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have a "New Staff" handbook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Send curriculum information for positions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Allow for new staff to be connected to current communication and school updates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Send "check-in" letters periodically until the beginning of the year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide photos / video of living quarters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Welcoming at airport upon arrival	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitate local residency, work permits, driver's license	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Follow up with unsuccessful candidates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Optional SKYPE Interview

12. Thank you for taking the time to participate in the survey. If you would like to continue the conversation regarding international educator recruitment, please submit your SKYPE Contact and preferred email address.

I will be contacting willing participants to schedule online meetings ASAP and at the convenience of the participant. This conversation will take between 20-30 minutes to complete.

**SKYPE Contact**

**Email Address**

APPENDIX G:  
INTERVIEW PROTOCOL

*Introduction:* I am a doctoral student through the University of New England. I am studying educator recruitment in international schools and what recruiting looks like for school leaders. Your input will be valuable for improving and refining recruiting practices throughout the world. I will ask you a series of questions and then allow time for more comments and questions from you at the end.

**Demographic Information / Warm-up Question**

1. Name / Current position at school / Time in current location / Years overseas / Years involved in recruiting.

**Basic Recruiting Information**

1. Aside from your current location, in what other countries or regions have you worked, where recruiting fell under your umbrella of responsibilities?
  - Potential follow-up: What was your specific role in recruiting at each location?
2. Do you have a date/time for when the recruiting season begins? Ends?
  - Potential follow-up: Is there a specific reason for these?
3. What do you consider the single most important aspect of recruiting?
  - Potential Follow-up: How does it affect your position?
4. How has recruiting changed since you first began your involvement with recruiting?
  - Potential Follow-up: In your opinion, is it more or less difficult than it used to be?

**Adaptive Leadership**

1. When you find a candidate that “fits,” what is your level of flexibility with changing your recruiting?



- Potential Follow-up: Are credentials/licensure “negotiable”?
2. How common is it that you adjust your recruiting plan to acquire a 5-star teacher?
    - Potential Follow-up: Is this a natural adjustment or something that is previously thought out?
  3. How much do you address the reasons for why someone would not come to your school / location?
    - Potential Follow-up: Do you have a method of keeping track of this type of data?

### **Recruiting Practices**

1. Do host country guidelines / rules / laws require adjustments in your recruiting practices?
  - Potential follow-up: What countries have you also worked in and what are some of those adjustments that you made?
2. Do you plan your recruiting practices around gender, age, dependents, or teaching couples?
  - Potential follow-up: Why do you prioritize [factor] in this manner?

### **Summary Questions**

1. How do you define “success” when recruiting?
  - Potential Follow-up: Does this definition change each year?
2. What makes your style of recruiting efficient for you and your school?
  - Potential Follow-up: What factors contribute to enable/constrain this style?
3. How would you describe your challenges and positive experiences during your tenure as a recruiter?
  - Potential Follow-up: Is there a specific example that sticks out?

#### 4. Clarifications and questions

APPENDIX H:  
INFORMED CONSENT FORM

March 2018

Dear Participant:

You may choose to voluntarily participate in this study or decline/withdraw from the study at any time. Do not hesitate to ask questions or present concerns throughout the research study process. Your personal identifying information will not be reported with the findings. Only the researcher will know your identifying information. Your responses will remain anonymous. At any time during the study, you may request access to your own individual data, and in June 2018, you may request access to the study's results reported in a manner that protects the confidentiality of all participants.

The purpose of the survey and possible follow-up interview and data collection is to collect a wide range of information on educator recruitment in international schools and what recruiting looks like for school leaders. After completing the survey, you may be contacted to provide more information and/or complete a short follow-up interview and data collection process. Not all participants will be asked to participate in the follow-up interview and data collection process. After all of the surveys are compiled and reviewed, a select smaller group of individuals will be asked to participate in the follow-up interview and data collection to verify and clarify the survey results.

This study will not present any known risks throughout the process, other than inconveniencing you for your time to complete the survey (approximately 20 minutes). The expected benefit of your participation will contribute to the collecting of this data to share with other school leaders about recruiting.

Please sign/agree to this consent form with full knowledge of the purpose and procedures of the study, its survey, and possible follow-up interview and data collection. A copy of the consent form will be emailed or given to you.

I, (participant's name) \_\_\_\_\_, agree to participate in this study, titled *Educator Recruitment in International Schools: The Administrator's View*.

Electronic Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Jeffrey Wilusz, Doctoral Student

University of New England's Educational Leadership Program

APPENDIX I:

CATEGORIZED CODES FOR GENERATING THEMES

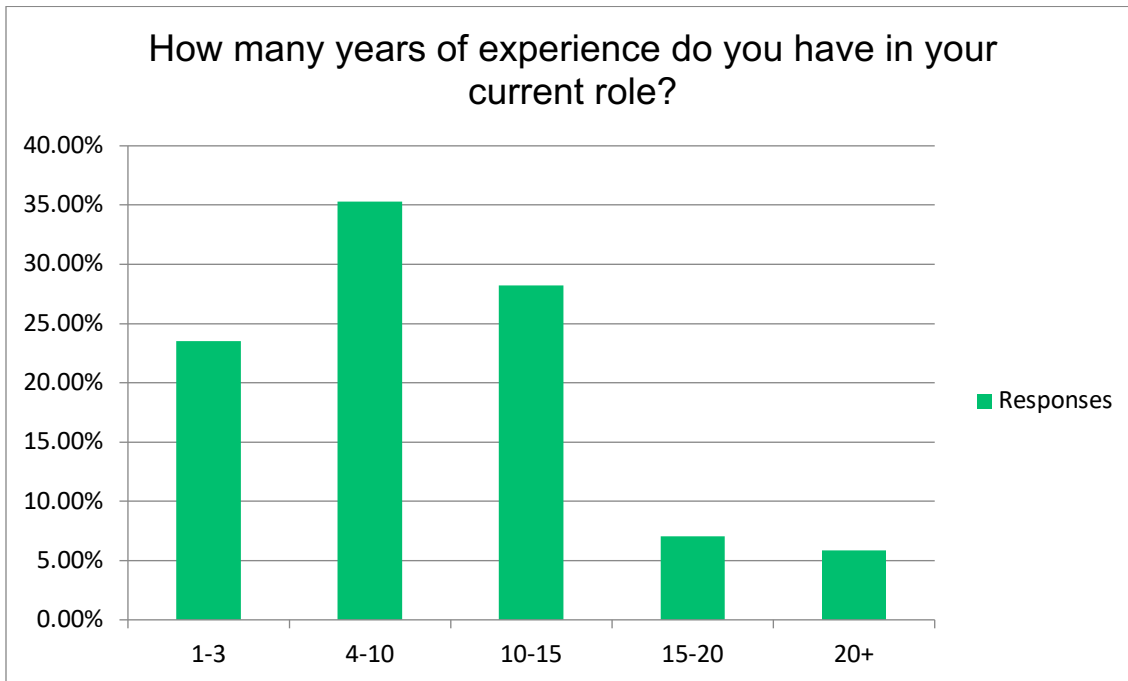
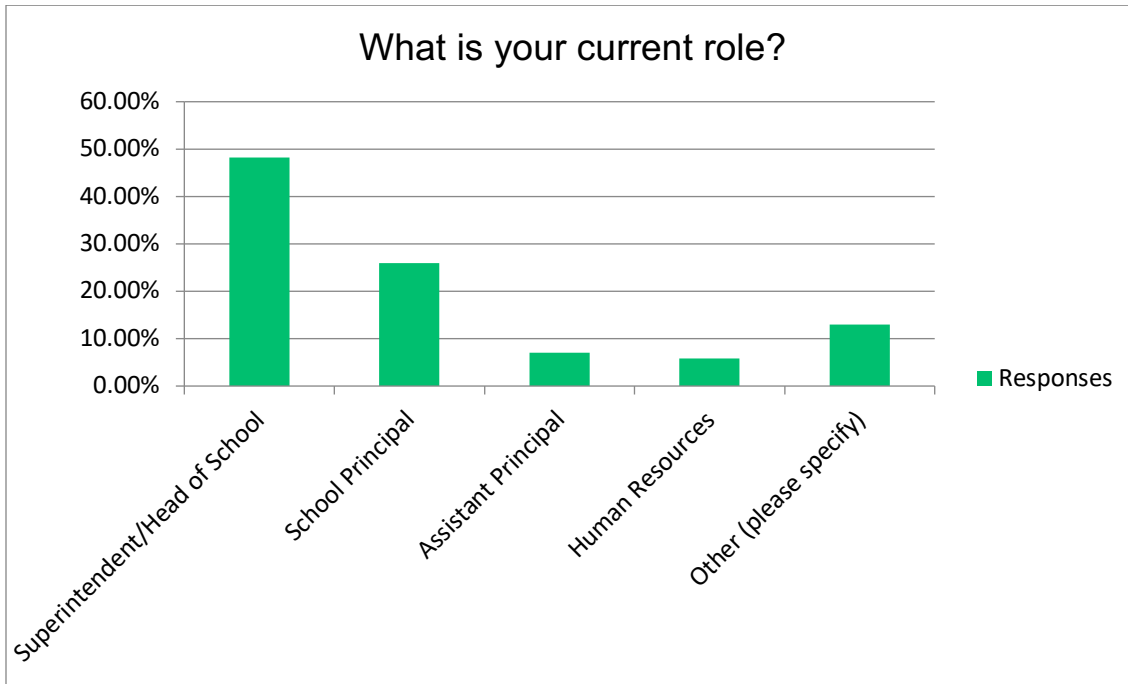
Theme 1: Adaption	Theme 2: Fit versus match	Theme 3: Success	Theme 4: Location and capabilities	Theme 5: Timelines
Change (13, 1, 5, 8, 9, 10, 11, 2, 19, 20, 7, 17, 15, 4)	Fit (1, 2, 3, 5, 8, 9, 11, 13, 14, 15, 16, 17, 18, 20)	Retention (1, 2, 3, 4, 6, 7, 8, 9, 11, 12, 13, 14, 16, 17, 18, 19, 20)	Laws (1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 13, 14, 16, 17, 19, 20)	Start date (1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 20)
Adjust (13, 2, 1, 5, 8, 9, 10, 11, 2, 19, 20, 7, 17, 15, 4, 18)	Match (1, 2, 3, 4, 5, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 20)	Community reaction (1, 2, 3, 4, 5, 9, 10, 11, 13, 15, 16, 17, 20)	Cultural sensitivities (1, 2, 3, 4, 5, 7, 8, 10, 13, 16, 17, 18)	Finish date (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 20)
Guess and check (1, 3, 4, 11, 12, 6, 19, 20, 17)		Student learning (1, 3, 4, 5, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20)	Limited by (2, 3, 4, 7, 8, 9, 10, 15, 16, 20)	Ideal time (2, 3, 5, 6, 8, 9, 10, 12, 13, 14, 17, 18, 20)
				In the past (8, 10, 11, 12, 13, 17, 18, 19, 20)

1. Participant Middle East A
2. Participant Middle East B
3. Participant Middle East C
4. Participant North Africa A
5. Participant West Africa A
6. Participant Central Asia A
7. Participant East Asia A
8. Participant East Asia B
9. Participant East Asia C
10. Participant South-East Asia A

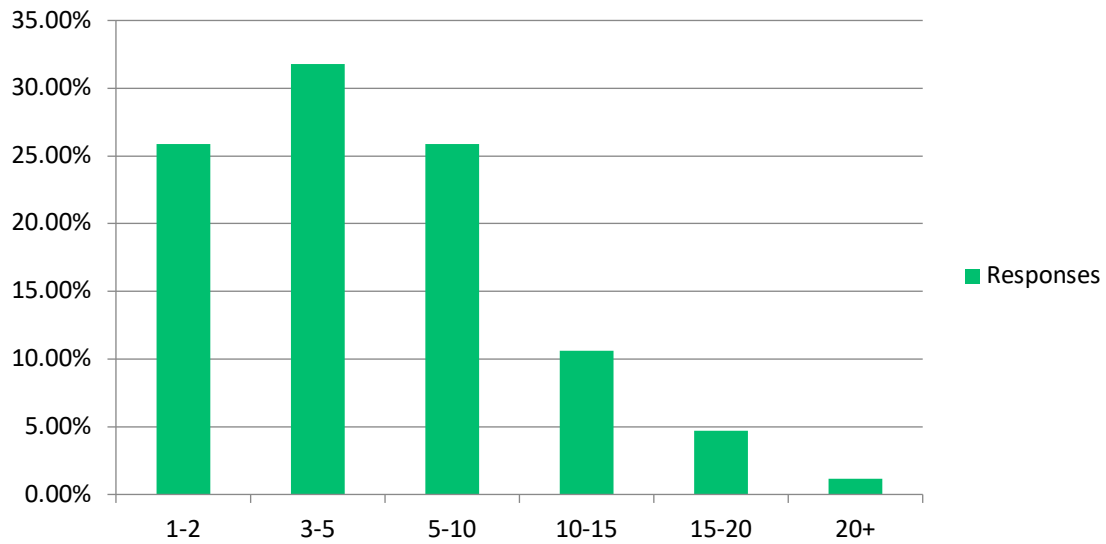
11. Participant South-East Asia B
12. Participant South-East Asia C
13. Participant South-East Asia D
14. Participant South-East Asia E
15. Participant South Asia A
16. Participant South Asia B
17. Participant Central America A
18. Participant South America A
19. Participant Europe A
20. Participant Europe B

APPENDIX J:

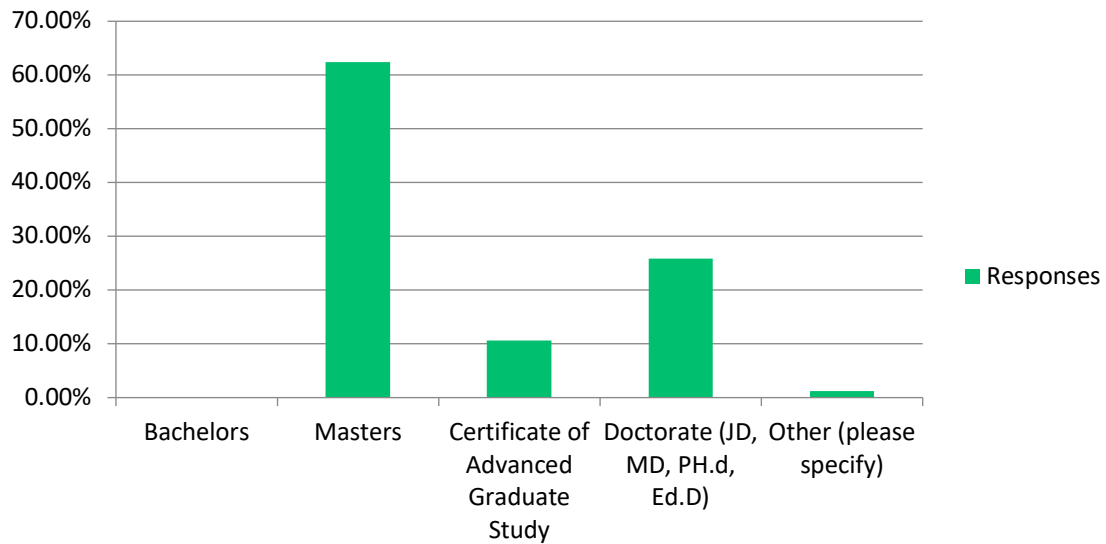
SURVEY DATA (BAR GRAPHS)

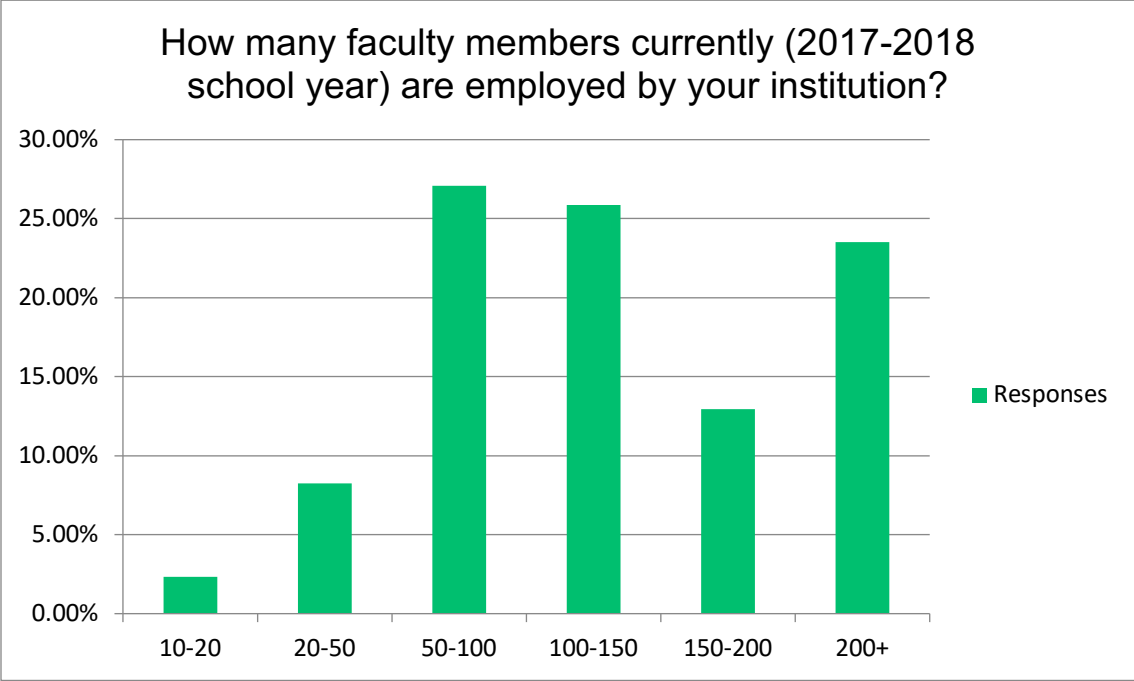
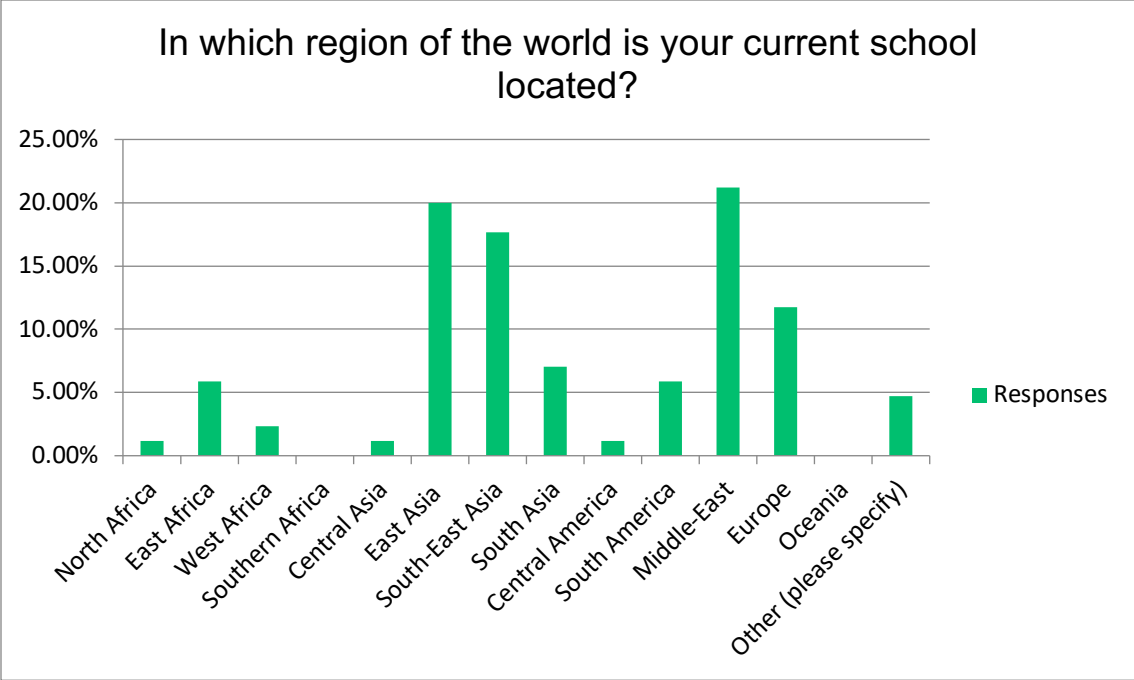


### How many years have you been working in your current institution?

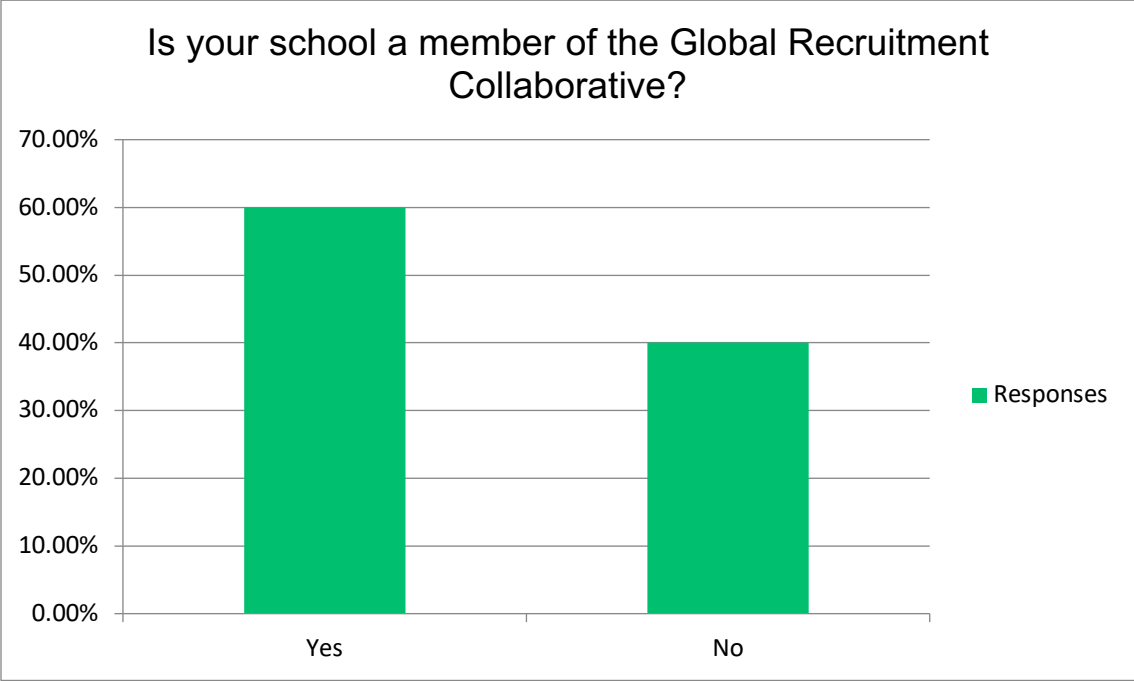
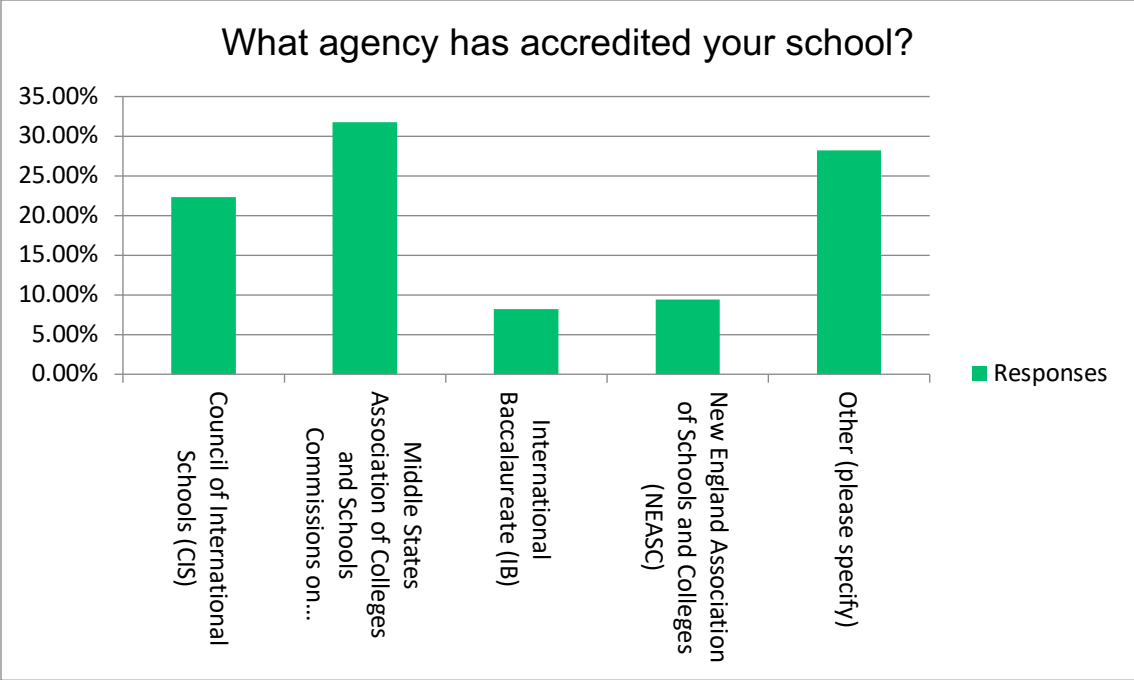


### What is the highest educational degree you have earned?

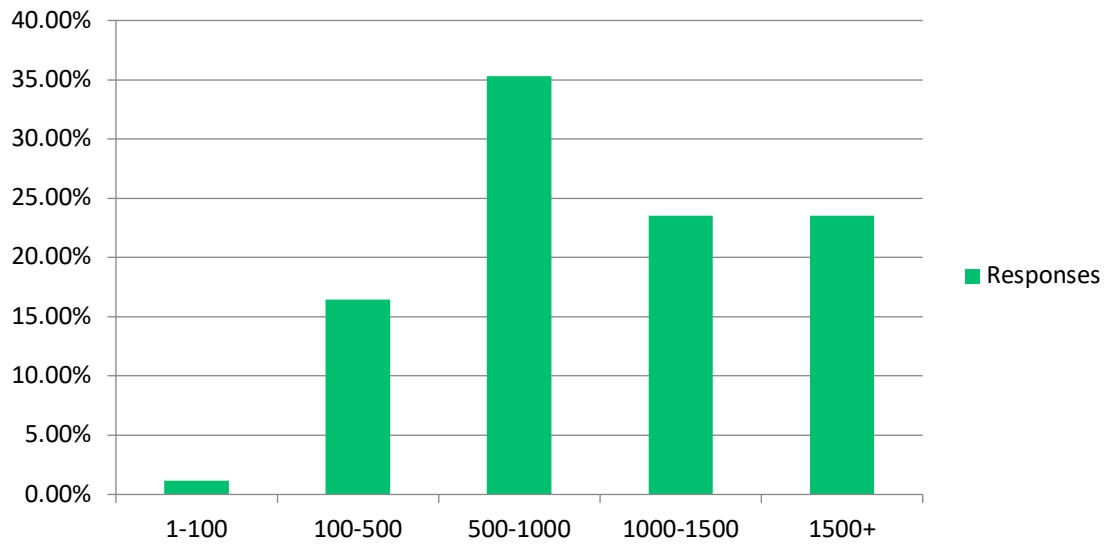




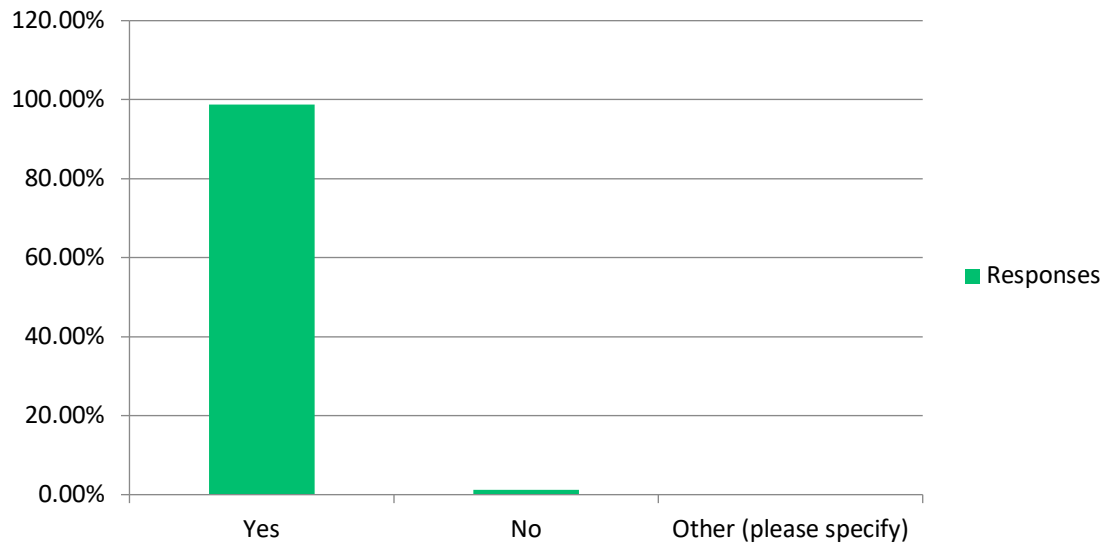


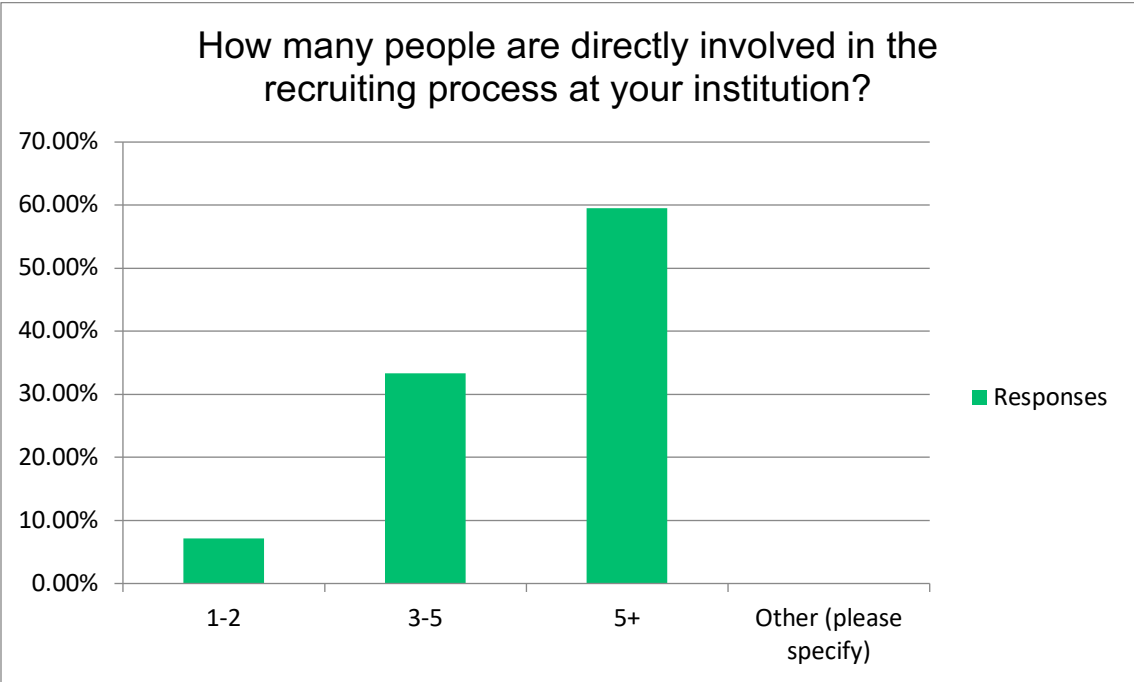
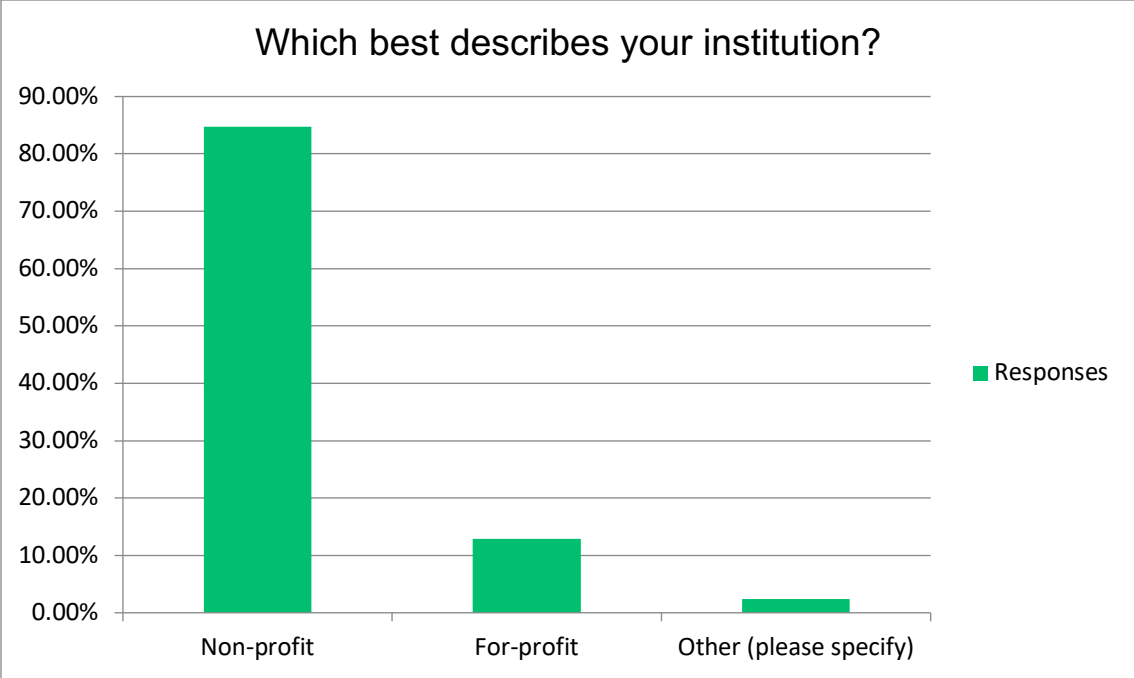


### How many students currently (2017-2018 School Year) attend your school?

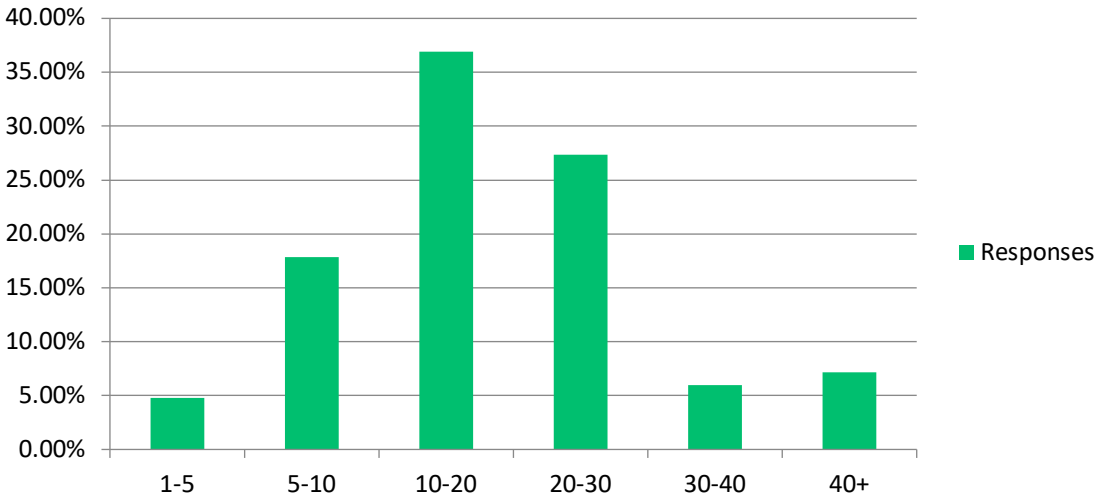


### Does enrollment in your institution require monetary tuition to be paid?

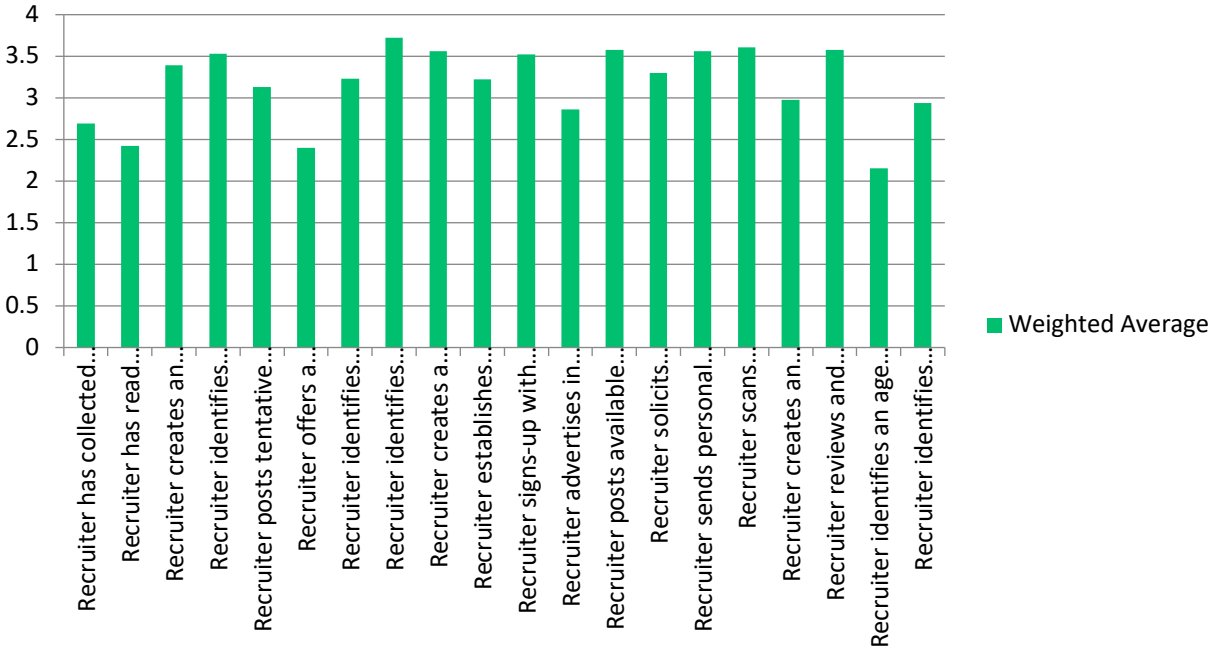


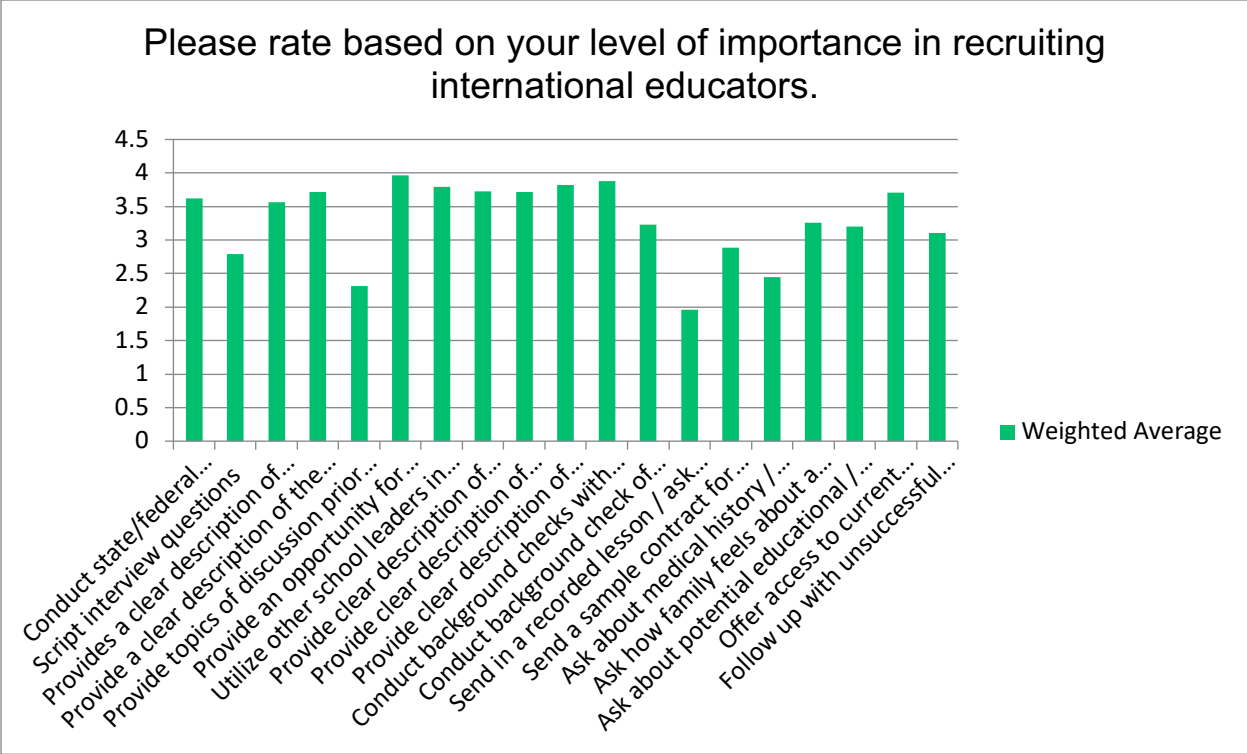


What is the average number of educators (teachers, administrators, guidance counselors, support staff) recruited per year?



Please rate based on your level of importance in recruiting international educators.





## APPENDIX K:

### INTERVIEW PROTOCOL—PARTICIPANT COPY

*Introduction:* I am a doctoral student through the University of New England. I am studying educator recruitment in international schools and what recruiting looks like for school leaders. Your input will be valuable for improving and refining recruiting practices throughout the world. I will ask you a series of questions and then allow time for more comments and questions from you at the end.

As a general guide, try to keep your answers as concise as possible and aim for each response to be about 2 minutes.

#### **Demographic Information / Warm-up Question**

1. Name / Current position at school / Time in current location / Years overseas / Years involved in recruiting.

#### **Basic Recruiting Information**

1. Aside from your current location, in what other countries/regions have you worked, where recruiting fell under your umbrella of responsibilities?
2. Do you have a date/time for when the recruiting season begins? Ends?
3. What do you consider the single most important aspect of recruiting?
4. How has recruiting changed since you first began your involvement with recruiting?

#### **Adaptive Leadership**

1. When you find a candidate that “fits,” what is your level of flexibility with changing your recruiting?
2. How common is it that you adjust your recruiting plan to acquire a 5-star teacher?

3. How much do you address the reasons for why someone would not come to your school / location?

### **Recruiting Practices**

1. Do host country guidelines / rules / laws require adjustments in your recruiting practices?
2. Do you plan your recruiting practices around gender, age, dependents, or teaching couples?

### **Summary Questions**

1. How do you define “success” when recruiting?
2. What makes your style of recruiting efficient for you and your school?
3. How would you describe your challenges and positive experiences during your tenure as a recruiter?
4. Clarifications & Questions

APPENDIX L:

DEMOGRAPHIC INFORMATION ABOUT INTERVIEW PARTICIPANTS

Table L1

*School Leader Participant Demographics From School Leader Interviews*

Category	Responses total (total sample size $N = 20$ )					
Current role	Superintendent/head of school	School principal	Assistant principal	Human resources	Other	
	15	3	1	1	0	
Years of experience	1–3	4–10	10–15	15–20	20+	
	0	4	10	4	2	
Level of education	Master’s degree	Certificate of Advanced Graduate Study		Doctoral degree (J.D., M.D., Ph.D., Ed.D.)		Other
	15	0		5		0
Years at current institution	1–2	3–5	5–10	10–15	15–20	20+
	6	9	2	1	1	1



Table L2

*Institutional Demographic Information From School Leader Interviews*

Category	Responses total (total sample size $N = 20$ )						
School accreditation*	Adv. Ed 0	CIS 4	IB 7	MSA 13	NEASC 5	WASC 7	Other 1
Levels served at institution	PK-8 0	PK-12 17	K-12 2	6-12 0	7-12 0	9-12 1	
Type of institution	For-profit 2			Nonprofit 18			
Requirement of tuition	Yes 20			No 0			
Region of school	N. Africa 1	E. Africa 0	W. Africa 1	C. Asia 1	E. Asia 3	SE Asia 5	
	South Asia 2	C. America 1	S. America 1	Middle East 3	Europe 2		
Number of faculty at school	10-20 0	20-50 1	50-100 5	100-150 5	150-200 3	200+ 6	
Number of students at school	1-100 0	100-500 1	500-1000 5	1000-1500 5	1500+ 9		

Note. \*School leaders could select multiple accreditation agencies.

Table L3

*Recruiting Demographic Information From School Leader Interview*

Category	Responses total (total sample size $N = 20$ )					
Number of people involved in recruiting	1-2		3-5		5+	
	1		5		14	
Average number of educators recruited per year	1-5	5-10	10-20	20-30	30-40	40+
	1	2	8	6	2	1