SELF-TALK STRATEGIES FOR CULTURAL COMPETENCY FOR INTERNATIONAL EDUCATION LEADERS

Janat R. Blackmon

I.D. No. 5829491

A Dissertation Submitted in Partial Fulfillment of the
Requirements for the Degree of
DOCTOR OF PHILOSOPHY
in Educational Leadership
Graduate School of Human Sciences
ASSUMPTION UNIVERSITY OF THAILAND
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INTERNATIONAL EDUCATION LEADERS

By: JANAT R. BLACKMON

Field of Study: DOCTOR OF PHILOSOPHY IN EDUCATIONAL LEADERSHIP

Dissertation Advisor: DR. JOHN MCGRATH

Accepted by the Graduate School of Human Sciences, Assumption University in Partial

Fulfillment of the Requirements for the Doctor of Philosophy in Educational

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ABSTRACT

I.D. No.: 5829491

Key Words: SELF-TALK, EDUCATION LEADERSHIP EFFECTIVENESS, INTERNATIONAL EDUCATION LEADERSHIP, CULTURAL COMPETENCY, ACCULTURATION, CULTURALLY RESPONSIVE LEADERSHIP, SELF-LEADERSHIP

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The objective of this research was to develop self-talk strategies for international school leaders for enhancing cultural competency in leading international schools. Effective leadership in international education contexts deals with complex diversity; administration, staff, parents, students, and the host country working with different perspectives, cultural backgrounds, and communication styles. These divergent perspectives, if not managed well by school leadership, can impact and directly affect all stakeholders in a school. The students, teachers, parents, staff, and the community may be impacted by decreased learning outcomes, negative perceptions, negative communications and interactions between cultural groups, and higher staff and student attrition rates. This research used a mixed methods approach to explore the concept of self-talk of leaders for cultural competency with International Schools Association of Thailand (ISAT) leaders to understand the experience and develop strategies to facilitate cultural competency. The research sought to determine current self-talk used by ISAT school leaders in Thailand, to determine their experiences of self-talk and cultural competency, to determine the effects of self-talk on cultural competency, and to develop self-

talk strategies for cultural competency for international education leaders. This study found that leaders are using self-talk strategies mostly unconsciously in ISAT schools in Thailand. The acculturation process has the potential to change functioning, perceptions, and identity as the process is navigated. Findings indicated that judgements, confusion, and frustration around the functions and systems in the new culture occurred in participants. Depression, anxiety, irritability, homesickness, loneliness, excess drinking, eating, negativity, judgements, anger, anxiety, or withdrawal can occur and may impact life functioning significantly for some individuals thus impacting their leadership effectiveness. Findings revealed significant associations between the scale scores for inverse relationships between constructive and instructive self-talk and cultural destructiveness, cultural incapacity, and cultural blindness. The destructive self-talk was significant at $F=.856$ $p=.039$ indicating that destructive self-talk may impact cultural competency levels. Cultural destructiveness and cultural incapacity had a significant relationship with destructive self-talk and while cultural competency and cultural proficiency only had a significant relationship with instructive self-talk indicating that the type of self-talk and cultural competency levels do have an effect upon each other. Self-talk strategies were developed from the research study to enhance cultural competency for international education leaders. The implications of this study are that developing explicit self-talk strategies for international school leaders may help increase cultural competency and more effective leadership in international ISAT schools; thereby increasing learning, perceptions, positive communication, attrition rates for staff and students, and increased satisfaction of stakeholders in the school community. The results were validated by 20 experts in international educational leadership.

ACKNOWLEDGEMENTS

I am deeply grateful for the opportunity to pursue this Doctoral degree in Education Leadership. Education is the key to end poverty and gain independence. There are so many people who I would like to thank for their support throughout this process and without whom I could never have completed this dissertation. First, my advisor, Dr. John McGrath, your support, time, expertise, and guidance as a mentor were so much appreciated. To Prae Piromya, you are my sister and I am so grateful for your friendship, support, and belief in me! To the professors and staff at the Graduate School of Education. Your guidance and support have helped me navigate this dream to make it a reality. Dr. Sangob Laksana, Dr. Nathara Mhunpiew, Dr. Poonpilas Asavisanu, Dr. Surapee Sorajjakool, Dr. Nora YeYan, Dr. Kanog-On Rungrojngarmcharoen, and Dr. Wattana Vinitwattanakhun, Khun Nikhom, and Khun Niti. I would like to thank the mentors, coaches, leaders, and authors who have inspired me in this journey, learning and growing continuously to reach my dreams. Your encouragement, wisdom, and support has empowered me to live and achieve my dreams: Dr. Margaret, Dr. Mike, Dr. Tim, Dr. Neil, Dr. Betsy, Dr. Karl, Dr. Mechum, Alex, Sally, Khun Kumaree, Kirsten, Garry, June, Gerry, Ajarn Acha, Ajarn Seri, Ajarn Chalin, Sara Cotner, Lia Rosen, Sarah Kirby Tepera, Madison Schmakel, Lynda Apostol, and April Willis. Your support, encouragement, and inspiration have helped me to achieve my dream! To my parents, you instilled in me a love of learning and growth mindset. I know you are looking down at this moment and are so proud. You gave me the foundation to live my dreams; empowering and inspiring others to live their dreams. Finally, to Karl Henry, you were there at the beginning of this journey and sustained me in the hardest moments, when I wanted to quit, all the countries, all the years, all the challenges, all the lessons, you helped me see myself through your eyes. For that, I will always be grateful.

"Self-talk is the most powerful form of communication because it either empowers you or

defeats you." ~Unknown~

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CHAPTER I

INTRODUCTION

Education is a foundational framework of societies around the world and
globalization has led to more and more people living, working, and going to schools in
other countries than ever (Hayden & Thompson, 2008). International schools provide
not only an education for those families working and raising children abroad but also
provide education options to local families looking for alternatives to the government or
national education systems. Educational leaders are tasked to ensure value and quality
in international education and their leadership effectiveness influences student success.
"Leadership is second only to classroom instruction among all school-related factors
that contribute to what students learn at school." (Leithwood, Louis, Anderson &
Wahlstrom, 2004, p. 5) International education leaders must be culturally responsive
in their leadership. Educational leadership then in an international setting requires
an ability for the leader to be effective in a complex cross-cultural setting, working with
diversity leadership to navigate the acculturation process and develop an identity in a
new culture. The leader must be able to manage the processes of self-talk in navigating a
leadership role in an international school environment as they also navigate the
acculturation process in a diverse cultural setting in the international school. As Shaw
(2001, p. 275) states in his research "Self-dialogue is a fundamental process of
expression; it mediates between self-image and social experience; it is regulated by
ontological limits, cultural norms, and social rules; and it serves as an adaptive
mechanism for self-presentation, identity acquisition, stress management, health
maintenance, and personal integration." Self-talk mediates between the self and
experiences. It is enculturated by 'cultural norms' and the 'social rules' in which society

is indoctrinated. It is imperative for a leader to understand the 'self-presentation' and 'adaptation mechanisms' necessary in a complex cross-cultural environment in order to be an effective leader. Effective leadership in international education contexts deals with complex diversity; administration, staff, parents, students, and the host country working with different perspectives, cultural backgrounds, and communication styles. These divergent perspectives, if not managed well by school leadership, can impact and directly affect all stakeholders in a school. The students, teachers, parents, staff, and the community may be impacted by decreased learning outcomes, negative perceptions, negative communications and interactions between cultural groups, and higher staff and student attrition rates. International educational leadership is a complex and divergent task; school leaders must learn to adapt, accommodate, and assimilate to use intercultural communication skills effectively. Leadership in schools where there is a complex and culturally diverse population pose unique challenges for leaders in that they must have knowledge, empathy, self-confidence, and cultural awareness to navigate communications with all stakeholders: students, teachers, parents, board members, and the community. Leadership effectiveness across cultures requires additional skills from leadership within the context of the home country of the leader and the host country. Leaders need to understand cultural dimensions, customs, communication patterns, hierarchical patterns and expectations, and culturally appropriate communication approaches. Leaders can use self-talk strategies to help them adapt, accommodate, and assimilate into a new culture. In the process of acculturation, adaptation, accommodation, and assimilation there are potential changes in a leader's self-talk as they navigate the processes to construct meaning and identity in the new culture. This research examined this process and explored strategies to help develop self-talk strategies to increase cultural competency in an international educational context.

This study is important for international school leaders and leaders working in globalized, diverse contexts to help develop effective leadership abilities through the use of self-talk. It is important for new leaders in international schools to understand how the cultural adaptation process occurs and how their self-talk can help regulate this process. It helps leaders develop their strengths, discover their needs, derive goals based on effective performance, and distinguish growth, effectiveness, and adaptation in complex international education contexts.

Background of the Study

International education is a complex billion-dollar industry. International educational school leaders must learn to adapt, accommodate, and assimilate to use intercultural communication skills effectively within a culturally complex and diverse setting. Teachers, parents, and students often come from international backgrounds, as well as the local host country; schools can have upwards of 75 nationalities represented in their school community at any one time. (Affagard-Edwards, 2016) As education is the foundation for countries' sustainable economic development worldwide; it is an integral societal indicator. The average cost of having one less year of education for countries in East Asia and Pacific 34.3% per capita income. In South Asia 21.0% per capita income. (The World Bank, 2010). The economic impact of global education is billions of dollars. Currently, the industry is generating $48 billion USD in fee income with 5 million students, 9,549 schools, and 483,000 staff and estimated to be generating $89 billion USD by the year 2026. (Forbes, International School Consultancy, May 2018). Asia has seen the largest increase and now accounts for more than half of all

international schools and 60% of all students, with the global international education market of English-medium international school moving to 10.8 million students by the year 2028. (International School Consultancy, May 2018).

Education is a foundational framework of societies around the world and globalization has led to more and more people living, working, and going to schools in other countries than ever (Hayden & Thompson, 2008). International schools provide not only an education for those families working and raising children abroad but also provide education options to local families looking for alternatives to government national education systems. Educational leaders are tasked to ensure value and quality in international education and their leadership effectiveness influences student success. "Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school." (Leithwood, Louis, Anderson & Wahlstrom, 2004, p. 5) Leaders need to understand active strategies to help them increase effective intercultural leadership and self-talk strategies are potentially an effective way to help leaders navigate change and acculturation in globalized international education contexts.

From a global perspective to a regional perspective, the International Schools Association of Thailand (ISAT) acts as the unified voice for international education in Thailand and as a center for collective action on behalf of its membership. It serves and strengthens its membership by articulating and promoting high standards of educational quality, ethical practices, and student learning.

Core Tasks:

- Promoting the 'ISAT Protocol' of its membership

● Encouraging communication and collaboration among member schools.

● Promoting public awareness of ISAT member schools.

● Supporting professional development, school development and networking for

   member schools.

● Working with the Government to implement common resolutions and to support

Government policy, and requests which are approved by the ISAT Committee.

The International Schools Association of Thailand (ISAT) was established in 1994, currently with 128 member schools, to promote quality international education, they also go beyond member schools to foster quality education in all schools in Thailand. ISAT offers a range of curriculums from American, British, International Baccalaureate and national curriculums such as French, Swiss, Singaporean, Japanese and Korean. A variety of campus and enrollment sizes as well as sports, fine arts and co-curricular offerings at the various schools throughout the country meet the needs and abilities of individual students from diverse backgrounds. Typically, students from ISAT schools graduate and attend universities and colleges around the world.

ISAT works closely with its member schools to ensure high standards of education through the encouragement of best practices, ethical behaviour and professional development. Whilst representing the member schools to the Thai government, ISAT works closely with the Ministry of Education, the Board of Investments (BOI), the Department of International Trade Promotion, and the Office of the Private Education Commission, as well as other departments.

The International Schools Association of Thailand was chosen due to research being focused on international education leadership in Thailand. The schools offer international

level accreditation and curriculum and with 128 schools in the association, the research may be of particular interest to international leaders working in a Thailand context.

Educational leaders working within this culturally diverse context and culturally diverse population are posed with unique challenges in that they must have knowledge, empathy, self-confidence, and cultural awareness to navigate communications with all stakeholders: students, teachers, parents, board members, and the community. Research indicates that the cultural values influence perceptions of leaders and their leadership and that perspectives vary from culture to culture. (Getzels, Lipham, & Campbell, 1968; Hofstede, 1976, 1980; Ralston 1991).

Leadership effectiveness across cultures then requires additional skills from leadership within the context of the home country of the leader and the host country. Leaders need to understand cultural dimensions, customs, communication patterns, hierarchical patterns and expectations, and culturally appropriate communication approaches. Interpersonal, intrapersonal, and technical skills are required for success working within different cultures (Black & Gregersen, 1999; Black, Mendenhall, and Oddou, 1991; Mendenhall & Oddou, 1985; Earley & Ang, 2003; Alves et al. 2006; Houghton & Neck, 2002; Neubert & Wu, 2006).

In international educational contexts, leadership in schools affects the lives and outcomes for all stakeholders. The researcher has worked in international education in Thailand for over a decade. As mentioned, the effectiveness of a leader in an intercultural context can have a great impact on student learning, as well as other important factors such as teacher satisfaction, teaching standards, teacher retention, parent satisfaction, and overall outcomes for all stakeholders involved in the school.

Research indicates that organizations look for effective leaders; they are an important asset for organizations, (Ng, Van Dyne, & Ang, 2009) and that cultural adaptation and effective intercultural performance are linked to a leaders ability to metacognitively reflect upon experiential cultural interactions to develop cultural intelligence (Ang & Van Dyne, 2008; Ng & Earley, 2006; Triandis, 2006; Ang, Van Dyne, Koh, Ng, Templer, Tay, & Chandrasekar, 2007; Kirkman, & Chen, 2008; Shaffer & Miller, 2008; Templer, Tay, & Chandrasekar, 2006; Ang, Van Dyne, & Koh, 2006; Oolders, Chernyshenko, & Stark, 2008; Earley & Peterson 2004). This research found in the area of intercultural leadership comes from international business more so than from international education leadership perspectives and this research sought to contribute to the educational leadership field. Educational leaders require this cultural intelligence and research in the field of education is developing in this realm. Therefore, this research specifically sought to explore the relationship between self-talk and leadership effectiveness in international ISAT schools in Thailand and develop strategies for self- talk to increase cultural competency.

Statement of the Problem

International school leaders significantly impact lives and societies and must have cross-cultural intelligence with skills in communication, (both intrapersonal and interpersonal), knowledge of the acculturation process, knowledge of leadership skills and styles, and competency and knowledge of self-leadership in cultural adaptation. Self-talk strategies are imperative as the navigation of a new culture is taken on. However, currently in education, there is a lack of research on self-talk and how the acculturation process currently impacts international education leaders, leadership effectiveness, and self-talk. The school leader impacts the whole school community in every way from student learning, to organizational culture, and the perceptions of community stakeholders. It

impacts student learning, communications within and between cultural groups, and attrition of staff and students. This research focused on self-talk strategies to increase cultural competency in navigating the acculturation process. The rationale for this research was to use a mixed methods pragmatic approach to research how intercultural leadership contexts affect leaders' self-talk during the acculturation phases and if there is a relationship between positive or negative (constructive, destructive, instructive) self-talk and acculturation of leaders in international school contexts at ISAT schools in Thailand. Currently, there is very little research on the impact of self-talk on international school leaders' cultural competency. Considering international education is projected to be an $89 billion dollar industry by 2026 (Morrison, 2016) international educational leaders must be properly prepared for the task or risk have a negative impact upon the school communities they serve and the school community at large. Research is necessary to help fill the critical knowledge and training gap for international education leaders. The benefits of this research will impact not only school leaders in 128 member schools in Asia, but the students, their families, and the community. Furthermore, it will potentially impact international education globally, with 10.8 million students by the year 2028, (International School Consultancy, May 2018) by helping educational leaders develop the self-talk strategies critical for effective leadership in globalized education systems around the world. Further research must be done to increase cultural competency in education leaders to develop global intercultural understanding and leadership effectiveness. This research began to examine the self-talk and cultural competency of international education leaders and more research must be done in this area. Research determining the understanding of how culture adaptation affects the process of internal self-talk of leaders who move to international schools and work in diverse organizations can benefit leaders at ISAT schools and furthermore international education leadership. Understanding how self-

talk is a catalyst for performance needs to be better understood and the 'self-perpetuating cycle' of either negative or positive is affected by self-talk and the words utilized. The cycle of self-acceptance dictates self-talk, which strengthens self-worth, which governs self-efficacy, and performance results, which encourages self-acceptance, and the cycle is then repeated and strengthened, either positively or negatively, correlated to the words and self-talk used. Making the process of self-talk strategies apparent to leaders and helping develop a model of training to incorporate intercultural awareness, competency, adaptation, and identity will help international school leaders work more effectively in this increasingly diverse world. Leading with culturally responsive attunement will help increase international education leadership effectiveness in our schools.

Research Questions

1. How was self-talk currently used in an international educational leadership context?

2. What were the experiences of self-talk of international education leaders in the acculturation process?

3. What was the relationship between self-talk and cultural competency in international education leadership currently in Thailand?

4. What self-talk strategies could be used to enhance cultural competency?

Research Objectives

1. To determine current self-talk used by ISAT school leaders in Thailand.

2. To determine experiences of self-talk and cultural competency of ISAT school leaders in Thailand.

3. To determine the effects of self-talk on cultural competency in ISAT school leaders in Thailand.

4. To develop self-talk strategies for cultural competency for international education leaders.

Research Hypothesis

Constructive and instructive self-talk will have a positive effect on international education leaders' cultural competency.

Theoretical Framework

This research explored the intersection of self-talk theory from social learning theory/cognitive learning theory and cultural competency theory through the lens of international education leadership theory. The theories of self-talk are from Social Learning Theory/Cognitive Learning theory of Bandura (1991). The Cultural competency theories are from Connerley and Pedersen (2005), and competency Development of Cross, Bazron, Dennis, and Isaacs (1989). These main theories are the framework for analysis in this research.

Social Learning Theory and Cognitive Learning Theory

In understanding leadership effectiveness through self-talk, the theoretical foundation extends from social learning theory and cognitive behaviour theory (Bandura, 2001). This involves how a person's cognition, motivation, and behaviour can be self-influenced. (Yun, Cox, & Sims, 2006) Self-leadership discusses leaders' thinking and how they behave according to different strategies cognitively, motivationally, and behaviorally (Kraft, 1998; Prussia et al., 1998; Yun et al., 2006). Positive or constructive strategies can create positive habits in thinking and negative or destructive self-talk can be changed to positive or constructive self-talk (Seligman, 1991; Neck & Houghton, 2006). Constructive thought strategies can change thinking patterns (Prussia et al., 1998) and positively impact outcome expectations (Boss & Sims, 2008). Several fields have utilized these theories as a foundation of conceptual analysis and synthesis; athletics, psychology, communications, politics, sociology, and education. (Rogelberg, Justice, Braddy, Paustian-Underdahl, Heggestad, Shanock, Fleenor, 2013). Self-talk mediates between the self and experiences. It is

enculturated by 'cultural norms' and the 'social rules' indoctrinated in society. In terms of the importance of self-talk, considerable research has found that constructive self-talk correlates to increased performance (Cohn, 1991; Eklund, 1996; Gould, Eklund, & Jackson, 1992; Gould, Finch, & Jackson, 1993; Johnson, Hrycaiko, Johnson, & Halas, 2004) and destructive self-talk correlates to decreased performance (Gould, Eklund, & Jackson, 1992; Highlen and Bennett, 1979; McPherson, 2000). Furthermore, using cognitive self-talk interventions designed to decrease destructive self-talk or to increase positive self-talk led to increased performance (Thomas & Fogarty, 1997; Wrisberg & Anshel, 1997; Johnson, Hrycaiko, Johnson, & Halas, 2004). A thorough review of self-talk research by Williams and Leffingwell (2002) indicate that self-talk has continuously been a central construct for improving performance.

Research supports current sport psychology practice indicating that across a wide variety of sports, competition levels, and countries around the world that it is an effective intervention to increase performance. Self-talk can enhance performance, reduce anxiety, build confidence, and increase motivation and attention (Tod, Hardy, and Oliver, 2011; Zinsser, Bunker, & Williams, 2010). Coaches believe that constructive self-talk is an effective way of increasing athletes' self-efficacy and performance. (Abdoli, Hardy, Riyahi, and Farsi, 2018, Gould, Hodge, Peterson, and Giannini, 1989; Weinberg and Jackson, 1990; Weinberg, Grove, and Jackson, 1992). In light of all the research done in other fields regarding self-talk it accentuates and highlights the critical need for the theoretical framework to be extended into research in international education leadership where the stakes are much higher than that of a sport or game; educators and leaders are responsible for the education of the children and their success, future, and lives depend upon what is done in the day to day of educational settings. Educational leaders in complex cultural settings are tasked with an even larger job of bringing diversity together. Research suggests that their

ability to maintain positive and constructive relationships between key players could potentially impact the school community in a significant way.

Cultural competency

Leaders in this diverse and changing world must have the understanding, skills, and ability to not only work but assess and adapt as necessary to best serve in their leadership role. There are three areas identified as a model for leadership practice. It is "Knowledge-Skills-Awareness" model that (1) Knowledge implies that one's thoughts and behaviours can be inconsistent and people may be unaware of their inconsistencies; (2) Skills mean that one should be prepared to practice the skills necessary to attain cultural sensitivity and competency; and (3) Awareness means that leaders should be conscious of their reactions to people who are culturally different from them. (Diversity and Leadership, 2015) Leaders must be aware of diversity and develop their skills and understanding, together, and be able to effectively communicate and work within the culture of the organization and the culture of the society within which they reside. Cultural competency depends upon the leader's skills, communication, understanding, appreciation, and willingness to learn, grow, adapt, and lead within a multicultural setting. There are six stages of cultural adaptation or development given by Chin and Trimble (2015):

1. Cultural destructiveness

2. Cultural incapacity

3. Cultural blindness

4. Cultural pre-competency

5. Cultural competency

6. Cultural proficiency

The development of a leader's capacities from destructive to proficient will vary and depend largely upon the individual's capacity to learn, respect, reflect, grow, and willingly

engage themselves in pluralistic behaviours; adapting open and fluid competencies within their leadership styles. Valuing differences, understanding, respect, and inclusion are key components for leaders to develop and understand within their leadership styles. Cultural competency is aligned behaviours, attitudes, and policies that work to facilitate professionals in an organization to work effectively in an interculturally diverse setting. Culture is the indoctrinated human behaviours including thoughts, communication, actions, customs, beliefs, values, and institutions of a racial, ethnic, religious, or social group. competency is having the capacity to function effectively. A culturally competent leader is aware of the importance of culture, has the skills to assess intercultural communications, an understanding of the dynamics that result from cultural differences, the provisions to expand cultural knowledge, and the adaptation skills to meet cultural needs. Cultural competency while idealistic is a goal to help international education leaders work effectively in interculturally diverse and complex scenarios. Becoming culturally competent is a developmental process with room for continuous learning and growth. It is important to continuously assess levels of cultural competency. The continuum and the characteristics that might be exhibited at each are: Cultural destructiveness would include attitudes, policies, and practices destructive to cultures and individuals. Cultural incapacity includes extreme biases and assumes racial superiority of the dominant group and assumes a paternalistic posture towards the lesser groups. Cultural blindness represents beliefs that culture makes no difference, people are the same. Values of the dominant culture are presumed to be universally applicable and beneficial with the non-dominant culture thought to not meet expectations. In cultural pre-competency, there is an awareness of the limitations of cross-cultural communications with a desire to be fair and equitable with appropriate cultural sensitivity. Frustration may come from not knowing what is possible or how to proceed. Cultural competency has acceptance and respect for differences, continuing self-

assessment, careful attention to dynamics of differences, continuous expansion of cultural knowledge and resources with adaptations to belief systems, policies, and practices. Cultural proficiency is when culture is held in high esteem and one seeks to add to their knowledge by reading, studying, conducting research, and developing new approaches for culturally competent practice.

Culturally Responsive Educational Leadership

In the 21st Century diversity in this world is rapidly increasing, as well as technological access to information, globalization, and new contexts for organizations and especially schools. "Diversity leadership is about how differences and inclusion are reflected in the paradigms used to define leadership and evaluate its effectiveness." (Diversity and Leadership, 2015, p. 22) How might this process of responding to complexity be aided through the use of cognitive tools for self-talk as leaders must work in ever increasingly globalized contexts? What are some of the ways in which cultural adaptation might impact leadership and effectiveness? How can an educational leader in international contexts develop intercultural competencies to increase performance and effectiveness? Leaders need to be responsive to change, culturally adept, understand their own identity, values, and worldviews and continually seek to understand and develop the skills necessary to be successful in the ever-changing world. In some of the earlier research Getzels, Lipham, and Campbell (1968) educational leaders examined how cultural values influence perspectives, thinking, and behaviours of people within an organization. Working within an international context and to looking at effective intercultural leadership to understand the basis for developing a model of training for educational leaders to increase effectiveness is imperative.

Leadership Theories

There are many theories that have emerged regarding underlying frameworks for effective leadership outside of education and much research is borrowed from other fields

such as Implicit Leadership theory, Value Belief theory of culture, Implicit Motivation theory, Culturally Endorsed Implicit Leadership Theory, Trait, Situational, Leadership Styles, and Leader-Member Exchange. (Diversity and Leadership, 2015) Through the Global Leadership and Organizational Behaviour Effectiveness (GLOBE) studies looked at some of these theories to establish the shared dimensions for leadership across 62 countries in multiple industries to create an understanding of multicultural leadership skills/orientations to help facilitate effective leadership. (Leadership and GLOBE's Culturally Endorsed Leadership Theory (CLT), 2004). In multicultural leadership, dimensions emerged regarding people's values, beliefs, patterns, worldviews, and relationships. "The identified dimensions can be argued to predominantly fall within categories dealing with values, attitudes, or behaviours concerning: human relations, power distribution, rules of behaviour, orientation to time, rules for status ascription, expression of effect, orientation to nature, cognitive style, and norms regarding communication." (Burke, et al. 2005, p. 5.)

In the extensive research in 2004 by GLOBE found differences in countries, as well as eastern and western paradigms, and now increasing diversity within cultures, subgroups, and individuals with increased globalization. In the 2004 GLOBE study "200 researchers from 62 countries studying more than 17,000 mid-level managers in the initial phases, the 2004 study is the largest and most prestigious study of its kind in the social sciences. In the latest 2014 study, more than 70 researchers collected data from over 100 CEOs and 5,000 senior executives in corporations in a variety of industries in 24 countries. This study demonstrated the considerable influence of culture on societal leadership expectations and the importance of matching CEO behaviors to expectations for leadership effectiveness." The GLOBE study identified four of six dimensions of leadership that were overall seen as effective generally culturally with Implicit Leadership Theories: Charismatic/ Values-Based, Team-Oriented, Participative, and Humane, while Autonomous and Self-Protective

Leadership were seen as not effective leadership behaviours. Cultural competency depends

upon the leader's skills, communication, understanding, appreciation, and willingness to

learn, grow, adapt, and lead within a complex cultural setting. How might this interact with

the self-perceptions, self-efficacy, self-talk, and effectiveness of a leader's skills? As they

move through the stages of adjustment (cultural destructiveness, cultural incapacity, cultural

blindness, cultural pre-competency, cultural competency, cultural proficiency) given by Chin

and Trimble (2015) how might self-leadership and self-efficacy be impacted? The

development of a leader's capacities from destructive to proficient will vary and depend

largely upon the individual's capacity to learn, respect, reflect, grow, and willingly engage

themselves in pluralistic behaviours; adapting open and fluid competencies within their

leadership styles. Valuing differences, understanding, respect, and inclusion are key

components for leaders to develop and understand within their leadership styles. Their

leadership and social responsibility to implement a moral and ethical vision for education is

the foundation for inclusive, pluralistic, and respectful, societies. Leaders must be able to

adapt in this new era and be dynamic, creative, and able to navigate the complexity within

education to provide effective leadership.

Conceptual Framework

The conceptual framework is visualized through figure 1.1 to conceptualize the

intersection of Social Learning Theory and Cultural Competency Theory through the

lens of educational leadership theory with everything underpinned by the acculturation

of the leader. The Social Learning Theory self-talk strategies and cultural competency are the

major variables and influence each other to determine the leadership effectiveness in

international education leadership. Self-talk strategies are the independent variable with the

types of self-talk, independent variables; constructive, destructive, instructive, and the

resulting self-efficacy. Cultural competency encompasses the knowledge, attitudes, skills,

and stages a leader will encounter with the acculturation process. These are the dependent variables. There is a cyclical pattern to these interactions and they can influence each other as each cycle changes for each area - for example, if self-talk becomes negative during acculturation cultural competency may decrease, then in turn affecting leadership. These three concepts work in conjunction and if one changes the others are influenced. For example, the cultural competency increases through studying the new culture, new understanding prompt metacognitive dialectical thought patterns to instruct behaviour with the new knowledge, and leadership effectiveness increases. This conceptual framework was the basis for self-talk strategies for cultural competency. This framework was utilized in directing exploration of literature from books, articles, and journals from all available sources.
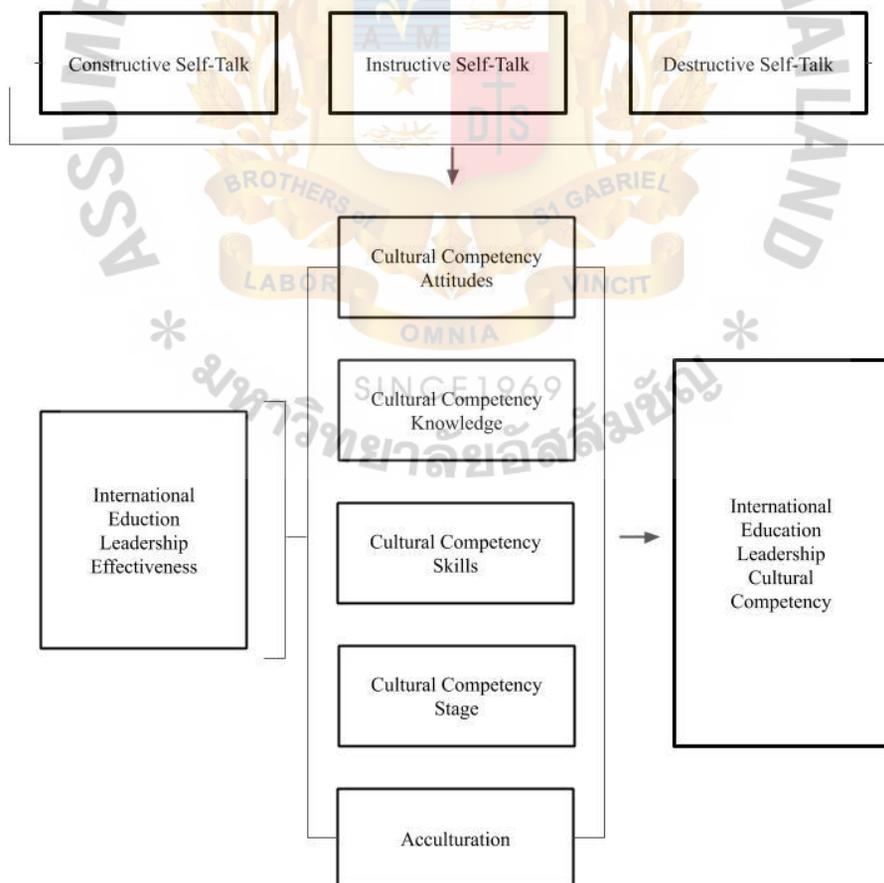
Figure 1. Conceptual framework with variables.

The independent variables of are self-talk: constructive, instructive, or destructive from Social Learning Theory. The self-talk strategies impact the leader's effectiveness in leading a diverse international school. The relationship between the leader's effectiveness, cultural competency, and acculturation from Cultural Competency Theory can all be potentially impacted by the self-talk variables. The inverse articulation between acculturation and cultural competency can also impact the self-talk and leadership effectiveness. The whole relationship is symbolized with the context of international education leadership. The research examined the relationship between constructive, instructive, and destructive self-talk and cultural competency and acculturation within the context of international education leadership.

Scope of Study

The researcher explored available and relevant information related to cultural competency and self-talk. The research included both primary and secondary research data to fulfil the research objectives of this inquiry. The sources of data for research objective one was books, articles, and journals, with relevant content on self-talk or cultural competency published within the past twenty-five years and interviews with experts in educational leadership with at least a Master's in education and two years relevant international leadership experience. For objectives two and three this study included 100 international school leaders, (Primary, Middle Years, High School Principals, and Coordinators) in ISAT schools in Thailand to provide primary data for analysis. Proposed strategies to enhance cultural competency were developed from objectives one to three. Finally, the proposed strategies were validated by the experts from research objective one.

Definitions of Terms

Self-talk - internal auditory digital intrapersonal communication with oneself. This is the main independent variable.

Cultural competency level - the level that the leader is self-identified to be currently at in the adaptation process - Cultural destructiveness, Cultural incapacity, Cultural blindness, Cultural pre-competency, Cultural competency, or Cultural proficiency. This is an dependent variable.

Cultural Competency - The ability to effectively engage in mutually beneficial professional relationships and communications in an intercultural or complex intercultural context. This is a dependent variable.

Positive/constructive self-talk - any internal auditory digital communication that is helpful, positive in nature, dictates, strengthens, governs, or encourages increases in self-approval, self-worth, self-efficacy, and performance results. This is a main independent variable.

Negative/destructive self-talk - any internal auditory digital communication that is NOT helpful, positive in nature, dictates, strengthens, governs, or encourages increases in self-approval, self-worth, self-efficacy, and performance results. This is a main independent variable.

Instructive self-talk - any internal auditory digital communication that is meant to instruct actions within the person or instruct in cognitive functions towards an outcome. This is a main independent variable.

Cultural destructiveness - Attitudes, policies, and practices destructive to cultures and individuals.

Cultural incapacity - Extreme biases - assumes racial superiority of the dominant group and assumes a paternalistic posture towards the lesser groups.

Cultural Blindness - Represents beliefs that culture makes no difference - people are the same. Values of the dominant culture are presumed to be universally applicable and beneficial. (Non-dominant culture thought to not meet expectations)

Cultural pre-competency - Awareness of limitations of cross-cultural communications. The desire to be fair and equitable with appropriate cultural sensitivity. Frustration may come from not knowing what is possible/how to proceed.

Cultural competency - Acceptance and respect for differences, continuing self-assessment, careful attention to dynamics of differences, continuous expansion of cultural knowledge and resources. Adaptations to belief systems, policies, and practices.

Cultural proficiency - When culture is held in high esteem and one seeks to add to their knowledge by reading, studying, conducting research, and developing new approaches for culturally competent practice.

International education leadership - Interpersonal, intrapersonal, and technical skills are required for education leadership success working within different cultures. Leadership effectiveness across cultures requires additional skills, knowledge, and attitudes from a leader in a new culture: cultural dimensions, customs, communication patterns, hierarchical patterns and expectations, diversity awareness, and culturally appropriate communication approaches.

Strategies – specific actions to achieve an outcome or goal.

Self-talk strategies – specific actions in identifying internal dialogue to analyze the dialogue and change it from destructive to instructive and constructive.

Significance of the Study

Education is a foundational framework of societies around the world and globalization has led to more and more people living, working, and going to schools in other countries than ever (Hayden and Thompson, 2008). International schools provide

not only an education for those families working and raising children abroad, but also

provide education options to local families looking for alternatives to the government or

national education systems. Educational leaders are tasked to ensure value and quality

in international education and their leadership effectiveness influences student success.

"Leadership is second only to classroom instruction among all school-related factors

that contribute to what students learn at school" According to Leithwood, Louis,

Anderson and Wahlstrom, 2004, in educational leadership a review of theory and

research, and specifically for international educational leadership in a complex cross-

cultural setting self-talk theories have not been found. As Shaw (2001) states in his research

"Self-dialogue is a fundamental process of expression; it mediates between self-image and

social experience; it is regulated by ontological limits, cultural norms, and social rules; and it

serves as an adaptive mechanism for self-presentation, identity acquisition, stress

management, health maintenance, and personal integration." This self-talk mediates between

the self and experiences in international education leadership and can impact leadership

effectiveness. Self-talk is enculturated by 'cultural norms' and the 'social rules' in which

society is indoctrinated. It would be imperative for a leader to understand the 'self-

presentation' and 'adaptation mechanisms' necessary in a complex cross-cultural

environment in order to be an effective leader.

This research sought strategies for self-talk to increase cultural competency as a

leader is potentially impacted or changed through the acculturation process using the social

learning theory and cognitive behaviour theory. Despite the critical issue of self-talk to

cultural competency, there is a lack of research in international education leadership. Very

little research has been done about leaders' self-talk and the implications for educational

leaders in normal leadership situations let alone complex cross-cultural education

environments that international schools present.

This study was important for international school leaders and leaders working in globalized, diverse contexts to help develop effective leadership abilities through the use of self-talk strategies. It is important for new leaders in international schools to understand how the cultural adaptation process occurs and how their self-talk can help regulate this process. The self-talk strategies can help leaders develop their strengths, discover their needs, derive goals based on effective performance, and distinguish growth, effectiveness, and adaptation in complex international education contexts. In turn, all stakeholders, parents, students, teachers, and staff benefit from increased leadership effectiveness.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

The literature review was done on the topic of self-talk, international education leadership, and acculturation and cultural competency. The literature review looked at the topic of self-talk and most literature found was from the field of business leadership, sports psychology, and psychology. The direct connection with international education leadership was not found specifically. The literature review looked at articles and books from both the limited current research to a historical perspective of self-talk research. The key words utilized for this review included self-talk, international education leadership, acculturation, and cultural competency. The review begins with self-talk, acculturation and cultural competency, international education leadership, acculturation strategies, followed by the historical perspectives informing current research, and finally related research.

Self-Talk

The literature on understanding self-talk strategies is related to effective business leadership development, increased organizational outcomes, or sports psychology. There were no studies, literature, articles or data found directly relating international education leadership and self-talk.

In understanding self-efficacy and performance the concept of self-talk emerges. Self-talk is key to effective self-leadership (Locke & Latham, 2019) and self-talk is correlated to effectiveness, increased self-efficacy, self-worth, and performance results. The implications of a leader's internal dialogue, digital auditory communication with oneself, could potentially be challenged in international contexts as the leader's identity is formed and changed through interaction with a new culture. Leaders continually interpret feelings, perceptions, evaluations, and beliefs and communicate with themselves accordingly.

A diverse international context can affect communication with within a leader and others as they go through culture shock and adapt to the new culture. Houghton and Neck (2002, p. 674) state that "self-dialogues usually take place at unobservable levels as individuals evaluate, instruct, and mentally react to themselves." The self-talk affects leadership and is it subconsciously changed in the transition of adapting to a new culture. The theoretical rationale underlying self-talk and the importance it in understanding a person's behaviour social cognitive theory (Bandura, 1991). Social Cognitive Theory is a framework for understanding how behaviour can be understood, comprehended, analyzed, and altered. It is based on the idea that behaviour is created through the interaction of personal factors, behaviour, and the environment. (Bandura, 1991) Each of these factors relates to the others in a dynamical and reciprocal way to influence and guide behaviour. Our minds through words and thoughts actively influence behaviour and actions. There is power in the words used to construct meaning, experiences, and reality, encoding information in the mind that leads to behaviour in accordance to expectations of the consequences that will follow. In understanding what Social Cognitive Theory is, it looks at how cognition about thought regulation and self- reflection is achieved and helps develop awareness to create conscious thought processes. Through this awareness, we can then develop constructive and instructive self-talk and cognitive processes to change behaviour to construct and actively create positive future experiences. (Abelson, 1994; Devine, Hamilton, and Ostrom, 1994; Fiske, 1992; Fiske & Taylor, 1991; Kunda, 1999; Moskowitz, Li, and Kirk, 2004; Sherman, Judd, and Park, 1989)

In cognitive processes, there are constant interactions between the words utilized that lead to the creation of reality. A person continuously receives feedback from the environment and the people around us, which is then cognitively interpreted and responded to. Through self-reflection, guided practice, and examination of experiences,

knowledge can be gained on how self-talk, through thoughts and words create behaviours that directly contribute to positive or negative experiences. In understanding this theory and applying to the context of international school leadership, is there a period of adjustment that is negatively influenced by self-talk that is not constructive as the leader goes through adaptation and culture shock? If this is the case, then the results of research such as this might provide an understanding of how a leader can effectively manage and regulate their words, self-talk, thoughts, and responses in their leadership interactions and communications.

Through the effective use of positive self-talk it possible to increase leader effectiveness especially in international contexts. Leaders can take time to reflect upon their self-talk, words, thoughts, cultural adaptation and experiences to increase their ability to effectively lead in international school contexts. In moments of negative adaptation to cultural adjustments is it possible to help motivate leaders to develop the self-efficacy to act in ways that positively influence their communication and effectiveness in leadership through instructive self-talk strategies such as reframing, scripting, rehearsing, and evaluating self-talk. How we use self-talk constructs experiences. When experiences are understood and reflected upon, these processes are able to be conscious, anticipated, and then change self-talk and the words utilized to create a positive outcome and experience.

Neck and Manz (1996) found that training leaders in effective self-talk and coaching them on replacing cognitive distortions with positive words and thoughts resulted in: increased mental performance, positive affect, job satisfaction, and self- efficacy, and a decrease in nervousness. More research related to leader self-talk and understanding self-leadership strategies (Houghton and Neck, 2002) showed that leaders demonstrating more effective self-leadership skills such as constructive self-talk showed more innovation (Carmeli et al., 2006) and had increased self-efficacy (Prussia et al., 1998). In looking at performance levels of managers, managers who focused on their weaknesses had a lower performance as to

compared with higher performing managers who reported focusing on factors they needed to overcome (Manz et al., 1988). Self-talk is an important factor in leader effectiveness and more research must be done to determine the extent that the effects are tangible. Research must also be done to determine the understanding of how culture adaptation affects the process of internal self-talk of a leader who moves to international schools and develops in diverse organizations. Understanding how self-talk is a catalyst for performance needs to be better understood and the 'self-perpetuating cycle' of either constructive or destructive thought is affected by self-talk and the words utilized. The cycle of self-acceptance dictates self-talk, which strengthens self-worth, which governs self-efficacy, and performance results, which encourages self-acceptance, and the cycle is then repeated and strengthened, either positively or negatively correlated to the words and self-talk used. Strategies are necessary for increasing effectiveness and helping guide leaders with the acculturation process. Develop strategies and training to incorporate intercultural awareness, competency, adaptation, and identity will help international school leaders work more effectively in the increasingly diverse world.

In understanding leadership effectiveness through self-talk, the theoretical foundation extends from social learning theory and cognitive behaviour theory (Bandura, 1997). This involves how a person's cognition, motivation, and behaviour can be self-influenced. (Yun et al., 2006) Self-leadership discusses leaders' thinking and how they behave according to different strategies cognitively, motivationally, and behaviorally (Kraft, 1998; Prussia et al., 1998; Yun et al., 2006). Positive or constructive strategies can create positive habits in thinking and negative or destructive self-talk can be changed to positive or constructive thought self-talk (Seligman, 1991; Neck and Houghton, 2006). Constructive thought strategies can change thinking patterns (Prussia et al., 1998) and positively impact outcome expectations (Boss and Sims, 2008). Self-talk

mediates between the self and experiences. It is enculturated by 'cultural norms' and the 'social rules' in which society is indoctrinated. It would be imperative for a leader to understand the self-presentation and adaptation mechanisms necessary to embody in a complex and diverse cultural environment in order to be an effective leader. Knowledge of how self-talk as a leader is potentially impacted or changed through the acculturation process using the social learning theory and cognitive behaviour theory would impact leadership effectiveness.

Early research dating back to the early 1960s by Ellis (1962, 1975, 1977) discuss self-talk and how negative or destructive self-talk can lead to emotional challenges and further research includes cognitive theories (Davis & Luthans, 1980; Manz & Sims, 1980; Green & Mitchell, 1979; Staw, 1975) in organizational management characterizing self-talk as a 'mediator' however it has been suggested that "self-influence system is the ultimate system of control." (Manz, 1986, p. 585) Suggesting "that this internal control system must receive significant attention in its own right before maximum benefits for the organization and employee are realized." Furthermore, self-talk as "dialogue through which the individual interprets feelings and perceptions, regulates and changes evaluations and convictions, and gives him/herself instructions and reinforcement" (Rogelberg Justice, Braddy, Paustian-Underdahl, Heggestad, Shanock, Baran, Beck, Long & Andrew, Altman, & Fleenor, 2012) In research done by Houghton and Neck (2002, p. 672) "self-dialogues usually take place at unobservable levels as individuals evaluate, instruct, and mentally react to themselves." Despite the critical issue of self-talk to self-leadership and leadership (Locke & Latham, 2019), there is a lack of research in educational leadership. Very little research has been done about leaders' self-talk and the implications for educational leaders in normal leadership situations let alone complex cross-cultural

education environments that international schools present.

Most self-talk research comes from the field of sports (kinesiology) and psychology. In a review of literature from the 1970s to now, very little research identified participants' cultural background and no research was found that specifically addressed self-talk during acculturation as the main component of their theoretical framework. Some work was found by Ram, Starek, and Johnson (2004, p. 255) that did a content analysis of sport psychology journals found "11.5% of the articles identified participants' cultural background and, of these, only 1.5% examined cultural background" as a theoretical framework. There is a lack of research within any field with regards to cultural impacts on self-talk and this in a leadership context is quite surprising considering the globalization and information age advancements in the world. More research is critical and necessary to generalize research findings from different fields and populations (Duda & Allison, 1990). Theoretically, evidence indicates that research in the areas of self-talk and cognitive interventions do not necessarily generalize to individuals from all cultural backgrounds. Research in cultural psychology indicates that what was once thought to be a universal concept are in fact culturally bound (Hofstede, 1980).

In terms of the importance of self-talk, considerable research has found that constructive self-talk correlates to increased performance (Cohn, 1991; Eklund, 1996; Gould, Eklund, & Jackson, 1992; Gould, Finch, & Jackson, 1993; Van Raalte et al., 1995; Johnson, Hrycaiko, Johnson, & Halas, 2004) and destructive self-talk correlates to decreased performance (e.g., Gould, Eklund, & Jackson, 1992; Highlen & Bennett, 1979; McPherson, 2000; Van Raalte, Brewer, Rivera, & Petitpas, 1994). Furthermore, using cognitive self-talk interventions designed to decrease destructive self-talk or to increase positive self-talk led to increased performance (Thomas & Fogarty, 1997;

Rushall, Hall, Roux, Sasseville, & Rushall, 1988; Wrisberg & Anshel, 1997; Van

Raalte et al., 1995; Johnson, Hrycaiko, Johnson, & Halas, 2004). A thorough review of

self-talk research by Williams and Leffingwell (2002) indicate that self-talk has

continuously been a central construct for improving performance. Research supports

current sport psychology practice indicating that across a wide variety of sports,

competition levels, and countries around the world that it is an effective intervention to

increase performance. Self-talk can enhance performance, reduce anxiety, build

confidence, and increase motivation and attention (Hardy 2006; Zinsser, Bunker, &

Williams, 2001). Coaches believe that constructive self-talk is an effective way of

increasing athletes' self-efficacy and performance. (Gould, Hodge, Peterson, &

Giannini, 1989; Weinberg & Jackson, 1990; Weinberg, Grove, & Jackson, 1992). In

light of all the research done in other fields regarding self-talk it accentuates and

highlights the critical need for the theoretical framework to be extended into research in

international education leadership where the stakes are much higher than that of a sport

or game; being responsible for the education of the children and their success, future,

and lives depend upon what is done in the day to day in educational settings.

Educational leaders in complex cultural settings are tasked with an even larger

job of bringing diversity together. Research suggests that their ability to maintain positive and

constructive self-talk could potentially impact the school community in a significant

way. Leadership in the context of the complex international organizational dynamics and

interpersonal interactions form the basis for effective and successful outcomes and achieving

the vision and mission of the school. Leaders' public identities, experiences, culture,

worldviews, and private identity impact greatly the organizational culture and member

experiences and interactions. How is the leader impacted by a new cultural context? How is

their identity shaped and changed? How do their experiences become internalized to form a

basis of their beliefs and values in the new culture? Leadership is reflective of the leader and organizational environment within which the social context of interactions occurs. A thorough examination of leadership style, identity, values, ethics, morals, beliefs, worldviews, capacities, sensitivity, and competencies is necessary for leaders to effectively manage themselves and the organization as a whole, especially as the leader grows and adapts in a new culture. Self-talk skills are imperative as the navigation of a new culture is taken on. In examining self-leadership, several concepts and constructs emerge: emotional intelligence, self-leadership, self-talk, emotional regulation, self-efficacy, self-awareness, performance results, optimism, cognitive performance enhancement strategies, and emotional enhancement strategies. Specifically what might help develop self-leadership through the use of self-talk. In Houghton et al. (2012, p. 217) they discuss the process of self-talk as "...defined as what individuals covertly tell themselves in their internal dialogues." They suggest that it is necessary to become aware of the words used in self-communication in order to have a positive effect upon self-leadership, self-efficacy, and coping abilities. Negative auditory digital talk "...often corresponds with negative emotional states and dysfunctional cognitive processes." (p. 219) Self-regulation through emotions and behaviours and thought processes "...have a powerful influence on both behaviour and cognition..." It is particularly concerned with how emotional intelligence and self-leadership affects coping with stress among undergraduate students. Their model suggests that self-management with greater self-control leads to greater self-efficacy. Research across many diverse fields including sport, leadership, business, education, military, and psychology suggests that positive self-talk correlates with increased self-efficacy which in turn has a positive correlation with self-management which in turn has positive effects upon leadership effectiveness.

In understanding leadership effectiveness through self-talk - the theoretical foundation extends from social learning theory (Bandura, 1997). This theory involves how a person's cognition, motivation, and behavior can be self-influenced. (Yun et al., 2006) Self-leadership discusses leaders' thinking and how they behave according to different strategies cognitively, motivationally, and behaviorally (Kraft, 1998; Prussia et al., 1998; Yun et al., 2006). Positive or constructive strategies can create positive habits in thinking and negative or destructive self-talk can be changed to positive or constructive self-talk (Seligman, 1991; Neck & Houghton, 2006). Constructive thought strategies can change thinking patterns (Prussia et al., 1998) and positively impact outcome expectations (Boss & Sims, 2008). Often times responses, the emotions, and the experiences are framed through the context of not the situation but instead "it is not the situation that makes us mad or emotional; the way we think about an event - our self-talk, can create our emotion, either pleasant or unpleasant." (Jackson, 1988, p. 370) Our self-talk is a continuous and automatic response, however the context, content, words, syntax, semantics, and negative or destructive beliefs versus positive or constructive beliefs are malleable and can be changed. The function of self-talk helps in a few areas to distinguish metacognitive analysis of performance and self-efficacy, to either encourage or discourage self-perceived behavioural practices, to regulate thoughts, emotions, beliefs, actions, responses, and behaviour, to manage behaviours and actions, and to continuously assess social interactions and communications perceptions in the world around us. In the article "Cross-Cultural competency: The Role of Emotion Regulation Ability and Optimism" (2015) Trejo et al. discuss how "Communication difficulties, misconceptions, deep-seated beliefs, and general uncertainty make the experience of strong emotion a common occurrence in intercultural contexts." (p. 276)

Our self-talk is also habitual in nature, that is "...individuals tend to engage in both negative and positive chains of thought (habitual ways of thinking) that affect emotional

and behavioural reactions." (Neck & Manz, 1992, p.681) It is also noted that research indicates that managers use certain patterns in regards to situational contexts (during analysis, bias, obstacles, etc.) and that these patterns are indicative of performance with a correlation either positive or negative of thoughts to performance. Houghton et al. (2012, p.219) also discusses the correlation of 'pessimistic' self-talk versus 'optimistic' self-talk with emotional states and performance and that awareness of self-talk content can "....reduce or eliminate negative, irrational, or pessimistic self-talk while encouraging more optimistic self-dialogues." to increase performance, success, and positive emotional states. How is it important to link self-talk in the international educational leadership context? In Trejo et al. (2015, p. 276) they state that "Cross-cultural interactions may induce various negative emotions" that could potentially stem from the fact that "...unfamiliar customs may introduce anxiety; communication difficulties may lead to frustration; and misconceptions or prejudices may lead to fear, anger, or contempt." With these negative emotions habitual scripts may develop in intercultural contexts, which will become a self- perpetuating cycle of self-talk weakening self-efficacy, which would in turn lower performance results and leadership effectiveness, which would then affect self-talk and so on in a negative downward spiral. Trejo et al. also discusses how there is lacking research in intercultural interactions and how that this "..is surprising given the strong emotions that can occur in intercultural contexts." They go on to discuss how "uncertainty, miscommunications, or misperceptions" can cause negative emotions which would again start a negative self-perpetuating cycle that would lead to decreased leadership effectiveness. Complex intercultural communication and leadership processes as adaptation occurs could potentially lead to negative self-talk patterns that then could impact leadership effectiveness. Research continuously indicated a correlation between positive self-talk and positive performance results. Leaders need to be aware of the emotional regulation necessary as adaptation occurs and they need to be cognitively aware of the actual

stages of adaptation to allow for understanding and mitigation of negative thoughts, emotions, and resulting actions.

Acculturation and Cultural Competency

Acculturation paradigms can be examined through several lenses in research: psychology, sociology, education, international business, immigration, human resources, and anthropology. The success of individual acculturation adaptation to new cultures throughout the research looks at the ability of the individual to adapt to the new culture and challenging adaptation process. Acculturation research assists in investigating how a person's individual personality traits, values, beliefs, and behaviors, affect adaptation to the new country are affected (Schiefer, Möllering, & Daniel, 2012). Research suggests that adaptation will be moderated by the degree of fit between the individual and the society in terms of cultural fit (Juang, Nguyen, & Lin, 2006).

The acculturation process is "a common phenomenon in the experiences of immigrants as well as refugees, indigenous peoples, sojourners, international students, guest workers, and asylum seekers" (Berry, 1997, p.8). It is the processes and changes a person experiences as a result of moving from their home country or culture to a new country or culture. In reviewing research and literature a disconnect from understanding has emerged in the way most research has been done to understand acculturation. "Multiple disciplines have contributed to the understanding of acculturation with attempts to measure, conceptualize, and theorize this enormously complex phenomenon." (Skuza, 2003, p. 19) An issue with the research is in not also employing phenomenological approaches to understand the deeply human experience of culture and how each experience uniquely occurs in life. This is perhaps central to how a person may experience the acculturation process and adapt to their new culture effectively developing cultural competency.

Cultural adaptation depends upon successful integration and certain adaptations in order for there to be lowered stressors, higher self-esteem, more positive social behaviors, fewer anti-social behaviours, increased life satisfaction levels, and increase in a positive workplace environment. (Berry & Sabatier, 2010; Scottham & Dias, 2010; Wang, Schwartz, & Zamboanga, 2010). Research examines "work related attitudes in regard to the acculturation orientations and work-related well-being" (Peeters & Oerlemans, 2009, p.5). Research into this phenomena of acculturation comes up in research since 1919 (Rudmin, 2003). Several frameworks exist, depending upon the research populations and research is continually developing depending upon the type of acculturation, private, public, or work environment and if the move is initiated by the person themselves or is an organizational decision. (Schwartz, Unger, Zamboanga, & Szapocznik, 2010, Navas et al., 2005). Research indicates that integration may help the acculturation process, however this is impacted by the country society; multicultural or monocultural (Berry, 2001). In some countries such as Canada or the United States of America for example, which are very multicultural, ranging to countries where there is a more dominant culture such as in Thailand or Japan. (Gonzalez-Loureiro, Kiessling, & Dabic, 2015) Multiculturalism is increasingly becoming more frequent due to globalization and with increased cultural flexibility in understanding cultural values, norms, and beliefs across cultures so a more inclusive framework may be necessary to understand the process. (Downie, Koestner, ElGeledi, & Cree, 2004, Brannen & Thomas, 2010). Thus, a more suitable global framework is necessary (Doucerain, Dere, & Ryder, 2013) to include "a more multi-dimensional (including individual characteristics, family situation, country multiculturalism, globalization of norms, etc.) version of acculturation is required to accommodate actuality" (Downie et al., 2004, p. 306). The increasing globalization and multicultural societies do not account for the growing demographic of people who identify with multiple cultures and the variants between the

person's own culture and the new country. (Arnett, 2002; Leung, Bhagat, Buchan, Erez, & Gibson, 2005, Lakshman, 2013, Okpara & Kabongo, 2011,Colakoglu & Caligiuri, 2008, Ward, Leong, & Low, 2004)

Research on the increasing complex process of acculturation is necessary as some of the issues that arise could have negative impacts upon expatriates; estimates indicated that up to as many as 40% return when they are unable to adapt to the new culture. (Kim & Slocum, 2008; Tung, 1988). In other research over time, estimates of the cost of not adapting to the host culture for managers beyond the personal performance, productivity, client relations, and operations efficiency, it is estimated that "the average cost per failure to the parent company ranging between $55,000 and $85,000, depending on the international exchange rate and location of assignment." (Misa & Fabricatore, 1979, p. 42) This figure would increase over time and cost adjustment to current figures and more importantly in education the failure of a leader leads to a decline in student achievement, which is a much higher human cost.

In the acculturation and adaptation to living and working in a foreign environment with success, comfort, life satisfaction, and psychological adaptation to the new culture impacts are found in both personal and professional well-being. (Black, Mendenhall, & Oddou, 1991). Successful navigation of this process impacts the affective domain, behavioural domain, and workplace performance. Empirical data indicates acculturation is important to success in job performance in the new culture, (Forster, 1997; Harvey, 1996) with maladjustment causing decreased performance, stress, negative personal and family consequences, as well as career consequences with failing to adapt for the new country assignment. (Selmer, 2001).

Factors that impact a person's acculturation outside of work are also shown to impact the adaptation process: social interaction in the community, adjusting to new

conditions living in the new country, and work adjustments as factors for successfully navigating a new assignment. (Black, 1988, Gonzalez-Loureiro, Kiessling, & Dabic, 2015) Further factors are outlined by Baruch, Dickmann, Altman, & Bournois (2013) as: time spent, intensity of international contracts, breadth of interaction, legal context, international work instigator, extent of cultural gap, and specific position.

Still more factors that arise in research that may affect acculturation are commitment to the position, level of autonomy and responsibility, number of employers, global mindset, number of international assignments, number of different cultural experiences, (McPhail, Fisher, Harvey, & Moeller, 2012, Harvey, Fisher, McPhail, & Moeller, 2013, Baruch et al. 2013). A person who experiences many different cultures often becomes more multicultural, has a global mindset, becomes more acculturated in many new countries and may have a loss of identity with their own culture and potentially the organization. (Gonzalez-Loureiro, Kiessling, & Dabic, 2015, Harvey et al., 2013). These individuals may have much different experiences and less culture shock and less 'corporate culture issues' as well. (Moeller, Harvey, & Williams, 2010) Another issue that arises for individuals is repatriation or re-culturation upon return to the individual's home country. (Linehan & Scullion, 2002, Szkudlarek, 2010, Harvey & Novicevic , 2006, Baruch et al., 2013) Research indicates that the reverse culture shock of returning to their home country may causes individuals to seek further global assignments overseas.

Acculturation is a "pervading issue within the topic of international human resource management and yet we lack a comprehensive list of possible frameworks to be applied in this research." (Gonzalez-Loureiro et al., 2015, p. 239) Their research looked at 389 articles dealing with acculturation while Dabic, González-Loureiro, and Harvey's (2015) review included 438 papers. It is a concept that is very important both in the context of globalization and education and the continual increase of people who work internationally.

There is also with this increase a need for more broad research in more countries, as most research tends to be ethnocentric, focusing on western countries, when now it is moving to a much more globalized society. As well a major implication for research is that research is needed analyzing longitudinal effects of acculturation on expatriates. (Gonzalez-Loureiro et al. 2015, Dabic et al., 2015)

<center>**Culturally Responsive International Education Leadership**</center>

In the 21st Century diversity in this world is rapidly increasing, as well as technological access to information, globalization, and new contexts for organizations and especially schools. "Diversity leadership is about how differences and inclusion are reflected in the paradigms used to define leadership and evaluate its effectiveness." (Diversity and Leadership, 2015, p. 22). Leaders need to have the knowledge, skills, and character to be responsive to change, culturally adept, understand their own identity, values, and worldviews and continually seek to understand and develop the skills necessary to be successful in the ever-changing world. Three main skills from the conceptual lens towards international education leadership are: knowledge, skills, and character. There are many theories that have emerged regarding underlying frameworks for effective leadership such as Implicit Leadership theory, (Lord and Maher, 1991) Value Belief theory of culture, (Hofstede, 2001)) Implicit Motivation theory, (McClelland, 1985) Culturally Endorsed Implicit Leadership Theory, (GLOBE, 2004) Trait, (Allport and Odbert, 1936) and Situational Leadership Theory. (Hersey and Blanchard, 1988) Through the Global Leadership and Organizational Behaviour Effectiveness (GLOBE) studies looked at the first three theories to the study and establish the shared dimensions for leadership across 62 countries in multiple industries to create an understanding of multicultural leadership skills/orientations to help facilitate effective leadership. In multicultural leadership, dimensions emerged regarding people's values, beliefs, patterns, worldviews, and relationships. "The identified dimensions can be

argued to predominantly fall within categories dealing with values, attitudes, or behaviours concerning: human relations, power distribution, rules of behaviour, orientation to time, rules for status ascription, expression of effect, orientation to nature, cognitive style, and norms regarding communication." (Burke, et al. 2005, p. 5) There are differences in countries, as well as eastern and western paradigms, and now increasing diversity within cultures, subgroups, and individuals with increased globalization. However, the GLOBE (Global Leadership and Organizational Behaviour Effectiveness, 2004) study identified four of six dimensions of leadership that were overall seen as effective generally culturally with Implicit Leadership Theories: Charismatic/Values-Based, Team-Oriented, Participative, and Humane, while Autonomous and Self-Protective Leadership were seen as not effective leadership behaviours.

Leaders working in a diverse and changing world need the understanding, skills, and ability to not only work but assess and adapt as necessary to best serve in their leadership role. There are three areas identified as a model for leadership practice. It is "Knowledge-Skills-Awareness" model and states that "(1) Knowledge implies that one's thoughts and behaviours can be inconsistent and people may be unaware of their inconsistencies; (2) Skills mean that one should be prepared to practice the skills necessary to attain cultural sensitivity and competency; and (3) Awareness means that leaders should be conscious of their reactions to people who are culturally different from them." (Diversity and Leadership, 2015) Leaders must be aware of diversity and develop their skills and understanding, together, and be able to effectively communicate and work within the culture of the organization and the culture of the society within which they reside.

Cultural competency depends upon the leader's skills, communication,

understanding, appreciation, and willingness to learn, grow, adapt, and lead within a multicultural setting. There are six stages of development given by Chin and Trimble, 2015:

1. Cultural destructiveness

2. Cultural incapacity

3. Cultural blindness

4. Cultural pre-competency

5. Cultural competency

6. Cultural proficiency

The development of a leader's capacities from destructive to proficient will vary and depend largely upon the individual's capacity to learn, respect, reflect, grow, and willingly engage themselves in pluralistic behaviours, adapting open and fluid competencies within their leadership styles. Valuing differences, understanding, respect, and inclusion are key components for leaders to develop and understand within their leadership styles. Cultural competency is aligned , attitudes, and policies that work to facilitate professionals in an organization to work effectively in an interculturally diverse setting. Culture is the indoctrinated human behaviours including thoughts, communication, actions, customs, beliefs, values, and institutions of a racial, ethnic, religious, or social group. Competency is having the capacity to function effectively. A culturally competent leader is aware of the importance of culture, has the skills to assess intercultural communications, an understanding of the dynamics that result from cultural differences, the provisions to expand cultural knowledge, and the adaptation skills to meet cultural needs. Cultural competency while idealistic is a goal to help international education leaders work effectively in interculturally diverse and complex scenarios. Becoming culturally competent is a developmental process with room for continuous learning and growth. It is important to continuously assess levels of

cultural competency. The continuum and the characteristics that might be exhibited at each are: Cultural destructiveness would include attitudes, policies, and practices destructive to cultures and individuals. Cultural incapacity includes extreme biases and assumes racial superiority of the dominant group and assumes a paternalistic posture towards the lesser groups. Cultural blindness represents beliefs that culture makes no difference, people are the same. Values of the dominant culture are presumed to be universally applicable and beneficial with the non-dominant culture thought to not meet expectations. In cultural pre-competency, there is an awareness of limitations of cross-cultural communications with a desire to be fair and equitable with appropriate cultural sensitivity. Frustration may come from not knowing what is possible or how to proceed. Cultural competency has acceptance and respect for differences, continuing self-assessment, careful attention to dynamics of differences, continuous expansion of cultural knowledge and resources with adaptations to belief systems, policies, and practices. Cultural proficiency is when culture is held in high esteem and one seeks to add to their knowledge by reading, studying, conducting research, and developing new approaches for culturally competent practice. The development of a leader's capacities from destructive to proficient will vary and depend largely upon the individual's capacity to learn, respect, reflect, grow, and willingly engage themselves in pluralistic behaviours; adapting open and fluid competencies within their leadership styles. Valuing differences, understanding, respect, and inclusion are key components for leaders to develop and understand within their leadership styles.

There are many issues within the scope of diversity that are central to the concept as well: culture, race, status, class, religion, gender, lesbian, gay, bisexual, and transgender orientation, power, and current bias in research and theories. Not only is it necessary for a leader to understand, respect, and include all of the strengths that

diversity across these facets brings, it is necessary that educational leaders build community both within the school and outside the school. Their leadership and social responsibility to implement a moral and ethical vision for education is the foundation for inclusive, pluralistic, and respectful, societies. Leaders must in this new era be dynamic, creative, and innovative in creating the environment and change necessary for growth and direction in redefining schools, organizations, and leadership. Understanding how to be inclusive of diversity, inclusive of social and cultural contexts, and inclusive of worldviews is necessary for a Leader in the 21st century. Power, bias, ethnocentric viewpoints, status, privilege, marginalization, oppression, and cultural dynamics are issues that impact all leaders and their organizations, and these issues must be critically looked at within school systems to ensure that change is promoted. Leadership in the context of the organizational dynamics and interpersonal interactions form the basis for effective and successful outcomes and achieving the vision and mission of the organization. Leaders public identities, experiences, culture, worldviews, and private identity impact greatly the organizational culture and member experiences and interactions. Leadership is reflective of the leader and organizational environment within which the social context of interactions occurs. Inclusive, reflexive, and adaptable are leadership traits that will help promote social justice and equity within organizations.

An orientation for social justice is a responsibility for educational leaders as change agents and drivers of educational stewardship. A thorough examination of leadership style, identity, values, ethics, morals, beliefs, worldviews, capacities, sensitivity, and competencies is necessary for leaders to effectively manage themselves and the organization as a whole.

There are twenty-seven 'alternative views' offered that are creating a new paradigm for leadership dimensions (Diversity and Leadership, p. 63) and include

dimensions from a much more inclusive range of worldviews and belief systems, from

Eastern value-centric such as Daoist, Theory Z, Ren-Qing, to gender-centric such as

Feminist Leadership, work-family interface, and interpersonal versus task orientation.

These new paradigms help leaders identify and reflect upon the necessary

understanding of diversity in leadership and work to effectively develop the skills and

capacities required for their organizations or schools. The paradigms are much more

inclusive of views from a variety of perspectives and inclusive of concepts that will aid

in understanding perspectives across a much broader range of societal, cultural, and

world views. A leader's identity and authenticity influence leadership effectiveness and the

identity can be impacted in the acculturation process, changing the identity and character

traits of the leader as they navigate this process and learn new views and cultural

perspectives.

In Diversity and Leadership, they indicate that "decades of research on trait

theories could not come up with a common consensus of traits associated with good and

effective leadership." (Chin & Trimble, 2015, p. 88) A move is made towards identity

instead, with traits inclusive in the development of who a leader is might be: self-defined,

reflexive, awareness and consciousness, the essence of self, it is complex, multi-faceted,

fluid, and their character, integrity, worldviews, and cultural/societal contexts of influence

and definition. How are identities 'made' and how does identity development make leaders

who they are and affect how they lead? "Identity plays a crucial role for a leader. Identity is

what binds the leader to his or her group. Group identity and individual identity overlap

creating a mutually understood world of signs, symbols and stories." (Lumby &

English, 2009, p. 14) Identity then is crucial to effectiveness as a leader, who the leader

is/and/or portrays themselves as will create the dynamic for the interactions and

organizational functions.

The identity dimensions include: independent versus interdependent (self-defined versus relational context defined), private versus public self (context-dependent or role defined), racial and ethnic identity, cultural socialization, gender identity, sexual orientation, religion, exceptionalities and disabilities, self-efficacy, power, class, status, cognitive flexibility, and image management. Lumby and English describe identity through the framework of "The self" are neither unitary nor one-dimensional, but a combination of deep psychic strivings enveloped within any given socio-cultural context at once specific but near universal. As such, it may have multiple identities (manifestations). Such a conceptual understanding of self, identity and an understanding of leadership stems from examining the functions of mythology, past and present in human affairs..." (Lumby & English, 2009, p. 5) indicating that identities as leaders can be consciously constructed and we may have multiple identities that can be managed (image) at the same time. In Diversity and Leadership, it is indicated that "Leadership has been described as an outcome of self-categorization processes." (p. 110) and there are implications for leaders in understanding the development process and 'image management' process to elicit group favour and effective cooperation within the group in line with trait leadership theory by Allport and Odbert (1936). Often leaders who are part of marginalized social groups will have a much different experience and face challenges in their leadership roles. Questions arise as to their perceived roles and conforming to social cognitive factors and perceptions of what leaders ought to be; should they conform to power and privileged group norms? "Educational leadership is one world within this mythic universe, maintained by stories which legitimize existing policies and practice, conceal the dominance of the interests of particular groups, provide a sense of certainty in uncertain contexts and simplify complex situations to enable a more limited palette of choice so that reality is not overwhelming. It is upon

this construct that human identity is lodged. Between the interstices of myth and

identity leadership arises as a force for direction and guidance in human affairs."

(Lumby and English, 2009).

Educational leaders need to be cognizant of the role, scope of influence, and

complexity of their identity management in the effectiveness of their leadership. Their

identity and influence over cognitive social construct development and social justice

within societies is a complex philosophical, psychological, and ethical and moral locus

of leadership development and management. Educational leaders develop identity

through the use of self-talk and the intersection of the acculturation process and cultural

competency.

Acculturation Strategies for Cultural Competency

Most research, along with examining and defining the acculturation process,

include strategies to adapt to new cultures as well as the issues. Stahl and Caligiuri's (2005,

p. 608) research defines this as strategies "to manage environmental and internal demands

and conflicts among them, which tax or exceed a person's resources" or "actions and

procedures expatriates use to manage, reduce or overcome the environmental (cultural

differences) and internal demands (role conflict) they encounter." Strategies are often

impacted by the person's position, length of time, and the familiarity with the culture.

Cultural competency in acculturation is a skill that can be developed and incorporates

many differentiated intelligences (e.g., linguistic, spatial, intrapersonal, and interpersonal). It

includes the cognitive, affective, behavioural and experiential domains of human learning.

(Thomas & Inkson, 2005, Johnson, Lenartow, & Apud, 2006). In Peterson's (2004) research

there are key areas identified: specific knowledge about cultures, culturally appropriate skills

and behaviors, and reflexivity. There are also emotional intelligence factors such as cultural

sensitivity, cultural understanding, and becoming aware of and decreasing cultural biases

(Douglas & Craig, 1983; Harris & Moran, 1987; Toyne & Walters, 1989). Cultural sensitivity includes intercultural communication and work expectations and the abilities to handle and manage differences. (Johnson, Cullen, Sakano, & Takenouchi, 1996; Skarmeas, Katsikeas, & Schlegelmilch, 2002). These factors may help individuals to develop intercultural skills and knowledge to work more effectively in another culture. Cultural competency and its multifaceted layers are necessary for international education leaders to not only understand, but apply effectively to lead in an internationally complex school setting.

Historical Perspectives Informing Current Research

In the acculturation process research has historically shown that stress is a common factor during adaptation to the new culture and often beyond and understanding how to mitigate this factor is important to effectively navigating the new culture. (Byrnes, 1966; Oberg, 1960, Abe & Wiseman, 1983, Bardo & Bardo, 1980, Graham, 1983, Hammer, Gudykunst, & Wiseman, 1978, Hautaluoma & Kaman, 1975, Hawes & Kealey, 1981, Ratiu, 1983). In navigating and adapting the acculturation process research indicates that people who have coping strategies that help them to maintain stability are more readily able to adapt. Such strategies are "meditation, writing in diaries, engaging in favorite pastimes, and religious worship." Ratiu (1983, 141) It is through a process of experiencing and engaging in the new culture and then withdrawing that help "to acculturate gradually to the host culture by utilizing a familiar psychological support system to assuage the initial effect of culture shock." Ratiu (1983, p. 143).

Acculturation research by Redfield et al. (1936, p. 149) determined "acculturation comprehends those phenomena which result when groups of individuals having different cultures come into continuous first-hand contact with subsequent changes in the original cultural patterns of either or both groups". Further research to understand the acculturation processes have varied concepts such as "psychological models of acculturation based on a

binary conceptualization, i.e., acculturation occurs when cultural identification with the society of settlement increases and identification with the society of origin decreases. (Skuza, 2007, p. 49) Furthermore, some models are based upon non-binary conceptualizations along continuums of adaptation and patterns and periods of engagement, adjustment, assimilation, and disengagement, negative patterns, and rejection of the new culture. In the acculturation process research indicates that the whole phenomenological experience must be looked at from cognitive, affective, and behaviour dimensions as well. For example, the acculturation process causes affective and psychological fatigue; it is a complex process and it is not easy to constantly deal with a new cultural context and requires effort which may affect the person negatively over time. For most adaptation lessens difficulties and increases confidence, relationships, and perspectives change, incorporating both the individual's culture and the new culture and life experiences. The process is a complex experience that takes a great deal of energy from a person as they adapt the new routines and ways of life in the new culture. "One notable constituent of acculturation is that it is a fatiguing experience that requires a constant stream of bodily energy. The degree of energy required by acculturation fluctuates depending on the demands of any given situation. It is not an experience from which one can take a break or that one can just turn off; instead, it is an omnipresent phenomenon that accompanies all other life events." (Skuza, 2007, p. 44) This fatigue may lead to anxiety, depression, anger, exhaustion, decrease in confidence, increase in self-consciousness, decrease sense of self, and social isolation and feelings of loneliness during the acculturation process as everyday navigation of life and work is difficult in unfamiliar cultures and languages.

Research literature reviewed indicates four key areas have been identified in association with the cultural adaptation process: self-oriented, others-oriented, perceptual, and cultural-toughness. (Mendenhall & Gary Oddou, 1985) This research works to help

inform the foundation of this research regarding self-talk and the self-orientation includes self-esteem, self-confidence, and mental hygiene. In the next area, others-oriented this speaks to the ability to interact effectively with others in the new culture. In the perceptual dimension these abilities include understanding, predicting, evaluating, and attributing behaviour in relation to intercultural interactions. Research indicates that often cultural miscommunications and misunderstandings come from learned cultural behaviours in perceptions and evaluations of others. (Mendenhall & Oddou, 1985, Everett & Stening, 1980, Triandis, Vassilou, & Nassiakou, 1968, Benson 1978, Brein & David, 1971, Oddou & Mendenhall, 1984, Triandis, Malpass, & Davidson, 1973, Stening, 1979). The final area is cultural toughness as indicated by the values, climate, safety, standard of living, and language of the new culture in comparison to the person's home culture. (Jones & Popper, 1972, Pinfield, 1973, Torbiorn, 1982, Tucker & Schiller, 1975, Torbiorn, 1982) Countries such as India, Afghanistan, Egypt, Pakistan, Southeast Asia, the Middle East, Africa, Liberia, and Japan, are indicated to have higher levels of dissatisfaction and more frequent return rate than at others and some countries may be even more culturally challenging for women due to a 'male-dominated' value system in the culture.

In Psychological research, cultural flexibility entails the blending and adapting through cultural skills that allow the person to live successfully in different cultures. (LaFromboise et al. 1993; Ramirez 1991; Rotheram-Borus 1990). Flexibility allows a person to "persist through difficult periods when they may experience rejection from one or both of the cultures in which he or she is working to develop competency." (Skuza, 2007, p. 59) Factors impacting a person's lived experiences include the language barrier that may be experienced in adapting to a new culture and the sense of isolation that may be incurred in moving to a new culture that has a predominance of a new language, such as found in countries like Thailand in Southeast Asia. Changes can include simple behavioral shifts (in

ways of speaking, dressing, and eating) to more complex shifts, such as language, or communication styles, producing stress. (Skuza, 2007, Berry, Kim, Minde, & Мок, 1987). The changes may produce the noted psychological effects such as anxiety, uncertainty, anger, and depression.

Acculturation may include psychological and emotional factors such as the sense of well-being or changes in self-esteem or sociocultural such as learning the new language. (Ward, 1996). These factors influence the adaptation process and levels of adaptation. Cultural adaptation is an individual process of cultural learning and creating a social-identity within the new culture to enable the person to live effectively within the new cultural context. (Sam, 2006, Motti-Stefanidi, Berry, Chryssochoou, Sam, & Phinney, 2012). Berry (2006) highlights during the acculturation stress the affective perspective such as the psychological well-being of the individual and the perceived life satisfaction levels. The stress levels during the acculturation process vary from individual experience and strategies and social support that an individual may have. His work refers to Lazarus and Folkman's stress model (1984), to propose the 'acculturative stress model.' Stress levels from challenges in adapting to the new culture may be perceived as "problematic because one is not able to deal with them easily by simply adjusting to them by changing one's behavior." (Berry, 2006, p. 720) Individual differences in personality, age, experience, social support, education, and work environment "may influence the perception and interpretation of the acculturation experience." (Sam & Berry, 2010, p.473)

In social psychology research Argyle's (1969) research on social skills and interpersonal interaction, the working hypothesis of the cultural learning approach is that during acculturation a person may lack the skills necessary for engaging with a different culture. (Sam & Berry, 2010, Masgoret & Ward, 2006). This lack of social skills in the new culture increases difficulties faced in everyday life such as going to the store, work

communications, and learning the new language. During the acculturation process individuals learn how to navigate life and behave in the new culture. The cultural learning theories help develop an understanding of how to communicate, and navigate the new culture "rules, conventions, and norms and their influences on intercultural effectiveness." (Sam & Berry, 2010, p. 475) Understanding how language affects adaptation through daily living and developing social support relationship and networks is central to cultural learning theories. (Gallois, Franklyn Stokes, Giles, & Coupland, 1988, Searle & Ward, 1990, Ward & Kennedy, 1999, Masgoret & Ward, 2006).

Related Research - Social Identification Theories

The social identity theory of Tajfel and Turner (1986) began to develop understanding of the cognitive effects of the acculturation process. Individuals may change the way in which they view and think about themselves during the acculturation process and the associated stresses of adapting to a new culture. Cognitive theories look at how people think, categorize, identify, and perceive themselves and others through the lens of cultural adaptation. Social identity theory is "largely concerned with why and how individuals identify with and behave as part of social groups." (Sam & Berry, 2010, p. 474) Research indicates that wellbeing is tied to understanding place and belonging within a group and categorize, associate, identify, compare, and have biases based upon social groups and identities based upon culture, ethnicity, and society. (Phinney, 1990, Benet-Martínez, 2006)

In examining the concept of acculturation many factors may interplay with the acculturation process and experience for each individual. Assimilation, integration, separation, and marginalization occur at varying degrees and varying times during the acculturation process in each individual experience. Some factors that may impact acculturation are the strength a person is tied to their own cultural identity and the level of engagement within the new culture and society. Research also has looked at aspects of

personality or individual characteristics that may affect the acculturation process. A person's individual attachment style (Bakker, Van Oudenhoven, & Van der Zee, 2004) may impact the extent that a person engages within a new culture and adapts to living in a new culture. The Big Five personality traits and extroversion (Ward, Leong, & Low, 2004, Ones & Viswesvaran, 1999) may help understand some of the acculturation experience for an individual. Coping strategies (Schmitz, 2004) may play a role in how well a person is able to adapt to a new culture. Cultural intelligence (Ang & Van Dyne, 2005; Earley & Ang, 2003) is a factor that affects the acculturation experience between individuals. Understanding a person's locus of control may be a factor indicating a person's ability to adapt and navigate the acculturation process. (Ward, Chang, & Lopez-Nerney, 1999) Finally, motivation, self-esteem, mental health indicators, and social axioms may be factors associated with differing experiences in the acculturation process. (Kosic, Kruglanski, Pierro, & Mannetti, 2004, Valentine, 2001, Safdar, Lewis, & Daneshpour, 2006). The factors all have varying effects depending upon other factors in the acculturation process with research indicating varied results. Acculturation factors assume individuals can choose how and when they want to engage in their new culture and they are able to choose interaction within society. Some society's expectations and attitudes may vary and impact upon how a person may experience the acculturation process. This is the basis of theoretical models such as the interactive acculturation model, (Bourhis, Moïse, Perreault, & Senécal, 1997) the relative acculturation expanded model (Navas,Rojas, García, & Pumares, 2007). These expectations and attitudes may also change in regard to the areas of life, work, family, and religion. The outcomes of adaptation and change and how well an individual is able to adapt may affect health, behaviours, communication competency, and self-perception throughout the process. A person's overall emotional or psychological well-being may be impacted during the acculturation process and research has often focused on depression and anxiety.

Sociocultural adaptation is how effectively a person is able to develop the skills

necessary for navigation of the new cultural context. Sociocultural adaptation includes

behavior issues, achievement, and social competency. Understanding the dynamic of how it

might be easier for an individual to adapt through this process based upon how easily they are

able to accomplish daily tasks and form positive interpersonal relationships with others may

be mitigated by how a person feels about themselves and their acceptance by others. (Berry et

al., 2006, Escobar, Nervi, & Gara, 2000, Motti-Stefanidi, Pavlopoulos, Obradovic,

& Masten, 2008, Alegría et al., 2008, Gates, 2008, Kliewar, 1992, Maskarinec & Noh, 2004).

Research emerging in education links locus of control factors seemingly to impact

international educators in terms of the international recruitment process that often involves

the educator initiating the move to overseas employment. (Selmer & Lauring, 2012) If the

move is initiated by the person it is indicated that perhaps they are more successful in work

and stay longer with increased satisfaction. (Gullberg & Watts, 2014, Holopainen &

Björkman, 2005; Selmer & Lauring, 2012) However, understanding the dynamic of how

well a person can perform their work in a new culture would go further than locus of control

and initiation of experiences. (Gullberg & Watts, 2014, Abbott, Stening, Atkins, & Grant,

2006; Holopainen & Björkman, 2005) Other factors could incur difficulties in the recruiting.

(Gullberg & Watts, 2014, Flytzani & Nijkamp, 2008, Peltokorpi & Froese, 2014). However

again, more research is necessary towards control and initiation and resilience in

acculturation. (Flytzani & Nijkamp, 2008; Kayes, Kayes, & Yamazaki, 2005). Factors such

as personality is very dependent and affects the learning process and experience, and thus

how a persona may adapt in a new culture. (Gullberg & Watts, 2014, Cole & Wertsch, 1996;

Rotter, 1966; Vygotsky, 1978). Looking at personality traits and aptitude for international

work requires more extensive research beyond the given personality traits for successful

acculturation and understanding more fully factors affecting an individual's predisposition for

successful acculturation. (Holopainen & Björkman, 2005, Reio & Sutton, 2006, Taras, Rowney, & Steel, 2009, Peltokorpi & Froese, 2014, Gullberg & Watts, 2014).

Conclusion

This literature review was done on the topic of self-talk, international education leadership, and acculturation. The literature review looked at the topic of self-talk where most literature found was from the field of business leadership, sports psychology, and psychology. The self-talk literature revealed that constructive and positive self-talk is correlated with increased personal performance, while negative or destructive self-talk is correlated with decreased personal performance. The direct connection of self-talk for international education leadership was not found specifically. The literature review looked at articles and books from both the limited current research to a historical perspective of self-talk research. Research indicated that the acculturation process has cognitive, physiological, and psychological implications and it may alter self-perception and self-talk.

Educational leaders are tasked to ensure value and quality in international education and their leadership effectiveness influences student success. "Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school" According to Leithwood, Louis, Anderson and Wahlstrom, 2004, in educational leadership a review of theory and research, and specifically for international educational leadership in a complex cross-cultural setting self-talk theories have not been found. As Shaw (2001) states in his research "Self-dialogue is a fundamental process of expression; it mediates between self-image and social experience; it is regulated by ontological limits, cultural norms, and social rules; and it serves as an adaptive mechanism for self-presentation, identity acquisition, stress management, health maintenance, and personal integration." Self-talk mediates between the self and experiences in international education leadership and can impact leadership effectiveness. Self-talk is enculturated by

'cultural norms' and the 'social rules' in which society is indoctrinated. This literature review supports the concept that it would be imperative for a leader to understand the 'self-presentation' and 'adaptation mechanisms' necessary in a complex cross-cultural environment in order to be an effective leader.

   The key words utilized for this review included self-talk, international education leadership, acculturation, and cultural competency. The review order was by self-talk, acculturation and cultural competency, international education leadership, acculturation strategies, followed by the historical perspectives informing current research, and finally related research.
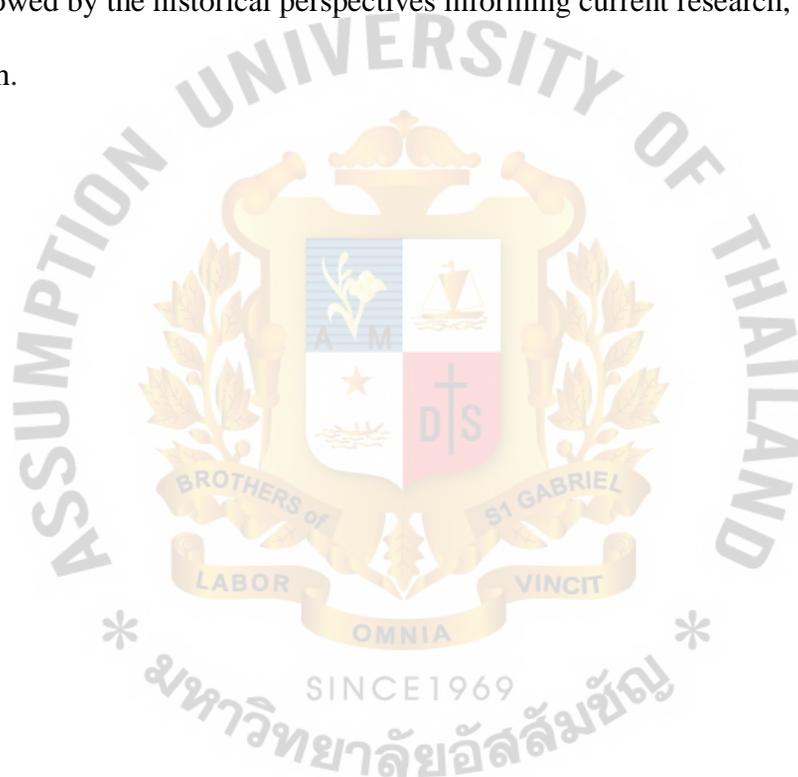
CHAPTER III

RESEARCH METHODOLOGY

This chapter details the research methodology including research design, research objectives, research procedures, and population used to explore the use of self-talk in international education leaders in ISAT schools. This research utilized a recognized form of mixed methods research, exploratory sequential design. The research was based upon a mixed methods inquiry to explore current research, with interviews to develop the instruments, data collection, qualitative and quantitative analysis, and strategies to be developed from objectives one to three. Utilizing mixed-methods in the research serves to give a more "complete analysis" over either qualitative or quantitative methods alone. (Ivankova, Creswell, & Stick, 2006, p. 3). The primary methodology was the qualitative research that was conducted first because the quantitative portion was dependent on the qualitative data. The qualitative first phase was the divergent phase and the first round of the convergent phase (Cronbach, 1982). The quantitative research was the final part of the convergent phase. The main purpose of the divergent phase was to gain understanding and explore self-talk: current use, perspectives, awareness, current strategies if any, and feelings towards self-talk and the acculturation process. The main purpose of the next phase, the convergent phase, was to simplify the construct by then examining the common practices and experiences with self-talk and acculturation among survey participants. Exploratory sequential design consists of two different phases: the qualitative phase and quantitative phase followed by data analysis.

| Qualitative data collection and results | → | Quantitative data collection and results | → | Data Analysis and Interpretation |
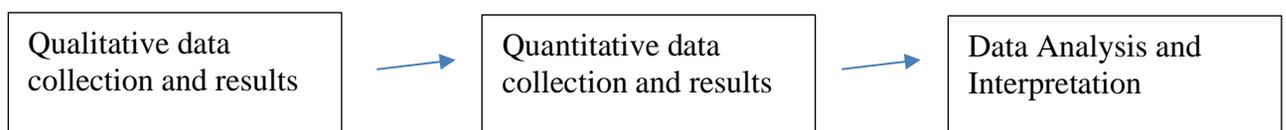
Figure 2. Exploratory sequential design phases.

Research Design

This research utilized a mixed methods design for collecting and analyzing data. Quantitative data was collected first to inform development of the research instrument for the second phase and then in the second phase the qualitative data was gathered. In utilizing this exploratory methodology the research problem can be understood more completely (Cresswell, 2003; Creswell, 2007; Creswell, 2012; Tashakkori & Teddlie, 2003). The underlying principle for utilizing mixed methodology is that neither quantitative nor qualitative methods are sufficient in and of themselves to capture the complexity of the issue of self-talk being studied. Utilized together, quantitative and qualitative methods enhance each other and allow for more complete analysis (Tashakkori & Teddlie, 2003; Cresswell, 2003; Creswell, 2007; Creswell, 2012).

In designing the mixed methods study, three considerations were looked at: priority, implementation, and integration (Creswell, Plano Clark, Guttman, & Hanson, 2003). Priority refers to which method, either quantitative or qualitative, is given more emphasis in the research study. In this research study the qualitative research is the primary research and priority in the study. Implementation is the way in which the data is collected; whether the quantitative and qualitative data collection and analysis come in sequence, follow each another, or are done at the same time in parallel. This study included two phases, which were implemented in a sequential fashion. The first phase was a qualitative data collection and results which informed the quantitative data collection followed in sequence by the data analysis and interpretation. Next, the integration phase in the research process is where the qualitative data results informed the quantitative instrument design and integration occurs. The purpose of mixing methods is to utilize data from multiple sources, and triangulation of the data (Creswell, 2012). This study employed the most common mixed methods design; interview and survey data. The use of mixed methods represented the best choice for this

study because there is currently very little research regarding the use of self-talk in international education leadership and the acculturation process and it enabled the researcher to explore the use and basis of understanding based upon the interviews to develop the quantitative research that could not be answered by a single methodology. While there are advantages and disadvantages to using a mixed-methods approach when investigating any phenomenon, combining and integrating qualitative and quantitative approaches to research methods can enhance the understanding of the research findings (Gay & Airasian, 2000; Creswell, 2012; Creswell, 2007). Mixed methods research has philosophical assumptions as well as the methods of the inquiry (Creswell & Plano Clark, 2007). Utilizing mixed-methods, researchers can design the study using the benefits and strengths of both methods, which then may give a more complete and accurate interpretation of the research phenomenon. The design gives richer, more valid, and more reliable findings than implementing a single quantitative or qualitative study alone.

Research Objective 1

1. To determine current self-talk used by ISAT school leaders in Thailand.

Source of Data

To achieve this objective of this research the researcher used qualitative research methodology. First, the source of the data was the experience of international education leaders explored to understand self-talk for leaders in ISAT schools in Thailand. The participants for the qualitative interviews were expert leaders from 128 ISAT schools in Thailand. Expert was defined as ISAT international school leaders who have a minimum of a Master's degree in education or equivalent and direct experience in international education leadership. The number of participants chosen was 15 experts based upon the work of Creswell which suggest for phenomenological studies that a recommended number is between 5-25 participants. The experts were volunteer interview participants. The data was

the result of interviews with the expert volunteer participants and was achieved through semi-structured one-on-one interviews. The one-on-one interviews were conducted either in person or by an online meeting platform depending upon the participants' available time, location, and schedule. The interviews were semi-structured and baseline questions surrounding the conceptual framework utilized as a starting point, and further questions depending upon the interviewee's position, experience, and willingness to share the personal nature of their self-talk. The researcher chose to base the design on the pragmatic time order decision methodology of Johnson and Onwuegbuzie, (2006) to allow the inquiry to formulate the research model as necessary as the investigation unfolds. The "flexibility and power" as described by Butin (2010) and popularity in the field of education gives the research design the integrity to strengthen the potential validity of the strategies. The semi-structured interview questions were based upon the conceptual framework with questions regarding self-talk experiences, constructive, instructive, and destructive self-talk, acculturation experiences, and then questions based upon what the participant experiences were in order to understand the subjects' experiences in situ.

Creswell (2011) discusses how researchers use a theoretical lens or perspective the way that a quantitative researcher will establish a theory in experiment design. This is an inductive and oftentimes a concurrent process in the study. It can be illustrated as a five-step process of inductive logic by the researcher: 1. Researcher gathers information -interviews, 2. Researcher asks open-ended questions of participants, 3. Researcher analyzes data to form themes or categories 4. Researcher looks for broad patterns, generalizations, or theories form themes or categories 5. Researcher links generalizations or theories to past experiences and literature (Creswell, 2003, p.132) To provide triangulation of evidence collection, the use of multiple methods of evidence collection to confirm findings is appropriate (Creswell &

Plano-Clark, 2007; Creswell, 2012). Therefore, follow-up validation was conducted with the experts in the interviews as well as external experts in education.

For this research, interviews were semi-structured to allow the interviewer to ask follow-up questions to provided deeper and more concise data collection. The interview protocol's questions were loosely structured based upon the theoretical framework to give the researcher the flexibility to refocus the questions of interview, as necessary, to fully allow for the voice and perspective of the interviewee, and to allow for the different levels of experience, education, and cultures of the participants. The semi-structured interviews were considered the first phase of the data collection in the study. The length of these interviews lasted an average of forty-five to sixty minutes. School leaders are extremely busy professionals and the researcher believed that a shorter interview length would increase participation and would work better for participants' schedules. Interviews were recorded. The more unstructured the interview, the more necessary audio-recording becomes according to Adler and Clark (2003). In utilizing the recording the researcher was able to concentrate on listening closely and preparing the next question based upon the interviewees experiences without a need to take notes. The interviews were transcribed for analysis. The research questions were an important step in the process and based upon the theoretical framework of the research. Hatch (2002) discussed how important developing good research questions is: "identifying research questions is a critical step in research design because questions give direction to the study, limit the scope of the investigation, and provide a device for evaluating progress and satisfactory completion." Research questions can be classified by four types: exploratory, descriptive, explanatory, and emancipatory. For this study, research questions included sought to describe and explain the phenomenon being researched which was the self-talk, acculturation, cultural competency of international education leaders in ISAT schools in Thailand.

Data Collection Methods

First, a list was created for contact information from ISAT schools with direct

email information from the ISAT website of all of the Directors, Heads of Schools,

Principals, Vice Principals, Coordinators, and Board Members that could be obtained.

Further, contacts were added from LinkedIn, personal contacts, internet searches, and

recommendations. From this list contacts were emailed with a request for the interview. The

protocol followed for email participants was:

1. Introduction of researcher and research

2. Request for interview

3. Keep emails short

4. Follow up email to set time and date for interview

5. Confirmation email

6. Thank you email

Contacts were emailed until the target number of 15 was reached. In utilizing this

method of emailing more than the target number of contacts there were actually 16

participants who responded within the time frame. The decision was made to do the extra

interview and include all 16. All of the interviewees had leadership experience of 2-36 years,

a Master's in education or more, and were in a leadership position at their current workplace.

The interviewees included a diverse cross-section of leadership specifically to include all

levels representation for school leadership and three education experts. There were two

international board member/expert researchers in the field of international education

leadership, two Director or Chair, Executive Board & School Directors, five

Heads of Schools, two Primary Principals, two Primary Vice/Assistant Principals, one

Middle School Principal, one High School Principal, and one PYP Curriculum

Coordinator. There were interviewees from 12 different international school organizations. The cross-section of experts represented at least one person representing each level of leadership in the typical international school. There were five female leaders and eleven male leaders represented. Three of the participants were from Australia, three from USA, three from England, two from Canada, two from Thailand, and one each from Scotland and India that gave perspective across cultures from the potential participants.

<div align="center">**Data Analysis**</div>

The transcripts from the interviews were used in data analysis. The transcripts were not changed: jargon, colloquial language, and slang words were not adjusted for and transcripts kept the full text without "tidying up" (Corden & Sainsbury, 2006) and in the dissertation quotes were "tidied up" for double words and stutter starts and stops only for readability in accordance with Corden & Sainsbury (2006) and Javadi & Zarea (2016). Seidman (2006) argues that "all the in-depth interviews should be transcribed word by word, because every word that a participant speaks reflects his consciousness." Paraphrasing or making summaries should not be done as they may cause researchers to make judgments about the important and relevant content. Coding was used to identify interviewees in the transcriptions and analysis to protect their identity. No personally identifying information about the interviewees was disclosed in any written documents.

Next, the speakers were confirmed, and the transcriptions then imported into Nvivo for qualitative analyses and coding to the conceptual framework themes and emerging themes. The transcripts were coded from the framework of constructive, instructive, and destructive self-talk, cultural competency, attitudes, skills, knowledge, acculturation, cultural competency stage indicators, and for emergent themes. This open coding created the nodes for self-talk to determine current self-talk used by ISAT school leaders in Thailand. The transcripts were then analyzed for further emergent themes and coded to nodes to develop the

surveys for objective number two and to utilize themes to then develop the effective strategies for self-talk and cultural competency. Next, selective coding was done to find out the core variables to include for the interviews and begin to develop the surveys. The transcripts and articles were then selectively coded further for any information relating to self-talk and cultural competency and analysis of interviewee speech patterns for self-talk analysis. This thematic analysis of the content led to the development of research instruments for collecting data. Intercoders were not utilized; the research is inductive with an interpretive/constructivist framework. The research approach sought to develop an understanding of self-talk and cultural competency through observations.

The interview transcripts were analyzed using an iterative six-phase thematic analysis process (Braun & Clarke, 2006). First, the transcripts were read and reread. Then transcripts were coded with the research questions and theoretical framework in mind, key statements were highlighted, and nodes were created summarizing each statement in an answer. Second, categorical codes were generated from the data. The initial codes were a priori based on the dimensions of cultural competency stages, positive, constructive, and destructive self-talk, and acculturation. Key statements that did not directly align with the theoretical framework, en vivo codes were created. Third, codes were analyzed for patterns and themes and gathering like data together in a matrix (Onwuegbuzie & Leech, 2006). Fourth, themes were examined for internal homogeneity and external heterogeneity (Braun & Clarke, 2006). Then, data was reviewed so the themes were conceptually comprehensive based on the literature and supported by the data based on participants' contexts and until the themes were internally consistent, and mutually exclusive (Braun & Clarke, 2006, p. 92).

The steps followed were:

1. Prepare sources for analysis.

2. Import all sources into NVivo 11 Plus computer program.

3. Prepare nodes by coding sources

4. Prepare a summary of the thematic analysis of the data in framework matrices

5. Results of the content analysis to develop semi structured interview questions

6. A content analysis of the interviews with the above steps and additionally coding for emerging theme analysis

7. Creation of the survey instrument for research objective two

Research Objective 2

2. To determine experiences of self-talk and cultural competency of ISAT school leaders in Thailand.

Population/Sample

For objective two the total population was from the schools listed on the ISAT website as of March 19, 2019 (128 schools) however, some of the websites for listed schools did not work, information could not be retrieved, or email sources could not be successfully found. Some emailed surveys were returned undeliverable to the email addresses given. Overall, international school leaders (Heads of Schools, Principals, Vice Principals, and Coordinators or equivalent positions in international schools) from the 115 schools contacted for leadership participation the data was collected electronically and by paper copy until at least 89 responses were received per the Krejice and Morgan table of population size and sample size. In total 100 responses were received. The sample was randomly self-selected from schools contacted and leaders' responses collected for those currently working in leadership roles within ISAT schools. The sample size of for the study was based upon the Krejice and Morgen table with a confidence level of 95% and a margin of error of 5%. The survey was open for a period of two weeks for participants to reply.

Data Collection Methods

International school leaders working in ISAT schools were emailed and given paper requests for participation. Surveys were sent to school leaders in the positions of Principal, Vice Principal, Heads of Departments, Coordinators, or equivalent positions. The surveys were emailed to schools, direct emails, paper copies, and requested from known sources to be forwarded to ISAT leaders. The survey was published on social media and through LinkedIn to reach the required response rate. No incentives were used to collect data.

The quantitative participant samples were recruited utilizing the tailored design method (Dillman, Smyth, & Christian, 2008). This method for web surveys recommends that the researcher:

- Personalize contacts with sender name, address, and subject line

- Contact multiple times/vary messages

- Send timed contacts

- Use short emails

- Send batches in small numbers to avoid Spam filters

- Provide clear instructions for access

- Establish procedure for bounced emails and respondent inquiries

- Monitor progress and evaluate early completes

School leaders were contacted three times: (1) email request for participation, (2) email request with link, and (3) follow-up reminder emails (Dillman, Smyth, & Christian, 2008). The first email described the purpose of the study and requested participation. The second email followed up to request participation. After seven days, a further email reminder was sent to non-respondents. After this, the survey was then

published on LinkedIn and International School Facebook pages to request international

school leaders' participation. The survey was open for a two-week period.

Research Instrument

For objective number 2 qualitative data analysis was done with open-ended questions

from the survey. Mixed methods research collects a variety of data types and uses varied

analysis techniques so that the combination strengthens results over single methodology

designs (DeCuir-Gunby, 2008; Onwuegbuzie & Johnson, 2006). The mixed method design is

well-suited for designing the research instruments. (DeCuir-Gunby, 2008; Vogt, King, &

King, 2004). The research survey included questions for both qualitative data analysis

regarding ISAT leaders experience with self-talk in the acculturation process and quantitative

data analysis for self-talk and cultural competency levels. The overall purpose of qualitative

research is to achieve an in-depth understanding of how people make sense of the happenings

around them. Comprehensive data was gathered in the survey by asking open-ended

questions. The ultimate goal of qualitative research is to understand the viewpoints and

perspectives of the participants regarding their experiences with self-talk, acculturation, and

cultural competency.

Validity

Research validity refers to how well an instrument measures what it is proposed to

measure. To ensure the research validity of this study, the pilot study was conducted with 15

pilot participants who all worked in international education and then ten experts reviewed the

research instrument to ensure the validity of the work. Onwuegbuzie and Johnson (2006)

used the term "legitimation" (p. 48) and this was directly addressed through this study in

inside-outside "legitimation" (Onwuegbuzie & Johnson, 2006, p. 58). This legitimation takes

place during both the quantitative and qualitative research of the study. Inside-outside

legitimation was further validated by having ten individuals trained research methodology

provide objective feedback on the research instrument and then further having 20 education

experts reviewing the content analysis, interpretations made, and the strategies developed.

This research utilized triangulation as a validation procedure, which serves to reduce bias and

accurate interpretation of the data. With triangulation, multiple sources and methods are

utilized, with experts and theories to provide supporting evidence. In this research multiple

sources of data collection were employed, including interviews and a survey.

The self-reported survey questionnaire was developed over three phases. Phase

one included research from literature and the interviews with educational experts. The

operational definitions, concepts, and layout of the survey was derived from the

theoretical and conceptual frameworks. The survey included continuous and discrete

data, nominal, ordinal, and observational data. An informed consent form was included

with the survey for all participants. The researcher developed the instrument to measure

education background, years of experience, age, cultural experiences, gender, their

organization diversity, stage of cultural competency, self-talk habits, self-talk awareness

and classification, and perceived changes in self-talk. Each section and question beyond

the demographic data worked to measure cultural competency and self-talk from the

conceptual framework's variables identified. The questionnaire scoring schema had

questions related to cultural destructiveness, cultural incapacity, culture blindness,

cultural pre-competency, cultural competency, cultural proficiency, knowledge, skills,

attitudes, and thoughts. The self-talk schema scored for constructive, destructive, and

instructive self-talk. All responses were anonymous so that participants might more

freely sharing their true feelings and thoughts on some of the sensitive questions and

personal inner thoughts.

In the second phase the instrument was piloted with fifteen (one no response)

participants not included in the population, of which four had a doctoral degree in

education to get feedback for development and validity. This feedback was then used to edit the pilot survey further. The pilot survey had both 5 and 6 level Likert scales which were changed to all 5-point Likert scales for clarity based on feedback. The questionnaire was initially arranged into four sections and from the pilot feedback edited to three sections for the final instrument that included the following sections:

Section 1 - Demographic Data profile questions

Section 2 - Cultural Competency

Section 3 - Self-talk

The researcher in the third phase further established validity from the pilot study with 10 education experts with experience in educational research and methodology. The researcher cross checked the content to correspond with the item schema score and to what extent each reflected the specific domain of cultural competency levels, knowledge, skills, attitudes, and the thoughts on self-talk to determine if the questions measured those concepts. The final questionnaire included the two variables of cultural competency and self-talk and after feedback from the experts, the researcher revised the recommended edits. The final survey questionnaire contained questions on demographic data and continuous data for cultural competency and self-talk, based upon the two variables from the conceptual framework with three sections.

Reliability

Reliability refers to the extent to which research findings can be replicated. Reliability with a survey instrument is often an issue due to human experiences and confounding variables. Reliability was increased through triangulation in this research and the initial instrument was piloted with fifteen (one no response) people not included in the research population. The feedback from pilot participants was reviewed to edit the survey for length and content, all questions were changed to a Likert scale of five where applicable and

questions had a 0 or not applicable added where necessary. For the response format, the 1-5 Likert scale was utilized throughout because of its familiarity. The instrument was shortened with number of questions per concept from 8-13 questions and questions response categories made more quantifiable per feedback from pilot participants.

Psychometric properties of the survey: The instrument was then tested for reliability with Cronbach's Coefficient Alpha. Among the many types of reliability, and a commonly used metric; Cronbach's alpha was utilized to assess the internal consistency reliability of the survey. The internal consistency of the survey was acceptable to satisfactory. The established the widely cited minimum thresholds for internal consistency reliability for psychological and educational studies: .70 for acceptable, .80 for satisfactory, and .90 as adequate.

Table 1 below shows the reliability alpha for section 2 of the survey for cultural destructiveness, incapacity, and blindness was acceptable at .794. The reliability alpha for cultural pre-competency, competency, proficiency was satisfactory at .819. The reliability alpha for knowledge, skills, attitudes, thoughts was satisfactory at .844. Table 2 shows the reliability alpha for section 3 of the survey for self-talk. In section 3 of the survey the reliability alpha for self-talk was acceptable at .749. The final survey instrument can be found in appendix A, followed by the expert validation of the survey instrument forms for the surveys in appendix B. The following two tables, table 1 and table 2 show the reliability alpha for section two and three of the survey instrument.

Table1
Cultural Competency Reliability for Pilot Survey

_____

Reliability For Section 2:	Reliability Alpha
Cultural Destructiveness, Incapacity, Blindness	.794
(Q2, 11, 14, 21, 23, 25, 26)	
Cultural Pre-Competency, Competency, Proficiency	.819
(Q4, 5, 9, 15, 18, 19, 22)	
Knowledge, Skills, Attitudes, Thoughts	.844
(Q6,7,8,10,13,16,17,20,24,28,29,30)	

_____

Table 2
Self-Talk Reliability for Pilot Survey

Reliability For Section 3:	Reliability Alpha
Self-talk	.749
(Q2,5,8,11,14,17, 3,6,9,12,15,18)	

_____

Data Analysis

Quantitative data analysis was used to analyze the data from the final survey

instrument: mean, frequency, percentage, and correlation to test the relationship.

Furthermore, qualitative data analysis was done for understanding how situations in a

different culture, as a leader, may affect self-talk and how much leaders feel their self-talk

has changed when moving into a different culture. The responses were analyzed with a Nvivo

computer software and the rationale for quote inclusion in the qualitative analysis included in

the methodology the researcher chose was based upon Corden & Sainsbury (2006) and Javadi

& Zarea (2016). Quotes are used following the methods outlined for presentation of

qualitative findings using the methods of Corden & Sainsbury. "Using italicized type and

indenting the quotations were popular ways of doing this and considered to be traditional and readily recognized by readers." (Corden & Sainsbury, 2006, p. 22)

Research Objective 3

3. To determine the effects of self-talk on cultural competency in ISAT school leaders in Thailand.

Population/Sample

For objective three the total population consisted of again of leaders from international schools listed on the ISAT website as of March 19, 2019, this included 128 schools. Overall, international school leaders (Principals, Vice Principals, and Coordinators) from 115 schools were contacted for leadership participation and data was collected electronically and by paper copy until at least 89 responses were received per the Krejice and Morgan table of population size and sample size. In total 100 responses were received. The surveys were emailed to schools, direct emails, paper copies, and requested from known sources to be forwarded on to ISAT leaders. The survey was published on social media and through LinkedIn to reach the required response rate. No incentives were used to collect data. The sample was randomly self-selected from schools contacted and leaders' responses collected for those currently working in leadership roles within ISAT schools. The sample size of for the study was based upon the Krejice and Morgen table with a confidence level of 95% and a margin of error of 5%

School leaders were contacted three times: (1) email request for participation, (2) email request with link, and (3) follow-up reminder emails (Dillman, Smyth, & Christian, 2008). The first email described the purpose of the study and requested participation. The second email followed up to request participation. After seven days, a further email reminder was sent to non-respondents. After this, the survey was then

published on LinkedIn and International School Facebook pages to request international

school leaders' participation. The survey was open for a two-week period.

Research Instrument

Mixed methods research collects a variety of data types and uses varied analysis

techniques so that the combination strengthens results over single methodology designs

(DeCuir-Gunby, 2008; Onwuegbuzie & Johnson, 2006). The mixed method design is well-

suited for designing the research instruments. (DeCuir-Gunby, 2008; Vogt, King, & King,

2004). The research survey included questions for both qualitative data analysis regarding

ISAT leaders experience with self-talk in the acculturation process and quantitative data

analysis for self-talk and cultural competency levels. The overall purpose of qualitative

research is to achieve an in-depth understanding of how people make sense of the happenings

around them. Comprehensive data was gathered in the survey by asking open-ended

questions. The ultimate goal of qualitative research is to understand the viewpoints and

perspectives of the participants regarding their experiences with self-talk, acculturation, and

cultural competency.

Validity

Research validity refers to how well an instrument measures what it is proposed to

measure. To ensure the research validity of this study, the pilot study was conducted with 15

pilot participants who all worked in international education and then ten experts reviewed the

research instrument to ensure the validity of the work. Onwuegbuzie and Johnson (2006)

used the term "legitimation" (p. 48) and this was directly addressed through this study in

inside-outside "legitimation" (Onwuegbuzie & Johnson, 2006, p. 58). This legitimation takes

place during both the quantitative and qualitative research of the study. Inside-outside

legitimation was further validated by having ten individuals trained research methodology

provide objective feedback on the research instrument and then further having 20 education

experts reviewing the content analysis, interpretations made, and the strategies developed. This research utilized triangulation as a validation procedure, which serves to reduce bias and accurate interpretation of the data. With triangulation, multiple sources and methods are utilized, with experts and theories to provide supporting evidence. In this research multiple sources of data collection were employed, including interviews and a survey.

The self-reported survey questionnaire was developed over three phases. Phase one included research from literature and the interviews with educational experts. The operational definitions, concepts, and layout of the survey was derived from the theoretical and conceptual frameworks. The survey included continuous and discrete data, nominal, ordinal, and observational data. An informed consent form was included with the survey for all participants. The researcher developed the instrument to measure education background, years of experience, age, cultural experiences, gender, their organization diversity, stage of cultural competency, self-talk habits, self-talk awareness and classification, and perceived changes in self-talk. Each section and question beyond the demographic data worked to measure cultural competency and self-talk from the conceptual framework's variables identified. The questionnaire scoring schema had questions related to cultural destructiveness, cultural incapacity, culture blindness, cultural pre-competency, cultural competency, cultural proficiency, knowledge, skills, attitudes, and thoughts. The self-talk schema scored for constructive, destructive, and instructive self-talk. All responses were anonymous so that participants might more freely sharing their true feelings and thoughts on some of the sensitive questions and personal inner thoughts.

In the second phase the instrument was piloted with fifteen (one no response) participants not included in the population, of which four had a doctoral degree in education to get feedback for development and validity. This feedback was then used to

edit the pilot survey further. The pilot survey had both 5 and 6 level Likert scales

which were changed to all 5-point Likert scales for clarity based on feedback. The

questionnaire was initially arranged into four sections and from the pilot feedback

edited to three sections for the final instrument:

Section 1 - Demographic Data profile questions

Section 2 - Cultural Competency Development (Stages)

Section 3 - Self-talk

The researcher in the third phase further established validity from the pilot study

with 10 education experts with experience in educational research and methodology. The

researcher cross checked the content to correspond with the item schema score and to what

extent each reflected the specific domain of cultural competency levels, knowledge, skills,

attitudes, and the thoughts on self-talk to determine if the questions measured those concepts.

The final questionnaire included the two variables of cultural competency and self-talk and

after feedback from the experts, the researcher revised the recommended edits. The final

survey questionnaire contained questions on demographic data and continuous data for

cultural competency and self-talk, based upon the two variables from the conceptual

framework with three sections.

Reliability

Reliability refers to the extent to which research findings can be replicated. Reliability

with a survey instrument is often an issue due to human experiences and confounding

variables. Reliability was increased through triangulation in this research and the initial

instrument was piloted with fifteen (one no response) people not included in the research

population. The feedback from pilot participants was reviewed to edit the survey for length

and content, all questions were changed to a Likert scale of five where applicable and

questions had a 0 or not applicable added where necessary. For the response format, the 1-5

Likert scale was utilized throughout because of its familiarity. The instrument was shortened

with number of questions per concept from 8-13 questions and questions response categories

made more quantifiable per feedback from pilot participants. Psychometric properties of the

survey: The instrument was then tested for reliability with Cronbach's Coefficient Alpha.

Among the many types of reliability, and a commonly used metric; Cronbach's alpha was

utilized to assess the internal consistency reliability of the survey. The internal consistency of

the survey was acceptable to satisfactory. The established the widely cited minimum

thresholds for internal consistency reliability for psychological and educational studies: .70

for acceptable, .80 for satisfactory, and .90 as adequate. Table 1 and Table 2 on page 83 give

the section two and section three reliability alpha measures for the survey instrument and are

fully explained in research objective two. The final survey instrument can be found in

appendix A, followed by the expert validation forms for the survey instrument in appendix B.

Data Analysis

Quantitative Data Analysis was used to analyze the data from the final survey

instrument: The data was coded, and SPSS and Excel computer software were used to

determine correlation, mean, percentages. Further, multiple analysis of variance was utilized

to investigate the effect of self-talk on cultural competency. Multivariate analysis of variance

(MANOVA) is an extension of the analysis of variance (ANOVA). The differences among

various means on two or more response variables is studied. The hypothesis is a comparison

of vectors of group means. Further, the multivariate analysis of variance was used to study

the variance of self-talk: constructive, instructive, destructive and the cultural competency

level of the survey participants. A MANOVA was conducted since there was more than one

dependent variable in the study. The dependent variables were cultural competency levels of

cultural destructiveness, cultural incapacity, cultural blindness, cultural pre-competency,

cultural competency, and cultural proficiency. The independent variable of self-talk had three

groups; constructive, instructive and destructive. Groups were identified by participants classification on the survey. MANOVA was used to compare differences in cultural competency of leaders with reported constructive, instructive, and destructive self-talk levels among international school leaders in ISAT schools in Thailand. All tests used alpha = .05 for significance. Outliers were removed from the data.

Research Objective 4

4. To develop self-talk strategies for cultural competency for international education leaders.

Source of data

Results from objectives one to three were used to inform the development of self-talk strategies for cultural competency for international education leaders. The results from the interviews and survey served as the foundation for the development of self-talk strategies for cultural competency development. A strategy is a plan of action designed to achieve a specific goal. Strategy is about awareness, choosing what not to do, as much as choosing what to do, deliberately and consciously chosen course of action. Strategies are planned in advance of the actions to which they apply, and strategies are developed consciously and purposefully towards achieving a goal outcome.

Data Collection Methods

All of the data for objective number four was based upon the data collected in objectives one through three with the interviews and survey data. This data was collected from ISAT international school leaders in Thailand. The participants were recruited utilizing the tailored design method (Dillman, Smyth, & Christian, 2008). This method for web surveys recommends that the researcher:

- Personalize contacts with sender name, address, and subject line
- Contact multiple times/vary messages
- Send timed contacts

- Use short emails

- Send batches in small numbers to avoid Spam filters

- Provide clear instructions for access

- Establish procedure for bounced emails and respondent inquiries

- Monitor progress and evaluate early completes

School leaders were contacted three times: (1) email request for participation, (2) email request with link, and (3) follow-up reminder emails (Dillman, Smyth, & Christian, 2008). The first email described the purpose of the study and requested participation for either the interview or the survey. The second email followed up to request participation. After seven days, a further email reminder was sent to non-respondents. After this, the survey was then published on LinkedIn and International School Facebook pages to request further international school leaders' participation.

Data Analysis

The interview transcripts were analyzed using an iterative six-phase thematic analysis process (Braun & Clarke, 2006). First, the transcripts were read and reread. Then transcripts were coded with the research questions and theoretical framework in mind, key statements were highlighted, and nodes were created summarizing each statement in an answer that contributed towards a strategy. Second, categorical codes were generated from the data. The initial codes were a priori based on the dimensions of cultural competency stages, positive, constructive, and destructive self-talk, and acculturation. The coding was aligned with the theoretical framework for constructive, instructive, and destructive self-talk. Third, codes were analyzed for patterns and themes and gathering like data together in a matrix (Onwuegbuzie & Leech, 2006). Fourth, themes were examined for internal homogeneity and external heterogeneity (Braun & Clarke, 2006). Then, data was reviewed so the themes were conceptually comprehensive based on the literature and supported by the data based on

participants' contexts and until the themes were internally consistent, and mutually exclusive

(Braun & Clarke, 2006, p. 92).

The steps followed were:

1. Prepare sources for analysis.

2. Import all sources into NVivo 11 Plus computer program.

3. Prepare nodes by coding sources

4. Prepare a summary of the thematic analysis of the data in framework matrices

5. Results of the content analysis to develop strategies

The strategies were developed by (1) identifying the objective and starting point in

developing cultural competency, (2) setting the goal, (3) developing success criteria, (4)

evaluate and assess, (5) next steps in self-talk strategies.

Summary of the Research Process

Research objective	Source of Data or Sample	Data Collection Method or Research Instrument	Data Analysis	Expected Results
1. To determine current self-talk used by ISAT school leaders in Thailand.	15 Experts – ISAT school leaders - Heads of Schools and Directors, Principals, Vice Principals, Coordinators or equivalent	Semi-structured Interviews	Qualitative analysis of transcripts of the interviews	Current use of self-talk for international educational leaders.
2. To determine experiences of self-talk and cultural competency of ISAT school leaders in Thailand.	Population = 115 ISAT schools Sample Size = 100 school leaders from ISAT schools (Krejice and Morgan Sampling Method) Heads of School, Principals, Vice Principals, Coordinators, or equivalent	Survey of self-talk and cultural competency (constructed from findings from objective 1)	Statistical Analysis: Frequency Mean Percentage	Current self-talk and cultural competency stages for international educational leaders.
3. To determine the effects of self-talk on cultural competency in ISAT school leaders in Thailand.	Findings from Objective 2	Survey of self-talk and cultural competency (constructed from findings from objective 1)	Multivariate Analysis of Variance (MANOVA)	The effect of self-talk on cultural competency in international educational leaders in Thailand.
4. To develop self-talk strategies for cultural competency for international education leaders.	Findings from Objectives 1-3	Semi-structured interviews and survey of self-talk and cultural competency	Strategies validated by experts in international education with a Masters or Ph.D.	Self-talk strategies for cultural competency for international education leaders.

Figure 3. Summary of the research process.

CHAPTER IV

RESEARCH FINDINGS

Introduction

The aim of this research study was to examine the use of self-talk and cultural competency of international school leaders in ISAT schools in Thailand and then develop self-talk strategies for cultural competency for international school leaders through a mixed methods research approach. The research responded in answering the following research questions and objectives.

Research Questions

1. How was self-talk currently used in an international educational leadership context?

2. What were the experiences of self-talk of international education leaders in the acculturation process?

3. What was the relationship between self-talk and cultural competency in international education leadership currently in Thailand?

4. What self-talk strategies could be used to enhance cultural competency?

Research Objectives

1. To determine current self-talk used by ISAT school leaders in Thailand.

2. To determine experiences of self-talk and cultural competency of ISAT school leaders in Thailand.

3. To determine the effects of self-talk on cultural competency in ISAT school leaders in Thailand.

4. To develop self-talk strategies for cultural competency for international education leaders.

Research Findings

The research findings were presented in three parts corresponding to each of the four research objectives:

Part 1 – Research Objective 1 - Qualitative data analysis

Part 2 – Research Objective 2 – Qualitative data analysis

Part 3 – Research Objective 3 – Quantitative data analysis

Part 3 – Research Objective 4 - Development of self-talk strategies for cultural competency for international education leaders

Part 1

Research Objective 1

This study included interviews with 16 experts working within ISAT international schools in Thailand plus a research expert in cultural competency recommended by an interviewee during an interview for a total of 16 interviewees. The of the interviewees had leadership experience of 2-36 years, a Master's in education or more, and were in a leadership position at their current workplace. During the interviews it was revealed that one of the participants had not yet finished the master's degree in education. The interviewees included a diverse cross-section of leadership specifically to include all levels representation for school leadership and three education experts. There were two international board member/expert researchers in the field of international education leadership selected, two Director or Chair, Executive Board & School Directors, five Heads of Schools, two Primary Principals, two Primary Vice/Assistant Principals, one Middle School Principal, one High School Principal, and one PYP Curriculum Coordinator. The cross-section of experts chosen represented at least one person representing each level of leadership in the typical international school

to ensure the diversity and to inform the development of the survey instrument. There

were six female leaders and ten male leaders represented. Three of the participants were

from Australia, three from USA, three from England, two from Canada, two from

Thailand, and one each from Scotland and India to try to ensure distribution of

perspective across cultures for a global perspective. The participants are identified by

coding number and all identifying information was removed to ensure ethical

compliance for research. The following table 3 gives the demographic data for the

experts interviewed. The experts had an average of 18.625 total years in education.

They had an average of 4.625 countries that they had worked in.

Table 3 below shows full participant demographic data for the expert interviews

conducted in person or by Zoom meeting online for objective one in the research interviews.

The participant number, country, position, education level, experience, and gender are given

for all of the participants in the interviews conducted.
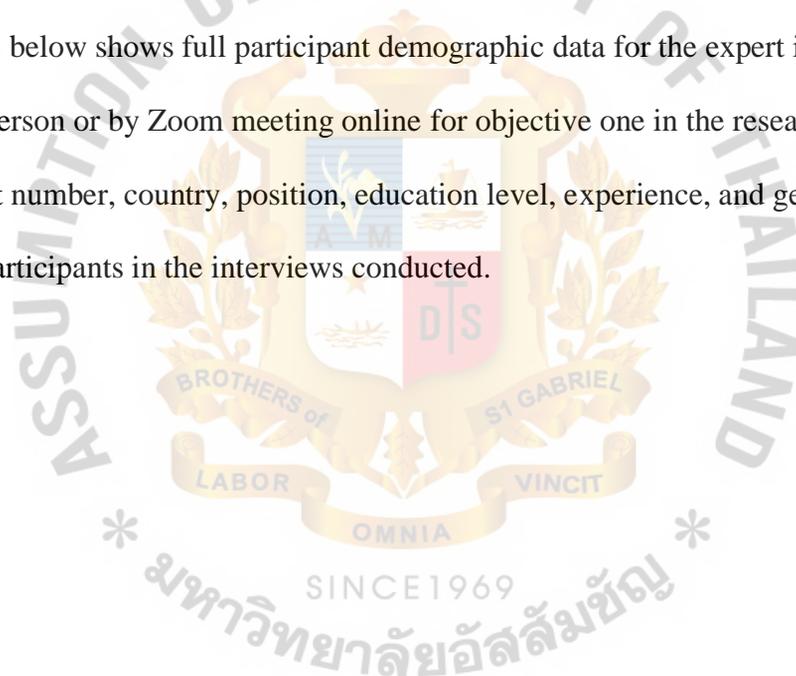
Table 3

Demographic Data for Expert Interviews

_____

Participant Number	Home Country	Current Position	Education	Experience: Countries Worked in Education	Gender	Years Experience In Education
Participant 1	USA	Principal MS	PhD	3	Male	10
Participant 2	India	Director	PhD	10	Female	18
Participant 3	Thai	Head of School	PhD	2	Female	25
Participant 4	USA	Principal PS	PhD	2	Female	15
Participant 5	Australia	Researcher	PhD	3	Male	10
Participant 6	Australia	Principal	MEd	6	Male	14
Participant 7	Scotland	Curriculum Coordinator	BEd	12	Female	26
Participant 8	Thai	Director	MEd	2	Female	30
Participant 9	Canada	Head of School	MEd	2	Male	9
Participant 10	UK	Assistant Principal/ Curriculum Coordinator	MEd	3	Male	15
Participant 11	UK	Head of School	PhD	3	Male	24
Participant 12	UK	Director	MEd	2	Male	21
Participant 13	Australia	Board Executive/Expert	MEd	15	Male	20
Participant 14	UK	Head of School	MEd	3	Female	26
Participant 15	USA	Principal HS	MEd	2	Male	20
Participant 16	Canada	Vice Principal PS	MEd	4	Male	15

Table 4

Interview Participants Home Country

Country	UK	USA	Australia	Canada	Thailand	India	Scotland
Percentage of participants	25%	18.8%	18.8%	12.5%	12.5%	6.3%	6.3%

Table 4 above illustrates the home countries of all of the participants, with the most participants from the UK, USA, and Australia, followed by Canada, Thailand, India and Scotland. The range of different cultures gives a global perspective for diversity and an authentic representation of international school diversity in the participants in the expert research interviews. A total of seven different countries were represented in the 16 expert interviews.

Table 5

Interview Participants Current Position

Current Position	Board Executive/ Expert	Director	Head of School	Principal	Vice Principal	Assistant Principal	Curriculum Coordinator
Percentage of participants	12.5%	18.8%	25%	25%	6.3%	6.3%	6.3%

Table 5 above shows the current positions held by participants interviewed. A diverse selection of positions was represented to inform the development of the research survey instrument and to give a wider perspective from all international school leadership levels. Upper level management of Board Executive/Experts, Directors, and Heads of Schools accounted for a total of 56.3% of the interview participants, with Principals accounting for 25% of the total interview participants, and then Vice/Assistant Principals and Curriculum Coordinators accounting for 18.9% of the participants interviewed. It was important to include all levels of leadership for perspective in developing the research survey instrument.

Table 6

Education Level Percentage of Interview Participants Demographic Data

Education	Percentage
BEd	6.3
MEd	56.3
PhD	37.5

Table 6 above shows that combined together 93.8% of the interview participants had a Master's in Education degree or Doctor of Philosophy or Doctor of Education degree. Only one participant who was thought to have a Master's in Education self-reported during the interview that they had not actually completed the degree at the time of the interview.

Table 7

Gender of Participants Demographic Data

Gender	Percentage
Female	37.5
Male	62.5
Non-Binary	0
Total	16

Table 7 above shows that 37.5% of the interview participants were women, followed by 62.5% male interview participants. No non-binary or third gender participants were interviewed or self-reported in the research participants.

Table 8

Education Experience - Average Number of Years' Experience

Number of Participants	Experience in Years - Number of Countries Worked In Education	Experience in Years - In Education
16	4.625	18.625

Table 8 shows the average number of countries that the expert interview participants have worked in education in, followed by the average number of years' experience in education for all of the 16 participants. Overall, participants have worked in a total of 2-12 different countries in education and had anywhere from 9-30 years of experience working in education.

Qualitative Analysis

The transcripts from the interviews were used in data analysis. The transcripts were not changed: jargon, colloquial language, and slang words were not adjusted for and transcripts kept the full text without "tidying up" (Corden & Sainsbury, 2006) and in the dissertation quotes were "tidied up" for double words and stutter starts and stops only for readability in accordance with Corden & Sainsbury (2006) and Javadi & Zarea (2016). Seidman (2006) argues that "all the in-depth interviews should be transcribed word by word, because every word that a participant speaks reflects his consciousness." Paraphrasing or making summaries should not be done as they may cause researchers to make judgments about the important and relevant content. The interview transcripts were analyzed using an iterative six-phase thematic analysis process (Braun & Clarke, 2006). First, the transcripts were read and reread. Then transcripts were coded with the research questions and theoretical framework in mind, key statements were highlighted, and nodes were created summarizing each statement in an answer. Second, categorical codes were generated from the data. The initial codes were a priori based on the dimensions of cultural competency stages, positive,

constructive, and destructive self-talk, and acculturation. Key statements that did not directly

align with the theoretical framework, en vivo codes were created. Third, codes were analyzed

for patterns and themes and gathering like data together in a matrix (Onwuegbuzie & Leech,

2006). Fourth, themes were examined for internal homogeneity and external heterogeneity

(Braun & Clarke, 2006). Then, data was reviewed so the themes were conceptually

comprehensive based on the literature and supported by the data based on participants'

contexts and until the themes were internally consistent, and mutually exclusive (Braun &

Clarke, 2006, p. 92). Coding was used to identify interviewees in the transcriptions and

analysis to protect their identity. No personally identifying information about the

interviewees was disclosed in any written documents.

The transcripts were coded from the framework of constructive, instructive, and

destructive self-talk, cultural competency, attitudes, skills, knowledge, acculturation, cultural

competency stage indicators, and for emergent themes. This coding created the nodes for

self-talk to determine current self-talk used by ISAT school leaders in Thailand. The

transcripts and articles were then selectively coded further for any information relating to

self-talk and cultural competency and analysis of interviewee speech patterns for self-talk

analysis.

Research Interview Qualitative Analysis Findings

The research interviews were key to further understanding the use of self-talk of

international education leaders in ISAT schools. The interviews were semi-structured with

the interviewer prepared with a list of potential questions coded for the conceptual framework

themes of constructive, destructive, and instructive self-talk, and cultural competency stages

of Cultural Destructiveness to Cultural Proficiency, and knowledge, skills, and attitudes. The

interviews were conducted both inductively and deductively, allowing for discussion and

further questioning of interviewees surrounding their responses and emerging themes. As

much as possible the researcher mirrored words back to interviewees to encourage further discussion of important themes in the interviewees on words and clarified for interpretive meaning. This hybrid method allows for rich qualitative data for analysis. The researcher practiced doing the interviews before the actual start of the first interview with pilot test interviewees. Next, interviews were scheduled with identified experts working in ISAT schools in Bangkok, Thailand either in person or by Zoom meeting for participants who were overseas at the moment, or if scheduling did not permit an in-person meeting. Each real interview was recorded, and a transcript prepared with the speakers tagged in the online program otter.ai. The transcripts were then checked for accuracy and downloaded to pdf format. The files were then imported into Nvivo software for coding and analysis. First, the demographic data attributes were established, and data coded for analysis with SPSS or Excel.

Next, the codebook and nodes were established based upon the conceptual frameworks and nodes created for each of the following 26 themes in table 9 below which shows the number of sources and references. The nodes and sources themes for coding the interview transcripts where developed a priori from the conceptual frameworks of the research. The nodes and themes were based upon cultural competency, cultural competency levels, acculturation, strategies, and self-talk by constructive, instructive, and destructive thoughts.

Table 9

Nodes and Sources Themes for Coding Interview Transcripts Developed a Priori From the Conceptual Frameworks

Theme	Sources	References
Cultural Competency	14	926
Attitudes	14	163
Knowledge	14	152
Know Yourself	11	40
Skills	14	611
Communication	12	92
Speech Communication	2	3
Leadership	12	151
Reflection	11	168
Relationship Building	10	69
Cultural Competency - Levels	13	153
Cultural Incapacity	12	73
Stereotypes or Bias	11	48
Cultural Competency	10	43
Cultural Blindness	7	12
Cultural Destructiveness	4	6
Cultural Pre-Competency	4	11
Cultural Proficiency	4	8
Acculturation	12	150
Strategies	12	64
Questioning	9	47
Self-Talk	9	102
Constructive	10	29
Destructive	10	25
Instructive	10	45
Thoughts	6	42

Inductive and deductive analysis was used in a hybrid approach with additional nodes added for interview content that was worth noting, however did not fit into the a priori conceptual frameworks. As the researcher coded the text of the interview transcripts, inductive codes were created for data that described or gave a new important theme observed in the text (Javadi & Zarea, 2016). These additional codes were either separate from the predetermined codes or they expanded a code from the codebook. Semantic themes based upon what the participant said were utilized, with no latent themes or interpretation utilized at this stage. Data is explained and developed from existing patterns that are organized by content and summarization.

Table 10

Initial Deductive Node Descriptors from Conceptual Framework

Node Name:	Descriptor:
Attitudes	Respect, openness, curiosity, discovery, and seeking out cultural interactions to analyze cultural attributes without prejudice or criticism and seeing ambiguity positively to work beyond the comfort zone.
Constructive Self-talk	Any internal auditory digital communication that is helpful, positive in nature, dictates, strengthens, governs, or encourages increases in self-approval, self-worth, self-efficacy, and performance results.
Cultural Blindness	Represents beliefs that culture makes no difference - people are the same. Values of the dominant culture are presumed to be universally applicable and beneficial. (Non-dominant culture thought to not meet expectations)
Cultural Competency	The ability to effectively engage in mutually beneficial professional relationships and communications in an intercultural or complex intercultural context.
Cultural Destructiveness	Attitudes, policies, and practices destructive to cultures and individuals.
Cultural Incapacity	Awareness of limitations of cross-cultural communications. The desire to be fair and equitable with appropriate cultural sensitivity. Frustration may come from not knowing what is possible/how to proceed.
Cultural Pre-competency	Awareness of limitations of cross-cultural communications. The desire to be fair and equitable with appropriate cultural sensitivity. Frustration may come from not knowing what is possible/how to proceed.
Cultural Proficiency	When culture is held in high esteem and one seeks to add to their knowledge by reading, studying, conducting research, and developing new approaches for culturally competent practice.
Destructive Self-talk	Any internal auditory digital communication that is NOT helpful, positive in nature, dictates, strengthens, governs, or encourages increases in self-approval, self-worth, self-efficacy, and performance results.
Instructive Self-talk	Any internal auditory digital communication that is meant to instruct actions within the person or instruct in cognitive functions towards an outcome.
Knowledge	Cultural self-awareness, specific cultural knowledge, language development, awareness of issues.
Self-talk	Internal auditory digital intrapersonal communication with oneself.
Skills	Listening, observing, analyzing, interpreting, evaluating, reflecting, resilience, valuing others' perspectives, and communication skills; both verbal and non-verbal.

The descriptors in table 10 above defined each node description and were utilized in

interviews so the meanings were clarified between interviewer and interviewee for common

understanding where appropriate and necessary. Table 11 shows the code theme descriptors

developed inductively from the themes based upon interviewee responses.

Table 11

Codes Developed Inductively from Data Driven Themes Related to Interviewee Responses

Node Name	Descriptor
Acculturation	The process of assimilation to a different culture, typically the dominant one, that may impact both social and psychological well-being.
Feedback for Research	Any potential feedback for the researcher from the experts being interviewed.
Know Yourself	Understanding how a person develops their identity, core values, and how to use self-care effectively.
Questioning	Asking questions to guide or influence thinking in oneself.
Thoughts	Any process or the action of thinking; ideas or opinions produced by thinking or occurring suddenly in the mind.
Communication	The imparting or exchanging of information or news; any means of sending or receiving information, verbally or nonverbally.
Speech Communication	Verbally imparting or receiving or exchanging information or news.
Reflection	Serious thought, consideration, or deliberations. Metacognition.
Relationship Building	As a leader, developing effective working relationships with everyone in the organization.
Stereotypes or Bias	A widely held but fixed and oversimplified image or idea of a particular type of person or thing. Prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.
Strategies	A plan of action designed to achieve a major or overall aim.

The final resulting themes that were utilized are aggregated in table 12 with a final total of 23 nodes coded for in Nvivo from the interview transcripts that were used to analyze the interview transcripts.

Table 12

Final Aggregated Nodes and Sources from Expert Interviews

Node	Sources	References
Acculturation	12	150
Attitudes	14	163
Communication	14	95
Constructive Self-talk	10	29
Cultural Blindness	7	12
Cultural Competency	10	43
Cultural Destructiveness	4	6
Cultural Incapacity	12	73
Cultural Pre-competency	4	11
Cultural Proficiency	4	8
Destructive Self-talk	10	25
Instructive Self-talk	10	45
Know Yourself	11	40
Knowledge	14	152
Leadership	12	151
Questioning	9	47
Reflection	11	168
Relationship Building	10	69
Self-talk	9	102
Skills	14	611
Stereotypes or Bias	11	48
Strategies	12	64
Thoughts	6	42

The following section will now discuss the findings of the interviews and all of the quotations are used based upon the protocol outlined within Corden & Sainsbury (2006) and Javadi & Zarea (2016). The quotations from the interview transcripts were "tidied up" for double words, stutters, and starts and stops for readability. Jargon, colloquial language, and slang words were not edited. (Corden & Sainsbury, 2006) and in the dissertation findings quotations were "tidied up" for double words and stutter starts and stops only for readability in accordance with Corden & Sainsbury (2006) and Javadi & Zarea (2016). Table 13 below gives the full list of rationale for quote inclusion in the qualitative analysis write up included in the methodology the researcher chose based upon Corden & Sainsbury (2006) and Javadi & Zarea (2016). Quotes are used following the methods outlined for presentation of qualitative findings using the methods of Corden & Sainsbury. *"Using italicized type and indenting the quotations were popular ways of doing this and considered to be traditional and readily recognized by readers."* (Corden & Sainsbury, 2006, p. 22) Interviewees were coded by letter and number to give the quotations and were not identified by name throughout the text of this dissertation to ensure that anonymity is maintained for ethical compliance.

Table 13

Purpose of Presenting Spoken Words (Corden & Sainsbury, 2006)

Purpose of Presenting Spoken Words:
Presenting discourse as the matter of enquiry
Presenting quotations as evidence
Presenting spoken words for explanation
Using quotations as illustration
Using quotations to deepen understanding
Using spoken words to enable voice
Using quotations to enhance readability

Qualitative Analysis of Interview Transcripts by Theme

This section will be organized by the aggregation of themes into the conceptual framework. The interactions of each part of the framework are complex and interrelated in terms of influence and impact. At any point in time one area can potentially influence another area to change the level of effectiveness, success, understanding, or self-efficacy of a leader. The qualitative analysis will be aggregated into the following conceptual frameworks in Table 14 with leadership being an underlying central common thread throughout each in the context of international education leadership.

Table 14

Conceptual Framework Aggregated Theme Analysis

1	Acculturation
2	Cultural Competency - Attitudes, Knowledge, Skills
3	Cultural Competency - Stages
4	Self-talk - Constructive, Destructive, Instructive

Research Findings - Acculturation

The first theme in aggregated alphabetical order is acculturation. Acculturation is the process of assimilation to a different culture, typically the dominant one, that may impact both social and psychological well-being. The experts interviewed had an average of 4.625 countries that they have worked in and had rich experiences to share on the acculturation process, what it was to them, beliefs and thinking that occurred, and examples of the challenges and opportunities encountered. All names and identifying information are removed to ensure the responses are kept confidential as per the informed consent agreement.

The first experiences of a person working in a new culture can set them up for how well the adapt and assimilate to the new culture. In working in ISAT international schools interviewees felt for the most part that schools did help them to adjust to Thai culture during

the orientation and induction process. All interviewees who were non-Thai felt that working in Thailand culture took time to adjust to and the Thai culture course or orientation was a start but that more is needed to help people to adjust, such as language courses, experiential learning outside of school, customs, and navigating daily life outside of work.

The interviewees often described the acculturation process and the experience of acculturation in Thailand and other countries as difficult and a real change from their home culture in terms of the environment, communicating, their personality and leadership styles having to change, and working with so many ambiguous situations.

The next emerging issue for acculturation was around developing language skills in a new culture. Understanding how to live and accomplish basic tasks outside of school was a concern for many of the participants. Everyday issues such as taxis, getting food, shopping, banking, and general daily life was complicated by the lack of language. Some participants felt that they should be learning the language faster or more. The differences in moving into Thai culture was thought to be very different from the home culture and not being able to speak the language made the transition even more challenging. The cultural context is important to understand because in some cases learning the language but not speaking it well could potentially cause more issues within certain cultures than not knowing the language at all. Often interviewees felt Thai people appreciated their efforts but examples of other cultures where the efforts were not appreciated were given.

The next area for exploration was the idea of how the process of acculturation changed a person and their self-talk in moving into a new culture. Most participants did think that through the process of moving to a new culture that their outlook, worldview, and thinking had changed by the acculturation process. Some participants felt the conflict of understanding opposing values and systems potential found within a different culture and new country. Most participants responded that as they noticed things in the new culture

around them that they questioned and used self-talk to "figure out" and reflect upon what to do and how to adapt. All participants felt that there was a "culture shock" period and difficulties in adapting to a new culture in terms of understanding how to live in the new society. These difficulties, changes in a person's way of being or doing things, or frustrations are expressed, and examples given of how Thailand might be thought of as behind in social justice issues such as gender, power, cultural, communication, and education beliefs.

Some cultures also presented difficulties and frustrations with feelings of oppression and personal freedoms as compared with the home culture which might lead to feelings of isolation from the environment and culture around. In most responses' participants discussed their own self-talk processes and what they were truly feeling throughout the challenges, transitions, and adaptations to a new culture and what others might need in order to feel successful in a transition in terms of helping other teachers adjust.

Participants frequently mentioned their self-reflection on cultural adaptations, cultural communications, and navigating the process of acculturation with all of the challenges and pitfalls. In understanding how shifts in perspectives and self-talk around core values responses were varied and ranged from accepting and understanding the they are a guest in the country and new culture and that they need to look to reflect and understand differences without judging the culture but had some difficulties with moral dilemmas over some values they held as important to who they are as a person.

Understanding their own personal identity was helpful for some participants and they directly looked at how they needed to use their knowledge to help them navigate the process. Participants directly mentioned some of the key theoretical components in terms of key skills and attitudes such as flexibility, curiosity, open mindedness, and patience.

Participants mentioned different time frames for feeling adapted to a new culture and some participants felt they cycled through the acculturation phases again and again depending

upon experiences and circumstances. Some participants noted that in some cultures they would never feel adapted and acculturated due to the differences and experiences.

The cultural communication during adaptation was mentioned as something to be noted for even within teams who were "Western" but all from different countries so therefor did not share common understandings and communication styles. Leadership during this period of transition was also mentioned as reflections that understanding cultural competency would be something to consider for being a more effective leader.

Participants as leaders in ISAT international schools reflected upon how to navigate leadership effectiveness in a complex intercultural setting. Some, more than others, reflected upon what it meant to be an intercultural leader and how to navigate that process in a new country. Communicating effectively as a leader in a new culture came up with some participants being aware of how their communications came across to others and other cultures and how they needed to change communication styles in order to be effective within their organization.

Some evidence of changed self-talk was apparent in responses from participants and they had directly reflected upon and were aware of their current situations and how their past experiences in life either prepared them or not for a leadership position in a complex intercultural setting.

Some respondents had done reflection and some respondents had done very little to none on how they had changed and developed with cultural experiences to add to their worldview.

Cultural sensitivity during the acculturation process was mentioned again in the challenges found in common school practices and events that brought up issues of values and understanding between cultures.

Participants often mentioned frustrations and how they were dealt with or processed and for some ignored until they caused significant discomfort that resulted in reflecting upon relocation to either a new culture or back to their home country. Sometimes it was both the cultural of the country and sometimes it was both the culture of the country and the culture of the school compounding issues with acculturation. Some participants noted that self-talk is a strategy that really helps them to process and deal with challenges but even with it their experiences in a culture could not be overcome with positive self-talk and they chose to leave.

Some participants noted the communication issues during acculturation and all of the miscommunications that caused significant challenges in working with people from other cultures and how perhaps knowing beforehand a bit more about how to communicate effectively in a given culture they might have approached things differently. There were also issues with being culturally insensitive and thinking that different cultural communication styles and ways of being "need" to be changed or that they are not fully confident in themselves.

During the acculturation process the idea of status often was mentioned because in various cultures it may or may not exist and moving from a freer society into one with levels of status, caste systems, or hierarchical attitudes was often challenging for some participants.

Cultural miscommunications led to frustrations that some participants took action to find outside support to help process and understand in order to work in a particular school setting. These instances during acculturation perhaps may have been avoided with knowledge, skills, and attitudes of how to communicate more effectively and sensitively when becoming acculturated to a new culture.

Understanding the ways of communicating and acculturating to a new country had some participants reaching out to school administration to create awareness of experiences so

others may benefit from the knowledge of how circumstances affect people within an organization.

Some participants noted that their ability for metacognition during the acculturation process was lessened and developed over time. This is perhaps a brain coping mechanism related to cognitive overload as new hires are acculturated to both the school and a new country at the same time. This affected leadership effectiveness, general life happiness, and communication as well.

Sometimes the acculturation process across different cultures coping strategies may not apply and some ways of coping may apply and help build effectiveness for leaders in communicating and interacting with all of the many stakeholders in an organization and within a community setting for daily life. One of the experts also noted that someone may be very successful in one culture and then move to another country and really do very poorly in leadership in the new cultural context.

Understanding how acculturation affects different genders as well may be important for research due to the nature of dealing with much different levels of oppression and freedom and power for women versus men in international education leadership. One respondent said that for the Middle East the requirement that was you needed to be male in order to be a Head of School so this is a bigger issue outside of acculturation and concurrently embedded and enmeshed in the process for women who are leaders going into certain cultures and their experiences with people from that culture. Some respondents who were female felt the need to change their communication style and personality to adapt to the new culture. Communication for female leaders was mentioned to be something they thought about and reflected upon frequently.

Interview participants mentioned the concept of looking for commonalities with people in order to develop effective working relationships in a leadership context. This was

something mentioned in regard to values, culture, family; any commonality that might help develop a relationship during the acculturation process to facilitate communication when they were just becoming accustomed to a new culture. From that understanding that certain strategies may or may not work across cultures and may in fact have the opposite intended effect. Participants found others helpful in asking for advice from others during the acculturation challenges in order to more effectively cope with the change.

Participants mentioned that other factors may influence the successful navigation of acculturation such the culture within different school organizations. This would be an area for further research to understand the interplay and interactions of acculturation and organizational culture.

Understanding how to first seek out the cultural adaptation level of participants seemed to underscore how difficult it is to navigate the process of helping new hires in the acculturation process as some forms of activities designed to develop awareness and sensitivity were utilized, however the desired effect was diametrically opposed. The timing of the activities during a cognitive overload period may also be a contributing factor with more analysis necessary to ascertain the relationship.

Most leaders felt that it was important to build working relationships during their acculturation and reassure everyone within the organization that they would not be introducing any immediate changes. It was important to find out about and connect with people on a more personal level and understand the dynamics at play within the informal culture of the organization.

Participants directly reflected upon how useful self-talk is for their acculturation and how it would perhaps have a wider application for all of the stakeholders within an organization and how to go about working with complex intercultural situation where there are cultural divides and rifts. Self-talk is mentioned to be a strategy for not only increasing

cultural competency but in order to be successful in other areas of life as well and how to help bring that into an organization to help create that shifts and changes in mindset.

Understanding how diversity impacts upon the acculturation process in terms of the previous life experiences of a person will also impact upon how well they are able to adjust within a new culture. This can potentially create increased culture shock during the acculturation period for some individuals. Again to help overcome that a strategy that some used was looking for commonalities with people and understanding how to work with cross cultural communications astutely. Diversity and really different value systems need to be something that are looked at and awareness is necessary to navigate it effectively as a leader.

Bias is mentioned in some of the interviews as something that is there inherent in human interactions and sometimes developed during the acculturation process as perhaps a response to the frustrations that are experienced in navigating a new culture. For example, with the communication styles, religion, beliefs, values, and other importantly held ideals; how as international leaders can understanding be developed to work within the cultural complex organization.

Most leaders interviewed were cognizant of the extra support that some need in adjusting to a new culture and the whole acculturation process. The discussed the need for coaching and belief that they can support teachers through the difficult process, that for some however, a certain culture may never suit them, and their life experiences, and it is best to help them move to a more suitable place for them.

Leaders also need this support through the acculturation process and need help in understanding communication and working within culturally diverse contexts. To be successful awareness of the difficulties that are inherent in acculturation can help to be conscious of the intercultural competency aspects of leaders and acculturation.

When it comes to cultural customs that is another factor that leaders new to a culture must face and develop an understanding quickly or risk offending stakeholders and alienating those who they will need buy in and a good working faith from in order to be a successful leader. For example, using the wai, bowing, shaking hands, or other common cultural gestures for greetings are something that all newcomers in a culture must figure out and either accommodate, assimilate, or in some way adapt to in order to work within the new culture. New leaders often face a large task acculturating and leading and reflection could help them navigate the acculturation process more effectively.

Communication for leaders new to a culture is often difficult from many points beyond the cultural communication styles it also includes the language levels of those involved as well as those that will be potentially translating the message, something that is often very hard to gauge what is actually being said when you do not understand a language well.

Overall, the concept of acculturation is a difficult, nebulous, and complex concept to measure, ascertain, and understand. Each person, due to the nature of their own life, culture, experiences, family of origin, training, and education may be affected in a variety of ways by the acculturation process regardless of outside forces and influence and they may react differently in different cultures depending upon circumstances; being successful in one culture does not necessarily translate into success in other culture. Training, coaching, support, and understanding the distinct needs of a person based upon their own unique situation and personality is potentially the best tactic to address needs in a complex and culturally diverse organization such as in an international school. More research would potentially help to bring to light furthered understanding of this topic and how acculturation can best be navigated within the context of international education for all stakeholders.

Research Findings - Cultural Competency - Attitudes, Skills, Knowledge

This section will discuss the cultural competency of international school leaders in

relation to the attitudes, skills, and knowledge needed for cultural competency. The

following table 15 gives the descriptors for all three categories of leadership attributes to

enhance cultural competency.

Table 15

Cultural Competency - Attitudes, Skills, and Knowledge

Cultural Competency	Descriptor
Attitudes	Respect, openness, curiosity, discovery, and seeking out cultural interactions to analyze cultural attributes without prejudice or criticism and seeing ambiguity positively to work beyond the comfort zone.
Skills	Listening, observing, analyzing, interpreting, evaluating, reflecting, resilience, valuing others' perspectives, and communication skills; both verbal and non-verbal.
Knowledge	Cultural self-awareness, specific cultural knowledge, language development, awareness of issues.

Attitudes

Attitudes are an important factor for international school leader effectiveness. The

concepts of respect, openness, curiosity, discovery, and seeking out cultural interactions to

analyze cultural attributes without prejudice or criticism and seeing ambiguity positively to

work beyond the comfort zone are important themes for analysis in relation to effective

international education leadership.

Respect

In the interviews the theme of respect was discussed in the context of international

education leaders needing to have an understanding on how to build working relationships

with stakeholders in their organization, in acculturation, and in working in a culturally

complex and diverse organization. Some of the interviewees discussed respect in terms of character in addition. Leadership requires complex nuances of respect in cultural communications with different cultures to create an effective outcome.

In terms of working with others in diverse settings leaders must convey their understanding and respect regardless of personally held values such as religion, sexual orientation, and personal values. Even working in an organization at complete odds with leadership values such as religion a leader can still be effective by finding the commonalities of the common goals in education and with respect for all stakeholders to navigate potentially difficult situations. With that it also entails being professional and a role model for students, parents, teachers, and the community.

Respect for all cultures and for understanding others helps leaders more effectively communicate and provides a foundation for communication to enable community members to engage and work to achieve the vision and mission of the organization. Respect is the first attitude that enables a culture in an organization to be caring and inclusive towards all members of the community. It is a foundation for all to build upon in diversity to create a stronger culturally competent organization.

Openness

Openness is an attitude in relation to suspending judgement and being willing to learn about and experience other cultures and find out the differences and to do that comparative analysis without criticism or judgements. It is about having an attitude of "looking for the good" in others and accepting others for who they are. Leaders need to be able to demonstrate this skill with all of the stakeholders in an international school and learn about everyone in the organization with an open-minded regard for all. Understanding that finding commonalities is critical and accepting the differences in people is central to being open minded as a leader.

Curiosity

This attribute for cultural competency helps build a solid foundation for cultural communication and for helping a leader navigate the acculturation process more effectively. Curiosity allows a person to challenge beliefs, question understandings and thoughts, build relationships with others regardless of personal values and it helps in having difficult conversations when a leader must face issues and that curiosity allows for an open mind towards the conversation and the involved parties. Curiosity is key in helping to bridge gaps in communication and overcome barriers to engagement. Curiosity allows for questioning and reflecting which allows a leader to develop a better understanding of situations, themselves, the organization, and everyone involved.

Discovery

This is important for navigating the acculturation to a new country, developing cultural sensitivity, and coming into a new school and understanding how to develop appropriate ways of interacting in the new environment. Being able to tolerate ambiguity and not knowing, and viewing things as a positive experience, looking for the growth in the situations, and understanding how to have a willingness to move beyond the normal comfort zone. It is important for leaders moving into a new culture, especially one where you cannot speak the language, to be able to drive their internal leadership for ethno-relative perspectives and be flexible, adaptable, and reflective in discovering the new culture.

Skills

Listening, Observing, Analyzing

Listening is a skill that every leader must cultivate. Listening is critical for effective leadership in any organization and even more so when there is a complex diverse intercultural community of stakeholders. Being able to listen underpins all else a leader does; to be able to

effectively listen and give space to others to express their perspectives is the only way to collectively achieving the vision and mission of an organization.

Observing is about seeking out information, cultural cues, meaning, motivations, understanding, and having patience to persevere through the constantly changing organization and the acculturation process. It is the ability to identify and work to overcome challenges, create unity, build understanding, and having the skills to work the challenges to create a positive organizational culture. It is looking to develop understanding of a situation before taking action or understanding what difficult conversations need to be had and when. Leaders need to be keen observers of all the details within the organization, all the stakeholders in the organization, and of themselves in navigating the acculturation process.

Interpreting, Evaluating, Reflecting

The next theme of importance that emerged is how a leader must be constantly interpreting, evaluating, and reflecting in everything they do in order to be an effective leader and be able to navigate the acculturation process effectively. Looking at differing meanings, differing perspectives, taking into careful consideration all stakeholders and the possible outcomes of a situation and reflecting on the way in which the organization could best move forward. Reflecting or some similar concept such as 'thinking about' or "rethinking" came up frequently in all of the interviews and it was directly mentioned by eleven of the sixteen interviews with the others mentioning it with similar words or synonyms with the same meaning. Reflection and analyzing causation and correctly interpreting and attributing meaning is a critical skill for leaders to build trust and to be able to lead any organization and especially an organization with a diverse intercultural community.

Resilience, Perspective, Communication Skills

The final area within skills for developing cultural competency are resilience, perspective and communication skills. All of these skills overlap with leadership skills that a

leader must develop in order to be effective but especially in an international complex intercultural diverse organization. Resilience is a foundation for learning and growing as a leader and having a growth mindset towards challenges. The acculturation process takes great resiliency as a leader moves into a new organization and a new country. Resilience helps to overcome all of the day to day challenges that leaders must handle and become adept at working through. Without resilience leadership is not possible. One must in essence be able to lead themselves before being able to lead others. With perspective this concept is critically important for leaders to understand how to move between stakeholders thinking and feelings and become aware of how the different groups view different situations. A leader, in order to be effective must be able to identify and analyze perhaps culturally influenced perspectives and points of view and the interrelationships between cultural and perspective. Some ideology and paradigms are deeply rooted in a person's culture and the understanding of their perspective requires a critical analysis of the worldview and experiences they are bring into the organization. From that then a leader must be able to effectively communicate with all members of the community to share perspectives and manage the message for all stakeholders within the situation and organization. That critical communication and careful management of the message will directly influence how effective a leader is in an organization. With great communication a leader can overcome even the harshest of circumstances and without it even the best of circumstances it will lead to disengagement and negativity within the organization. Leaders interviewed attested to the challenges in communication and then adding in cultural diversity is another level to the complexity of the situations they faced within an international setting. Communication was again a very significant theme in the interviews with all of the leaders discussing the importance of understanding how to communicate well within the organization.

Knowledge

There are several ideas that emerged under knowledge and that the interviewees discussed in regard to international education leadership such as cultural awareness, self-awareness, specific cultural knowledge, language development, and awareness of issues. Most participants discussed areas for leadership knowledge that in their experiences was essential for international education leaders to have. Participants particularly mentioned a theme of self-knowledge, self-awareness, knowing yourself, and in leadership building relationships. Leaders often spoke of courses they were currently taking, books they were reading or recommended or language courses for Thai language that they wanted to take and improve for communication.

Some of the participants discussed ways they find support, and this included looking for mentors, other groups of leaders to meet with and discuss issues with and finding experts or courses to help them develop their knowledge to become more effective leaders.

In understanding how to develop knowledge all of the leaders valued learning, reading, and taking further advanced degrees to enable them to become more effective in leadership. Utilizing feedback and open discussions with staff regarding leadership was mentioned as well as understanding self-awareness and reflecting on growth.

Cultural competency underpinned all of the discussions directly due to the nature of international schools and understanding how the intercultural dynamics are mindfully created within organizations. Leaders are seen as the role models and set the tone for the whole school.

Self-knowledge was an emergent theme that is important in respect to being an effective leader and someone who can build the relationships and trust within an organization. Leaders must understand how reflecting upon their own strengths and weaknesses contribute to overall growth and leadership success.

Continuously learning and then applying and modelling that learning helped leaders be role models in their organizations and although almost all of the approaches and things the participants mentioned they were learning or reading about the one common thread was they were learning and constantly looking to improve their abilities as a leader.

Knowledge is an important theme in the participant's interviews and emerges strongly as critical for leadership success in an international school. Continuously seeking knowledge, whether is in leadership skills, language, self-awareness, or the implications of education policy or global trends in education, participants spoke of knowledge throughout the interviews and highlighted the importance for a leader in their career and success for the school and students.

Research Findings - Cultural Competency - Stages

This section will discuss the cultural competency stages of participants in an international school setting and environment in relation to the levels of cultural competency stages. The interview transcripts were coded for attributes of each level found. Semantic themes based upon what the participant said were utilized, with no latent themes or interpretation utilized. Cultural competency depends upon the leader's skills, communication, understanding, appreciation, and willingness to learn, grow, adapt, and lead within a complex intercultural setting.

The development of a leader's capacities from destructive to proficient will vary and depend largely upon the individual's capacity to learn, respect, reflect, grow, and willingly engage themselves in pluralistic behaviours; adapting open and fluid competencies within their leadership styles. Valuing differences, understanding, respect, and inclusion are key components for leaders to develop and understand within their leadership styles.

Cultural competency is aligned behaviours, attitudes, and policies that work to facilitate professionals in an organization to work effectively in an interculturally diverse setting. Culture is the indoctrinated human behaviours including thoughts, communication, actions, customs, beliefs, values, and institutions of a racial, ethnic, religious, or social group. competency is having the capacity to function effectively. A culturally competent leader is aware of the importance of culture, has the skills to assess intercultural communications, an understanding of the dynamics that result from cultural differences, the provisions to expand cultural knowledge, and the adaptation skills to meet cultural needs. Cultural competency while idealistic is a goal to help international education leaders work effectively in interculturally diverse and complex scenarios. Becoming culturally competent is a developmental process with room for continuous learning and growth. It is important to continuously assess levels of cultural competency.

The continuum and the characteristics that might be exhibited at each are: Cultural destructiveness would include attitudes, policies, and practices destructive to cultures and individuals. Cultural incapacity includes extreme biases and assumes racial superiority of the dominant group and assumes a paternalistic posture towards the lesser groups. Cultural blindness represents beliefs that culture makes no difference, people are the same. Values of the dominant culture are presumed to be universally applicable and beneficial with the non-dominant culture thought to not meet expectations. In cultural pre-competency, there is an awareness of the limitations of cross-cultural communications with a desire to be fair and equitable with appropriate cultural sensitivity. Frustration may come from not knowing what is possible or how to proceed. Cultural competency has acceptance and respect for differences, continuing self-assessment, careful attention to dynamics of differences, continuous expansion of

cultural knowledge and resources with adaptations to belief systems, policies, and

practices. Cultural proficiency is when culture is held in high esteem and one seeks to

add to their knowledge by reading, studying, conducting research, and developing new

approaches for culturally competent practice.

For this research analysis of the interview qualitative data was done with two

groupings that were made to identify evidence of either working towards developing cultural

competency (below the midline) or cultural proficiency (above the midline). The purpose of

grouping these in this way allows for two categories in the research to ascertain cultural

competency levels: developing or demonstrating cultural competency. The rationale for this

grouping is so that there can be a clear distinction between participants who demonstrated

cultural competency in their survey responses and those who were developing competency.

The aggregated grouping of the levels is illustrated in Table 16 below.

Table 16

Cultural Competency Stage Aggregation for Content Analysis of Interview Transcripts

Developing Cultural Competency	Demonstrating Cultural Competency
1. Cultural destructiveness	4. Cultural pre-competency
2. Cultural incapacity	5. Cultural competency
3. Cultural blindness	6. Cultural proficiency

Developing Cultural Competency

Culture is the indoctrinated human behaviours including thoughts, communication,

actions, customs, beliefs, values, and institutions of a racial, ethnic, religious, or social group.

Competency is having the capacity to function effectively. Cultural destructiveness would

include attitudes, policies, and practices destructive to cultures and individuals. Cultural

incapacity includes extreme biases and assumes racial superiority of the dominant group and

assumes a paternalistic posture towards the lesser groups. Cultural blindness represents

beliefs that culture makes no difference, people are the same. Values of the dominant culture

are presumed to be universally applicable and beneficial with the non-dominant culture

thought to not meet expectations. Transcripts were analyzed for evidence and attributes of

these three levels of cultural competency. It is very important to note this is not a personal

assessment of interviewee levels but an overall analysis of the transcripts from the

perspective of a context of the whole school, the country, the environmental factors,

government policies, and stakeholders within the organizational ecosystem. There are many

factors that may influence all of these such as experience, acculturation, training, government

policies, stakeholders, global issues and trends in education, and various factors such as

economy and country systems. It is a complex analysis and beyond the scope of this research

to go into further factor analysis influencing level development. For this research a

phenomenological approach of exploration of what is experienced by the leaders at this point

in time was taken.

Obstacles and Integration - Cultural Destructiveness to Cultural Blindness

Interview participants discussed some of the issues they face in leadership of an

international school. There were issues mentioned around moving from a multicultural siloed

model to a truly intercultural model where everyone worked in an integrated manner with

different cultural groups.

Leaders mentioned they often had more communication and checked for

understanding more to help bring the community together so everyone could share a common

understanding. It was mentioned by all the interviewees as a part of what they did to increase

the intercultural workings in the school and organization such as having multiple translations

for communications or checking for understanding. The motivation and sincere intention

were apparent with leaders in the conviction of doing right, however, after a number of years,

it is apparent that this has still not solved the issues with a cultural divide in most schools, as evidenced by the participants quotes.

Issues around status and understanding equality and values was another emerging theme for most leaders and can be seen throughout the quotes in this analysis. There seems to be a disconnect between the vision, mission, intention, values, and foreign paradigms and to what is actually happening in international school settings. Often there could still be found distinct cultural pockets or groups that had superficial interactions with one another. Leaders mentioned the need to find ways to bring these groups together and increase planning and understanding.

Cultural competency development involves both the components of understanding of the cultures and components of understanding appropriate ways in which we can address awareness about issues in a professional and non-judgmental way to work towards an intercultural comfort in an organization where all of the stakeholders feel valued and open to participating and engaging in a meaningful way within the organization.

Leaders discussed the issues surrounding developing intercultural competency and cultural sensitivity within all levels of the school and organizational community - students, teachers, staff, administration, parents, board members, and the community. Developing and promoting practices that helped build awareness of ethnocentric thinking and biases would be a critical issue for leaders in an international school setting.

Issues arising around racism, bias, and negative experiences that can lead to these in a community are often something that international education leaders face as they navigate their own growth and perceptions of cultures. Understanding how to compare and contrast without judgement and then one's own personal blind spots and biases that may be encountered. These are very poignant issues with often difficult circumstances that leaders must carefully navigate within the school community to help everyone develop more cultural

sensitivity for an effective school learning environment and for the future of all students. Parent groups and teacher groups were specifically mentioned as having conflicts that needed to be addressed and understood better.

Even leaders with a depth of experience in several different cultures found that within some cultures there were difficulties in understanding and building the connections and relationships necessary to lead effectively. In one culture they may perform very effectively meanwhile in another culture they may not find a way to connect to lead.

Being role models for how students and parents see intercultural communication and view a culturally diverse community were issues that participants discussed within the international school context. Being aware without judgement and having a perspicacity for understanding and discernment of how we evolve in our cultural competency.

With this leaders questioned the constraints and limitations on how to best approach delicate issues of identity and culture within different groups in the school and how to find a balance that is productive and inclusive for everyone. Leaders often generalized about how to question: What are the ethnocentric ideologies within the situation and how best to navigate those? The students play a role in how the adults are influenced and it impacted behaviour in other areas but with the idea of culture and identity it might be a more far reaching issue.

Participants talked about different cultural communication styles that perhaps led to misunderstandings and stereotyping that might not be helpful in the context of building intercultural sensitivity. In examples given the questioning and awareness is distinctly there, however, assuming they don't have the same experience as perhaps foreign teachers or the training or education levels, that would be something to consider further. It is a multifaceted navigation of many issues all in a complex human context where metacognition and analysis must be carefully done with acumen and acuity to ascertain the best possible outcomes as a leader.

Another very important distinction is when to take action and when to understand that as a guest in certain cultures an ethnocentric view should not be imposed upon those in the organization who have different worldviews and yet still maintain core personal values as a leader. This dilemma was mentioned as something leaders thought long and hard about continuously as an international education leader.

Understanding which battles to choose and which battles to let go was a common theme around these issues with cultural competency development and what can and what can't be influenced and when. Participants would think about these issues carefully and allow for analysis before taking action with some leaders having a 24-hour rule to respond to issues to allow time for that reflection and analysis. Even among seemingly similar cultures with foreigners as the team members there were issues to be addressed and recognizing assumptions that may lead to difficulties.

Some participants discussed how they have experienced cultural sensitivity training or looked at how to develop it within a school and sometimes it has had the opposite effect than intended or it was something that was not understood how to make happen in a meaningful way within the school community. It is complex and must be understood deeply to do it well with a diverse group of people such as what might be found in an international school setting with the parents, students, staff, and community.

Participants talked about how a leader must unify the community in meaningful ways with a shared vision of education. The commonalities and common interests of all stakeholders is the best education possible for the children and it all comes down to how well the students being prepared for their future and the future of our world.

Some leaders found difficulties in how to communicate and how to work in a system where there are values and ideologies at odds with one another in cultures. It can cause the leaders a lot of issues to reflect upon and then navigate in ways they are not always

comfortable with. Some values such as equality, gender, religion, and very deep values can be at odds and cause rifts in school communities that the leader must find a way to navigate for the best interests of all stakeholders.

One of the participants had a particularly in-depth discussion on the religion, values, and moral dilemmas faced within international education leadership when working at a school outside of Thailand and in the situation that you do not share core common religious and personal beliefs with. This brought up some very momentous issues for certain cultures as we are more and more globalized and connected in our world. Some very sensitive topics such as human rights, gender, religion, and personal freedoms were discussed.

Leaders face dilemmas in international schools when navigating the multicultural beliefs and values and oftentimes it is difficult to step back and objectively understand what ethnocentric thinking is and what it is not, and how to best address issues. Some leaders are better prepared to work towards common understanding than others and some distinguished between is this a school issue, or an issue outside of school, and what responsibility does the school have for issues outside of the school. Most leaders indicated they are uncomfortable in navigating these hard topics and discussions and really contemplated carefully the full extent of their actions.

There was an especially poignant and thoughtful response with how a leader experiences the process of change within an international school and how one person navigated what they believed to be the correct course of action. The questions from a cultural competency perspective would be one of what are the values that we ought to work to change in this world and what ones are the ones we need to accept? In regard to human rights, slavery, gender, oppression, equality, how do leaders contemplate and have the percipience to guide the direction of the organization meaningfully in the direction of the vision and mission

and work to provide students with the education and skills necessary to succeed in their futures.

Humans do have a lot of biases and blind spots and we must examine the hidden curriculum that is inherent in school organizations in terms of what thoughts, experiences, training, education, and automatic unconscious associations are brought into the school community. The leaders are tasked to understand how to navigate these complex environments and manage the message of the vision and mission well in order to be effective. When it comes to cultural sensitivity and cultural competency leaders must examine thoughtfully how our brains categorize and inherently stereotype and this adaptation has allowed for human survival in our past and how it affects us in the present. When in a more homogeneous setting less stereotyping may occur and in a complex and diverse intercultural international school setting the leader must examine and explore how these stereotypes may interplay with the vision and mission of international mindedness and inclusivity of most international schools.

Some participants discussed finding that commonality of universal values when navigating intercultural competency and working to lead in difficult situations across an intercultural setting. Understanding the way character and personality interplays with values and effectiveness may help leaders more effectively develop the trust and working relationships necessary to carry out the vision of the school. With that, understanding how a leader's perceptions and automatic thinking and unconscious stereotyping interplay with what they need to do as leaders and their own personal motivation in leadership the character and personal knowledge and reflection are integral parts of understanding leadership in an international setting.

Understanding how to develop more awareness in a way that will help and impact leadership is demonstrated in a lot of responses about leaders building relationships with

everyone in the organization. This will go back to the curiosity and skills to discern who to ask and when and how because in certain cultures certain things will not necessarily be discussed openly and certainly in some cultural hierarchical systems it will cause discomfort to the subordinates as to how they respond and whether or not this information can be used to develop an understanding and insight of the situation. This moves into how to communicate values and work with differing values within the organization from an analyzed perspective. Understanding the intersection of leadership and ethnocentric values. Understanding what components are important to help develop international mindedness on and which to understand is part of a cultural value that is inherent in a culture and not something necessarily to see as an area to change.

This theme of seeing other cultures as not as communicative came up in many of the interviews due to the cultural environment here in Thailand. However, the question is with these practices of trying to get people to be more forthcoming in staff meetings or work in more close contact with different groups - is this an ethnocentric ideology? Or is it something to encourage? This is a cultural sensitivity dilemma with no clear response. On one hand, it comes down to culture and ways of being in a work situation and comfort level on both sides as judgements of what the just or right "thing to do" is.

Leaders face these dilemmas in how to bridge the cultural divide among staff, parents, students, and even among administration. As it is certainly an assumption that a team will work well together as 'westerners' when they all have different cultural backgrounds and experiences. There is also an element mentioned in an emerging theme on how perceptions of foreigners and an 'us' versus 'them' almost mentality in some instances and environments. Communication breakdowns contribute and the divide is widened with language barriers and different communication styles across cultures.

This section discusses the qualitative analysis of the cultural competency stages of participants in an international school setting and environment in relation to the levels of cultural competency stages. The interview transcripts were coded for attributes of each level found. Semantic themes based upon what the participant said were utilized, with no latent themes or interpretation utilized. Cultural competency depends upon the leader's skills, communication, understanding, appreciation, and willingness to learn, grow, adapt, and lead within a complex intercultural setting.

The development of a leader's capacities from destructive to proficient will vary and depend largely upon the individual's capacity to learn, respect, reflect, grow, and willingly engage themselves in pluralistic behaviours; adapting open and fluid competencies within their leadership styles. Valuing differences, understanding, respect, and inclusion are key components for leaders to develop and understand within their leadership styles.

Cultural competency is aligned behaviours, attitudes, and policies that work to facilitate professionals in an organization to work effectively in an interculturally diverse setting. Culture is the indoctrinated human behaviours including thoughts, communication, actions, customs, beliefs, values, and institutions of a racial, ethnic, religious, or social group. competency is having the capacity to function effectively. A culturally competent leader is aware of the importance of culture, has the skills to assess intercultural communications, an understanding of the dynamics that result from cultural differences, the provisions to expand cultural knowledge, and the adaptation skills to meet cultural needs. Cultural competency, while idealistic, is a goal to help international education leaders work effectively in interculturally diverse and complex scenarios. Becoming culturally competent is a developmental process with room for

continuous learning and growth. It is important to continuously assess levels of cultural competency.

These examples of working towards cultural destructiveness, cultural incapacity, and cultural blindness illustrate the great need in international education to take action towards understanding how to bridge the divide between cultures in international settings to help our students prepare and find success and full potential in our globalized world.

Cultural Competency Stages - Cultural Pre-Competency to Cultural Proficiency

This section will discuss above the midline stages of cultural pre-competency, cultural competency, and cultural proficiency in the interviews. Cultural competency is aligned behaviours, attitudes, and policies that work to facilitate professionals in an organization to work effectively in an interculturally diverse setting. Culture is the indoctrinated human behaviours including thoughts, communication, actions, customs, beliefs, values, and institutions of a racial, ethnic, religious, or social group. competency is having the capacity to function effectively. A culturally competent leader is aware of the importance of culture, has the skills to assess intercultural communications, an understanding of the dynamics that result from cultural differences, the provisions to expand cultural knowledge, and the adaptation skills to meet cultural needs.

Stages

In the cultural pre-competency stage, there is an awareness of the limitations of cross-cultural communications with a desire to be fair and equitable with appropriate cultural sensitivity. Frustration may come from not knowing what is possible or how to proceed. Cultural competency has acceptance and respect for differences, continuing self-assessment, careful attention to dynamics of differences, continuous expansion of cultural knowledge and resources with adaptations to belief systems, policies, and

practices. Cultural proficiency is when culture is held in high esteem and one seeks to add to their knowledge by reading, studying, conducting research, and developing new approaches for culturally competent practice.

Participants in the interviews expressed positive views of cultural sensitivity and often were very curious to know more about how to develop cultural competency. Some of the participants directly were aware of their own development and all of the leaders discussed reflection upon their growth and development. Most leaders were aware of biases they held, and participants all mentioned the values that they held towards developing culturally diverse and globally minded citizens within their schools. Oftentimes, when a leader contemplates their own hidden biases and core values this is done in private internal self-talk and dialogue within themselves; especially if there are areas that come up that conflict with their own personal core values or worldviews.

Participants discussed the importance of building relationships, looking for commonalities, developing the rapport with everyone in the organization from guards and cleaning staff to teachers to parents and students. The relationships were seen as the best way to bring the diversity together to help bridge the cultural divides. Some of the participants discussed how as the school grew in size that the ability to maintain the relationships suffered. Most of the participants also discussed how important it was to be there for others in critical life moments such as with funerals, in order to help strengthen relationships.

Building relationships and building that community feeling was a common theme in participant responses. Leaders taking time to personally connect with everyone throughout the organization from students to parents to staff to create a caring and inclusive environment. Leaders mentioned specific ways they reflected upon their communications with others and how the communications were perceived.

Human interactions and strong working relationships are key themes that emerged in all of the interviews with leaders. Understanding how to communicate across not only different cultures but also with people from within a culture, everyone has different styles of being and motivations; leaders need to understand how to work with different personality types effectively.

In the interviews the participants discussed the idea of needing to find out what is behind a person's actions to best support them and find out why they may be the way they are. Are they having issues with acculturation? Relationships? Family? Are there things going on that are underlying the issues within the school environment? Leaders underscored the importance of looking for commonalities, believing that all people have good intentions, and understanding how to connect and not give up on people, coaching them through their struggles. Most often time will pass, and the issues will be resolved with patience and support with either counselling or coaching or both.

Participants discussed the belief that they are role models for all in the community and they must remember the importance of the influence upon the school environment. The leaders often mentioned a theme of modelling the behaviour for everyone and working to be visible in promoting the vision and mission of the school.

Participants discussed different ways of thinking about cultural unity and intercultural community. The analogy of a salad versus other types of foods, all of the ingredients district yet together, not combined, mixed, or baked, was something interesting to note and to give a deeper understanding of what the goal of intercultural diversity and international mindedness is for international schools. Leaders mentioned how certain curriculum embeds the values and weaves common threads of human experiences into the classroom outcomes and as a touchstone for all within the organization.

In this section of qualitative analysis for cultural competency stages the discussion focused on the themes of different ways of thinking about cultural unity and intercultural community in international schools. This section discussed above the midline stages of Cultural pre-competency, Cultural competency, and Cultural proficiency. Cultural competency is aligned behaviours, attitudes, and policies that work to facilitate professionals in an organization to work effectively in an interculturally diverse setting. A culturally competent leader is aware of the importance of culture, has the skills to assess intercultural communications, an understanding of the dynamics that result from cultural differences, the provisions to expand cultural knowledge, and the adaptation skills to meet cultural needs.

In the cultural pre-competency stage, there is an awareness of the limitations of cross-cultural communications with a desire to be fair and equitable with appropriate cultural sensitivity. Cultural competency has acceptance and respect for differences, continuing self-assessment, careful attention to dynamics of differences, continuous expansion of cultural knowledge and resources with adaptations to belief systems, policies, and practices. Cultural proficiency is when culture is held in high esteem and one seeks to add to their knowledge by reading, studying, conducting research, and developing new approaches for culturally competent practice. This was evidenced throughout the selected quotes and gave a deeper understanding of how international school leaders work to model, build, and value cultural diversity within their schools.

Self-talk - Constructive, Destructive, Instructive

The final thematic analysis for objective 1 is for self-talk. Self-talk is key to effective self-leadership (Locke & Latham, 2019) and self-talk is correlated to effectiveness, increased self-efficacy, self-worth, and performance results. The implications of a leader's internal dialogue, digital auditory communication with oneself, could potentially be challenged in

international contexts as the leader's identity is formed and changed through interaction with a new culture. Leaders continually interpret feelings, perceptions, evaluations, and beliefs and communicate with themselves accordingly. In an international context the acculturation process was seen earlier in the participants interviewed to have an effect upon their communication with themselves as they go through culture shock and acculturation process to adapt to the new culture. Houghton and Neck (2002, p. 674) state that "self-dialogues usually take place at unobservable levels as individuals evaluate, instruct, and mentally react to themselves." The self-talk affects leadership and is it subconsciously changed in the transition of adapting to a new culture. It helps us develop an understanding of how behaviour can be understood, comprehended, analyzed, and altered in self-talk use. It is based on the idea that behaviour is created through the interaction of personal factors, behaviour, and the environment. Each of these factors relates to the others in a dynamical and reciprocal way to influence and guide behaviour. Our minds, through words and thoughts, actively influence behaviours and actions. There is power in the words used to construct meaning, experiences, and reality, encoding information in the mind that leads to behaviour in accordance to expectations of the consequences that will follow. Cognition about thought regulation and self-reflection is achieved and helps develop awareness to create conscious thought processes. Through this awareness, we can then develop positive self-talk and cognitive processes to change behaviour to construct and actively create positive future experiences. In cognitive processes, there are constant interactions between the words utilized in one's mind that lead to the creation of reality. A person continuously receives feedback from the environment and the people around us, which is then cognitively interpreted and responded to in actions and communications. This section explores the self-talk qualitative analysis of the interviews with 16 expert participants from ISAT schools in Thailand.

Participant leaders interviewed expressed an awareness of changes in their thought processes and most had actively reflected upon their personal leadership development within a new cultural context. One participant was aware of their self-talk but not necessarily changes directly due to their experiences perhaps. Most participants really talked through issues within their minds and reflected upon situations carefully before responding. Most reflected with a technique, cognitive routine, activity, such as driving or exercise, including running, meditating, praying, showering, driving, walking their dogs. Most participants were aware of the differing levels of self-talk such as constructive (also described as positive or optimistic), destructive (also described as negative or pessimistic) and instructive or talking themselves through a critical analysis of the situation and scripting, rehearsing, or mentally preparing their actions and words to deal with the situation effectively. Some of the participants reached out to others to discuss issues and some of the participants preferred to speak with their partner about the situations. Overall, self-talk was something that all of the participants agreed that they engaged in with some degree of consciousness and self-direction. The participants used self-talk as a tool to help them develop their leadership effectiveness in international educational settings.

Changes in Self-talk and the Acculturation Process

Participants who were working in a culture other than their home country were asked if they had felt if their self-talk had changed at all in moving into a new culture in regards to leadership. Most had noticed some differences and changes. Some had reflected upon these changes and worked to understand constructive or destructive self-talk or how the new thought processes were needed in regards to leadership in a new culture.

Participants had a range of emotions and experiences and self-talk was evident in the way they described how they characterized and gave examples of what they actually said to themselves throughout this process. The words interviewees used often directly correlated

towards how the self-talk was either constructive, instructive, or destructive or with the words 'positive', 'negative', or 'told', 'reminded', or 'said to myself' used.

Participants often detailed their contemplation of issues such as acculturation, people, challenges, situations that came up in the school, working with coaching teachers and in managing people throughout the organization from parents to students. They detailed how they rationalized the experiences they had had and how these experiences could impact their thinking and feelings either negatively or positively. Our brain naturally categorizes everything (Banaji & Greenwald, 2016) and biases and stereotypes can develop from this without careful consideration and metacognition on the actual process to developing our thinking on an issue or culture.

Participants mentioned the concept of 'letting it go' several times and with contemplation and rationalization they decided what parts they 'needed to let go' of and stop thinking or ruminating on in order to maintain focus on the larger mission and vision of education. This theme emerged with several of the participants and can be looked at in terms of part of the strategies of self-talk habits for leaders to use among other mentioned of gratitude, a routine, exercise, a specific time and place to think, or someone to talk to such as a coach or spouse.

When major issues occurred participants really spoke of the "big picture" of education again and again to help ground them and understand how to proceed. They also often mentioned a wait time to respond to certain situations to help them think more clearly and have time to reflect upon and analyze a course of action or response.

With the course of action the participants also reflected upon the message to communicate and often scripted how they would communicate to the stakeholders involved. After careful consideration they look at how to communicate, in what role, coach, leader, counsellor, and what is the purpose of the communication. Scripting very difficult

conversations was a technique several participants mentioned and used self-talk in considering issues carefully before responding. Some participants even detailed how they would consciously think through the use of non-verbal communication techniques and body language even in their self-talk preparing to communicate with stakeholders.

Some participants reported with their routines that they have the knowledge of ways to be more effective as a leader and routines to do this but at the same time they do not always do what they should do. This came up in routines, how they 'should' talk or communicate with staff, how they 'should' lead themselves in terms of exercise or diet or self-talk habits.

Participants discussed how some things they do are conscious, and some are unconscious and how important it is to become consciously competent in using strategies to help increase leadership effectiveness within a complex international school setting. How self-talk strategies can increase confidence and effective communication.

Participants found that they reflected upon what is important to them and the values they stand for and often reported negative or critical self-talk in relation to their own performance as a leader. It was also mentioned that 'evidence' of what is can also lead to a change in self-talk from positive to negative, with either something someone said or a situation where the person may take on a bigger responsibility for being personally accountable than a leader should perhaps might do in certain difficult situations.

Participants discussed how knowing their personal identity, understanding their values, understanding their worldview, biases, and support systems was very important for them. The self-talk was part of this process as they are developing their leadership capacity and working towards developing even more effective levels of communication and leadership. Continuous learning with courses, university, online, or with others was mentioned by several of the participants as ways they used to help them develop competency

in leadership skills. Overall, participants reported more positive and instructional self-talk than negative, but almost all reported of having had moments in difficult situations when their self-talk turned negative and then finding ways to change it and turn it around. Self-talk was reported by all participants as something they engaged in either consciously or subconsciously and it could be used to direct action as a leader effectively.

Some of the leaders expressed how they had a public front and maintained the constructive self-talk throughout the day at work regardless of the circumstances they are facing and then outside of work reflected upon the negative things that had come up.

"Okay, because I'm an optimist, I often start with the positives, I often try to come from a good place. And but I do know that the negative also comes out if I'm being completely honest, later down the road, maybe when I'm like, wait a minute, or I'll talk to my wife at the end of the night. And, I can't believe that happened, you know, and then you have more work to do the following day to, to make the right decisions or get to the right answer, or really dig deeper and find out what exactly was meant when something wasn't very clear. You know, it's very tough. Yeah, but I usually approach things in a positive light, you know, I always like to assume that. People mean, well, yes." (Participant code Y16)

Overall, self-talk was reported by leaders to help them deal with leadership internally and process all of the daily interactions with diverse people in the school. The interviewees reported that it helped them work through decisions and responses and helped them in communicating more effectively with people in different cultural groups within the school.

This research study sought to answer objective one of the research through qualitative analysis of interviews with 16 experts from ISAT international schools in Thailand. The interview transcripts were analyzed using an iterative six-phase thematic analysis process (Braun & Clarke, 2006). First, the transcripts were read and reread. Then transcripts were coded with the research questions and theoretical framework in mind, key statements were

highlighted, and nodes were created summarizing each statement in an answer. Second,

categorical codes were generated from the data. The initial codes were a priori based on the

dimensions of cultural competency stages, positive, constructive, and destructive self-talk,

and acculturation. Key statements that did not directly align with the theoretical framework,

en vivo codes were created. Third, codes were analyzed for patterns and themes and

gathering like data together in a matrix (Onwuegbuzie & Leech, 2006). Fourth, themes were

examined for internal homogeneity and external heterogeneity (Braun & Clarke, 2006). Then,

data was reviewed so the themes were conceptually comprehensive based on the literature

and supported by the data based on participants' contexts and until the themes were internally

consistent, and mutually exclusive (Braun & Clarke, 2006, p. 92).

Part 2

Objective 2

For objective number 2 qualitative data analysis was done with open-ended questions

from the survey. Mixed methods research collects a variety of data types and uses varied

analysis techniques so that the combination strengthens results over single methodology

designs (DeCuir-Gunby, 2008; Onwuegbuzie & Johnson, 2006). The mixed method design is

well-suited for designing the research instruments. (DeCuir-Gunby, 2008; Vogt, King, &

King, 2004). The research survey included questions for both qualitative data analysis

regarding ISAT leaders experience with self-talk in the acculturation process and quantitative

data analysis for self-talk and cultural competency levels. The overall purpose of qualitative

research is to achieve an in-depth understanding of how people make sense of the happenings

around them. Data was gathered in the survey by asking open-ended questions. The ultimate

goal of qualitative research is to understand the viewpoints and perspectives of the

participants regarding their experiences with self-talk, acculturation, and cultural

competency.

In the survey data 42% of respondents reported instances of situations in different cultures, as a leader, that had affected their self-talk. There were some emerging themes that came up in the survey: Communication, customs, values, language, judgement, and relationships. Respondents gave examples of situations that have influenced their self-talk such as staff meetings, parent meetings, cultural values surrounding traditions and beliefs, non-verbal communication, cultural concepts from different cultures, their role as a leader, and developing the ability to work effectively as a leader within the culture they are currently in.

In communication some leaders responded that understanding critical feedback that is from a cultural misunderstanding and communication is difficult as well as not understanding how to read or communicate has made them think more negatively. Understanding how to plan for communications across cultural groups emerged as an important task that influenced leaders self-talk, such as "*I plan for communication with our community, I have a script that I run through in my mind - who will attend, what culture will dominate, do I need to be prepared with translators, how many different translated conversations will be happening within the meeting, how long do I need to plan for the various languages used, what will the noise level be... Things of that nature.*" *(Participant M10)* Or in working with diverse groups within the school and understanding how to change communication styles and understand how to read the non-verbal communication cues across cultures. "*Nonverbal communication cues are significant for me. When interacting with most foreign teachers, non-verbal communications indicate happy and open reception of the verbal exchange of ideas. I have discovered that many cultures appear very agreeable regardless of their opinion, especially due to their reverence for someone in a leadership role even when they do not agree.*" *(Participant J16)*

In some instances the respondents indicated that their self-talk is negatively influenced by certain factors within the culture surrounding cultural values, beliefs, and customs. "…*has made me think more negatively and certain cultural norms are hard to accept if they marginalize or seem to create a caste system.*" *(Participant M1)* Or in circumstances that challenge them in regards to their own values. *"Looking at cultural differences that are contrary to important values."* *(Participant B4)*

Some respondents had several examples in different cultures and continually one of the themes that came up between different cultures is cultural communications between groups within a school and how they can negatively impact self-talk. Such as with *"Saying YES when the speaker means NO."* (Participant K9) Or with for example in communicating with parents and having a critical miscommunication or in the constant energy that is expended in leadership in different cultural settings. *"I have to watch everything I do in Thailand (and previously in Nepal, China, Sri Lanka) to make sure I am being understood correctly and there are verbal, non-verbal, behaviour, linguistic, social etc. issues surrounding leadership in a different culture that you have to think about."* (Participant M1) This constant monitoring for leaders does not always bring about success and communication understanding among cultures within the school organization. Some respondents found that they misread communications or that misunderstanding constantly occurred that caused further issues with communications among cultures in their organization. *"I was told about some customs and it seems like I might be offending people very unintentionally."* (Participant B4) For these respondents the challenges impacted their self-talk within the different culture as well as their leadership effectiveness.

For some respondents their self-talk has changed in positive ways and it has become more instructive as they navigate cultural communication and differences to help

them work more effectively within their school. *"I think my self-talk has changed to be less hard on myself for not always anticipating others cultural background but always open to questioning how I do things and whether I can do them in a way that would be more sensitive, effective, thoughtful, efficient etc."* (Participant B4) With some respondents they consciously use instructive self-talk to increase effectiveness as a leader in a diverse cultural school organization. "*I often use self-talk to remind myself to take more time to reflect before making hasty decisions. Based on my experience, it's easy to forget/leave something/someone out if a quick decision/action it taken. I often found myself in the past resending an email to include a translated 4 document and/or further clarification as my initial focus is always the "English" department. Working in the trilingual school… I always have to consider the other two cultures in everything I do as a leader."* (Participant T15)

Many respondents looked at the cultural learning and growth of working in a different culture as a very positive experience. *"Living in Thailand and learning about Thai values, beliefs, and culture as a whole has given me many different perspectives..."* (Participant M11) While other respondents looked at the cultural differences as a barrier to effective school operations. *"The Thai/Asian culture of losing face and how it can impact operational efficiency. I need to talk my way through these situations to validate delays/frustrations."* (Participant S14) Having these situations occur has changed their self-talk in a cognitive way that they are aware of in their leadership.

Some respondents noted the frustration and judgements they make and how that has changed their self-talk to more destructive "*The latter has also occurred in cases in which a personal pet peeve, partly derived from my own culture and upbringing, have caused annoyance and internal frustration. This has occurred in cases as simple as someone smacking loudly while eating and seeing people push onto the BTS without waiting in line."*

(Participant M1) Or in working with others within the school and having judgements arise about different communication styles. "*I find myself judging some staff members for not speaking up and then not agreeing with what we planned." (Participant K9)*

Relationships between different cultures are important for international school leaders and they find navigating the process of how to develop and nurture those relationships has caused changes in their self-talk working in a different culture. "*One example of the former has been interactions with Thai staff members in which I later reflect on how I am gaining a better understanding of their perspective through our dialogue." (Participant K7)* Or in working with cultural customs and concepts that are unfamiliar to the leader and how they can navigate the situation to help develop the relationship and work through challenges disconnects in communications may make. "*Working to understand when someone has lost face or perceived to have lost face - how to develop that relationship back and work through all the issues it caused within the working relationship." (Participant R13)* Under relationship an emerging theme was also how as a leader to build team moral between cultures and work to get everyone successfully working together in an integrated way instead of siloed in separate cultures. *"Looking at the teams and trying to understand how to best help everyone to work together instead of very separated, like Thai team with Thais and foreign staff separate."* (Participant Y16) Respondents reported wanting to build better relationships but often found language a challenge to communication and building relationships with other culture groups within the organization. "*Building relationships with everyone in the school - some people don't want to really engage but just see the position as someone they must respect but often we can't talk more." (Participant P12)*

Respondents found adjusting and acculturation in different areas and understanding all of the daily life tasks to be something that impacted their self-talk. *"Our area is more rural, and it is just a very different pace here - I have to really adjust and think about how to*

slow down. Thinking about things to figure it out like just with having the immigration and visa stuff and how there are things beyond my control constantly." (Participant T15) For some respondents they found challenges and situations that negatively impacted their self-talk in working in a new culture and finding a way to normalize in a new culture. *"Learning the cultural and daily life was a struggle sometimes in this culture and not understanding the language." (Participant K7)*

Finally, when situations respondents encountered included violations of personal cultural values it impacted self-talk in a negative way. "*How there are major differences in pay scale for different cultures and racism towards dark skinned people has me wonder and question and sometimes negative." (Participant B4)* Respondents found these situations challenging and creating negative self-talk. "*Not understanding how to read or communicate has made me think more negatively and certain cultural norms are hard to accept if they marginalize or seem to create a caste system." (Participant M1)* The challenges were found not only in a Thai context but across cultures for the respondents and the challenges around values was consistent when the values clashed with their own person cultural values and beliefs. *"In Saudi Arabia it was difficult, and I found myself really judging values and beliefs. The culture shock was more than I expected - I thought I had researched everything pretty well but there were a lot of things I was not prepared for." (Participant M1)* Of all the themes that emerged the conflicts with values caused the most shift in self-talk. *"The whole status thing and values such a gender and equality and inclusion" (Participant B4)* These judgements that one culture was better or above another culture because of the cultural values and beliefs negatively impacted self-talk and could impact their effectiveness as a leader in a diverse cultural school setting. *"How to wrap my head around issues without judging or being ethnocentric about what we should do as a school." (Participant K9)* It was challenging for some respondents to reconcile the differences in order to be able to lead a

diverse international school in a situation where their own personal values were in conflict with the predominant cultural values and beliefs held within the school and host culture. Changes in self-talk were impacted in a negative way and this in turn could potentially impact the leader in leadership effectiveness, in work satisfaction, in cross-cultural communications, and in their person life as well.

The emerging themes that came up in the survey: Communication, customs, values, language, judgement, and relationships impacted self-talk. Respondents gave examples of situations that have influenced their self-talk such as staff meetings, parent meetings, cultural values surrounding traditions and beliefs, non-verbal communication, cultural concepts from different cultures, their role as a leader, and developing the ability to work effectively as a leader within the culture they were currently in.

Part 2 of the research findings for objective number 2 utilized qualitative data analysis and was done with open-ended questions on the survey. Mixed methods research collects a variety of data types and uses varied analysis techniques so that the combination strengthens results over single methodology designs (DeCuir-Gunby, 2008; Onwuegbuzie & Johnson, 2006). The research survey included questions for both qualitative data analysis regarding ISAT leaders experience with self-talk in the acculturation process and quantitative data analysis for self-talk and cultural competency levels. The overall purpose of qualitative research is to achieve an in-depth understanding of how people make sense of the happenings around them. Data for objective number 2 was gathered in the survey by asking open-ended questions about the experiences of the participants regarding self-talk in a different culture in an international school setting. The ultimate goal of qualitative research is to understand the viewpoints and perspectives of the participants regarding their experiences with self-talk, acculturation, and cultural competency.

Part 3

Research Objective 3

Research objective 3 is to determine the effects of self-talk on cultural competency in ISAT school leaders in Thailand. Quantitative Data Analysis was used to analyze the data from the final survey instrument; the data was coded, and SPSS computer software were used to determine multivariate analysis of variance (MANOVA). Survey results were analyzed through an analysis of variance (MANOVA) testing between multiple variables of data. MANOVA is an extension of the analysis of variance (ANOVA). The differences among various means on two or more response variables is studied. The hypothesis is a comparison of vectors of group means. Further, the multivariate analysis of variance was used to study the variance of self-talk: constructive, instructive, destructive and the cultural competency level of the survey participants. A MANOVA was conducted since there was more than one dependent variable in the study. The dependent variables were cultural competency levels of cultural destructiveness, cultural incapacity, cultural blindness, cultural pre-competency, cultural competency, and cultural proficiency. The independent variable of self-talk had three groups; constructive, instructive and destructive. MANOVA was used to compare differences in cultural competency of leaders with reported constructive, instructive, and destructive self-talk levels among international school leaders in ISAT schools in Thailand.

Pillai's trace was used to test significance of the effects of self-talk on cultural competency. All tests used alpha = .05 for significance. The researcher was interested in comparison between the following groups: constructive, instructive and destructive self-talk and the effect upon the cultural competency for international ISAT school leaders. The following was the findings for the MANOVA using Pillai's trace and F-statistic in Table 17 below.

Table 17
MANOVA Results for Effect of Self-talk on Cultural Competency

Cultural Destructiveness

	Value	F	p
Constructive Self-talk	.436	4.704	.001
Destructive Self-talk	.856	1.450	.039
Instructive Self-talk	.283	2.876	.003

Cultural Incapacity

	Value	F	p
Constructive Self-talk	.782	2.337	.000
Destructive Self-talk	.885	1.130	.043
Instructive Self-talk	.264	2.667	.006

Cultural Blindness

	Value	F	p
Constructive Self-talk	.477	5.236	.000
Destructive Self-talk	.654	4.176	.001
Instructive Self-talk	.423	4.547	.000

Cultural Pre-Competency

	Value	F	p
Constructive Self-talk	.331	3.434	.001
Destructive Self-talk	.803	2.065	.000
Instructive Self-talk	.648	1.534	.138

Cultural Competency

	Value	F	p
Constructive Self-talk	.691	3.596	.006
Destructive Self-talk	.200	1.977	.001
Instructive Self-talk	.848	1.534	.023

Cultural Proficiency

	Value	F	p
Constructive Self-talk	.632	5.281	.071
Destructive Self-talk	.370	4.704	.054
Instructive Self-talk	.718	3.699	.000

Note: The value is significant at p=<.05.

A series of analysis were conducted with three groups of constructive, destructive, and instructive self-talk variables as independent variables, and with six cultural competency levels, cultural destructiveness, cultural incapacity, cultural blindness, cultural pre-competence, and cultural proficiency dependent variables. Findings revealed significant associations between the scale scores for inverse relationships between constructive and instructive self-talk and cultural destructiveness, cultural incapacity, and cultural blindness. The destructive self-talk was significant at $F=.856$ $p=.039$ indicating that destructive self-talk may impact cultural competency levels. Cultural destructiveness and cultural incapacity had a significant relationship with destructive self-talk and while cultural competency and cultural proficiency only had a significant relationship with instructive self-talk indicating that the type of self-talk and cultural competency levels do have an effect upon each other.

Part 4

Objective 4

Self-Talk Strategies

The final research objective was to develop self-talk strategies for cultural competency for international education leaders. The interview transcripts were analyzed using an iterative six-phase thematic analysis process (Braun & Clarke, 2006). First, the transcripts were read and reread. Then transcripts were coded for strategies that the expert participants had discussed during the interviews, key statements were highlighted, and nodes were created summarizing each statement in an answer that contributed towards a strategy. Second, categorical codes were generated from the data. The codes were analyzed for patterns and themes and gathering like data together in a matrix (Onwuegbuzie & Leech, 2006). The emerging themes were utilized to develop the strategies in regards to the conceptual framework.

The steps followed were:

1. Prepare sources for analysis.

2. Import all sources into NVivo 11 Plus computer program.

3. Prepare nodes by coding sources

4. Prepare a summary of the thematic analysis of the data in framework matrices

5. Results of the content analysis to develop strategies

Table 18 below gives the sources and references for the development of self-talk

strategies for cultural competency for international education leaders.

Table 18

Nodes from Interviews for Developing Strategies

Node	Sources	References
Attitudes	14	163
Communication	14	95
Constructive Self-talk	10	29
Destructive Self-talk	10	25
Instructive Self-talk	10	45
Know Yourself	11	40
Knowledge	14	152
Leadership	12	151
Questioning	9	47
Reflection	11	168
Relationships	10	69
Self-talk	9	102
Skills	14	611
Strategies	12	64

The strategies were developed by (1) identifying the objective and starting point in

developing cultural competency, (2) setting the goal, (3) developing success criteria, (4)

evaluate and assess, (5) next steps in self-talk strategies. An executive summary of findings

was emailed to 20 education experts with a PhD or master's in education and experience in

international education leadership for validation. The executive summary sent to experts can be found in Appendix D.

The following are the areas for international education leaders to explicitly and consciously develop their understanding for increasing cultural competency in Table 19 below. These four key domains enhance leadership effectiveness with continuous professional development.

Table 19

International Education Leader Competencies

1	Acculturation
2	Cultural Competency - Attitudes, Knowledge, Skills
3	Cultural Competency - Stages
4	Self-talk - Constructive, Destructive, Instructive

In understanding acculturation the leader is able to better navigate the challenges and changes that may happen as a result of the process of moving into a new culture. The leader should be aware of their own identity and worldviews. There are many quotations about how a leader must first be able to know and lead themselves. It is through this critical lens of self-inquiry and self-awareness that cultural awareness and sensitivity can then be developed. Leaders must be explicitly aware of the continuous self-talk dialogue and examine their perceptions and words to allow for consciously constructive cognitive processes. They need to understanding that their ego and their sense of self need not be threatened by perceived differences but that diversity is actually a strength and that all humans; regardless of their explicit identities, race, gender, age, behaviours, and language, and have many different experiences and influences in the creation of their life that are implicit and that we cannot know or understand without explicit sharing and understanding. This communication and empathy will lead to greater results and effectiveness for everyone involved in the

organization. Awareness and communication can help breakdown perceived stereotypes and differences and lead to greater involvement in the organization and engagement. The difficulties in navigating this could perhaps however bring up a lot of negative emotion as the leader adapts; understanding how to reflect and understand the importance of self-talk through cross-cultural interactions will help leaders develop a positive cycle of self-perpetuating beliefs and enhance performance effectiveness.

Awareness comes with self-reflection. Who are you? What influenced you to *be* who you are? What are the significant life events that have shaped your beliefs, values, trust, and self-efficacy? Why do you *choose* to behave in certain ways? What is your preferred leadership style? What is your *default* leadership style? What styles do you move to when trigger with emotional or challenging situations? What and who sustains you in times of stress and need? What are the truths you hold? What do you know for sure? What are the things in life that are consistent and constant, no matter what, for you? What is your personality type? How does this relate to your preferred leadership style? What are your greatest strengths and greatest weaknesses? What is your strategic plan, with the strategic intent, for developing your leadership skills and capacities? Who are the mentors and leaders you can call on for advice and help, when needed? What are the specific scripts you use in situations? What words do you use in your self-talk, constructive or destructive or instructive? What framing do you use? What presuppositions do you hold? What are the general semantics and structure of your self-talk?

Next, coaching will help leaders to define areas that are not apparent, the "Johari's Window" of what is unknown to them? It is critical to find the right fit in a coach to help hold up a mirror for the leader to further and more deeply self-reflect and analyze themselves. What are the unconscious beliefs, scripts, and self-talk that influence leadership effectiveness? The discovery of blind spots generally cannot be done in solitary self-

reflection and these areas are discovered and uncovered through discourse critical questioning. A leader and team that understands themselves - each person having a solid mutual understanding with each other will be much more effective than a team that does not understand each other and whose members have large blind, hidden, or unknown areas. Leaders are the catalysts for this and the example for the team in how to reflect and reduce these areas. Working first with a coach who can guide and direct this inquiry will help a leader develop the skills to use with their team. Most great leaders and high performing individuals look to a coach to help them develop their capacities and life.

The next area is to explicitly study culture, diversity, and acculturation for great awareness of how it impacts upon the leader in a new cultural setting. Understanding these intersecting constructs and how they influence all of our interactions and institutions will help a leader to develop the skills necessary to negotiate the path within the organization. These concepts will help the leader to better understand the people in the organization and how institutional power may impact the members of their community in different ways.

Next, leaders must study communication and cross-cultural communication. They must explicitly work to build and change their communication styles and understand how critical communication is to influence in leadership. Communication, whether great or poor, will affect all areas within the school and organization, from teachers, students, parents, to all the other stakeholders. Communication skills are the basis of all relationships and all organizations depend upon the goodwill and development of working cooperation and communication between its members. Together everyone can achieve more and with competition everyone will achieve less.

Leaders should develop cross-cultural competency through communication, knowledge, empathy, cultural identity, and confidence. They can use self-talk to develop competencies in each area and develop self-talk skills through systematic training and

development. Instructive self-talk can help navigate this change and facilitate challenging communication interactions. In the expert interviews leaders often mentioned how they "talked themselves" through challenging interactions in their mind or reflected upon them afterwards. Leaders scripted what they would say in advance when they knew they would be having a challenging interaction that may potential involve cultural miscommunications.

Finally, leaders should be committed to consistent and constant learning and growth, ongoing self-development, and work to strategically plan their development. The need to continuously self-reflect and self-direct their goal setting and implementation of tactics and strategies for growth. As professional educators, they have a professional duty, moral obligation, and code of conduct that requires ongoing efforts to continuously professional improvement. Table below outlines the processes for development for each stage of growth for self-talk strategies.

Table 20

Self-talk Strategies for Cultural Competency

Strategy #	Descriptor
1.	Self-Talk Communication - **Awareness - recording, observing, reflecting**
2.	Self-Talk Communication - **Analysis - constructive, instructive, destructive**
3.	Self-Talk Communication - **Acquire - reframe, refine, reduce**
4.	Self-Talk Communication - **Apply - script, rehearse, activate**
5.	Self-Talk Communication - **Assess - evaluate, effectiveness, engage**

Table 20 above summarized the steps to the strategies. The strategies follow the above processes in a five-step formula:

1. Identify the objective and starting point in developing cultural competency

2.   Set specific measurable goal and time frame

3.   Develop success criteria

4.   Implement, Evaluate, and assess

5.   Next steps or repeat process for next goal area, informed by feedback

Self-Talk Strategies for Cultural Competency

Strategy 1 - Awareness - recording, observing, reflecting

Awareness – record in a journal self-talk for a two-week period. Observe how often self-talk is used, when, why, how. Reflect on the self-talk utilized throughout the two-week period. How does acculturation, culture, communication, identity, and school environment impact self-talk? How do intercultural interactions impact self-talk? Are there different cultural groups in the school that present different challenges? What are they? What aspects can be controlled for? How? What learnings about the cultural communication style may help communication? What are any biases that may be held? What are some assumptions and stereotypes held? Use Table 21 below to choose the areas to set goals around.

Table 21

Key Concepts for International Education Leaders for Cultural Competency

1. Acculturation - Stages and Identity
2. Cultural Competency - Attitudes, Knowledge, Skills
3. Cultural Competency - Stage Indicators
4. Self-talk - Constructive, Destructive, Instructive

Strategy 2 - Analysis - Constructive, Instructive, Destructive

Next, analyze self-talk for the two-week period. Categorize it into constructive, instructive, and destructive. Analyze what changes self-talk, what challenges impact self-talk? How do they impact self-talk? What are the most important areas to develop first?

Choose top three areas that are most important to focus on first. Next, choose one area to set a goal to improve. Follow the five-step formula to set the first goal to work on.

Strategy 3 - Acquire - Reframe, Refine, Reduce

The next strategy is to acquire the self-talk skills to apply to the goal. Reframe – what else could it mean? Reframe self-talk around the goal area. For example, if the goal is to reduce destructive self-talk about stereotypes for a certain culture, ask what else could that behaviour or communication mean? Could it be the result of negative experiences? Could it be the result of the cultural values that are different? Could it mean that the person simply has not had time to eat? Could it mean that priorities are different? Could it mean they had good intentions but very different perspectives? What are the common goals? Reframe self-talk by becoming attuned to other possibilities in the situation. Next, refine self-talk by creating a pattern to follow of focus questions when self-talk is not aligned with the goal. Finally, reduce destructive self-talk patters by interrupting the destructive self-talk and replacing it with focus questions that will change the mind's focus and interrupt the destructive self-talk patterns.

Strategy 4 - Apply - Script, Rehearse, Activate

For this strategy, practice the goal or target criteria for success explicitly. Script out what self-talk to use in the target goal area and then rehearse it mentally each day in the morning and evening. Create an if/then statement that will help you activate the script in real life circumstances. For example, *if* self-talk is _____, *then* I will _____. Script out difficult conversations, conversations that might lead to cultural miscommunications, or circumstances where self-talk is not ideal and practice these scripts. When the situations arise or the self-talk arises, activate the scripts. The rehearsal will help in making it become habit, awareness of when to activate the new scripts will help to reach the goal.

Strategy 5 - Assess - Evaluate, Effectiveness, Engage

In the final strategy for cultural competency *evaluate* progress towards the goal through the success criteria. Assess how *effective* strategies 1-4 have been and what has worked well and what needs to be changed. Use the 5-step formula again to *engage* in continuing the process or setting a new goal area to work towards.

Summary of Findings

The focus of this research was to understand strategies for self-talk for cultural competency for international education leaders. The intersection of the concepts of self-talk and cultural competency underpinned by the acculturation process will help leaders to increase cultural competency and increase leadership effectiveness for an intercultural school setting. The acculturation process has the potential to change functioning, perceptions, and identity as the process is navigated. In the second phase of acculturation a person may feel judgements towards differences between their own culture and the new culture. Confusion and frustration around the functions and systems in the culture and the way things are done may occur. Frustrations may be attributed to the new culture and perceived deficiencies instead of the actual acculturation process stages. Depression, anxiety, irritability, homesickness, loneliness, excess drinking, eating, or withdrawal can occur and may impact life functioning significantly for some individuals. This research looked at how self-talk may be affected during the acculturation process as changes occur in the five stages. Self-talk is any internal communication with oneself either in pictures or words. The self-talk would impact upon how cultural competency is developed based upon the potential impacts of the acculturation process. As acculturation happens in that second phase that most people go through of negativity, judgements, anger, anxiety, and often this is attributed to the new culture inappropriately, the self-talk may become negative or destructive potentially impacting the leader's effectiveness. Awareness can potentially help education leaders

navigate the acculturation process with self-talk strategies which will in turn will potentially

increase their cultural competency levels which will then in turn impact leadership

effectiveness. Cultural competency is aligned behaviours, attitudes, and policies that work to

facilitate professionals in an organization to work effectively in an interculturally diverse

setting. Culture is the indoctrinated human behaviours including thoughts, linguistic

communication, non-verbal communication, actions, customs, beliefs, values, and institutions

of racial, ethnic, religious, or social groups. Competency is having the capacity to function

effectively. A culturally competent leader is aware of the importance of culture, the

acculturation process for themselves and others, has the skills to assess cultural competency,

skills in intercultural communications, an understanding of the dynamics that result from

cultural differences, the provisions to expand cultural knowledge, and the adaptation skills to

meet cultural needs within the organization. Cultural competency, while idealistic, is a goal to

help international education leaders work more effectively in interculturally diverse and

complex scenarios to facilitate intercultural competencies and understanding within an

international school setting for all, staff, students, parents, board members, and community.

Becoming culturally competent is a continuum developmental process with room for

continuous learning and growth. The key concepts that emerged from the interview analysis

and literature review for international education leaders to be aware of for cultural

competency are acculturation, stages and identity, cultural competency, attitudes, skills, and

knowledge, cultural competency stage indicators, and self-talk as constructive, instructive, or

destructive.

Table 22 below and 23 illustrates the concepts with descriptors that were used in this

research and then a brief summary of the self-talk strategy steps to be used in coaching an

international education leader around acculturation. The stages of acculturation are important

due to the anger, anxiety, and adjustments that take place during the acculturation process

that may negatively impact an international education leader's effectiveness as a leader.

Table 22

Summary of Key Concepts for Effective International Education Intercultural Leadership

Acculturation	Descriptor
Awareness of the 5 stages of the acculturation process and potential impacts and changes. (The cycles may repeat and begin again at different levels at different times based upon experiences and events. Most are not aware what is happening to them.)	**Arrival** - In the beginning of the acculturation process there is excitement, curiosity, and positive anticipation of the new situation and experiences; may idealize the new country's culture. **Alignment, Anger, Anxiety** - In the next phase a person may feel judgements towards differences. Confusion and frustration around the functions and systems in the culture and the way things are done. Frustrations may be attributed to the new culture and perceived deficiencies instead of the actual acculturation process stages. Depression, anxiety, irritability, homesickness, loneliness, excess drinking, eating, or withdrawal can occur. May impact life significantly for some individuals. **Adjustment** - Perspective, balance, and objectivity for the new culture develops. Some people cannot reach this stage. **Adaptation** - Developing a sense of understanding, belonging, and sensitivity to the new culture, can function and work well within the new culture. **Re-entry Shock** - Changes in perspective and identity create challenges and difficulties returning to own culture.

Table 23

Coaching Process for Self-talk Strategies for Cultural Competency

Self-talk Strategies:	**Awareness** - observing, recording, reflecting on the acculturation process and cultural competencies.
Coaching process for self-talk strategies for acculturation and cultural competencies.	**Analysis** of self-talk - is it constructive, instructive, or destructive? What areas could be developed? **Acquire** - reframe, refine, reduce - change where necessary, awareness to reduce destructive talk.
Destructive **To** **Constructive and** **Instructive**	**Apply** - script, rehearse, activate - write, practice, and make habits for self-talk. **Assess** - evaluate, effectiveness, engage - assess results, analyze areas, engage in cycle again.

Finally, Figure 4 is a visualization of the interaction of the key concepts for cultural competency in international education leadership with acculturation underpinning all of the interactions between self-talk and cultural competencies. This is developed from the theoretical frameworks that the research is based upon with self-talk theory, cultural competency theory, and acculturation theory within the context of international education leadership.
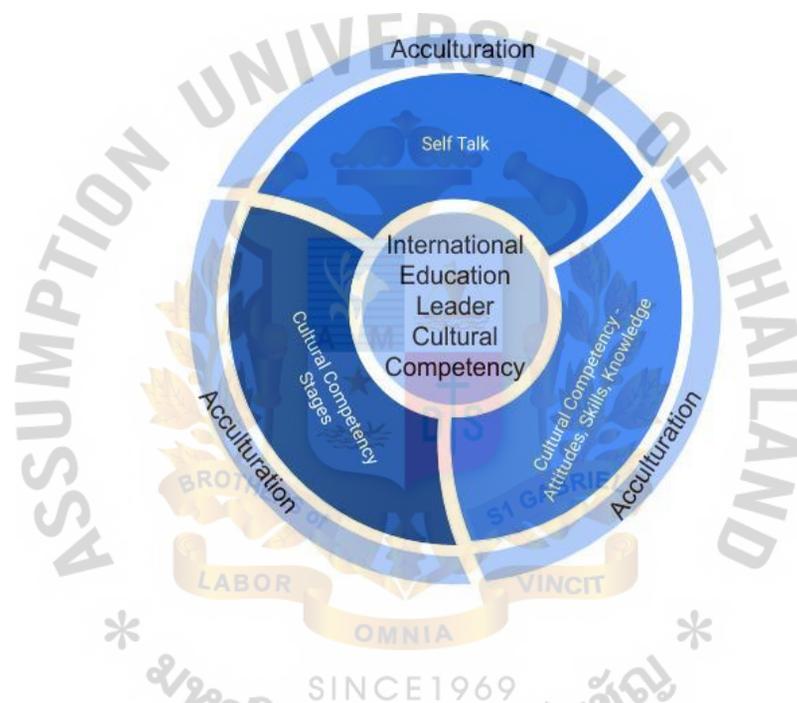
Figure 4.

International education leader cultural competency development.

CHAPTER V

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

Overview

This chapter concludes the research with the conclusion, discussion, and recommendations, based on the findings with the implications for leaders in international education and further research opportunities identified. This research looked at primary and secondary sources to collect data for the research. The primary resources were the interviews and the survey instrument, and the secondary sources included books, journals, and articles; both online and in print versions. The research was based upon a mixed methods inquiry to explore current research, with the instruments and interviews to develop the instruments, data collection, qualitative and quantitative analysis, and strategies developed from the findings of the research.

Research Objectives

1. To determine current self-talk used by ISAT school leaders in Thailand.

2.To determine experiences of self-talk and cultural competency of ISAT school leaders in Thailand.

3. To determine the effects of self-talk on cultural competency in ISAT school leaders in Thailand.

4. To develop self-talk strategies for cultural competency for international education leaders.

Research Design

To achieve the objectives of this research the researcher used a mixed methods inquiry. The experience of international education leaders was explored to further understand self-talk and cultural competency for international educational leadership in ISAT schools in Thailand. For the empirical data, both qualitative and quantitative data was utilized to do the analysis to develop the strategies for self-talk based upon the theoretical frameworks.

Empirical and theoretical methodology was then utilized to develop the strategies to enhance international education leaders' cultural competency. The researcher chose to base the mixed methods design on the pragmatic time order decision methodology of Johnson and Onwuegbuzie, (2006) to allow the inquiry to formulate the research model necessary as the investigation unfolds. The "flexibility and power" as described by Butin (2010) and popularity in the field of education gives the research design the integrity to strengthen the potential validity of the strategies.

This study included interviews with 16 experts working within ISAT international schools in Thailand plus a research expert in cultural competency recommended by an interviewee during an interview for a total of 16 interviewees. All of the interviewees had leadership experience of 2-36 years, a Master's in education or more, and were in a leadership position at their current workplace. The interviewees included a diverse cross-section of leadership specifically to include all levels representation for school leadership and education experts. The cross-section of experts chosen represented at least one person representing each level of leadership in the typical international school to ensure the diversity and to inform the development of the survey instrument. There were five female leaders and eleven male leaders represented. Participants were from 7 different countries and gave perspectives across cultures for this research. The research interviews were the primary source for data for this research study. Table 24 gives the demographic data for the interview participants in this research with current position, education level, number of countries the participant has worked in education in, gender, and years' experience in education.

Population

Table 24

Demographic Data for Expert Interviews

_____

Participant Number	Home Country	Current Position	Education	Experience: Countries Worked in Education	Gender	Years Experience In Education
Participant 1	USA	Principal MS	PhD	3	Male	10
Participant 2	India	Director	PhD	10	Female	18
Participant 3	Thai	Head of School	PhD	2	Female	25
Participant 4	USA	Principal PS	PhD	2	Female	15
Participant 5	Australia	Researcher	PhD	3	Male	10
Participant 6	Australia	Principal	MEd	6	Male	14
Participant 7	Scotland	Curriculum Coordinator	BEd	12	Female	26
Participant 8	Thai	Director	MEd	2	Female	30
Participant 9	Canada	Head of School	MEd	2	Male	9
Participant 10	UK	Assistant Principal/ Curriculum Coordinator	MEd	3	Male	15
Participant 11	UK	Head of School	PhD	3	Male	24
Participant 12	UK	Director	MEd	2	Male	21
Participant 13	Australia	Board Executive/Expert	MEd	15	Male	20
Participant 14	UK	Head of School	MEd	3	Female	26
Participant 15	USA	Principal HS	MEd	2	Male	20
Participant 16	Canada	Vice Principal PS	MEd	4	Male	15

Conclusion

This research sought to examine the use of self-talk for cultural competency for international education leaders in ISAT schools in Thailand. The research interviews revealed that self-talk is a concept that all of the interviewees did utilize within the context of education leadership. Some of the respondents utilized it in a structured reflective manner, while others used it in an unconscious automatic fashion. Leaders interviewed were all aware

of the challenges of acculturation and leading in complex intercultural environments and reflected upon how to work the challenges and opportunities these brought forth.

Acculturation is the process of assimilation to a different culture, typically the dominant one, that may impact both social and psychological well-being and both self-talk and leadership effectiveness with cross-cultural communication and building relationships. The experts interviewed had rich experiences to share on the acculturation process, what it was to them, beliefs and thinking that occurred, and examples of the challenges and opportunities encountered. The first experiences of a person working in a new culture can set them up for how well the adapt and assimilate to the new culture. In working in ISAT international schools' interviewees felt for the most part that schools did help them to adjust to Thai culture during the orientation and induction process but more should be done. All interviewees who were non-Thai felt that working in Thailand culture took time to adjust to and the Thai culture course or orientation was a start but more is needed to help people to adjust, such as language courses, experiential learning outside of school, customs, and daily life outside of work.

To develop cultural competency some key attitudes, skills, and knowledge were identified as important for leaders. Attitudes are an important factor for international school leader effectiveness. The concepts of respect, openness, curiosity, discovery, and seeking out cultural interactions to analyze cultural attributes without prejudice or criticism and seeing ambiguity positively to work beyond the comfort zone are important themes for analysis in relation to effective international education leadership.

Leaders need to have an understanding on how to build working relationships with stakeholders in their organization, in acculturation, and in working in a culturally complex and diverse organization. Leadership requires complex nuances of respect in cultural communications with different cultures to create an effective outcome.

Participants mentioned the concept of 'letting it go' several times and with contemplation and rationalization they decided what parts they 'needed to let go' of and stop thinking or ruminating on in order to maintain focus on the larger mission and vision of education as an important habit for leadership effectiveness.

Leaders should suspend judgement and be willing to learn about and experience other cultures to find out the differences and do a comparative analysis without criticism or judgements. It is about having an attitude of "looking for the good" in others and accepting others for who they are. Leaders need to be able to role model this skill with all of the stakeholders in an international school and learn about everyone in the organization with an open-minded regard for all. Understanding that finding commonalities is critical and accepting the differences in people is central to being open minded as a leader.

Curiosity allows for cultural competency and helps build a solid foundation for cultural communication by helping a leader navigate the acculturation process more effectively. Curiosity allows a person to challenge beliefs, question understandings and thoughts, build relationships with others regardless of personal values and it helps in having difficult conversations when a leader must face issues and that curiosity allows for an open mind towards the conversation and the involved parties. Curiosity is key in helping to bridge gaps in communication and overcome barriers to engagement.

Discovery is important for navigating the acculturation to a new country, developing cultural sensitivity, and coming into a new school and understanding how to develop appropriate ways of interacting in the new environment. Being able to tolerate ambiguity and not knowing, and viewing things as a positive experience, looking for the growth in the situations, and understanding how to have a willingness to move beyond the normal comfort zone. It is important for leaders moving into a new culture, especially one where you cannot

speak the language, to be able to drive their internal leadership for ethno-relative perspectives and be flexible, adaptable, and reflective in discovering the new culture.

In terms of skills, listening, observing, analyzing, interpreting, evaluating, reflecting, resilience, valuing others' perspectives, and communication skills; both verbal and non-verbal are very important for leaders in order to be effective in leading a diverse international school organization. A leader must be constantly interpreting, evaluating, and reflecting in everything they do in order to be an effective leader and be able to navigate the acculturation process effectively. Looking at differing meanings, differing perspectives, taking into careful consideration all stakeholders and the possible outcomes of a situation and reflecting on the way in which the organization could best move forward. Self-reflection and analyzing causation and correctly interpreting and attributing meaning is a critical skill for leaders to build trust and to be able to lead any organization and especially an organization with a diverse intercultural community.

The final area within skills for developing cultural competency are resilience, perspective, and communication skills. All of these skills overlap with leadership skills that a leader must develop in order to be effective but especially in an international complex intercultural diverse organization. Resilience is a foundation for learning and growing as a leader and having a growth mindset towards challenges. The acculturation process takes great resiliency as a leader moves into a new organization and a new country. Resilience helps to overcome all of the day to day challenges that leaders must handle and become adept at working through. One must in essence be able to lead themselves before being able to lead others. With perspective this concept is critically important for leaders to understand how to move between stakeholders thinking and feelings and become aware of how the different groups view different situations. A leader, in order to be effective must be able to identify and analyze perhaps culturally influenced perspectives and points of view and the

interrelationships between cultural and perspective. Some ideology and paradigms are deeply

rooted in a person's culture and the understanding of their perspective requires a critical

analysis of the worldview and experiences they are bring into the organization. From that

then a leader must be able to effectively communicate with all members of the community to

share perspectives and manage the message for all stakeholders within the situation and

organization. That critical communication and careful management of the message will

directly influence how effective a leader is in an organization. With great communication a

leader can overcome even the harshest of circumstances and without it even the best of

circumstances it will lead to disengagement and negativity within the organization. Leaders

interviewed attested to the challenges in communication and then adding in cultural diversity

is another level to the complexity of the situations they faced within an international setting.

Leaders discussed the importance of understanding how to communicate well within the

organization.

International education leaders need to be aware of issues such as cultural awareness,

self-awareness, specific cultural knowledge, language development, and awareness of issues

in education such as global trends of migration for international education such as from China

to other Asian countries. Particularly important for leaders is self-knowledge, self-awareness,

knowing yourself, and building relationships.

The development of a leader's capacities from destructive to proficient will vary

and depend largely upon the individual's capacity to learn, respect, reflect, grow, and

willingly engage themselves in pluralistic behaviours; adapting open and fluid

competencies within their leadership styles. Valuing differences, understanding,

respect, and inclusion are key components for leaders to develop and understand within

their leadership styles. Continuous growth and learning helps leader build competence,

confidence, and capacity as a leader.

A culturally competent leader is aware of the importance of culture, has the skills to assess intercultural communications, an understanding of the dynamics that result from cultural differences, the provisions to expand cultural knowledge, and the adaptation skills to meet cultural needs. Cultural competency is a goal to help international education leaders work effectively in interculturally diverse and complex scenarios.

The continuum and the characteristics that might be exhibited at each are: Cultural destructiveness would include attitudes, policies, and practices destructive to cultures and individuals. Cultural incapacity includes extreme biases and assumes racial superiority of the dominant group and assumes a paternalistic posture towards the lesser groups. Cultural blindness represents beliefs that culture makes no difference, people are the same. Values of the dominant culture are presumed to be universally applicable and beneficial with the non-dominant culture thought to not meet expectations. In cultural pre-competency, there is an awareness of the limitations of cross-cultural communications with a desire to be fair and equitable with appropriate cultural sensitivity. Frustration may come from not knowing what is possible or how to proceed. Cultural competency has acceptance and respect for differences, continuing self-assessment, careful attention to dynamics of differences, continuous expansion of cultural knowledge and resources with adaptations to belief systems, policies, and practices. Cultural proficiency is when culture is held in high esteem and one seeks to add to their knowledge by reading, studying, conducting research, and developing new approaches for culturally competent practice.

Participant leaders interviewed expressed an awareness of changes in their thought processes and most had actively reflected upon their personal leadership development within a new cultural context. Awareness of how self-talk changes directly due to their acculturation

processes and experiences is important. Most participants really talked through issues within their minds and reflected upon situations carefully before responding. Most reflected with a technique, cognitive routine, activity, such as driving or exercise, including running, meditating, praying, showering, driving, walking their dogs. Most participants were aware of the differing levels of self-talk such as constructive (also described as positive or optimistic), destructive (also described as negative or pessimistic) and instructive or talking themselves through a critical analysis of the situation and scripting, rehearsing, or mentally preparing their actions and words to deal with the situation effectively. Some of the participants reached out to others to discuss issues and some of the participants preferred to speak with their partner about the situations. Overall, self-talk was something that all of the participants agreed that they engaged in with differing degrees of consciousness and self-direction. The participants used self-talk as a tool to help them develop their leadership effectiveness in international educational settings.

Leaders must use contemplation and rationalization as they decided what they 'needed to let go' of and stop thinking or ruminating on in order to maintain focus on the larger mission and vision of education. This can be looked at in terms of part of the strategies of self-talk habits for leaders to use among others mentioned of gratitude, a routine, exercise, a specific time and place to think, or someone to talk to such as a coach or spouse.

Most participants had felt their self-talk had changed in moving into a new culture in regard to leadership and most had noticed some differences and changes. Some had reflected upon these changes and worked to understand constructive or destructive self-talk or how the new thought processes were needed in regard to leadership in a new culture.

Discussion

The primary findings from the research was that self-talk is a strategy that leaders use to effectively reflect and work in international education leadership. Leaders either utilize it

consciously or unconsciously, and most experts interviewed use it for a variety of purposes such as preparing for the acculturation process, difficult conversations, analyzing situations with cultural miscommunications, and working through challenges with stakeholder groups. Self-talk strategies were seen as a way to increase confidence and effective communication.

In working in ISAT international schools' interviewees felt for the most part that schools did help them to adjust to Thai culture during the orientation and induction process. More is needed to help people to adjust in a new culture and navigate the acculturation process, such as language courses, experiential learning outside of school, customs, and navigating daily life outside of work. Self-talk can also help this process and most of the interviewees reported 'talking themselves through' cultural shock and transition challenges. The acculturation process did show to have an effect upon interviewees, and they reported changes in their self-talk in moving into a new culture. Understanding how to live and accomplish basic tasks outside of school was a concern for many of the participants. Everyday issues such as taxis, getting food, shopping, banking, and general daily life was complicated by the lack of language. The differences in moving into Thai culture was thought to be very different from the home culture and not being able to speak the language made the transition even more challenging. International education leaders need to have an understanding on how to build working relationships with stakeholders in their organization, in acculturation, and in working in a culturally complex and diverse organization.

Contemplation of issues such as acculturation, people, challenges, situations that come up in the school, working with coaching teachers and in managing people throughout the organization from parents to students all have facets of self-talk involved. Rationalizing experiences and how these experiences could impact their thinking and feelings either negatively or positively are important areas for awareness for a leader. Our brain naturally categorizes everything (Banaji & Greenwald, 2016) and biases and stereotypes can develop

from this without careful consideration and metacognition on the actual process to developing our thinking on an issue or culture.

It is important it is to become consciously competent in using strategies to help increase leadership effectiveness within a complex international school setting. Self-talk strategies can increase confidence and effective communication.

Major issues require "big picture" thinking of the goals of education to help ground a leader and understand how to proceed. Reflection to think more clearly and having time to reflect upon and analyze a course of action or response is important for leaders.

Leaders need to reflect upon what is important to them and the values they stand for and use constructive and instructive self-talk in relation to their own performance as a leader. It is important to be aware of self-talk and to understand how to move from destructive to instructive or constructive and to use it to navigate difficult situations.

Communication with stakeholders in culturally sensitive ways is very important and careful consideration should be given to how to communicate, in what role, coach, leader, counsellor, and what is the purpose of the communication. Scripting very difficult conversations is a technique to use and using self-talk in considering issues carefully before responding can help. Consciously thinking through the use of non-verbal communication techniques and body language using self-talk in preparing to communicate with stakeholders can increase communication effectiveness.

Openness, suspending judgement, and being willing to learn about and experience other cultures and find out the differences and to do a comparative analysis without criticism or judgements will help a leader improve cultural competency. Having an attitude of "looking for the good" in others and accepting others for who they are and being a role model for that in the organization will help leaders improve cultural competency. Understanding that finding

commonalities is critical and accepting the differences in people is central to being open minded as a leader and using self-talk to navigate this may help develop cultural competency.

Curiosity build a solid foundation for cultural communication and for helping a leader navigate the acculturation process more effectively. Curiosity allows a person to challenge beliefs, question understandings and thoughts, build relationships with others regardless of personal values and it helps in having difficult conversations when a leader must face issues and that curiosity allows for an open mind towards the conversation and the involved parties. Curiosity is key in helping to bridge gaps in communication and overcome barriers to engagement. Leaders should develop cross-cultural competency through communication, knowledge, empathy, cultural identity, and confidence. They can use self-talk to develop competencies in each area and develop self-talk skills through practice, training, and development.

Important for leaders is knowing their personal identity, understanding their values, understanding their worldview, biases, and support systems. Self-talk is part of this process in developing leadership capacity and working towards developing even more effective levels of cultural competency, communication and leadership. Continuous learning with courses, university, online, or with others can be used to help develop leadership skills. Self-talk strategies can be used throughout these processes to increase cultural competency and leadership effectiveness to consciously direct action as a leader.

The strategies utilize a five-step formula:

1. Identify the objective and starting point in developing cultural competency

2. Set specific measurable goal and time frame

3. Develop success criteria

4. Implement, Evaluate, and assess

5. Next steps or repeat process for next goal area, informed by feedback

Self-Talk Strategies for Cultural Competency

Strategy 1 - Awareness - Recording, Observing, Reflecting

Awareness – record in a journal self-talk for a two-week period. Observe how often self-talk is used, when, why, how. Reflect on the self-talk utilized throughout the two-week period. How does acculturation, culture, communication, identity, and school environment impact self-talk? How do intercultural interactions impact self-talk? Are there different cultural groups in the school that present different challenges? What are they? What aspects can be controlled for? How? What learnings about the cultural communication style may help communication? What are any biases that may be held? What are some assumptions and stereotypes held? Set goals around acculturation, cultural competency, and self-talk.

Strategy 2 - Analysis - Constructive, Instructive, Destructive

Next, analyze self-talk for the two-week period. Categorize it into constructive, instructive, and destructive. Analyze what changes self-talk, what challenges impact self-talk? How do they impact self-talk? What are the most important areas to develop first? Choose top three areas that are most important to focus on first. Next, choose one area to set a goal to improve. Follow the five-step formula to set the first goal to work on.

Strategy 3 - Acquire - Reframe, Refine, Reduce

The next strategy is to acquire the self-talk skills to apply to the goal. Reframe – what else could it mean? Reframe self-talk around the goal area. For example, if the goal is to reduce destructive self-talk about stereotypes for a certain culture, ask what else could that behaviour or communication mean? Could it be the result of negative experiences? Could it be the result of the cultural values that are different? Could it mean that the person simply has not had time to eat? Could it mean that priorities are different? Could it mean they had good intentions but very different perspectives? What are the common goals? Reframe self-talk by becoming attuned to other possibilities in the situation. Next, refine self-talk by

creating a pattern to follow of focus questions when self-talk is not aligned with the goal. Finally, reduce destructive self-talk patters by interrupting the destructive self-talk and replacing it with focus questions that will change the mind's focus and interrupt the destructive self-talk patterns.

Strategy 4 - Apply - Script, Rehearse, Activate

For this strategy, practice the goal or target criteria for success explicitly. Script out what self-talk to use in the target goal area and then rehearse it mentally each day in the morning and evening. Create an if/then statement that will help you activate the script in real life circumstances. For example, *if* self-talk is _____, *then* I will _____.

Strategy 5 - Assess - Evaluate, Effectiveness, Engage

In the final strategy for cultural competency evaluate progress towards the goal through the success criteria. Assess how effective strategies 1-4 have been and what has worked well and what needs to be changed. Use the 5-step formula again to engage in continuing the process or setting a new goal area to work towards.

Recommendations

1. International education leadership induction programs include self-talk strategies for cultural competency.

2. Acculturation strategies be included in induction programs for international leaders, teachers, parents, and students to help the acculturation process and adaptation to a new country and new school.

3. Professional Learning Communities online or in person for leaders from international schools to find support.

4. Ongoing blended learning professional development (online and in person) training for leaders.

5. Coaching for development - onsite coaching for leaders to help practice and gain proficiency with the self-talk strategies.

This research sought to examine the use of self-talk for cultural competency for international education leaders in ISAT schools in Thailand. The research interviews revealed that self-talk is a concept that all of the interviewees did utilize within the context of education leadership and the strategies revealed through the research may help to enhance cultural competency through the self-talk strategies. More research is necessary regarding self-talk use in international education leadership and it's potential to help enhance leadership in an increasing globalized world.

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APPENDICES
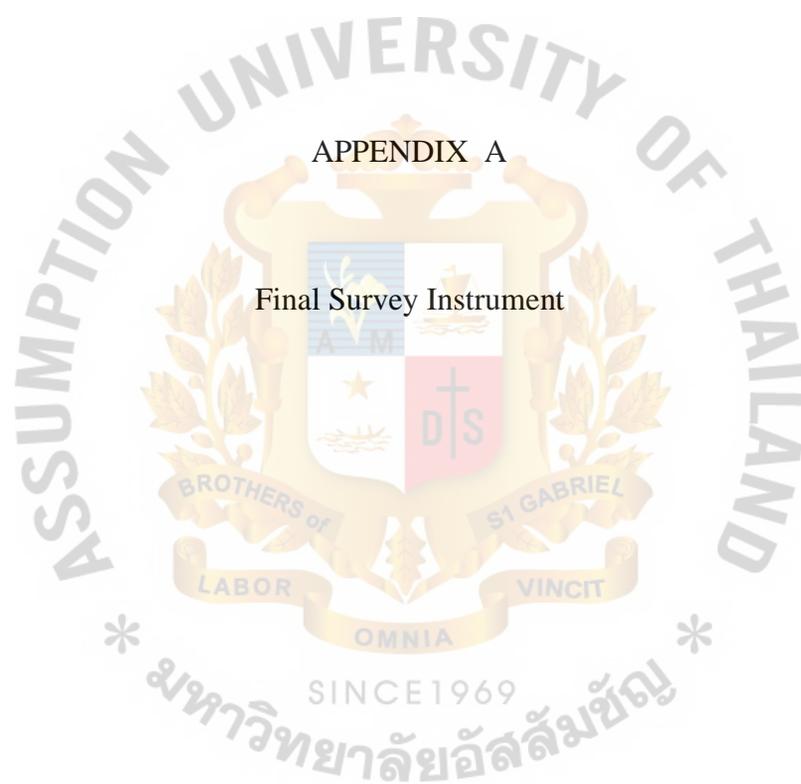
APPENDIX A

Final Survey Instrument

Survey - ISAT International School Leaders Self-Talk and Cultural Competency

Informed Consent for Survey Participants

Dear Survey Participant,

My name is Janat Blackmon and I am completing a PhD in Education Leadership at Assumption University with Dr. John McGrath as my adviser. I am conducting a survey about self talk and cultural competency for international school leaders.

The purpose of this study is to explore self talk and cultural competency for international school leaders in International School Association of Thailand (ISAT) schools. This survey typically takes about 10 minutes to complete. I anticipate over 97 ISAT education leaders to participate in the study and no school or individual will be identified. All responses are anonymous and strictly confidential. The data will be stored electronically with the researcher for a period of five years.

No risk is anticipated in the study outside of the normal risks associated with your typical duties. By clicking YES below you give consent for your data to be included in the study. Your views are valuable and I greatly appreciate your time and assistance.

Thank you for your support.

Required

Section 1 - Demographic Data

1. **I have read and understand the informed consent above:** *
- **YES**

2. **Education Background - check all that apply** * *Check all that apply.*

☐ BA
- BEd / PGCE or equivalent (1 year, with supervised practicum)
- BEd / PGCE or equivalent (2 years, with supervised practicum)
- MEd one year
- MEd two years
☐ Masters other discipline
- PhD Education
- PhD other discipline
- Other: _____

3. Years of experience in education:

Mark only one response per row.

	1-3 years	4-6 years	7-9 years	10-12 years	13-15 years	16-19 years	21+ years
	1	2	3	4	5	6	7
Classroom Teaching	○	○	○	○	○	○	○
Leadership - Coordinator	○	○	○	○	○	○	○
Keystage Leader	○	○	○	○	○	○	○
Leadership - Vice Principal	○	○	○	○	○	○	○
Leadership - Principal	○	○	○	○	○	○	○
Leadership - Head of Department	○	○	○	○	○	○	○
Leadership - Head of School	○	○	○	○	○	○	○
Other	○	○	○	○	○	○	○

4.   Age: * *Mark only one oval.*

21-30	31-40	41-50	51-60	61+
○	○	○	○	○

5. **Cultural Experience:** * *Mark only one oval per row.*

		1-3	4-6	7-9	10-12	13-15	16-19	21+
1	How many years have you worked outside of your home country or country of citizenship (the one you most identify as your home country)?	1	2	3	4	5	6	7
2	How many years have you been at your current job?	○	○	○	○	○	○	○
3	How many years have you been in your current country?	○	○	○	○	○	○	○
4	How many countries have you worked in education in?	○	○	○	○	○	○	○
5	How many countries have you lived in altogether?	○	○	○	○	○	○	○
6	How many countries did you live in during your childhood (birth to 18)?	○	○	○	○	○	○	○
7	How many training/professional development DAYS have you done on intercultural leadership?	○	○	○	○	○	○	○
8	How many different training/professional development/university COURSES have you done on intercultural leadership?	○	○	○	○	○	○	○

6. **Gender:**
   1-female
   2-male
   3-prefer not to say
   4-non-binary/third gender
   5 - prefer to self-describe *

Female	Male	Prefer not to say	Non-binary/third gender	Prefer to self-describe
○	○	○	○	○

7. What is your home country or country of citizenship (the one you most identify with as your home country)? * _____

8. **How many different cultures are represented in your current organization? Administration, parents, students, and staff.)** * _____

Section 2 - Cultural Competency

Please rate the following based on your experiences:
Mark only one oval per row.

1- Not my thoughts at all 0%
2 - My thoughts 1-25%,
3 - My thoughts 26-50%,
4 - My thoughts 51-76%,
5 - my thoughts 75-100% *

#	Question	1	2	3	4	5
1	Policies are needed to help improve education practices in this country.	○	○	○	○	○
2	People are all the same regardless of culture and beliefs.	○	○	○	○	○
3	There are limitations in cross cultural communications.	○	○	○	○	○
4	Most people in our organization respect differences between cultures.	○	○	○	○	○
5	Cultural diversity is valued in our organization.	○	○	○	○	○
6	I am culturally self-aware. (I know my identity, influences, and world view and how they were shaped.)	○	○	○	○	○
7	I listen, observe, and evaluate to identify and minimize ethnocentrism in my communication.	○	○	○	○	○
8	I am aware when I start judging other cultures in my mind.	○	○	○	○	○
9	We are fair and equitable with appropriate cultural sensitivity in our organization.	○	○	○	○	○
10	I analyze basic information when working with a new culture. (History, values, beliefs, communication styles, practices.)	○	○	○	○	○
11	There is a very evident divide between cultural groups in our organization.	○	○	○	○	○
12	Frustrations between different cultural groups occurs because of cultural miscommunications.	○	○	○	○	○
13	I can compare and contrast cultural differences without prejudice.	○	○	○	○	○
14	Some cultures have more effective communication styles than others.	○	○	○	○	○

		1	2	3	4	5
15	Our organization has clear policies, expectations, and follow up on the dynamics of cultural differences to support cultural diversity.	○	○	○	○	○
16	I think critically to view and interpret communication from other cultural points of view.	○	○	○	○	○
17	I am aware of my cultural biases and seek to find hidden biases.	○	○	○	○	○
18	Our organization has cultural sensitivity training for all members of our learning community.	○	○	○	○	○
19	Our organization researches and develops approaches for culturally competent practices.	○	○	○	○	○
20	I am aware of differences in verbal and non-verbal communications between cultures and adjust my speech to accommodate differences.	○	○	○	○	○
21	There is no need to worry about cultural differences; if you are sensitive you will do okay.	○	○	○	○	○
22	Members of diverse cultural groups are full participants in all aspects of our organization's work.	○	○	○	○	○
23	Some cultural populations are marginalized in our organization.	○	○	○	○	○
24	I often wonder about cultural differences in my mind.	○	○	○	○	○
25	Everyone should conform to the majority in an organization.	○	○	○	○	○
26	Cultural diversity creates conflicts in our organization.	○	○	○	○	○
27	Everyone in our organization is treated equally.	○	○	○	○	○
28	I seek out intercultural interactions and differences and see them as learning opportunities.	○	○	○	○	○
29	I think about how my communication is perceived by others from different cultures.	○	○	○	○	○
30	I seek out cultural cues and meaning and can see things from multiple perspectives.	○	○	○	○	○

Section 3 - Self-Talk

Please rate yourself: *
Mark only one oval per row.

1=Never
2=1-25% of the time
3=26-50% of the time
4=51-75%
5=76-100%

#	Question	1	2	3	4	5
1	I create positive images in my mind.	○	○	○	○	○
2	I tell myself not to be so stupid.	○	○	○	○	○
3	I think about what has happened and think about solutions in my mind.	○	○	○	○	○
4	I say positive things to myself.	○	○	○	○	○
5	I punish myself for some thoughts.	○	○	○	○	○
6	I reflect to improve.	○	○	○	○	○
7	I mentally rehearse scripts for what I want to communicate.	○	○	○	○	○
8	I tend to keep busy to avoid thinking.	○	○	○	○	○
9	I challenge the validity of my thoughts.	○	○	○	○	○
10	I am generally optimistic.	○	○	○	○	○
11	I am generally pessimistic.	○	○	○	○	○
12	I analyze my thoughts rationally.	○	○	○	○	○
13	I talk with someone else to help clarify my thoughts.	○	○	○	○	○
14	I tend to focus on negative thoughts.	○	○	○	○	○
15	I think about feedback and use it to grow and improve.	○	○	○	○	○
16	I look for commonalities with others.	○	○	○	○	○
17	I tend to judge others.	○	○	○	○	○

		1	2	3	4	5
18	I meditate, pray, exercise, or have a routine to help clear my thinking when I am frustrated or have a challenge to solve.	○	○	○	○	○
19	I notice my internal dialogue/self-talk.	○	○	○	○	○
20	I do not notice my internal dialogue/self-talk.	○	○	○	○	○
21	Self-talk does not affect my mood and motivation.	○	○	○	○	○
22	Self-talk affects my mood and motivation.	○	○	○	○	○
23	My self-talk has become more negative in this culture.	○	○	○	○	○
24	My self-talk has become more positive in this culture.	○	○	○	○	○
25	I actively work to change my self-talk.	○	○	○	○	○
26	I journal or reflect upon my self-talk.	○	○	○	○	○

27. Have you noticed any situations in a different culture, as a leader, that has affected your self-talk? Please describe/explain.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

28. How much do you feel your self-talk has changed when you have moved into a different culture? *

Mark only one oval.

```
              1   2   3   4   5
Not at all    ○   ○   ○   ○   ○                Completely
```

29. How would you classify your self-talk generally?
Mark only one oval per row.

1= not all like me
2= mostly not like me
3=somewhat like me
4=mostly like me
5=very much like me

	1	2	3	4	5
Constructive	○	○	○	○	○
Destructive	○	○	○	○	○
Instructive	○	○	○	○	○
Positive	○	○	○	○	○
Negative	○	○	○	○	○

Thank you for taking this survey.
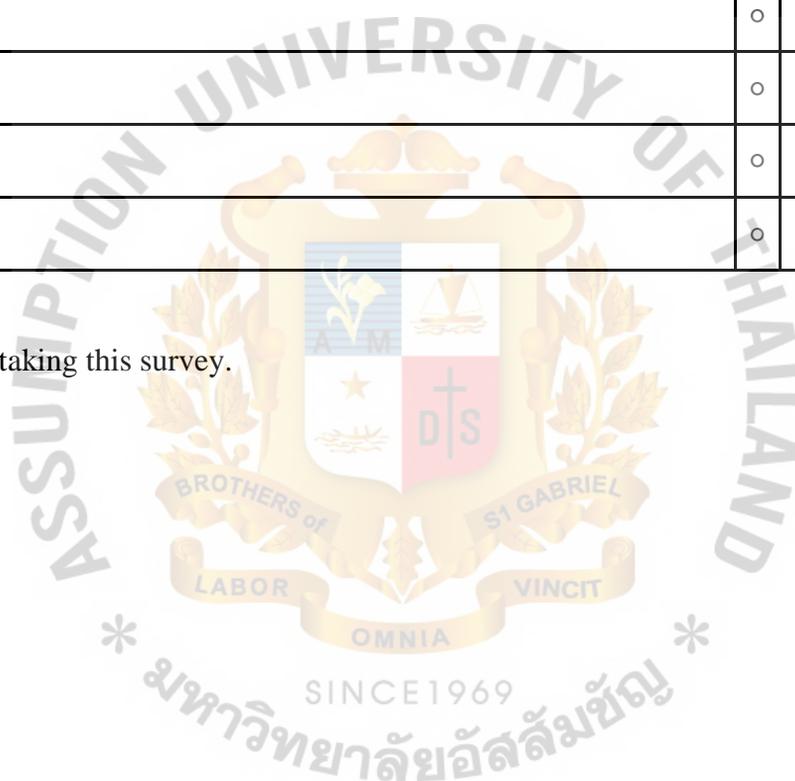
APPENDIX B

Expert Validation Forms for Final Survey Instrument

Student Name: Janat Blackmon
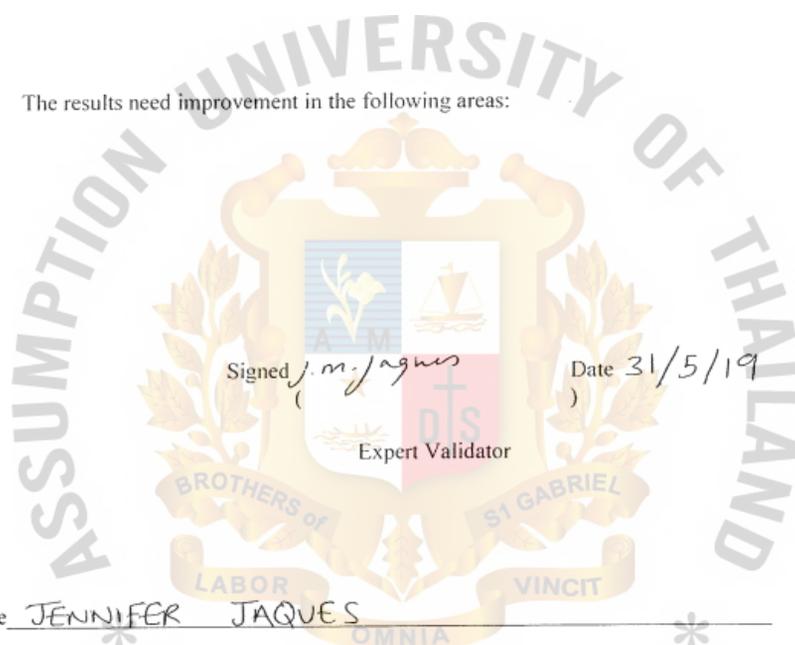Contact Information: janat.b.edu@gmail.com Telephone: +66947352308

Research Title: Self Talk Strategies for Cultural Competency for International Education Leaders

Validation of the Survey Instrument

I have evaluated the researcher's survey instrument, and I confirm the following:

☑ The results are satisfactory. Additional comments and suggestions:

☐ The results need improvement in the following areas:

Signed _____ Date 31 May '19

Expert Validator

Name Mechum Purnell

Expertise/Qualification Ed.D., UCLA

Title Secondary Vice Principal

Organization/University FIS International School

Student Name: Janat Blackmon
Contact Information: janat.b.edu@gmail.com Telephone: +66947352308

Research Title: Self Talk Strategies for Cultural Competency for International Education Leaders

<u>**Validation of the Survey Instrument**</u>

I have evaluated the researcher's survey instrument, and I confirm the following:

✓ The results are satisfactory. Additional comments and suggestions:

The results need improvement in the following areas:

Signed   Date) 29 MAY 2019

Expert Validator

Name DR KARL STEFAN MENEGHELLA

Expertise/Qualification 40+ YEARS IN EDUCATION

Title PYP HOMEROOM TEACHER K

Organization/University KIS INTERNATIONAL SCHOOL

Research Title: Self Talk Strategies for Cultural Competency for International Education Leaders

Validation of the Survey Instrument

I have evaluated the researcher's survey instrument, and I confirm the following:

The results are satisfactory. Additional comments and suggestions:

_____
_____
_____
_____
_____

The results need improvement in the following areas:

_____

Question 9 in particular has multiple components to some of its questions.
This could be confusing to respondents because they may disagree to some parts but disagree with others and there is only room for one answer.
To could solve this my dividing the question into two separate questions
_____
_____
_____
_____

Signed .R. Michael Smith May 30, 2019
(   )
Expert Validator

Name__Robert Michael Smith

Expertise/Qualification _____Ph.D. in Multiculturalism from University of Buffalo (See vitae_____

Organization/University Niagara University

Student Name: Janat Blackmon

Research Title: Self Talk Strategies for Cultural Competencies for International Education Leaders

Validation of Survey Instrument

I have read the researcher's survey instrument and I confirm the following:

X   The results are satisfactory. Additional comments and suggestions.

        The results need improvement in the following areas. N/A

Signed: Margaret Davitt Maughan, Ed.D.   Date:
5/28/2019

        Expert Evaluator

Name: Margaret Davitt Maughan

Expertise/Qualification: Ed.D. Educational Leadership,University of San Francisco

Title: Professor of Education (Retired)

Organization/University: State University of New York and Ramkhamhaeng University

Student Name: Janat Blackmon
Contact Information: janat.b.edu@gmail.com Telephone: +66947352308

Research Title: Self Talk Strategies for Cultural Competency for International Education Leaders

Validation of the Survey Instrument

I have evaluated the researcher's survey instrument, and I confirm the following:

✓   The results are satisfactory. Additional comments and suggestions:

The results need improvement in the following areas:
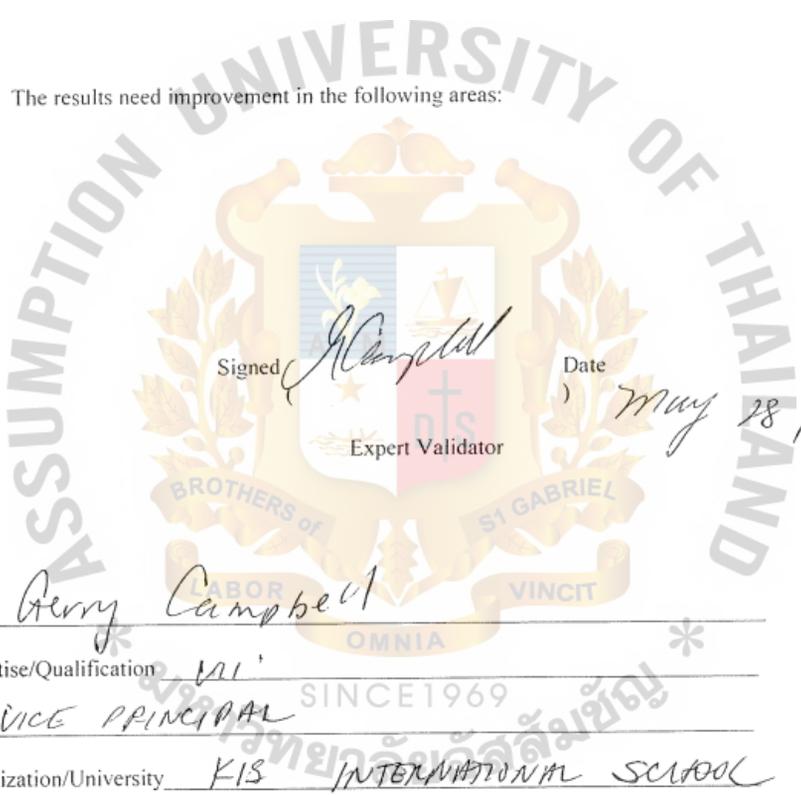
Signed _Gampbell_ Date _may 28, 2019_

Expert Validator

Name _Gerry Campbell_

Expertise/Qualification _M'_

Title _VICE PRINCIPAL_

Organization/University _KIS INTERNATIONAL SCHOOL_

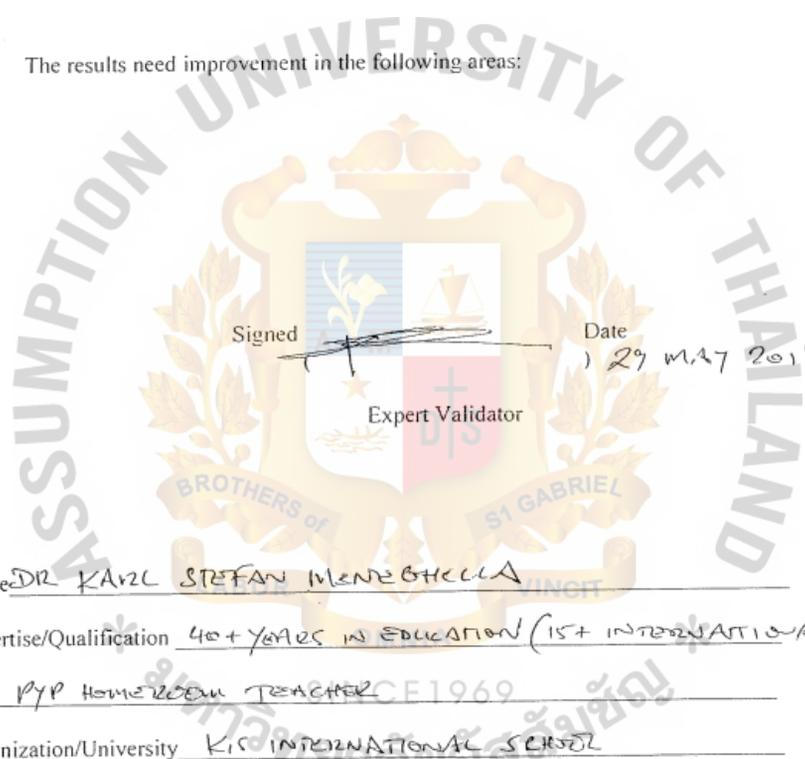Student Name: Janat Blackmon
Contact Information: janat.b.edu@gmail.com Telephone: +66947352308

Research Title: Self Talk Strategies for Cultural Competency for International Education Leaders

Validation of the Survey Instrument

I have evaluated the researcher's survey instrument, and I confirm the following:

✓   The results are satisfactory. Additional comments and suggestions:

The results need improvement in the following areas:

Signed _____   Date 29.5.19

Expert Validator

Name _Daniel Trump_____

Expertise/Qualification _Dr B.Sc. (Economics) Hons_

Title _IB Diploma Coordinator._____

Organization/University _London School of Economics._

Student Name: Janat Blackmon
Contact Information: janat.b.edu@gmail.com Telephone: +66947352308

Research Title: Self Talk Strategies for Cultural Competency for International Education Leaders

Validation of the Survey Instrument

I have evaluated the researcher's survey instrument, and I confirm the following:

✓ The results are satisfactory. Additional comments and suggestions:

The results need improvement in the following areas:

Signed _J. m. Jagues_   Date _31/5/19_
(   )
Expert Validator

Name _JENNIFER JAQUES_
Expertise/Qualification _BA HONS PRIMARY EDUCATION WITH QTS_
Title _K.I.S INTERNATIONAL SCHOOL_
Organization/University _ST MARYS UNIVERSITY, TWICKENHAM_

Student Name: Janat Blackmon
Contact Information: janat.b.edu@gmail.com Telephone: +66947352308

Research Title: Self Talk Strategies for Cultural Competency for International Education Leaders

Validation of the Survey Instrument

I have evaluated the researcher's survey instrument, and I confirm the following:

✓ The results are satisfactory. Additional comments and suggestions:

The results need improvement in the following areas:

Signed _____ Date 30/05/19

Expert Validator

Name ALEXANDRA DOROTHEA SCHUUR

Expertise/Qualification MASTER EDUCATIONAL PSYCHOLOGY

Title Learning Support School Counselor

Organization/University KIS International School

Student Name: Janat Blackmon
Contact Information: janat.b.edu@gmail.com Telephone: +66947352308

Research Title: Self Talk Strategies for Cultural Competency for International Education Leaders

Validation of the Survey Instrument

I have evaluated the researcher's survey instrument, and I confirm the following:

✗   The results are satisfactory. Additional comments and suggestions:

The results need improvement in the following areas:

Signed ( )   Date 30-5-19
Expert Validator

Name _MICHAEL HIRSCH_
Expertise/Qualification _MA EDUCATION , MA EDUCATIONAL ADMINISTRAT_
Title _SECONDARY SCHOOL PRINCIPAL_
Organization/University _KIS INTERNATIONAL SCHOOL_

Student Name: Janat Blackmon
Contact Information: janat.b.edu@gmail.com Telephone: +66947352308

Research Title: Self Talk Strategies for Cultural Competency for International Education Leaders

Validation of the Survey Instrument

I have evaluated the researcher's survey instrument, and I confirm the following:

✓   The results are satisfactory. Additional comments and suggestions:

The results need improvement in the following areas:

Signed _JVandenBos_ Date _29|6|19_ .
(   )

Expert Validator

Name_ JUNE VAN DEN BOS _

Expertise/Qualification _MA IN INTL' EDUCATION MGMT_

Title _PRIMARY PRINCIPAL_

Organization/University_ ICIS INTERNATIONAL SCHOOL. _

APPENDIX C

Expert Validation Forms for Self-Talk Strategies for Cultural Competency

Student Name: Janat Blackmon

Research Title: Self Talk Strategies for Cultural Competencies for International Education Leaders

Validation of the Content Analysis/Results of the findings/Strategies

I have evaluated the researcher's content analysis results, and I confirm the following.

X   The results are satisfactory. Additional comments and suggestions.

1. In paragraph 1, sentence 2, insert the word AND between "competency" and "to increase"
2. In sentence referring to "indoctrinated human behaviours", have you considered adding the term "linguisitic", since you are dealing with communication, in addition to racial, ethnic, religious and social.
3. Otherwise, this summary is extraordinary especially your definitions of terminology.

The results need improvement in the following areas. N/A

Signed: Margaret Davitt Maughan, Ed.D.   Date:
5/28/2019

Expert Evaluator

Name: Margaret Davitt Maughan

Expertise: Educational Leadership

Title: Professor of Education (Retired)

Organization: State University of New York and Ramkhamhaeng University

Student Name: Janat Blackmon
Contact Information: janat.b.edu@gmail.com Telephone: +66947352308

Research Title: Self Talk Strategies for Cultural Competency for International Education Leaders

Validation of the Content Analysis/Results of the findings/Strategies

I have evaluated the researcher's content analysis results, and I confirm the following:

✓   The results are satisfactory. Additional comments and suggestions:

The results need improvement in the following areas:

Signed   Date) 29 MAY 2019

Expert Validator

Name DR KARL STEFAN MENEGHELLA

Expertise/Qualification 40+ YEARS IN EDUCATION (15+ INTERNATIONAL)

Title PYP HOMEROOM TEACHER

Organization/University KIS INTERNATIONAL SCHOOL

Student Name: Janat Blackmon
Contact Information: janat.b.edu@gmail.com Telephone: +66947352308

Research Title: Self Talk Strategies for Cultural Competency for International Education Leaders

Validation of the Content Analysis/Results of the findings/Strategies

I have evaluated the researcher's content analysis results, and I confirm the following:

☑ The results are satisfactory. Additional comments and suggestions:

☐ The results need improvement in the following areas:

Signed ( ) Date 31 May '19

Expert Validator

Name _Mechum Purnell_

Expertise/Qualification _Ed.D., UCLA_

Title _Secondary Vice Principal_

Organization/University _KIS International School_

Student Name: Janat Blackmon
Contact Information: janat.b.edu@gmail.com Telephone: +66947352308

Research Title: Self Talk Strategies for Cultural Competency for International Education Leaders

Validation of the Content Analysis/Results of the findings/Strategies

I have evaluated the researcher's content analysis results, and I confirm the following:

[x]   The results are satisfactory. Additional comments and suggestions:

      I hope to see some practical advice or recommendations come from this research.

[ ]   The results need improvement in the following areas:

Signed   Tim Cornwall   Date 3 June 2019
(*Tim Cornwall*   )
Expert Validator

Name Tim Cornwall

Expertise/Qualification PhD Adult Education 2006

Title Doctor

Organization/University Speech Work Consultancy

Student Name: Janat Blackmon
Contact Information: janat.b.edu@gmail.com Telephone: +66947352308

Research Title: Self Talk Strategies for Cultural Competency for International Education Leaders

Validation of the Strategies

I have evaluated the researcher's results, and I confirm the following:

☑   The results are satisfactory. Additional comments and suggestions:

☐   The results need improvement in the following areas:

Signed _Thomas A. English_ Date _May 27, 2019_
(THOMAS A. ENGLISH)

Expert Validator

Name _Thomas A. English_
Expertise/Qualification _Ed.S_
Title _High School Principal_
Organization/University _Thai-Chinese International School_

Research Title: Self Talk Strategies for Cultural Competency for International Education Leaders

Validation of the Content Analysis/Results of the findings/Strategies

I have evaluated the researcher's content analysis results, and I confirm the following:

The results are satisfactory. Additional comments and suggestions:

I like the framework. There were a few typos in your summary which I highlighted in red Ironically, your stages of cultural competency bear a similarity to the Kubler-Ross 5 stages of grieving

The results could possibly reference the following if you haven't already:
Have you read Stephen Covey's 7 habits of highly effective people?
I think it can offer insights that could be a good starting point for anyone wanting to improve his/her cultural competencies.

A timely topic!
I am looking forward to reading the finished dissertation- It is a work that is greatly needed in today's international environment.

Signed R. Michael Smith_____Date May 29, 2019_____
                    (   )
                         Expert Validator

Name__Dr.RobertMichaelSmith

Expertise/Qualification Professor of Education Niagara University, Ph.D. in Canadian Multiculturalism_

Title Full Professor

Organization/University Niagara University
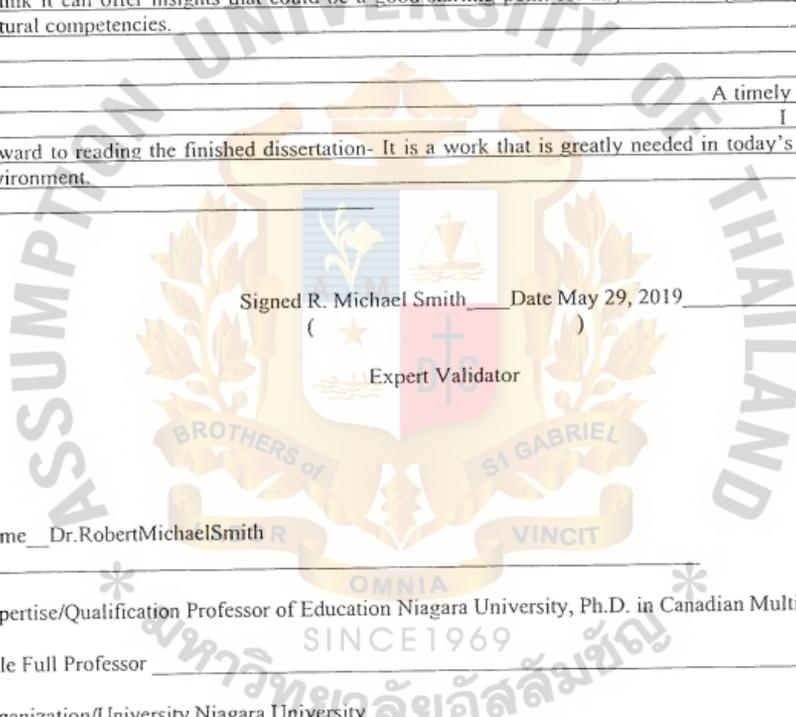
Student Name: Janat Blackmon
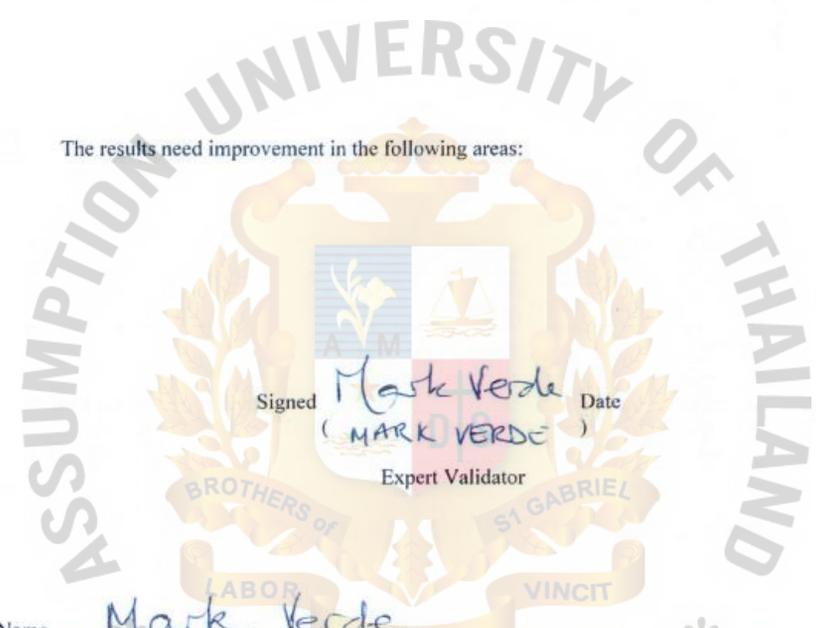Contact Information: janat.b.edu@gmail.com Telephone: +66947352308

Research Title: Self Talk Strategies for Cultural Competency for International Education Leaders

Validation of the Content Analysis/Results of the findings/Strategies

I have evaluated the researcher's content analysis results, and I confirm the following:

☑ The results are satisfactory. Additional comments and suggestions:

A well designed project.

☐ The results need improvement in the following areas:

Signed (　✓　)　　　　Date 30/5/2019

Expert Validator

Name Robert Kirkpatrick

Expertise/Qualification PHD (education)

Title Ass Professor, Edits Language hth, individ

Organization/University Gulf University for sci and tech

Student Name: Janat Blackmon
Contact Information: janat.b.edu@gmail.com Telephone: +66947352308

Research Title: Self Talk Strategies for Cultural Competency for International Education Leaders

Validation of the Content Analysis/Results of the findings/Strategies

I have evaluated the researcher's content analysis results, and I confirm the following:

☒ The results are satisfactory. Additional comments and suggestions:

☐ The results need improvement in the following areas:

Signed _M.M Purer_ (   ) Date _May 30, 2019_

Expert Validator

Name _Michael Purser_

Expertise/Qualification _EdD Education Leadership_

Title _Principal_

Organization/University _Thai-Chinese International School_

Student Name: Janat Blackmon
Contact Information: janat.b.edu@gmail.com Telephone: +66947352308

Research Title: Self Talk Strategies for Cultural Competency for International Education Leaders

Validation of the Content Analysis/Results of the findings/Strategies

I have evaluated the researcher's content analysis results, and I confirm the following:

X   The results are satisfactory. Additional comments and suggestions:

I would just reorganize the first # a bit more to show connections between concepts + had descriptors with the tables. This would make it a bit easier for the reader to follow + understand.

The results need improvement in the following areas:

The reader is a novice while the writer is an expert. Good topic — lots of potential for impact!

Signed _Betsy Fitch, EdD_ Date _28 May 2019_

Expert Validator

Name _Betsy Fitch_

Expertise/Qualification _Educational Leadership_

Title _Elementary School Principal_

Organization/University _Thai Chinese Intl School_

Student Name: Janat Blackmon
Contact Information: janat.b.edu@gmail.com Telephone: +66947352308

Research Title: Self Talk Strategies for Cultural Competency for International Education Leaders
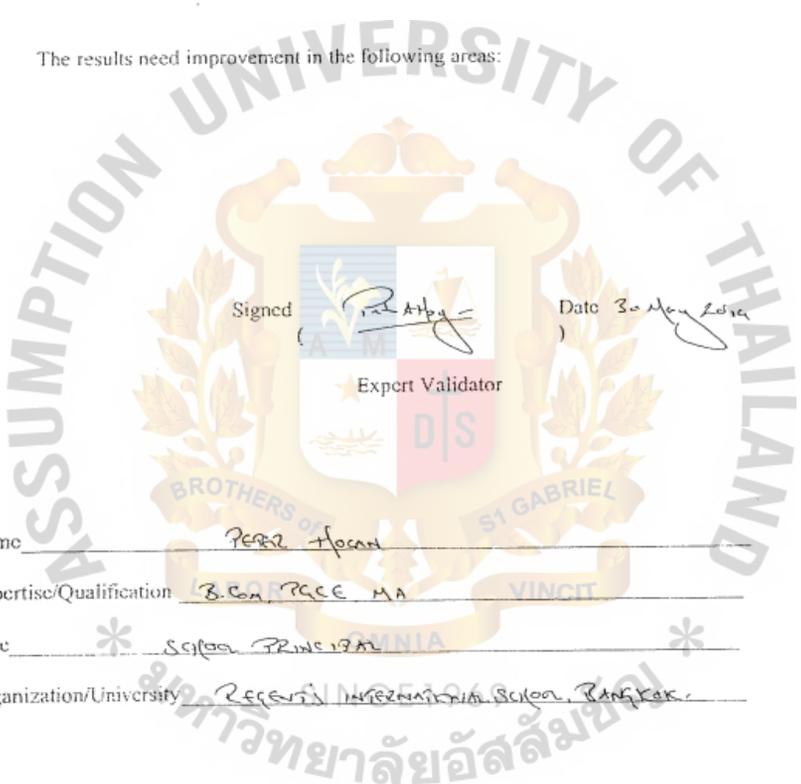
<u>Validation of the Content Analysis/Results of the findings/Strategies</u>

I have evaluated the researcher's content analysis results, and I confirm the following:

✓ The results are satisfactory. Additional comments and suggestions:

☐ The results need improvement in the following areas:

Signed (*Sanjib / Chakraborty*)   Date

Expert Validator

Name SANJIB CHAKRABORTY

Expertise/Qualification MBA, MED, PHD.

Title DEAN

Organization/University ASIAN COLLEGE OF TEACHERS

Student Name: Janat Blackmon
Contact Information: janat.b.edu@gmail.com Telephone: +66947352308

Research Title: Self Talk Strategies for Cultural Competency for International Education Leaders

Validation of the Content Analysis/Results of the findings/Strategies

I have evaluated the researcher's content analysis results, and I confirm the following:

√ The results are satisfactory. Additional comments and suggestions:

_____
_____
_____
_____
_____
_____

The results need improvement in the following areas:
_____
_____
_____
_____
_____

Signed _Kyle Bilodeau_ Date_____June 10, 2019_____

Expert Validator

Name_____Kyle Bilodeau, M.Ed_____

Expertise/Qualification: Master of Education International Education Admin – Change Leadership

Title__Head of School / Principal_____

Organization/University __Crescent International School, Bangkok_____

Student Name: Janat Blackmon
Contact Information: janat.b.edu@gmail.com Telephone: +66947352308

Research Title: Self Talk Strategies for Cultural Competency for International Education Leaders

Validation of the Strategies

I have evaluated the researcher's results, and I confirm the following:

☒ The results are satisfactory. Additional comments and suggestions:

The results need improvement in the following areas:

Signed _Mark Verde_ Date
(MARK VERDE)

Expert Validator

Name _Mark Verde_

Expertise/Qualification _Primary_

Title _Assistant Principal Learning and Curriculum_

Organization/University _Bangkok Patana School_
Thailand

Student Name: Janat Blackmon
Contact Information: janat.b.edu@gmail.com Telephone: +66947352308

Research Title: Self Talk Strategies for Cultural Competency for International Education Leaders

Validation of the Strategies

I have evaluated the researcher's results, and I confirm the following:

✓ The results are satisfactory. Additional comments and suggestions:

⋮ The results need improvement in the following areas:

Signed _J. Cooper_ ( ) Date _29 May 2019_

Expert Validator

Name _Jason Cooper_

Expertise/Qualification _International School Administrator_

Title _Primary School Principal_

Organization/University _Bangkok Patana School_

Student Name: Janat Blackmon
Contact Information: janat.b.edu@gmail.com Telephone: +66947352308

Research Title: Self Talk Strategies for Cultural Competency for International Education Leaders

Validation of the Strategies

I have evaluated the researcher's results, and I confirm the following:

✓ The results are satisfactory. Additional comments and suggestions:

The results need improvement in the following areas:

Signed _Mmm_ Date May 29 2019
( )

Expert Validator

Name_ Matthew. G. Mills
Expertise/Qualification _M.Sc.Edu.
Title_ HEADMASTER .
Organization/University _BANGKOK PATTANA SCHOOL .

Student Name: Janat Blackmon
Contact Information: janat.b.edu@gmail.com Telephone: +66947352308

Research Title: Self Talk Strategies for Cultural Competency for International Education Leaders

Validation of the Strategies

I have evaluated the researcher's results, and I confirm the following:

✓ The results are satisfactory. Additional comments and suggestions:

The results need improvement in the following areas:

Signed _____ Date 30 May 2019

Expert Validator

Name_____ PETER Hogan

Expertise/Qualification __ B.Com PGCE MA

Title_____ School PRINCIPAL

Organization/University __ REGENT'S INTERNATIONAL School, BANGKOK.

Student Name: Janat Blackmon
Contact Information: janat.b.edu@gmail.com Telephone: +66947352308

Research Title: Self Talk Strategies for Cultural Competency for International Education Leaders

Validation of the Strategies

I have evaluated the researcher's results, and I confirm the following:

The results are satisfactory. Additional comments and suggestions:

The interview conducted by Janat was based on sound principles and informed by her research into the stages of acultruation and how to successfully navigate each stage. Her questions were well formulated and she struck an excellent balance between listening and formulating follow up questions in response to the answers she received. It was evident readings had provided her with a strong background understanding of the stages of cultural transition.

The results need improvement in the following areas:

I am not aware of her methodology for analyzing the outcomes of the interview and would therefore not be able to comment on improvements to be made. However, I do know that Janat followed up on references made during the interview and contacted experts on the field of cultural competency who were mentioned during the course of the interview.

Signed _____ Date 5th June 2019.
(   )
Expert Validator

Name_____RAY DAVIS_____

Expertise/Qualification____DIRECTOR OF SCHOOL EVALUATION.____

Title_____

Organization/University____COUNCIL OF INTERNATIONAL SCHOOLS____

Student Name: Janat Blackmon
Contact Information: janat.b.edu@gmail.com Telephone: +66947352308

Research Title: Self Talk Strategies for Cultural Competency for International Education Leaders

<u>**Validation of the Strategies**</u>

I have evaluated the researcher's results, and I confirm the following:

☑ The results are satisfactory. Additional comments and suggestions:

> Based on Janat's research and our interview conversation, I found Janat to be very knowledgeable in her area of expertise and genuinely interested in her topic on "self-talk". I can say I truly learned a great deal from her and found myself further reflecting on my cultural competency as an International school leader after our conversation.

☐ The results need improvement in the following areas:

Signed (*[signature]*)   Date May 29, 2019

Expert Validator

Name Jurij (Yuri) Halushka

Expertise/Qualification Masters in Teacher Leadership & Principal Qualifications

Title Primary Years Vice Principal of Student & Faculty Affairs

Organization/University Concordian International School

Student Name: Janat Blackmon
Contact Information: janat.b.edu@gmail.com Telephone: +66947352308

Research Title: Self Talk Strategies for Cultural Competency for International Education Leaders

Validation of the Strategies

I have evaluated the researcher's results, and I confirm the following:

X   The results are satisfactory. Additional comments and suggestions:

The results need improvement in the following areas:

Signed _SHolloway_   Date _30 05.19_
(   )
Expert Validator

Name _SALLY HOLLOWAY_
Expertise/Qualification _M Ed International Education_
Title _HEAD OF SCHOOL_
Organization/University _KIS INTERNATIONAL SCHOOL_

Student Name: Janat Blackmon
Contact Information: janat.b.edu@gmail.com Telephone: +66947352308

Research Title: Self Talk Strategies for Cultural Competency for International Education Leaders

Validation of the Strategies

I have evaluated the researcher's results, and I confirm the following:

✓ The results are satisfactory. Additional comments and suggestions:

The results need improvement in the following areas:

Signed (*[signature]*) Date 29 May 2019

Expert Validator

Name Kirsten Durward

Expertise/Qualification MA International Education 13 Yrs in Leadership

Title Miss

Organization/University KIS International School.

Student Name: Janat Blackmon
Contact Information: janat.b.edu@gmail.com Telephone: +66947352308

Research Title: Self Talk Strategies for Cultural Competency for International Education Leaders

Validation of the Content Analysis/Results of the findings/Strategies

I have evaluated the researcher's content analysis results, and I confirm the following:

✓   The results are satisfactory. Additional comments and suggestions:

The results need improvement in the following areas:

Signed _Kumaree K_ Date
(Kumaree Komarakul Na Nagara

Expert Validator

Name _Kumaree Komarakul Na Nagara_

Expertise/Qualification _International School Administration_

Title _School Director_

Organization/University _KIS International School Bangkok, Thailand_

APPENDIX D

Executive Summary Sent to Experts for Validation
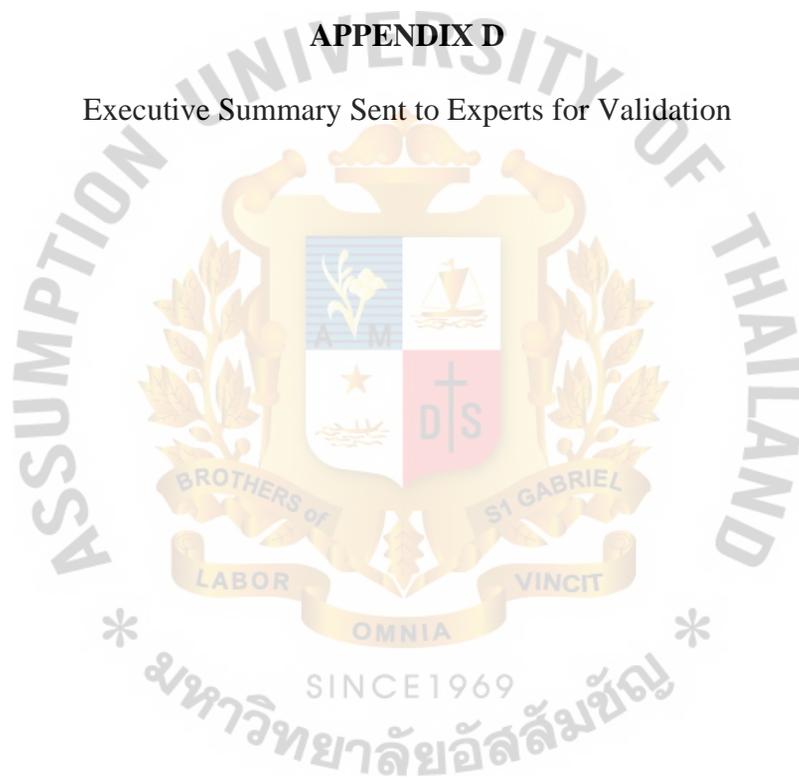
Self Talk Strategies for Cultural Competency for International Education Leaders

Dear Education Expert,

Thank you so much for your time and help in doing an interview for my dissertation research. Your time and expertise was very much appreciated, and sharing your thoughts and experiences was invaluable to conducting the research. For the next step, I would like to share the analysis with you for your expert consideration and validation and if it can be of any practical use for you, please feel free to use it in your work.

The university requires that I validate the findings with experts. Would you possibly take a moment to read over this summary, make any suggestions for feedback if you would like, and sign the accompanying form? I would be extremely grateful for your help in this.

Summary:

This research sought strategies for self talk for cultural competency for international education leaders. The intersection of the concepts of self talk and cultural competency underpinned by the acculturation process will help leaders to increase cultural competency to increase leadership effectiveness for an intercultural school setting. The acculturation process has the potential to change functioning, perceptions, and identity as the process is navigated. Self talk is any internal communication with oneself either in pictures or words. Cultural competency is aligned behaviours, attitudes, and policies that work to facilitate professionals in an organization to work effectively in an interculturally diverse setting. Culture is the indoctrinated human behaviours including thoughts, communication, actions, customs, beliefs, values, and institutions of a racial, ethnic, religious, or social groups. Competency is having the capacity to function effectively. A culturally competent leader is aware of the importance of culture, has the skills to assess cultural competency, skills in intercultural communications, an understanding of the dynamics that result from cultural differences, the provisions to expand cultural knowledge, and the adaptation skills to meet cultural needs within the organization. Cultural competency, while idealistic, is a goal to help international education leaders work effectively in interculturally diverse and complex scenarios to facilitate intercultural competencies and understanding within an international school setting for all, staff, students, parents, board members, and community.. Becoming culturally competent is a continuum developmental process with room for continuous learning and growth. Table 6.1 illustrates the key concepts, Table 6.2 illustrates the concepts with descriptors, and Fig. 6.3 is a visualization of the interaction of they key concepts for cultural competency in international education leadership.

Table 6.1 Key Concepts For International Education Leaders for Cultural Competency

1.	Acculturation - Stages and Identity
2.	Cultural Competency - Attitudes, Knowledge, Skills
3.	Cultural Competency - Stage Indicators
4.	Self Talk - Constructive, Destructive, Instructive

Table 6.2 - Summary of Key Concepts For Effective International Education Intercultural Leadership

Acculturation	Descriptor
Awareness of the 5 stages of the acculturation process and potential impacts and changes. (The cycles may repeat and begin again at different levels at different times based upon experiences and events. Most are not aware what is happening to them.)	1. **Arrival** - In the beginning of the acculturation process there is excitement, curiosity, and positive anticipation of the new situation and experiences; may idealize the new country's culture. 2. **Alignment, Anger, Anxiety** - In the next phase a person may feel judgements towards differences. Confusion and frustration around the functions and systems in the culture and the way things are done. Frustrations may be attributed to the new culture and perceived deficiencies instead of the actual acculturation process stages. Depression, anxiety, irritability, homesickness, loneliness, excess drinking, eating, or withdrawal can occur. May impact life significantly for some individuals. 3. **Adjustment** - Perspective, balance, and objectivity for the new culture develops. Some people cannot reach this stage. 4. **Adaptation** - Developing a sense of understanding, belonging, and sensitivity to the new culture, can function and work well within the new culture. 5. **Re-entry Shock** - Changes in perspective and identity create challenges and difficulties returning to own culture.

Cultural Competency	Descriptor
Attitudes	Respect, openness, curiosity, discovery, and seeking out cultural interactions to analyse cultural attributes without prejudice or criticism and seeing ambiguity positively to work beyond the comfort zone.
Skills	Listening, observing, analyzing, interpreting, evaluating, reflecting, resilience, valuing others' perspectives, and communication skills; both verbal and non-verbal.
Knowledge	Cultural self-awareness, specific cultural knowledge, language development, awareness of issues.

Cultural Competency Stage	Descriptor
Cultural destructiveness	Attitudes, policies, and practices destructive to cultures and individuals.
Cultural incapacity	Extreme biases and assumes racial superiority of the dominant group and assumes a paternalistic posture towards the lesser groups.
Cultural blindness	Beliefs that culture makes no difference, people are the same. Values of the dominant culture are presumed to be universally applicable and beneficial with the non-dominant culture thought to not meet expectations.
Cultural pre- competency	Awareness of the limitations of cross-cultural communications with a desire to be fair and equitable with appropriate cultural sensitivity. Frustration may come from not knowing what is possible or how to proceed.
Cultural competency	Acceptance and respect for differences, continuing self-assessment, careful attention to dynamics of differences, continuous expansion of cultural knowledge and resources with adaptations to belief systems, policies, and practices.
Cultural proficiency	Culture is held in high esteem and one seeks to add to their knowledge by reading, studying, conducting research, and developing new approaches for culturally competent practice.

Self Talk Strategies: Coaching process for self talk for acculturation and cultural competencies. Destructive To Constructive and Instructive	**Awareness** - observing, recording, reflecting on the acculturation process and cultural competencies.
	Analysis of self talk - is it constructive, instructive, or destructive? What areas could be developed?
	Acquire - reframe, refine, reduce - change where necessary, awareness to reduce destructive talk.
	Apply - script, rehearse, activate - write, practice, and make habits for self talk.
	Assess - evaluate, effectiveness, engage - assess results, analyse, engage in cycle again.

Fig. 6.3 International Education Leader Cultural Competency Development

Dear Expert,

Thank you for your valuable time in consenting to be part of the validation process for my research. My research is entitled "Self Talk Strategies For Cultural Competency For International Education Leaders." It is a mixed-methods research project designed to develop self talk strategies to help education leaders increase cultural competency and work with the acculturation process effectively using self talk strategies.

I have conducted a content analysis of the interview transcripts and a literature review of which the following results are in the summary and attached Tables 6.1, 6.2, and Fig. 6.3. Your expertise is very much appreciated to validate the strategies for self talk based upon the key concepts.

Sincerely,

Janat Blackmon

Ph.D. Program in Educational Leadership

Assumption University

APPENDIX E

List of Interview Participants Contacted for an Interview

INTERVIEW	INCLUDED	FIRST NAME	LAST NAME	POSITION/SCHOOL
1	x	Ray	Davis	CIS School Evaluator/KIS Board
2		Ronelda	Capadona	Superintendent
3	x	Peter	Hogan	Head
4	x	Eeqbal	Hassim	Researcher
5	x	Sally	Holloway	Head
6	x	Kyle	Bilodeau	Head
7	x	Dr. Sanjib	Chakerbati	Director Asian College of Teachers
8	x	Kumaree	Komarakul Na Nagara	Chair, Executive Board & School Director
9	x	Thomas	English	HS Principal
10	x	Dr. Betsy	Fitch	PM Principal
11	x	Dr. Michael	Purser	MS Principal
12		Helen	Thew	Bkk Patana Cross Campus Principal
13	x	Mathew	Mills	Head Bkk Patana
14	x	Dr. Surapee	Sorajjakool	Head Bkk Patana
15	x	Jason	Cooper	Bkk Patana Primary Principal
16		Mick	Smith	Bkk Patana Secondary Principal
17		Khanum	Thampi	Magic Years Head
18	x	Yuri	Halushka	Concordian
19		Ariel		Concordian
20		Dr. James	Leung	Concordian Head
21		Justin	Alexander	ISB
22		William	Berry	Concordian
23	x	Mark	Verde	Patana
24		Brian	Taylor	Patana
25		Carol	Battram	Patana
26		Suzanne	Lindley	Patana
27		Lorna	Convoy	Patana
28		Andrew	Roff	Patana
29		Antonio	Berghuis	Patana
30		Lena	Perriam	Patana
31	x	Kirsten	Durward	KIS

APPENDIX F

Pilot Study Participants

PILOT #	Done	Name
1	X	Dr. Neil
2	X	Kyle
3	X	June
4	X	Gerry
5	X	Kirsten
6	X	Mike
7	X	Dr. Mechum
8	x	Alison
9	X	Daniel
10	X	Dr. Margaret
11	X	Dr. Karl
12	X	Alex
13	X	Jen
14	X	Matt
15	X	Dr. Mike

APPENDIX G

List of ISAT Schools

List of ISAT Schools

ABC Pathways International Kindergarten
Location / Address: Soi Thawai Suk, Khlong Tan Nuea (Sukhumvit 31), Bangkok 10110
Year established: 2014
Age range: 1.5-6
Education system: British
Accreditation: n/a
Website: www.abcpathways.co.th
Phone: +66 2-2606888 Fax: 02-2599883

Adventist International Mission School
Location / Address: 195 Moo 3, Tambol Muaklek, Amphur Muaklek, Saraburi 18180
Year established: 2002
Age range: 3-18+ years
Education system: American
Accreditation: ONESQA, WASC
Website: www.aims.ac.th
Phone: +663 672 0675 Fax: +663 672 0675

American Pacific International School
Location / Address: 158/1 Moo 3, Hangdong-Samoeng Road, Ban Pong, Hang Dong, Chiang Mai 50230
Year established: 1997
Age range: Grade 3 - Grade 12
Education system: American, IB (International Baccalaureate)
Accreditation: ONESQA, WASC
Website: www.apis.ac.th
Phone: +66 53 365 303 , +66053 365 305 Fax: +66 053 365 304

American Pacific International School (Primary)
Location / Address: 288 Moo 2, Tambol Mahea, Amphur Muang, Chiang Mai 50100
Year established: 2000
Age range: 2 Years - 10 years (Nursery - Grade 4)
Education system: American, IB (International Baccalaureate)
Accreditation: ONESQA, WASC
Website: www.apis.ac.th
Phone: +66 053111287 Fax: +66 053 111218

American Prep International School
Location / Address: 830 Kanjanwanit Road, Hat Yai, Songkhla 90110
Year established: 2009
Age range: 2 - 18 years
Education system: American
Accreditation: ONESQA
Website: www.americanprepschool.com
Phone: 074 211 080 , 091 046 4199 Fax: 074 211 080

Anglo Singapore International School
Location / Address: 1 Sukhumvit Soi 64, Bangchak, Prakanong, Bangkok 10260
Year established: 2003
Age range: 18 months - 16 years
Education system: British, Singapore
Accreditation: ONESQA, CIS, WASC
Website: www.anglosingapore.ac.th/64
Phone: 02-331-1874 , 02-331-1875 Fax: 02-741-5941

Anglo Singapore International School Sukhumvit 31
Location / Address: 341 Sukhumvit 31, Klongton Nua, Wattana, Bangkok 10110
Year established: 2012
Age range: 18 months to 12 years
Education system: Singapore
Accreditation: n/a
Website: www.anglosingapore.ac.th/31
Phone: 66 2 662 3105 Fax: 66 2 662 3107

Annabel's Early Years International Kindergarten
Location / Address: 19 Ekamai Soi 10, Sukhumvit 63 Road, Klongton Nua, Wattana, Bangkok 10110
Year established: 2006
Age range: 18 months to 6 years old
Education system: British
Accreditation: n/a
Website: www.annabels.ac.th
Phone: 66 2 391 8181 , 66 92 283 7648 Fax: 66 2 391 9898

Ascot International School
Location / Address: 80/82 Soi 118, Ramkhamhaeng Rd, Saparnsung, Bangkok 10240
Year established: 1996
Age range: 2-18 years
Education system: British
Accreditation: ONESQA, CIS, WASC
Website: www.ascot.ac.th
Phone: +66 2 373 4400 Fax: +66 23737800

Aucksara International School
Location / Address: 162/2, 164 Sukhumvit 20, Klongtoey, Bangkok 10110
Year established: August 2002
Age range: 18 months - 7 years
Education system: Australian
Accreditation: ONESQA
Website: www.australian-isb.com
Phone: 02 260 4575 , 02 663 5495 Fax: 02 2581450

Bangkok Adventist International School
Location / Address: 12 Soi Pridi Banomyong 37, Sukhumvit 71 Road, Klongtan Nua,
Wattana, Bangkok 10110
Year established: 1946
Age range: 3 - 15 years
Education system: American
Accreditation: ONESQA
Website: www.bais.ac.th
Phone: +66 2 381 9406 Fax: +66 2 713 0664

Bangkok Christian International School
Location / Address: n/a
Year established: 1997
Age range: 3 - 18 years
Education system: American
Accreditation: ONESQA
Website: www.bcis.ac.th
Phone: n/a Fax: +662 322 1978

Bangkok Grace International School
Location / Address: 79/3-12 Soi 112 Latphrao Road, Wangthonglang, Bangkok 10310
Year established: 2000
Age range: 3 - 18 years
Education system: American
Accreditation: ONESQA, WASC
Website: www.grace.ac.th
Phone: +662 539 4516 Fax: +66 2 530 6117

Bangkok International Preparatory & Secondary School
Location / Address: 23 Sukhumvit 53, Wattana, Bangkok 10110
Year established: 2003
Age range: 3 - 18 years
Education system: British
Accreditation: ONESQA, CIS, NEASC
Website: www.bkkprep.ac.th
Phone: +662 260 7890 Fax: n/a

Bangkok Patana School
Location / Address: 643 Lasalle Road (Sukhumvit 105), Bangna, Bangkok 10260
Year established: 1957
Age range: 3 - 18 years
Education system: British, IB (International Baccalaureate)
Accreditation: CIS, NEASC
Website: www.patana.ac.th
Phone: +66 2785 2200 Fax: +66 2785 2397

Beaconhouse Yamsaard International School
Location / Address: 166/1 Pattanakarn Soi 78, Prawet, Bangkok 10250
Year established: 2015
Age range: 2-11
Education system: British, Singapore
Accreditation: n/a
Website: www.bys.ac.th
Phone: 02-722-2571 , 061-821-7008 Fax: 02-722-2576

Berda Claude International School of Phuket
Location / Address: 28/89 Moo 4, Tambol Chalong, Amphur Muang, Phuket 83130
Year established: 2017
Age range: 18 months to 18 years
Education system: British
Accreditation: n/a
Website: www.bcisphuket.com
Phone: 076 606 204 , 098 671 3172 Fax: n/a

Berkeley International School
Location / Address: 123 Bangna-Trad Km.1, Bangna, Bangkok 10260
Year established: 2010
Age range: 2 - 18 years
Education system: American
Accreditation: ONESQA, WASC
Website: www.berkeley.ac.th
Phone: 02 747-4788 , 02 747-4888 Fax: +66 (0) 2747 4988

Bloomsbury International School Hatyai
Location / Address: 2119 Moo 6, Airport-Lopburirames Road, Kuanlung, Hatyai, Songkhla 90110
Year established: 2014
Age range: 5-17
Education system: British
Accreditation: n/a
Website: www.bloomsbury.ac.th
Phone: 074 251255 , 084 356 5544 Fax: 074 251254

Bright Skies International School
Location / Address: 11 Ekkamai soi 6, Sukhumvit 63, Wattana Bangkok 10110
Year established: 2016
Age range: 2 years - 6 years
Education system: British
Accreditation: n/a
Website: www.brightskiesinternationalschool.com
Phone: 02 381 7137 , 095 253 4405 Fax: n/a

Brighton College International School
Location / Address: Krungthep Kreetha Soi 15/1, Huamak, Bangkok 10240
Year established: 2016
Age range: 2-18
Education system: British
Accreditation: n/a
Website: www.brightoncollege.ac.th
Phone: +66(0)21367898 Fax: n/a

British Columbia International School Bangkok
Location / Address: 608/1 Kalaprapruk Road, Bangwar, Phasichareon, Bangkok 10160
Year established: 2006
Age range: 5 - 18 years
Education system: Canadian
Accreditation: ONESQA
Website: www.bcisb.net
Phone: +66 2 802 1188 , +66 2 802 2550 Fax: n/a

British International School, Phuket
Location / Address: 59 Moo 2 Thepkasattri Road, Tambol Koh Kaew, Amphur Muang, Phuket 83000
Year established: 1996
Age range: 18 months - 18 years
Education system: British
Accreditation: ONESQA, CIS, NEASC
Website: www.bisphuket.ac.th
Phone: +66 76 335 555 Fax: +66 76 335 578

Bromsgrove International Primary School
Location / Address: 344 Moo 12, Ramkamhaeng 164 Road, Minburi, Bangkok 10510
Year established: 2002
Age range: 2-6 Years
Education system: British
Accreditation: ONESQA, CIS
Website: www.bromsgrove.ac.th
Phone: 02-540-7122-3 Fax: 02-540-7124

Bromsgrove International School Thailand
Location / Address: 55 Mu 9 Suwinthawong Road, Minburi, Bangkok 10510
Year established: 2002
Age range: 2 - 18 years
Education system: British
Accreditation: ONESQA, CIS
Website: www.bromsgrove.ac.th
Phone: +66 2 989 4873 Fax: +66 2 989 4094

California Prep International School
Location / Address: 9 Moo 11, Mitrpharp Road, Tambol Banpa, Amphur Kaeng Khoi, Saraburi 18110
Year established: 2011
Age range: 2-18
Education system: American
Accreditation: ONESQA, WASC
Website: www.caprepschool.com
Phone: 036 358714 , 081 2575455 Fax: 036 358714

Cambridge College (Thailand)
Location / Address: 458/1 Moo 3, Tambol Samorkhae, Amphur Mueang Phitsanulok, Phitsanulok 65000
Year established: 2011
Age range: 6
Education system: British
Accreditation: n/a
Website: www.camcoll.asia
Phone: 055-223-925 Fax: 055-987-058

Charter International School
Location / Address: 36 Chalermprakiat Rama 9 Road, Pravate, Bangkok 10250
Year established: 2003
Age range: 2 - 18 years
Education system: British
Accreditation: ONESQA, CIS, WASC
Website: www.charter.ac.th
Phone: +66 2 726 8283 Fax: +66 2 726 8475

Chiang Mai International School
Location / Address: P.O. Box 38, 13 Chetupon Road, Chiang Mai 50000
Year established: 1954
Age range: 3 - 19 years
Education system: American
Accreditation: WASC
Website: www.cmis.ac.th
Phone: +66 5 330 6152 , +66 5 324 2027 Fax: +66 5 324 2455
Chiang Mai Montessori International School
Location / Address: n/a
Year established: n/a
Age range: n/a
Education system: n/a
Accreditation: n/a
Website: n/a
Phone: n/a Fax: n/a

Chiang Rai International Christian School
Location / Address: 331 Moo 14, Tambol Baan Duu, Amphur Muang, Chiang Rai 57100
Year established: 2012
Age range: 5-18 years
Education system: American
Accreditation: ONESQA, WASC
Website: www.crics.asia
Phone: +66 53 702 185 Fax: +66 5370 2185

Chiang Rai International School
Location / Address: 496 Moo 5, Tambol Rimkok, Amphur Muang, Chiang Rai 57100
Year established: 2010
Age range: 3 - 18 years
Education system: American
Accreditation: ONESQA, WASC
Website: www.cris.ac.th
Phone: 0-5360-0900 , 08-8258-2004 Fax: 0-5360-0200

Christian German School Chiangmai
Location / Address: 83/1 Moo 8, Buak Krok Nua, Tambol Tha Wang Tan, Amphur Sarapee,
Chiangmai 50140
Year established: 1994
Age range: 1 - 18 years
Education system: German
Accreditation: ONESQA
Website: www.cdsc.ac.th
Phone: +66 5 381 6624 Fax: +66 5 381 6270

Concordian International School
Location / Address: 918 Moo 8, Bangna – Trad K.m. 7 Road, Bangkaew, Bangplee,
Samutprakarn 10540
Year established: 2001
Age range: 2 - 18 Years
Education system: IB (International Baccalaureate)
Accreditation: CIS, NEASC
Website: www.concordian.ac.th
Phone: 02 706 9000 Fax: 02 706 9001

Crescent International School
Location / Address: 72 Soi Sri Bumphen Rama 4 Road, Tungmahamek sathon (Soi 1),
Bangkok 10120
Year established: 2008
Age range: 3 - 16 years
Education system: British
Accreditation: ONESQA, CfBT
Website: www.cis.ac.th
Phone: 02 6798 777 , 02 6798 777 Fax: 02 6798 817

Denla British International School
Location / Address: 58 Moo 2 Ratchapruek RoadOm Kret, Pak Kret Nonthaburi 11120
Year established: 2017
Age range: 3-13
Education system: British
Accreditation: n/a
Website: www.dbsbangkok.ac.th
Phone: 02-666-1933 Fax: n/a

Dragon International School
Location / Address: 88/22 Moo 3 Nakorn-In Road, Bang Ku Vieng, Bang Kruay, Nonthaburi 11130
Year established: 2009
Age range: 2 - 5 years
Education system: Singapore
Accreditation: ONESQA
Website: www.ldis.ac.th
Phone: +662 924 8138 Fax: +662 924 8139

Ekamai International School
Location / Address: 57 Ekamai Soi 12 (Soi Charoenjai), Sukhumvit 63, Klongtan Nua, Wattana, Bangkok 10110
Year established: 1946
Age range: 3 - 19 years
Education system: American
Accreditation: ONESQA, WASC
Website: www.eis.ac.th
Phone: +662 391 3593 Fax: +662 381 4622

Garden International School
Location / Address: 188/24 Moo 4 Pala-Ban Chang Rd., Pala, Ban Chang Rayong 21130
Year established: 1994
Age range: 2 - 18 years
Education system: British, IB (International Baccalaureate)
Accreditation: CIS
Website: www.gardenrayong.com
Phone: +663 888 0360 Fax: +663 803 0805

Garden International School, Bangkok
Location / Address: 2/1 Yen Akart Road, Chongnonsri, Yannawa, Bangkok 10120
Year established: 1999
Age range: 2-13 years
Education system: British
Accreditation: CfBT
Website: www.gardenbangkok.com
Phone: +662 249 1880 Fax: +662 249 1943

Global Indian International School
Location / Address: 39/39 Moo 1, Watchinwararam, Pathumthani Sainai Road, Bangkayang, Amphur Muang, Pathumthani 12000
Year established: 2007
Age range: 3 - 18 years
Education system: Indian
Accreditation: ONESQA
Website: www.globalschoolsfoundation.org
Phone: +66 2 977 3739 , +66 2 977 3740 Fax: +66 2 997 4128

Grace International School
Location / Address: 225/900 Moo 11, Tambol Ban Waen, Amphur Hang Dong, Chiang Mai 50230
Year established: 1999
Age range: 5 - 19 years
Education system: American
Accreditation: ONESQA, WASC
Website: www.gisthailand.org
Phone: +66 52 088 777 Fax: n/a

Hampton International School
Location / Address: 51/8 Sarawan Ville, Soi Chaengwattana 28, Nonthaburi 11120
Year established: 2010
Age range: 1.5 - 6 years
Education system: British
Accreditation: ONESQA
Website: www.hamptonschool.ac.th
Phone: +66 2 584 3864 Fax: +66 2 584 3865

Hana Christian International School
Location / Address: 55 Moo 12, Tambol Nongkwai, Amphur Hangdong, Chiang Mai 50230
Year established: 2007
Age range: 1-6
Education system: American
Accreditation: ONESQA
Website: www.hcik.ac.th
Phone: 053125246 Fax: 053125246

Harrow International School
Location / Address: 45 Soi Kosumruamjai 14, Sikan, Don Muang, Bangkok 10210
Year established: 1998
Age range: 18 months - 18 years
Education system: British
Accreditation: ONESQA, CIS
Website: www.harrowschool.ac.th
Phone: +66 2 503 7222 Fax: +66 2 503 7223

HeadStart International School
Location / Address: 39/99 Moo 4, Tambol Vichit, Amphur Muang, Phuket 83000
Year established: 2009
Age range: 2 - 18 years
Education system: British
Accreditation: ONESQA, CfBT
Website: www.headstartphuket.com
Phone: 076-612876 , 081-9566065 Fax: 076-612877

Heathfield International School
Location / Address: 10/22 Moo 4, Sukhabiban 3, Ramkhamhaeng 132/1, Saphansung,
Bangkok 10240
Year established: 2007
Age range: 2 - 18 years
Education system: British
Accreditation: ONESQA, CIS, CfBT
Website: www.heathfield.ac.th
Phone: +662 372 2679 , +662 372 2680 Fax: +66 2 372 2679, ext.17

Hua Hin International School
Location / Address: n/a
Year established: 2015
Age range: n/a
Education system: British
Accreditation: CfBT
Website: www.huahinschool.com
Phone: n/a Fax: n/a

International Community School
Location / Address: 1225 The Parkland Road, Bangna, Bangkok 10260
Year established: 1993
Age range: 4 - 18 years
Education system: American
Accreditation: WASC
Website: www.ics.ac.th
Phone: +66 2 338 0777 Fax: +66 2 338 0778

International Pioneers School
Location / Address: 20 Radjruam Charoen, Charoen Nakorn Soi 14, Charoen Nakorn Road,
Klongtonsai, Klongsan, Bangkok 10600
Year established: 1998
Age range: 3 - 18 years
Education system: British
Accreditation: ONESQA, WASC
Website: www.ips.ac.th
Phone: +662 862 3030 , +662 438 471 Fax: +662 862 3029

International School Bangkok
Location / Address: 39/7 Soi Nichada Thani, Samakee Road, Pakkret, Nonthaburi 11120
Year established: 1951
Age range: 4 - 18 years
Education system: American, IB (International Baccalaureate)
Accreditation: WASC
Website: www.isb.ac.th
Phone: +662 963 5800 Fax: +662 583 5431

International School Eastern Seaboard
Location / Address: 282 Moo 5, Bowin, Sriracha, Chonburi 20230
Year established: 1994
Age range: 3 - 18 years
Education system: American, IB (International Baccalaureate)
Accreditation: ONESQA, WASC
Website: www.ise.ac.th
Phone: 087-91701010 , 038-372-591 Fax: 038-372-590

International School of Chonburi
Location / Address: 315 Moo 1, Banglamung 39, Banglamung, Chonburi 20150
Year established: 2008
Age range: 2 - 10 years
Education system: British
Accreditation: ONESQA
Website: www.isc.ac.th
Phone: +66 38241085 , +66 871414448 Fax: +66 38241819

International School of Samui
Location / Address: 141/21 Moo 6, Bophut, Koh Samui Surat Thani 84320
Year established: 2006
Age range: 2 - 18 years
Education system: British
Accreditation: ONESQA, CfBT
Website: www.iss.ac.th
Phone: 077484548 Fax: 077484549

IPC International Kindergarten
Location / Address: 313 Sukhumvit Soi 31 Bangkok 10110
Year established: 1983
Age range: 2 - 6 years
Education system: British
Accreditation: ONESQA
Website: www.ipcthai.com
Phone: +66 2 258 8105 , +66 2 261 6487 Fax: n/a

Kajonkiet International School Phuket
Location / Address: 125 Soi The Valley 1, Pra Phuket Keaw Road, Amphur Kathu, Phuket 83120
Year established: 2013
Age range: 2-16
Education system: British
Accreditation: ONESQA
Website: www.kisphuket.ac.th
Phone: 089-652-7599 , 076-510-203 Fax: 076-510-207

Keera-Pat International School
Location / Address: 58 Moo 9, Soi Yooyen, Ramintra 34, Bangkok 10230
Year established: 2005
Age range: 2 - 18 years
Education system: American
Accreditation: ONESQA, WASC
Website: www.kpis.ac.th
Phone: +66 2 943 7790 Fax: +66 2 943 8180

Kensington International Kindergarten
Location / Address: 88 Bangprom 16, Ratchapreuk Rd., Talingchan Bangkok 10170
Year established: 2012
Age range: 2 - 5 years
Education system: British
Accreditation: ONESQA
Website: www.kensington.ac.th
Phone: +66 2 864 9977 Fax: +66 2 864 9911

Kevalee International School
Location / Address: 90 Soi Hathairaj 37 Hathairaj Road Klongsamwa Bangkok 10510
Year established: 1996
Age range: 2 - 18 years
Education system: American
Accreditation: ONESQA, WASC
Website: www.kevalee.ac.th
Phone: +662 906 6427 , +662 906 6428 Fax: +662 906 6417

Kiddykare International Kindergarten
Location / Address: 59/34 Sukhumvit 26, Klongton, Bangkok
Year established: 1994
Age range: 18 months - 6 years
Education system: British
Accreditation: ONESQA
Website: www.kiddykare.ac.th
Phone: +66 2 665 6777 Fax: +66 2 665 6774

Kids Kingdom International Kindergarten
Location / Address: 22/1 Sukhumvit 47, Klongtan Nua, Wattana, Bangkok 10110
Year established: 2011
Age range: 18 months - 6 years
Education system: American
Accreditation: ONESQA
Website: www.kidskingdom.ac.th
Phone: +66 (0) 2 258 , +66(0)2 258 72 Fax: +66 (0)2 662 6259

Kids' Academy International Pre-School
Location / Address: 52/1-2 Sukhumvit 63, Ekamai Soi 2, Prakhanong-Nua, Wattana,
Bangkok 10110
Year established: 2003
Age range: 18 months - 5 years
Education system: British
Accreditation: ONESQA
Website: www.kidsacademy.ac.th
Phone: 0-2714-3636 , 0-2714-3737 Fax: 0-2714-1212

Kidz Village International Kindergarten
Location / Address: 500 Salathammasob soi 11, Taweewattana, Bangkok 10170
Year established: 2012
Age range: 18 months to 6 years old
Education system: British
Accreditation: n/a
Website: www.kidz-village.ac.th
Phone: 02 888 3337 , 02 888 3336 Fax: 02 888 3887

Kincaid International School of Bangkok
Location / Address: 205/73-75 Soi Phasuksanti 3, Pattanakarn 69, Prawet, Bangkok 10250
Year established: 2001
Age range: 1 - 18 years
Education system: American
Accreditation: ONESQA
Website: www.kincaidbangkok.com
Phone: +66 2 321 7010 Fax: n/a

KIS International School
Location / Address: 999/124 Kesinee Ville, Pracha-Utit Road (near Rama 9), Huay-Kwang,
Bangkok 10320
Year established: 1998
Age range: 2 - 18 years
Education system: IB (International Baccalaureate)
Accreditation: ONESQA, CIS
Website: www.kis.ac.th
Phone: +66 2 274 3444 Fax: +66 2 274 3452

Lamai International School
Location / Address: 206/36 Moo 4, Maret, Koh Samui, Surat Thani 84310
Year established: 2016
Age range: 3-12
Education system: American, British, Canadian
Accreditation: n/a
Website: www.lis.ac.th
Phone: 077 423 509 , 0947944772 Fax: n/a

Lanna International School
Location / Address: 300 Grandview Moo 10, Chiang Mai-Hang Dong Road, Amphur Muang, Chiang Mai 50100
Year established: 1993
Age range: 3 - 18 years
Education system: British
Accreditation: WASC
Website: www.lannaist.ac.th
Phone: +66 5 380 6230 Fax: n/a

Lycée Français International de Bangkok
Location / Address: 498 Ramkhamhaeng 39 (Thep Leela 1), Wangthonglang, Bangkok 10310
Year established: 2003
Age range: 3 - 18 years
Education system: French
Accreditation: ONESQA
Website: www.lfib.ac.th
Phone: +66 2 934 8008 Fax: +66 2 934 6670

Magic Years International School
Location / Address: 22/122 Moo 3, Soi Prasoet Islam, Bang Talat, Pakkret, Nonthaburi 11120
Year established: 1990
Age range: 10 months - 10 years (IB PYP)
Education system: IB (International Baccalaureate)
Accreditation: ONESQA
Website: www.magicyears.ac.th
Phone: +66 2 156 6222 Fax: +66 2 156 6099

Manorom International Christian School
Location / Address: 164 Moo 3, Khungsampao, Manorom, Chainat 17110
Year established: 2014
Age range: 3-18 Years
Education system: American
Accreditation: ONESQA
Website: www.mics.ac.th
Phone: 056 491 691 , 0624484551 Fax: 056 491 691

Melodies International Kindergarten
Location / Address: 55 Soi 38, Sukhumvit Road, Prakanong, Bangkok 10110
Year established: 1981
Age range: 2 - 6 years
Education system: British
Accreditation: ONESQA
Website: www.melodieskinder.com
Phone: +66 2 712 1680 , +66 2 712 1681 Fax: +66 2 712 1682

Modern International School, Bangkok
Location / Address: 125-135 Soi Pobmit, Sukhumvit 39 Road, Klongton-Nua, Watthana, Bangkok 10110
Year established: 1997
Age range: 3 - 18 years
Education system: British
Accreditation: ONESQA, CfBT
Website: www.misb.ac.th
Phone: +66 2 258 8222 , +66 2 258 8216 Fax: +66 2 258 8219

Modern Montessori International Pre-School
Location / Address: 4 Sukhumvit Soi 44, Sukhumvit Road, Bangkok
Year established: 2003
Age range: 18m - 6years
Education system: British
Accreditation: ONESQA
Website: www.mmithailand.com
Phone: 02-7120958-59 Fax: n/a

Montessori Academy Bangkok International School
Location / Address: 1444 Bangna-Trad Km. 3.5 Road, Bangkok 10260
Year established: 2010
Age range: 2 - 12 years
Education system: Montessori
Accreditation: ONESQA
Website: www.montessoribkk.com
Phone: 02 396 0361 , 02 396 0362 Fax: 02 396 0363

Mooltripakdee International School
Location / Address: 77 Moo 3, Chaiyapornvithee 25, Tambol Nongprue, Amphur Banglamung, Chonburi 20150
Year established: 28 december 2010
Age range: 2 - 18 years
Education system: British
Accreditation: ONESQA
Website: www.mis.ac.th
Phone: 038-249759-61 Fax: 038-249-762

Mulberryhouse International Pre-Shool
Location / Address: 7 Soi Tonson Ploenchit Road, Lumpini, Pathumwan, Bangkok 10330
Year established: 2003
Age range: 1 - 5 years
Education system: British
Accreditation: ONESQA
Website: www.mulberryhousepreschool.com
Phone: +66 2 684 5900 Fax: +66 2 684 5901

Nakornpayap International School
Location / Address: 240 Moo 6, Tambol San Phi Sua, Amphur Muang, Chiang Mai 50300
Year established: 1993
Age range: 3 - 19 years
Education system: American
Accreditation: ONESQA, WASC
Website: www.nis.ac.th
Phone: +66 5 311 0680 Fax: n/a

New Bambino International Kindergarten
Location / Address: 184/1 Sukhumvit 49/10, Klongton Nua, Wattana, Bangkok 10110
Year established: 2000
Age range: 2-6
Education system: Japanese
Accreditation: n/a
Website: www.newbambino.ac.th
Phone: 027126241 , 0863121311 Fax: 027126244

New Sathorn International School
Location / Address: 289 Soi 24 Naradhiwas Road, Chongnonsi, Yannawa, Bangkok 10120
Year established: 2004
Age range: Pre-Nursery to G12
Education system: American
Accreditation: ONESQA
Website: www.nsis.ac.th
Phone: 02 672 2100 , 02 672 2101 Fax: 02 672 2102

NIST International School
Location / Address: 36 Sukhumvit Soi 15 Klongtoey Nua, Wattana Bangkok 10110
Year established: 1992
Age range: 3-18
Education system: IB (International Baccalaureate)
Accreditation: ONESQA, CIS, NEASC
Website: www.nist.ac.th
Phone: +66 02 651 206 Fax: +66 02 253 3800

Niva International School
Location / Address: 18 Soi Phokaew 3 Yeak 9, Ladprao 101, Bangkapi, Bangkok
Year established: 1991
Age range: 3 - 18 years
Education system: American
Accreditation: ONESQA, WASC
Website: www.nivais.com
Phone: +66 2 948 4605 , +66 2 948 4606 Fax: +66 2 948 4211

Norwich International School Bangkok
Location / Address: 233/131 Moo 1, Rama 2 Road, Bangnamchuet, Muang, Samutsakhon 74000
Year established: n/a
Age range: n/a
Education system: British
Accreditation: n/a
Website: www.norwichschool.ac.th
Phone: 02-4511100 Fax: 02-4511102

Pan-Asia International School
Location / Address: 18 Chalermprakiat Rama 9 Soi 67, Dokmai, Pravet, Bangkok 10250
Year established: 2004
Age range: 2 - 15 years
Education system: American
Accreditation: ONESQA, WASC
Website: www.pais.ac.th
Phone: +66 2 726 6273 , +66 2 347 2280 Fax: +662 726 6341

Panyadee, the British International School of Samui
Location / Address: 6/5 Moo 3, Bophut, Koh Samui, Suratthani 84320
Year established: 2005
Age range: 3-18
Education system: British
Accreditation: n/a
Website: www.panyadee.ac.th
Phone: 077 423802 , 089 4739393 Fax: 077 413506

Panyaden International School
Location / Address: 218 Moo 2, Tambol Namprae, Amphur Hang Dong, Chiang Mai 50230
Year established: 2011
Age range: 2-12 years
Education system: British
Accreditation: n/a
Website: www.panyaden.ac.th
Phone: +66 53 441 460 Fax: +66 53 441 461

PPMAS-Singapore International School
Location / Address: 99/558 Moo 8, Phanason City Village, Srinakarin Road, Bangmuang, Amphur Muang, Samutprakan 10270
Year established: 2014
Age range: Nursery- Kindergarten - Primary
Education system: Singapore
Accreditation: n/a
Website: www.ppmas.school
Phone: 02-703-1454 , 0955981918 Fax: 02-703-1453

Prem Tinsulanonda International School
Location / Address: 234 Moo 3, Huay Sai, Mae Rim Chiang Mai 50180
Year established: 2001
Age range: 3 - 19 years (Early Years - Grade 12)
Education system: IB (International Baccalaureate)
Accreditation: ONESQA, CIS, NEASC
Website: www.ptis.ac.th
Phone: +66 (0)53 301 Fax: +66 (0)53 301 507

Prep International Kindergarten
Location / Address: 78 Suthisarn Road, Samsaenok, Huay-Kwang, Bangkok 10310
Year established: 1996
Age range: 2 - 6 years
Education system: British
Accreditation: ONESQA
Website: www.prep.ac.th
Phone: +66 2 274 7426 Fax: +6622748630

QSI International School of Phuket
Location / Address: 81/4 Moo 1 Chalermprakiat Ror.9, RatsadaAmphur Muang Phuket 83000
Year established: 2000
Age range: 2-18 years
Education system: American
Accreditation: n/a
Website: phuket.qsischool.org
Phone: 076-304-312 Fax: 076-304-311

Raintree International School
Location / Address: 126 Nanglinchee Road, Thungmahamak, Sathorn, Bangkok 10120
Year established: 2017
Age range: 1.5 - 5 years
Education system: British
Accreditation: n/a
Website: www.raintreethailand.com
Phone: 022870667 , 0632308000 Fax: n/a

Ramkhamhaeng Advent International School
Location / Address: 1 Soi Ramkhamhaeng 119, Huamark, Bangkapi, Bangkok 10240
Year established: 1999
Age range: 2 - 18 years
Education system: American
Accreditation: ONESQA, WASC
Website: www.rais.ac.th
Phone: +66 2 370 0316 , +66 2 370 0317 Fax: +66 2 370 0793

RBIS-Rasami British International School
Location / Address: 48/2 Soi Rajavithi 2, Rajavithi Road, Samsennai, Phayathai, Bangkok 10400
Year established: n/a
Age range: 18 months - 18 years
Education system: British
Accreditation: ONESQA, CfBT
Website: www.rbis.ac.th
Phone: +66 2 644 5291 Fax: +66 2 640 9527

RC International School
Location / Address: 25/3-4 Ruam Rudee Soi 1, Ploenchit Road, Lumpini, Phatumwan, Bangkok 10330
Year established: 1998
Age range: 2 - 13 years
Education system: British
Accreditation: ONESQA
Website: www.rcis.ac.th
Phone: +662 254 4380 , +662 252 2348 Fax: +662 650 9747

Regents International School Pattaya
Location / Address: 33/3 Moo 1, Pong, Banglamung, Chonburi 20150
Year established: 1995
Age range: 2 - 18 years
Education system: British, IB (International Baccalaureate)
Accreditation: CfBT
Website: www.regents-pattaya.co.th
Phone: +66 0 38418777 Fax: + 66 (0) 384 187 78

RIS Swiss Section
Location / Address: 6/1 Ramkamhaeng 184 Road, Minburi, Bangkok 10510
Year established: 1963
Age range: 2 -18 years
Education system: German, Swiss
Accreditation: ONESQA
Website: www.ris-swiss-section.org
Phone: +66 2 518 0340 Fax: +66 2 518 0341

Royce Royal International School
Location / Address: 111/433 Anamai Ngam charoen Village 5 Moo 3, Anamai Ngam charoen
Road, Bangkok 10150
Year established: 2015
Age range: 1-6
Education system: British
Accreditation: n/a
Website: www.royceroyal.ac.th
Phone: 095 958 6878 , 02 405 7086 Fax: n/a

Ruamrudee International School
Location / Address: 6 Ramkhamhaeng 184, Minburi, Bangkok 10510
Year established: 1957
Age range: 3 - 18 years
Education system: American
Accreditation: ONESQA, WASC
Website: www.rism.ac.th
Phone: 02-791-8900 Fax: +66 2 791-8901

Rugby School Thailand
Location / Address: 7/2 Moo 2 Khao Mai Kaew, Bang Lamung District, Chonburi 20150
Year established: 2017
Age range: 2 - 18 years
Education system: British
Accreditation: n/a
Website: www.rugbyschool.ac.th
Phone: +66 33 141 800 Fax: n/a

Saint John Mary International School
Location / Address: 131 Moo 1, Phaholyotin Road, Nongyao K.m. 101, Muang, Saraburi
18000
Year established: 2004
Age range: 2 - 18 years
Education system: American
Accreditation: ONESQA, WASC
Website: www.sjmis.ac.th
Phone: +66 36 218 600 Fax: +66 3 622 5445

Seeh Phinong International Kindergarten
Location / Address: 95 Soi Sukhumvit 49 (Akapat), Sukhumvit Road, Klongton-Nua,
Wattana, Bangkok 10110
Year established: 1997
Age range: 2 - 5 years
Education system: American
Accreditation: ONESQA
Website: www.spn.ac.th
Phone: +662 185 2715 Fax: +662 185 2705

Shrewsbury International School
Location / Address: 1922 Charoen Krung Road, Wat Prayakrai, Bang Kholaem, Bangkok 10120
Year established: 2003
Age range: 3 - 18 years
Education system: British
Accreditation: CIS
Website: www.shrewsbury.ac.th
Phone: +66 2 675 1888 Fax: +66 2 675 3606

Siam International School
Location / Address: 55/5 Moo 1, Klong 3 Rangsit-Nakornnayok Road, Tambol Bungyeetho, Amphur Thanyaburi, Pathumthani 12130
Year established: 2002
Age range: 3 - 18 years
Education system: American
Accreditation: ONESQA
Website: www.siamis.ac.th
Phone: +66 2 991 6628 , +66 2 991 6629 Fax: +662 991 6689

Silver Fern International School
Location / Address: 16 Moo 21, Tambol Neuamuang, Amphur Muang, Roi-Et 45000
Year established: 2015
Age range: 3 - 18
Education system: British
Accreditation: n/a
Website: www.silverfern.school
Phone: 043-501676 Fax: n/a

Singapore International School Chiangmai
Location / Address: 10 Hussadhisawee Road, Tambol Sripoom, Amphur Muang Chiang Mai 50200
Year established: 2017
Age range: 2-12 yrs
Education system: British, Singapore
Accreditation: n/a
Website: www.chiangmai.sisb.ac.th/chiangmai
Phone: 053217087 , 0910219346 Fax: n/a

Singapore International School of Bangkok
Location / Address: 498/11 Soi Ramkhamhaeng 39 (Tepleela 1), Wanthonglang, Bangkok 10310
Year established: 2001
Age range: 2 - 18 years
Education system: British, Singapore
Accreditation: ONESQA, CIS, NEASC
Website: www.sisb.ac.th
Phone: +662 158 9191 Fax: +662 158 9192

Singapore International School Suvarnabhumi
Location / Address: 4/5 Moo 5 Namdaeng - Bangplee Road, Bangkaew, Bangplee,
Samutprakarn 10540
Year established: 2010
Age range: 2 - 12 years old
Education system: British, Singapore
Accreditation: ONESQA
Website: www.sisbsuvarnabhumi.com
Phone: +662 710 2211 Fax: +662 710 2156

Singapore International School Thonburi
Location / Address: 138 Rachamontri Road,Khlong Khwang,Phasicharoen Bangkok 10160
Year established: 2017
Age range: 2-11
Education system: British, Singapore
Accreditation: n/a
Website: www.sisb.ac.th
Phone: 021539393 Fax: 021539494

Southern International School Hat Yai
Location / Address: 789 Raj-uthit Road, Hat Yai, Songkhla 90110
Year established: 2015
Age range: 2+ to 17+
Education system: British
Accreditation: n/a
Website: www.southerninter.com
Phone: 074252111 Fax: 074252998

St. Andrews International School Bangkok
Location / Address: 9 Soi Pridi Banomyong 20/1, Sukhumvit Soi 71, Prakanong, Bangkok
10110
Year established: 1997
Age range: 2 - 18 years
Education system: British
Accreditation: CfBT
Website: www.standrews.ac.th
Phone: +66 2 381 4925 Fax: +66 2 391 5227

St. Andrews International School Dusit
Location / Address: 253/1 Sawankhaloke Road, Dusit, Bangkok 10300
Year established: 2011
Age range: 2 - 11 years
Education system: British
Accreditation: ONESQA, CfBT
Website: www.standrewsdusit.com
Phone: 02-668-6231 Fax: 02-668-5920

St. Andrews International School Samakee
Location / Address: 43 Soi Tiwanond 48, Tiwanond Road, Amphur Muang, Nonthaburi 11000
Year established: 2000
Age range: 2 - 12 years
Education system: British
Accreditation: CfBT
Website: www.standrews-samakee.com
Phone: 02 952 4003 Fax: +66 2 952 4002

St. Andrews International School Sathorn
Location / Address: 9 Sathorn Soi 4, North Sathorn Road, Bangkok 10500
Year established: 2003
Age range: 2 - 11 years
Education system: British
Accreditation: ONESQA, CfBT
Website: www.standrewssathorn.com/
Phone: +66 2 632 1995 Fax: n/a

St. Andrews International School, Bang Na
Location / Address: 7 Sukhumvit 107 Rd., Bangna Bangkok 10260
Year established: 1996
Age range: 2 - 18 years
Education system: British
Accreditation: ONESQA, CfBT
Website: www.standrewssukhumvit.com/
Phone: +662 393 3883 Fax: +662 393 3925

St. Andrews International School, Green Valley
Location / Address: 1 Moo 7, Banchang-Makham Koo Road, Banchang, Rayong 21130
Year established: 1996
Age range: 2 - 18 years
Education system: British, IB (International Baccalaureate)
Accreditation: CfBT
Website: www.standrews-schools.com
Phone: +66 38030701-3 Fax: +66 38 893 720

St. Mark's International School
Location / Address: 900 New Rama 9 Road, Suanluang, Bangkok 10250
Year established: 1999
Age range: 2-16 years old
Education system: Australian, Singapore
Accreditation: ONESQA
Website: www.stmarks.ac.th
Phone: (662) 300 5463 Fax: (662) 300 5465

St. Stephen's International School (Bangkok)
Location / Address: 998 Viphavadi Rangsit Road, Lad Yao, Chatuchak, Bangkok 10900
Year established: 1998
Age range: 2 - 18 years
Education system: British
Accreditation: ONESQA, CIS, NEASC
Website: www.sis.edu/bangkok
Phone: +662 513 0270 Fax: +662 513 8271

St. Stephen's International School, Khao Yai
Location / Address: 49,49/1-3 Moo 4, Thanarat Road, Nongnamdaeng, Pak Chong, Nakhon Ratchasima 30130
Year established: 1995
Age range: 3 - 16 years
Education system: British
Accreditation: WASC
Website: www.sis.edu/khaoyai
Phone: +66(0)86468804 , +66(0)81904099 Fax: +66(0)44365019

Suratthani International School
Location / Address: 51/91 Phor Khun Tale Road, Amphur Muang, Surat Thani 84000
Year established: 2014
Age range: Nursery - Grade 6
Education system: American
Accreditation: n/a
Website: www.suratthaniinternationalschool.com
Phone: +66631924453 Fax: n/a

Talents International Pre-school
Location / Address: 74/1 Pattanakarn 76, Praves, Bangkok 10250
Year established: 2003
Age range: 2 - 6 years
Education system: American
Accreditation: ONESQA
Website: www.talents-preschool.com
Phone: +66 2 722 2420 , 66 2 322 6300 Fax: +66 2 321 6997

Tara Pattana International School
Location / Address: 88 Moo 13, Pattanakarn Road, Soi Tungklom-Tanman 9, Nongprue, Banglamung, Chonburi 20150
Year established: 2011
Age range: 2 Years to 14 Years
Education system: British
Accreditation: ONESQA
Website: www.tarapattana.com
Phone: 038-224-511 Fax: 038-224-522

Thai-Chinese International School
Location / Address: 101/177 Moo 7 Soi Mooban Bangpleenives, Prasertsin Road, Bangplee
Yai, Samutprakarn 10540
Year established: 1995
Age range: 3 - 18 years
Education system: American
Accreditation: ONESQA, WASC
Website: web.tcis.ac.th
Phone: +66 2 751-1201 , +66 2 751-1202 Fax: +66 2 751-1210

Thai-Sikh International School
Location / Address: 1799/1-2 Moo 1, Rim Than Rod Fai Kao Road, Samrong Nua, Samut
Prakarn 10270
Year established: 1992
Age range: 10 - 18 years
Education system: British
Accreditation: ONESQA, CIS
Website: www.thaisikh.ac.th
Phone: +66 2 743 5049 , +66 2743 5050 Fax: +66 2748 5453

Thai-Singapore International School
Location / Address: 1000 Moo 5 Srinakarin Rd., Sumrong-Nua, Muang Samutprakarn 10270
Year established: 2007
Age range: 2 - 11 years
Education system: Singapore
Accreditation: ONESQA, CfBT
Website: www.tsis.ac.th
Phone: +66 2 710 5900 Fax: +66 2 710 5700

The American School of Bangkok
Location / Address: 59-59/1 Sukhumvit Road Soi 49/3, Wattana, Bangkok 10110
Year established: 1983
Age range: 2 - 18 years
Education system: American
Accreditation: ONESQA, WASC
Website: www.asb.ac.th
Phone: +66 2 620 8600 Fax: +66 2 261 0330

The American School of Bangkok, Sukhumvit
Location / Address: 59-59/1 Sukhumvit Road Soi 49/3, Wattana, Bangkok 10110
Year established: 1983
Age range: 2-18
Education system: American
Accreditation: ONESQA, WASC
Website: www.asb.ac.th
Phone: 02-620-8600 Fax: 02-261-0330

The Early Learning Centre International School
Location / Address: 18 Soi Arkaphat, Sukhumvit Road 49/4, Wattana, Bangkok 10110
Year established: 1985
Age range: 3 years - 11 years
Education system: Canadian
Accreditation: ONESQA, CIS, WASC
Website: www.elc-bangkok.com
Phone: 02 381 2919 , 02 391 5901 Fax: 02 391 1334

The First Steps International Pre-School
Location / Address: 58/2 Soi Sukhumvit 31 Yak 4, Klongtan-Nua, Wattana, Bangkok
Year established: 1996
Age range: 1.5 - 7 years
Education system: British
Accreditation: ONESQA
Website: www.thefirststeps.ac.th
Phone: +66 2 260 3152 Fax: +66 2 260 3154

The Regent's School - Rama 9
Location / Address: 601/99 Pracha-Uthit Road, Wangthonglang, Bangkok 10310
Year established: 2009
Age range: 2-18
Education system: British, IB (International Baccalaureate)
Accreditation: ONESQA, CIS
Website: www.regents.ac.th
Phone: 02-957-5777 , 092-362-8888 Fax: 02-015-2255

The Regent's School, Bangkok
Location / Address: 601/99 Pracha-Uthit Road, Wangthonglang, Bangkok 10310
Year established: 1999
Age range: 2 - 18 years
Education system: British
Accreditation: ONESQA, CIS
Website: www.regents.ac.th
Phone: +66 2 957 5777 Fax: +66 2 957 5777 Ext.555

The Tiny Seeds International PreSchool
Location / Address: 105/1-3 Soi Sansabai 5, Sukhumvit 36, Klongtoey, Bangkok 10260
Year established: 2010
Age range: 2 - 6 years
Education system: British
Accreditation: ONESQA
Website: www.thetinyseedspreschool.ac.th
Phone: +662 260 2926 , +662 260 2928 Fax: n/a

Theodore International School
Location / Address: n/a
Year established: 2014
Age range: Kindergarten - Elementary
Education system: American
Accreditation: n/a
Website: www.tischool.in.th
Phone: n/a Fax: 077-512-234

Topsy Turvy International School
Location / Address: 36-36/1 Sukhumvit Soi 4, Klongtoey, Bangkok 10110
Year established: 1992
Age range: 2 - 11 years
Education system: British
Accreditation: ONESQA, CIS
Website: www.bsbangkok.ac
Phone: +66 2 656 8224 , +66 2 656 9961 Fax: +66 2 656 7736

Traill International School
Location / Address: 43 Soi 16 Ramkhamhaeng Road, Huamark, Bangkok 10240
Year established: 1966
Age range: 3 - 18 years
Education system: British
Accreditation: ONESQA, CfBT
Website: www.traillschool.ac.th
Phone: +66 2 718 8779 Fax: +66 2 718 8546

Udon Thani International School
Location / Address: 222/2 Moo 2, Mittrapab Road, Tambol Kudsra, Amphur Muang, Udon
Thani 41000
Year established: 2014
Age range: 2-10 years old
Education system: British, IB (International Baccalaureate)
Accreditation: n/a
Website: www.udis.ac.th
Phone: (042) 110-379 Fax: (042) 110-379

Unity Concord International School
Location / Address: 227 Moo 2 Chiang Mai - Lampang Super Highway Road, Tambol Nong
Phueng, Amphur Sarapee, Chiang Mai 50140
Year established: 2017
Age range: 2-12
Education system: American
Accreditation: ONESQA, WASC
Website: www.ucis.ac.th
Phone: 053-142517-19 , 084-9850401 Fax: 053-142520

UWC Thailand International School
Location / Address: 115/15 Moo7, Thepkasattri Road, Thepkasattri, Thalang, Phuket 83110
Year established: 2008
Age range: 18 months - 18 years
Education system: IB (International Baccalaureate)
Accreditation: ONESQA, CIS
Website: www.uwcthailand.net
Phone: +66 76 336 076 Fax: +66 76 336 076

Wellington College International School Bangkok
Location / Address: n/a
Year established: n/a
Age range: n/a
Education system: n/a
Accreditation: n/a
Website: n/a
Phone: n/a Fax: n/a

Wells International School
Location / Address: 6 Sukhumvit Soi 51, Klongton-Nua, Wattana, Bangkok 10110
Year established: 2003
Age range: 3 - 8 years
Education system: American
Accreditation: ONESQA
Website: www.wells-school.com
Phone: 02-662-5980 , 02-662-5981 Fax: 02-662-5983

Wells International School - Bang Na
Location / Address: 10 Srinakharin Soi 62, Srinakharin Road, Nongbon, Pravet, Bangkok 10250
Year established: 2003
Age range: 3 -8 years
Education system: American
Accreditation: ONESQA
Website: www.wells-school.com
Phone: 02-746-6060 , 02-746-6061 Fax: 02-746-6062

Wells International School - On Nut
Location / Address: 2209 Sukhumvit Road, Bangchak, Prakhanong, Bangkok 10260
Year established: 1999
Age range: Grade 1 (6 yrs) to Grade 12 (18 yrs)
Education system: American, IB (International Baccalaureate)
Accreditation: ONESQA, WASC
Website: www.wells-school.com
Phone: 02-730-3366 Fax: 02-730-3118

Wesley International School
Location / Address: 306 Moo 8, Tambol Khokruad, Amphur Muang, Nakhonratchasima 30280
Year established: 2015
Age range: 2-10 years
Education system: American
Accreditation: ONESQA
Website: www.wis.ac.th
Phone: 044756291 Fax: 044756292

BIOGRAPHY

NAME&SURNAME: Janat Blackmon

DATE OF BIRTH: 11/11/71

POSITION: Educator and Teacher Trainer

EDUCATION:

2014-2015	<u>Certified Coach</u> – Coaching University – Michael Bolduc Neuro Linguistic Program, Basic and Advanced
2012-2013	<u>Certified Master Practitioner</u> – Neuro Linguistic Programming Certified Basic – Neuro Linguistic Programming
2013-2014	**<u>International Coaching Federation</u>** - Certified Coach (ACC)
2011-2013	**<u>Masters of Educational Administration</u>** - Ramkhamhaeng University, Bangkok, Thailand
2004-2008	**<u>Bachelor of Education – Integrated 5 Year Program</u>** Early/Middle Years Stream, University of Winnipeg, Winnipeg, Manitoba
2004-2008	<u>Bachelor of Arts</u> (5 year program completed in 3.5 years) Film and Theatre Major, Kinesiology University of Winnipeg, Winnipeg, Manitoba
2004	<u>Basic Film Course, Set Etiquette, WHMIS, Producing Courses</u> Film Training Manitoba, Winnipeg, Manitoba
2000	<u>Certified Financial Planning Courses</u> Red River Community College, Winnipeg, Manitoba

WORK EXPERIENCE:

2007-Present   **<u>Speaker and Workshop Facilitator</u>**
- Keynote Speaker - Symposium on 21st Century Transformational Teaching Methods and Standards, Kolkata April 13th, Bengaluru April 20th, Bangkok April 27th, 2019
- ELLSA Conference Presenter – Differentiated Instruction
- Kachin Educational Reform – Burma/Myanmar – Consultant/Training
- ATI Innovative Solutions – Training Videos
  Train The Trainer – With ATI Innovative Solutions
- Guest Lecturer Ramkhamhaeng University – Technical Core, Organizational Culture, Organizational Communication
- Differentiated Instruction and Assessment – Workshop Gem's Academia International School, Thakurpukur, India
- From Speaker to Trainer – With Thanoo Saowaros

- Myanmar – Education Policy Development/21st Century Education/Curriculum Development
- Bangkok Teachers Conference – Presenter – Differentiated Instruction
- Toastmasters International – Bangkok Toastmasters Club - DTM
- T1 Area Governor 2012-2013
- Distinguished Toastmaster, served as President, Secretary, Vice President of Education, and Vice President of Membership, Advanced Club Founding Member and Mentor
- Toastmasters Events:
  - High Performance Leadership Program - Coordinator
  - Working In The Team Environment – Coordinator
  - Division Club Officer Training – 4 training programs

2019-Present   **Magnolia Montessori For All** – Reading Interventionist and Campus Testing Coordinator

2016-2019   **KIS International School, Bangkok, Thailand**

Grade 4/5 Homeroom Teacher - IB PYP Program - Delivering high-quality and engaging transdisciplinary PYP inquiry-based integrated units fostering student agency. Working with our team to help create a positive, inclusive, and caring environment - inspiring individuals - our school has over 54 diverse nationalities and we celebrate this strength. Our Grade 4 Team works to differentiated instruction, working closely with our PYP coordinator and support team to ensure the highest quality educational outcomes. Working with EAL support students and student support team closely to provide all students with an environment to engage and grow. Grade 5 Exhibition 2017.

 2007-2016   **Lertlah School, Bangkok, Thailand**
2007 – *Campus 2 - P2/1 and P2/2*, English, Math, and Science teacher
2008 – *Head of Kindergarten Department*, Taught K1 and Nursery
2009 – *Head of Academics/Foreign Department* (See below)
2011 - Campus 3 – Kaset-Nawamin - P1-P3 Key Stage Leader
    -mentoring 40-65 new teachers, administrative paperwork, subbing classes, updating curriculum, facilitating department teamwork, and teaching grade 3.
 2012-2015 - *Head of Academics/Foreign Department*
-Successfully mentored and coached 45-65 new teachers, orientation and training, meetings, weekly training workshops, curriculum development, teacher observations, classroom support for students, support meetings with parents, logistics, creation and implementation of school programming, including parent orientation workshops, MC for contests and special events such as for the Ambassador of Canada Visit, working with the school Choir to perform at Embassy events, Team development in the Foreign Department, working on special projects such as Science Week Activities, Writing Showcase, Spelling Bee, and Community Student Mentoring program. Subbing classes as required and working closely with Thai Administration to provide students with the highest quality education.
2015-2016 – Special Projects in coordination with Assistant Director, Associate Principal.

2006-2007   **Harrow School, Winnipeg, Manitoba, Canada**
                Grade 4/5 Combined class.
                Planning and preparing differentiated lessons for 22 students.
                Working individually with ESL students and new immigrant students.

Planned, taught, and did assessments for science. Teaching, planning, preparing, and assessment for differentiation in a diverse classroom.

2005-2006   <u>**Isaac Brock School,**</u> **Winnipeg, Manitoba, Canada**
Grade 4/5/6 Combined class.
Individual and group work. Taught Drama, Language Arts, Math, and Social Studies. Planned and prepared differentiated lessons for 24 students at the three grade levels.

2004-2005   <u>**Westgrove School,**</u> **Winnipeg, Manitoba, Canada**
Grade 1 class.
Individual and group work. Taught Math and Language Arts.
Individual work with special needs student.
Worked one-on-one and in guided reading groups on literacy and reading skills.

Other Employment/Experience

Investors Group, Winnipeg
- *Financial Consultant*
- Established Client base.
  Performed all aspects of financial planning for clients, including: Retirement, Insurance, Investments, Tax and Estate planning, and Customer Service.
- Used several specialized financial software programs as well as MS Office.

Integrated Messaging Inc., Winnipeg
- *Operator, Customer Service Representative, Supervisor*
  Account set up for new clients, training staff, development of procedures and training manual, 24 tech/staff support, Payroll, scheduling, inbound and outbound Marketing and customer service, inventory control, problem solving, and helped owners grow business very successfully into a large call center.

Metropol Emergency Response Center, Winnipeg
- *Emergency Response Co-coordinator*
- Coordinated alarm response and monitoring with Police Department, Fire and City of Winnipeg Emergency Response Department.

Volunteer Work

Assumption University – Student Leadership Weekend – MC and Education Program Planning

Bangkok Teachers Network – Committee Member 2011-2015

Education Chairperson – Toastmaster District Conference 2014

Volunteer work with Orphanages near Bangkok 2007-2019

Peer Support - University of Winnipeg
- *Peer Counselor*
- Training to provide student counseling, resources, and help with any issues they may have. Media Subcommittee leader -produced a radio spot for the Peer Support Group.

Advice Column - Uniter Community News Paper
- *Writer*
- Responsible for creating a weekly Advice Column for the newspaper.

Clifford J. Robson Memorial Award in Teaching selections committee member

University of Winnipeg Theatre Student Association - Volunteer

Certificates and Professional Development

- Currently completing Montessori Certification Program with NCMPS, USA
- Google Certified Level 1 Educator
- Teaching and Learning Through Inquiry By Kath Murdoch - October 2018
- "From Basics to Blastoff" Readers Workshop - EARCOS Weekend Workshop - September, 2018
- EARCOS - Meeting the Needs of Diverse Learners - November, 2017
- EARCOS - Leadership Conference - October 2017
- Google Conference - September 2017
- Structured Word Inquiry Workshop, 2017
- IB Making the PYP Happen - September, 2016
- Seminar on Harnessing the Potential- Building Resilience in Students by Monash University Australia
- National and International Research Conference - Buriram Rajabhat University 2016
- Education Seminar, "Please Understand Me" and "High Performing Teams Through A Culture of Trust"
- Motivation and Classroom Management - Niagara University, May 2015
- Gifted and Talented EARCOS workshop January 2013
- Leadership Advantage Course – Dale Carnegie Training 2012
- ASCD – 21st Century Assessment and Differentiated Instruction - Bangkok
- ASEAN Economic Learners Success Through Invitational Education Conference
- Bangkok Teachers Network Conferences – 2008-2014
- Level III Western Rider (Equestrian)
- Advanced Open Water Scuba Diver
- Current Criminal Record Check USA and Thailand

AWARDS:
International Humorous Speech Contest District and Division
Leadership Advantage – Dale Carnegie – Voted Outstanding Leadership Presentation
DTM Toastmasters – numerous public speaking awards
Numerous sports and athletic awards
Numerous Horse Show awards