

ASSESSING INTERNATIONAL MINDEDNESS IN STAFF AT AN IB PYP
SCHOOL IN ERBIL

A MASTER'S THESIS

BY

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GRADUATE SCHOOL OF EDUCATION

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March 2017

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Curriculum and Instruction.

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ABSTRACT

Assessing International Mindedness in an IB PYP School in Erbil

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This action research explored using an assessment tool to assess international mindedness with the multi-cultural and multi-lingual staff of one International Baccalaureate Primary Years Programme (IB PYP) school in Northern Iraq. The study went on to explore the staff's reactions to and reflections on the tool and international mindedness as well as the administrators' reactions and reflections on the analysis of the staff responses. The study gathered data from staff using surveys before taking the Global Competence Aptitude Assessment (GCAA) and used surveys and focus group interviews to gather data after the GCAA was completed. The data analysis from the GCAA found a significant difference in international mindedness between two groups of staff members – those from Iraq and surrounding countries (Turkey, Greece, Azerbaijan) and staff from Western countries. Staff from both groups found the GCAA to be written from a Western business perspective and they disliked the style and amount of questions in the GCAA. Administrators at the school reflected that information from the GCAA could lead to the development of a more internationally minded teacher induction program and on-going professional

development about international mindedness in the school. The PYP coordinator, as the action researcher, found that the GCAA and focus group interviews identified gaps in the understanding of international mindedness of the staff. Identifying the gaps in understanding completed the first part of the action research cycle that can then lead to further discussion and development of the meaning of international mindedness across the school and how that meaning is developed further.

Keywords: Action research, international mindedness, global competence, Northern Iraq, International Baccalaureate, Primary Years Programme.

ÖZET

Bir Erbil IB PYP Okulu'nda Uluslararası Bilinci Değerlendirme

Alanna MacPherson

Yüksek Lisans, Eğitim Programları ve Öğretim
Tez Yöneticisi: Yrd. Doç. Dr. Robin Ann Martin

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Bu eylem araştırmasında, Kuzey Irak'ta Uluslararası Bakalorya İlk Yıllar Programı (IB PYP) uygulayan bir okulun çok kültürlü ve çok dilli çalışanlarıyla, bir değerlendirme ölçeği kullanılarak uluslararası bilinç kavramı incelenmiştir. Bu çalışma, çalışanların bu ölçek aracılığıyla uluslararası bilinç üzerine verdikleri tepki ve düşünceler ile yöneticilerin, çalışanların yanıtlarının analizi üzerine verdikleri tepki ve düşüncelerini incelemiştir. Bu çalışmada, *Küresel Yetkinlik Yeteneği Değerlendirmesi* (GCAA) uygulanmadan önce bir anket aracılığıyla çalışanlardan veriler toplandı, ve GCAA tamamlandıktan sonra anket ve odak grup görüşmeleri aracılığıyla yeni veriler toplandı. GCAA'nın veri analizinde, Irak ve çevre ülkeler (Türkiye, Yunanistan, Azerbaycan) ile Batı ülkelerinden çalışanlar olmak üzere iki çalışan grubu arasında uluslararası bilinç bakımından önemli bir fark bulundu. Her iki grubun çalışanları da, GCAA'nın Batı iş dünyası perspektifinden yazıldığını düşündüklerini ve GCAA'daki soru stilleri ve sayısından hoşlanmadıklarını belirttiler. Okuldaki yöneticiler, GCAA'dan alınan bilgilerin, daha uluslararası düzeyde düşünülmüş bir öğretmen alım programının geliştirilmesine ve okulda

uluslararası bilinç konusunda devam eden mesleki gelişimler yapılmasına olanak sağlayacağını belirttiler. PYP koordinatörü olan eylem arařtırmacısı, GCAA ve odak grup görüşmelerinin çalışanların uluslararası bilinç anlayışlarındaki boşlukları belirlediğini tespit etti. Eylem arařtırması döngüsünün ilk bölümünde belirlenen bu anlayış boşlukları sonrasında tüm okulda uluslararası bilinç anlamının geliştirilmesi ve bu anlamın nasıl geliştirileceğine yönelik tartışmalara olanak sağlayacağı belirtildi.

Anahtar Kelimeler: Eylem arařtırması, uluslararası bilinç, küresel yeterlilik, Kuzey Irak, Uluslararası Bakalorya, İlk Yıllar Programı

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CHAPTER 1: INTRODUCTION

Introduction

International teachers come to a classroom with a range of educational backgrounds, subject knowledge, knowledge of various pedagogical approaches, communication and organizational skills and experiences. These are all qualities that research agrees can make a “good” teacher (Nieto, 2010, p. 231). In a school teaching the International Baccalaureate Primary Years Programme (IB PYP), educators who have not been educated in the IB PYP themselves may come up against a stumbling block in their knowledge, as the IB PYP’s mission is to “develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world” (International Baccalaureate Organization, 2009, p. 4). The knowledge and attitudes required to develop “internationally minded” people are not skills specifically taught in all educational curricula or in teacher education programmes around the world.

This study will examine an assessment tool that assesses certain aspects of international mindedness with a multi-cultural and multi-lingual staff in a school in Erbil, Iraq. This chapter includes the background to the term international mindedness and its centrality to the International Baccalaureate curriculum, and an explanation of how problematic it can be to assess international mindedness. The research questions are then introduced along with some definitions that will be used throughout the paper.

Background

Commercially available surveys have been developed to gauge the international mindedness of individuals: tools that can be used to identify levels of international mindedness in people to help them to identify their strengths and weaknesses and give them suggestions as to how they can improve. Few researchers have used these tools on staff of IB schools to determine whether they could be useful to aid teachers in assessing their own international mindedness and continue their life-long learning and also helpful with different stakeholders in the community, such as support staff who work closely with teachers and the school community. Such tools could also be useful to help teachers and staff members identify their own strengths and weaknesses when working with other teachers, staff and students and other stakeholders from various cultural backgrounds.

The IB PYP was developed by the International Baccalaureate Organization in 1997 to prepare students for their Middle Years Programme (MYP) and Diploma Programme (DP) (International Baccalaureate Organization, 2015a, p. 8). In 2007, there were less than 500 schools worldwide offering the IB PYP and as of 2014, 1226 schools have been authorized to teach the programme (International Baccalaureate Organization, 2015, p. 14) – a significant jump in schools and in demand for teachers who are able to teach the IB PYP according to the IB’s mission statement. In other words, there has been a sharp rise in demand for teachers who are internationally minded.

Shaklee and Merz (2012) outlined the thoughts of international teachers and administrators who attended the European Council of International Schools (ECIS)

Conference in 2012: other than their teaching degree and the fact that they are able to work in an English environment, it is hard to find out how international teachers teach and how their experiences have influenced their teaching (Shaklee & Merz, 2012, p. 13). International mindedness can be present in some teachers who have not been specifically taught to be internationally minded, but the International Baccalaureate does not promote tools or methods to help schools in identifying how teachers and staff can improve their international mindedness. Professional development is available through the IB, but is left to the discretion of the school. The Programme Evaluation Guide states:

[A]ll heads (or designees) and teachers hired during the period under review are required to participate in IB category 1 or category 2 workshops, as applicable. In addition [...] the IB expects the school to provide further opportunities for staff to attend IB-recognized professional development activities as evidence of its ongoing commitment to professional development and in support of the continuing implementation of the programme.

(International Baccalaureate, 2010, p. 3)

While the course catalogue includes a course on international mindedness, there are many other courses to choose from and as seen above, international mindedness is not a requirement. Also, if a school does not identify international mindedness as an issue in need of support, then teachers may not be able to access professional development about international mindedness.

International mindedness is important because at the core of all IB programmes, including the IB PYP, is the Learner Profile with its set of ten attributes: Inquirer, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, and Reflective. It is these attributes that the IB believes are at the core of being an internationally minded person, meaning internationally minded people will act with the ten attributes in mind and reflect on their learning through these attributes, thus improving society for the better (International Baccalaureate Organization, 2009, p. iii). As the IB's mission states that its hope is to develop internationally minded people, not just students, and their curriculum graphic has representation of a child, woman and man at the center, it can be assumed that they intend for the attributes and attitudes to be used as a guide towards international mindedness for the greater IB community at large, not just the students. IB also recognizes the importance of teachers to guide the students to be internationally minded – it states “teachers are intellectual leaders who can empower students to develop confidence and personal responsibility“ (International Baccalaureate, 2013, p. 3).

Although IB is a popular international curriculum, international schools offering alternative international curricula are also increasing in the world, opening a larger market for international teachers. The International Primary Curriculum (IPC) and Common Ground Collaborative (CGC) are just two of the curricular models on the international curricula market.

International mindedness is a relatively new term, first used by UNESCO in 1949 and further developed by the IB in its mission statement (Hill, 2013, p9).

International mindedness is interpreted in many ways and the IB's interpretation has come under scrutiny for being constructed from a Western perspective (Singh & Qi, 2013, p. 12). One former director general of the IB, George Walker, admitted that the learner profile attributes tend to be more in line with Western philosophic tradition and are not in line with Eastern philosophy in a few areas, mostly due to the fact that Eastern philosophy has "a concern for the group rather than the individual, respect for authority, a holistic view of the world and an aversion to risk" (Walker, 2010, p. 7). He encourages discussion in the community about the learner profile and its interaction with the culture where it is implemented (Walker, 2010, p. 8) - or open-mindedness surrounding the learner profile for the community.

In Singh and Qi's report on internationalism in the IB (2013), they use 3 conceptual tools to frame the IB's definition of International Mindedness: multilingualism, intercultural understanding and global engagement (p. 5). Crippin (2008) (cited in Singh & Qi, 2013, p. 62) points out that the Council of International Schools (CIS) - an accrediting body that also stresses international mindedness as part of their accreditation process – should give schools tools that assess international mindedness in students and whether it is being taught by teachers. This means that both the IB PYP and CIS are promoting similar definitions of international mindedness, but both organizations are not providing teachers or students with a way (or ways) to assess whether or not they are displaying its qualities or if those qualities are having an effect on their community, as per their mission statement.

Problem

As stated previously, the IB does not explicitly state in its rules and regulations that international mindedness is to be a focus of any PD programme or that teachers are required to take courses on international mindedness to fulfill the IB PYP accreditation requirements. The delivery of a central part of the IB PYP's mission is then left up to the school and/or teachers' ability or desire to learn more about international mindedness. The more popular the IB PYP becomes, the more diverse the teacher profile will become and the greater number of trained teachers the IB PYP will require. Currently almost thirty universities worldwide are offering an IB teacher certificate as part of their educational training programmes (International Baccalaureate, 2014), however, not all teachers teaching the IB have been able to obtain degrees from accredited universities offering these programmes. Thompson (1998) (cited in Lineham, 2013, p. 265) discusses how important it is for teachers and administrators to provide a schooling environment where values, such as the IB Learner Profile attributes, can be an integral part of the unofficial curriculum and ethos of a school, but not necessarily expressly taught. Teachers in international schools must ensure they demonstrate these attributes as part of their daily routine and interactions with students and other members of the community. Schools can help teachers to increase their own international mindedness by making it a focus of the school's professional development calendar and give them tools to help them assess their own level or awareness of international mindedness. Schools can also help to extend international mindedness in the community by making tools available to other stakeholders in the school community, such as the support staff, parents and students to further the IB's mission.

Currently, the IB PYP has no standard assessment of teachers in their programme. Each school authorized to teach the IB PYP undergoes a rigorous accreditation process, but focus is not directly on the teachers, but on the programme and curriculum implemented. In a recent study exploring the policy and practice of the IB PYP (Drake, Savage, Reid, Bernard and Beres, 2015), the focus of the researchers was on the curriculum framework of transdisciplinary learning, but little mention was made of the IB's mission of international mindedness and how to cultivate international mindedness in teachers, students and the community. The study went on to describe experienced PYP practitioners' frustrations in implementing the PYP, the main frustrations being inexperienced teachers and teachers who were stubborn and who would not change their teaching styles to suit the PYP. To use the IB's own terms of international mindedness, the problems were with teachers not being knowledgeable and open-minded, two attributes of the Learner Profile (Drake et al., 2015, p. 68-69).

As the world appears to be "shrinking" due to globalization, the market for internationally minded workers has been growing. Tools have been and are being developed to assess the level of international mindedness in educators.

Purpose

The purpose of this research is to explore a commercially available tool IB PYP schools can use with their staff to assess international mindedness as part of an action research cycle that examines how a school can work to improve their collective international mindedness. In this action research, led by myself as PYP Coordinator

at the school, I was able to include three different groups of our school community - office staff, teachers and administration. The office staff was included in this study because of their integral role in the school community – they interact with parents, teachers and students daily and are the first people prospective parents and students speak to at the school about the IB PYP curriculum.

Staff were first given a definition of international mindedness and then surveyed using a 5-point Likert Scale as to their perceived level of international mindedness. Staff then took the Global Competence Aptitude Assessment (GCAA) and receive the GCAA's report, giving staff a level of international mindedness and suggestions for improvement. Staff were then surveyed (using Survey Monkey) as to how useful and relevant the process was to them and how they plan on using the information given by the GCAA. After the post-GCAA survey, focus groups were formed containing office staff, local and Turkish teachers and expatriate teachers to further discuss how relevant the GCAA was to their context. Finally, all research was presented to the Head and Deputy Head of School, who will then be interviewed separately about their reactions to the results and the next steps they would take as administrators in the school. These interviews, along with a reflection by myself as PYP Coordinator, can serve as the basis of a potential second action research cycle for further development of international mindedness in the school community.

Research questions

1. At an IB PYP school in northern Iraq, how do teachers, office staff and administration self-assess their own level of international mindedness and

global competency in relation to the definitions of international mindedness and global competency?

2. How does the GCAA show the diversity of a staff's global competency in an IB PYP school that employs local and international teachers and staff?
3. How does staff react to the GCAA and how do they plan to use results from the GCAA to direct their own learning?
4. What do results of commercial assessments like the GCAA tell administration of a school about its staff and future directions for professional development?

In order to answer these questions, the staff and administration of an authorized IB PYP international school in northern Iraq completed a pre-assessment survey (see Appendix D). Then, they completed the GCAA online. After teachers' results of the GCAA were processed and returned to them, they completed a follow up survey (Appendix E) about their reactions to the results and what personal actions might come out of the results of the GCAA. To add some qualitative data to the study, I identified three focus groups at the school: one consisting of teachers who teach in English; another consisting of teachers who teach Turkish, Kurdish and Arabic; and another consisting of local staff from the office. The Head of School and Deputy Head of School will also be interviewed about the exercise after all data has been collated.

Significance

This study might be of interest to school leaders who would like to begin a conversation amongst staff with the goal of improving international mindedness in

their school community, especially in similar contexts where educators and staff from very diverse backgrounds are learning to work together. It may also be of interest to international schools where the teachers are hired locally yet may not have much international experience with other teachers who have varied levels of international experiences.

In the research literature, there are a few independent studies that trial the GCAA, yet no independent studies that gauge teacher reactions to the information that they gain from the survey.

Limitations

This study was done in an international school in a developing region of the world. Some of the teachers and staff are local Iraqi with a mother tongue of Kurdish, Turkmen or Arabic. Another group of teachers are from Turkey and Turkish is their mother tongue. While they have a working knowledge of English, the assessment tools are not available in their mother tongue and this may have had an effect on the results of their assessments.

Also, the instruments are limited by their own theoretical frameworks, which only examine certain aspects of international mindedness and possibly have been developed to reflect a Western view of international mindedness. This will be further discussed in Chapter 2.

The definition of international mindedness has its own limits. Various definitions have been published and are followed by various institutions. My own personal definition of an internationally minded person is a person who believes that all people in the world are equal and who strives to work towards this ideal/philosophy through their everyday actions. In education, this would apply not just to teachers but also to all stakeholders in the school community, including, but not limited to school support workers, office staff, parents, and anyone involved with the school. As the IB has not developed a comprehensive definition of international mindedness, only a framework, I have based my assumptions on international mindedness throughout this study on my own personal definition.

Ethical considerations

All teachers at the school were asked to participate in the surveys as part of their professional development. Consent forms (see Appendix B and C) were given to teachers and collected before they were asked to take part in the research. Teachers were introduced to the surveys and the research in a presentation given by myself before undertaking the surveys. During the compiling and writing of the research, I did not use individual teacher names.

Definitions

A few terms will be used throughout this thesis. They will be defined in the following context:

International Mindedness, as defined by the International Baccalaureate “include [the characteristics] global engagement, multilingualism, and intercultural understanding” (International Baccalaureate, 2013, p. 36).

Global competence is “having an open mind while actively seeking to understand cultural norms and expectations of others, leveraging this gained knowledge to interact, communicate and work effectively outside one’s own environment” (Hunter, White & Godbey, 2006, p. 16)

In this thesis, international mindedness is used most commonly and sometimes interchangeably with global competency. The definition of global competency is essentially the same as the definition of international mindedness, the one main difference being that multilingualism is not mentioned specifically in the global competence definition. As multilingualism is difficult to assess with online commercial assessments and is not assessed as part of the GCAA, this thesis will mostly be assessing the characteristics of global engagement and intercultural understanding as part of international mindedness.

Conclusion

This chapter has explained the IB’s mission statement and the predicament that is faced for IB schools recruiting teachers and possibly staff who embody this mission statement and are able to communicate it to the community. The GCAA has been developed as a tool to assess global competency, the definition of which is very similar to the IB’s definition of international mindedness. As PYP Coordinator, I

used the GCAA, along with staff surveys and focus groups, in order to see how useful it might be for other schools to use with their staff to address international mindedness and/or begin a conversation with staff about international mindedness.

CHAPTER 2: REVIEW OF RELATED LITERATURE

Introduction

This chapter includes an examination into literature examining the roles of teachers in the classroom and how teachers displaying international mindedness can affect their students. It goes on to examine different frameworks that have been used to examine cultural differences and then different studies that have examined how educational programs and institutions have worked to improve international mindedness among teachers and in some cases, the school community. The chapter ends by looking at some assessment tools that have been developed using the frameworks that examine cultural differences.

Impact of teachers on student learning

A teacher has a very important role in the classroom. They have been tasked with leading a group of children to develop themselves – emotionally, culturally and intellectually. In Hattie's (2012) meta-analysis of the effects on student learning, outlined in his book *Visible Learning for Teachers*, he has compiled a list of influences on student achievement. This meta-analysis was derived from over 800 other meta-analyses of educational research articles. From these meta-analyses, he has ranked how large an effect varying factors have on student achievement, identifying the effect size of a student's typical year's progress as 0.40. If a factor is more effective than 0.40, that means that it will help the student make more than a typical year's progress. Any factors that help students make more progress are

termed “effective influences.” Any factors that hinder student progress are called not effective influences and are ranked at lower than 0.40 (Hattie, 2012, p. 1-3). The fourth most effective factor (with an effect size of 0.90) is “Teacher credibility”, the ninth (with an effect size of 0.75) is “Teacher clarity,” and the twelfth (with an effect size of 0.72) is “Teacher-student relationships” (Hattie, 2012, pp. 251 – 254). The list outlines 130 factors that can positively affect the progress of students and help students learn. These are just three of the top twelve factors and these three factors demonstrate how important the role of the teacher is in helping students learn. A teacher who is able to have an effective relationship with their students can teach their students more than they would get in a typical year of schooling. In short, this is a list of good teaching strategies. Such a list may be especially important in international schools because it gives teachers and administrators a point to begin a discussion of what makes a good teacher in environments where teacher’s native cultures and teacher education vary. In essence, Hattie’s meta-analysis demonstrates that a teacher can have a very influential role on the learning that happens in their class and that many of the most effective influences on student achievement involve teachers and how they relate to their students.

Teacher credibility, teacher clarity and teacher-student relationships are all factors that can be related to attributes of the learner profile, as well, which is at the heart of the IB’s definition of international mindedness. Teachers must show that they are *principled* in order to be considered credible, they must be *communicators* in order to be clear, and they must be *caring* in their relationships. If teachers demonstrate the attributes of the learner profile and international mindedness more often, Hattie has

inadvertently shown that the students have the potential to make greater strides in their learning.

Frameworks for exploring cultural differences

While teachers must keep in mind how they can positively influence students with very large effects, in an international school, many of these influences might have different manifestations with regards to the cultures at play. Hofstede (1986) extensively studied employees of a multinational company in 40 different locations, coupled with other studies and surveys from another 10 countries to come up with his much-cited theory of four cultural dimensions. His four cultural dimensions, which are particularly relevant to international educators, are: Individualism vs. Collectivism, Power Distance (on a continuum of more to less), Uncertainty Avoidance (on a continuum of strong to weak), and Masculinity vs. Femininity. Sigorini, Wiesemes, and Murphy (2009) critiqued Hofstede's theory for use in education, pointing out that the data collection originally came from International Business Machines (IBM) employees (p. 253) and is not immediately transferable to educational situations. Also, other researchers have found that giving scores for a particular nation's culture is not appropriate, as there are multiple cultures in any one country; culture can change depending on situations; dimensions are outdated, as data was collected in the 60's and 70's; and data relating his theories to education do not specify the age of those being educated (Sigorini, Wiesemes, & Murphy, 2009, p. 262). Cronje (2011) suggests that while Hofstede's cultural dimensions are useful for diagnosing dynamics in educational settings, educators must not look at them in terms of differences but as a starting point for discussions about similarities between

cultures. In an adult cross-cultural computer class, he found that educators needed to openly discuss their differences and construct a “shared meaning” of what the classroom culture would be, in order to address the differences identified by Hofstede (Cronje, 2011, p. 602-603).

Other research has also used Hofstede’s work as a starting point for discussion when planning to work with different cultures. For example, Goodall (2014) used the framework to guide her research into the Iraqi Kurdish culture before setting up a UK-based university programme there. Although the article does not detail the outcome of the programme, her extensive research about the Iraqi Kurdish culture before she implemented the programme, using Hofstede’s framework, is a good example of an inquiring educator looking to gain knowledge about a new culture to inform her teaching.

Kim and McLean have used a version of Hofstede’s framework to frame a literature review on how national culture has an effect on informal learning in the workplace. While they came to no conclusions regarding what to do in any particular culture to promote informal learning, they did identify the extremes of Hofstede’s cultural dimensions, using a fifth dimension that was identified in 1988 (Kim & McLean, 2014, p. 43). The fifth dimension concerns how informal learning would work differently in different cultural contexts (Kim & McLean, 2014, p. 45). Their research gives another example of how Hofstede’s cultural dimensions can be used to start a conversation in a workplace about the cultures of its members.

Dimmock and Walker (2005) have used Hofstede's framework and its critiques to come up with another framework relevant to education. Their framework for discussing cultural understandings was created with the hopes that it would advance "further cross-cultural research into educational leadership," (Dimmock & Walker, 2005, p. 41) and includes two cross cultural leadership dimensions – societal/regional/local cultures and organizational cultures. These additional dimensions address Sigorini, Wiesemes, and Murphy's (2009) critique that there are multiple cultures at play when discussing a nation or an organization. Under societal/regional/local cultures, there are six identified dimensions: power distributed/power concentrated, group oriented/self oriented, consideration/aggression, proactivism/fatalism, generative/replicative, and limited relationship/holistic relationship. Under organizational culture, there are six further dimensions that can be investigated: process-outcome oriented, person-task oriented, professional-parochial, open-closed, control and linkage or formal/ informal, and pragmatic/normative (Dimmock & Walker, 2005, p. 29). Few studies have used these dimensions as a framework for exploring international mindedness in PYP schools; however, a few examples cited by the authors have shown how the framework can be used to explain cross-cultural implementation of curricula in schools in Asian settings (Dimmock & Walker, 2005, p. 41). Their model can be potentially adapted for other settings.

Although Hofstede's framework has not been used in the development of the surveys we will use as part of this research, his research has historically informed the discussion about international mindedness and is important as a precursor to other frameworks of exploring international mindedness.

Deardorff (2011) suggests what she calls a “process model” to assess intercultural competence that includes four aspects and two dimensions. The first dimension: an individual with their unique attitudes, knowledge and comprehension and skills. A person has unique attitudes that include how much they respect other cultures, how they judge others, and how interested they are in discovering other cultures. Those attitudes then lead to a person’s individual knowledge and comprehension of other cultures and the development of the skills they use to learn about other cultures.

The second dimension: how a person’s individual knowledge then affects their interaction with people. The attitudes, knowledge and understanding and skills all contribute to a person’s desired outcomes, both internal and external. This process model is illustrated as a large cycle, beginning with attitudes, to illustrate how a person continues to learn and reflect on their intercultural competence, or international mindedness (Deardorff, 2011, pp. 67-68). To assess a person’s level at each stage of this framework, Deardorff (2011) suggests using a variety of assessment tools that will cover all aspects, including: setting goals, developing learning contracts, compiling E-portfolios, critically reflecting and having others observe how a person acts or performs when in an intercultural situation (Deardorff, 2011, pp. 73-75).

For his doctoral research on global competence, Hunter, like Hofstede, surveyed a group of professionals working in the global and international companies and fields to come up with a definition of global competence and to identify the “knowledge, skills and attitudes necessary to become globally competent” (Hunter, White &

Godbey, 2006, p. 14). His ultimate definition of “global competence was having an open mind while actively seeking to understand cultural norms and expectations of others, leveraging this gained knowledge to interact, communicate and work effectively outside one’s own environment” (Hunter, White & Godbey, 2006, p. 16). Similar to Deardorff’s (2011) framework of intercultural competence, Hunter (2004) further studied and created a checklist of knowledge, skills, attitudes and experiences necessary to become globally competent and with White and Godbey (2006) came up with steps to becoming globally competent– which end up being similar to Deardorff’s (2011) model, only described in a more linear form as opposed to a cycle. According to Hunter (Hunter et al., 2006), to become globally competent, a person must first understand and become aware of their personal culture. Second, they must start to explore other cultures and the similarities and differences with their own. When doing this, they must “develop a non-judgemental and open attitude towards difference” (Hunter et al., 2006, p. 18). Third, they must learn more about the history of the world and how the world is becoming globalized, recognizing the importance and “interconnectedness of society, politics, history, economics, [and] the environment” in society (Hunter et al., 2006, p. 18). Lastly, they must use their knowledge, skills and attitudes to work in the global market to be fully functional as a globally competent person (Hunter et al., 2006, p. 19). Using his steps that resemble Deardorff’s (2011) framework, Hunter (Hunter et al., 2006) created The Global Competence Aptitude Assessment (GCAA) to assess a person’s level of global competence. The GCAA is an assessment of approximately 100 questions developed from Hunter’s steps to global competency. While the steps appear to be in a linear form, one could take the outcome of a person’s GCAA results to act as the bridge that ties the ends together, as the GCAA report would be a tool for a person to

go back and reflect on their level of knowledge, skills and attitudes. This could be considered to mirror Deardorff's reflection process, as it gives the assessment taker a picture where they are on the spectrum in order to begin a process of self-reflection on how to improve. Hunter (2004) developed these steps from his doctoral dissertation, which had defined global competence and developed a checklist of the knowledge, skills, attitudes, and experiences needed to be globally competent. Hunter (2004) used the Delphi technique, a method of multiple surveys, to survey eighteen English-speaking, educated (holding a bachelor's degree or higher) professionals from around the world who had international work experience in order to reach consensus about the definition. He further surveyed 141 university representatives and transnational corporation human resource officials to ascertain which knowledge, skills, attitudes and experiences were needed to be globally competent. Both groups were representative of the populations they were sampling. After a pilot test of the questionnaire was completed, the Cronbach Alpha reliability coefficient for the instrument as a whole and the knowledge, attitudes and experiences statements were all between .70 and .76, with the criterion for internal consistency being .70, when calculated for the first post-test on a small group. Another Cronbach Alpha reliability test was performed on the results of a larger group after in which skills were also above .70 (Hunter, 2004, p. 71).

Another framework that has recently emerged from the adaptation of Milton Bennet's Developmental Model of Intercultural Sensitivity (DMIS) is the Intercultural Development Continuum (IDC). The DMIS identified seven stages of development that lead a person to an intercultural mindset, however the IDC has minimized these stages down to five. These stages are also described in a more linear

fashion, as is Hunter's global competence model. Also similar to Hunter's model, the DMIS begins with a person's own culture. The first stage of the IDC is "denial" – named because it suggests a person does not understand that other cultures have different perspectives than their own. Second stage is "polarization" – where a person may believe their culture is superior to another culture or that another culture is superior to their own. The third stage is "minimization" – in the middle of the continuum and as such, is a transition stage. In the minimization stage, a person might recognize similarities between cultures and if a person is living in a different culture, they might begin to be able to function in that other culture with success. "Acceptance" is the fourth stage of the IDC and on the way to becoming a more interculturally developed person. In this stage, a person begins to accept differences in the other culture. The fifth stage is "adaptation" and this is when a person changes their behavior and mannerisms in order to adapt to another culture. (Hammer, 2012, pp. 120 – 124) Also similar to Hunter's model, the IDC has been used to create a questionnaire to assess a person's level of intercultural development called the Intercultural Development Inventory (IDI).

Methods used to improve international mindedness

Much current literature available about the implementation of international mindedness in the classroom takes the form of case studies conducted in classrooms or schools. Many have devised their own ways of addressing intercultural understanding (or lack thereof) and have contributed to the ongoing discussion around international mindedness and how it is taught in different settings. As culture

varies, depending on the environment, frameworks and tools have been adapted and explored in different settings.

The starting point of some studies has been in examining teacher education – the foci of these types of studies being mainly student teachers. While some universities are offering specialty IB teaching degrees (Ryan, Heineke & Steindam, 2014), other universities are attempting to send student teachers abroad as part of their teaching placement experience. In a program that was studied by Hundley, Allen and Snyder (2015), American teachers were sent to Belize during their practice teaching period and lived with families while teaching in a local school. Hundley et al. (2015) recommended after their study, which used surveys as their main method of data collection, that reflection should have been a larger part of their study, both before and during the teachers' intercultural placement, as they had only used surveys to gather data (p. 106).

In Salmona, Partlo, Kaczynski and Leonard (2015), a group of 10 American student teachers were sent to Australia for a few weeks during their practice teaching period. Reflection was the main focus of their data collection, using various means of technology as well as through journals, interviews and observations (p. 42). While Salmona et al.'s study (2015) only had 10 participants and no strong conclusions, researchers called on the education community to begin international training for student teachers early in their careers, as all communities in the world are becoming increasingly international and that an international perspective will help teachers to become better at their chosen profession (pp. 42-43). The study shows how reflection and interviews worked with the student teachers during their student placement in

Australia and how it might also work on continued professional development in any educational setting.

In Tatto's study (2015), she explores the quality of teacher education programmes in Finland, Singapore, the U.S. and Chile. Both Singapore and Finland are selective in choosing teachers to take part in initial teacher education programmes and once teachers have been accepted to these programmes, they are expected to do continued research, in the form of reflection on, research about and adjustment of their practice, into becoming a better educator throughout their career (Tatto, 2015, pp. 176 – 179).

In the United States, teaching education programmes are not competitive and “elementary education candidates tend to have lower SAT scores in mathematics than the average college graduate” (Tatto, 2015, p.182). Some teachers in the U.S are even allowed to begin their teacher education directly in the classroom with little to no previous training in programmes such as Teach for America. Also, many American teacher-training programmes do not stress teacher research as a part of their teacher education programmes (Tatto, 2015, p.182-183). Tatto finds that when nations focus on educating quality teachers, this improves their entire education system, as has been the case of the national education systems in both Finland and Singapore, which have both been ranked as some of the best in the world (Tatto, 2015, p. 176). Again, the learner profile comes to mind – the more knowledgeable teachers are, the more knowledgeable their students are.

Looking at studies that involve experienced international teachers, a study of eleven IB PYP teachers at one international school found that there were certain characteristics that made teachers good PYP teachers (Twiggy, 2010). Teachers in the

IB PYP are expected to teach in an inquiry-based way, as well as exhibit the attributes of the learner profile (or international mindedness). Characteristics that make good inquiry-based teachers can also be characteristics that make good internationally minded teachers. The characteristics are: “a learner, contributor, reflective practitioner, challenge seeker and simple fun-loving positive person” (Twigg, 2010, p. 40). To help start the discussion about how to create a school culture where students and teachers are both encouraged to inquire, she recommends:

- 1) the school hires new teachers based on answers to questions made by existing administration and teachers that reflect school culture;
- 2) teachers continuously reflect on their practice with encouragement from the administration;
- 3) administrators create time and space for teachers to share their reflections with each other;
- and 4) professional development is targeted based on teacher reflections

(Twigg, 2010, p. 56).

Shaklee and Merz (2012) also call for the continued reflection of teachers on their intercultural understanding. While they report that European Council of International Schools (ECIS) members are finding the use of “professional development workshops, school audits and curriculum planning” useful in the development of what they term international mindedness (Shaklee & Merz, 2012, p. 16), they say that continued reflection and discussions about international mindedness helps teachers to continue to learn and develop international mindedness further. They go on to outline that teachers must reflect on whom they are and what their culture is first, and then learn about the culture where they are beginning to teach, with the aid of a local mentor and lastly, take part in creating the curriculum they will teach. Shaklee and Merz use Deardorff’s framework for exploring intercultural competence

as a basis for their theories of how to develop culturally competent teachers (Shaklee & Merz, 2012, pp. 17-18).

In one Turkish PYP school, workshops based on Hofstede's cultural dimensions were used with positive results to begin a cross-cultural discussion about how the teachers could be more internationally minded and aware of the cultures in their working community. One of the workshops was held at the beginning of the year to introduce Hofstede's dimensions, and the other was held later on in the year to discuss how these dimensions affect meetings and teacher/administration relations (Fisher, 2011, pp. 10-11). From the workshops and dialogue, teachers feedback indicated that they were more aware that "different cultural perspectives have effects on meetings," and that "[i]t's a great advantage to have different cultures in a community, which also needs a lot of understanding and open-mindedness in order to enhance it" (Fisher, 2011, p.12). This was not a study, but merely a report from an administrator of the direction they took to begin their conversation on international mindedness that indicated positive impact on the staff.

In another study, researchers in Turkey surveyed 60 English language teachers from various western countries, Spain and Turkey regarding their views on international mindedness, which they called intercultural competency. Nine out of the 60 (15%) teachers teaching English in an International Baccalaureate DP school reported that they had received explicit "intercultural communication training" as part of their studies (Demircioglu & Cakir, 2015, p. 20). In the same survey, all teachers also reported that they believe intercultural communication training to be an important part of learning a language, and half of the teachers reported that it was more

important than learning about grammar. The researchers conclude that more explicit training should be given to English language teachers regarding intercultural communication (Demircioglu & Cakir, 2015, p. 29). In the IB PYP, all teachers are considered language teachers.

Studies have also pointed to the fact that it is not just teachers who help demonstrate international mindedness in a school community. Most recently, a study by the faculty at the University of Bath, commissioned by the IB, has been published on the IB website that explores how nine established IB schools from around the world approach international mindedness in their contexts (Hacking et al., 2017). The report's key messages were numerous – the most relevant to this study being that “[s]chools may benefit from embarking on discussions which involve the whole school community in the process of defining International Mindedness as this helps to ensure a sense of ownership amongst all stakeholders” (Hacking et al., 2017, p. 137) and that the hidden curriculum should not be ignored, that “important messages about IM can be picked up by students from, for example, the actions and behaviours of peers, the way teachers interact with support/ local staff, and a welcoming, secure and inclusive atmosphere” (p. 138). Hacking et al.'s (2017) study also goes on to suggest that international mindedness be assessed in schools, which would complete a cycle including the defining/discussion and practice of international mindedness in the community (p. 143). Some tools for assessment are described in the next section.

Surveys developed for assessing international mindedness

In their exploratory study on conceptualizing international mindedness, Singh and Qi (2013) break the learner profile attributes into three categories of international

mindedness: multilingualism, intercultural understanding and global engagement (p. 15). They then go on to outline different methods of assessing these areas of international mindedness, stressing that both qualitative and quantitative research methods should be used when attempting to assess international mindedness (Deardorff (2006) quoted in Singh & Qi, 2013, p. 46). The aspect of multilingualism, while seemingly easy to assess, is in actual fact not. True multilingualism requires multiple assessments that are out of range of the scope of this study. Because of this, multilingualism will not be specifically discussed here.

The second aspect of Singh and Qi's (2013) definition, intercultural understanding, can be assessed by the commercially available Intercultural Development Inventory (or the IDI). The IDI is based on the Intercultural Development Continuum (IDC) framework. The IDI is a "50-item questionnaire [that] can be completed in 15-20 minutes" and administered by a trained assessment provider (Hammer, 2012, p. 116). As of 2012, it was available in 13 different languages. In one study, it has also been found that the IDI is useful for recruiting interculturally competent staff (Hammer, 2012, pp. 117-118). One doctoral thesis has used the IDI to identify "a significant disparity between the actual Developmental level and the Perceived level of intercultural competence of the participants" in one Northern Minnesota school district (El Ganzoury, 2012, p. iv). The results of the IDI can be used qualitatively and quantitatively – the personal results can lead to an awareness of intercultural competency and taken as a whole from a specific sample or population, the results can be used quantitatively.

The Global Competence Aptitude Assessment (GCAA) assesses the third aspect of Singh and Qi's definition of international mindedness – global competency (Singh & Qi, 2013, p. 55). Hunter (2004) states that global competency is defined as “having an open mind while actively seeking to understand cultural norms and expectations of others, leveraging this gained knowledge to interact, communicate and work effectively outside one's environment,” (p. 81). Using his own theoretical framework and his definition, Hunter created the GCAA to assess how globally competent a person is. Although this survey has not been used in many other research papers at this time, its website states that their professional version of the survey, the GCAA-Pro ® can be used to assess teachers' global competence that is then able to inform administration as to what areas of professional development are needed and it is able to determine “educators' knowledge gaps to maximize transfer of learning”. The website also lists many testimonials from various educational establishments, including international schools, that attest to the usefulness of the tool. Their website explains that the GCAA is not merely a survey, but an assessment with eight different question types that measures global competence ability and gives individualized report with methods of moving forward (<http://www.globallycompetent.com>). Therefore, the GCAA can be used as a qualitative tool for assessing how globally competent a person is, but when the findings of the surveys are taken for a whole population or sample, it can also be used as a quantitative tool.

Conclusion

This chapter examined the research of how teachers can impact student learning in the classroom, followed by various frameworks that have been developed to explore cultural differences, namely Hofstede (1986), Dimmock and Walker (2005), Deardorff (2011) and Hunter (2004). Dimmock and Walker (2005) and Deardorff's (2011) frameworks might be more useful and relevant to the field of education.

The chapter then examined research on different methods used to improve international mindedness. Many documented methods focused on teacher education and continuing professional development in the classroom for professionals. A new study by Hacking et al. (2017) has also suggested that various stakeholders in the community, not just the teachers, be involved in the process of defining and thus improving international mindedness for the whole community.

The chapter then went on to detail two surveys that have been developed to assess international mindedness: the IDI and the GCAA. Both surveys are commercial surveys based on different frameworks for exploring cultural differences.

CHAPTER 3: METHOD

Introduction

This chapter includes the process of how this action research was designed as well as in-depth information on the Iraqi context and information about participants who took part in the research. It goes on to describe how the data was collected and analyzed.

Research design

This research has been designed following an action research cycle using both quantitative and qualitative research methods. According to McNiff, action research “always implies a process of people interacting together and learning with and from one another to understand their practices and situations and to take purposeful actions to improve them” (2013, p. 25). McNiff’s (2013) definition has built upon Whitehead’s “living theory” of action research where educationalists are considered the experts of their own practice and also have the “responsibility [...] to hold themselves accountable for their potential influence in the learning of others”(McNiff & Whitehead, 2010, p. 38). McNiff’s (2013) own theory rounded out Whitehead’s living theory, where the practitioners, whilst being experts, are also considered to be constantly evolving and transforming their practice, and this has an effect on the community and must involve the people of the community (McNiff & Whitehead, 2010, p. 38-39).

To plan the research as action research, I used McNiff's (2013) action research principles as a blueprint for my own questions and actions. In using her principles (in italics below), I came to create my own action research cycle. To start with, I *reviewed my current practice*. I am a PYP Coordinator in the school. My main role is to help teachers from all backgrounds access and plan their PYP curriculum and lead discussions of ways to improve practice. I also am part of the Senior Leadership Team and am often called on to relay information between office staff and teachers and between administration and teachers, observe teachers and take part in the hiring process. In my daily work, I felt I was not able to effectively communicate the IB mission and vision with the teachers hired to teach Turkish, Kurdish and Arabic (I thought maybe due to cultural misunderstanding) and began to feel as though I was a cultural intermediary between some English members of staff and the local office staff when disputes arose over issues like supplies, access to professional development, fieldtrips, charities and general communication. Although the IB mission of international mindedness was explicit in the school's mission and vision, I began to wonder about how much it was engrained into the daily life of the staff in the school, our appraisal and observation process, and our hiring process and if that could be further examined. Also, I wondered if it was possible to measure international mindedness? If measured, could international mindedness then be improved upon?

Next, I *identified an aspect I wanted to investigate*, which was the level of international mindedness among teachers and staff at the school and their insights into international mindedness. This led me to *ask focused questions about how I could investigate this issue*, which led to the development of my first three research

questions. When the research questions had been developed, *I imagined a way forward* - or a way to assess the international mindedness of staff. This led me to research tools that have been commercially developed to assess international mindedness. I chose the GCAA to trial with the teachers due to how easy it was to access. All questions could be answered online and reports were automatically delivered to the teachers after they completed their assessment.

Next, *I tried it out and took stock of what happened*, meaning I had the staff do the GCAA and read their GCAA report, then surveyed them and interviewed them about the end result, their reactions and how they thought they might use the report.

The next step in McNiff's cycle would be to *modify my plan in light of what I found, and continue with the action*. At this point, I added the last research question and decided that the head of school and deputy head would probably be the ones who should review the data and help lead action after the data from the GCAA, surveys and interviews had been collected and analyzed. It was at this point I decided to interview the head of school and deputy head separately to get their views.

It was with the help of the head of school that *I evaluated the modified action and reconsidered what the school and I, as PYP Coordinator, should do in light of the evaluation*. This led to some recommendations and plans to help the Head of School and myself as PYP Coordinator plan for new teacher induction, ongoing professional development and communication in the school. The school board would also be given the findings of my research in order to address issues that pertained to their area of the school.

My findings could then *lead to a new action-reflection cycle*, which would be the changes made to the school's action plan for the following year. As we are in the middle of a school year, this action plan has not been included as part of this thesis. By writing this thesis, my hope is that it will be used to guide the administration's action plan. As the PYP Coordinator, it would be part of my job to organize some of the results of the recommendation and ensuing action plan and incorporate them into my role. By organizing and helping to implement the recommendations, I would hope that my own practice would improve. (McNiff, 2013, p. 89-90). In order to hold myself accountable for the research I have done and information I have gained, I have also written this paper for the members of the international school community and my own community, in order to fulfill McNiff's principles of action research by sharing my work in the hopes that it may help others.

Also for the research design, I decided on a mixed methods approach using mostly surveys – the commercially available GCAA as well as surveys and focus group interview protocols I developed with help from my supervisor. My supervisor has extensive experience with international educators and in the field of educational research. The GCAA was chosen due to the fact that in a country that is in the midst of a civil war, a survey able to be accessed on-line and reported on by email was the most logical.

For the first two questions, I gathered quantitative data. Due to the situation of the study, the research is considered *ex post facto* research, or nonexperimental data. “In nonexperimental research, [...] the situation cannot be manipulated because the change in the independent variable has already occurred” (Hoy, 2010, p. 17).

To find out about the whole staff's self-perceptions of their global competency and international mindedness before the GCAA, staff rated themselves on their own levels and data was collected anonymously. No control groups or variables were manipulated and the result was just a mode, median and mean of their Likert-Scale responses. I designed this first survey given to the teachers.

For both the first survey and the GCAA, I used the whole population of teachers and staff from one IB PYP school and did not manipulate any control groups or independent variables. The two independent variables in this case ended up being staff from Iraq and surrounding countries (Turkey, Azerbaijan, Greece) and teachers from Western countries. The data were collected about the staff's international mindedness at a single moment and then they were analyzed with an independent samples t-test comparing the two groups of teachers. This survey gave me a general picture of the perceived levels of international mindedness in the school. The GCAA is a highly researched, commercial survey (see Chapter 2) that gives numerical, quantitative data about the international mindedness of the staff at a single moment in time.

I developed the focus group interview questions and qualitative survey to add qualitative data to the research to give more depth to the GCAA survey data and also more direction for myself as an action researcher to move forward with my own personal practice of PYP Coordination. As Silverman states, combining qualitative and quantitative research methods gives a "firmer basis to my generalizations" (Silverman, 1997, p. 124-8, quoted in 2007, p. 129). This means that the numerical

data gathered through the initial surveys will be given more depth. I designed the questions for focus groups and the survey based on my initial research questions.

Context

The IB PYP is relatively new to northern Iraq. The first school in the region accredited by the IB PYP was in 2013. With few international students in the country, Iraqi IB PYP schools cater mostly to local students.

Northern Iraq International School (NIIS, a pseudonym that will be used to protect the identity of the school) is a growing school located in a large city in the Kurdish Region of Northern Iraq. It has been an accredited PYP school for 4 years and teaches to a community of local Iraqis speaking a range of languages/dialects and claiming a range of cultures. Ethnic Turkmen, Kurdish, Arabic, and Yezidi Iraqi students are enrolled at the school to be educated in mostly English and Turkish with Kurdish and Arabic taught as local languages. The native languages of the students include Turkmen as well as Kurdish and Arabic. The school hires English and Turkish speaking teachers from abroad as well as employing local teachers for some roles. Each class is also staffed with a local assistant. Due to language difficulties, much of the parent-teacher interactions and student recruiting also involve members of the business staff, who are also Iraqi nationals. It is a truly international working environment.

In the midst of a civil war, Iraq is a difficult country to recruit for, so a willingness to come to a country still in development is a necessity for an ex-patriot teacher. PYP

experience is preferred, but not necessary. Local ethnic, religious and political prejudices run deeply through this society and educational quality has been interrupted since the United States and United Kingdom started air raids in 1991 and further declined after the United States invasion in 2003 (Al-Azzawi, 2011, p. 1). Local teachers have not always been well educated in this system and many have not had first-hand experience of different cultures. Although the region is made up of different ethnic groups – Kurdish, Turkmen, Arabic, Assyrian, Yezidi, just to name a few – these groups interact minimally, due to language barriers and current local traditions.

In this context, staff members were given the opportunity to assess their own level of international mindedness. The action research was designed to help them to examine their personal ideas regarding international mindedness and to help them to reflect on their ideas in order to take purposeful action to improve their practice, interactions with each other and also give a window for myself as PYP Coordinator on how to help them to do this.

Participants

All IB PYP teachers, administrators and office staff at NIIS participated in the surveys – 42 teachers (18 who speak and teach in Turkish, Kurdish or Arabic and 24 who teach in English), 2 administrators (1 Australian and 1 Turkish) and 4 members of the office staff (3 Turkmen and one Arab speaker) who work closely with teachers and the community. I discussed the research with the head of school and was granted permission to use the GCAA and other surveys with the staff.

Teachers and staff were asked to join the focus group based on availability, therefore focus groups varied in the number of participating staff. One focus group consisted of four members of the office staff, another group consisted of nine Turkish and local teachers. The other focus groups – one large group of 11 and another smaller group of three, consisted of mostly English-speaking teachers. The focus groups were created after the staff completed the GCAA. Issues with translation, comfort and a disparity between the results of the various groups led me to believe that the groups formed would feel more comfortable discussing the GCAA with others from a similar background and others who had similar experiences when taking the GCAA.

Instrumentation

To answer the research questions, I used multiple methods to collect data. Different methods would allow participants to have a chance to express their ideas in both written and oral formats and also to give participants a chance to answer questions both individually and in a group setting where ideas could be built upon. Consent forms were signed by all participants and returned to me before taking part in the Pre-Survey and GCAA (Appendix D) and also before taking part in focus group interviews (Appendix F).

To frame my thoughts, initially I used the framework outlined in Singh and Qi's exploratory study on international mindedness and assessment (Singh and Qi, 2013) that outlined the three dimensions of international mindedness as global engagement, multilingualism and intercultural understanding. While Singh and Qi believe that the

GCAA assessment focuses more on the aspect of global engagement, Hunter's definition of global competency and the questions and reports of the GCAA also focus on intercultural understanding, giving the GCAA a picture of a person's international mindedness. Multilingualism is difficult to report on, as the languages staff reported to speak are more than six. The multilingual nature of our staff was not emphasized as part of this study.

To begin with, staff assessed themselves on their perceived level of global competency and international mindedness after reading Hunter's definition of global competency and the IB's definition of international mindedness (Appendix D). This simple assessment was developed by myself and used a five point Likert Scale (Strongly agree, agree, neutral, disagree, strongly disagree). The assessment was done anonymously, so as to give teachers freedom to reflect on their own connection with the definitions and as a precursor what the GCAA essentially assessed.

The GCAA was then used to assess global competency (which served to operationalize the concept of international mindedness in the context of this study). The GCAA was administered via computer. As described in Chapter 2, the GCAA was developed from Hunter's doctoral research (2006) on global competency and uses a checklist of global competency knowledge, skills and attitudes that he identified from survey research done on an international population. It was developed over a period of 10 years and has been used since 2009 commercially around the world. The GCAA gives quantitative data. Based on personal experience from taking the GCAA, it consists of approximately one hundred closed-ended, multiple choice-style questions. Many of the questions give scenarios where you

choose the option that would best fit your response. Some questions are knowledge-based multiple-choice questions. As the GCAA is a commercial instrument, the question items cannot be re-published in a thesis. However, participants are given individual marks and a report is sent by email to them after they complete the GCAA- an example is in Appendix H, which also outlines ways participants can improve if they are not satisfied with their mark. The GCAA has not published the Cronbach Alpha coefficients for their assessment itself. The Cronbach Alpha coefficients for the results of the assessments from NIIS are 0.822 for Internal Readiness and 0.798 for External Readiness.

A third survey (see Appendix E) was developed by myself in order to gather qualitative feedback on teacher reactions to their GCAA results and how they intend to use the results. It consisted of 12 questions – a mix of close-ended questions, open-ended questions and Likert-Scale questions; therefore the survey provided both qualitative and quantitative data. A link to the survey, which was created and delivered on Survey Monkey, was sent by email approximately 3 weeks after the participating teachers took the GCAA so that they would have time to review their individualized report from the GCAA.

The questions for the focus groups were developed as open-ended questions to generate discussion (see Appendix F) in order for the teachers to reflect more deeply about their GCAA results. The focus group questions were built upon the Likert-Scale survey items from the Survey Monkey survey and the focus group interviews served as a source of qualitative data to further expound on the staff's more complex views of the GCAA reports and its usefulness. I wanted to understand how they

responded to the GCAA while they were taking it and also how they felt about the results they received, as the basis for answering my first two questions.

To answer the final research question, “What do results of commercial assessments like the GCAA tell administration of a school about its staff and future directions for professional development?” I developed another 5-question protocol for interviewing the Head of School and Deputy Head of School (Appendix G). After results were compiled from the first three research questions, I shared them with the leaders of the school to consider actions that might be taken in light of the findings. The interviews about next steps were held five months after participants had taken the GCAA and three days after both the Head and Deputy Head were given the results of the data from research questions one, two and three. The questions for the leaders focused on similar themes to the questions created for the staff along with questions about the leader’s personal reactions to the process of taking the GCAA, their impressions of the whole-school results and whether or not the GCAA would lead to various types of professional development or actions in the school.

Method of data collection

Data for this research were collected over a period of five months – from October to February of the 2016-17 academic year and analyzed separately from each instrument.

The first two assessments – the pre-GCAA and the GCAA itself – were given during an in-service day with no students at the school. At 9 a.m., I made a short

presentation to the whole group about the PYP programme and how international mindedness is at the center of the IB curriculum model. I then gave a short summary of the GCAA and how it was developed. All participants were first asked to sign consent forms to be a part of the data collection, which they readily signed.

Participants were then given the pre-GCAA self-assessment to complete, which was completed and returned to me. Participants were then asked to fill out the GCAA on a school computer or laptop wherever they felt most comfortable. Most teachers went to their own classrooms to fill it out alone, while a group of Turkish-speaking teachers met in the computer lab with the Deputy Head (a Turkish native speaker who also speaks English) to help translate. The leader of this group made sure they did not discuss their answers to the GCAA but only discussed the translation of the questions. Most mother-tongue English speakers took about an hour to complete the GCAA, while the Turkish group took 2 ½ hours to answer all of the questions and the Arabic teachers both took 4 hours to complete all of the questions.

Two weeks later, the post-GCAA survey was sent out via Survey Monkey to all participants. Forty-three participants responded to the survey. Most responses were obtained within a week of the survey being sent. A few respondents took a month to respond. There was limited response to the open-ended questions by participants, often just a few words or a short phrase.

Due to a busy meeting schedule, work travel and holidays, three of the focus group interviews were held a month after participants took the GCAA and the fourth focus

group was held two months after taking the GCAA. All interviews were recorded electronically and transcribed by me later.

Three weeks after the GCAA, participants of 3 focus groups were asked to meet during working hours. Four members of the office staff met in an empty office during the day, where I asked them the protocol questions (Appendix F) and led a discussion to elicit a variety of perspectives and answers. As English is not the first language of all members of the office staff, I reworded questions if necessary and asked a few clarifying questions of their answers to help me understand their responses. For example, when I asked them about their impressions of the GCAA, they were not able to answer, so I asked them about how easy it was to read as a follow-up. While we had set aside 45 minutes for the focus group, 20 minutes was all that was needed.

Next, I met with twelve available Language Teachers and specialist teachers after school around a large table in my office. English was also not the first language of all of the members of this group. While twelve teachers were in attendance, only nine contributed to the discussion. One or two teachers acted as translators for other teachers. All questions were translated from English into Turkish for the benefit of the Turkish speaking staff, but this was not done for the Arabic or Kurdish speaking teachers, as they were comfortable speaking and listening in English. Over the course of the discussions, I also asked some clarifying questions in addition to the protocol questions in order to delve deeper into the teachers' answers. We set aside 45 minutes for the focus group, however we only needed 30 minutes to complete the discussion.

For the third focus group I met a group of eleven homeroom and English language support teachers. This also took place around a table in my office. While English is not the first language of all of these teachers, all of them teach in English. All members of this focus group participated in the discussion and I clarified the protocol questions only when necessary. Discussion was rich in the depth of responses and took up the full 45 minutes of the allotted time as most participants took an active part in expressing their views.

For the fourth focus group I met with was a smaller group of three homeroom and English language support teachers, also in my office. This meeting took place almost a month after the first focus group interviews due to vacations, travel and a heavy meeting schedule. I used the same protocol questions (Appendix G) and clarified them only when necessary. The discussion was rich in varied perspectives and depth of opinions and lasted for 30 minutes of the allotted 45 minutes after school.

The interviews with the Head and the Deputy Head of the school took place separately in their offices five months after the GCAA was first given to the staff. The interviews were done later in order to allow time for the compiling the results and to gather evidence about possible action steps the school could take. These interviews were done after data from the first three research questions were presented to them and three days were given to them to allow them to process the data. The interview with the Head of School took 45 minutes during the school day and the interview with the Deputy Head of School took 20 minutes during the school day. Both interviews had been allotted 45 minutes.

Methods of data analysis

The data for each research question, which aligned to each data instrument, was analyzed separately.

For the first question “At an IB PYP school in northern Iraq, how do teachers and support workers self-assess their own level of international mindedness and global competency in relation to the definitions of international mindedness and global competency?”, the pre-GCAA assessment survey, the frequency of responses and percentage of responses were analyzed using SPSS software in order to give a picture of how the staff, in general, felt about their global competency and international mindedness before taking the GCAA.

For the second question – “How does the GCAA show the diversity of a staff’s global competency in an IB PYP school that employs local and international teachers?” SPSS software was used to perform an independent samples t-test using the results of the GCAA based on 2 variables. The first variable is “Staff who come from Iraq and surrounding countries (Turkey, Azerbaijan and Greece)”. The second variable is “Staff who come from all other countries – predominantly Western”.

There were 25 people in the first variable group from Iraq and surrounding countries and 23 people in the group of people from Western countries. The hypothesis of this t-test was that there would be a significant difference between the scores of external and internal readiness of the two groups. When the independent samples t-tests were

conducted, the results of Levene's test was considered for equality of variances assumption and the results were reported accordingly.

To answer the third question, "How do staff react to the GCAA and how do they plan to use results from the GCAA to direct their own learning?," two tools were used. The Survey Monkey software analyzed the mean of the Likert-Scale questions from the online survey. Both the focus group interviews and the online (Survey Monkey) post-GCAA survey comments and open-ended question answers were analyzed together using codes mainly derived from Hall's theory on culture (Hall, 1989) that has been illustrated widely as a cultural iceberg. As with an iceberg, above the surface of the water is what you see and is only a small portion of what actually constitutes the culture. Colloquially, this area of the iceberg is termed the "Five F's" – Food, Flags, Festivals, Fashion and Famous people. Below the surface, what Hall terms the 'hidden culture' (Hall, 1989, p. 57), is what is not easily seen or understood. It is this hidden part of the cultural iceberg that the IB's learner profile attributes and attitudes mainly fall under. I have used the terms 'surface culture' and 'deep culture' as the overall coding categories. When coding for deep culture, I looked for discussion and responses displaying the learner profile attributes— a discussion of their intrinsic thoughts and reflections on these thoughts. Their intrinsic responses were coded under "deepest-iceberg thoughts," as they showed deep reflection on themselves through the learner profile attributes. From these deep thoughts eliciting the learner profile attributes, some staff made recommendations of what the school could do to improve themselves and/or the community.

Some responses did not fit into the surface culture category, nor were they attributable to the learner profile, so I have called these “middle-iceberg thoughts.” These “middle-iceberg thoughts” were more extrinsic attitudes towards becoming internationally minded (for example, someone else should pay for me to travel, “you” should organize a workshop). (See Table 1)

Another category that was coded from the focus group interviews and post-GCAA survey was the reactions to the GCAA. These reactions fell into positive, neutral and negative (Table 1).

Table 1
Focus group categories

Main Category	Sub-Category	Description
Deep Culture	Middle-iceberg thoughts	Suggestions that were more extrinsic –travel and going to workshops
	Deepest-iceberg thoughts (Self-reflection/intrinsic motivation)	Comments coded using the IB Learner Profile Attributes and suggestions on improving themselves/community
Surface Culture	Food, Festivals, Fashion, Famous People	
Reactions to the GCAA	Positive Reactions to the GCAA	
	Neutral Reactions to the GCAA	
	Negative Reactions to the GCAA	<ul style="list-style-type: none"> • Dislike of questions • Business perspective • Language barrier • Dislike results • Not culturally prepared or relevant

To answer the fourth and last question, “What do results of commercial assessments like the GCAA tell administration of a school about its staff and future directions for professional development?”, I began by summarizing the results from the interview with the Head of School. The interview took place after he was presented with the

statistical findings from questions one and two, along with the qualitative data from the focus group interview analysis from question three.. His responses were then compared with the ideas elicited from the Deputy Head of School in a separate interview.

CHAPTER 4: DATA ANALYSIS

Introduction

The data has been analyzed sequentially according to the four research questions.

The data generated were gathered in a way that built up on the previously gathered data, as the questions were written so they would build upon the inquiry of the question before.

This chapter, therefore, has been organized in the same order as the research questions. It is hoped that this will help the reader understand the thought processes behind my questions and can make the research easier to replicate in a different setting.

Teacher, office staff and administration self-assessment of global competency and international mindedness definitions

All staff was given a quick survey about how they felt about their own level of international mindedness and global competency, according to the definitions for the two terms by the IB and Hunter, respectfully. Two frequency tables were calculated from SPSS with the results of the survey (Table 2 and 3).

Table 2
Self-assessments of global competency - frequency and percent

	f	%
Sometimes Like Me	12	26.1
Often Like Me	24	52.2
Almost Always Like Me	10	21.7
Total	46	100.0

Table 3
Self-assessments of international mindedness – frequency and percent

	f	%
Seldom Like Me	2	4.3
Sometimes Like Me	8	17.4
Often Like Me	30	65.2
Almost Always Like Me	6	13.0
Total	46	100.0

A total of 46 staff responded to the survey, out of 48 total staff that took part in the GCAA. For the definition of global competency, 52.2 percent (or 24/46 respondents) said that the definition was often like them and 21.7 percent (or 10/46 respondents) said that the definition was almost always like them. Adding the two categories together we find that 73.9 percent of the respondents identified with Hunter’s definition of global competency often or almost always.

For the definition of international mindedness put forward by the International Baccalaureate, 65.2 percent (or 30/46 respondents) said that were often like the definition and 13 percent (or 6/46 respondents) said they were almost always like the definition of international mindedness. Adding the two categories together, we find that 78.2 percent of the respondents identified with the IB’s definition of international mindedness. The two respondents who answered that the definition was seldom like them indicated in the area reserved for comments that the

multilingualism was what they felt was keeping them from identifying with this definition.

If, as discussed above, we take the definitions of global competency put forward by Hunter and the definition of international mindedness put forward by the IB, excluding the part about being multilingual, as being very similar, the staff at this IB school have a very similar self-assessment on the two definitions agreeing that they are, either often or almost always, acting as internationally minded or globally competent individuals.

Diversity of staff's global competency according to GCAA results

The individual results of each of the 48 participants of the GCAA were given to each participant in a PDF file online immediately after they completed the assessment.

The results, along with participant information and background, were compiled by the administrators of the GCAA and available to me as an Excel document for analysis from their website via a log-in account.

From looking at the results, there emerged a clear delineation of two groups – one group consisting of staff from Western countries, which I have coded as one (1) and the other group consisting of staff from Iraq and the surrounding countries of Turkey, Azerbaijan and Greece, which I have coded as two (2).

With this data, I first conducted two independent samples t-tests on SPSS to compare the results of the staff from Western countries (1) and staff from Iraq and its

surrounding countries (2); one on their internal readiness and another on their external readiness for global competency. There was a significant mean difference in the scores of staff from Western countries (M= 82.00, SD=6.21) and staff from Iraq and surrounding countries for internal readiness (M= 69.72, SD= 8.66) (Table 3); $t(46)=5.60, p < 0.001$ (Table 4). There was also significant mean difference between staff from Western countries (M=77.35, SD= 6.51) and staff from Iraq and surrounding countries for external readiness (M= 48.56, SD= 11.91) (Table 3); $t(37.77)=10.497, p = <0.001$ (Table 4).

The results of this first independent samples t-test suggest that the staff from Western countries is more globally competent overall (or more internationally minded) than the staff from Iraq and its surrounding countries, confirming my hypothesis.

Table 4
Group statistics for independent samples t-test on internal and external readiness of staff

	Citizenship Code	N	M	SD
Internal Readiness	1	23	82.00	6.20
	2	25	69.72	8.66
External Readiness	1	23	77.35	6.51
	2	25	48.56	11.91

Note. N= Number of staff. M= Mean. SD= Standard Deviation. 1= staff from Western countries. 2= staff from Iraq and surrounding countries.

Table 5
Independent samples t-test of internal and external readiness of staff

	t	df	Mean	Std. Error
			Difference	Difference
Internal Readiness	5.60*	46	12.28	2.19
External Readiness	10.26*	46	28.79	2.81

Note. * $p < .05$.

I conducted a second round of independent samples t-test on the individual sections of the GCAA for each of the four sections of internal readiness (self-awareness, risk-taking, open-mindedness and attention to diversity)(Table 5) and external readiness (historical perspective, global awareness, intercultural capability and collaboration across cultures) (Table 6). All results were also statistically significant, agreeing with the independent samples t-test of the average of all internal and external readiness categories.

Table 6
Independent samples t-test for internal readiness categories

	t	df	Mean	Std. Error
			Difference	Difference
Self-Awareness	4.41*	46	13.22	3.00
Risk Taking	4.01*	46	10.96	2.73
Open-Mindedness	3.87*	46	11.89	3.07
Attentiveness to Diversity	4.37*	46	12.48	2.85

Note. * $p < .05$.

Table 7
Independent samples t-test for external readiness categories

	t	df	Mean	Std. Error
			Difference	Difference
Historical Perspective	7.12*	46	41.41	5.82
Risk Taking	6.86*	46	31.36	4.57
Global Awareness	4.71*	46	17.21	3.66
Attentiveness to Diversity	6.33*	46	26.58	4.20

Note. * $p < .05$

To examine the results more closely, I calculated the means of the results from the internal readiness scores and the external readiness scores for each group using SPSS. I also calculated the means for each category of internal readiness – self-awareness, risk-taking, open mindedness, and attention to diversity (Table 7), as well as the means for each category of external readiness – historical perspective, global awareness, intercultural capability and collaboration across cultures (Table 8). While the independent samples t-tests show the difference between the means are statistically significant, examining the difference more closely gives more information to the areas for improvement of the staff. The difference between the results of the staff from Western countries in the internal readiness category is on average approximately 12 points higher than those scores of the staff from Iraq and surrounding countries. However, for external readiness, the difference is much greater. The average difference between the two scores for external readiness is almost 30 points (29.14, to be exact). The greatest differences are in the categories of historical perspective (41.41) and global awareness (31.36).

Table 8
Means results for internal readiness scores of the GCAA

Citizenship Code		Internal Readiness	Self-Awareness	Risk Taking	Open-Mindedness	Attentiveness to Diversity
Western countries	M	82.00	84.26	77.48	82.65	83.43
	N	23	23	23	23	23
	SD	6.208	9.056	8.479	10.205	6.868
Iraq and surrounding countries	M	69.72	71.04	66.52	70.76	70.96
	N	25	25	25	25	25
	SD	8.658	11.458	10.272	11.009	11.977
Total	M	75.60	77.38	71.77	76.46	76.94
	N	48	48	48	48	48
	SD	9.734	12.247	10.869	12.111	11.619

Table 9
Means results for external readiness scores of the GCAA

Citizenship Code		External Readiness	Historical Perspective	Global Awareness	Intercultural Capability	Collaboration Across Cultures
Western countries	M	77.35	76.17	76.04	74.09	82.22
	N	23	23	23	23	23
	SD	6.513	13.486	15.349	11.441	10.122
Iraq and surrounding countries	M	48.56	34.76	44.68	56.88	55.64
	N	25	25	25	25	25
	SD	11.913	24.707	16.232	13.679	17.621
Total	M	62.35	54.60	59.71	65.12	68.38
	N	48	48	48	48	48
	SD	17.423	28.879	22.261	15.241	19.661

Staff reactions and reflections on the GCAA

Likert scale questions from the online survey

The online survey, delivered to staff email inboxes by Survey Monkey was inconclusive in its results. The mean of all five Likert scale questions fell between 3 and 4, which indicating that the staff mean was neutral.

Focus group and open-ended question results

During the focus group interviews and in the answers from the open-ended questions in the online survey, much of the discussion ultimately revolved around personal reactions to the GCAA as an assessment tool. What follows is an analysis of the outcome of the focus group interviews and online survey answers organized by how the responses of the interviews were coded. In the focus groups, as the questions were open-ended and discussion in some cases was fruitful, discussion jumped back and forth between questions. Organizing the discussion as to the themes that emerged from the discussion reveals that staff reacted to the assessment negatively overall, but also that their reflections centered mostly around three learner profile attributes out of ten – knowledgeable, communicators and reflective- and tended to be in the form of suggestions on how to improve the school, rather than on reflection on how they could improve themselves and their own communication.

Negative reactions to the GCAA

Out of 99 responses from 30 participants of the focus groups and 43 respondents of the online survey about the GCAA, 68 of these were negative. The most common complaint turned out to be about the way the GCAA was written. Some said the questions were too long, too “wordy” and were confusing to read. A few staff members said it was not relevant to their experience, with one Western teacher stating that “sometimes some of the answers were sort of, “Wow, I don’t even know that or any answers here that apply to me,” so I just chose the best one I could pick.” The amount of questions also displeased a member of staff. She said “how important

was it to make the questions so tricky [...] I mean sometimes you are tired, like 80 questions!?”

The second most common complaint, as voiced by one staff member, was that “I felt the test was obviously written for people from a western business perspective. It didn’t work so well with education, I mean you could kind of transfer things, but it’s a little different – the setting is a little bit different.” Another staff member agreed, stating, “it felt geared towards the corporate world – a lot of it didn’t feel relevant to our experience.”

A few staff found that their results of the GCAA were not to their liking. “I was upset because I got 51 percent on intercultural competency,” stated one staff member. Another felt the results were not accurate because they didn’t feel the questions were relevant, so they couldn’t possibly have responded in the correct way. Another thought, “the scores felt kind of judgmental.”

Two complaints that came from the language teachers and office staff were that the questions were not written for easy access to second language speakers. The Turkish teachers found the English in the questions hard to translate. Once translated, they were not sure that they fully understood the meaning. Also, staff found that the questions were not always relevant to their cultural background.

Neutral reactions to the GCAA

Some staff expressed that they were not partial one way or the other towards the GCAA or the results they received from taking the GCAA. One staff member said

that it didn't "cross our mind" to think about how we felt about the assessment. These accounted for 15 of the 99 responses.

Positive reactions to the GCAA

Of the 99 responses about the GCAA, 37 were positive in nature. Some staff expressed that it did give them a point for reflection on their international mindedness. One Western teacher expressed that "it certainly makes you think, maybe I have to pay more attention to certain aspects of my personality, or maybe I should be kinder." Local teachers especially expressed appreciation for a new way of thinking about themselves, one teacher saying, "It was really impressive, it made me to think about my external as well, not only my internal side." That same teacher later on expressed that "the idiom international mindedness for our culture is really fresh and we are at the very beginning of this new steps in our education [...] so it [the GCAA] is really valuable to me personally."

The teachers from Western countries responded positively when they received positive scores. Some appreciated the suggestions of the GCAA and were already planning what they would do to improve themselves, one saying she would read more history and a few saying they will learn another language.

Cultural iceberg levels

Surface culture

During the focus group interviews, very few responses dealt with the surface culture attributes of food, flags, festivals, fashion, or famous people – in fact, only 9

comments were coded about these topics. Most of the surface culture comments were suggestions that teachers should celebrate Western holidays like Halloween and Christmas (with a focus on Santa Claus) with the students at the school in order to open their minds to another culture. These suggestions came from both local and international staff. A few teachers suggested we have international days to celebrate the food and clothes of the countries around the world, as well. One staff member also suggested they would become more internationally minded by eating more foreign food.

Middle iceberg thoughts

Staff gave ten responses about ways to improve themselves that were more of an extrinsic way that might improve their international mindedness if they actively took an interest once an opportunity or experience was provided. Extrinsic in this sense meant that someone else should organize or pay for an experience that might benefit the staff. The most common suggestion was that workshops should be organized for them about international mindedness. The second most common suggestion was that the school administration should pay for staff to travel.

Deepest iceberg thoughts

Of the ten Learner Profile Attributes put forward by the IB, staff showed usage of eight attributes during the discussions in the focus groups and from the online survey. Most discussion, however, was coded under the attributes of reflective, knowledgeable and communicators. Minimal comments relating to caring, open-minded, risk-takers, thinkers and inquirers also arose from the discussion.

Much of the reflective comments showed that staff, whether they used the GCAA as a starting point or not, were reflecting on how they interacted in the multi-cultural workplace and lived in another culture. One teacher reflected on how she learned more about the culture – by making mistakes. “I asked the secretary if she has hot feet because she was washing her feet before praying at lunchtime,” she said. “Then the business manager told me I offended her.” She went on to say that it was difficult to learn about the Iraqi culture, as she saw it as being a closed society. Other teachers reflected on their life abroad and how they changed, some thinking they have become more tolerant or less tolerant as they have aged and experienced new cultures. One language teacher reflected that, “a thousand miles starts with a step,” and the GCAA is the first step to helping them move forward on the path of international mindedness. Other staff members reflected specifically that they would be working towards goals – like setting personal goals, learning languages and reading more about the local culture.

One teacher suggested that the school should actively reflect on the “creation of school culture and reflection on what school culture is and what it means for us here.” She went on to suggest that reflection could be “a lot more deliberate [about] how we interact with each other and we [could] work a lot more on that.”

The attributes of knowledgeable and communicators were mostly discussed in the form of suggestions about how to improve the school. Teachers and staff suggested that all parties become more knowledgeable about each other’s cultures, and even include the parents of students when building this knowledge. The most common

way suggested to improve knowledge was to write handbooks for general distribution to staff and parents that explained cultural norms of the region and the expatriate staff's region. Also, staff from Western backgrounds suggested that the induction program for teachers new to the school be updated to include more knowledge about the local culture.

To improve communication in the school, suggestions were made to have more informal gatherings of parents, teachers and staff where informal communication can happen. This could be to celebrate, not just festivals, but learning and achievements in the community. One language teacher suggested that the school could “provide partnership in different schools [...] in the regions [where] there would be a lot of discussions in how we can change or improve together.” Another teacher suggested that, “meeting people is about international mindedness and we hold off that meeting of people, perhaps there is more that we can do as an institution to make more of those occasions where we actually meet people.” By “holding off” the meeting of people, the teacher probably meant that few occasions, other than formal parent teacher interviews and meetings are available for teachers and parents to interact and chat in a community environment.

The remaining five attributes of the learner profile were minimally discussed as personal reflections on how staff members plan to develop or have developed themselves as caring, inquirers, open-minded, risk-takers and thinkers.

It is interesting to note that two learner profile attributes – balanced and principled – were not brought up or eluded to in the focus group conversations or in the open responses to the online survey.

Head and Deputy Head of School responses and reflections

I sent the results of the data analysis to the Head of School and Deputy Head of School by email on a Thursday and then interviewed them on a Sunday and Monday, respectively, in their offices. Both interviews were recorded. Before the interview, I asked both if they needed any help interpreting the results of the data analysis. In both interviews, we spent a few minutes reviewing what the staff had said and how the two had interpreted these results. The Head of School is a native English speaker from a Western country with only seven months experience at the school and the Deputy Head is a native Turkish speaker from Turkey who also speaks English fluently and has five and a half years experience at the school.

For full disclosure, the Deputy Head of School also happens to be my husband. I took care to discuss the results with him in the same manner as I did with the Head of School. I also did not discuss the results at home and the interview took place in his office at school as colleagues.

The two leaders both enjoyed taking the GCAA personally. The Head of School said that even though he has been working internationally for years, it still made him think about his own level of international mindedness. “ I honestly think it is a good process to go through because even if it’s only a small thing that happens to you, it’s

going to make it better, because you're more aware of who you are or what you are doing." The Head said he was able to look at the more business-oriented questions from an educational perspective, as well. He said the questions were like a math problem, "that if you stick anything there, because there is a thinking skill behind it, it's not the actual problem, you look at it at a deeper level as to, "Why are they asking me this question?" The Deputy Head seemed to concur about this point of the value of the full GCAA stating that, "It was fine, I especially liked the business questions - they made me think."

After reviewing the data analysis for the first three research questions, the Head's impressions of the staff reports were that there are a lot of staff members who, "need to sit back and look at their beliefs and look at how their concept of international mindedness really equates to what everybody believes it is." He went on to express that there were a few surprises – that he hadn't thought there would be such extremes in results between the two groups. "I would have imagined that we would have been in the middle," he said.

Having been immersed in the school culture for 5 years more than the Head, the Deputy Head was not overly surprised with the data analysis. He believed that the data from the GCAA that showed a difference between two distinct groups of staff made sense because "the Western teachers have more international experience and the questions are based on [international] experience, so it helped them to answer the questions better."

When asked if the reports from the GCAA and other data sources would lead to professional development, the Head could see that there were ideas that could be used to guide the professional development of the school in the future. “Whether it be a forum, whether it be a weekly meeting where people get together to discuss [or an] open discussion [about international mindedness],” the Head could see that these could lead to a greater understanding of the concept of international mindedness in the school. He went on to say that he would probably bring in international mindedness topics to staff meetings at least once a month, maybe in the form of cross-cultural discussions. He also said it could be expanded to include regional travel that involved members of staff from all cultures so locals could help explain the local culture and cultural exchanges could be made out of the workplace as well.

The Deputy Head believed that “some PD could be helpful, but international mindedness isn’t something you can get from PD directly [...] it is something above that.” He went on to express that he thinks the main focus of professional development on international mindedness should be on how Turkish and Western staff can adapt to the local culture. He believes that international mindedness “is something you need to live and experience,” and that, “eventually local teachers learn a lot about local culture by interacting with ex-pat teachers in their daily school life.”

The GCAA and data reports could possibly affect hiring practices in the school, according to both the Head and the Deputy Head, but not likely. The Head appreciated that a report, such as the GCAA, might “sway you one way or the other” towards two similar candidates and could point out potential candidates who were

not culturally aware. He said the GCAA had “potential” to be used for hiring, due to the ease of the process of administration and lack of infringement on privacy and had the possibility to be used in the future. The Deputy Head stressed that because of the distinct local culture, the school looks to hire those who “have an awareness of the local culture.” He went on to say that, while he would not look at a person’s GCAA results for hiring, he might use it as a discussion point for conversation.

As to the GCAA potential to affect teacher appraisal in the school, both the Head and Deputy Head said that they would not use these report results for appraisal purposes. The Head stated that he could see using the results as a way to “have a chat” with a teacher about what their results might have been, but not as a way to appraise a teacher.

PYP Coordinator responses and reflections

As PYP Coordinator, a member of the school’s Senior Leadership Team and leader of this action research, I asked myself the same questions as the Head and Deputy Head to reflect on the actions that I could take in my role and recommendations I could make.

I agreed with the Head of School and personally felt the process of taking the GCAA was rewarding and interesting. Although I did believe the questions had a Western business perspective, I felt I was able to look at the questions from my previous life and travel experience. When I took the perspective of a second language speaker, however, I would have found the level of the assessment too complicated and if I had

not travelled, would not have had an answer to many of the questions. It would be for this reason that, if I used a tool in the future with a group that spoke many languages, I would search for one that could be easily translated or was already available in multiple languages, such as the Intercultural Development Inventory (IDI), to ensure equal access to the questions across the school.

When I analyzed the differences in mean score of the GCAA of the two groups, I took into account the fact that language could be a barrier. However despite the language barrier, the analysis of the GCAA still shows that external readiness has a lower mean for the staff from Iraq and surrounding countries. If language was a barrier, then the means for internal readiness and external readiness would have similar gaps between the two groups, instead of a mean difference of approximately 12 for internal readiness and almost 29 for external readiness. To me, this showed that the GCAA was able to reveal areas for improvement, in this case external readiness.

For the focus groups, I found that the discussion was helpful in bringing out the understandings and misconceptions of international mindedness among the staff and that this was the most useful tool of the study to help with ideas on how to better fulfill my role as PYP Coordinator. The discussion brought up that local links needed to be more prominent in our planning, both for the sake of the students understanding and the teacher's understanding of how this local connection links to international mindedness. Also, that the teacher induction program should link to international mindedness professional development and reflection opportunities throughout the year so that it can be at the forefront of planning and actions in the school. This

professional development and reflection should focus on all areas of the learner profile. Coding the staff's answers brought up the gaps in the learner profile attributes that could be addressed in both meetings with teachers and during curriculum planning that might help to enhance the school culture of international mindedness and make the school's mission statement (which includes the elements of the learner profile) more prominent in the daily lives of staff.

For professional development, using the GCAA as a tool to start the discussion of what international mindedness means in our context was a way to engage teachers to think about themselves, use an outside perspective to gauge if the GCAA's definition of international mindedness fit the school and it (or a similar tool) could potentially be used yearly in an induction program for the same purpose – to kick-start a discussion and bring all parties together on what international mindedness means to them and our community and as a tool for self-improvement. As an assessment tool, its most useful qualities were that it was administered online, marked by a computer program, reported directly to the member of staff upon completion, and results were compiled and available to administration to analyze and use to inform our next steps. Once analyzed, the results of the whole school's GCAA scores will be shared with the staff in a staff meeting to initiate discussions around international mindedness and how the staff can work to improve this. Due to other issues occurring in the school at present, this information will most likely be shared at the end of the year or as part of a newly revised induction program for the next academic year.

As part of the Senior Leadership Team, I had also been directly involved in the hiring of teachers in the previous year. After that process, I felt that the GCAA could

be used as a starting point for discussion with potential candidates. I would not think that the candidates report of their GCAA results would come into play when deciding on a candidate, but the discussion of their impressions of international mindedness could be focused on a frank discussion of how coming to a school in a unique area of the world, such as Northern Iraq, might expand their concept of international mindedness and how they might work towards improving their international mindedness. If the candidate were successful, the discussion about the GCAA might make the transition to the Northern Iraqi culture a smoother one as they would be more aware of the local cultural expectations before their arrival so they could prepare themselves.

Also as part of the Senior Leadership Team, I have been expected to make teacher observations throughout the year and use these observations to compile teacher appraisals. Teachers are also expected to appraise themselves at the end of the year. To make this process richer and more useful for teacher development, as appraisals currently center on planning, assessing, and teaching for understanding as well as supporting continuing understanding, the attributes of the learner profile or the categories of the GCAA (or a similar type of assessment) could be used to link teacher appraisal, goals and targets together with international mindedness, thereby embedding the concepts and expectations of international mindedness further into the school culture. This would take a great deal of research to implement on the part of the administration and it might eventually link to contracts. It would have to be led by the Head of School and implemented with clear school policies and guidelines. This might take a few years of research and trials to develop fully.

If I were to take this research further and begin the next cycle of action research, I would begin working with the Senior Leadership Team to plan a cycle of professional development that would start the discussion and inquiry into our current culture of international mindedness and begin to come to a common agreement of what it means in our culture and context. International mindedness has become more of a focus for me already in my meetings with teachers, as I am trying to have teachers focus on being “inquirers” as they are planning by adopting an inquiry cycle to plan and thinkers about how the learning engagements line up to the inquiry. As a school, we have adopted a four-part inquiry cycle: exploring, investigating, processing and creating. We use these parts to help us to inquire deeper into our units of inquiry and to plan stimulating learning experiences for our students. Using this inquiry cycle to plan our professional development will demonstrate to the teachers that the cycle can also be used for personal inquiry journeys, and not just as an additional tool for teacher planning.

Being aware that knowledge should not be the main focus, but a component, of our meetings has helped to develop and broaden my own concept of international mindedness. Although it is more for the Head of School and school board to implement alongside their mission statement, I would also recommend that the Senior Leadership Team consider ways to link their teacher appraisal system to the learner profile to reflect the definition of international mindedness that the school feels fits their context and culture best and also the learner profile attributes that they have stated in their mission statement.

Conclusion

This chapter analyzed the results of the data generated during my action research.

The chapter was organized according to the four research questions. It first examined the results of the first survey of staff self-assessment of the definitions of international mindedness and global competency. Across the board, staff felt that they were always or almost always internationally minded and globally competent.

Next, the global competency of the staff was examined, based on the results of the GCAA. The results indicated that there were two distinct groups in the school: the Western staff group scored higher in the GCAA in both internal and external readiness of global competency. The group of staff members from Iraq and surrounding countries (Turkey, Azerbaijan and Greece) scored approximately 12 points below the Western group for internal readiness and almost 30 points below for external readiness.

Staff reflections and reactions were recorded in post GCAA online surveys and through focus group discussion, with the focus group discussions being the most fruitful. Reactions to the GCAA were mostly negative. Staff stated that the GCAA was too long, too wordy, and not relevant to their cultural experiences or educational perspective. Some teachers disliked their results and second language speakers found it hard to translate and understand. Some staff members did enjoy the assessment and the results, finding the process useful for reflection and further personal development. When discussing suggestions on how to improve international mindedness in the community, staff focused on culturally relevant issues, however

these mostly focused on the learner profile attributes of knowledgeable, reflective and communicators.

The Head of School, Deputy Head of School and myself, the PYP Coordinator, all personally enjoyed taking the GCAA and our results. All found that the GCAA could be a useful starting point for discussions on international mindedness in the community and for further professional development in the school.

CHAPTER 5: CONCLUSION

Introduction

Teachers and staff at IB PYP schools have varying levels of international mindedness, depending on various factors. While international mindedness is at the core of the IB curriculum, the IB does not make professional development about international mindedness mandatory for all teachers, nor does it give administrators at IB PYP schools direction on how to cultivate this very important concept among staff. A recent study by the faculty at the University of Bath, commissioned by the IB (Hacking et al., 2017) and only recently published on the IB website, is one of the first steps the IB has taken to assess how international mindedness is used in its program, taking into consideration practice in nine IB schools around the world, about how these schools have developed international mindedness in all areas of their school community – with students, teachers, and parents.

Commercial tools are available that might be able to help schools assess the international mindedness of their teachers and staff. While these commercial tools have been studied and are widely available, few reports exist on how educational institutions have used them with their staff and the extent of their effectiveness.

Overview of the study

This study investigated the use of the commercially available Global Competence Awareness Assessment (GCAA) as a tool for assessing international mindedness in

teachers, administration and office staff of one IB PYP school in Northern Iraq – a school where staff come from a range of cultural backgrounds and experience.

This study was designed as an action research study. As the action researcher and PYP Coordinator in the school, I interacted and worked with my colleagues to understand and improve their practice and my own practice (McNiff, 2013, p. 37), fulfilling McNiff's definition of action research. I wanted to also share my findings with the community, in the form of this study, in the hopes that it will benefit other PYP schools with staff coming from various countries and cultures of origins.

As part of my research, I had the staff of the school take the GCAA individually and I used self-designed instruments to gather data on their reactions and suggestions arising from the GCAA. Before taking the GCAA, staff were given the definition for global competency and international mindedness and asked to rate themselves on a Likert scale of 1 to 5 (1 being 'Never like me' and 5 being 'Always like me'). This served as a starting point from which they could use to later reflect on their own personal results of the GCAA.

GCAA results were available to participants immediately after they completed the assessments. The results of the whole staff were collated by the administration of the GCAA and available to me for data analysis.

To follow up on the reactions of the staff of the GCAA, I used two different data collection tools: a survey taken individually followed by focus groups. I designed an online survey on Survey Monkey and emailed this to staff three weeks after they

took the GCAA. This online survey consisted of a mix of Likert scale questions from 1 to 5 and some open response questions. The Likert scale questions were designed so that staff would then respond with comments after they self-assessed, however, comments and self-reflection on these items was minimal and the open response questions were not often answered in-depth or at all.

To gather more information, I designed a set of questions to ask focus groups in a conversational setting. Due to the results of the GCAA, I created four focus groups; one consisted of four members of the office staff; another consisted of 12 language teachers (Kurdish, Turkish and Arabic); another consisted of 11 English teachers; and the last consisted of three English teachers. These focus groups generated a great deal of discussion and gave me much more in-depth insight into how the GCAA was perceived and evaluated by the staff at the school.

The last part of the study was designed to close one round of the action research cycle and potentially to help lead to beginning the next round of the cycle. I interviewed the Head of School and the Deputy Head of School in order to find out their reactions to the analyzed data from pre-survey, the GCAA and focus groups and the steps they might take to move forward with this information. Finally, I reflected on the same questions as PYP Coordinator and member of the Senior Leadership Team.

Discussion of findings and conclusions

As Salmona et al. (2015), Hundley et al. (2015) and Deardorff (2011) concluded, reflection is a useful starting point to begin improving international mindedness. While the pre-GCAA survey indicated that over 70 percent of staff reflected that they were often or almost always internationally minded, the GCAA results showed that the staff can be grouped into two distinct groups and one of those groups had a significantly lower mean than the other. Staff from Iraq and the surrounding countries of Turkey, Azerbaijan and Greece had lower scores than the Western staff for internal readiness of global competency and scores were even lower when it came to external readiness of global competency.

Reaction to and discussion of the GCAA was best conveyed orally in the focus group discussions, where staff could hear what their colleagues said. Conversation was richer as people built on each other's comments. The online survey did not give an accurate picture of staff reactions, as mean results showed 'neutral' for all areas and comments were minimal. Hundley et al. (2015, p. 16) also found that written surveys were not the most effective survey tools to gather reflection. The discussions, on the other hand, provoked strong reactions of critique about the nature of the GCAA – with the majority of staff reactions centering around their dislike of the business perspective of the questions, the way the questions were worded, their results, the presumed Western cultural background of the questions and the fact that the assessment was only available in English. A handful of staff did express interest in their GCAA results, however, and did appreciate the information it gave them for beginning a reflection on their own international mindedness. Those staff members who did express appreciation for the GCAA were mostly from Iraq and surrounding

countries. Once I explored their reactions deeper, I found that they had trouble with the language, concepts and cultural ideas behind the questions, so their initial response may also have been a cultural or language barrier, as they gave a positive opinion about the GCAA backed up with negative reasons for disliking the GCAA. Similarly, Salmona et al. (2015, pp. 42-43)) also found that reflection and interviews worked well on the members of their study when they had student teachers reflect on their overseas placement.

When discussion turned to what staff and the school might do with their results, most discussion revolved around giving suggestions about ideas the school administration could implement to help the staff improve. Most of these suggestions are also mentioned as key findings in the recently published study by Hacking et al. (2017, pp. 136-138) about how IB schools around the world are working to improve international mindedness. NIIS staff suggestions included improving the teacher induction program to include more information about the local culture, writing a handbook for new teachers and providing more opportunities for staff to interact with the local culture informally and therefore, more deeply. Staff also suggested that the school administration provide more workshops on international mindedness. The only suggestion that was not included in Hacking et al.'s study (2017) was that the school provides more opportunity for international travel. When looked at as a whole, the discussions brought up a lot of ideas about what others (in this case, school administration) could do to help improve international mindedness, but deep personal reflection on their own embodiment of the learner profile attributes, and therefore international mindedness, was not at the forefront of the discussion. Deep

personal reflection is difficult to do in front of others, therefore this could be done one-on-one, if the study is replicated, or in a personal reflection journal.

When discussion did come to a more personal reflective level, staff demonstrated understanding and use of the learner profile attributes of reflection, knowledgeable and communicators (between 20 and 28 comments of 66 were made about each). A few comments (between 1 and 4 out of a total of 66) addressed the learner profile attributes of caring, inquirers, open-minded, risk-takers or thinkers. No comments were made about the attributes of principled or balanced. As the Head of School expressed in his interview, these results show that members of staff, “need to sit back and look at their beliefs and look at how their concept of international mindedness really equates to what everybody believes it is.” If these holes in the discussion are cross examined with the GCAA results, especially those results for external readiness of global competency - historical perspective, risk-taking, global awareness, attention to diversity- they could align with the learner profile attributes of perspective, risk-taking, thinkers/inquirers, and open-minded/caring. The school can use this data to give them a starting point of reflection on international mindedness in the community and also use Hunter et al.’s (2006) four-step theory (pp. 16-19) or Deardorff’s (2011) process model to help frame professional conversations or development about how to become more globally competent individuals.

To take another perspective on the results of the GCAA and the surveys, we can look to three cultural dimensions from Hofstede’s (1986) framework: Individualism vs. Collectivism, Power Distance (on a continuum of more to less), and Uncertainty Avoidance (on a continuum of strong to weak). Answers to my surveys and the focus

group questions indicated that the staff leaned more towards a collectivist approach, as their true feelings came out when in discussion with other staff members and not in the independently completed online survey. Also, staff from Iraq and surrounding countries leaned even more towards a collectivist approach in the focus groups by generally agreeing with each other when someone made a comment and a few teachers not participating in the discussion at all – only nodding in agreement or disagreement with other members of staff. Western teachers all participated in the discussion in some way, had more individual comments and were more likely to argue with each other over points the other had made. Staff from Iraq and surrounding countries tended towards a more power distant relationship when I led discussions, as they wanted to give me a positive response. It was only after further questioning that I was able to get closer to their true feelings. Western staff largely ignored my presence and discussion continued around me according to their ideas. On the Uncertainty Avoidance continuum, staff from Iraq and surrounding countries also tended more towards ‘strong,’ as they wanted to be shown as being positive and definite in their ideas, whereas the Western staff tended to look at their feelings, ideas and suggestions in different lights and build upon ideas of others. As Cronje (2011) suggested, Hofstede’s (1986) continuum could be used to begin a discussion in educational settings about differences and similarities in cultures and how these different cultures can work together (pp. 602-603).

To use Dimmock and Walker’s (2005) cross cultural leadership dimensions to interpret the results, the societal/regional/local cultures dimension is the most relevant to the results of this research. Four of the six sub-dimensions of societal/regional/local cultures most relevant to the results are: group oriented/self

oriented, consideration/aggression, proactivism/fatalism, and generative/replicative. In our context, the staff from Iraq and surrounding countries tended towards being more group oriented in their responses in the focus group, whereas the Western staff tended towards being self oriented. The staff from Iraq and surrounding countries may have been more considerate in considering my feelings when answering questions asking them to critique the GCAA, whereas Western staff were more aggressive in their opinions of the GCAA and suggestions about how to improve international mindedness. Western staff tended to be more proactive in coming up with ideas about how to improve international mindedness in our community, whereas staff members from Iraq and surrounding countries were not. Western staff tended to generate more discussion and ideas, whereas staff members from Iraq and surrounding countries tended to repeat (or replicate) answers from others. It is in the conversations about these perceived differences in culture that staff members can begin to bridge cultural gaps and start discussing the learner profile attributes related to these issues.

As the Deputy Head said in his interview, international mindedness “is not something you can read from a book and learn, it’s something you need to experience.” From the perspective of myself as the PYP Coordinator and the focus of our curriculum meetings and staff meetings, we have usually been focusing on knowledge in the form of books and curriculum outcomes, communication in relation to the languages we are teaching and collaboration across these languages, and reflection on what and how we teach. Our main focus has not been to add all of the learner profile attributes into our meeting structures and interactions with each

other and it is these areas that we have not been focusing on that the GCAA results and focus group have shown are in need of more attention.

To return to what George Walker -a former director of the IB - suggests, there should be ongoing discussion in the community about the learner profile and its interaction with the culture where it is implemented (Walker, 2010, p. 8). The Head of School suggested that this be done during weekly or monthly staff meetings as professional development and the Deputy Head suggested that more attention be given to inductions of local culture to new staff at the school. As Shaklee and Merz (2012) found, it is when schools continue to reflect and discuss their practice of international mindedness that understandings will develop further (p. 16).

Implications for practice

Educational research suggests that an ideal model to develop international mindedness is through reflecting on one's own culture first, then learning about a new culture that you are living in with the help of a local mentor, and finally participating in the development of the curriculum that you will teach (Shaklee & Merz, 2012, pp. 17-18). Twigg (2010) also found that teacher reflection on practice, administrators creating time for the sharing of reflections and these reflections leading to professional development as key to developing international mindedness among staff (p. 56). Reflections by all parties involved in this study mentioned these points in various ways.

As the findings from this study are also suggested in the research literature, we can use the results of the GCAA, as well as the staff suggestions and Hunter et al.'s conceptual framework on how to become globally competent individuals (2006) to begin a plan for staff professional development in the school. One way would be to have the members of staff see that their suggestions were respected and valued and they could also feel a sense of ownership of the reflection process.

The Head and Deputy Head did not think the GCAA would be overly useful neither as a hiring tool nor as part of the appraisal process. Once more discussion and reflection begin to happen across the school about international mindedness, this might be re-assessed in the light of a renewed school culture on international mindedness. The Head of School expressed that he could use the learner profile attributes to lead a discussion in both the hiring process and the teacher appraisal process. Although the use of the GCAA would not directly affect this shift in the hiring process and appraisal, the outcomes have begun to shift the Head's perspective on both towards becoming more internationally minded.

From an insider's perspective as PYP Coordinator, as well as the researcher, I also contributed another lens for seeing the value of the study to the school. While the focus group data shows that the staff did not express a great deal of appreciation for the GCAA itself, the process of having the staff take a standardized, external assessment may have been useful to get a perspective of the cultural backgrounds of the varied staff members. So, despite the fact that the staff as a whole disliked the GCAA, it was still useful for beginning a passionate discussion about international mindedness itself, especially as it was an external tool that was externally assessed.

Misconceptions and gaps in international mindedness at the school were also made clear through the focus group discussions. As coordinator, I can work on unpacking and emphasizing the seven learner profile attributes that are not as prominent or easy to disseminate to teachers and students as knowledgeable, communicator and reflective. By putting principled, risk-taking, thinkers, inquirers, open-minded, caring and balanced more at the forefront of planning and collaboration meetings, this may also help with the staff's unfolding understanding of what it truly means to be internationally minded.

One implication for practice might be the financial burden of the external assessments. The cost of administering the GCAA, which can start at approximately \$35 US per teacher, depending on the size of the group, can be prohibitive for some schools. However, sourcing some kind of externally created tool, whether it is free or of a lesser cost, was beneficial in beginning an open conversation on international mindedness in the school and allowing staff from all different backgrounds to take part in open discussions about how to move forward with international mindedness in the community.

Implications for further research

Studying the impact of staff professional development based on the suggestions by the teachers and guided by the research over a period of time would add to the research and help to guide other schools in developing their international mindedness. Schools could use an external assessment tool as an initial measurement tool and use it again after staff had undertaken a period of reflection and professional development on international mindedness.

As the staff at this school is diverse in both international experience and languages, exploration of more accessible assessment tools on varied populations would be of further interest for other educational institutions. Comparing teacher reactions to tools, such as the IDI or international mindedness rubrics, and exploring which might be more effective for different populations and more easily accessible to non-English first language speakers could help open up the discussion of a more Western concept of international mindedness to be truly international.

While multilingualism is one element of the definition of international mindedness put forward by the IB, multilingualism itself is difficult to report on. In the case of our school, while many teachers have self-reported being able to communicate in four languages - English being one of them - the level of understanding and abilities vary. While many of our language teachers profess to having graduated from an English-language university, due to the local education system, the level of understanding in English, especially when reading, is not high. The mother tongue in some of the local teachers can also potentially affect their language learning, as written material is not widely available in Turkmen or Kurdish in the region. Future research into the strength of mother tongue and its effect on second-language learning and international mindedness is an area that could add to the discussion of the development of international mindedness and the further development of the IB's definition of multilingualism and international mindedness.

Limitations

The major limitation of this research is that it was done in English in a school where multiple languages are spoken. The GCAA has approximately 100 questions and many of the staff found the number of questions made the assessment hard to focus on and that the questions were hard to understand. An assessment tool that was available in multiple languages or more easily translated would allow staff to feel more comfortable with answering the questions and also more comfortable with their results. When asked by email about why the assessment was not available in multiple languages, Global Competence Consulting spokesperson Christie Hunter expressed that the company was working on an Arabic version, however translation was not their main priority, as demand was not high in other languages.

The online survey I created was also written in English. As the responses were minimal for the open-ended questions and comments and the reactions to the Likert-Scale questions were neutral, this survey probably would have been more effective if it had been translated into Turkish and Kurdish administered in a staff meeting where I could have given more background as an introduction in person.

The questions for the focus group interviews were also delivered in English and the main language of communication was in English during these discussions, although the focus group did have one member of staff who translated the questions into Turkish. The discussions with staff whose first language was not English was noticeably shorter and less animated than the discussions in the groups that consisted of English first language speakers.

Culturally, as well, the discussion may have been stilted with the groups in which English was not their first language, as I, their coordinator, was leading the discussion. ‘Losing face’ or critiquing is not something that is easily done in the culture of this region to people in a perceived higher level of power. It was in the focus group interviews with the second language speaking staff where I had many neutral responses or responses that the GCAA was “fine,” but when questioned further and more directly about preferring the GCAA in their mother tongue, they heartily agreed that they would have done better and the results would probably be different.

If I were to replicate this experiment again, I would pilot the questions on a group of second-language English speakers to ensure that the questions were written so as to be more easily understood and culturally appropriate. The questions did pose some problems for English as a second language speakers and I repeated the questions in a few different ways during their focus group so they could answer to the best of their understanding. Alternatively, one could have the questions translated and appoint a focus group leader who speaks the language of the group to lead the discussion and record the answers for a richer discussion.

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APPENDIX A - TIMELINE

Approximate Dates	Research Activities
Jan - Jun 2016	Draft introduction, literature review, methods chapters, appendices
Jun-Aug 2016	Prepare protocols and instruments.
Sep – Dec 2016	Teachers complete pre-GCAA and GCAA survey. After results are given back to teachers, give 3 rd survey (researcher-created) and conduct forums of expat and local teachers.
Jan 2016	Enter quantitative GCAA data into SPSS. Transcribe, code, and analyze qualitative data
Nov - Feb 2016	Write up findings, discussion, and conclusion.
Mar 2016	Hand in final draft to MA committee at Bilkent University. Defend thesis.

APPENDIX B – TEACHER CONSENT FORMS FOR SURVEY

Teacher and Administrator Survey Consent Form

Research on Surveys that measure International Mindedness

Fall 2016

What is the purpose of these surveys?

This study is investigating the effectiveness of two commercially available surveys – the Global Competence Aptitude Assessment (GCAA) and Intercultural Development Inventory (IDI) – that survey international mindedness and report findings back to the survey takers. Researchers would like to understand teacher’s opinions on the survey process and their reactions to their results through a third survey. Bilkent University master’s student Alanna MacPherson will publish the finding of these three surveys as a master’s thesis.

Why am I being asked to participate?

You are being asked to participate in these surveys as a PYP teacher at a PYP school in Northern Iraq. All teachers at the school are being asked to participate in the survey process.

How long will this take?

The survey implementation will take approximately 30 – 45 minutes for each survey given.

What are the potential risks and benefits of taking part in this interview?

There are no known risks to participating in the interview. Your participation will give you two reports on aspects of your own international mindedness that you may use as a tool for personal reflection, goal setting and future professional development.

Will what I say remain confidential?

Yes. Reports of the surveys will not be linked to your name. All information will be reported in aggregate, with all personally identifying information removed.

Do I have to participate?

No. Your participation in these surveys is completely voluntary. You do not have to answer any questions you do not want to answer. You may stop participating at any time without penalty.

Who should I contact if I have questions?

You can contact Alanna MacPherson at alannamac@bilkenterbil.org or +964-750-817-1076 or her supervisor Dr. Robin Martin at RMartin@bilkent.edu.tr or 312-290-2922 if you have questions about the interview or need more information to determine whether you would like to participate. If you would like to speak with someone in Turkish about this research, please call the Bilkent University Graduate School of Education, 312-290-2950.

If you have read the above information, had any questions answered to your satisfaction, and you agree to participate, please sign below.

Name (please print): _____

Signature: _____

Date: _____

APPENDIX C – TEACHER CONSENT FORMS FOR FOCUS

GROUP

Teacher Focus Group Consent Form

Research on Surveys that measure International Mindedness

Fall 2016

What is the purpose of this focus group?

The purpose of this focus group is to discuss the effectiveness of the Global Competence Aptitude Assessment (GCAA) and Intercultural Development Inventory (IDI) for teachers of various nationalities in International Schools in Iraq.

Why am I being asked to participate?

You are being asked to participate as a teacher in an International School who has taken both the GCAA and the IDI and has read and interpreted the results of both surveys. This researcher would like your opinion on the process of taking the survey, the relevance of the questions, the results and what they mean to you.

How long will this take?

This focus group will last approximately 60 minutes.

What are the potential risks and benefits of taking part in this interview?

There are no known risks to participating in the focus group. Your participation will help us learn more about the usefulness and relevance of the GCAA and IDI in assessing international mindedness in international school teachers.

Will what I say remain confidential?

Yes. Transcripts and notes from the focus group will not be linked to your name. All information will be reported in aggregate, with all personally identifying information removed.

Do I have to participate?

No. Your participation in this focus group is completely voluntary. You do not have to answer any questions you do not want to answer. You may stop participating at any time without penalty.

Who should I contact if I have questions?

You can contact Alanna MacPherson at alannamac@bilkenterbil.org or +964-750-817-1076 or her supervisor Dr. Robin Martin at RMartin@bilkent.edu.tr or 312-290-2922 if you have questions about the interview or need more information to determine whether you would like to participate. If you would like to speak with someone in Turkish about this research, please call the Bilkent University Graduate School of Education, 312-290-2950.

If you have read the above information, had any questions answered to your satisfaction, and you agree to participate, please sign below.

Name (please print): _____

Signature: _____

Date: _____

APPENDIX D – PRE-ASSESSMENT SURVEY ABOUT THE GCAA

Pre-Assessment Survey about the GCAA

Global competence is “having an open mind while actively seeking to understand cultural norms and expectations of others, leveraging this gained knowledge to interact, communicate and work effectively outside one’s own environment” (Hunter, White & Godbey, 2006, p. 16)

Based on the above definition of global competency, how would you rate your own global competence?

Almost Always Like me	Often Like Me	Sometimes Like Me	Seldom Like Me	Never Like Me
5	4	3	2	1

Comments:

The characteristics of international mindedness, as defined by the International Baccalaureate “include global engagement, multilingualism, and intercultural understanding” (History of the Primary Years Programme, International Baccalaureate, 2013, p. 36).

Based on the above characteristics, how would you rate your own international mindedness?

Almost Always Like me	Often Like Me	Sometimes Like Me	Seldom Like Me	Never Like Me
5	4	3	2	1

Comments

APPENDIX E – QUESTIONNAIRE ABOUT THE GCAA

Thank you for participating in my survey. Please take a few minutes to reflect on your

experience of taking the Global Competence Aptitude Assessment.

Welcome to the survey!

1. In which country were you born?

2. What is your nationality?

3. What is your mother tongue?

4. What other languages do you speak?

1. I found the GCAA questions easy to answer.

Strongly Disagree Disagree Neutral Agree Strongly Agree

2. I found the GCAA questions relevant to my experience.

Strongly Disagree Disagree Neutral Agree Strongly Agree

3. I was able to answer all questions on the GCAA.

Strongly Disagree Disagree Neutral Agree Strongly Agree N/A

If you answered N/A, please explain.

8. I found the Interpretive Profile Report (my results of the GCAA) easy to read.

Strongly Disagree Disagree Neutral Agree Strongly Agree N/A

If you answered N/A, please explain.

9. I find the suggestions of the GCAA report useful.

Strongly Disagree Disagree Neutral Agree Strongly Agree N/A

If you answered N/A, please explain.

10. I plan to use the suggestions of the GCAA report to inform my next steps in professional development.

Strongly Disagree Disagree Neutral Agree Strongly Agree

11. Please outline the personal actions, if any, you intend to take based on the GCAA report.

12. If you have any further comments about your experience taking the GCAA, please write in the comment box below

APPENDIX F – QUESTIONS FOR THE FOCUS GROUPS

1. What were your impressions of the GCAA when you were taking it?
(Reactions to questions, relevant to your experience, ease of reading).
2. When you got your report for the GCAA, what was your first reaction?
3. What support would be helpful from administration in order to help you process the report?
4. How will you use the information in the GCAA report?
5. How useful do you think the process of taking a report like the GCAA is for your own personal learning?
6. What supports could the school give you to help you to develop your own global competency?

APPENDIX G – QUESTIONS FOR THE HEAD AND DEPUTY

HEAD OF SCHOOL

1. As a school leader, how did you find the process of taking the GCAA?
2. After reviewing the whole school reports, what are your impressions?
3. Will these reports lead the school to any professional development in the future?
4. Could the GCAA reports affect hiring practices in your school? If so, how?
5. Could the GCAA reports affect teacher appraisal in your school? If so, how?

APPENDIX H– GCAA REPORT EXAMPLE



Interpretive Profile Report



The GCAA® is the intellectual property of Global Leadership Excellence, LLC
I. Introduction **Developing Globally Competent Leaders**

Today's economy is characterized by increasing uncertainty, accelerating interdependence, and an expanding diversity of stakeholders. In this global context, individuals need to transcend traditional boundaries in order to find solutions, meet challenges, and seize opportunities. They need to align people, processes, and practices across not only geographies but also across languages and cultures.

There is ample evidence of a lack of global readiness among individuals and organizations. This deficiency means that developing global competence is a strategic priority for all.

The Global Competence Aptitude Assessment (GCAA)® is based on extensive original worldwide research on global competence that was conducted in part by surveying a Delphi panel of experts. These thought leaders included human resources managers from Fortune 500 companies, United Nations officials, global business leaders, government officials, educators, and intercultural consultants across several continents. Based on these findings, we define global competence as:

"Having an open mind while actively seeking to understand cultural norms and expectations of others, and leveraging this gained knowledge to interact, communicate, and work effectively in diverse environments."

The GCAA[®] is validated to identify your likelihood of succeeding in a global context. Using eight distinct scales, it serves as an indicator of your level of both Internal Readiness and External Readiness. This comprehensive framework provides you with a sound benchmark that can be the basis of your plan for future personal growth.

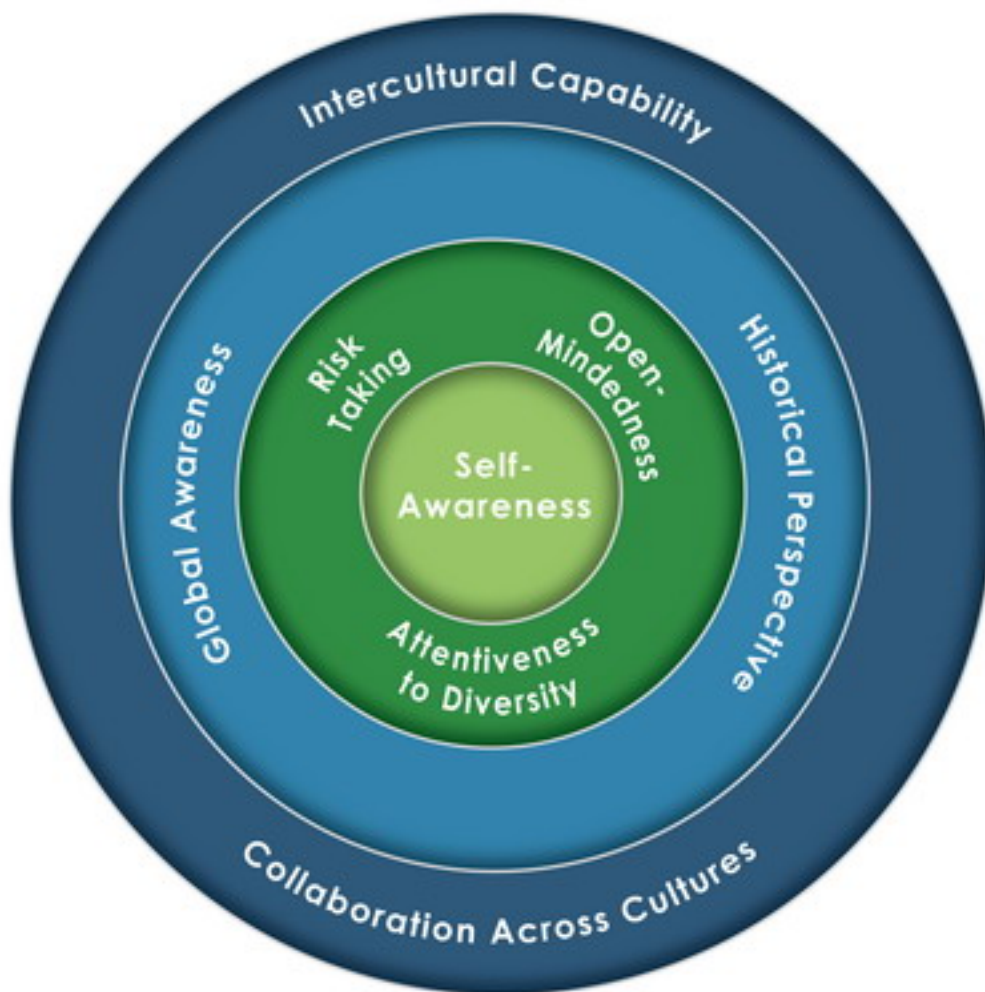
How to use your GCAA[®] profile?

The GCAA[®] enables you to have a grounded and empirically supported understanding of your present global competence aptitude, and it identifies the areas with the greatest opportunity for your development. The GCAA[®] profiles global competence across eight different dimensions, and your scores provide insight into your relative strengths and the development areas that could benefit from your further attention. The methods for increasing global competence are varied and depend on the particular skill areas that need improvement.

GCAA[®] results reflect your current aptitude and provide detailed insights into developmental opportunities for enhancing your global competence.

II. Background

The Global Competence Model™



The Global Competence Model™ above is a visual representation of the knowledge, skills, and attitudes necessary for global competence. Beginning at the core is Self-Awareness, which is the ability to know yourself and how you fit into your own culture. The darker green layer reflects how you approach people and situations. The green sections of the model relate to the personal trait and attitudinal drivers of Global Competence, called **Internal Readiness Aptitudes**.

The blue sections, which highlight your acquired knowledge through education or life experiences, represent the **External Readiness Aptitudes**. The lighter blue ring represents the additional skills typically acquired through formal and continuous education in subjects such as history, geography, and world cultures. The darker blue ring reflects the people skills you develop through your life experiences, and your ability to apply the knowledge gained to personal interactions. This culmination of skills is shown as you modify your outward behavior (Intercultural Capability) and interact collaboratively and effectively in cross-cultural situations (Collaboration Across Cultures).

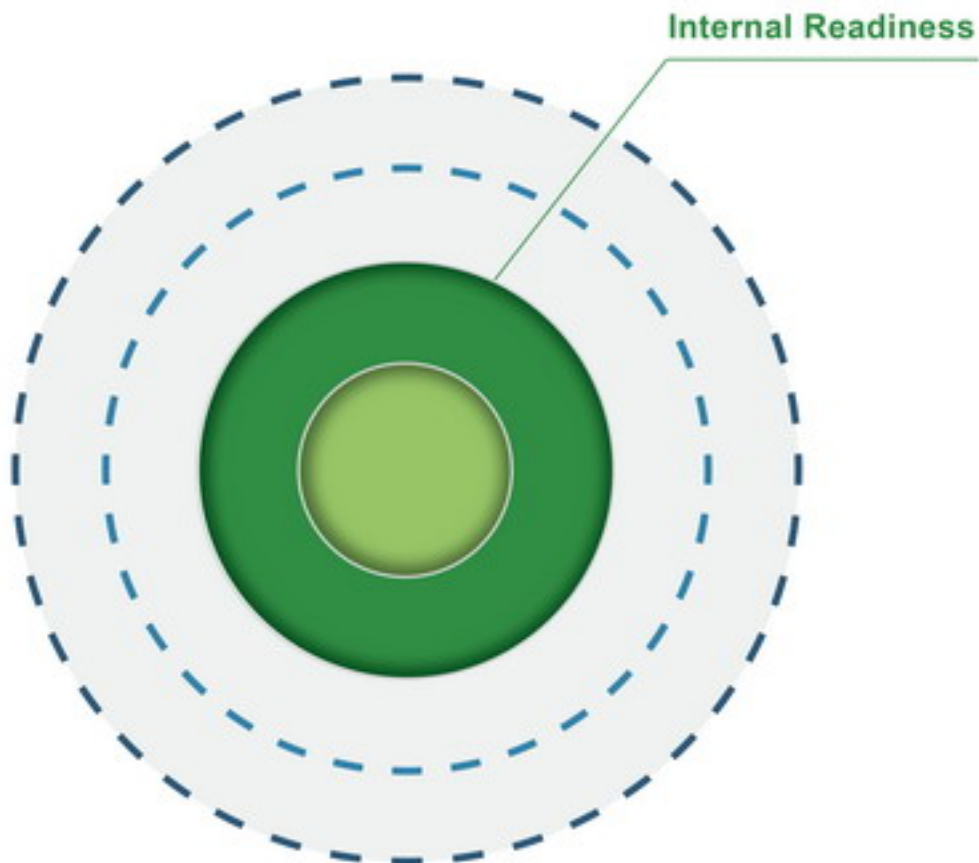
The Global Competence Model™ illustrates how you gain these capacities over time, often adding new layers of ability. As you move visually outward from the core to the outer rim of the model, the level of sophistication in your abilities increases. In order to be globally competent, it is necessary to

have strength in both the Internal Readiness and External Readiness Aptitudes. Developing global competence is a life's journey, and it takes time to hone each of these skills.

II. Background

Understanding the Global Competence Model™

Internal Readiness describes the personal characteristics and attitudes that enable individuals to effectively understand and interact across cultural boundaries. Internal Readiness breaks down into four key dimensions:



Self-Awareness

Having a realistic view of your own personality, and the ability to interact with others frankly and confidently, recognizing how you fit into your own social context.

Risk Taking

Being willing to try something unfamiliar, as it might lead to personal growth; having the courage to tackle challenging goals or problems that lack obvious solutions, and recognizing that making and learning from mistakes is an inevitable step to personal development; advocating worthwhile positions that might be unconventional or unpopular.

Open-Mindedness

Being receptive to alternative possibilities; being willing to reconsider an issue despite having formed

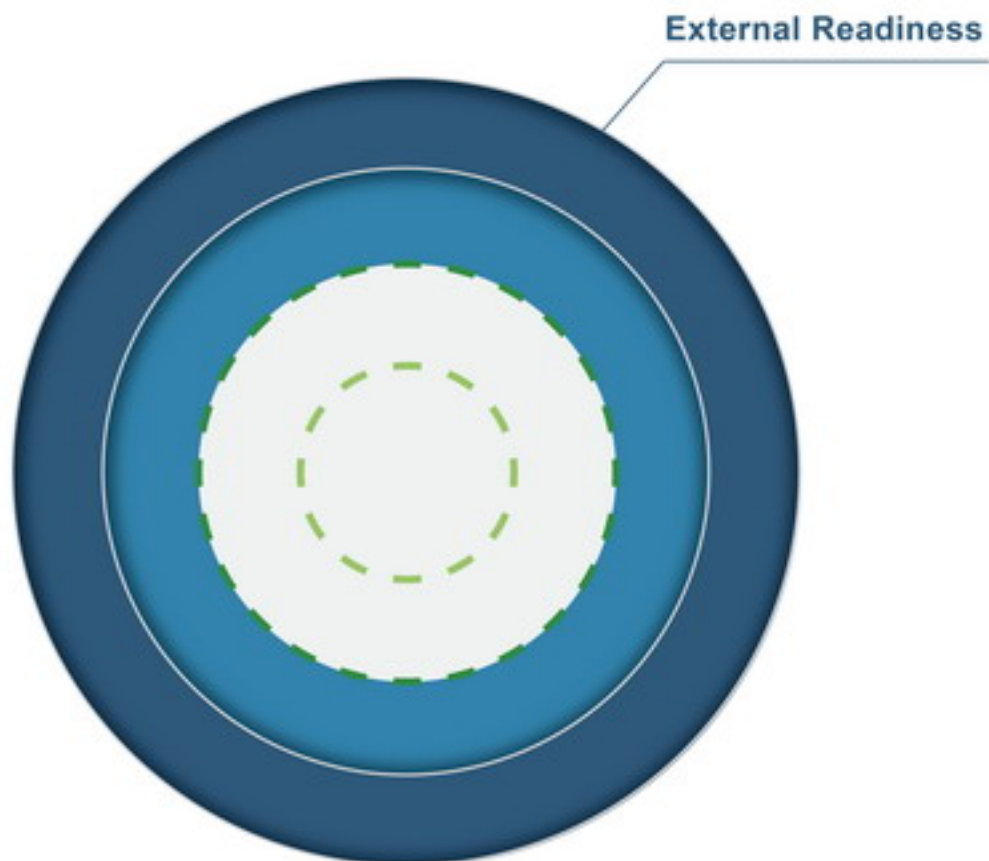
an opinion; and attempting to avoid the conditions and offset the factors that limit, constrain, and/or distort; having a curiosity to acquire new information from a variety of sources and perspectives.

Attentiveness to Diversity

Having insight, understanding, sensitivity, and thoughtfulness about the potential and realized ways that people differ, including innate and acquired characteristics.

II. Background **Understanding the Global Competence Model™**

External Readiness describes the global knowledge and people skills acquired throughout your life and work experiences that enable you to effectively navigate the complexities of today's interdependent world. External Readiness breaks down into four key dimensions:



Global Awareness

Having breadth of knowledge about nations and regions of the world, including their geographies, languages, religions, currencies, and cultures, as well as the world's growing interconnectedness.

Historical Perspective

Having familiarity with the events that took place during a period of time or in the life or development of a people, an institution, or a place, which have critically shaped beliefs, attitudes, and behaviors.

Intercultural Capability

Being able to interact effectively and appropriately in cross-cultural situations; having the capacity to adjust your approach or behavior in order to be open and flexible to other cultures.

Collaboration Across Cultures

Being able to work cooperatively and inclusively with a win-win approach that yields benefits for all stakeholders within and across perceived or actual cultural barriers.

III. Your GCAA® Results

Reading Your GCAA® Profile

Your GCAA® results are displayed in a profile, which consists of scores for overall Internal Readiness and overall External Readiness. Each scale has a numeric value between 0 and 100. Individuals who earn the "High Aptitude" rating for both Internal Readiness and External Readiness are considered "globally competent."

Internal Readiness

87

Your score indicates that you have a **High Aptitude** for the Internal Readiness dimensions of global competence. You have an appropriate outlook for being globally competent, which increases your likelihood of success in diverse cultural and social situations.

External Readiness

89

Your score indicates that you have a **High Aptitude** for the External Readiness dimensions of global competence. You have the potential to become a highly effective, skilled contributor in the global workforce, and you may be operating at this advanced level in your current work. Based on your score, you likely have the appropriate skills and abilities necessary for global competence. You are apt to capably navigate cross-cultural circumstances as they relate to personal and professional endeavors. Your score signifies that you are likely ready for or are currently engaged in significant and challenging global exposures. Additionally, you are probably prepared to serve in business, social, or educational capacities outside your own culture. You are likely the type of person who has the capacity to succeed in global and cross-cultural assignments.

Following are the detailed findings of your GCAA® profile. The overall readiness scores are presented again along with the scores and interpretation for each of their associated specific readiness dimensions.

III. Your GCAA® Results

Reading Your GCAA® Profile:

Overall Internal Readiness

87

Self-Awareness

86

You likely have a keen sense of self-awareness, most notably the ability to accurately evaluate and see yourself as others see you. With these abilities, you are usually successful when interacting within and outside familiar surroundings.

Risk Taking
83

You are normally willing to take risks by exploring the unfamiliar. You likely recognize that success could require several attempts and potential failures along the way, and that goals are often achieved by moving beyond the status quo. Additionally, you probably have little hesitation in expressing innovative options or ideas, even if they are not popular.

Open-Mindedness
86

You are apt to seek and absorb a wide variety of information. You are inclined to spend time in your daily life gathering new information from a multitude of sources. You likely have a dedicated desire to experience a variety of stimuli in a very open and direct fashion before drawing conclusions.

Attentiveness to Diversity
90

You likely recognize that varying backgrounds, experiences, and points of view contribute greatly to breadth of understanding and success. You are prone to see diversity as a uniting factor, and you are apt to consider unfamiliar situations or cross-cultural interactions as opportunities to gain new knowledge and understanding. You regularly, and with positive intent, attempt to understand the social and behavioral norms of others. You are often adept at discerning both pronounced and more subtle cultural idiosyncrasies (customs, norms, and mores). In addition, you are likely confident in your abilities to recognize nuances between relatively similar cultures. Such sensitivity and respectfulness very positively support your approach to diversity among people and situations.

Globally competent individuals have **Self-Awareness**, **Risk Taking** tendencies, **Open-Mindedness**, and **Attentiveness to Diversity**. These **Internal Readiness** aptitudes provide a strong foundation for personal growth, integrity and potential accomplishment in a variety of situations.

III. Your GCAA® Results

Reading Your GCAA® Profile:

Overall External Readiness
89

Historical Perspective
87

You likely have a broadly grounded foundational understanding of world history. You are apt recognize how historical factors have played major roles in the establishment of nation boundaries, transnational alliances, trade, global governance, and in the spread of language a religion, as well as in other areas of society. As history is the basis of culture, such knowledge provides the framework for understanding people from varied cultural backgrounds and their diverse perspectives.

Global Awareness
100

You likely have a keen awareness of the growing interconnectedness of the world. You are apt understand the intricacies of nations' and regions' geographies, languages, religions, current cultures, and other associated details. You are inclined to recognize how occurrences in a geographic sector can lead to reverberations regionally or globally.

Intercultural Capability

78

You are likely capable of adjusting your behavior in order to be open and flexible to other cultures. You often make seamless, intentional, and subtle adjustments in your style or approach when encountering circumstances outside your own cultural norms. You are inclined to treat others as they like to be treated, which maximizes the outcomes of and attitudes toward your personal exchanges.

Collaboration Across Cultures

93

You are inclined to have an acute ability to communicate and interact effectively with people from diverse backgrounds due to a well-developed understanding of various cultures, societal norms, and expectations. It is likely that you successfully bridge cultural differences, gathering input from a variety of perspectives and consciously considering how your actions may affect the team dynamic. This inclusive approach elevates others' perceptions of you, increasing their present and future interest in deepening relationships, providing personal assistance, and partnering on workplace projects.

Globally competent individuals have a **Historical Perspective, Global Awareness and Intercultural Capability**, and engage in **Collaboration Across Cultures**. These **External Readiness** aptitudes provide the basis for potential accomplishment in a variety of cross-cultural situations.

IV. Developmental Resources

At any global competence aptitude level, Global Leadership Excellence, LLC recommends on-going training and development such as global knowledge enrichment, high-level cross-cultural communication classes, participation in diversity simulations, as well as regular exposure to people from a variety of cultures, language bases, differences in perspective, and religions. Provided below are general and specific recommendations for enhancing the various dimensions of global competence. Depending on your circumstance or available resources, you may tailor your development to incorporate one or more of the following:

Self-Study

There are resources, across various forms of media, to further your understanding and knowledge of a particular topic.

Activities

There are practical activities that you can engage in alone or with a group to enhance your personal traits, attitudes, global knowledge, and/or people skills. As some activities support multiple dimensions of global competence, each suggestion is listed wherever appropriate throughout this Developmental Resources section.

Training

Online and instructor-led training solutions are excellent vehicles to support global competence development as targeted by the GCAA®. Some programs may be available to you through open enrollment seminars or provided through your organization, institution, or training and consulting firms.

Please note that our partner, Global Competence Consulting Co., LLC, offers a portfolio of targeted training sessions specifically designed to support GCAA® results. For information about these offerings, or other recommended programs, please contact:

Global Competence Consulting
www.globallyready.com
+1 610.717.4220

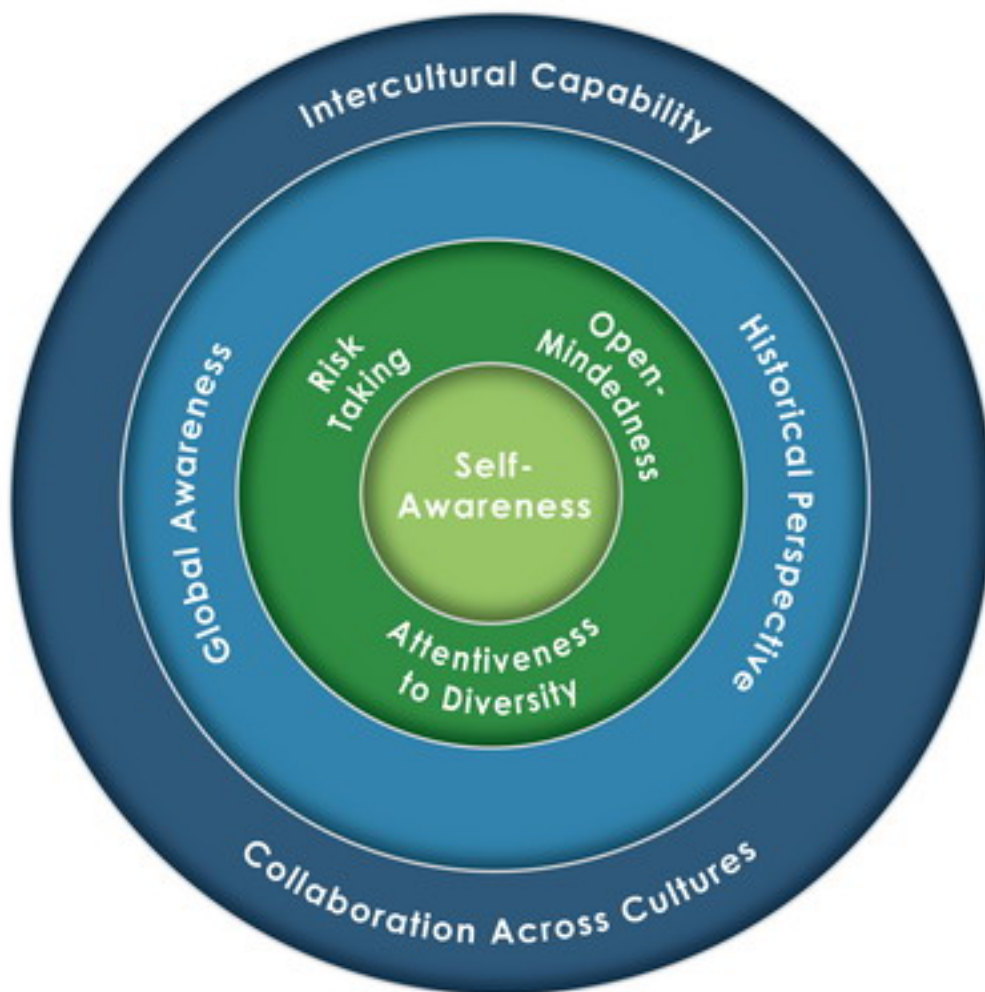
Coaching

A coach can assist in developing very specific global competence capabilities. This option is more costly, however, it may be very effective when global competence is critical to success. For recommendations of endorsed coaches, please contact:

Global Competence Consulting
www.globallyready.com
+1 610.717.4220

IV. Developmental Resources

Resources to Promote Overall Global Competence



Following are some general recommendations for activities and self-study. No singular activity, book or website is likely to increase all aspects of global competence. Therefore, developing a plan that combines relevant aspects of the following suggestions will enhance your overall global competence aptitude over time.

Activities

- Engage with people who are from different backgrounds, traditions, and heritages whenever you have such an opportunity. Ask about their perspectives, experiences and ways of life. When doing so, be careful not to judge but to listen attentively and to learn.
- Observe and/or participate in a religious gathering, ceremony, worship service, or event for a faith outside your own.
- If you have the opportunity and the financial means, travel to other countries and regions that have a different cultural heritage than the one with which you most identify. The greater the difference in cultures, the greater the growth that you will likely experience. Immerse yourself in the local culture as much as possible, rather than focusing entirely on experiences that cater specifically to tourists.

IV. Developmental Resources

Internal Readiness

Self-Study

- Hereford, Z. (2007). *Nine essential life skills: A guide for personal development and self-realization*. Tecumseh, ON: Mandz Publishing. This is a guidebook for growing self-realization and attitudes. ISBN 978-0978267803.

Activities

- Take advantage of special traveling museum exhibits that may be on display in a city near you. Such exhibit collections often tour the world.
- Dine at a restaurant that maintains the culture and cuisine of the nation it represents. If possible, choose a restaurant whose proprietor and/or chef is a recent emigrant from the represented country, or is using authentic recipes that originated from the country or region that is being represented.
- Visit ethnic grocery, handicraft, or consumer goods stores to increase your appreciation of ingredients and products from different cultures and areas of the world.
- Attend cultural festivals in your community or in a neighboring region.

IV. Developmental Resources

Self-Awareness

Self-awareness is at the core of global competence. Enhancing it is a continuous effort to learn more about your personal strengths and developmental areas, as well as the fit into your own surroundings. An individual needs to have a strong sense of personal identity and to recognize the accepted modes of conduct and values in the present environment. You may personally disagree with some of these community norms; however, it is important to be aware of acceptable behaviors in familiar surroundings.

From a global perspective, what others see and observe can reflect a specific cultural perspective as well. Each person has a personal and cultural framework that is both physical and emotional, and it involves recognition of how closely you fit into the local community or the greater society.

Self-Study

- Hereford, Z. (n.d.) Know yourself. Retrieved from <http://www.essentiallifekills.net/knowyourself.html>. This website offers suggestions for self-reflection and online activities.
- Davis, K. (n.d.) Interactive Johari Window. Retrieved from <http://kevan.org/johari>. This website provides an opportunity to compare a self-appraisal with a 360° feedback appraisal.

Activities

- Explore your personal and cultural framework. Begin by identifying your heritage, and your living and working environments. Continue by identifying a variety of aspects of your life, such as your likes, dislikes, strengths, weaknesses, preferences, values, etc. Then consider how these aspects align with those of others in your environment and the greater community. Identify how elements of your preferences and values may be similar to or different from the expectations of others and the society around you.

- Start a journal. Writing about your experiences on a daily or weekly basis will help you examine your actions, perceptions and experiences. Such an activity cultivates an observer perspective, which is a more detached vantage point for self-evaluation.

IV. Developmental Resources

Risk Taking

What feels risky to one person may not feel the same to someone else, since risk is defined by a set of personal and subjective perspectives and experiences. To be globally competent you need to learn about other cultures by experiencing them firsthand or by interacting with individuals from different cultural backgrounds. A person who is afraid to move beyond the familiar or the status quo is rejecting the opportunity to acquire new information or perspective, thereby stifling growth. Therefore, developing a tendency for risk taking requires taking steps to gradually enlarge your comfort zone – however small or large it may be at the moment.

Self-Study

- Carson, B. & Lewis, G. 2008. Take the risk: Learning to identify, choose, and live with acceptable risk. Grand Rapids, MI: Zondervan. This book provides a framework for assessing risk. ISBN 978-0310259732.
- Hereford, Z. (n.d.) Expand Your Comfort Zone. Retrieved from <http://www.essentiallifekills.net/comfortzone.html>. This interactive webpage discusses the benefits of risk taking and offers suggestions for growth.
- Senge, P.M. (2006). The fifth discipline: The art & practice of the learning organization. New York, NY: Doubleday. This book discusses the 21st century need to continually innovate in order to sustain relevance. ISBN 978-0385517256.

Activities

- Explore your cultural framework, first by identifying your heritage, way of life, and work environment. Then identify a variety of aspects of your life, such as likes, dislikes, tastes, hobbies, etc. Next determine experiences that you can safely undertake to expand your cross-cultural horizons. At least once a month, purposefully engage in one of these experiences and spend time reflecting on the new situation you encountered. Follow by challenging yourself to move further and further outside your present cultural framework.
- Change a pattern or routine and try something different or unfamiliar to expand beyond your current comfort zone. Start with understanding your present limits. Make a list of things that feel risky to you and that you have never done before. For some individuals, this may mean eating unfamiliar foods, going to an ethnic festival or celebration that you have never attended, or taking a trip to a location that seems adventurous. You can embark on these activities in a group or team, which can reduce your sense of risk while still providing a new exposure opportunity.
- Practice tactfully presenting your position on a subject, even if others may disagree.

IV. Developmental Resources

Open-Mindedness

Developing open-mindedness requires becoming less judgmental and resisting strong opinions about issues and people, as well as such opinions of yourself. Frequently, stereotypical notions reflect dominant attitudes in your social and cultural environment. You can start to address stereotypes by challenging views and also engaging in open-minded inquiry, which can broaden your appreciation for different perspectives, preferences, cultures, ways of life, and experiences.

Self-Study

- Adams, M. (2009). *Change your questions, change your life: Ten powerful tools for life and work*. San Francisco: Berrett-Koehler Publishers. This book teaches the reader how to choose questions that change attitudes from judging to learning. ISBN 978-1576756003.
- Hare, W. (2011) Open-minded inquiry. Retrieved from <http://www.criticalthinking.org/articles/Open-minded-inquiry.cfm>. This is a brief guide to the ideal of open-minded inquiry by way of a survey of related notions.
- Hereford, Z. (n.d.) Have an open mind. Retrieved from <http://www.essentiallifeskills.net/openmind.html>. This webpage provides interactive support.

Activities

- Listen to music from other countries or regions.
- Join online communities to connect with people from different cultures or with groups whose mission is to share information about other nations or cultures.
- Ask for personal feedback from culturally diverse stakeholders. Feedback can come from anyone who knows you well – parents, managers, mentors, colleagues, co-workers, teammates, and objective friends, etc. – to provide an honest external perspective. Listen openly and non-defensively and be grateful for even seemingly negative comments, which can be the most constructive.
- Examine your unconscious personal biases and erroneous judgments, and then ponder how these attitudes developed. Learn about your implicit associations and biases at <https://implicit.harvard.edu/implicit> by completing a few implicit association tests.
- Increase your use of open-ended questions (e.g. “What?” or “How?”) to foster a deeper understanding, rather than closed-ended questions (e.g. those that need only “yes” or “no” answers). Be cautious with using “Why?” questions as they may seem critical to others. Paraphrase and probe further with empathy and respect (i.e. practice open-minded inquiry via the Self-Study resources above).
- Practice empathic listening skills to truly attempt to appreciate and understand the other person’s perspective or situation.

IV. Developmental Resources

Attentiveness to Diversity

Enhancing your attentiveness to diversity is an effort in life-long learning. Diversity includes a wide spectrum of differences that we experience on a daily basis. Such difference may include innate characteristics, such as age, race, gender, ethnicity, mental and physical abilities, or sexual orientation, as well as acquired characteristics such as education, income, religion, work experience, language skills, geographic location, or family status. These differences are highly nuanced and may stem from various sources. Respect for all the ways in which people differ, including personalities and preferences, is critical for effective interactions in your own culture, as well as in cross-cultural settings.

Self-Study

- Bucher, R.D. & Bucher, P.L. (2009). *Diversity consciousness: Opening our minds to people, cultures and opportunities* (3rd ed.). Upper Saddle River, NJ: Prentice Hall. This is a good introduction to diversity. ISBN 978-0135014639.
- Gardenswartz, L., Rowe, A., Digh, P., & Bennett, M.F. (2003). *The global diversity desk reference: Managing an international workforce*. San Francisco, CA: Pfeiffer. This is a comprehensive guide of the key issues in global diversity. ISBN 978-0787967734.
- Schmitz, J. and Curl, N. (2006). *The guide for inclusive leaders*. Princeton, NJ: Princeton Training Press. This booklet is a good resource for leaders who seek to leverage the power of diversity and create more inclusive environments. ISBN 978-1882390334.

Activities

- Dine at a restaurant that maintains the culture and cuisine of the nation it represents. If possible, select a restaurant whose proprietor and/or chef is a recent emigrant from the represented country, or is using authentic recipes.
- Listen to music from other countries or regions.
- Join online communities to connect with people from different nations or cultures or with groups whose mission is to share such information.
- Examine your unconscious personal biases, erroneous judgments and ponder how these attitudes developed. Learn about your personal implicit associations and biases at <https://implicit.harvard.edu/implicit/>.
- Consider a mentoring or reverse mentoring program with someone from a different background than you so you can learn more about differences.
- Challenge a peer who stereotypes others, and encourage the person to respect differences in others.
- Practice pausing to delay your verbal responses, and refine your ability to follow-up with open-ended questions instead of judgment.

IV. Developmental Resources

External Readiness

Self-Study

- Dicken, P. (2011) *Global shift: Mapping the changing contours of the world economy* (6th ed.). New York: Guilford Press. This is a very comprehensive resource for understanding the complexities of globalization, the key economic factors and industry trends, as well as major dilemmas and challenges. ISBN 978-1609180065.
- Dumetz, J. (Ed.) (2012) *Cross-cultural management textbook: Lessons from the world leading experts*. CreateSpace Independent Publishing. This book is a great resource to learn about the most salient theories and practical applications in the area of cross-cultural management. ISBN 978-1479159680.
- Lambert, J., Myers, S., & Simons, G. (Eds.). (2000). *Global competence: Fifty training activities for succeeding in international business*. Amherst, MA: Human Resource Development Press. ISBN 978-0874255874.
- Lustig, M. W. & Koester, J. (2009) *Intercultural competence: Interpersonal communication across cultures* (6th ed.). Upper Saddle River, NJ: Pearson Education. This resource strikes a balance

between skills and theory, and “provides readers the background and confidence to succeed in today's multi-cultural environment,” by covering “multiculturalism as well as global cultural issues.” ISBN 978-0205453528.

Activities

- View films and documentaries that help explain the history or culture of a people or period of time.
- Join online communities to connect with people from different cultures or with groups with a mission to share information about other nations or cultures.

IV. Developmental Resources

Historical Perspective

Developing historical perspective means learning to appreciate past influences that have shaped people and environments. Although this does not mean painstakingly memorizing names, facts, or figures, it does entail learning about the experiences and events that shaped peoples' collective consciousnesses, sensitivities, and frames of reference. Although historical textbooks are often helpful, it is difficult for them to be truly "objective" or fully explore and interpret historical events to the necessary degree. A few references are offered below, although it is important to recognize that no one source can fully represent the perspectives of all peoples engaged in a particular conflict or during a specified period of time.

Self-Study

- Woolf, A. (2008). *A short history of the world: The story of mankind from prehistory to the modern day*. New York, NY: Metro Books. This reference is ideal for quick reference as well as in-depth reading. ISBN 978-1841939889.
- Library of Congress (n.d.) Retrieved from <http://www.loc.gov/teachers/additionalresources/relatedresources/world/primary.html>. This site is an extensive compilation of sources for world history.
- History Channel (2013) Retrieved from <http://www.history.com>. This website is a multimedia collection of resources.
- HistoryWorld (n.d.) Retrieved from <http://www.historyworld.net>. This site is highly accessible and relevant due to its interactive narratives and timelines.
- Annenberg Foundation (2013) *Bridging world history*. Retrieved from http://www.learner.org/courses/worldhistory/whatis_online.html. This site is a collection of multimedia resources to foster world history understanding.

Activities

- Visit a history or cultural museum nearby or when traveling elsewhere to understand the ethnicities of the people who settled in the locale.

- Travel to a community outside your own to learn about the history of the area and events that shaped the lives of its inhabitants. Take the opportunity to learn about the backgrounds of the various people, their religious and cultural practices, their languages, cuisine, etc. and how immigrants changed the culture of the local community and surrounding area.
- Take advantage of special traveling museum exhibits that may be on display in a city near you. Such exhibit collections often tour the world.
- View films and documentaries that help explain the history or culture of a people or period of time.

IV. Developmental Resources

Global Awareness

Honing global awareness means developing breadth of knowledge regarding the growing interconnectedness of nations and regions, and the issues and trends that exist across the world. While the sheer breadth of the information to learn can be daunting, each person needs to find an individual starting point from which to develop and grow this awareness. The best way to begin is with an issue or concern about which you feel passionate. Following an issue, then recognizing the intersection with other issues, and subsequently pursuing those areas will, over time, advance understanding of the complex forces that shape the global society.

Self-Study

- United Nations. (n.d.) Retrieved from <http://www.un.org>. This website offers a wealth of resources about current issues around the world.
- U.S. Peace Corps, World Wise Schools. (n.d.) Retrieved from <http://www.peacecorps.gov/www>. This website has lessons about geography, cultures and countries worldwide, cross-cultural publications, etc.

Activities

- Visit a history or cultural museum nearby or when traveling elsewhere to understand the ethnicities of the people who have settled in the locale, and how the environment and the issues of the day affect their way of life.
- Travel to a community outside your own and spend time learning about the area. Take the opportunity to learn about the backgrounds of the various people, their religious and cultural practices, their languages, cuisine, etc. and how immigrants changed the dynamics of the area.
- View films and documentaries that help explain the integrated geography of the earth and its people, or provide insight towards culture or periods of time.
- Take advantage of special traveling museum exhibits that may be on display in a city near you. Such exhibit collections often tour the world.
- Dine at a restaurant that maintains the culture and cuisine of the nation it represents. If possible, select a restaurant whose proprietor and/or chef is a recent emigrant from the represented country, or is using authentic recipes.
- Visit ethnic grocery, handicraft, or consumer goods stores to increase your appreciation of ingredients and products from different cultures and areas of the world.
- Listen to music from other countries or regions.
- Attend cultural festivals in your community or in a neighboring region.
- Read newspapers and/or news magazines from various countries. Many large national newspapers and magazines offer full or limited English and other foreign language editions on the Internet.

IV. Developmental Resources

Intercultural Capability

Developing the ability to interact effectively and appropriately in intercultural situations requires practice, reflection and feedback. Developing this aptitude entails first learning about and paying attention to various aspects and dimensions of cultural differences. Next it is important to subtly modify one's communication or interaction approach to be sensitive to the needs of the other(s). The ultimate goal is treating others as they prefer to be treated, which supports the development of strong relationships.

Self-Study

- Hall, E.T. (1981) *Beyond culture*. New York, NY: Doubleday. This classic book discusses culture and its impact on behavior, thereby providing support for cross-cultural communications. ISBN 978-0385124744.
- Hofstede, G., Hofstede, G.J. & Minkov, M. (2010). *Cultures and Organizations: Software of the Mind* (3rd ed.). New York, NY: McGraw-Hill Companies. This reference examines what drives people apart and provides insight on cultural adjustment. ISBN 978-0071664189.
- Lustig, M.W. & Koester, J. (2009) *Intercultural competence: Interpersonal communication across cultures* (6th ed.) Upper Saddle River, NJ: Pearson. This reference discusses issues relating to intercultural communication. ISBN 978-0205453528.

Activities

- Join online communities to connect with people from different cultures or with groups whose mission is to share information about other nations or cultures.
- Ask for personal feedback from culturally diverse stakeholders. Feedback can come from anyone who knows you well – parents, managers, mentors, colleagues, co-workers, teammates, and objective friends, etc. – to provide an honest external perspective. Listen openly and non-defensively and be grateful for even seemingly negative comments, which can be the most constructive as they can identify areas where you can improve. Work to address the developmental areas suggested by others so that you can advance your people skills.
- Consider the impact of, and possibly act upon, policies and procedures that affect the global audience in your organization.
- Endeavor to use the Platinum Rule (i.e. treating others as they wish to be treated) as often as possible in your daily interactions, and aspire to conduct all of your interactions according to this principle.

IV. Developmental Resources

Collaboration Across Cultures

To enhance the ability to function, collaborate, and work effectively across cultural boundaries requires modifying behaviors, and sustaining approaches, practices and strategies that yield a “multi-cultural,” “inclusive,” or “team” culture. This aptitude requires a keen understanding of intercultural dynamics and the teamwork skills to respect, transcend, and utilize specific cultural contexts, perspectives, traditions, and practices when multiple people interact.

Self-Study

- Chadwick, P. & Moberg, P. (2013). Foolproof international communication. Gothenburg, Sweden: Japco Publishing House. This is a great resource for improving international communication with exercises, examples, and relevant guidelines. ISBN 978-9163711169.
- Cooperrider, D.L. & Whitney, D. Appreciative inquiry: A positive revolution in change. San Francisco: Berrett-Koehler Publishers. This book is a wonderful resource for acquiring an important skill in learning and building bridges in a diverse and complex environment. ISBN 978-1576753569.
- Hofstede, Geert. (1997). Culture’s consequences: International differences in work-related values. Beverly Hills, CA: Sage. This is a seminal work that discusses culture across four dimensions: individualism, power distance, uncertainty avoidance and masculinity. ISBN 978-0803914445.
- Trompenaars, A. & Hampden-Turner, C. (2012). Riding the waves of culture: Understanding diversity in global business (3rd ed.). New York, NY: McGraw-Hill Companies. This resource discusses the skills, sensitivity, and awareness necessary for managing effectively across cultures. ISBN 978-0071773089.

Activities

- Surround yourself with people of different backgrounds, perspectives, and capabilities. Whenever possible, work on projects with diverse team members in order to gain experience in working cohesively to bridge differences in preferred work and communication styles.
- Join online communities to connect with people from different cultures or with groups whose mission is to share information about other nations or cultures.
- Consider a mentoring or reverse mentoring program with someone from a different background than you in order to become more aware of differences in personal style, communication preferences, etc.
- Consider the impact of, and possibly act upon, policies and procedures that affect the global audience in your organization.

