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JOHN W. RAWLINGS SCHOOL OF DIVINITY

LEADERSHIP COMPETENCIES FOR CHRISTIAN DIRECTORS
AT INTERNATIONAL SCHOOLS
IN SAUDI ARABIA

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Education

by

Ayanna Saran Jones

Liberty University, Lynchburg, VA

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APPROVED BY:

George H. Hege Jr., PhD, Dissertation Supervisor

Gary J. Bredfeldt, PhD, Second Reader

ABSTRACT

As Christian leaders expand their influence into the Middle East, it is important for both leaders and institutions to know what competencies are essential for these leaders. Educational leadership in Saudi Arabia is under reformation as expats and nationals work in collaboration to lead international schools towards Vision 2030. To compile a list of essential competencies, this exploratory qualitative research explored which skills, behaviors, and knowledge were recommended by recruiters and Saudi principals for international directors. The exploratory research included interviews with three Saudi principals and three recruiters who shed light on the essential competencies for expatriate directors. Based on the data from the six interviews, the following competency-based themes were found: (a) previous experience; (b) communication skills; (c) teamwork and collaboration; (d) long-term planning; (e) problem-solving and decision-making skills; (f) school improvement and accreditation; (g) knowledge about education; and (h) culturally responsive.

Keywords: Educational Leadership, Spiritual Leadership, Transformational Leadership, Cultural Intelligence, Christian Leaders, Competency-based Leadership, Saudi Arabia, International Schools.

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Dedication

To Nobel, Mildred, Barbara, Gerald, Jasper, and Cornelius, who sacrificed so much out of love. I am proud to be your descendant and the fulfillment of your hopes and dreams. I am forever grateful for the sacrifices you made to pave the way for me.

To my mother, Jil D. Bean, who has encouraged me to always seek knowledge and to walk in the light. You have been my rock during this process and your encouragement has helped me see the silver lining in every dark cloud. Words cannot express how much I appreciate you. May the universe open to you and give you everything your heart desires. Ase.

To my papa, James Wallace, who has checked on me every step of the way. Thank you for seeing my giftedness and for always telling me that I can do anything. Your love reminds me of the love of the Father. I will always be your princess because you are my king. May you be blessed with a long and prosperous life. Ase.

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List of Abbreviations

(Cog) Cognia Accreditation Company

(CQ) Cultural Intelligence

(HRH) His Royal Highness the Crown Prince

(EL) Educational Leadership

(LC) Leadership Competencies

(M) Management

(MoL) Ministry of Labor

(O) Other

(MoE) Saudi Arabia's Ministry of Education

(SL) Spiritual Leadership

(TL) Transformational Leadership

CHAPTER ONE: RESEARCH CONCERN

Introduction

International education in Saudi Arabia has been under reform as His Royal Highness the Crown Prince (HRH) aims to create a modern Muslim country that focuses on education while relying less on expatriate workers (Ministry of Education, n.d.). With this vision, the international schools are adopting American curriculums and hiring American directors who can train and work in collaboration with the Saudi principals to lead the schools while meeting the American curriculum accreditation requirements and the requirements of the Ministry of Education (MoE). Thus, the government allows Christian directors to lead Muslim schools in the international school division.

With these new directors in place, educational leadership (EL) training is a vital aspect of the new educational reform that is occurring in Saudi Arabia. The directors are responsible for keeping the schools accredited, meeting the requirements of the government, training future leaders, and creating an environment that is vastly different from the national schools. Moreover, the directors are also part of the process to increase the number of Saudi citizens working in the private sector, a process called Saudization. Thus, the directors who are given the task to lead these international schools may benefit from having certain leadership capacities and the ability to lead in a culturally diverse setting.

In the realm of Christian EL, the directors may benefit from knowing the theological and sociological aspects of their duties in addition to the EL aspect of the position. Therefore, the director may benefit from understanding how to govern with the belief that every individual is sacred and that being placed in Saudi Arabia is part of the diaspora of Christianity and how to fulfill part of The Great Commission (Kilner, 2015 & Kotter, 2012). As one works towards

leading the international school in a new direction, the director might also benefit from understanding the importance of blending the Saudi and western cultures in a manner that displays a level of respect for both cultures. Moreover, the directors may also benefit from having a high score in all three domains of cultural intelligence (CQ) since the cultures are so diverse and the Muslim culture is directly influenced by Islam (Livermore, 2015). According to the Ministry of Labor (n.d.), the directors must be either Christian or Muslim, which is declared by the potential employee during the visa process. In the case of Christian directors, CQ may assist them in understanding a culture that is vastly different due to the influences of Islam. Thus, CQ may assist the director as one attempts to lead the school towards fulfilling the mandates of Vision 2030.

As the kingdom of Saudi Arabia embarks on a level of educational reform that has not been seen in previous generations, it is important for the owners of international schools to have a clearly defined job description for their directors and a base line for the leadership capacities of each director before being hiring a new leader. This research is designed to explore which competencies are most essential based on the perspectives of recruiters who are responsible for hiring these Christian directors and Saudi principals who will work with them.

Background to the Problem

As more Christians become leaders in the Middle East, it is important for leaders to understand the unique challenges of leading in a culturally and religiously diverse environment. Since the environment in which one leads influences one's leadership practices, one may benefit from understanding leadership in Saudi Arabia before accepting a leadership role in the Middle East. Thus, leaders should consider the theological, theoretical, and sociological aspects of leading in the region and if they have the competencies to lead in such an environment.

Theological

One important aspect is that Christian leaders are called to serve others while working in leadership roles. In order to serve others in alignment with Christianity, Christian leaders should use the Bible as their main handbook. By using the King James version of the Bible and the viewpoint that leaders are to follow the guidelines of Christ, Christian leadership contains several aspects of service to others (Harris, 2001). This requirement does not change simply because the leader is leading in a non-Christian environment. In fact, the demand to be a slave to Christ is even more important since the leader is submerged in a culture that is shaped by Islam (Byron, 2003; Harris, 2001). The leader will also have to find ways to be a living example of Christ in an environment where the daily schedule and working calendar is based on Muslim prayer times and holidays. Moreover, the Christian leader will have to balance both work life and religious practices since the work week starts on Sunday and the establishment of churches is not allowed in the Kingdom (The Embassy of the Kingdom of Saudi Arabia, 1992). Thus, the leader may benefit from understanding and knowing what it means to be a slave of Christ before embarking on a leadership journey in a non-Christian environment, especially one where the only religion that can be openly practiced is Islam. According to Harris (2001), being a slave of Christ shows that the leader belongs to Christ and is committed wholeheartedly to Christ. Thus, if one is a slave of Christ, then one should be a living example of Christ.

Therefore, being a slave of Christ leads to the second aspect regarding how to fulfill the Great Commission and be a living example of Christ. According to some missiologists, Christian leaders are to blend the social sciences with theology to become effective leaders in non-Christian communities (Langmead, 2014; Terry, 2015). By doing so, the Christian leader may gain the ability to lead those who are not believers in a manner that is aligned with Christian

values. Thus, the Christian directors at the international schools in Saudi Arabia ought to live the Christian life and be a living example of Jesus who gave the mandate to go out and teach all nations (*King James Bible*, 1769/2017, Mark 16:15). However, the literature does not address Christian leadership in this region thus Christian leaders may not know how to lead using Christian values in a Muslim setting. Under this umbrella, the theological aspect of being a living example of Christ is an important aspect of the role of any Christian in Saudi Arabia. This role is magnified due to Saudi Law prohibiting the establishment of Christian churches (The Embassy of the Kingdom of Saudi Arabia, 1992). Therefore, missiology becomes a vital aspect of the theological framework of Christian directors who desire to move the school forward and their team along the agenda set forth by God (Blackaby & Blackaby, 2011).

The literature also emphasizes the importance of Christian leaders being able to move a team forward and on the path of success. According to Blackaby & Blackaby (2011), leadership is moving people along on God's agenda. In the case of a Christian director leading an international school in a Muslim country, this mandate becomes a complex one. One issue that arises is that the leader cannot outwardly say that he or she is leading the school along on God's agenda. Leaders must be careful how they present their intentions and their word choice while leading international schools in Saudi Arabia. Although it is accepted to have Christian leaders in international schools, it is not yet acceptable for those leaders to introduce ideas that pertain to the Christian faith or have gatherings where they teach Christianity (The Embassy of the Kingdom of Saudi Arabia, 1992). In this regard, the Christian director should probably keep in mind the path that God has set before the leader and how to lead the team without openly giving God the credit for a particular vision or plan. When this happens, the director can still fulfill the

mandate of leadership as described by Blackaby & Blackaby (2011), without causing a rift between the Saudi principal who is the co-leader at the international school.

Christian directors at international schools in Saudi Arabia might benefit from understanding and showing the importance of serving every individual, regardless of his or her religious convictions and practices, as a child of God. However, it is not clear if Christian leaders are trained to lead in Muslim countries as a part of their educational process. Thus, if the leaders do not have previous training, serving every individual can be challenging for some Christian leaders since it requires leaders to be respectful of others' religious practices and avoid the temptation to change the structure of the school day, which by law must allow prayer times based on the Islamic faith (Ministry of Education, n.d.). However, if one understands that every individual is sacred, then one can accept the religious requirements for the schools that are embedded in the Muslim faith (Kilner, 2015; Kotter, 2012; Ng, Van Dyne, & Ang, 2009). For example, all schools are required to teach Islam and have prayer time included in the daily schedule. Thus, the students must read and memorize the Quran and have access to a prayer room to complete their daily prayers as mandated by the Islamic faith. Christian leaders should accept this and at the same time hold true to their Christian principles. The use of leadership models and competency-based leadership may help one create balance between the MoE mandates and one's Christian principles since one will most likely use cultural intelligence to navigate the situation (Alahaheri, 2017). The researcher believes that finding which types of leaders are most adept at finding this balance might be useful. Thus, this exploratory research addresses the leadership aspect in hopes that another researcher will address how to balance those leadership aspects with Christian principles. Moreover, identifying which specific competences can be used to guide and train future leaders might be useful as well. Therefore, the

research is designed to explore which competencies seem most important when navigating as a Christian leader in Saudi Arabia.

Staffing Challenges at International Schools

In addition to being culturally diverse, one of the challenges at an international school located in Saudi Arabia is finding qualified staff. Due to visa restrictions, schools can only hire teachers from certain countries and expatriate teachers have to be native English speakers (Ministry of Education, n.d.). Moreover, the Ministry of Education only allows a certain number of expats from one country to be employed by a company. For example, an international school with 1200 students is only allowed to hire 20% South Africans, 20% Northern Americans, and 10% other nationalities. The other 50% of the school has to be Saudi since the government has Saudization laws that aim to increase the number of Saudis employed in the public and private sector in accordance with Vision 2030 (Ministry of Labor, 2021).

Thus, international schools in Saudi Arabia face staffing challenges that are unique due to visa restrictions and the requirements the schools must follow according to the MoE and the Ministry of Labor (MoL). To ensure the schools are following the regulations set forth by the government, the MoL enters schools unannounced, and conducts sweeps and inspections of documents such as payroll, staff allocation, and will request a copy of the passports, visas, and iqamas of all employees (Ministry of Labor, 2021). Moreover, when a school does not meet the requirements given by the government, the school pays a fine.

Therefore, the Christian director may benefit from being an efficient manager who is able to keep track of the school's staffing and if the school is meeting the requirements set forth by the MoE and the MoL. Although the focus of the research is leadership, there are certain aspects of management (M) that all leaders should have when leading schools. According to Northouse

(2013) leaders should have management skills since M reduces chaos and helps the organization run effectively and efficiently. Thus, the staffing issue may not be a challenge for a leader who has managerial skills as well. Kotter (1990) stated that leadership and M are different constructs, but leaders and managers both use the skills found in both leadership and M. Thus, a leader who has the managerial skills such as planning and budgeting, the ability to organize and staff the school, and problem solve while controlling the direction of the organization, may be beneficial to international schools (Kotter, 1990). Bennis and Nanus (1985) stated that managers accomplish activities and master routines while leaders influence others and create change. Thus, for international schools with unique staffing issues, the directors may benefit from knowing how to manage and lead.

Blending the Current Culture with Saudi Arabia's 2030 Vision of the Future

On April 25, 2016, His Royal Highness the Crown Prince Mohammed Bin Salman announced Vision 2030. Vision 2030 is a framework designed to reduce the Kingdom's dependence on oil while diversifying the economy and developing the public sector (Saudi Embassy, n.d.). The plan has three pillars: to become the "heart of the Arab and Islamic worlds" (Saudi Embassy, n.d., p.13), to become a global investment powerhouse, and to transform the country's location into a hub connecting Afro-Eurasia. The plan also has three themes: a vibrant society, a thriving economy, and an ambitious nation (Saudi Embassy, n.d.). As a part of the vibrant society theme, the education sector will experience a level of reform as well. Instead of the traditional method of memorizing information, students are being encouraged to increase their critical thinking skills and ability to use technology in the areas of math, science, and engineering (Saudi Embassy, n.d.). Therefore, leaders may benefit from having a strong

background in EL since one will be responsible for overseeing the educational changes outlined in Vision 2030.

Moreover, under the leadership of HRH, international schools are moving towards being led by locals instead of expat leaders (Ministry of Education, n.d.). Therefore, leaders may benefit from understanding how to put the correct individuals in place who will lead the schools towards Vision 2030. According to Grant (2019), leaders should be able to hire the right team and empower others to work in their specialty areas if the school is to develop and remain relevant. Moreover, to sustain those changes required by Vision 2030, the school may benefit from having leaders who can create an environment where others will take ownership over their areas of expertise and where leaders might shape their followers in a manner that may create a reform in the culture of education (Kotter, 2012).

The cultural or religious requirements for schools in Saudi Arabia are also an important factor for leaders. By understanding how the culture influences the daily lives of the people and how Islam and the culture can be one entity in certain situations, leaders may have the ability to navigate the expectations for leaders in Saudi Arabia. For example, the Christian director who understands the importance of scheduling breaks during the school day for prayer while still creating an environment that meets the requirements of the American or British accreditation institutions, will meet the requirements of both accreditation systems. Thus, having a leader who is knowledgeable in several disciplines and schools of thought to shift the culture of education and move the school towards Vision 2030 means that the leader should have certain leadership competencies (LC) which may help one eventually meet the ultimate goal of having nationals lead the educational sector of the country (Grant, 2019).

Statement of the Problem

At the current moment, there is not a research-based leadership profile to guide recruiters in selecting Christian directors or to help Christian leaders determine if they want to lead international schools in Saudi Arabia. This research will address this problem by exploring which LC recruiters and Saudi principals identify as most essential for Christian directors at international schools in Saudi Arabia. As more international schools in Saudi Arabia hire Christian leaders, it is important to explore which competencies are essential for leaders in this area. The use of these competencies may help institutions hire individuals with the essential traits to lead their schools in a collaborative manner with the Saudi principal (Gigliotti, 2019). As international schools adjust their curriculums and M to meet the goals of Vision 2030, it will become important to have individuals who have the necessary skills to move the schools forward. Thus, exploring which competencies are essential may help determine which Christian leaders are prepared to lead in non-Christian environments, with a focus on leading in a Muslim country.

Although there is research on competency-based profiles and EL in diverse environments, there is a gap in the literature regarding competency-based leadership in the Middle East. As education becomes more global and Christian leaders serve in different regions with various cultures and religious practices, it is important to hire leaders who have the potential to be effective leaders in Saudi Arabia. However, there is a gap in the research concerning how Christian leaders in the Middle East can lead international schools and intertwine spiritual leadership and transformational leadership into their EL practices. In Saudi Arabia, the gap in the research is even broader since Saudi Arabia has been a closed country for decades. However, under HRH, Saudi Arabia is opening its borders to tourist and individuals from different

religious backgrounds (Saudi Tourism Authority, n.d.). Thus, the potential for more Christian leaders to enter the country and lead international schools in Saudi Arabia may increase as well.

Therefore, exploring which competencies are essential may also help Christian leaders in Saudi Arabia determine if they are prepared for the unique challenge of leading in a diverse environment. According to Gigliotti (2019), it is important to understand the competencies that are associated with leadership. However, when Christian leaders are hired to lead schools in Saudi Arabia, the interview process may not include a portion where the leader will explain or demonstrate proficiency in competency-based leadership. Yet, these competencies matter given the complexity of leading in an interconnected and globalized educational environment (Gigliotti, 2019). Moreover, when leaders experience a cultural shift or work in culturally diverse environments, these leaders ought to have a level of cultural intelligence in addition to LC (Gigliotti, 2019; Livermore, 2015). For the Christian leader in Saudi Arabia, these competencies and cultural intelligence may be essential since the leader will experience a cultural shift in addition to the complexities of being an educational leader in a foreign country. Thus, a competency-based leadership profile may assist in their endeavor to be successful in an educational setting in the Middle East.

Purpose Statement

The purpose of this qualitative exploratory study was to identify which LC were recommended by recruiters and Saudi principals for Christian directors at international schools. According to Gigliotti (2019), LC are the “skills, knowledge, and behaviors that lead to successful performance” (p. 6) in an organization. In Saudi Arabia, these skills, knowledge, and behaviors are likely different compared to those who lead in an environment that allows the open practice of Christianity. Thus, when Christian leaders decide to take leadership positions in Saudi

Arabia, they may benefit from having a certain set of skills, knowledge, and behaviors that will enable them to be successful (Gigliotti, 2019; Livermore, 2015). In this regard, competency-based leadership was the framework on which this research was based.

The theories that guided the identification of which skills, knowledge, and behaviors the interviewees saw as important for directors were based on the studies of educational leadership, transformational leadership, spiritual leadership, and cultural intelligence. Educational leadership (EL) is using the resources and collective knowledge of educators to achieve an educational goal (Richert, Ikler, & Zacchei, 2020). Transformational leadership (TL) is the ability to change or transform an organization, so it is more effective and meets the organization's stated purpose (Judge, & Piccolo, 2004). Spiritual leadership (SL) is moving people along God's agenda (Blackaby & Blackaby, 2012). Cultural intelligence (CQ) is the ability to effectively function across different cultures (Livermore, 2015). Together, these forms of leadership and cultural intelligence may help explore which competencies seem most essential for Christian leaders in Saudi Arabia. Moreover, it may help give a foundation for future research about Christian leaders in the Middle East.

Research Questions

RQ1. What leadership competencies do the individuals responsible for recruiting expatriates to serve as the director of international schools in Saudi Arabia believe are most essential for that role?

RQ2. What leadership competencies do Saudi principals working in collaboration with expatriate directors at international schools in Saudi Arabia believe are most essential for that role?

RQ3. Based on the information gathered in RQ1-RQ2, which leadership competencies would seem to be essential for expatriates serving as the director of international schools in Saudi Arabia?

Assumptions and Delimitations

As the researcher began to investigate the gap in the literature, it was important to understand the assumptions and delimitations that help frame the research topic. The assumptions below provide a starting point for the research while the delimitations provide the boundaries of the research.

Research Assumptions

This research assumed that the Saudi principals and recruiters had the experience and education needed to provide an informed opinion regarding which competencies are essential for Christian directors in Saudi Arabia. Since these individuals will determine which competencies they believe are most essential, it is assumed that they understand competencies and how competencies influence one's ability to be an effective leader.

This research assumed that leadership skills and knowledge addressed in the literature of EL, TL, SL, and CQ were sufficient to categorize most of the comments about leadership likely to be mentioned in this research.

Finally, the research assumed that the recruiters and Saudi principals interviewed were a fair representation of the population researched. Since the purpose of the research was to explore what recruiters and Saudi principals report as the leadership qualities needed for effective leadership by expat Christian directors of international schools, only recruiters and Saudi principals were interviewed. The sampling method was purposive sampling based on the researcher's access to individuals who were willing to participate in the study. Moreover, the Saudi principals who participated in the research came from the two international schools with the longest history in the Kingdom. Both Fisk and Rams also have international schools in more than one region of Saudi Arabia, so the principals in these companies may also have greater

insight about which competencies are more essential based on the cultural differences found in each region.

Delimitations of the Research Design

This research focused on international schools in Saudi Arabia that are required to meet Cognia and Ministry of Education accreditation requirements.

1. Thus, the research was delimited to international schools located in Saudi Arabia that must meet both accreditation requirements.
2. The research was delimited to the international schools Rams and Fisk.
3. The research was delimited to competencies based on the literature on cultural intelligence as well as transformational, spiritual, and educational leadership; other competencies mentioned in the interviews will be listed in a category labeled *other* (O).
4. The research was delimited to recruiters and Saudi principals that the researcher had access to due to previous professional affiliations.

Definition of Terms

1. *Christian leaders*: Leaders who identify as Christians and have professed Jesus as their Lord and Savior.
2. *Closed country*: A country that does not offer tourist visas. Only people who are working or can prove they are visiting blood relatives can enter the country on a 90-day probationary period.
3. *Cognia*: A company based in Arizona that gives international schools the ability to give their students American curriculum-based diplomas.
4. *Competency-based leadership*: Leadership based on certain skills, behaviors, and knowledge (Gigliotti, 2019).
5. *Cultural intelligence*: “The capability to function effectively across national, ethnic, and organizational cultures” (Livermore, 2015, p.10-11).
6. *Educational Leadership*: Leadership that consists of, but is not limited to, a combination of political leadership, cultural leadership, moral leadership, pedagogical leadership, and organizational leadership in the context of educational leadership (Brooks & Normore, 2018).
7. *International school*: A school that is established with the focus of educating students by giving them a global perspective and exposing them to international affairs.

8. *Islam*: A monotheistic religion that believes that Allah is the one true God, and that Mohammed is his prophet.
9. *Kingdom of Saudi Arabia*: A country located in the Middle East that is ruled by a king who has total governing authority over the country.
10. *Leadership*: The ability to lead a team towards achieving a specific goal within a specific timeframe.
11. *Ministry of Education*: The sector of the Saudi Arabian government that controls and inspects all institutions of education.
12. *Ministry of Labor*: The sector of the Saudi Arabian government that controls and inspects all labor and determines which workers are allowed to be employed in the Kingdom of Saudi Arabia.
13. *Spiritual Leadership*: Moving people along God's plan or agenda (Blackaby & Blackaby, 2012.)
14. *Transformational Leadership*: Creates an environment conducive to change via idealized influence, inspirational motivation, intellectual stimulation, and individual consideration (Avolio & Yammarino, 2013).
15. *Vision 2030*: The modernization vision of the newly crowned prince that outlines reform in the fields of education, technology, and infrastructure with a focus on education of the current generation and preparing them to become competitive members of a global society.

Significance of the Study

This study explored which competencies seem essential for Christian directors who desire to lead at international schools in Saudi Arabia. The lists of competencies were compiled based on the interviews with the recruiters and Saudi principals. The LC may be used as a tool to assist with hiring potential future leaders at international schools in Saudi Arabia. These competencies may also help Christian leaders determine if they are willing to serve as a director in Saudi Arabia. As Saudi Arabia develops into a more open country, it is important to know how to select the right Christian directors and leaders to improve the educational system while maintaining the traditional aspects of the culture that are mandated by Saudi Arabia's laws.

Moreover, this study may help fill the gap in the literature regarding EL in the Middle East. Since Saudi Arabia has been a closed country for decades, there is a gap in the literature on expatriates and EL at international schools. Hopefully, the research will encourage others to complete research on other aspects of international education and Christian leadership in Saudi Arabia.

Summary of the Design

This research used qualitative interviews to explore which competencies seem most essential. The research included interviews with individuals who are familiar with the leadership roles of directors. The researcher interviewed recruiters and other individuals who are responsible for hiring Christian directors for international schools in Saudi Arabia. The researcher also interviewed Saudi principals who work in collaboration with the directors to lead the international schools. These interviews helped the researcher compile a list of LC that were essential for expatriate leaders at international schools in Saudi Arabia.

After the interviews were complete, the researcher used the data from the interviews to explore which competencies were recommended by recruiters and Saudi principals for directors at international schools. In order to properly analyze the data and discuss it, the researcher read and re-read the transcripts from the interviews, coded the transcripts, organized the data in themes, determined how the themes are interrelated and then interpreted the data. According to Warren and Karner (2015), this method of looking at the data allowed the researcher time to accurately reflect on the data, organize the information, and sort it into thematic piles before trying to interpret the data and making recommendations based on the data.

CHAPTER TWO: LITERATURE REVIEW

Overview

The review of the precedent literature gives a framework for the current study. The literature review establishes the theological, theoretical, and previous research to create a foundation for exploring which competencies seem most essential for Christian leaders who lead in Saudi Arabia. Although there is extensive research on leadership and Christian leadership, there is not a significant amount of research on Christian leadership in Saudi Arabia. Thus, exploring the research and conducting interviews with recruiters and Saudi principals will assist the researcher's understanding of competency-based leadership in Saudi Arabia. Moreover, the literature will help the researcher see the concepts found in the literature and generate a general list of possible competencies for Christian leaders in Saudi Arabia.

Theological Framework for the Study

When looking at a framework for leadership, there are several aspects of the Bible that apply to leadership. In order for the theology of leadership to work for leaders, four essential elements should be present in accordance with Huizing's (date) definition of "theology of leadership: (a) a promotion of faithful discipleship; (b) a correlation between theology and general leadership studies; (c) placing theology within a context; (d) a constant reflection and development of theology" (p.67).

One of pillars of the theology of leadership deals with faithful discipleship. As a Christian, one is a follower or disciple of Jesus, which has certain requirements and comes with certain benefits. When Jesus discussed discipleship, he said that one has to deny self and take up one's cross in order to follow him (Matthew 16:24). In other words, one has to understand that there is a burden that comes along with following Jesus and being a faithful disciple. Just like the faithful servant, Christians are given certain privileges such as rights to salvation promised in the

Abrahamic Covenant, which also comes with responsibilities and accountability (Matthew 13:34-37; Genesis 12). As a part of these responsibilities, leaders should be upright and not give into ungodly practices or behaviors. Although not giving into ungodly practices may seem difficult to some, one must also understand that with discipleship, comes protections. For example, when the three boys refused to defile themselves and were thrown into the furnace, God protected them, and no harm came to them (Daniel 3). The same is true for Daniel in the lion's den, who was saved because he was found blameless before God (Daniel 6). Being a faithful disciple requires one to trust God and know that before one was even born, God knew the purpose and plan for one's life and the steps one would take to achieve that purpose and plan (Joshua 1:1; Psalms 37:23). Even as one walks in uncertainty while living in a foreign land, God is there to protect and guide Christian leaders who are faithful disciples (Psalms 23).

The next pillar of the theology of leadership is knowing the correlation between theology and general leadership studies. When the scripture states that one should study to show one is worthy or a skilled workman, this highlights the importance of the correlation between theology and general leadership studies (2 Timothy 2:15; 1 Chronicles 12:32). As a Christian, one should aim to study both the Bible and topics of leadership in the quest for knowledge and to gain understanding of leadership in general. When one is armed with knowledge of the scriptures and the secular knowledge needed to perform the duties of a leader, then one gains the ability to show God and others that one is a leader who is knowledgeable and skilled at one's craft. Moreover, being knowledgeable creates opportunity for elevation and promotion as seen in the Bible with individuals such as Daniel, Shadrach, Meshach, Abednego, and Moses who were all knowledgeable and highly skilled individuals in their fields because they not only studied God's word, but they also studied material in their field (Daniel 1:17-20; Acts 7:22). When leading

others, one's foundation should be in the scriptures and the literature in one's field should be used to help build a solid theology of leadership. Thus, leadership is not only knowing the scriptures, but also knowing the literature in one's field and how it applies to one's role and responsibilities as a leader.

Another pillar involves one using the theology of leadership within a certain context, in this case the context of living and working in the Middle East. In the school setting, leadership involves one making changes that will hopefully improve the quality of education. The scriptures instruct one to train children in the ways they should go in life so when they are older, they will continue upon that path (Proverbs 22:6). Thus, school leadership requires one to partake in the training of students in a manner that will prepare them for their futures. Moreover, school leadership also involves Christians working and serving others in the school community as if they are serving God (Colossians 3:17). Understanding the context of leadership in the school setting is important but leading in a non-Christian school setting presents a different set of rules and behavioral patterns. In the context of Christian leaders in the Middle Eastern region, one should know the cultural climate of the region to understand what is acceptable. Just like Daniel, Shadrach, Meshach, and Abednego had to maneuver in a non-Christian setting while still serving the king, Christian leaders have to do the same when working in the Middle Eastern region. By staying focused on God's commandments while working to fulfill one's daily responsibilities, one may find success as a school leader in a non-Christian environment (Joshua 1:8). Moreover, if one is not sure how to lead in one's current environment, then one should seek God who freely gives wisdom to those who seek him (James 1:5).

Theology of Leadership in Education

Although Huizing (2011) gave his pillars for a theology of leadership, the researcher believes the theology of leadership in education is centered on vision, discipleship, and reflecting the image of God.

Vision

Before one can consider leadership, the researcher believes having a vision to follow is essential. Christian leaders receive their vision from God for an appointed time and for a specific purpose; the role of the leader is to push forth that vision even in the face of adversity and when others are compromising their ethics to gain recognition and accolades (Habakkuk 2:3). Leaders are designed to do the work of the Father and that should be their main focus. Other obstacles will arise, but the leader must maintain one's integrity and always stand firm on the vision God has given for that appointed time.

This concept embodies the belief that vision is the force that helps create a future for all of those involved in the vision. It also gives the followers a blueprint they can read and follow as they fulfill their individual parts of the vision. When things in an organization change and the people need to know what to do next, the vision must be plain enough for the people to understand and personal enough for the people to want to run forward and complete their part of the vision. The scriptures encourage us to write the vision in a plain manner so others can read it and run with it at the appointed time (Habakkuk 2:2-3). Thus, the vision must be written in a plain manner that not only instructs but inspires as well.

However, for the vision to work, the leader should see the big picture and be a visionary. It is important to have a clear vision for the people to follow which includes a role for each individual. If a leader looks at the company like a body, then the leader may be able to find ways

for each member of the body to be a productive individual. Just as we are several members of the body of Christ, employees are several members of an organization (1 Corinthians 12:12). Giving each member of the organization a clear job description and assigned tasks may help the company function properly. As a leader who represents the head of the school, it is important to have a clear vision and the ability to guide the other members in the right direction. Just as Christ is the head of the Church who determines the vision and growth of the Church, leaders are the head of their schools and determine the vision and growth of their team (1Colosians 1:18).

Discipleship

Another important aspect of leadership is using the vision to create disciples. Having a vision and being able to see the big picture does not help the team if the leader does not have the ability to mold and develop the followers. When working in various positions, people should know that their supervisors have their best interest in mind. One of the ways to show this is by coaching the employees and showing a level of confidence in them (Kouzes & Posner, 2017). When employees feel valued, then they will put forth more effort and work to see the entire team succeed. According to Bennis (2009), authentic leaders build relationships with their followers to help them develop and succeed. These types of relationships are seen throughout the Bible and one that stands out the most is Elijah and Elisha. Elisha is a young man when he meets Elijah who coaches him and builds his confidence to become the next prophet in the land. In 2 Kings 1-2, the Bible tells of their close relationship and how Elijah helps Elisha build his confidence in God and eventually his confidence in himself. Leaders should be able to do the same with their employees and pass the torch or mantle just like Elijah. Even Jesus selected his leaders with a mission in mind and educational leaders should do the same (Mark 3:14; Luke 6:13). The good

works and the character of the leader is a light that shows others God since the leader is a living example who glorifies God (Matthew 5:16).

Reflecting the Image of God

In the realm of education, the image of God is a crucial factor. Kilner (2015) reminded his readers of the special sacredness every individual possess since mankind was created in the image of God (Genesis 1:26). Therefore, education must reflect that sacredness and give every individual an education that fits his or her needs. For example, since mankind is made in the image of God and is sacred, a special education student is equally entitled to a proper education as a gifted student when it comes to special programming and classes that are designed to meet the academic abilities of the student. It is also important to note that every student, regardless of his or her station in life should receive an education that is complimented by quality textbooks, technology, and other resources that are needed in addition to certified/qualified educators. The realm of education should not be tiered based on ability and economic factors. Education should be tiered based on student need and the students' comprehension abilities. Thus, understanding the image of God and how mankind is made in the image of God, highlights the importance of advocating for quality education for all. Every individual is made in the image of God and should be treated with the same degree of sacredness.

The fact that mankind is created in the image of God dictates how leaders should treat their followers. Leaders must advocate for their followers and demand that everyone is treated fairly and with respect. Just as Jesus intercedes on the behalf of mankind, leaders must intercede on behalf of their followers (Romans 8:34). Moreover, since everyone is made in God's image, advocacy should be a priority for all leaders who understand the sacredness of mankind (Genesis 1: 26; Kilner, 2015). Leaders also have the responsibility of encouraging their followers by

bringing forth a message of hope and love that is centered on the victories and fulfillment one will experience as one conforms to the image of Christ (Philippians 4:8). As the conformation takes place in the followers' individual lives, leaders should also make a conscience effort to reach out and engage their followers as the group makes an effort to conform to the image of Christ as a whole. It is the responsibility of the leader to set an example, encourage others, and remind other Christians to keep growing from glory to glory as Christians collectively make the journey of conformation which will be fulfilled either upon death or the resurrection (2 Corinthians 3:18).

Application in the Middle East

As one understands faithful discipleship, the correlation between theology and general leadership studies, and leadership within the Middle Eastern context, then one should strive to constantly reflect and develop their theological framework. Part of the reflection process involves the believer meditating on God's word and seeking to understand how to implement the scriptures in one's daily life (Psalms 1:2). Moreover, as one seeks God and reads the scriptures, one should aim to understand what the scriptures are saying and how one can use this knowledge (Proverbs 4:17). This reflection process may then help one grow and develop as a believer who will eventually show maturity in one's life and leadership role as one gain understanding and wisdoms (1 Corinthians 13:11). As a result of gaining understanding and wisdom, one's development of theology should also develop as one moves from one level of faith to the next level of faith as a result of serving God and seeing his benefits and faithfulness (Romans 1:17). However, this theology of leadership still needs to be further discussed and researched for those leading in the Middle Eastern region.

The topic of Christian leaders who lead in non-Christian countries needs a more in-depth discussion and analysis since no other study has explored this topic, especially in Saudi Arabia. Leadership is a spiritual concept that is discussed and addressed through the lives of several biblical characters. Each individual's life and ministry highlight a different aspect of leadership that can be applied to the field of education. Moreover, theology teaches leaders the importance of leadership as it aligns with spiritual principles. Thus, the theology of leadership shows leaders how to lead diverse groups while maintaining their Christian values.

According to Huizing (2011), the theology of leadership requires one to use faith while seeking an understanding of leadership. Thus, leaders should use a faith-based or spiritual-based foundation to guide their leadership practices. In this regard, Christian leaders should not only center their leadership practices around general leadership theories, but they should also include elements that are God-governed, Christ-centered, and scripture-based.

A theology of leadership that is God-governed should include a leader that is proactive and is valued in the eyes of God (Forrest & Roden, 2007; Huizing, 2011). Since a key aspect of leadership includes influencing others, Christian leaders should be governed by godly principles. Godly leaders should look for, pursue, and follow up on opportunities to move others towards a divine agenda (Howell, 2003). Leaders who are God-governed should exhibit patience and the ability to influence others in a positive manner. Moreover, the leaders should have the capacity to seize God-given opportunities, whether great or small.

Secondly, Christian leaders should have a Christ-centered perspective that is purposeful and focused on fulfilling their God-given duties and responsibilities (Forrest & Roden, 2007; Huizing, 2011). The theology of leadership by design involves leaders who understand that they are not the focal point since the focus is the people, who are essential to God's overall purpose

and plan for humanity. According to Howell (2003), biblical leadership is people and kingdom oriented, thus, leaders should focus on developing the people as individuals rather than being driven by completing a certain program. By focusing on developing the people, the leader may actually gain the ability to enhance the program planning since the people's skills are developed in a manner that will eventually meet the needs of the prescribed program or plan. Moreover, when the leader is kingdom oriented, the leader may gain the ability to make significant organizational change. This may occur due to the leader focusing on standing with the people and helping them develop their gifts, which in turn benefits the organization (Forrest & Roden, 2007). Therefore, if the leader is purposeful and stands with the people in a Christ-centered manner, then the growth of the organization can be exponential.

Lastly, a theology of leadership should be scripture-based and comprehensive (Forrest & Roden, 2007; Huizing, 2011). With the use of biblical principles found in the scriptures, the leader can lead in both Christian and secular setting and in both formal and informal settings. Christian leaders should always pursue God's agenda, which includes helping others develop their gifts and using those gifts to help others. As leaders take the initiative to use their gifts to lead and develop others, "virtues are nurtured, skills are honed, and the opportunities for leadership are expanded" (Howell, 2003, p. 3). Thus, with the use of scripture, the Christian leader's influence can be comprehensive since it can influence a diverse group of people in a diverse setting due to the Christian leader being a representative of God.

Biblical Leadership Characteristics for Leading in Diverse Cultures

As Christian leaders look for spiritual examples of leadership, it is important for them to understand the characteristics of leadership according to the Bible. Thus, Christian leaders would benefit from an overview of SL and how it applies to their leadership roles in the secular context.

Moreover, since “spiritual leadership blends natural and spiritual qualities”, leaders may benefit from understanding the natural qualities of leading in Saudi Arabia and the spiritual principles of leadership in general (Sanders, 2007, p. 28). Similar to the qualifications for being an elder or deacon, the natural qualities such as being dependable and modest, having self-control and good judgement coupled with the spiritual principle of being anointed and having vision may help the leader influence others by their behaviors and overall personality (Titus 1; 1 Timothy 3; 1 Peter 5)

Moreover, leaders who understand the difference between SL and religious leadership may have a greater impact in an environment that is religiously diverse. This can be seen in Jesus spiritual ministry compared to the religious ministry of the pharisees (Matthew 23: 1-39). According to Fry and Nisiewicz (2013), leaders have the ability to implement and practice SL without using religious theory. In other words, one can lead using spiritual practices that are universal to create an inclusive team. For example, leaders who lead with love, the greatest commandment, may have the ability to have a greater impact on team dynamics compared to leaders who outwardly use the Bible or a religious text to guide their practices (1 Corinthians 13:13). This is important in Saudi Arabia since the only religion allowed to be publicly practiced is Islam. SL allows the leaders to use spiritual principles in any context since “nondenominational spiritual practices and world religions are fundamentally based on love and service to others.” (Fry and Nisiewicz, 2013, p. 8). In this regard, Christian leaders can integrate SL into their leadership practices since SL establishes a culture based on the values of love and acceptance. Religious leadership on the other hand focuses on the religious practices and dogma which is not acceptable in Saudi Arabia unless the religious practice is from Islam (Fry and Nisiewicz, 2013; Ministry of Education, n.d.).

Christian leaders in any context must also understand the importance of serving every individual, regardless of his or her religious convictions and practices, as a child of God (Luke 6:31 & Ephesians 4:32). It can be challenging for some Christian leaders to be respectful of other's religious practices and avoid the temptation to change the structure of the school day, which by law includes prayer times based on the Islamic faith (Ministry of Education, n.d.). However, if one understands that every individual is sacred, then one can accept the religious practices embedded in the Muslim faith (Kilner, 2015, Kotter, 2012, & Ng, Van Dyne, Ang, 2009). For example, all schools are required to teach Islam and have prayer time included in the daily schedule. Thus, the students must read and memorize the Quran and have access to a prayer room to complete their daily prayers as mandated by the Islamic faith (Ministry of Education, n.d.). Christian leaders should accept this and at the same time follow their religious convictions while serving as a leader. Finding that balance and having the ability to do so is where one must use cultural intelligence to navigate the situation (Alahaheri, 2017). Thus, as leaders develop their ability to serve others, they may also develop their ability better serve diverse teams in Saudi Arabia.

Example of Leadership in the Bible

Thus, the realm of leadership requires leaders to develop certain characteristics to lead and serve diverse teams towards the organization's vision and goal. When leading in the Middle East, leaders may benefit from having competency-based leadership skills that may allow them to lead a diverse group of people along God's agenda while also being culturally sensitive. In the Bible, there are several leaders who faced difficulties and challenges, but each leader gives one insight regarding the competency-based skills leaders need to be successful.

One leader in the Bible who showed the importance of SL and TL combined with CQ was Moses who led the people out of Israel and changed their mindset from being slaves to living in the Promised Land. In Exodus 3, God told Moses that he was to lead the people out of Israel because God heard their cry for help. This command from God gave Moses his agenda and vision. Without the spiritual vision given to Moses, Moses would not have been able to transform the minds of the people and lead them out of Egypt (Blackaby & Blackaby, 2011). This plan or agenda that was given by God is the “crux of spiritual leadership” (Blackaby & Blackaby, 2011, p. 38). Moses was not a charismatic leader, nor did he lead from an authoritative position (Exodus 3:1-4). However, Moses was able to lead a diverse group of people out of Egypt and towards the Promised Land (Exodus 12:38). This ability to lead a diverse group of people required not only SL and TL, but CQ as well. Moses possessed skills such as critical thinking, flexibility, and the ability to forge unity among a diverse group of people during a time when it was difficult to see God’s vision of the Promised Land in the wilderness and desired to return to their captivity in Egypt (Exodus 15). However, over time, Moses was able to transform their mindset and prepare the next generation to enter the Promised Land after being in the wilderness for 40-years.

Moreover, Moses was a leader who was well trained and educated in his field of work (Blackaby & Blackaby, 2011). Thus, the Bible shows the importance of leaders being highly skilled or having a formal education in their field like the requirement for educational leaders to have degrees in education and EL. According to Proverbs 22:29, a man skilled at his work will stand in the presence of kings and achieve greatness. Although it should be noted that being skilled does not always require a formal education. Moses grew as a thinker and theologian well before he became a leader (Acts 7:22). Before he led the people out of Egypt, Moses was a high-

ranking official who was responsible for overseeing projects in Egypt (Acts 7:22-25 and Exodus 1-2). Thus, Moses exemplifies how important it is for one to be knowledgeable in one's field as well.

However, with that knowledge, the leader must not be tempted to do everything alone. Due to Moses being able to complete several tasks, he did not understand how to delegate the work and took the time to judge every case until Jethro advised him to train others and delegate the work to them as well (Exodus 18:13-26). Like most skilled and knowledgeable leaders, Moses assumed that because he could do it that he should do it; a mistake leaders can easily make when they are knowledgeable and highly skilled in their field (Exodus 18). However, because of the advice from Jethro, Moses learned to train others and have them assist him with his duties. Leaders who assign tasks to others in the organization have unlimited potential since they can focus on other items instead of being consumed with one task.

In addition to being a well-trained and educated leader, Moses also understood that his training and education was not a replacement for spending time with God and learning God's plan for this life and the people he led. Moses understood that leaders influence others by who they are and by what they do (Blackaby & Blackaby, 2011). Thus, Moses was motivated to spend time with God since he was not a natural leader (Exodus 4:10 and Exodus 18:13-27). Moses's accomplishments in leadership were a direct result of him spending time with God and being extremely humble (Exodus 3, 32, & 33). According to Numbers 12, Moses walk with God was so close that his siblings Aaron and Miriam mocked him. However, it was this close walk with God that allowed Moses to understand God's plan and to move the people towards the Promised Land. Leaders must have the ability to see the vision God has for the people and the

ability to make that vision so plain that the people understand it and are able to complete their part to help the plan or vision become a reality (Habakkuk 2:2).

Moses was also a leader who understood the importance of staying with the people until God's plan comes to fulfillment. According to Sanders (2007), a leader is concerned about the people and not one's own comfort or prestige. Even when the people had to wander in the wilderness for 40-years, Moses stayed with them and continued to change their mindset due to the conditioning they received while being slaves in Egypt (Joshua 5:6). Moses was determined to stay with the people until the plan of God was fulfilled. Moreover, Moses adjusted his life plans to God's will. Moses was a shepherd who lived with his wife and son before his experience with the burning bush; however, after his encounter with God, Moses changed his entire life to submit to God's will (Blackaby & Blackaby, 2011; Exodus 2). Moses left the fields to tend to God's plan and delivered the people from their oppression in Egypt. Moreover, Moses also showed leaders the importance of not abandoning the people when things go awry. When the people made a golden calf and offended God, Moses did not leave the people behind, but he reprimanded them and encouraged them to continue to trust God and God's plan (Exodus 32). Leadership requires one to focus on the people and even when the people are not performing to their potential or make mistakes, the leader never abandons the people (Blackaby & Blackaby, 2011). Although leading such a doubting group of people in the wilderness for 40-years was not an ideal experience, Moses rarely allowed his personal feelings and desires to interfere with his God given purpose. Moses was dedicated to God's plan; even when things were uncomfortable, Moses continued to lead the people and intercede on their behalf (Blackaby & Blackaby, 2011; Exodus 32; Sanders, 2007). In this regard, Moses shows leaders that it is vital to stay with the people and lead them until the plan of God is fulfilled. Even when the people failed and were

sentenced to spend 40-years in the wilderness, Moses did not disobey God and leave the people behind; Moses stayed and worked to transform their thinking through the word of God and the guidance of the Holy Spirit (Blackaby & Blackaby, 2011; Romans 12:2). Moses makes it clear that the only reason any leader has for leaving behind one's followers is when God clearly guides one to do so. Therefore, if one has the ability to extend one's two-year contract as a leader in Saudi Arabia, then one should do so if it is not time to leave behind one's followers.

Moreover, Moses shows leaders the importance of building other leaders and leaving someone who can assume the mantle and continue to lead the people. When Moses was overworking himself by completing all the judgements for the people, Jethro advised Moses to elevate elders from every tribe to help with the workload (Blackaby & Blackaby, 2011; Exodus 18). When leaders take the time to delegate the workload and train others, they can build a stronger organization where several members of the organization are able to take responsibility for different tasks. Leaders need the ability to make momentous decisions with confidence and this can only happen when the leader has time to prepare for what is to come; therefore, it is imperative for the leader to delegate certain tasks to others to secure time to create a plan of action (Blackaby & Blackaby, 2011). Moreover, by training others to complete certain tasks, leaders may gain the ability to plan and develop fresh and innovative ideas that can only come to mind when one has the time to reflect and think. Mastering the art of delegation may be an essential aspect to maintaining a fresh outlook and an open heart and mind since it gives the leader time to organize and execute God's plan. As leaders delegate work to others, leaders may also gain the ability to see which individual will accept the mantle when the time is right. While Moses fell short of the goal of leading the people to the Promised Land, Moses was able to train Joshua who would not only lead the people but surpassed Moses as a leader (Blackaby &

Blackaby, 2011; Joshua 1). Moses was faithful until the end of his life and knew that although he was able to transform the mindset of the people while in the wilderness, he still needed a successor who would lead the people into the Promised Land.

Overall, Moses serves as a fitting example that leaders can use spiritual principles and general leadership principles to transform the mindset of a diverse group of people and prepare them for the promises of God. Moses was well educated and skilled in his field, which also highlights the importance of leaders having knowledge in their particular field if one desires to perform well and lead the people with confidence. Moreover, Moses led with cultural intelligence by using the elders of each tribe to help him manage the people and collaborate in a manner that allowed Moses to have time to focus on the bigger picture of bringing the people into one accord so they could eventually enter the Promised Land (Blackaby & Blackaby, 2011). Thus, from a theological standpoint SL and TI along with CQ has the power to lead people from slavery to the promises of God where life overflows with milk and honey. Moreover, Moses shows how competencies such as critical thinking, flexibility, forging unity among the team, delegating tasks, being educated and well trained, and a team player who trains others may have contributed to his success as a leader.

Theological Summary

The theological framework of leadership from a Christian standpoint takes care and a special individual who can lead in Saudi Arabia. Leaders who are surrounded by diverse groups of people who may have different religions and values may have success when they have the ability to stand firm in their personal convictions. When leadership demands that one refrains from explicitly mentioning God or when laws are in place to prevent one from openly worshipping God, then leaders who have relationships outside of the workplace that are religious

in nature may help the leaders strengthen their spirituality. In this regard, leaders may benefit from understanding cultural intelligence in a manner that may enable them to lead without offending others and at the same time maintain a strong spiritual relationship that provokes them to remain a Christian leader who follows spiritual principles. It is possible for Christian leaders to lead a team in a Muslim country, but it is a task that is not designed for every leader.

Theoretical Framework for the Study

Leadership is a topic researched and explored by researchers in several fields. Regarding Christian leadership, research gives leaders a foundation for leading organization and school systems, but there is little research on leading in Muslim countries with a focus on leading in Saudi Arabia. As Christian leaders branch out to other areas of the world, it is important for them to understand the competencies required to lead in different environments. Christian leadership in the Middle East presents a specific set of obstacles, but when leaders are given competency-based training to lead a team, Christian leaders can be successful in diverse organizations (Bolden & Gosling, 2006).

Foundations of Leadership and Management

The theoretical foundations of leadership and M are complex since it considers several decades of research. Although leaders need some management skills to manage the budget and staffing, leadership and M are quite different. Leadership is the process of “inducing followers to act for certain goals that represent the values and motivations-the wants and needs, the aspirations and expectations- of both leaders and followers” (Burns, 1978, p. 19). Management on the other hand is concerned about controlling human resources since it is believed that the employee does not have any ambition to be great or to seek responsibility unless there are tangible rewards (Maslow, 1998). Dugan (2017) went further by stating that M is leadership with

the absence of ethics. Thus, Mt is focused on the process of completing a task and not necessarily making change in an organization. Therefore, M is necessary, but it is an “insufficient tool for addressing the complex social, political, and scientific issues that require leadership” (Dugan, 2017, p. 20). When making change based on organizational goals, leaders may need some of the skills and tactics found in M practices. Leadership requires the leader to have a “good cognition of the skills, talents, and abilities of every single person in the group” to effectively make change and lead the team towards the goals of the organization (Maslow, 1998, p. 152). Leaders are thus responsible for using their skills and the skills of others in a manner that may lead to possible success by achieving the organizational goals and vision. Moreover, leadership is culturally contingent since cultural norms influence how leadership is understood, experienced, and enacted in an organization (Dugan, 2017). Therefore, leadership is viewed differently in diverse cultures since each culture will place a different value on certain aspects of leadership such as collaboration, goal setting, and team dynamics.

In addition to understanding how leadership is interpreted from a cultural perspective, one may also benefit from studying the theories available and deciding which aspect of each theory will benefit the team one is leading. It is also important for the leader to choose LC that are true to the leader’s personality so the leader can be an authentic leader (Bennis, 2009). There are numerous theories of leadership that exist, but one must choose LC that are spiritually aligned if one desires to be seen as an authentic spiritual leader. Moreover, the leadership approach itself changes based on the environment, leader, and other factors that may influence the leader’s approach. For example, trait-based leadership is centered around the leader and the leadership role rather than the collective process of the group. Under this form of leadership, the leader may be selected based on the leader’s inherent traits and not necessarily the leader’s

ability to grow and adapt to the situation and culture (Dugan, 2017). Thus, trait-based leadership may not be the best type of leadership in an organization that must meet the goals of Vision 2030 while transforming the school. Situational leadership on the other hand does not focus on the inherent traits of the leader. One aspect of situational leadership's focus is a leadership "style comprised of low-directive and low supportive behaviors" which may not work in an environment that needs a level of transformation to meet the goals of Vision 2030 (Dugan, 2017, p.131). However, TL focuses on developing both the leader and the follower to their fullest potential (Dugan, 2017). In this regard, TL may be better suited for a leader in Saudi Arabia who desires to use aspects of SL and work towards meeting the goals of Vision 2030. Moreover, TL is concerned about the leader having a vision for self and a vision for the organization.

As leaders, it is important to have a clear vision for the people to follow that considers the role for each individual. If a leader looks at the company like a body, then the leader will be able to find ways for each member of the body to be a productive individual. Just as there are several members of the body of Christ with distinct functions, employees are several members of an organization (1 Corinthians 12:12). Thus, each member of the organization who has a different function must have a clear job description and assigned tasks to make sure the company functions properly. A leader who represents the head of the company benefits from having a clear vision and the ability to guide the other members or body in the right direction. Just as Christ is the head of the Church who determines the vision and growth of the Church, leaders are the head of their companies and determine the vision and growth of their organization (1Colosians 1:18). Moreover, leaders with a vision understand the importance of their work and that no one else can complete the task in the manner in which they can do so (Bennis, Spreitzer, & Cummings, 2001). Although, it is the leader's responsibility to move the organization

forward, this can only happen if the leader develops a clear vision and clear roles for each member of the company (Blackaby & Blackaby, 2012).

Most importantly, leaders coach their team towards success. Having a vision and being able to see the big picture does not help the team succeed if the leader does not have the ability to mold and develop the followers. When working in various positions in an organization, people find comfort in knowing that their supervisors have their best interest in mind. One of the ways to show this is by coaching the employees and showing a level of confidence in them (Kouzes & Posner, 2017). When employees feel valued, then they will put forth more effort and work to see the entire team succeed. According to Bennis (2009), authentic leaders build relationships with their followers to help them develop and succeed. These types of relationships are seen throughout the Bible. One leader that stands out is Elijah due his relationship with Elisha.

Elisha was a young man when he met Elijah who coached him and built his confidence to become the next prophet in the land. In 2 Kings 1-2, the Bible tells of their close relationship and how Elijah helped Elisha build his confidence in God and in himself. Leaders should be able to do the same with their employees and, just like Elijah, have the ability to pass on the torch when the leader is done and decides to move on towards another endeavor. However, before one is able to pass the mantle to the next person, one benefits from understanding how to develop future leaders.

Competency-Based Leadership Development

Competency-based leadership has roots in the work of psychologist David McClelland. McClelland proposed that the traditional tests of intelligence to determine if one was suited for leadership were “too far removed from practical outcomes” (Gigliotti, 2019, p.5). McClelland’s body of work focused on “personality variables or competencies of life outcomes” to determine

if an employee would have positive outcomes in the future (Gigliotti, 2019, p.5). Moreover, McClelland introduced cultural competencies, communication competencies, emotional intelligence, and other interpersonal qualities as important factors employees should consider beyond the common intelligence test. In his 2006 publication *What Leaders Need to Know and Do*, Ruben developed the ideas of McClelland by providing an overview of professional writings which eventually lead to Ruben developing an inventory of factors that would help one be an effective leader in various settings (Gigliotti, 2019). From this inventory, Ruben identified five major areas of focus for LC: Analytic, personal, organizational, positional, and communication. Thus, McClelland and Ruben both help establish the foundation for competency-based leadership and leadership development.

In the realm of competency-based leadership development, leaders are developed based on the skills and underlying personal characteristics related to superior performance that one needs to lead in a certain environment (Muratbekova-Touron, 2009). Leaders who have several competencies may be successful and develop as individuals who grow in accordance with the needs of the organization, which may be beneficial for those leading in Saudi Arabia (Van Velsor & McCauley, 2004). Effective leaders in a non-Christian environment understand how to develop spiritually in an environment where Christianity is not interwoven through their work and personal lives due to the religious beliefs and constraints of the Middle East. In this regard, competency-based leadership requires leaders who have the ability to grow in isolated environments (Kilner, 2015). In the middle eastern region, this isolation can take the form of an environment where one is not given the daily spiritual nourishment to conform continuously to the image of Christ. Leaders in Saudi Arabia have the possibility to transform from good to great leaders as they transform to meet the different leadership requirements.

Moreover, competency-based leadership development focuses on preparing leaders to answer the call in the environment in which they are serving. Christian leaders will eventually balance the need for their personal spiritual growth with the growth and development of the organization. For one to make a significant impact on the organization in the Middle East, being culturally sensitive to the needs of the team and acknowledging that there will be moments when one's religious convictions and the Muslim culture will clash is important (Alahaheri, 2017). According to Spencer and Spencer (1993) when this happens, the leader should be more concerned with leading the team and developing the organization than creating a new initiative that will reshape the organization. This perspective is aligned with Ruben's organizational and communication competencies since the focus is on how to communicate in an effective manner that is also best for the organization (Gigliotti, 2019). Thus, competency-based leadership will elevate the organizational goals over the personal goals and convictions of the leader (Spencer & Spencer, 1993). Although this practice may conflict with one's Christian convictions at times, it is important for Christian leaders who take the responsibility to lead organizations in the Saudi Arabia to focus on the goals of the organization. Therefore, the development of LC may help give a general description of the skills, behaviors, and knowledge a leader should have if they are to be successful in Saudi Arabia.

Overall, these theories of leadership models may help determine if the Christian director is prepared to lead an international school in Saudi Arabia. The theoretical framework has a twofold purpose since this research is seeking to explore which competencies are recommended by recruiters and Saudi principals and to give possible Christian directors an understanding of competency-based leadership at international schools in Saudi Arabia. These competencies may help one understand the leadership expectations and guidelines which are different from those

one may see in a Christian school or in the secular school setting in the Western culture. Thus, the essential competencies given during the interviews may give future Christian leaders a foundation for their leadership practices in the Saudi Arabia if they chose to lead in this setting.

Personal Development and Leadership Development

According to De Pree (1989) leadership is designed to be felt and experienced by both the leader and the follower. In this regard, authentic leadership should be reflective of one's personality and religious convictions. As a leader, it is important to follow a form of leadership that allows one to remain true to one's character and faith. Authentic leadership requires one to dedicate one's life to continuous development by studying and learning. It is important to constantly study leadership to become a master leader who will be able to lead without being ashamed of one's decisions and overall resume as a leader (2 Timothy 2:15).

Most of all, leadership requires one to always be authentic regardless of the situation and the team one is leading. This personal devotion requires one to not only know the philosophies of personal and leadership development, but to live according to these philosophies (James 1:22-25). It is important for leaders to constantly develop by being a student who seeks to understand how to develop (Proverbs 4:7). The student is one who reads and finds current information that is relevant to one's studies. Thus, leaders may benefit from taking the time to sit and learn what leadership looks like and how to implement what one has learned in the real-world setting. Leaders should study and remain steadfast in the face of adversity and understand that their goal is not to take the credit for the team's success, but to stand as an example of Christ, who is willing to sacrifice it all to move the people towards a goal/vision. Just like Christ died on the cross to fulfill God's vision, leaders should be willing to die to their flesh on a daily basis to lead their team to victory (1 Corinthians 15:31).

In EL, this mean that the leader has two main goals, follow God's plan and live a life of continuous growth. There will always be other issues that will arise, but leadership means focusing on the task God has given for the appointed time (Isiah 60:22). A part of leadership includes the obligation and responsibility to fulfill one's purpose according to God's standards (Matthew 25:23). Leadership is a challenge, but if one is able to stay the course, then all will be well.

Moreover, the Bible instructs the believer to study to show thyself approved (2 Timothy 2:15) Thus, leader should strive to be well read and up to date on the latest research in an effort to use this knowledge to develop personally and professionally. Wisdom in leadership consists of the leader knowing the vision and how to implement that vision. Leaders who have the correct knowledge regarding their position may find success since the lack of knowledge can be detrimental (Hosea 4:6). It is not enough to have the tile, but leaders should be knowledgeable and study their craft. Otherwise, they will ultimately bring destruction to themselves and the team. Thus, leaders should have the foundational knowledge of several theories of leadership and use the theories that are aligned with their religious convictions and their character traits. The most amazing aspect of leadership is that the leader is always growing and evolving and as this occurs, the way one leads will grow and evolve as well. Leadership should be seen as fluid since the environment, team, and vision will all help determine the type of leader that is needed for the appointed time.

Theoretical Literature

The leadership models that will be used for the research have been developed over time and in accordance with research conducted by others. Based on the foundational framework

presented by McClelland and later developed by Ruben, the LC framework is designed to highlight competencies that may lead to effective leadership.

Competency Based Leadership

Ruben (2006) established five competency areas with seven sub-competencies per area as outlined in Figure 1. These areas were developed from Ruben's content review of more than 100 professional, scholarly, and other sources that address the topic of leadership and identify factors of importance from the perspective of the authors. The thematic clustering yielded the five areas and their seven subareas.

Figure 1

Ruben's Five Competency Themes

Analytic Competencies	Personal Competencies	Communication Competencies	Positional Competencies	Organizational Competencies
Self-Assessment	Character, Personal Values, & Ethics	Credibility & Charisma	Education	Vision-Setting
Problem Definition	Cognitive Ability & Creativity	Influence & Persuasion	Experience	Management & Supervision
Stakeholder Analysis	Enthusiasm	Interpersonal & Group Orientation	Expertise	Information Knowledge & Management
Systems/Organizational Analysis	High Standards	Listening, Attention, Question-Asking, & Learning	Knowledge of Sector	Technological Capability
Analysis of Technology to Support Leadership	Personal Conviction & Persistence	Public Speaking, Presentation Skills, Debate, & Discussion	Knowledge of Organization	Empowerment & Supportiveness
Problem Solving	Self-Discipline & Self-Confidence	Diversity & Intercultural Orientation	Familiarity with Task Type	Teaching & Coaching
Review & Analysis of Results	Tolerance for Uncertainty & Risk-Taking	Role Modeling	Language & Vocabulary	Facilitation & Negotiation

Note: This figure is from "Competencies for Effective Leadership: A Framework for Assessment, Education, and Research," by R.A. Gigliotti, 2019, p. 23.

Thus, the literature gives an overview of competency-based leadership also known as trait theory of leadership, behavioral leadership, contingency leadership, and integrative leadership theories. The competency-based or traits theory of leadership includes the leader's ability, power and needs, personality, and motivation for leading (Costin, 2008; Northouse, 2016; Offerman & Coats, 2018). The leader's ability focuses on their leadership and M skills. According to Northouse (2013), leaders need technical, human, and conceptual skills to be successful. Leaders need knowledge about the work, the ability to work with people, and the ability to work with ideas and concepts. Northouse (2013) also stated that leaders have positional power derived from their rank and person power derived from their followers' perception of the leaders. Leaders can have positional power that is legitimate, reward based, or coercive and personal power that is referent and expert. Both position and personal power increase the leaders' influence on the behaviors, attitudes, and values of their followers (Kotter, 1990). Burns (1978) emphasized that the leaders' relationship with their followers and ability to use their power is based on personality. According to Carlyle's (1841) Trait Theory, leaders usually have one of five personalities: neuroticism, which makes them depressed, anxious, and insecure; extraversion, which makes them sociable and positive; openness, which makes them informed and creative; agreeableness, which makes them accepting, nurturing, and trusting; and conscientiousness, which makes them organized, dependable, and controlled. Based on the leader's personality, one can then determine if one has the right motivation for leading and is willing to tackle organizational problems, exert one's influence, and commit to the social good of the organization (Northouse, 2013). The competency-based leadership model focuses on the competency or the ability of the leader to do something or in the case of this research, lead the

international school towards fulfilling Vision 2030 in collaboration with the Saudi principal (Ministry of Education, n.d.).

McClelland (1987) claimed that a leader's behavior and performance is mainly based on the leader's need for achievement. Leaders led according to their desire to achieve, gain, or maintain power and affiliation. These three needs motivate leaders towards action and determine what behaviors can be seen in the leader. Moreover, the leader's ability to set goals and meet those goals is influenced by the leader's internal control, energy, and self-confidence. These three factors determine the amount of calculated risk a leader will take when moving a team forward (McClelland, 1987). In relation to this research, it is important to understand how leaders calculate the number of risks they are willing to take when leading an international school in an environment that can become resistant to change if the leaders deviate too far from the cultural norms of the society.

Educational Leadership

Educational leadership is a combination of different forms of leadership that when used together, helps develop one possible framework of EL. According to Brooks & Normore (2018), EL consists of, but is not limited to, a combination of political leadership, cultural leadership, moral leadership, pedagogical leadership, and organizational leadership.

Political leadership underpins effective education for citizenship since it is a working understanding of power, influence, and authority in the educational sector (Brooks & Normore, 2018). Under political leadership, the leader's understanding of power dynamics and team dynamics may be essential to the leader's effectiveness. Leaders should also be aware of how the government's decisions affect the overall structure of the school by influencing the policy making process (Razik & Swanson, 2001). In the case of the schools in Saudi Arabia, the

implementation of Vision 2030 has a direct influence on the structure of the schools due to the goals that are related to the education sector. Since social values and goals also influence the state of education, the slight shift in cultural values and changes that are also present in Vision 2030 will have an impact on EL (Saudi Embassy, n.d.; Razik & Swanson, 2001). Thus, leaders should understand how political leadership affects EL and the overall dynamics of the school.

Cultural and moral leadership both highlight the leader's ability to be aware of the cultural norms while building trust and harmony among the stakeholders (Brooks & Normore, 2018). Leaders should be able to recognize the current culture in the school and why that culture exists before attempting to make changes to the culture. Since school culture dictates how things are done and is resistant to change in general, the leader may have to represent more desirable qualities to change the current cultural and moral system of the school (Barth, 2013). Moreover, leaders may benefit from understanding how the school helps bring about change in society and their obligation as leaders to grasp the moral or spiritual concepts of education that will help reshape society (Dantley, 2005; Razik & Swanson, 2001). With the presence of Vision 2030, the leader has the task of initiating and sustaining changes in the school that will bring about a societal transformation. However, to initiate and sustain the changes required by Vision 2030, the leader should have a moral and purpose driven focus that is driven by their spiritual self and value system (Dantley, 2005). Therefore, the personality and leadership style of the leader are important aspects of EL.

Lastly, the pedagogical and organizational leadership relate to the leader's ability to stay abreast of the research in the field of education while influencing the common social patterns within the organization (Books & Normore, 2018). Thus, the leader's motivation for wanting to lead an international school becomes an important aspect of EL. Leaders are responsible for

organizing the structure of the school in a manner that will enable the leader and followers to meet the vision and goals of the organization (Johnson & Kruse, 2019). In many cases, leaders should use TL to shift the organization by changing the pedagogical aspects of the school and the organizational structure of the school (Bower & Balch, 2005; Johnson & Kruse, 2019). Thus, the leader may benefit from understanding the pedagogy of change and organizational leadership as one works towards meeting the educational goals of Vision 2030. Moreover, understanding how organizational change takes place in a diverse culture requires an understanding of group dynamics and how group dynamics are influenced by the culture.

Although understanding team and group dynamics is an important aspect of EL, the leader alone does not determine the success of the team. However, the leader does determine if the school will have long-term stability. The team's leader is important, but that individual does not always determine the team's overall performance (Hartwig & Bird, 2015). Understanding that they are only one part of the team dynamics and having the ability to lead and knowledge about leadership may help them lead their team in the right direction and choose the best individuals for the team. According to Lencioni (2020), leaders must possess the ability to select the right members for the team to be successful. In the framework of international schools, selecting the right team members can be a little more complicated. Blane (2017) explained that leaders are responsible for creating environments that encourage individual growth and that will encourage the average employee to commit beyond the traditional two-year contract. Since international schools can only offer two-year contracts, these schools need leaders who can transform the environment that encourages the staff members to stay long term (Blane, 2017). Therefore, if the leader understands team dynamics and how to transform the overall

environment of the school, then staff members may become more likely to commit to the school beyond their initial contract.

However, for this to be possible, the leader may need to understand how the team dynamics are affected by having both national and expatriate teachers on staff. Since “team work is essentially a linguistic phenomenon” (Donnellon, 1996, p. 6) the leader may benefit from making thoughtful, incremental accommodations to help the team members work in a collaborative manner despite the possible language and cultural barriers between the team members. Doing so may help the collaboration efforts as the team works to integrate their language, religious, and cultural differences in a manner that may ease potential tension within the team. According to Donnellon (1996), teamwork happens as a form of communication so finding ways to encourage a diverse group to communicate and work as a team may influence the team dynamics and the ability to transform the school environment. Therefore, finding a way to bridge the language barrier may help improve the team dynamics in an international school setting.

Another aspect of EL that is important and influences team dynamics in international schools is the personality and leadership style of the leader. The way the team and school are structured is based on the personality of the school leader (Brown & Pherson, 2020). In this regard, the leadership determines or influences the behaviors of each team member. As leaders work towards establishing successful organizations, it is important to have the right leader at the head of the organization. Although the leader alone cannot determine the success of the organization, the leader does influence the group dynamics, group productivity, and the quality of the decision-making process. If the leader does not trust the team members, then this will be reflected in the decision-making process and team members will become less likely to contribute

ideas and solutions that may contradict the leader's philosophy of leadership and team organization (Brown & Pherson, 2020). However, if the leader is transparent then the productivity of the team may increase the chances of success might increase as well.

The last aspect of EL that should be addressed is the motive behind the leader's desire to lead. According to Lencioni (2020), the motive behind a leader's decision to step into a leadership role directly influences the team dynamics and the overall shape of the organization. This is highlighted in international schools since international schools in Saudi Arabia also have religious curriculums in addition to the traditional academic curriculums. Thus, leaders who join with the right motivation or intentions may benefit the most when the religious curriculum is different from the leader's religious practices. If the Christian leader wants to focus on improving the overall academic success of the school, then that motive will not interfere with the religious curriculum of the school (Huber, Saravanabhavan, & Hader-Popp, 2010). However, if the Christian leader's motive is to show the staff members and students why their religious practices are wrong and the goal is to convert students and staff members, then there will be a level of tension and resentment in the school that will eventually prevent any level of progress from occurring (Franz, 2012). Moreover, doing so will not be aligned with cultural intelligence and religious and cultural sensitivity. Therefore, leaders and recruiters should know the leaders' motivation for wanting to lead in certain environments and only join organizations and teams where their motives are aligned with the larger vision and values of the organization.

Moreover, since the larger vision of the organization is to meet the goals of Vision 2030, the leader should be motivated to join the team in an effort to help the organization meet those goals. If the leader is in alignment with Vision 2030, then the leader may focus more on the efforts to "build an education system aligned with market needs and creating economic

opportunities for the entrepreneur” (Saudi Embassy, n.d., p.13). Thus, if the leader is aligned with Vision 2030 and focuses on the academic quality of the school, then the leader’s motives should not interfere with any of the religious aspects of the educational system (Huber, Saravanabhavan, & Hader-Popp, 2010). Therefore, it is possible for a leader to join the organization, make changes to the quality of the academic program, and still be aligned with the larger vision and values of the organization and Vision 2030. If the leader understands the foundations of EL, then one may be an effective leader in Saudi Arabia.

When examining the different forms of leadership that create the foundation for EL, there are a few essential competencies from the literature. The director may benefit from understanding the dynamics of power and being a good judge of character. This is highlighted in the literature regarding political leadership and understanding team dynamics. Moreover, the director may benefit from being a positive role model, who is aware of the cultural norms of the organization and how those cultural norms influence the moral compass of the culture. Lastly, the director may benefit from being pedagogically literate and having the right motivation for wanting to lead the organization. By being a good judge of character, a positive role model, and having the right motivation for being in leadership, the director may gain the ability to create a form of EL that encompasses political, cultural, moral, pedagogical, and organizational leadership.

Transformational Leadership

In addition to understanding EL and how to align one’s leadership motives with that of the organization, Christian leaders may also benefit from understanding TL. According to Blane (2018), TL requires the leader to maintain a mindset of innovation and growth while being passionate about school leadership. Christian leaders may create an environment that is

conducive to growth while simultaneously reshaping the culture of the school, if the purpose of the organization is one that is easy to understand and implement. Just as the Bible instructs one to make the vision plain enough so those who are responsible can follow it, TL requires the leader to make a plan that is simple enough for the team to follow and innovative enough to create change based on their commitment to a higher goal (Diaz-Saenz, 2011; Habakkuk 2:2).

Transformational leadership is a process where the leader fosters group performance that goes beyond expectations by establishing relationships with one's followers with the combined commitment to a higher goal or cause beyond the leader and organization (Diaz-Saenz, 2011). According to Bass & Riggio (2006), this form of leadership should be more effective on a global level since TL focuses on the prototypes of the ideal leader. In other words, TL is designed to inspire the followers in the organization to excel. This is due to the personal relationship between the followers and leader and the leader's ability to inspire the followers to go beyond the ordinary expectations of their job description. Transformational leadership creates an environment that is more adaptive to change due to the leader following the four characteristics of TL: idealized influence; inspirational motivation; intellectual stimulation; and individual consideration (Avolio & Yammarino, 2013). Together, these four aspects of TL provide the image of a leader as a role model who gives meaning to the organization while encouraging creativity and promoting growth. Thus, TL may give the directors the foundation they need to lead change within their schools.

Leading this change is important to the school setting due to the educational changes that must take place in accordance with Vision 2030. One of the goals of Vision 2030 is to create a school system that prepares students for the economic market of Saudi Arabia with a focus on entrepreneurship, small businesses, and corporations (Saudi Embassy, n.d.). Thus, the use of TL

may enable leaders to adjust the culture of the school in an effort to change how and why things are done in the education sector. As the leader aligns the decision-making process with the new goals that are based on Vision 2030, the leader may also benefit from making goals that are aligned with the talents of the current staff and reflective of the desired institutional structure (Brower & Balch, 2005). However, for change to occur in alignment with Vision 2030, the leader should understand how change occurs and what skills are necessary for making change within the organization.

Kotter (2012) explained the importance of leading change and how it occurs in an organization. With this framework, the research will use Kotter's work to develop questions for the recruiters and principals to determine which LC they believe directors should have to co-lead a school in accordance with TL. By focusing on recruiting powerful change leaders, the researcher used Kotter's (2013) eight step process to develop interview questions that may help hire the right change agents. Since the director and principal will work in collaboration to lead the school, it is important to have the perspective of the principal who is part of the culture and understands the goals of Vision 2030. It is also important for the recruiter to understand which competencies are most essential in order to hire the best leader. Together, the director and principal will work to transform the culture of the school while maintaining the Saudi culture within the school. Thus, TL theory is critical to this research since one may eventually change the culture of the school without deviating from Saudi's cultural practices and expectations.

One of the ways the culture of Saudi schools is expected to change without deviating from the cultural practices of Saudi Arabia involves parent involvement in the educational process. Under the guidance of Vision 2030, one of the educational changes that must take place requires the schools to "to deepen the participation of parents in the education process, to help

them develop their children's characters and talents so that they can contribute fully to society.” (Saudi Embassy, n.d., p. 28). According to Bass (1998), a leader's presence in an organization is felt through the activities that occur in the organization. In this regard, the leader may make changes to the activities offered in the school that will increase parent involvement to meet this particular goal of Vision 2030. Increasing parental involvement will change the culture of the school without necessarily changing the culture of the country. However, as the leader makes these cultural changes in the school, the leader should also be aware of how these cultural changes in the school will also change the dynamics of the work groups in the school since the staff may need to adjust how they interact with parents and students on a regular basis.

According to Bass & Riggio (2006), TL provides a better fit for leading complex work groups and organizations, like those found in Saudi Arabia's international schools. In this regard, the director may benefit from having certain competencies found in the literature on TL. For example, Bass & Riggio mentioned that transformational leaders motivate others to do more than they originally planned or to do something that they thought was originally impossible. Thus, the transformational leader is one who motivates others to perform at elevated levels and even transcend their original levels of performance. However, it is important to note that transformational leaders are also leaders who coach and mentor their followers in a manner that enables them to think creatively while simultaneously being challenged and supported (Bass & Riggio, 2006). Therefore, the director may benefit from being an inspirational leader who motives and coaches the staff towards excellence.

In addition to coaching the team and serving as a mentor, TL requires the leader to be a role model who inspires change. This idealized influence and inspirational motivation may provide the followers with an example of leadership and workmanship that may lead to

collaboration and creativity while providing meaning and a sense of challenge to the organization. According to Bass & Riggio (2006), transformational leaders may provide followers with the ability to achieve extraordinary outcomes and at the same time develop the individual's leadership capabilities. Inspiring change in the organization and within the individual may also lead to an environment that stimulates creativity and intellectual stimulation. Thus, the transformational leader may help develop a sense of commitment to the organization as the director works in collaboration with the Saudi principal to implement long lasting changes that are aligned with Vision 2030.

Moreover, TL may help directors overcome their personal interest for leading the school and commit to change within the organization based on either a moral or a utilitarian reason. According to Diaz-Saenz (2011), this commitment to a higher moral course along with a strong emotional attachment to the team, may allow the leader to foster group performance beyond expectations. With the educational goals outlined in Vision 2030, the director at an international school in Saudi Arabia may benefit from a moral or utilitarian commitment that goes beyond the individual leader. The leader may choose to commit to Vision 2030 and how it is designed to increase Saudization and improve the educational sector and/or commit to a moral or spiritual obligation to serve all of God's children (Ministry of Education, n.d.; 1st Peter 4:10). Thus, TL may include competencies such as being inspirational, motivational, committed to the vision, intellectually stimulating, and commitment to a higher cause. These competencies may help the director move the organization on the right path towards achieving the educational goals of Vision 2030.

Spiritual Leadership

In every culture and environment, Christian leadership requires leaders to lead others in a Christ-centered manner. According to Hanna (2016), Christian leadership requires one to lead others in a manner that is authentic and in alignment with biblical characteristics of godly leaders and with the characteristics of Christ. Leaders must follow the convictions of the Holy Spirit and lead others in a manner that places everyone on the path that leads towards God's Agenda (Blackaby & Blackaby, 2012). It is the role of the Holy Spirit to guide the leader towards the correct path and to give the leader insight. As the leader listens to and follows the guidance of the Holy Spirit, the team may experience success since the team, under the guidance of the leader, is moving towards the intended goal (Blackaby & Blackaby, 2012). Most importantly, Christian leadership requires the leader to work in a manner that will glorify God. The followers will see the leader in the physical realm, but it is the responsibility of the leader to mirror the spiritual aspects of Christianity in a manner that will allow the followers to see God.

When the leader embraces spiritual principles without focusing on the religious differences between Islam and Christianity, then one may be able to show one's followers the principles of SL while moving the team towards meeting the goals of Vision 2030. Since "spiritual leadership blends natural and spiritual qualities", leaders who can focus on the spiritual instead of the religious aspects of SL may have a greater influence on their teams (Sanders, 2007, p. 28). Due to the religious differences present in diverse teams, SL may have more of an impact when compared to using religious doctrine when trying to build a diverse team that will meet the educational goals of Vision 2030. Moreover, since one of the aspects of SL is to use foresight to see what must happen at the current moment and in the future to shape a team, the leader may benefit from having a strong foundation in SL (Greenleaf, 2003). SL may empower the leader to

improve the quality of the educational program if the leader is a visionary who is also venturesome and willing to be disciplined, honest, courageous, and work with integrity (Sanders, 2007). When this occurs, then the leader may meet the goals of Vision 2030 since the “quality of a modern society is determined largely by the quality of its institutions” and the leader’s main responsibility is to increase the quality of education (Greenleaf, 2003, p. 62). Thus, a leader who uses spiritual principles and pushes Vision 2030 in their endeavors may have success as a director in Saudi Arabia.

As the leaders move forward in their endeavors, it is also important for the leaders to have the mentality of a servant-leader. Just as Christ came to serve humanity and to show mankind the way of the Father, leaders serve their teams and show the teams the way God would have the organization work and impact the local and global community (Blackaby & Blackaby, 2012). Since leaders are seen through the lens of their followers, leaders should also be conscious of how their behaviors influences others perspective of what it means to reflect God’s image; this perspective has an even more significant meaning when one is a Christian leader in a non-Christian environment (Davis, 2017). Thus, the leader benefits by being committed to serving others the same way Christ served the disciples and symbolized this servitude by washing the disciples’ feet (John 13:1-17; Watt, 2017). According to Greenleaf (2003), leaders evolve as they make conscious changes while being aware of the environment and culture in which they are serving. Thus, one should learn what is important in each culture and how to use these concepts in a manner that will help the people relate to the spiritual principles the leader is following. Thus, cultural intelligence may help leaders understand which behaviors are appropriate and how the behaviors associated with cultural intelligence are competency-based as well.

Three Aspects of Cultural Intelligence

While Christian leaders serve their followers and focus on being led by the Holy Spirit in their decision-making process, leaders may also benefit from having a high level of cultural intelligence so they may maneuver without offending members of the team and community. Cultural intelligence, defined as “the capability to function effectively across national, ethnic, and organizational cultures,” allows one to move from the ethnocentric idea that what is normal in one culture should be normal in other cultures (Livermore, 2015, p.10-11; Triandis, 2006, p.22). That does not mean one has to approve of the cultural norms, but one has to accept those norms and figure out how to lead within the boundaries of the cultural norms (Aldhaheeri, 2017). The leader who understands how to use the cultural differences in a manner that is strategic and competitive will have a higher likelihood of achieving the organizational goals (Aldhaheeri, 2017). This means the leader may have to use cultural intelligence as a learning tool to develop as a leader and to develop the school. The leader will experience the culture as is, reflect on the strengths and weakness of the culture, conceptualize the competencies that will benefit the leader and school, and experiment with that competency-based leadership style (Ng, Dyne, & Ang, 2009). Leaders may benefit from understanding how CQ is related to leadership in Saudi Arabia. The three aspects of CQ: cultural strategic thinking; motivation; and behavior, may help leaders in diverse environments.

Cultural Strategic Thinking

The first aspect of CQ, cultural strategic thinking, deals with how one thinks and solves problems. In the educational setting, leaders who have a diverse team may benefit from this skill since it is “used to understand why people act as they do” in any given situation (Earley, Ang, & Tan, 2006, p. 5). Since the leader will collaborate with both nationals and expatriates, the leader

may need to create a framework or new mindset that will help one understand what one is experiencing and seeing take place in the international school setting in Saudi Arabia. Knowledge about the culture and how it influences how businesses is done is rooted in one's ability to understand the way Saudi culture shapes how people think (Livermore, 2015). The cultural systems which include language patterns and nonverbal behaviors have different meanings in different settings. Thus, working in education may include understanding how the educational system and reform based on Vision 2030 influence the educational setting.

In this regard, the leader may need to develop the two aspects of cultural strategic thinking, cultural knowledge and cultural thinking and learning, which are aligned to the communication competency (Ruben, 2006). According to Earley, Ang, and Tan (2006), developing these two aspects of cultural strategic thinking is critical to success since these strategies are used to acquire knowledge that is culturally and country specific. For a leader in Saudi Arabia, learning these culturally and country specific beliefs, values, and procedures may increase one's success. Thus, the first aspect of cultural intelligence includes competencies such as flexibility and good induction skills that may help the leader fully understand the social setting of international schools in Saudi Arabia.

Motivation

The second aspect of CQ, motivation, is important for leadership in general. As discussed previously, leaders at international schools in Saudi Arabia have the responsibility to move the school forward while meeting the educational goals of Vision 2030. The leader's "level of interest, drive, and energy to adapt cross-culturally" are all tied to motivation (Livermore, 2015, p. 27). CQ highlights that being motivated to meet the educational goals of the organization are not enough since the leader will also have to be motivated to "adapt and adjust to a new culture"

while leading in Saudi Arabia (Earley, Ang, & Tan, 2006, p. 7). The ability to engage and persevere as one faces intercultural challenges by adjusting to the cultural differences depends on the leader's motivation. Thus, "developing a cultural understanding" of Saudi Arabia may benefit the leader (Livermore, 2015, p. 28).

It is possible to be a motivated leader who is focused on the goals of Vision 2030 and to be a transformational leader, but it is also important for the leaders to keep in mind how the cultural setting of the school influences how one will accomplish these goals. Thus, motivation via the lens of CQ involves a leader who has competencies such as flexibility, goal setting, and self-development and growth, which are aligned with analytical and organizational competencies (Ruben, 2006). These competencies may allow the leader to not only be motivated to meet the academic demands of leading an international school but also be motivated to make the necessary personal adjustments to work in a new culture.

Behavior

The last aspect of CQ, behavior, is directly aligned with competency-based leadership. Competency-based leadership is based on certain skills, behaviors, and knowledge; thus, the behaviors that are important in CQ can all be seen as competencies (Gigliotti, 2019). When working in a diverse setting, the behavior of the leader is dynamic, so one's ability to adjust to the changing nature of the work environment and "engage in action that is adaptive" will help determine if the leader is successful (Earley, Ang, & Tan, 2006, p. 7). In this regard, leaders may have the best of intentions and establish goals that will transform the school and meet the goals of Vision 2030, but "without effective execution, the best of intentions won't translate into effective action" (Earley, Ang, & Tan, 2006, p. 8).

According to Ruben (2006), behaviors that define one's character and how one interacts with others are part of the personal competency category. Being able to act appropriately in cross-cultural settings is a skill related behavior. Knowing when to adapt and when not to adapt to another culture may help one navigate their duties successfully. Although it is impossible to know all the appropriate and inappropriate behaviors one should engage in while in cross-cultural environment, the ability to adapt one's behavior is important (Livermore, 2015). Therefore, CQ can be seen as an essential aspect of competency-based leadership in Saudi Arabia since the leader will lead in a diverse environment that is comprised of a diverse staffing.

Sociological Importance of Cultural Intelligence

The sociological aspect of this research assumes CQ is important, and that the director may benefit from having a high CQ in order to maneuver as a Christian leader in a Muslim country. According to Livermore (2015), cultural intelligence allows the leader to effectively function in a culturally diverse environment. In the case of international schools in Saudi Arabia, the director might face the challenge of effectively leading ethnically, culturally, and religiously diverse groups of individuals who are both Muslim and Christian while maintaining the strict educational requirements and governing rules set forth by the MoE. Thus, the socialization of the director requires one to be accepting of cultural and religious differences and become vigilant about protecting certain religious practices one may not agree with on a personal level (Livermore, 2015). This is important to note since the leader is working at an international school that has an American curriculum but is still subject to the governing rules of the MoE. Thus, the leader may benefit from adjusting his or her behaviors to plan according to the cultural differences presented by the Saudi culture and Muslim religion. A Christian leader who has a

high CQ and the ability to lead across cultures and religions might have a higher likelihood of being an effective leader in Saudi Arabia.

One reason a high CQ is important is it may allow the leaders to be effective in team building with a diverse staff made of nationals and expatriates. According to Earley, Ang & Tan (2006), people with a high CQ observe how team members work together by observing and analyzing the team member's actions. These observations may enable the leaders to discover the social and cultural norms and comply with these norms. High CQ also allows leaders to distinguish between personal idiosyncratic actions and general cultural patterns to help determine which behaviors are important (Earley, Ang & Tang, 2006). When looking at effective team building, leaders who have a high CQ may be better equipped to deal with "group development and process issues that are caused or exacerbated by cultural differences" (Thomas & Inkson, 2004, p. 147). Thus, CQ may allow the leaders to better serve and lead a diverse staff that is found in international schools in Saudi Arabia.

If one understands the various aspects of cultural intelligence, one might be able to determine which competencies may benefit the leader since TL requires the use of certain skills, such as being inspirational, motivational, committed to the vision, and intellectually stimulating, to move the school forward (Judge & Piccolo, 2004). Due to the cultural diversity at international schools, there is also the potential for enhanced creativity and competence in an environment that may also give way to miscommunication and dysfunctional adaptive behaviors (Aldhaferi, 2017). When looking at the positives and negatives of having a diverse staff, it is important to understand that certain skills are needed to help motivate and reprimand the staff in a manner that is culturally appropriate. The system for rewards and punishments, a form of transactional leadership, may be necessary when a leader comes into the international school,

especially one that has a high turnover rate. This style of leadership is initially needed to adapt to the demands of an unfamiliar environment. The leader may benefit from knowing the different ways in which people achieve their goals that are in alignment with the leader's goals and reward the people appropriately (Chemers, 1997). Transformational leadership naturally occurs as "it augments transactional leadership in achieving goals" by being more adaptive and multidimensional (Aldhaheri, 2017). Under TL, the leader can create an environment that meets the educational needs of the students while reforming the educational process in Saudi Arabia's schools.

Moreover, if one understands the values of the Saudi Arabian culture and Islam, then one may gain the ability to develop a team that works in a collaborative manner while respecting and embracing cultural differences (Brooks & Normon, 2018). According to Begley and Stefkovich (2007), the leader's value system influences the "cognitive processes of individuals and groups of individuals" to create a moral literacy. This is important since the leader's understanding and acceptance of Islam as the moral compass that guides the culture and thus the cultural norms will assist in the leader's efforts to create a collaborative environment. A leader with cultural intelligence will learn how to work within the framework of the culture while simultaneously moving the school forward. Despite the cultural influences of Islam, the Christian leader still has an obligation to move the school forward in a manner that is aligned with spiritual principles (Blackaby and Blackaby, 2011). When selecting leaders for international schools in Saudi Arabia, one should consider leaders who can still introduce changes to help an organization stay relevant and cutting edge (Kotter, 2012). Moreover, the potential leaders should understand that God loves every race and tribe and as a leader one has an obligation to reach out and lead people

regardless of their race and tribe. Leaders benefit from understanding cultural intelligence as they work in collaboration with others (Livermore, 2009).

When the leaders understand the group development and process issues in a diverse team, the leaders may also benefit from understanding how to lead a culturally and religiously diverse team. According to Earley & Ang (2003), employees with high CQ are more likely to be effective change agents than employees with lower CQ. In the international school setting in Saudi Arabia, leaders with a high CQ may be more successful making the necessary changes to meet the goals of Vision 2030. Moreover, leaders who are “culturally astute” and understand the three-prongs of CQ may have the ability to “weave together a hybrid culture” that will meet the needs of a diverse team (Earley & Ang, 2003. Pg. 308). Therefore, the leaders’ “combination of CQ and team process skills can be a winning combination” for leaders who understand how their leadership style and self-awareness can motivate a diverse team to meet their goals (Thomas & Inkson, 2004, p. 161). Thus, CQ can be a key factor to consider when deciding whom to hire to lead international schools towards meeting the goals of Vision 2030.

Concepts from the Literature

There has been extensive research on leadership and leadership in international school settings. According to the literature, leadership is dynamic in nature and each setting requires a different type of leadership model. For example, democratic leadership, transactional leadership, laissez-faire leadership, and TL are all forms of leadership that can be found in organizations. Democratic leadership allows multiple people to make decisions about the future of the organization and how leaders will achieve organizational goals (Woods, 2005). In the international school setting, this type of leadership may benefit small schools that are being established and desire input from several stakeholders. Transactional leadership is controlled by

short-term planning and a reward system for the followers who are able to meet those short-term goals (Diaz-Saenz, 2011). Transactional leadership may help in a setting where there is an immediate goal to change the course of the school, but this type of leadership is not designed for long-term goals as outlined in Vision 2030. Laissez-faire leadership requires a hands-off approach from the leader and may be best suited for creative environments (Hinkin & Schriesheim, 2008). However, in the international school setting where the schools must meet the mandates of Vision 2030, Laissez-faire leadership may not lead the international school towards the required changes. Transformational leadership is based on vision and goals to change the status-quo of the organization (Diaz-Saenz, 2011). This form of leadership may allow the international school to meet the goals of Vision 2030 since TL is designed to change the status-quo while making significant achievements. Therefore, TL may help the leaders meet the goals of Vision 2030 while leading an international school, which also requires elements of EL.

EL has an additional layer of responsibilities since it focuses on various leadership standards and the requirements of the school's governing body (Kotter, 2012; Offerman & Coats, 2018). Some leaders who stay abreast on the most recent research in the fields of leadership and education may meet the requirements of the school's governing body. Transformational leadership may help the leaders move the school forward in meeting the goals outlined in Vision 2030 since the leader may have to move the school in a different direction regarding the implementation of the educational program. When considering SL, the leaders may benefit from having a theological background as well (Blackaby & Blackaby, 2012 & Costin, 2008). Moreover, since the leader will lead in a different cultural and religious setting, cultural intelligence may help the leaders fulfill their duties without being culturally insensitive. Cultural intelligence deals with the behavior and motivation of individuals; therefore, CQ may help

determine if the leader has the right motivation to lead in Saudi Arabia and if the leader's behaviors are aligned with Vision 2030 (Livermore, 2015). Thus, it is possible that the same can be true regarding the leadership models needed for leading an international school in Saudi Arabia. However, there is a gap in the literature regarding leading schools in the Middle East and more precisely, leading schools in Saudi Arabia using the competency-based framework of leadership.

Concepts and Competencies Based on the Literature

In this regard, the literature on EL, TL, SL, and CQ gives the researcher concepts and possible competencies for Christian leaders in Saudi Arabia. The competencies found in the literature can be divided into two categories: personal and organizational. For example, critical thinking and flexibility are forms of personal development. Building other leaders and understanding team dynamics are forms of leadership development. These two areas help the researcher understand which LC seem important for leaders in a general sense.

Personal development highlights the following competencies:

1. The leader's motivation
2. Personal growth and development
3. Servant-leader mentality
4. Purpose and vision
5. Cultural intelligence

Organizational development highlights the following competencies:

1. The leader's leadership style
2. Curriculum development skills
3. Understanding of team dynamics

4. Influence on the school environment and culture
5. Ability to mold and develop other leaders.

Although these areas are very broad and encompass several aspects of personal development and leadership development, these areas all give a description of the skills, behaviors, and knowledge that may benefit Christian leaders in Saudi Arabia. However, it is important to note that the literature only gives the researcher concepts related to personal development and organizational development and not an expert list of competencies for leaders in Saudi Arabia. To create a list of essential competencies for leaders in Saudi Arabia, the research will rely on the insight of recruiters and Saudi principals who work with these leaders in a collaborative manner.

Theoretical Summary

In essence, leadership is an important aspect in any field of study. When looking at leading in Saudi Arabia in the field of education, it is important that leaders have certain skills, behaviors, and knowledge base when leading a diverse team. According to the literature, these competencies can be aligned with either personal development or leadership development. It is important for leaders to understand how Christian leadership is based on spiritual principles and how these principles guide the way leaders treat their team members. Although there are several cultural and religious differences between Christians and Muslims, it is the responsibility and task of the leader to lead the team in a manner that is culturally and religiously sensitive. Christian leaders' actions and reactions to events should always reflect spiritual principles aligned with Christ's example. Christian leaders may benefit from having competencies in the areas of personal development and leadership development as they lead in the diverse setting of international schools in Saudi Arabia.

Related Literature

As leaders work in diverse settings, it is important for one to understand various aspects of leadership and how it influences one's role as a leader in Saudi Arabia. As recruiters interview and consider the importance of certain competencies, they may also benefit for keeping other aspects of leadership in mind. Moreover, potential leaders may benefit from understanding leadership in general and how leadership in Saudi Arabia might be more complex due to the presence of the national and international curriculums. Since all employees are contracted for two years, it might be beneficial to find a leader who can manage the school and maneuver through the cultural and religious expectations in Saudi Arabia (Ministry of Labor, 2021). When placing a Christian leader at the head of these international schools, a leader who understand the image of God and how he or she is ultimately an advocate for educational reform may help the leader transition into one's role. Thus, when considering school leadership in Saudi Arabia, finding a leader who is culturally sensitive and has the right LC may be a successful combination.

Active Leadership

One factor to consider in an international school is the type of leadership that is needed to successfully run the school. According to Sosik and Jung (2018), leadership is about change and action rather than maintaining the status quo and being inactive. For example, the laissez-faire type of leadership is an inactive form of leadership where the leader does not become involved in the daily tasks and workings of the team, which eventually leads to the lowest performance levels of the team and overall organization (Sosik & Jung, 2018). Although passive or inactive leadership can help the team solve certain problems and conflicts on their own, too much inactive leadership can be detrimental to an organization. Thus, active leadership is a preferred

method of leadership when working in an organization that is working towards achieving a particular goal and meeting the vision of a higher entity. Active leadership enables the leader to adapt a full range of leadership where the leader engages in the daily organizational functions and working towards organizational change. According to Sosik and Jung (2018), leaders who are active gain the ability to use the changing demographics of an organization to improve the overall effectiveness of the organization. This is important when leading in Saudi Arabia since the demographics of the school will shift over time due to the state of Saudization occurring in all labor sectors (Ministry of Labor, 2021). Therefore, the type of leadership that is most beneficial for an organization that is experiencing transformation is active leadership where the leader understands the dynamic nature of leadership.

Short Term Leadership

Since leadership is dynamic in nature, it requires a leader who holds a unique set of skills that allows one to cause disruption while allowing the organization to still function at full capacity (Bradberry & Greaves, 2012). Due to the nature of international schools in Saudi Arabia and the average contract length of two years, it is important to note the changes that occur when leadership can constantly shift. Since leadership often shifts, the staff at international schools may benefit from having the ability to adjust and commit to several initiatives in a short period of time (Kalmanovich-Cohen, Pearsall, & Christian, 2018). This constant shift in leadership has both negative and positive effects on the school. The positive effect is that the school or team is never too committed to an idea or philosophy that may not be successful over an extended period of time. The constant shift in leadership also introduces innovative ideas and thought processes to the school on a consistent basis. However, the constant shift in leadership also means a lack of stability when trying to achieve long-term goals. One leader can initiate a positive change in the

structure or daily function of the school that will in turn become irrelevant under new leadership. Due to the constant shifts in leadership, international schools require a leadership team that can initiate and complete a goal within a two-year period. Although change usually takes place over a lengthy period of time, the leader may benefit from having the ability to initiate and complete change at a rapid pace (Kotter, 2012).

Rationale for Study and Gap in the Literature

Frequent turn over due to two-year contract obligations at international schools in Saudi Arabia creates a leadership vacuum and a constant change in school culture and climate (Blane, 2017). As educational leaders, Christian leaders at international schools in Saudi Arabia assist in leading schools towards educational excellence and transforming the organization so it might meet the goals of Vision 2030 and the demands of a global society (Ministry of Education, n.d.; Northouse, 2001.) As a result of the cultural, religious, and educational expectations at international schools in Saudi Arabia, a compilation of LC, which at times are not well defined or explicitly stated may benefit both recruiters and potential leaders.

Since no study regarding LC for Christian leaders in Saudi Arabia could be found in the literature, there is a need to highlight the LC for this group of Christian leaders. The purpose of this study is to research EL, TL, SL, and CQ to create a list of important competencies. Based on the review of the literature and interviews with recruiters and Saudi principals, the researcher will explore competency-based leadership in Saudi Arabia and which competencies seem most important.

Profile of the Current Study

The current study will focus on competencies for Christian leaders who lead international schools in Saudi Arabia. The related literature will help the researcher explore which competencies seem most important for Christian leaders in Saudi Arabia. The researcher will interview recruiters and Saudi principals to learn which competencies they believe are most important. The data analysis will help the researcher explore which competencies seem most important based on the concepts found in the literature and the qualitative interviews. The research is also designed to create a foundation for other studies in EL to take place in the Middle East and other Muslim countries where Christian leaders may decide to lead in the future.

Conclusion

The Christian leader in Saudi Arabia is in a peculiar and uncharted territory, but one can still be successful in this role. The researcher used competency-based leadership with a focus on EL, TL, SL, and CQ may help enable leaders to be effective in their new roles. The selected literature gives several aspects of leadership that may assist one deciding if one is the right candidate for a leadership position in the Middle East. Thus, it is important for both recruiters and leaders to know the skills, behaviors, and knowledge that may give these leaders the best opportunities to succeed (Gigliotti, 2019). Being a Christian leader in Saudi Arabia can be daunting due to the educational and cultural requirements of the school, the broader Saudi culture, and the requirement to advocate for others in a caring and communal manner since Christians are responsible for advocating for those who cannot advocate from themselves (Proverbs 31: 8-9). However, the literature discussed in this chapter gives a foundation for analyzing the data and seeing the possible themes in the data that will lead to creating a Leadership Profile for both recruiters and potential leaders.

CHAPTER THREE: RESEARCH METHODOLOGY

Since Saudi Arabia has been a closed country for decades, there is a gap in the research exploring competency-based leadership at international schools. Expatriate leaders at international schools in Saudi Arabia are responsible for leading schools, in collaboration with Saudi principals, towards educational excellence and transforming the organization so it will meet the goals of Vision 2030 and the demands of a global society (Ministry of Education, n.d.; Northouse, 2001.) As a result of the cultural, religious, and educational expectations at international schools in Saudi Arabia, leaders may benefit from having well defined or explicitly stated LC.

Since no study regarding LC for Christian leaders in the Middle East could be found in the literature, there is a need to highlight the LC for this group of leaders. This study explored which competencies seem essential for Christian directors who desire to lead at international schools in Saudi Arabia. The lists of competencies were created based on the recommendations of recruiters and Saudi principals. The LC may be used as a tool to assist with hiring potential future leaders and to help possible leaders determine if they want to lead an international school in Saudi Arabia.

Research Design Synopsis

To explore the LC for expatriate directors at international schools in Saudi Arabia, the researcher conducted qualitative interviews with individuals who hire or work in collaboration with these directors. The data collected was coded by hand and the researcher compiled a list of essential competencies for Christian directors at international schools in Saudi Arabia.

The Problem

As education becomes more global and Christian leaders serve in different regions with various cultures and religious practices, it is important for Christian leaders to be effective leaders. However, there is a gap in the research concerning which competencies are most essential for expatriate leaders in Saudi Arabia. Thus, a leadership profile that highlights certain LC may be beneficial for both recruiters and potential Christian leaders.

Thus, exploring which competencies may help Christian leaders in Saudi Arabia be successful in a diverse environment may help fill part of the gap in the research. According to Gigliotti (2019), it is important to understand the competencies that are associated with leadership. For leaders who are leading in a diverse environment for the first time, this is important given the complexity of leading in an interconnected and globalized educational environment. As a result, exploring the essential competencies in EL, TL, and SL may assist leaders fulfill their duties.

For the Christian leader in Saudi Arabia, these competencies may be helpful since the leader has to experience a cultural shift in addition to the complexities of being an educational leader. When leaders experience a cultural shift or must work in culturally diverse environments, these leaders may benefit from having cultural intelligence in addition to LC (Gigliotti, 2019; Livermore, 2015). Thus, exploring the perceived importance of CQ for leaders in Saudi Arabia may assist those responsible for hiring expatriate leaders for these international schools.

Purpose Statement

The purpose of this qualitative exploratory study was to identify which competencies are recommended by the recruiters and Saudi principals for Christian directors at international schools. According to Gigliotti (2019), leadership competencies are the “skills, knowledge, and behaviors that lead to successful performance” in an organization. The theories that guided which skills, knowledge, and behaviors the leader may need were based in the studies of EL, TL, SL, and CQ. Together, these forms of leadership and CQ were used to provide a framework for discussing which competencies seem most essential for Christian leaders in Saudi Arabia.

Research Questions

RQ1. What leadership competencies do the individuals responsible for recruiting expatriates to serve as the director of international schools in Saudi Arabia believe are most essential for that role?

RQ2. What leadership competencies do Saudi principals working in collaboration with expatriate directors at international schools in Saudi Arabia believe are most essential for that role?

RQ3. Based on the information gathered in RQ1-RQ2, which leadership competencies would seem to be essential for expatriates serving as the director of international schools in Saudi Arabia?

Research Design and Methodology

The research design was a qualitative exploratory study. The researcher conducted qualitative interviews with recruiters and Saudi principals to learn which competencies they believe directors should have when leading in a collaborative manner with Saudi principals. The researcher interviewed three recruiters from different agencies and three principals from both the boys and the girls’ sections of different schools in the Rams and Fisk companies. The researcher chose these companies since Rams and Fisk have a total of 10 international schools, with a total of 17 Saudi principals. Since 14 of these Saudi principals work with expatriate directors, the research sampled this population of principals. These principals were selected based on their

years of experiences collaborating with expatriate directors and their companies' longevity in Saudi Arabia.

According to Givens (2008), exploratory research is designed to investigate a research topic that has not been studied in depth or thoroughly investigated in the past. Since Saudi Arabia has been a closed country for several decades and international schools have only opened within the last twelve years, there is a lack of research on leadership at international schools in Saudi Arabia (Ministry of Education, n.d.). Thus, the researcher conducted semi-structured interviews with the recruiters and Saudi principals to explore which competencies they believe are important for expatriate leaders. This research was designed to include a small sample of the leadership at international schools; thus, the information cannot be interpreted for a generalized population due to the sampling size.

Setting

This study took place at international schools in Saudi Arabia. The two private companies Rams and Fisk have a combined total of 10 schools across the country. Both have international schools that are licensed by the MoE and follow the criteria of international schools that teach Islam, Arabic, and Arabic Social Studies in every grade level (Ministry of Education, n.d.). These organizations were selected since they meet the criteria for being international schools in Saudi Arabia that have both the national and international curriculum and are accredited by Cognia (Cog). Moreover, both organizations are led by expatriates who identify as Christians or Muslim as either academic supervisors, directors, or heads of department. This is due to the MoE's requirement for international schools to be led by expatriates who have degrees certified by the MoE and who have been interviewed and approved to be educational leaders in Saudi Arabia (Ministry of Education, n.d.). Moreover, all expatriates must identify as Muslim or

Christian to earn a work visa to enter the country (Ministry of Labor, 2021). Thus, both organizations meet the requirements of being international schools in the Middle East that teach Islam and have Christian leaders.

Rams was chosen since they have been an international school for 10 years and are on record as having the oldest international school in the Eastern region of Saudi Arabia (RAIS, 2021). The company also has schools in all three regions of Saudi Arabia which will allow for a more holistic view of the cultural differences in each region and how those cultural differences may impact the leader's level of cultural intelligence. Moreover, the school in the Eastern region recently ranked first among all international school on the government's academic achievement test for seniors (RAIS, 2021). Thus, the company has shown the ability to effectively educate students so the Saudi principals at these schools may have more insight about which competencies might be most beneficial for directors in Saudi Arabia.

Fisk is a newer organization that has recently established schools in the Eastern region but has had an international school in the Central region for the past seven years (Al Forsan, 2021). Although the company does not have schools in all three regions of Saudi Arabia, the organization is one of three organizations that have schools in more than one region of the country.

Due to all schools currently being closed for in-person classes for the younger students and government restrictions for gatherings because of the COVID19 pandemic, the interviews took place in a virtual setting. During the interview process, the researcher worked to schedule the interview when the Saudi principal had time to focus on the questions instead of the daily operations of the school. Thus, these interviews took place outside of the normal working hours. For the interviews with the recruiters, the researcher conducted phone or Teams interviews since

the recruiters were not stationed in Saudi Arabia. During the research process, the schools had classes according to the MoE's schooling requirements, whether in-person or online due to COVID19, but the researcher did not enter the schools to solicit participation or to conduct the research due to visitor restrictions.

Participants

The participants of this study were recruiters from three different recruiting agencies and Saudi principals from two different organizations. In this study, a recruiter was defined as the individual responsible for hiring the directors and a Saudi principal was defined as the individual who is approved by the MoE to lead the international school. The researcher interviewed a total of three recruiters and three Saudi principals.

In this regard, the sampling method was a non-probability sampling since it was not a random selection of individuals, but a sample of leaders who were selected based on their accessibility to the researcher, leadership role, and place of work. According to Campbell (1999), this sampling technique is an example of purposeful sampling since the sample was systematically designed to only select recruiters from recruiting agencies the researcher knew about from previous professional affiliations and Saudi principals from only Rams and Fisk international schools who have the most experience working with expatriate directors. This is important to note since one of the factors of exploratory research is that the results from the research cannot be duplicated due to the size of the sample.

Role of the Researcher

The researcher's role was to complete the interviews with the recruiters and Saudi principals to explore their thoughts about which competencies directors should have at international schools in Saudi Arabia. After the interviews, the researcher had to analyze the data shared during the interview to provide context and understanding for the reader regarding the competencies mentioned directly and indirectly during the interviews. Moreover, the researcher conveyed why the recruiters and Saudi principals discuss certain competencies during the interview and how these competencies are important for the directors.

Due to the close professional relationship between the researcher and the leaders at Rams, there was a possibility of researcher bias due to the relationship the researcher has with one of the Saudi principals. As a result, this principal was not included in the research to help limit personal bias due to a previous friendship between the researcher and the principal of one of the schools in the Eastern region. The exclusion of this principal may have an impact on the data since she has been a principal with Rams since the establishment of Rams' first international school ten years ago. Moreover, the amount of insight this Saudi principal has might be more in-depth since she has worked with several directors and seen firsthand which competencies seem most important. It is also important to note that this principal has relationships with several other Saudi principals due to her status in the Eastern region. However, the researcher decided it was an ethically sound decision not to interview this principal due to potential research bias that could affect that data collected and the compilation of the competency-based skills.

Ethical Considerations

Since the study only used data collected during the interviews with the recruiters and Saudi principals, the researcher only needed consent forms from these participants. Thus, the

participants in the study all signed a form acknowledging their participation in the study was voluntary and that they understand that all information was confidential, and their identities would remain anonymous. The researcher also used different names for each leader and for each organization. To keep the data organized, the researcher kept a journal with the true identity of the companies, individuals, and the names used in the research. To protect the rights of each participant, the research objectives were expressed in verbal and written format and written permission was collected from all participants before the research process began.

According to the IRB approval process, the researcher also followed additional guidelines to collect and analyze the data in an ethical manner. Liberty University conducted a review of the research process before any research was conducted. The data collected via interviews occurred online and via phone where there is minimal risk and little interference with the daily functions of the leaders' lives and work responsibilities. All information was gathered in a systemic manner that respects all individuals involved and does not harm them in any way. After the research was approved by the IRB, the researcher acknowledged that there was a one-year time span to conduct the research and gather all pertinent information. After the approval by Liberty University's IRB, modifications to the research were not made since the research was fully aligned with the approved topic and research methodology.

Data Collection Methods and Instruments

Before the researcher collected any data from the interviews, the researcher looked at the concepts based on the literature on EL, TL, SL, and CQ to explore which skills, knowledge, and behaviors are mentioned in the literature (Gigliotti, 2019). Since the Christian leader will be in a diverse environment, both cultural and religious, the leader may benefit from a diverse set of LC to be successful. Gigliotti (2019) informed the researcher that the behaviors required to be

successful are different according to the job and the environment. Thus, the list of competencies took into consideration the job description, and the environment to ensure the competencies were well rounded and addressed the several aspects of being a leader in Saudi Arabia.

Therefore, the researcher asked both the recruiters and the principals questions about what knowledge, behaviors, and skills they believed were essential for directors at international schools in Saudi Arabia. Using the concepts found in the literature, the researcher analyzed the interview data from the recruiters and Saudi principals by placing the competencies mentioned during the interviews into either EL, TL, M, CQ, and/or Other. According to Creswell & Creswell (2018), the data for a qualitative research study must be organized into themes so the researcher can connect the common qualities found in the data and make conclusions based on the data collected. In this regard, it was important for the research to have a coding system before starting the research process.

After the interviews were conducted, the researcher could explore if there were any behaviors, knowledge, and/or skill-based competencies mentioned that were related to the literature. Since one of the goals of the research was to explore what LC are essential for Christian leaders in Saudi Arabia, it was important to complete an exploratory research study that included interviews with individuals who collaborate with the directors. Moreover, as an exploratory study, the researcher desired to collect data and identify key questions that may help lead to a larger scale study on Christian leadership and EL in Muslim countries. Thus, the method of collecting the data via interviews required the researcher to document all information shared in the interview that could be linked to competency-based leadership (Gigliotti, 019).

The competency-based leadership research consisted of the researcher conducting qualitative interviews to understand the competencies related to international leadership and

cultural intelligence (Creswell & Creswell, 2018). In the field, the researcher was the instrument of data collection since the research consisted of semi-structured interviews where the researcher asked open ended questions about leadership and LC (Creswell & Creswell, 2018). Since the interviews were recorded, the researcher was able to take the time to transcribe the interviews before the data analysis was completed, Moreover, the transcriptions were word for word since this was an exploratory qualitative research study that would hopefully lead to future studies. The researcher decided that word for word transcriptions might be more beneficial especially since the Saudi principals used Arabic words to help express their thoughts during the interview process.

Collection Methods

The research used semi-structured qualitative interviews that took place after the workday or during an uninterrupted break during the individual's normal work schedule. By collecting the data in this method, the researcher did not interfere in the daily work and routine of the leaders while they were in the school setting. The qualitative interviews allowed the researcher to understand the perspective of recruiters and Saudi principals who are responsible for hiring or working in a collaborative manner with the directors. The researcher conducted the interviews with the goal of seeing the directors from the perspective of the recruiters and Saudi principals. This was important since the researcher had to interpret and report the information from the interviews in a manner that allowed others to learn from the data (Creswell & Creswell, 2018).

Instruments and Protocols

Since no study of LC for Christian leaders at international schools in the Middle East or in Muslim countries could be found in the literature, there is no available instrumentation to determine the LC that are essential for Christian leaders in Saudi Arabia. Based on the search for school LC in the Middle East and Christian leadership in the Middle East, there was no study that explored either one of these topics based on international schools. Kim & Kim (2013) completed their research in South Korea on leaders' moral competency and how it affected employees in seven different organizations. Although the research was set in the Middle East, was competency based and showed how LC affected different organizations, it did not explore the religious aspect of leading in a Muslim country. However, there are several studies on competency-based leadership, EL, SL, and CQ. As a result, the researcher used the research in these areas to help create the appropriate instruments for the research.

The researcher conducted semi-structured qualitative interviews to answer RQ1 and RQ2. During the interviews, the researcher listened to the insights recruiters and Saudi principals had about the competencies they believe are essential to the success of directors in Saudi Arabia. The interviews helped the researcher understand the perspective of those who hire and work with the directors. This information gave the researcher insight about the competencies that are important to the recruiters and Saudi principals. The researcher did not make any judgment about the effectiveness or importance of the competencies mentioned in the interviews since the goal of the interview was to understand the perspective of the recruiters and Saudi principals. Since this was an exploratory study that was designed to set a possible foundation for a larger study, the researcher understood that the effectiveness of the competencies compiled during the research

cannot be answered due to the limited number of participants and due to the research being limited to compiling a list of essential competencies for directors in Saudi Arabia.

Procedures

A set of open-ended interview questions was created for the recruiters and Saudi principals. Before the interviews were conducted, the researcher developed a meaningful way to collect the data. Since the basis of the study was LC for Christian leaders, the interviews were completed by those who are responsible for hiring the directors or work in collaboration with the directors. Thus, the interviews consisted of questions related to the role of everyone in relationship to the directors.

The data was collected via audio recordings and the researcher also maintained field notes. These field notes commented on the behaviors and nonverbal clues that were not captured on audio. These notes provided important context for the interpretation of the data during the data analysis phase of the research. According to Creswell & Creswell (2018), these field notes were appropriate since it allowed the researcher to collect a rich variety of data that cannot be collected via only questionnaires and interviews. To protect the identity of each individual and to protect the companies, the researcher used code names. The code names and the real names were logged on a document that was kept in the researcher's home. This was done to prevent the document from being seen when the researcher is in the field or working outside of the home to transcribe or analyze the data and exposing the identities of the participants. The field notes were kept in the same secure location as these notes may contain sensitive information as well. After all aspects of the research was complete, all documents with identifying information were shredded since the data analysis used only the code names.

Data Analysis

For the competency-based leadership research, the researcher used a coding method to systematically identify and categorize the skills, knowledge, and behaviors mentioned during the interviews. The coding method assisted the researcher in analyzing the data and reporting the findings. This also allowed the researcher to understand the data from the perspective offered from the interviews. The patterns among the data gave the observations meaning and thus, helped answer the research questions (Creswell & Creswell, 2018).

Analysis Methods

After the interviews were conducted, the researcher transcribed the interviews by hand. Since the Saudi principals used Arabic words, which contributed to the overall understanding of the data, all interviews were transcribed word for word in an effort not to lose any of the data collected during the interviews. Since the interview questions asked specifically about knowledge, skills, and behaviors, the data was first organized according to these categories. Then the data was coded using the predetermined codes to organize the data according to the literature. Once the data was organized into themes, the data was reviewed and cross referenced to make sure that all the knowledge, skills, and behaviors mentioned in the interviews were included in the data.

Then competency-based research analysis data was organized according to themes to develop the competency-based leadership profile for Christian leaders in the Middle East. Since the purpose of the research was to compile a list of essential LC, the data was collected by organizing the leadership theories and finding commonalities between the leadership theories and cultural intelligence within the framework of competency-based leadership. All this data was collected by hand and organized in a digital format. The data on the leadership theories was

organized into two categories, competency-based and non-competency based. This will allow the researcher to develop the list of essential LC. This is important since RQ1 and RQ2 will help determine the overall essential competencies and answer RQ3.

Trustworthiness

During the interviews, the researcher used Microsoft Teams to keep the audio of the interviews. The researcher also kept field notes that detail the nonverbal elements observed during the interviews. After the interviews were completed, the researcher transcribed the interviews by hand. The researcher did not categorize any of the data collected in the field until the research was complete. This allowed the researcher to look for all sources of information without being biased or trying to only collect data that fit into certain categories. According to Creswell & Creswell (2018), the collection of several types of data during the interview process was important since it allowed the researcher to capture information that cannot be collected via questionnaires and numerical data. The researcher was also forthcoming about the research to allow the participants to decide if they wanted to be involved in the study. Since the interview required an interaction with an individual outside of the organization, it was important that the participants knew the details of the study before agreeing to participate.

Credibility

Prior to the interviews, the researcher took the time to learn about the Saudi principals and the recruiters' experience working with international directors in Saudi Arabia. The researcher also researched several international schools and their parent companies before selecting Rams and Fisk. Thus, the researcher invested adequate time to learn the culture and determine which companies and individuals to solicit for participation. Solicited individuals were

given the opportunity to decline participating in the research if they believed it would put their careers in jeopardy or if they did not feel they could contribute to the research topic. The interviews were recorded and transcribed by hand for later access. This was done to ensure others have access to the raw data if necessary. To triangulate the data, the researcher interviewed three principals and recruiters to collect evidence from various sources. Moreover, the researcher conducted a literature review on competency-based leadership to become familiar with the content and background of the phenomenon being researched.

Dependability

Since this was an exploratory research study, the results may not be duplicated. This is due to the small sampling size which does not necessarily reflect a proper representation of the general population. However, the researcher did interview three principals and three recruiters to triangulate the data. The researcher also selected participants who currently work and recruit in Saudi Arabia and who have previous experience at international schools in Saudi Arabia in an effort to collect data from creditable sources. In accordance to Krostjens & Moser (2018), the researcher kept records of the research process from the beginning to the reporting of the findings and records of the research path. This may allow the reader to see how the research was conducted. This may also give the reader the opportunity to duplicate the research methodology in other settings to replicate the study and identify possible similarities in the results of to enhance the research on competency-based leadership at other international schools in the middle eastern region.

Confirmability

All data will be available upon request. The researcher has kept digital copies of all data and will maintain those copies for a minimum of three years. These documents and recordings

were encrypted and then uploaded to Google Drive for quick access and distribution as needed. All identifying information about the subjects were concealed to protect the identities of those involved in the research. A voice distortion application was also used to change the interviewee's voice to protect his/her identity. Moreover, the researcher has an audit trail so others may conduct a similar search and find the same or similar data (Krostjens & Moser, 2018).

Transferability

Due to the research focusing on exploring essential competencies for Christian leaders in Saudi Arabia, the information can be transferred to other forms of research that desire to explore competency-based leadership in the Middle East. Although cultural intelligence was introduced to address Christian leadership in a foreign land with a diverse population, this information can also be used in other diverse settings. Moreover, the overall goal of the research was to help set the foundation for a larger scale study of Christian leaders in the Middle East. Thus, the researcher described not just the behaviors and experiences, but the context as well (Krostjens & Moser, 2018). Since the Middle East is a large region, it will be necessary for other researchers to help determine if the same LC are valid in the United Emirates, Oman, Bahrain, Qatar, Kuwait, and several other Middle Eastern countries where the schools require the students to study both the national and international curriculums. In the future, a cumulative case study could help create a competency-based leadership profile that could be shared with other Christian leaders before they make the decision to lead in the Middle East; thus, making the research meaningful to someone who is not currently leading in the Middle East (Krostjens & Moser, 2018).

Chapter Summary

This study was designed to explore the competencies that seem to be essential for Christian directors in Saudi Arabia. The competencies compiled during the research may help organizations select the best candidates to lead their schools and to guide leadership development of current and future school leaders. The competencies mentioned during the interviews may give insight to the skills, behaviors, and knowledge the recruiters and Saudi principals deem essential.

It is important to note that this research was designed to be an exploratory study that took place in Saudi Arabia during COVID-19, which may have lasting impacts on the educational system and how education takes place in both the online and in-person settings. Hopefully, this type of exploratory research study can be repeated in other Muslim countries in the Middle East as Christian leaders move to other areas to lead international schools. The researcher hopes that this research may lead to a large-scale investigation of competency-based leadership skills for Christian leaders who work abroad and decide to spend their lives as expatriates. As our society becomes more global, there may also be a need to prepare more Christian leaders to lead in more diverse environments.

CHAPTER FOUR: ANALYSIS OF FINDINGS

The purpose of the qualitative exploratory study was to identify which competencies were recommended by recruiters and Saudi principals for Christian directors at international schools in Saudi Arabia. In Chapter Four, the collection of data is discussed along with an analysis of the findings. Thus, the chapter is divided into the following sections: Compilation Protocol and Measures; Demographic and Sample Data; Data Analysis and Findings; and Evaluation of the Research Design.

Compilation Protocol and Measures

In this section of chapter four, the compilation protocol and measures are addressed to describe the process the researcher used to conduct this qualitative exploratory study.

Collection of Data

In an effort to address the data collection process, this section explains each phase of the research process. Since this was an exploratory study, the researcher followed a specific process with the hopes that other researchers would duplicate or expand the field of research in other countries in the Middle East.

Eliciting Participants

The process to elicit participants began with the researcher contacting individuals with whom the researcher had professional affiliations. The researcher called perspective participants and used the Recruitment Template Verbal Script approved by the IRB (see Appendix F). A total of ten individuals were contacted to participate in the research study. However, several of the Saudi principals declined out of concern that the research may not reflect their personal beliefs and feelings about international directors. Those possible participants who declined were thanked for their time. Moreover, when the researcher called the recruiting agencies, some of the

individuals no longer worked in the needed department. When this occurred, the researcher requested that the current individual responsible for recruitment for Saudi Arabia participate in the research. Those participants who agreed were scheduled for an interview and the consent document was sent via email.

Informed Consent Process

All participants received the informed consent document via email before they participated in the interview. Except for one participant who wanted to conduct the interview within three days, the other five participants received the informed consent document at least five days before their scheduled interview. All informed consent forms were returned to the researcher the day of or the day before the interview.

Interviews

Six interviews were conducted to collect data for this qualitative exploratory research. The interviews began 3 October 2021 and concluded 2 November 2021. One of the interviews was rescheduled since the participant had COVID19 and was hospitalized during the initial interview time. Before the interviews, the researcher contacted the individuals to confirm the interview time and to see if the time was still convenient for the participants. All interviews took place online using Microsoft Teams. The researcher did not conduct in person face to face interviews due to safety protocols in place due to COVID19 and due to two of the recruiters being located outside of the country during the research window.

All interviews were conducted one at a time and after normal work hours. In an effort to minimize distractions from being at work, the researcher only scheduled interviews after the normal work hours. This was intentional for the Saudi principals since part of their duties is to be available as incidents occur at the school that needs their attention. Since the researcher did not

want the interviews to be disrupted, the researcher thought it best to conduct the interviews after normal work hours. The researcher also recorded these interviews to be transcribed later. To help protect the identity of the participants, the researcher did not require participants to use their video during the interview. All interviews were conducted using audio only, which was also in accordance with the Informed Consent Form the participants signed.

Recording of Data

The interviews were digitally recorded using Microsoft Teams. All sessions were automatically uploaded to the researcher's account after the interviews were concluded and the files were formatted by Microsoft Teams. After the files were ready for download, the researcher downloaded the files and deleted the main recording from Microsoft Teams. This was done to ensure the security of the interviews in the case that another individual tried to access the researcher's Microsoft Teams account. In all cases, the recorded interviews were encrypted, and password protected after they were downloaded on the researcher's computer and backed up on a flash drive.

Organization of Data

To help organize the data, the researcher took steps to collect the data during the interviews and complete the transcriptions. The following section explains the steps the researcher took to organize the data for the analysis.

Interviews

The data collected during the interviews were organized using two methods. The first method was to capture the data from Microsoft Teams and then use voice-to-text software in Microsoft Word. After the transcription was completed using Microsoft Word, the researcher replayed the interviews to make sure the voice-to-text transcriptions were accurate. The

researcher had to correct a few phrases that used both Arabic and English such as *yanni* and *faqat* which appeared several times in the interviews with the Arabic principals.

After all the interviews were transcribed and reviewed for accuracy, the researcher then organized the key phrases and words for each interview question regarding skills, behaviors, and knowledge into a spreadsheet. The spreadsheet was then password protected, saved on the researcher's computer, and backed up on a flash drive.

Transcriptions

After the interviews, the researcher transcribed the voice recordings and saved them as encrypted and password protected files. All transcripts were word-for-word transcriptions for the interviews. This was done since there are certain phrases that are used that are not direct translations. For example, the Arabic word *faqat* has a different meaning depending on the context. Depending on when the word is used in a sentence, it can mean simply or solely; thus, the word-for-word translation helped the researcher understand the overall meaning or description of a competency described in the interview. Moreover, the word-for-word translation gave the richness of the data collected during the interview process.

Processing of Data

The researcher processed the data from the interviews by hand. Since the researcher used voice-to-text transcriptions with the assistance of Microsoft Word that had to be corrected due to the presence of Arabic words during the interview, the researcher decided it was more beneficial to code the data by hand due to the use of these Arabic phrases during the interviews, which could be lost if the coding was done using an application. Moreover, the researcher found that learning how to use a data coding program, enter the data correctly, and then verify the coding was a time-consuming task. Although coding by hand was also time consuming, the researcher

found it less time consuming than learning how to use a coding program and having to redo the data analysis if mistakes were made using a new program. Moreover, living in the Middle East made it difficult for the researcher to acquire resources that explained how to use these programs. Therefore, the researcher entered the data from the interviews into a spreadsheet that was created based on the categories found in the literature. The data was separated in accordance with the interview questions that asked specifically about skills, knowledge, and behaviors. Within these three categories, the words/phrases were coded based on them fitting into EL, TL, SL, CQ, and other. The category other was used when the data did not fit into one of the categories from the literature. Since the researcher did not want to disregard any of the data, the category other was used to keep all data that did not naturally fit into of EL, TL, SL, and CQ.

Description of Categories

The categories used to process the data were related to the literature used in the research process. These initial categories were CQ, EL, SL, and TL. In some cases, the data fitted into more than one category, so it was placed in both sections. In the cases where the data did not naturally fit into any of the categories, the data was coded under “other.” Thus, all the data collected during the interviews were represented in the data analysis.

1. Cultural Intelligence - “The capability to function effectively across national, ethnic, and organizational cultures” (Livermore, 2015, p.10-11).
2. Educational Leadership - Leadership that consists of, but is not limited to, a combination of political leadership, cultural leadership, moral leadership, pedagogical leadership, and organizational leadership in the context of educational leadership (Brooks & Normore, 2018).
3. Spiritual Leadership - Moving people along God’s plan or agenda (Blackaby & Blackaby, 2012.)
4. Transformational Leadership - Creates an environment conducive to change via idealized influence, inspirational motivation, intellectual stimulation, and individual consideration (Avolio & Yammarino, 2013).

Demographic and Sample Data

In accordance with the information presented in chapter three, the research participants were chosen due to prior professional affiliations with the researcher. The recruiters all work for different international recruiting agencies and were selected based on whom the researcher was connected with when contacting the agency and asking for their recruiter for Saudi Arabia. Thus, the selection of recruiters became random purposeful sampling as the researcher originally anticipated. This also happened due to the two recruiters the researcher knew from previous professional affiliations no longer working for the recruiting agencies. Generally, the random purposefully sampling of the recruiters happened due to new individuals overseeing the department/region or the person on duty being a different recruiter whom the researcher did not previously know. In both cases, the researcher decided to interview the first point of contact for the recruiting agency instead of asking to connect with a specific individual. This decision was made in an effort to only interview recruiters who were currently responsible for recruiting directors for Saudi Arabia instead of individuals who may have recruited for Saudi Arabia in the past. The researcher believed that recruiters who were not actively recruiting for Saudi Arabia may not have critical information for directors leading during the educational reform presented by Vision 2030. Although the participating recruiters may not have been the anticipated participants, the researcher still used random purposeful sampling by only contacting those recruiting agencies where the researcher had previous professional affiliations. All participants had at least two years of experience recruiting for Saudi Arabia. To maintain confidentiality, each recruiter was given a pseudonym to be used throughout the study: Recruiter 1-Charles, Recruiter 2-Brian, and Recruiter 3-Amanda.

Similar to the recruiters, the Saudi principals were selected due to previous professional affiliations with the researcher and due to their employment at one of the largest international schools in the Kingdom. The Saudi principals all worked for one of the largest private international schools in Saudi Arabia with branches in different regions of the country at the time of the interviews. One of the principals worked for Fisk and was located in Riyadh, the Central Province of Saudi Arabia. The other two principals were located in the Eastern Province. One who also worked for Fisk and the other who worked for Rams. All three principals had more than four years of experience as a principal at the time of the interview. To maintain confidentiality, each principal was given a pseudonym to be used throughout the study: Principal 1-Nour, Principal 2-Fatimah, and Principal 3-Mohammed.

Data Analysis and Findings

This section of Chapter Four organizes the data based on the research questions. The data analysis and findings are based on the interviews and the findings that are related to each research question is explained in narrative form.

RQ1 Findings

RQ1. What leadership competencies do the individuals responsible for recruiting expatriates to serve as the director of international schools in Saudi Arabia believe are most essential for that role?

To answer RQ1, the researcher conducted interviews with recruiters and asked them three general questions about their experience and expectations for directors at international schools in Saudi Arabia and three specific questions about the knowledge, skills, and behaviors for directors at international schools in Saudi Arabia (see Appendix B). Since the research focused on LC, the researcher asked direct questions about knowledge, skills, and behaviors. Based on the responses from the interview questions, the researcher divided the competencies as either knowledge, skills, or behaviors. During the interviews with the recruiters, the researcher was

able to create a table with types of knowledge, skills, types of behaviors, and other recommendations (See Table 4).

After creating the table with the types of knowledge, skills, types of behaviors, and other recommendations, the researcher continued to code the data by hand. The researcher divided the data in the three categories and sorted it according to the literature on CQ, EL, and TL (See Appendix E). The researcher also added the sections Other (O) and Management (M) since all the data did not fit into the structural coding labels that were developed in accordance with the literature review. This was done to make sure all the data collected during the interview process was included and used to discuss RQ1.

One of the first interview questions discussed the process recruiters used to determine if an applicant is qualified to be a director. The researcher asked this question to gather general information about the process each recruiter used and what knowledge, skills, and behaviors were considered before a protentional candidate was referred for the director position. For all three recruiters, experience was a factor mentioned in the interviews.

Brian stated:

First and foremost, I review the candidate's resume. I would expect no less than a master's degree in educational leadership, preferably an Ed.D. or Ph.D. Secondly, the candidate should have both teaching and leadership experience. Directors are responsible for the teachers in the school and helping them become better instructors so they must have at least 3-5 years of teaching experience. The director cannot be effective leading and developing teachers if the director never taught or understands what it is like to teach. The candidate must also have at least 5 years in leadership. This is the minimum requirement for a candidate.

Charles also conveyed that experience was a factor used to determine if an applicant was qualified:

One of the first things I investigate is overall experience. I want to know how many different places they have been to and their accomplishments. If a potential director hasn't been to many international schools, I would like to know what they have

accomplished in their time at various locations. If they have been to a multitude of foreign institutions, it is important for me to know what they have gained during their time at these institutions. I want to see teaching experience in at least two institutions for a total of six years. I want to see leadership experience [in] at least three institutions since working at an international school requires one to have the ability to work in different settings. I follow up by inquiring about the preconceived notions about the middle eastern region. If they have been here before, I am curious to know what has changed from their previous time here until the present. If they are new to the region, I look to find out if they are open to new experiences that may or may not make them uncomfortable.

Amanda's response was more direct:

If they don't have at least five years of teaching experience and nine years of leadership experience, then I don't consider their resume. International leadership has a learning curve and only people with experience can navigate that learning curve. Without several years of leadership experience, the degrees, accomplishments, and other information on their resume doesn't matter. You can't manage a school if you don't have experience working in the school in different roles.

For all three recruiters, the amount of leadership experience had to be a minimum of five years to be considered for the international director position. It was also clear that all three recruiters looked for teaching experience as well. Although their reasons for requiring teaching experience varied, it was clear that they believed school leaders should have a minimum of three years of teaching experience. One interesting factor about the recruiters' responses is that only one recruiter, Brian, mentioned having a formal education and at least a master's degree in EL. Moreover, Brian also mentioned that an Ed.D. or Ph.D. was preferred. This might be due to Brian having more years of experience as a recruiter compared to the other two recruiters. It can be inferred that due to over ten years of recruiting experience, Brian has a good understanding of the experience and educational background that may help an international director have longevity and success in Saudi Arabia.

In addition to mentioning experience, the recruiters also alluded to certain competencies when they answered the interview question about the process they used to determine if an applicant is qualified for the director position. Brian mentioned knowledge in EL since the

master's degree or doctoral degree was an important factor. Charles mentioned the ability to work in a possibly uncomfortable setting and preconceived notions about the region. All the recruiters mentioned elements of CQ and EL in their response concerning the qualifications for the director position.

When asked, "What essential skills do you believe a director should have to lead an international school in Saudi Arabia?" each recruiter explained which skills they thought were important for various reasons.

Brian stated:

A school director for an international school should have good listening and problem-solving skills. She or he must have great communication abilities and they must have a genuine interest in helping others.

Charles said:

A potential director should be able to understand that most of the communication is nonverbal. He must be able to communicate with individuals from all different walks of life. A director must be firm in his resolve, but flexible in his implementation of policy. He must be able to bring out the best in his team even when he may not have full mastery of the different languages that his students and staff have mastered.

Amanda responded:

A director is a person who is in charge of the long-term planning and must come up with strategies for change, which is a big responsibility. A director must have good leadership skills, an ability to adapt and innovate, communication skills, problem-solving skills, be good in decision making, and should have the ability to prioritize. Not only this, a director should be visible and approachable so that everyone in the organization feels welcome.

Based on these responses, the essential skills mentioned in the interviews were listed in Table 1. Some of the skills mentioned were based on the director's ability to work alone and in a collaborative manner while at the same time working towards a goal. Problem-solving, communication, and the ability to adapt were all mentioned by at least two of the recruiters. All three recruiters mentioned that the director should also work with everyone in the organization.

When the researcher looked at their collective responses, the skills mentioned are aligned with the literature review on CQ, TL, EL, and other. The overall classification of the skills mentioned are represented in Appendix E. Under the other category, the researcher saw elements of M based on the responses the recruiters gave during the interviews. Charles' responded that the "director must be firm in his resolve, but flexible in his implementation of policy" while Amanda mentioned "ability to prioritize" when they responded to the question. Both of their responses were not fully aligned with the literature on EL, but these responses did contain elements of M. Thus, these responses were coded under Other.

Table 1

Essential Skills According to Recruiters

Listening	Problem Solving
Communication	Helps Others
Improve the Quality of Education	Non-verbal Communication
Firm in Resolve	Flexible
Teamwork	Long-term Planning
Leadership Skills	Ability to Prioritize
Good Decision Making	Ability to Measure Process
Set Clear Goals	Implementation of Policy

When asked, "What essential behavior do you believe a director should have to lead an international school in Saudi Arabia?" each recruiter explained which behaviors they thought were important for several reasons.

Charles conveyed that:

A director should display calmness and stability. I understand that the director at an international school will have to hear multiple voices a day. These voices range from reasonable internal request to multiple unreasonable if not impossible mandates. The director is never allowed to be seen as vulnerable. He must push on and be relentless in doing what is best for his international school.

Amanda said:

For a director, it is very important to know all the people in the organization including the students, teacher, parents, supporting staff, and everyone else connected to the school. As I mentioned before, the director is in charge of long-term planning because she must set clear goals, like SMART goals, and prioritize according to the situation. It is also important to remain calm in every situation since the entire organization looks up to the director and follows her. The behaviors in the organization and the attitudes of the parents, students, and staff are connected to the director. If the director is positive, then the organization will be positive. If the director is negative and does not want to work hard and follow with the people, then everything will fall apart. So, when interviewing a candidate, I try to see if the person is positive since being positive influences behaviors.

Unlike the other two recruiters, Brian did not want to use the word behaviors when discussing the potential candidates. Instead, Brian saw the behaviors more as attributes or virtues. Thus, Brian replied: “I can’t call these behaviors. They’re more like attributes or virtues such as being humble, patient, friendly and likable while still being able to accomplish the necessary tasks.”

Based on the recruiters’ responses, the essential behaviors focused on the director’s ability to work well with others and to stand as a leader in the organization. The words partnership, collaboration, approachable, and likable all relate to how the director interacts with other people. Other phrases such as open to new experiences, works well under pressure, ability to set clear goals, and relentless all relate to the director’s personality and intrinsic motivation for being in leadership. When looked at from a wholistic approach, the recruiters mentioned behaviors that effect the organization as a whole and the director as an individual. All the essential behaviors are represented in Table 2. The 19 behaviors discussed are related to CQ, EL, and TL and classified as such in Appendix E. Based on the answers Brian provided, the category O was added to include the virtues Brian mentioned in the interview. Moreover, the behaviors mentioned can be used to determine if a potential candidate will perform well at an international school as Amanda mentioned in her interview since she saw a positive attitude as an indicator of possible success.

Table 2*Essential Behaviors According to Recruiters*

Partnership	Collaboration
Humble	Patient
Friendly	Likable
Caring	Approachable
Open to New Experiences	Calm
Stable	Relentless
Hears Others	Adaptability
Ability to Set Clear Goals	Works Well Under Pressure
Sincere Gratitude	Positive

When asked, “What essential knowledge do you believe a director should have to lead an international school in Saudi Arabia?” each recruiter explained what knowledge they thought was important for various reasons.

Brian responded:

A school director must understand rigor and best education practices. He must possess a background in education and understand how to teach and how students learn. At the same time, the leader has to understand the concept of how to run a business because an international school is usually a business. You have to understand how to manage a school budget, know the ins and outs of HR including international recruitment. The director must know how to meet the national education standards of the country and know everything from placing a textbook order to arranging school transportation and all school safety regulations. Safety should always be the directors first concern for the entire school.

Charles responded:

The essential knowledge that a director must hold is what’s going on in the world around him. He will need to understand the most recent data of the region he will be joining. If the potential director can look at the educational needs of the region and be familiar with what the students need to excel in, the director will have the best chance to step in and have great success. Knowledge about the culture and how to meet the educational needs of the students is vital.

Amanda responded:

Every job requires a different set of skills and knowledge base. A director should have an understanding of various tools available to the educators to carry out goals effectively.

So, she should understand education and the different aspects of how to improve schools and maintain the academic rigor. In addition to this, she should have the ability to measure progress and success for which she should maintain a strong relationship with students, teachers, and parents. She is responsible for meeting the academic standards for the company so knowing best practices and how to teach in a way students will learn is important. If the teacher is not doing well for an observation and not teaching, the director is responsible for correcting the teacher and showing the teacher how to improve. This requires the director to have a set of skills to help teachers improve and knowledge in education to understand how to help the teacher improve.

Table 3 outlines the essential knowledge from the interview with the recruiters. Based on the responses from the recruiters about essential knowledge, most of the knowledge was related to EL, TL, and M as classified in Appendix E. Since Mt was not one of the original categories for the coding, the researcher added M in the chart instead of Other being the label for the data that did not fit into EL, TL, and CQ. This decision was made since it was clear that management was the common factor for all the types of knowledge that did not fit in EL and TL. Moreover, these M items were mentioned by all three recruiters, so the data had to be presented in a manner that was representative of the data collected during the interviews.

Table 3

Essential Knowledge According to Recruiters

Master in Educational Leadership	Rigor
Best Education Practices	Background in Education
Understands How to Teach	Understands How Students Learn
Concept of How to Run a Business	Manage School Budget
Human Resources/International Recruitment	How to Meet the National Education Requirements
Textbook Orders	Arranging School Transportation
School Safety Regulations	Recent Data from the Region
Educational Needs of the Region	Training in Social/Emotional Learning
Training in Behavior Engineering Model	Managerial Experience
Ability to Maintain Strong Relationships with Student/Parents/Teacher	Knowledge of the Culture/Region

During the interviews, the researcher asked a final question about previous experience to make sure the recruiters had the ability to mention all the skills, behaviors, and knowledge they believed were essential. By asking an open-ended question about previous experiences, the researcher was able to gather data about other skills, behaviors, and knowledge that was not mentioned when the recruiters were asked directly about skills, behaviors, and knowledge. Thus, the researcher asked the final question, “What type of previous experience do you believe a director should have to lead an international school in Saudi Arabia?”

Brian closed by saying:

My ideal director is knowledgeable, friendly, caring, and approachable. Everyone from the faculty and staff to the parents and the students should feel that the school director is there to improve the quality of education. So, the leaders should have experience in education and have led before in either a school or a school department.

Charles said:

I would like all directors to have experience in the classroom. I have seen some schools where the director was never a teacher so they are good at managing the school but can't improve the school. I would also like to see that they have completed relevant trainings in social emotional learning and behavioral engineering model. A director must have some managerial experience as I believe he cannot lead a team if he has never had chances to lead. Each of these experiences together will give these potential directors the best opportunity to lead and guide international schools in Saudi Arabia.

Amanda responded:

I have worked with several companies and helped hire good directors, who all had previous teaching and leadership experience. I believe the next leaders should know how to demonstrate sincere gratitude in the workplace despite having so much stress and pressure on her. That makes a big difference in the atmosphere. Attitude is everything when working in an international school, especially when the people are not the same as the director since the director is a foreigner working in their country. The director has to be aware of this and be thankful for the opportunity to work in the country and to share the experience with others.

Although the closing question for the interview did not ask about specific skills, knowledge, or behaviors, all the recruiters mentioned at least two items that can be listed under these three categories. Based on the responses from the interview questions, the researcher

gathered the data into four categories: knowledge; skills; behaviors; and others. During the interviews with the recruiters, the researcher was able to create a table with 19 types of knowledge, 15 skills, 19 types of behaviors, and 3 other recommendations as outlined in Table 4. The researcher used the data in Table 4 along with the data from RQ2 to develop the Leadership Profile (see Appendix C) for directors at international schools in Saudi Arabia.

Table 4

Essential Skills, Behaviors, and Knowledge According to Recruiters

Skills	Behaviors	Knowledge	Other
Listening	Partnership	Master in Educational Leadership	Teaching Experience
Communication	Humble	Best Education Practices	Leadership Experience
Improve the Quality of Education	Friendly	Understands How to Teach	International Experience
Firm in Resolve	Caring	Concept of How to Run a Business	
Teamwork	Open to New Experiences	Human Resources/International Recruitment	
Leadership Skills	Stable	Textbook Orders	
Good Decision Making	Hears Others	School Safety Regulations	
Set Clear Goals	Ability to Set Clear Goals	Educational Needs of the Region	
Problem Solving	Sincere Gratitude	Training in Behavior Engineering Model	
Helps Others	Positive	Rigor	
Non-verbal Communication	Collaboration	Background in Education	
Flexible	Patient	Understands How Students Learn	
Long-term Planning	Likable	Manage School Budget	
Ability to Prioritize	Approachable	How to Meet the National Education Requirements	
Ability to Measure Process	Calm	Arranging School Transportation	
	Relentless	Recent Data from the Region	
	Adaptability	Training in Social/Emotional Learning	
	Ability to Prioritize	Managerial Experience	
	Works Well Under Pressure	Knowledge of the Culture/Region	

After creating Table 4 with the 19 types of knowledge, 15 skills, 19 types of behaviors, and 3 other recommendations, the researcher continued to code the data by hand. The researcher divided the data in the three categories and sorted it according to the literature on CQ, EL, and TL (See Appendix E). The researcher also added a section Other since all the data did not fit into the structural coding labels that were developed in accordance with the literature review. The researcher also added the category M for management since several of the items mentioned during the interview regarding the question about essential knowledge was related to M. Although the code M was not part of the original coding plan, the researcher believed it would be more effective to list the appropriate items under M instead of labeling it as other. This was done to make sure all the data collected during the interview process was included and used to discuss RQ1 and labeled according to the literature to which it was related.

RQ1 Summary of Findings and Analysis

This section offers a summary of the findings and analysis for RQ1. RQ1 asked, “What leadership competencies do the individuals responsible for recruiting expatriates to serve as the director of international schools in Saudi Arabia believe are most essential for that role?” There were themes that emerged from the interviews to answer this question.

Experience

All three participants indicated that previous experience, either in the classroom or in another leadership role was important. Amanda and Charles both mentioned the importance of experience, but only Brian and Amanda mentioned the number of years of experience that should be the minimum requirement before one can be considered for the position of a director. According to Brian, the candidate should have a minimum of 3-5 years of teaching experience and 5 years of leadership experience to even be considered for the position. Amanda stated that a

candidate must have 5 years of teaching experience and 9 years of leadership experience before she will consider them for the director position. Thus, on the job experience seems important in helping directors develop the competencies needed for the position.

Communication

All three participants indicated that communication is an important skill for directors. Moreover, all three mentioned communication and problem-solving skills together. Based on the interviews, the participants linked both skills together, which shows that communication seems to be linked to other skills that are needed to be a director at an international school.

Long-term Planning

All three participants indicated that the director should have long-term planning abilities that will help improve the school. Brian mentioned that a background in education and understanding the concepts of running a business are both important to the long-term planning and improving the academics of the school. Amanda also mentioned long-term planning in the form of SMART Goals to help outline the long-term planning targets. According to Alves (2018), a SMART is specific measurable, achievable, realistic, and time defined. Thus, the importance of long-term planning was eventually linked to M and management skills.

Management

All three participants indicated that M is an important factor in school leadership and in the role as a director. Brian stated that an international school is essentially a business; thus, M skills are needed to complete the duties related to the business aspects of leading an international school. Charles mentioned M experience and linked it to team leadership. He believed that directors cannot lead an international school if they never had a chance to lead a team in the past. Amanda also mentioned that a director cannot manage a school if one does not have previous

experience as a teacher and leader in the school setting. Thus, M was a trend in the data that the researcher did not anticipate, but it was mentioned by all the recruiters.

Understanding the Culture

Two of the participants indicated that understanding the culture is an important factor when recruiting a potential director. Charles mentioned that he asks questions about the candidates preconceived notions about the region and if the candidates have been in the region, he inquires about how their view of the region has changed over time. Brian mentioned that the potential candidate should also have knowledge about the national education standards. In Saudi Arabia, these standards come from courses in Islamic, Arabic, and the Kingdom of Saudi Arabia history courses (KSA). Thus, it appears that some knowledge about the culture and the region can be an advantage for potential directors at international schools in Saudi Arabia.

The interviews with the recruiters helped the researcher generate a list of essential skills, behaviors, and knowledge. From the 15 skills, 19 behaviors, and 19 types of knowledge, the researcher found five themes. Those themes were used to help the researcher answer RQ3 along with the data and themes the researcher found for RQ2. The next section will outline the data and themes for RQ2.

RQ2 Findings

RQ2. What leadership competencies do Saudi principals working in collaboration expatriate directors at international schools in Saudi Arabia believe are most essential for that role?

To answer RQ2, the researcher conducted interviews with Saudi principals and asked them three general questions about their experience and expectations for directors at international schools in Saudi Arabia and three specific questions about the knowledge, skills, and behaviors for directors at international schools in Saudi Arabia (see Appendix B). Based on the responses from the interview questions, the researcher divided the competencies as either knowledge,

skills, or behaviors. During the interviews with the principals, the researcher was able to create a table with types of knowledge, skills, types of behaviors, and other recommendations (See Table 8).

After creating the table with the types of knowledge, skills, types of behaviors, and other recommendations, the researcher continued to code the data by hand. The researcher divided the data in the three categories and sorted it according to the literature on CQ, EL, and TL (See Appendix E). The researcher also added a section O/M since all the data did not fit into the structural coding labels that were developed in accordance with the literature review. This was done to make sure all the data collected during the interview process was included and used to discuss RQ2. Thus, the four items that fit into M and O were placed into their own column.

When asked, “What essential skills do you believe a director should have to lead an international school in Saudi Arabia?” each principal explained what skills they thought were important for several reasons.

Nour stated:

Since it is specifically an international school, the director should be accepting to all religions, ethnicities, and cultures since both the learning and working environment will most likely be made up of a diverse community. Secondly, he or she must value effective communication in which they listen to others’ opinions before forming a finalized decision. Lastly, an important skill is problem-solving; not all days will go as planned, so the director needs to be prepared to adapt whenever change occurs.

Fatimah responded:

- Management skills
- Good time management
- School improvement skills
- Ability to delegate task and follow up with the people
- Problem solving abilities
- Mediator
- Detailed oriented

Mohammed said:

According to the research an effective director should possess yanni strong communication, decision-making, organizational and problem-solving skills. I also think an effective director should also be transparent and a leader, not a manager, faqat.

Table 5 outlines the essential skills the researcher was able to gather based on the interviews with the Saudi principals. These 22 skills were classified according to the literature on CQ, TL, and EL. There were two skills mentioned that did not fit the literature on CQ, TL, or EL so those skills were coded O as seen in Appendix E. As the researcher coded the data from the interviews, some of the skills applied to more than one category. For example, effective communication and adaptability were skills that applied to all three categories. Thus, the research was able to conclude that these two skills, along with several others, should be included in the Leadership Profile since these were skills that applied to each category. Moreover, the researcher saw high frequency words such as problem-solving skills which was mentioned by all three principals.

Table 5

Essential Skills According to Saudi Principals

Accepts Diversity	Delegates Tasks
Effective Communication	Follows-up with People
Listens to Other's Opinions	Mediator
Problem-Solving	Detailed Oriented
Adaptability	Decision Making Skills
Management	Organizational Skills
Time Management	Transparent
School Improvement	Leadership Skills
Not a Manager	Builds Relationships
Collects Evidence for Accreditation	Collaboration
Ability to Prioritize	Improves School Culture/Climate

When asked, "What essential behaviors do you believe a director should have to lead an international school in Saudi Arabia?" each principal explained what behaviors they thought was important for various reasons.

Nour replied:

The director should be collaborative with the teachers as well as the students and their parents. In many situations, they must find a balance in where everyone is satisfied with the condition of the school. Moreover, they must have a clear vision and take initiative to implement tasks needed to achieve long-term goals

Fatimah said:

Flexible
 Not racist or yanni show favor to certain nationality
 Trustworthy
 Fair with everyone
 Calm and work well under pressure
 Encourages her staff
 Yanni Democratic
 Model for other leaders
 Is aware of what is happening in the school
 Able to follow the rules
 On time

Mohammed conveyed:

He should be yanni intelligent, decisive, committed, and instructional leader, coach, visionary and ambitious. And it's important to accept everyone, Muslim and Christian.

Based on the data gathered from the question concerning essential behaviors, the researcher was able to collect 31 essential behaviors for international directors. These behaviors were outlined in Table 6 and classified according to the literature on CQ, TL, and EL in Appendix E. There were two behaviors mentioned that did not fit into these three categories, so they were labeled O. As the researcher recorded and analyzed the data, there were only two high frequency words, visionary, and inclusion. The researcher found it interesting that the principals mentioned quite different essential behaviors. However, they all mentioned some of the same essential skills. However, out of the 31 essential behaviors, it was clear that all the principals mentioned the importance of collaborating with the international director who understands the importance of being inclusive and not a racist.

Table 6*Essential Behaviors According to Saudi Principals*

Collaborative	Finds Balance
Clear Vision	Take Initiative
Implements Tasks	Achieves Long-term Goals
Flexible	Not Racist
Trustworthy	Fair with Everyone
Calm	Works Well Under Pressure
Encouraging	Democratic
Role Model	Aware of What is Happening in the School
Follows the Rules	On Time
Intelligent	Decisive
Committed	Instructional Leader
Coach	Visionary
Ambitious	Cultivates Leadership
Does not Pressure Staff	Consistent with Rules
Cares for the Team	Not Self-centered
Inclusive	

When asked, “What essential knowledge do you believe a director should have to lead an international school in Saudi Arabia?” each principal explained what knowledge they thought was important for several reasons.

Nour stated:

They should be able to use the data and resources related to the school to assign long term goals. The director should also have knowledge of the curriculum and plan for the students. This also includes establishing a good relationship with the teachers to understand at what stage they are in the year.

Fatimah responded:

Knowledge about the schools and academics
Education
Professional development plans and execution
Accreditation process
Knows about the culture and religion
Knowledge about evaluations

Mohammed said:

I expect an effective director to lead by example, faqat. A director should know that they are not running a one-man show; that they cannot do it all alone. A director know that they must surround him yanni with great teachers and colleagues and, not only that, but they must also fully support teachers and staff by encouraging them to continually learn, develop and, perhaps most important, become leaders themselves. A director also should use data such as school-based assessments, yanni, to always drive improvement through site-based decision-making for the purpose of promoting fair and culturally responsive opportunities for all students.

Using the data gathered from this interview question, the researcher was able to outline 25 essential types of knowledge for international directors as shown in Table 7. Of these 25 essential types of knowledge, the researcher noticed that data and accreditation were important for all three principals. All three principals focused on assessments, accreditation, and using evidence. It was also evident from their responses that teamwork and collaboration is needed, so the international director may benefit from having knowledge in these two areas as well. Moreover, as the researcher classified the data into the categories, it was also evident that the items mentioned by all three principals are also mentioned in the literature regarding EL and TL as shown in Appendix E. There were also a few items classified under CQ such as culture and religion and being culturally responsive.

Table 7

Essential Knowledge According to Saudi Principals

Use Data and Resources for Long-term Planning	Knowledge of the Curriculum
Plans for the Students	Establishes Good Relationships with Teachers
Understands Teachers' Stage/Level	Knowledge about Schools
Knowledge about Academics	Knowledge about Education
Professional Development Plans	Professional Development Execution
Accreditation Process	Culture and Religion
Leads by Example	Collaboration
Teamwork	How to Encourage the Staff
Teacher Development	How to use the Data to Drive Improvement
Site-based Decision Making	Culturally Responsive
Strategies for Success	Vision, Mission, and School Brand
Improve Instruction	Data Analysis
Improve Academic Performance	

The interviews with the principals included an open-ended question about the working relationship between the director and principal before the researcher asked direct questions about essential skills, knowledge, and behaviors. This was done to collect data that may not have been seen as a skill, knowledge, and behavior from the perspective of the Saudi principal, but was still important to the research. Based on the answers, the researcher added the additional information as a skill, knowledge, or behavior. Thus, during the interviews with the principals, the researcher inquired about the following: “Please explain the working relationship between the director and principal at an international school.”

Nour explained:

The director of the school focuses on long term goals that will have an impact on the school in the following years, whereas the principal has a more one-on-one relationship with employees. They build a relationship with their colleagues based on daily tasks in the school. A principal might be in charge of assigning duties to teachers or head of departments, while the director comes up with strategies for the success of the school in a general matter.

Fatimah stated:

They are supposed to complete each other, faqat. They must have the same vision and mission and divide the responsibility between the two of them. Yanni, they should communicate about the responsibilities they share. Yanni, the director should be responsible for accreditation. The principal should be responsible for helping the director collect evidence for the accreditation. The director evaluates the principal, but the director needs the work with the principal because the nationals will follow the principal and the principal is the one who answers to the Ministry. They have to work in collaboration and be strong for each other.

Mohammed explained:

What I expect is a congenial, also collaborative relationship between the director and principal to ensure that they are both striving to ensure that the school mission, vision, and school brand is being met. I am expecting both to cultivating leadership within other faculty members, creating a hospitable learning culture and environment for improving instruction of the students and the teachers as instructional leaders. Both, yanni, are

responsible for collecting and managing data to improve the academic performance of the school.

To close the interview, the researcher presented one last open-ended statement about the director. Thus, the principals all responded to the following prompt: “Based on your previous experiences, please describe your ideal director.”

Nour responded:

I believe a director should have previous experience in leadership, most specifically in education in which they have experienced leading both small and big groups. They should have previously worked in an area that included communication and analyzation of data; this will help them implement goals in their current job as a director in an international school. My ideal director would be someone who communicates and listens to my input regarding goals for the school. They should also be able to understand the concerns in the work and learning environment which include not over pressuring their staff. Lastly, I think it’s important for them to be organized, more specifically not constantly changing rules, so the vision is more clear for both teachers, admin, students, and parents.

Fatimah said:

It would be one who has a solution for every problem. She should be able to catch it direct and be fast thinking. How she can weigh the problems and determine how to focus on some and ignore others. It is important not to focus on the small things. This helps solve problems in the school. She must support the team all the time. Her heart should yanni belong to the team and she care for the team and everyone. She should not focus on herself and keep saying I’m director, I’m director, faqat. It is not about her, yanni but her team. She should have leadership experience above all. She should also work with diverse and different people before coming. It is hard for someone who has not worked with different people to be successful.

Mohammed closed by saying:

My previous director was yanni direct, inclusive, led by example, instructional leader and coach, a leader not a manager faqat and that is constantly improving the culture also climate of the school to ensure that the school was a safe diverse, inclusive learning environment. Faqat. My current director is similar, but he doesn’t understand how to look at the data for improvement. Yanni a combination of both is good.

Since the principals gave the researcher additional information when they answered the open-ended questions, the researcher added this information to the overall data collection. Thus,

the additional information gathered from the open-ended questions in the interviews were also categorized accordingly. This was done since the principals gave the researcher additional skills, knowledge, and behaviors that were not mentioned when the researcher asked the questions that were explicitly about skills, behaviors, and knowledge. The researcher found that the Saudi principals all gave additional skills, behaviors, and knowledge when describing the working relationship between the director and Saudi principal and when describing their ideal director. These additional skills, behaviors, and types of knowledge were added to Table 8 along with other skills, behaviors, and knowledge collected during the earlier part of the interviews. Based on the responses from the interview questions, the researcher gathered the data into four categories: knowledge; skills; behaviors; and others. During the interviews with the Saudi principals, the researcher was able to create Table 8 with types of knowledge, skills, types of behaviors, and other recommendations.

Table 8*Essential Skills, Behaviors, and Knowledge According to Saudi Principals*

Skills	Behaviors	Knowledge
Accepts Diversity	Collaborative	Use Data and Resources for Long-term Planning
Effective Communication	Clear Vision	Plans for the Students
Listens to Other's Opinions	Implements Tasks	Understands Teachers' Stage/Level
Problem-Solving	Flexible	Knowledge about Academics
Adaptability	Trustworthy	Professional Development Plans
Management	Calm	Accreditation Process
Time Management	Encouraging	Leads by Example
School Improvement	Role Model	Teamwork
Not a Manager	Follows the Rules	Teacher Development
Transparent	Intelligent	Site-based Decision Making
Ability to Prioritize	Committed	Strategies for Success
Delegates Tasks	Coach	Improve Instruction
Follows-up with People	Ambitious	Improve Academic Performance
Mediator	Does not Pressure Staff	Knowledge of the Curriculum
Collects Evidence for Accreditation	Cares for the Team	Establishes Good Relationships with Teachers
Decision Making Skills	Inclusive	Knowledge about Schools
Organizational Skills	Finds Balance	Knowledge about Education
Detailed Oriented	Take Initiative	Professional Development Plans
Leadership Skills	Achieves Long-term Goals	Culture and Religion
Builds Relationships	Not Racist	Collaboration
Collaboration	Fair with Everyone	How to Encourage the Staff
Improves School Culture/Climate	Works Well Under Pressure	How to use the Data to Drive Improvement
Solution Oriented	Democratic	Culturally Responsive
Quick Thinker	Aware of What is Happening in the School	Vision, Mission, and School Brand
	On Time	Data Analysis
	Decisive	Data Management
	Instructional Leader	
	Visionary	
	Cultivates Leadership	
	Consistent with Rules	
	Not Self-centered	
	Supportive	
	Direct	

After creating the table with essential knowledge, skills, behaviors, and other recommendations, the researcher continued to code the data by hand. The researcher divided the data in the three categories and sorted it according to the literature on CQ, EL, and TL (See Appendix E). This was done to see what literature from the literature review might help increase the knowledge base of potential Christian directors. The researcher also added the section M/O to align the data analysis with the data analysis completed for the recruiters.

RQ2 Summary of Findings and Analysis

This section offers a summary of the findings and analysis for RQ2. RQ2 asked, “What leadership competencies do Saudi principals working in collaboration with expatriate directors at international schools in Saudi Arabia believe are most essential for that role?” There were themes that emerged from the interviews to answer this question.

Effective Communication

All three principals mentioned effective communication. Nour elaborated on her thoughts about effective communication by mentioning being able to listen to other’s opinions before making a final decision. As a part of effective communication, Fatimah mentioned the director as a mediator. Overall, the principals all mentioned communication as an essential skill that makes the director effective and used the adjective effective or strong when describing communication.

Problem-solving Skills

In addition to effective communication, the principals also mentioned problem-solving skills. During the interviews, Nour stated that not all days will go as planned so having problem-solving skills may help the director adapt whenever change occurs. Moreover, Mohammed linked problem-solving skills with decision making as well. Overall, all the principals used the

adjectives strong and effective to describe the type of communication skills that may help the director solve problems that arise during the school day.

Vision and Long-term Goals

Another theme in the data dealt with the directors' ability to present a clear vision and could achieve long-term goals. Along with having vision, Nour mentioned that the director also needs to take initiative to implement the tasks that will help one achieve long-term goals. Mohammed stated that the director should be a visionary who is ambitious. Thus, the principals all mentioned vision and long-term planning goals when discussing the behaviors they believed were essential.

Data Analysis and Long-term Planning

The principals also mentioned the importance of knowing how to use or analyze data for long-term goals and school improvement. When discussing essential knowledge, all three principals mentioned using data and resources for long-term planning. Mohammed explained how data should be used to drive school improvement and make site-based decisions. Moreover, Nour also echoed this by stating that the data and resources related to the school should be used to assign long-term goals.

Teacher Evaluations and Development

The fifth theme that was aligned with the third and fourth trend dealt with teacher evaluations and knowing the teachers' skill set and level. These items were mentioned under skills, knowledge, and during the last two interview questions that did not ask about specific skills, behaviors, or knowledge. Evaluations and developing staff members were mentioned in several ways. For example, Mohammed mentioned the teachers improving as instructional leaders and Fatimah mentioned the director knowing the teachers' skill and level as the

foundation for helping the teacher develop; she also mentioned professional development.

Overall, all three principals mentioned teacher evaluation and knowing the teachers' skillset in their interviews.

Accreditation

Moreover, all the principals mentioned accreditation. One of the principals even went more into depth by saying that the director and principal share the responsibility for collecting the data, but the school accreditation is ultimately the director's responsibility. Mohammed also stated that both the director and principal are responsible for collecting and managing the data. By asking the last two questions, the principals were able to elaborate on their perspective concerning accreditation and data collection. For example, Fatimah said that the director and principal complete each other so even though the director is responsible for accreditation, the principal should help the director collect the evidence for the accreditation process. Overall, all three principals saw accreditation and data collection as essential for directors.

Culturally Responsive

All the principals mentioned being culturally responsive and having knowledge about the culture and religion. Nour mentioned the directors being accepting of different religions, ethnicities, and cultures since international schools are diverse. Mohammed also echoed this point by stating the importance of the director accepting everyone, both Muslim and Christian. Fatimah was more direct by saying not racist when giving her response and then explain by saying the director should not show favor to a certain nationality. Overall, Mohammed summed it up by saying the director should be inclusive.

Previous Experience

Lastly, previous experience is an item all the principals mentioned when thinking about a director. Nour stated that in addition to having previous experience, the director should have led small and large teams. Fatimah also mentioned the importance of leadership by stating that leadership experience is the most important part of being a director. Although previous experience was mentioned by the Saudi principals, none of them mentioned a certain number of years the director should have in leadership before becoming an international director.

RQ3 Findings

RQ3. Based on the information gathered in RQ1-RQ2, which leadership competencies would seem to be essential for expatriates serving as the director of international schools in Saudi Arabia?

RQ3 Summary of Findings and Analysis

This section offers a summary of the findings and analysis for RQ3. RQ3 asked, “Based on the information gathered in RQ1-RQ2, which leadership competencies would seem to be essential for expatriates serving as the director of international schools in Saudi Arabia? There were themes that emerged from the interviews with the recruiters and Saudi principals to answer this question. Moreover, the data was used to create the Leadership Profile of international school directors (see Appendix C). The researcher collected all the classified data to create a Leadership Profile that included essential skills, behaviors, and knowledge in the areas of CQ, TL, EL, and M/O.

Previous Experience

Both the recruiters and principals mentioned previous experience during their interviews. Brian mentioned that one should have at least three years of teaching experience and five years of leadership experience. However, Amanda believed that one should have at least five years of teaching experience and nine years of leadership experience before seeking an international leadership position. In addition to previous experience as a teacher and leader, Charles stated that

having experience in at least three institutions was a factor he looked at in a potential candidate. Although the principals did not mention a specific number of years one should have in leadership, they did mention the type of leadership experience they believed was important. Nour stated that one should have experience leading small and big groups of people in an educational setting. Fatimah emphasized the importance of leading a diverse group of people since the school environment would also be diverse. Moreover, all of them agreed that previous experience was important since the director is responsible for leading and evaluating teachers so the director should understand what it is like to teach and how to lead a school. Thus, all the recruiters and principals believed that previous experience is an important factor when determining if a potential director may perform well at an international school.

Communication and Adaptability

In addition to having previous experience, all the recruiters and principals mentioned the importance of communication and adaptability. Brian stated that good listening skills and problem-solving skills may be beneficial to the director. Charles elaborated on this point by stating that the director must be able to communicate with individuals from all different walks of life, so verbal and nonverbal communication was something the director should understand. Moreover, Charles stated that the director will hear multiple voices in a day that are both reasonable and unreasonable due to the impossible mandates that are being requested. Nour mentioned that the director has to listen to several different opinions before finalizing a decision so effective communication helps. Lastly, Mohammed mentioned strong communication and transparency when working as a director since it may help one be an effective director.

Collaboration

Teamwork and collaboration were also mentioned by all the recruiters and principals. Charles mentioned that the director should bring out the best in his team even when one does not have full mastery of the language his students and staff may speak. Moreover, Brian mentioned that the director should have a genuine interest in helping others. When looking at the responses from the principals, Fatimah stated that the director's skill to delegate task and follow up with people was an essential skill. Moreover, the director and the principal should work in collaboration and be strong for each other when leading the school. Mohammed believed that the director should know that they are not running a one-man show and cannot do everything alone; thus, teamwork and collaboration may help the leadership team and the school in general. Overall, everyone mentioned the importance of teamwork and collaboration and how it may have a positive outcome for the school.

Long-term Planning

Aligned with teamwork and collaboration, long-term planning was also mentioned by all the recruiters and principals. Amanda mentioned that the director is in charge of the school, so she is also in charge of the long-term planning so setting SMART goals and prioritizing those goals according to the situation was essential. Amanda also mentioned that the director should have knowledge of various tools available to help one meet the established goals. Mohammed mentioned that decision making skills and being a visionary were essential for international directors. He also stated that one should use data to make decisions for the school as well. Nour on the other hand stated that the director should focus on the long-term goals that impact the school over time. Thus, long-term planning was seen as essential based on the evidence gathered from the interviews.

Problem-solving and Decision-making Skills

During the interviews, the recruiters and principals often linked long-term planning with problem-solving and decision-making skills. Amanda mentioned the director should have problem-solving skills and good decision-making skills. Moreover, Amanda mentioned that the director is responsible for creating strategies for change, which is a big responsibility. Nour mentioned that the director should come up with strategies for success when leading the school. Fatimah on the other hand mentioned that the director should have a solution for every problem and be able to understand a situation and think fast. Moreover, Fatimah also stated the director should weigh the problems of the school and know which ones to focus on and which ones to ignore since it helps solve problems in the school. Thus, being able to problem-solve and have decision-making skills may be essential for international directors.

School Improvement and Accreditation

In addition to long-term planning, problem-solving, and decision-making skills, school improvement and accreditation was mentioned in the interviews as well. While the recruiters mainly focused on school improvement, the principals were more detailed by mentioning the importance of school improvement and accreditation. Brian stated that the director must understand rigor and best education practices and have an understanding of how to teach and how students learn. Moreover, Brian mentioned that the director's previous experience as a teacher and school leader were important since the director is responsible for helping the teachers become better instructors. Amanda stated that the director is responsible for the academic standards and showing teachers how to improve. Fatimah mentioned school improvement skills and later elaborated that the director is responsible for school accreditation and collecting the evidence for the accreditation process along with the principal. This was seconded by

Mohammed who stated that the director and principal are both responsible for collecting and managing data to improve the academic performance of the school.

Knowledge/Degree in Education

Knowledge about education or having a degree in education was also mentioned in several of the interviews. Brian mentioned that having a master's degree in EL was one of the things he looked for on the resume. Moreover, Brian mentioned that he preferred candidates with an Ed.D. or Ph.D. on their resume. Charles also stated that he asked potential directors what they have gained during their times at different institutions and how their perspectives have changed over time. When asked about knowledge, the recruiters all mentioned educational practices and educational needs for the students. Brian also mentioned having knowledge of the national education standards of the country and knowledge about how to manage the school in general. Amanda added that one should understand education and the different aspects of how to improve schools and maintain academic rigor. One of the principals, Nour, mentioned that knowledge of the curriculum and plan for the students while Fatimah mentioned knowledge about schools and academics. Mohammed on the other hand mentioned understanding the data since his current director does not have the knowledge needed to use the data for improvement.

Culturally Responsive

Lastly, being culturally responsive, knowing the culture, and/or being culturally sensitive was mentioned by all six interviewees. Charles mentioned the importance of having knowledge of the culture and the region and knowing the recent data from the region. Charles also mentioned that one should be able to communicate with people from all different walks of life. Amanda stated that the director should be thankful for the opportunity to work in the country and understand that she is a foreigner. Mohammed said the director should be inclusive and ensure

that the school is a safe, diverse, and inclusive learning environment. Fatimah stated that one should know the culture and religion. However, her most direct answer came when Fatimah simply said not a racist.

Evaluation of the Research Design

The purpose of this qualitative exploratory study was to identify which competencies are recommended by the recruiters and Saudi principals for Christian directors at international schools. In this section of Chapter Four, the researcher provided a reflective analysis of the strengths and weaknesses of the research design. The researcher used two sets of criteria to evaluate the qualitative exploratory study: Leedy & Ormrod's (2016) criteria for qualitative research. Thus, the evaluation process included a general evaluation of the research design and a specific evaluation of the qualitative exploratory research design, which discussed the conceptual/operational strengths and weaknesses.

First Conceptual/Operational Strength

Based on the researcher's perspective, the first conceptual strength was using the qualitative exploratory research design. Since there was no previous research or study on Christian directors in Saudi Arabia, the structure of the qualitative research allowed the researcher to explore this topic and unpack the essential competencies for these directors. According to Leavy (2017), the qualitative approach allows one "to build a robust understanding of a topic" while "generating meaning and producing rich, descriptive data" (p. 124). Thus, the exploratory qualitative research design allowed the researcher to conduct interviews and gather information that could be analyzed to develop a basis for understanding the essential skills, knowledge, and behaviors that may benefit expatriate directors in Saudi Arabia.

Second Conceptual/Operational Strength

Due to there being no previous research on Christian directors at international schools in Saudi Arabia, the existing literature on the research topic came from a diverse body of applicable literature. The literature on CQ, TL, EL, SL, and M all provided the researcher with the background knowledge necessary to complete the research and analyze the data. Since the research topic had not been explored previously, the exploratory qualitative research design allowed the researcher to conduct a study that may add value to the literature concerning Christians and other expatriates leading international schools in the Middle East, but more importantly Muslim counties. Thus, the research focused on a group of educational leaders who were currently underrepresented in the literature on EL, TL, and SL.

First Conceptual/Operational Weakness

Since the “qualitative paradigm is extremely diverse methodologically and theoretically,” some aspects of the research had to be modified due to practical weaknesses (Leavy, 2017, p. 124). For example, the initial goal of the researcher was too vast to cover for the dissertation. Thus, the researcher decided to use purposeful sampling to collect a manageable amount of data that could be interpreted and analyzed according to the literature. However, as the research process entered the stage where the participants were contacted, some of the initial participants who were anticipated to participate in the interview process were not available. According to Creswell (2007), this resulted in a “random purposeful” sample which also worked out for the intended research process (p.127).

Second Conceptual/Operational Weakness

Based on the perspective of the researcher who had not completed qualitative interviews and coded data collected from those interviews before conducting this research, the researcher had to make adjustments to the research plan while analyzing the data. Although there were

several programs that coded data and highlighted the use of word frequency, learning how to use the programs and then relying on the program to assist with the data analysis process proved to be a difficult task. Moreover, due to the researcher living in Saudi Arabia, it was difficult to find videos that explained how to use the coding software and how to check for mistakes when entering the data. Therefore, the researcher made an adjustment and coded the data by hand. Since the researcher only conducted six interviews, it was a better option to code the data by hand rather than trying to use several coding programs that the researcher had no prior experience using. Coding the data by hand was a lengthy process but doing so made the researcher more comfortable with the data analysis process. However, it is also important to note that the researcher cannot be sure if using the coding software would have produced different results.

General Analysis of the Research Design

According to Leedy & Ormrod (2016), there are nine general criteria researchers should use to evaluate qualitative research: purposefulness; explication of assumptions and bias; rigor; open-mindedness; completeness; coherence; persuasiveness; consensus; and usefulness. Thus, the researcher looked at all nine criteria when evaluating the overall exploratory qualitative research study.

Purposefulness

According to Leedy & Ormrod (2016), this is determined by the research question's ability to determine the type of methodology used in the research. In the case of this exploratory qualitative study, the research questions asked recruiters and Saudi principals which essential competencies they believed expatriate directors should have when leading an international school in Saudi Arabia. Since there was no such study that explored this topic, the research

questions were designed to address the gap in the literature in an attempt to give the essential competencies for these directors based on the perspective of the recruiters for international schools in Saudi Arabia and the Saudi principals.

Explication of assumptions and bias

Based on the researcher's prior professional affiliations with some of the school leaders, the researcher made a conscience decision not to interview one Saudi principal over concerns of neutrality. The researcher did not want to present a biased interpretation of the data since she had a friendship with one of the Saudi principals from one of the companies with international schools in each region. Although the principal may have been able to give insight to the research due to her experience as a principal at an international school for over ten years, it was determined that risking the legitimacy of the data to gain her insight was not worth risking the integrity of the research. The researcher also decided to use the lens of CQ, EL, SL, and TL to create the research questions and interpret the data. Moreover, the researcher discussed other assumptions and biases in the previous section of the dissertation (p. 24-25).

Rigor

Regarding the rigor or thoroughness of the research, the researcher was able to interview three recruiters and three Saudi principals for the study. The researcher gave a detailed presentation of the data by transcribing the interviews word for word and by completing a data analysis that included the themes found in the data for the recruiter, principals, and for both groups combined. Moreover, since this research was designed to be an exploratory qualitative study, it is clear that the researcher's goal was to give a foundation or case for further studies in the region by other researchers who are interested in Christian and/or expatriate leadership in the Middle East. Thus, Leedy & Ormrod's (2016) concept of thoroughness was met since the study

did explore the subject matter through the interviews and analysis of the data.

Open-mindedness

As the researcher conducted the interviews, there was data presented that did not fit the original categories from the literature. According to Leedy & Ormrod (2016), the researcher should include such data and be willing to modify the design if necessary. The researcher did include the data under the categories M and O to address the unexpected findings and those findings were also included in the Leadership Profile (see Appendix C) which outlines the essential skills, behaviors, knowledge, and other competencies for a director at an international school in Saudi Arabia. Moreover, none of the participants mentioned SL or the challenges that may arise from being a Christian in Saudi Arabia. Thus, the initial goal of coding data under SL did not occur since it was not mentioned in the interviews.

Completeness

According to Leedy & Ormrod (2016), the researcher should spend a significant amount of time in the field to gather data and present it via “thick descriptions” to the reader (p. 269). Thus, the researcher spent several hours conducting interviews with the recruiters and Saudi principals in an effort to collect data that would provide the descriptions needed to compile a list of essential skills, behaviors, and knowledge for an international director in Saudi Arabia.

Coherence

In an attempt to find consistent conclusions presented by the data, the researcher coded all the data by hand and counted the frequency in which each skill, behavior, and type of knowledge was mentioned by the recruiters and principals (See Appendix D). This gave the researcher the type of consistent conclusions mentioned by Leedy & Ormrod (2016) since the researcher was able to determine which skills, behaviors, and knowledge were mentioned

frequently.

Persuasiveness

Leedy & Ormrod (2016) used this term to explain if the researcher was able to present logical arguments in the data analysis and findings section of the research. The researcher made an effort to present all the data and the data in a manner that was clear and concise. However, the level of persuasiveness will have to be determined by the reader who will decide if the essential competencies are aligned with the data presented in the interviews and worth noting for an expatriate who desires to lead in Saudi Arabia as a director at an international school.

Consensus

According to Leedy & Ormrod (2016) consensus determines if the researcher was able to find a common understanding of the data. In the case of this study, the researcher was able to understand the perspective of the recruiters and Saudi principals and why they believed certain skills, behaviors, and knowledge may benefit directors at international schools in Saudi Arabia. Moreover, the researcher was able to use the information presented to create a Leadership Profile (see Appendix C) that included the thematic data from all six individuals who participated in the exploratory qualitative research study.

Usefulness

Although it is difficult for the researcher to determine how useful the research will be in the future, the goal to conduct research on a group of leaders not included in the literature on EL, SL, and TL was completed during this study. Leedy & Ormrod (2016) stated that the research should promote a better understanding of the topic; thus, this study did promote a better understanding of expatriate leadership in Saudi Arabia since it addresses competency-based leadership from the perspective of those responsible for hiring international directors and those

who work in collaboration with the international directors. Although the exploratory qualitative research only sampled a small part of the population, the research study gave insight to the essential competencies for this group of individuals.

Chapter Summary

This chapter gave the findings of the research and the themes found in the research data. Moreover, the chapter reviewed the process and protocols the researcher used and how those processes and protocols are aligned with the evaluation of qualitative research designs in accordance with Leedy & Ormrod (2016) nine criteria. The researcher gave special attention to including all the data from the interviews and created another code M/O for the data that was not in alignment with the literature on CQ, TL, EL, or SL. Special attention was given to the category M/O in the Leadership Profile since the majority of those interviewed mentioned the same information. Thus, the researcher collected all the essentials skills, behaviors, and knowledge from the interviews to create the Leadership Profile for expatriate directors at international schools in Saudi Arabia (see Appendix C). In the next chapter, the researcher will discuss the conclusions from the research and the implications and applications for the research.

CHAPTER FIVE: CONCLUSIONS

Research Purpose

The purpose of this qualitative exploratory study was to identify which competencies are recommended by recruiters and Saudi principals for directors at international schools in Saudi Arabia. According to Gigliotti (2019), LC are the “skills, knowledge, and behaviors that lead to successful performance” in an organization. The theories that guided which skills, knowledge, and behaviors the leader will need were based in the studies of EL, TL, SL, and CQ. Together, these forms of leadership and cultural intelligence provided a framework for discussing which competencies seem most essential for Christian leaders in Saudi Arabia.

Research Questions

RQ1. What leadership competencies do the individuals responsible for recruiting expatriates to serve as the director of international schools in Saudi Arabia believe are most essential for that role?

RQ2. What leadership competencies do Saudi principals working in collaboration with expatriate directors at international schools in Saudi Arabia believe are most essential for that role?

RQ3. Based on the information gathered in RQ1-RQ2, which leadership competencies would seem to be essential for expatriates serving as the director of international schools in Saudi Arabia?

Research Conclusions, Implications, and Applications

The purpose of this qualitative exploratory study was to identify which competencies are recommended by the recruiters and Saudi principals for directors at international schools. The purpose was achieved by the researcher’s interviews of recruiters and Saudi principals which produced qualitative data that answered the three research questions. By interviewing the six individuals who agreed to participate in the research study, the researcher was able to compile a list of essential competencies for expatriates serving as the director of international schools in Saudi Arabia. The list of these essential competencies was then analyzed based on the thematic

data and the researcher created a Leadership Profile (see Appendix C) to highlight the competencies that were found. This section addresses the conclusions, implications, and applications of the research study.

Research Conclusions

After the researcher conducted the interviews, collected, and sorted the data, and completed the analysis to find the themes in the data, the research presented information intended to help filling the gap in the literature. The researcher concluded that expatriate leadership in Saudi Arabia was more complex than originally thought. The literature of EL discussed the methodology for being a school or organization's leader and how to use research based best practices to improve education (Brooks & Normore, 2018). The literature on TL discussed ways in which leaders can transform their teams and organizations to meet a new set of goals while changing the culture and climate of the organization (Brower & Balch, 2005). Then the literature on CQ discussed the behaviors that may help one thrive in a diverse environment (Livermore, 2009). However, none of the literature addressed how a Christian director at an international school can lead a diverse team in a country where the official and only religion allowed to be openly practiced is Islam while maintaining or improving the academic success of the school. Thus, the interviews provided insight about the essential behaviors, skills, and knowledge that may help one be successful as a director at these international schools.

It is also important to note that the research did not yield any results for SL. During the interviews, none of the participants mentioned any aspects of SL. The researcher believes this was due to religion not being openly discussed and to Islam being the only religion one can openly practice. Thus, when recruiting a Christian director, it may be beneficial to select one who is less conservative and has the ability to adapt and accept the Muslim religious practices

and Saudi culture in terms of religious and cultural tolerance. A Christian leader who has a more evangelical perspective may face issues when trying to discuss religion or convert others to Christianity and when trying to be culturally and religiously tolerant. Thus, one who believes in ecumenism might be better suited to work in Saudi Arabia since one would promote unity among the Christian and Muslim faith through interreligious dialogue (Ladouceur, 2020).

This researcher believes that she contributed to the gap in the literature since this is the first qualitative research that considers the perspectives of recruiters and Saudi principals when creating a competency-based leadership profile. By using the literature on EL, TL, and CQ, the researcher was able to gather information from all three fields of study in an effort to understand EL in Saudi Arabia. Although the research did not go into depth by interviewing a plethora of individuals, it may help start the process of creating a discussion about competency-based leadership in Saudi Arabia for expatriates, especially Christians who desire to lead in the Middle East. Thus, the researcher considered the theological and theoretical research conclusions in addition to how the researcher contributed to the gap in the literature.

Theological Research Conclusion

Based on the literature on SL and the data collected from the interviews, the researcher was able to conclude that more research is needed concerning the theological aspect of Christian leaders in Saudi Arabia. During the interview process, Christianity was never mentioned and when religion was mentioned, it referred to Islam. Thus, future researchers may want to ask direct questions about religion, but those questions should be directed towards the expatriate directors. The researcher took this position since the only religion one can openly practice in Saudi Arabia is Islam so it might be culturally insensitive to ask the recruiters and Saudi

principals about Christianity and what ways one can maintain the Christian faith when working in Saudi Arabia (The Embassy of the Kingdom of Saudi Arabia, 1992)

Theoretical Research Conclusion

When the researcher considered the literature on CQ, it became clear that an expatriate director in Saudi Arabia should display certain behaviors when leading an international school. Based on the data collected from the interviews, all the participants agreed that the leader should have communication skills and understand both verbal and non-verbal communication. According to the literature on CQ, communication skills are important when interacting with a culturally diverse team. In addition to communication, the data from the interviews also showed the importance of being an inclusive leader that does not divide people based on nationality or religion. In accordance with the literature on CQ, being open to new experiences and treating others with respect regardless of their culture and religion shows one has CQ. Thus, the literature on CQ offered the researcher part of the necessary insight to develop a leadership profile for expatriate directors at international schools in Saudi Arabia. However, it is important to note that the literature on CQ was not a sufficient base for the entire research or profile.

Therefore, the researcher had to consider the research on TL as well. In accordance with Vision 2030, education in Saudi Arabia is being reformed to meet the goals of HRH. Therefore, TL helped guide the research regarding how to change the educational practices based on the region and the data available to the director. During the interviews, the recruiters mentioned that they believed understanding the data from the region and the educational goals from the region were important knowledge sets for the director. Moreover, the principals stated that understanding how to collect data for accreditation, use data to drive instruction, and create long-term goals were important as well. Thus, TL helped guide the research in terms of the skills and

knowledge base needed to not only lead the international school in Saudi Arabia, but how to transform the school and lead it in a manner that will meet the goals of Vision 2030.

Moreover, the researcher was able to use the literature on EL to conclude that the data from the interviews contained elements of EL as well. One of the elements of EL mentioned in the interviews which was also a trend in the data involved the director's ability to lead teachers and explain or know how to teach. One of the principals mentioned it as understanding the teacher's level and another principal explained it as being able to grow the team and develop leaders in the staff. Moreover, the recruiters mentioned that they all look for teaching experience on the potential candidates resume in addition to previous leadership experience. One recruiter even mentioned that a degree in EL, either a master's degree or Ed.D. or Ph.D. was important. Thus, it can be concluded that EL and experience as an educational leader is essential when leading an international school in Saudi Arabia. Therefore, the researcher's literature review of CQ, TL, and EL addressed the essential skills, behaviors, and knowledge collected through the interviews with the recruiters and principals. However, it is important to note that all three bodies of literature combined helped the researcher develop a deeper understanding of how competency-based leadership can be used to develop the leadership profile for expatriate directors in Saudi Arabia. Without the research in each of these individual fields, the researcher would not have been able to reach the theoretical conclusions mentioned above.

Moreover, the researcher found several themes in the data from the interviews with the recruiters and Saudi principals as listed in Table 9.

Table 9*Thematic Data from the Recruiters and Saudi Principals*

Recruiters	Saudi Principals
Previous experience in the classroom or in another leadership role	Previous experience
Communication skills	Communication skills
Problem solving skills	Problem solving skills
Long-term planning abilities	Clear vision for long-term goals
Management	Teacher evaluations and knowing the teachers' skill set and level
Understanding of the culture and region	Being culturally responsive and having knowledge about the culture and religion
	The data collection and analysis for the accreditation process
	Data analysis skills

When the researcher looked at the data from all six interviews, the following were found:

Prior Experience. Both the recruiters and principals mentioned previous experience during their interviews. Thus, all the recruiters and principals believed that previous experience is an important factor when determining if a potential director may perform well at an international school.

Communication and Adaptability. In addition to having previous experience, all the recruiters and principals mentioned the importance of communication and adaptability. One aspect of communication dealt with the director's ability to lead and communicate with both national and expatriate staff members. Therefore, communication may involve the director overcoming the language barrier if one does not know Arabic.

Teamwork/Collaboration. Teamwork and collaboration were also mentioned by all the recruiters and principals. Moreover, they mentioned that the director and the principal should work in collaboration and be strong for each other when leading the school.

Long-term Planning. Aligned with teamwork and collaboration, long-term planning was also mentioned by all the recruiters and principals. The long-term planning, setting SMART goals and prioritizing those goals according to the situation was essential based on the evidence gathered from the interviews.

Problem-Solving/Decision Making Skills. During the interviews, the recruiters and principals often linked long-term planning with problem-solving and decision-making skills. Thus, being able to problem-solve and have decision-making skills may be essential for international directors.

School Improvement. School improvement and accreditation was mentioned in the interviews as the recruiters mainly focused on school improvement while the principals were more detailed by mentioning the importance of school improvement and accreditation.

Degree/Background in Education. Moreover, knowledge about education or having a degree in education was also mentioned in several of the interviews. Brian mentioned that having a master's degree in EL although he preferred candidates with an Ed.D. or Ph.D. on their resume. Moreover, knowledge of the curriculum and plan for the students and knowledge about schools and academics and how to use the data for improvement were also mentioned.

Culturally Responsive. Lastly, being culturally responsive, knowing the culture, and/or being culturally sensitive was mentioned by all six interviewees. It was said that the director should be inclusive and ensure that the school is a safe, diverse, and inclusive learning environment.

By using the thematic data found in all six interviews, the researcher was able to develop a Leadership Profile (see Appendix C) with essential competencies based on the literature of CQ, TL, and EL. Although M was not one of the codes that was discussed in the initial phase of the

research process, the researcher realized that M was an essential category based on the data collected in the interview. Moreover, SL was not included in the coding process since spirituality and religion was not mentioned in depth in any of the interviews. Therefore, the Leadership Profile used competency-based leadership to outline which skills, behaviors, and knowledge may benefit an expatriate director at an international school in Saudi Arabia.

Gaps in the Literature Conclusion

This exploratory qualitative study was an effort to help fill the gap in the literature concerning EL in Muslim countries, with a focus on Saudi Arabia. One of the major gaps in the literature dealt with leadership in the middle eastern region in general. Thus, the research aimed to produce qualitative data about the importance of EL and how the needs of EL shifts according to the academic requirements and needs of the school. According to the data collected in the interviews, the expatriate leader's knowledge in accreditation and the educational needs of the region are essential. Moreover, the data showed that it is also essential for expatriate directors to understand how to collect data and analyze that data for school accreditation processes. Therefore, this research may have contributed to a greater understanding of the importance of data collection and analysis and why this is a part of the school accreditation process for which the director is responsible.

Another gap in the literature the research was designed to address the importance of CQ when leading in the middle eastern region. The literature on EL and TL did not address how elements of CQ may be needed when leading an international school. However, the data showed that being sensitive to the culture and religion of the region was important to all the principals and recruiters. It was also shown that not being a racist or being inclusive in nature was also an essential aspect of leadership at these international schools. Moreover, the research may have

also addressed the gap in the literature concerning the importance of CQ while one is an expatriate in leadership and leading a diverse team. Thus, the research may have contributed to highlighting the importance of CQ and possible CQ training for individuals who desire to lead in an international setting where the religion and cultural practices are not the same as the leader's religion and cultural practices.

Although these gaps in the literature were addressed in the exploratory qualitative research study, the researcher completed this research knowing that future research would have to be conducted to continue to fill the gap in the literature regarding expatriate leaders in Muslim countries, especially Christian leaders in this setting. In the literature on CQ, TL, EL, and SL, none of the research addressed Christian leadership in Muslim countries. Thus, the research addresses this group of leaders who have been left out of the literature, but the researcher also understands that this dissertation is just one of the many research studies that ought/needs to be completed to understand Christian leadership in the Muslim world.

Implications

The leadership implications of the data suggest that expatriate directors may benefit from having competencies related to EL, TL, CQ, and M. In Chapter One of this dissertation, the researcher highlighted the significance of the study and how this group of leaders have not been included in the literature on EL, TL, and CQ (p. 69). Thus, this exploratory qualitative research provided insight into the essential skills, behaviors, and knowledge for expatriate directors in Saudi Arabia based on the interviews with recruiters and Saudi principals. Based on the data and data analysis, themes found in the data, and conclusions the researcher offers the following implications for practice.

CQ Inventory and Training

Recruiting agencies should consider implementing a policy for all international applicants for the director position to complete a CQ inventory and CQ training. The CQ inventory and CQ training would be conducted by another company or organization that is not associated with recruiting agencies or the recruiting process. For example, the recruiting agencies can consider a university with CQ courses to complete the training and have the applicants take the CQ inventory. Based on their CQ inventory and successful completion of the CQ training, only then should the applicants be allowed to apply for leadership positions at international schools as expatriate candidates. It may also be beneficial for the international schools to have regular CQ trainings so their leadership teams may remain sensitive to the religious practices and cultural changes that may occur during the leader's employment with the international school.

Accreditation Orientation

International schools should consider implementing a system or course for all expatriate international directors upon their arrival that gives them knowledge about data collection and data analysis for school accreditation. As a part of EL and TL in the international setting, it may be beneficial for expatriate directors to understand how the accreditation process works and how it may be different compared to the processes the directors have experienced in the past. This course or courses may also help the directors work in collaboration with the Saudi principals as the schools aim to meet the accreditation requirements of agencies such as Cog and the MoE while meeting the goals for Vision 2030.

School Management Training

In addition to the courses on data collection and data analysis for school accreditation, international schools may also want to offer school M training. According to Brian, the director is responsible for certain elements of school M that are not related to EL or TL. Thus, knowing

how to complete these duties while serving as the director may not only benefit the individual school, but the company that owns the school as well since a part of M includes being fiscally responsible while running an organization.

Interview Process

Recruiting agencies and international schools should consider using a document similar to the Leadership Profile (see Appendix C) as a part of the interview and evaluation process for potential candidates.

Applications

Based on the findings of the research, the researcher recommends the following applications for the expatriate directors and the recruiting agencies and international schools that hire these directors.

Leadership Profile

Recruiting agencies and international schools should use a Leadership Profile as a part of the interview process and to rank applicants. Since the Leadership Profile created by the researcher has essential skills, behavior, and knowledge based on the research, the recruiting agencies and international schools may add other requirements in accordance with the agencies or schools' particular leadership needs.

CQ Training

Recruiting agencies should make CQ training a requirement for any leader who desires to lead in an international setting. Based on the data, all the participants mentioned behaviors directly aligned with the literature on CQ. Thus, CQ training and completing a CQ inventory may help the recruiting agencies and companies hire the best individual to lead the international school.

Professional Development for Directors

International schools should have mandatory professional development trainings for all directors to help them understand the accreditation process and the director's role in the process. Although the principals who participated in the research all use Cog as their accreditation agency, other international schools may use other agencies to complete the school accreditation process. Thus, having the knowledge to complete the accreditation process may help the directors fulfill their duties.

Exit Interviews

Recruiting agencies and international schools should conduct exit interviews and analyze that data to adjust their recruitment and hiring process to stay aligned with the educational needs and data from the region. Based on these exit interviews, recruiting agencies should update their Leadership Profile, CQ training, and Professional Development trainings for international directors.

Research Limitations

As an exploratory qualitative research study, this research only focused on a small sample of the population of recruiter and Saudi principals. This research was also limited to recruiters who were responsible for recruiting directors for Saudi Arabia and the Saudi principals who work in collaboration with the directors. The research also only focused on expatriate directors in leadership roles at international schools in Saudi Arabia. Thus, the findings and conclusions should not be applied to other Muslim countries or international schools in the middle eastern region in general. Moreover, the research conclusions are limited, which is inherent to this type of initial qualitative research. As this is an exploratory qualitative research study, its findings and

conclusions should only be applied to international schools in Saudi Arabia that have both Saudi principals and expatriate directors.

Further Research

This section of Chapter Five presents a description for further research recommendations.

Expanding Sample Size

Since this research was an exploratory qualitative research study, the sample size only included three recruiters for Saudi Arabia and three Saudi principals. Moreover, the sample size used purposeful sampling since the researcher only intended to contact individuals with whom the researcher had previous professional affiliations. Thus, expanding the sample size may help generate other essential skills, behaviors, and knowledge that may help create a leadership profile that uses competency-based leadership to help select and hire expatriate directors.

Expanding Research Population

Due to the gap in the literature concerning expatriate directors and leaders in the Middle East, expanding the research to other middle eastern countries may be beneficial. As Christian leaders expand their leadership roles to countries that may not allow the open practice of Christianity, it may be beneficial to research how these leaders define their experiences and the implications of those experiences.

Interviewing Expatriate Directors

The interviews conducted only included recruiters for Saudi Arabia and Saudi principals since these individuals are responsible for hiring and working in collaboration with the directors. However, it may be beneficial to interview the expatriate directors at international school to gain their perspectives. Since this group of individuals are currently working in the position, they may

have insight to the essential skills, behaviors, and knowledge other expatriate directors may need. Their firsthand experiences may offer a unique perspective on leadership as an expatriate.

Interviewing Current M.Ed. and Ed.D. Students

These students are the individuals who may eventually lead international schools as expatriates, it may be beneficial to determine if their programs prepare them to lead in a religious and culturally diverse environment. As competency-based leadership is focused on essential skill, behaviors, and knowledge, it may be beneficial to explore if university leadership programs give leaders the knowledge they need to lead in a religious and culturally diverse environment.

Interviewing Parents and Students

Surveying the parents and students at international schools may offer insight on the importance of each competency listed on the Leadership Profile. Since the students and parents work in close relationship with the directors, they can offer insight on the importance of each competency and recommend other competencies from their perspective as stakeholders.

Interviewing Teachers Who Currently Work at International Schools

Since directors are their direct supervisors, the teachers' rankings of the competencies are important as well. Teachers see firsthand how well a director does in the role and what aspects of the director's leadership is lacking. Therefore, the teachers may have other competencies to add to the list and/or rank the current competencies in a different order.

Completing Exit Interviews with Teachers

When employees leave the school or company, they might be more honest about how they felt about the director and his/her abilities as a leader. By completing exit interviews, one may learn the weakness of the director and what competencies the next director should have when joining the school. Moreover, since teachers work in the building with the directors and

have a distinct perspective of the director's leadership, the teachers may also want to add other competencies to the Leadership Profile.

Chapter Summary

This chapter presented research conclusions, implications and applications and suggestions for further research. The recommendations in this chapter provide suggestions for recruiting agencies, international schools, and others involved in the recruitment and retention of expatriate directors. This research concluded that there are several data themes regarding the essential skills, behaviors, and knowledge for expatriate directors at international schools in Saudi Arabia. Therefore, the Leadership Profile (see Appendix C) created based on the research findings may be beneficial for those desiring to lead in Saudi Arabia. The researcher is also available to meet with recruiters and companies who desire to discuss the research implications and use of the Leadership Profile.

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Appendix A
Thematic Coding

Topic	Code
Educational Leadership	EL
Transformational Leadership	TL
Spiritual Leadership	SL
Cultural Intelligence	CQ
Management/Other	M/O

Appendix B

Interview Questions for Recruiters

1. How long have you been recruiting directors for international schools in Saudi Arabia?
2. What is the process you use to determine if an applicant is qualified for the director position?
3. What essential skills do you believe a director should have to lead an international school in Saudi Arabia?
4. What essential behaviors do you believe a director should display to lead an international school in Saudi Arabia?
5. What essential knowledge do you believe a director should have to lead an international school in Saudi Arabia?
6. What type of previous experience do you believe a director should have to lead an international school in Saudi Arabia?

Interview Questions for Saudi Principals

1. How long have you been a principal?
2. Please explain the working relationship between the director and principal at an international school.
3. What essential skills do you believe a director should have to lead an international school in Saudi Arabia?
4. What essential behaviors do you believe a director should display to lead an international school in Saudi Arabia?

5. What essential knowledge do you believe a director should have to lead an international school in Saudi Arabia?
6. Based on your previous experiences, please describe your ideal director.

Appendix C
Leadership Profile

	<u>No</u> <u>Evidence</u>	<u>On</u> <u>Resume</u>	<u>On Resume and Can</u> <u>Elaborate</u>
<u>Skills</u>			
Effective Communication			
Long-Term Planning			
Problem-Solving			
<u>Behaviors</u>			
Teamwork and Collaboration			
Culturally Responsive			
<u>Knowledge</u>			
School Improvement			
School Accreditation			
Degree in Education (Master, Ed.D. Ph.D.)			
<u>Other</u>			
Minimum of 3 years of Teaching Experience			
Minimum of 3 years of School Leadership			
School Management Experience			

Appendix D

Frequency of Some Skills, Behaviors, and Types of Knowledge from Recruiters

Word	Times Mentioned
Management	8
Problem-Solving	6
Communication	10
Experience (Leadership/Teaching)	14
Long-term Planning	10
Culture/Region	12
Degree/Background in Education	6
Different Setting	6
Listening Skills	2
Leadership Skills	2
Welcoming	2
Goals	3
Positive	2
Relationships	5

Frequency of Some Skills, Behaviors, and Types of Knowledge from Saudi Principals

Word	Times Mentioned
Communication	7
Problem-Solving	6
Vision	6
Data Collection/Analysis	8
Culture/Region	8
Experience	6
Time Management	1
Accepting	3
Adapt	3
Management	2
School Improvement	3
Collaboration	3
Accreditation	2

Appendix E

Classification of Essential Skills, Behaviors, and Knowledge According to Recruiters

Cultural Intelligence (CQ)	Transformational Leadership (TL)	Educational Leadership (EL)	Management (M)	Other (O)
How to Meet the National Education Requirements	Rigor	Master in Educational Leadership	Concept of How to Run a Business	Ability to Maintain Strong Relationships
Data from the Region	Ability to Maintain Strong Relationships	Rigor	Manage School Budget	Firm in his Resolve
Educational Needs of the Region	Listening Skills	Best Education Practices	HR/International Recruitment	Flexible
Culture	Problem Solving Skills	Understand How to Teach	Textbook Orders	Humble
Listening Skills	Helps Others	Understand how students learn	Arranging School Transportation	Patient
Flexible	Improve the Quality of Education	School Safety Regulations	Managerial Experience	Friendly
Teamwork	Flexible	Training in Social/Emotional Learning and Behavior Engineering Model	Listening skills	Likable
Approachable	Long-term Planning	Ability to Maintain Strong Relationships	Problem Solving Skills	Caring
Hears Others	Leadership Skills	Listening Skills	Flexible	Calm
Adaptability	Ability to Prioritize	Problem Solving Skills	Teamwork	Sincere Gratitude
Open to New Experiences	Good Decision Making	Improve the Quality of Education	Ability to Prioritize	Stable
	Ability to measure progress	Works Well Under Pressure	Ability to Measure Progress	Relentless
	Set Clear Goals	Teamwork	Set Clear Goals	Positive
	Partnership	Long-term Planning	Hears Others	Firm in his Resolve
	Collaboration	Leadership Skills	Adaptability	
	Approachable	Ability to Prioritize	Ability to Set Clear Goals	
	Open to New Experiences	Good Decision Making	Works Well Under Pressure	
	Hears Others	Ability to measure progress		
	Adaptability	Set Clear Goals		
	Ability to Set Clear Goals	Partnership		
	Ability to Prioritize	Collaboration		
	Works Well Under Pressure	Approachable		
		Hears Others		
		Adaptability		
		Ability to Set Clear Goals		
		Flexible		

Classification of Essential Skills, Behaviors, and Knowledge According to Saudi Principals

Transformational Leadership (TL)		
Effective Communication	Not Self-Centered	Committed
Listens to Other's Opinions	Use Data and Resources for Long-term Planning	Encouraging
Problem Solving	Culturally Responsive	Role Model
Adaptability	Understands Teachers' Stage/Level	Committed
Management	Knowledge about Academics	Intelligent
Time Management	Professional Development Plans	Fair with Everyone
School Improvement	Accreditation Process	Coach
Ability to Prioritize	Leads by Example	Ambitious
Delegates Tasks	Teamwork	Cares for the Team
Mediator	Teacher Development	Inclusive
Follows-up with People	Site-based Decision Making	Finds Balance
Detailed Oriented	Strategies for Success	Data Analysis
Organizational Skills	Improve Instruction	Consistent with Rules
Decision Making Skills	Improve Academic Performance	Works Well Under Pressure
Leadership Skills	Knowledge of the Curriculum	Aware
Collaboration	Establishes Relationships with Teachers	On-Time
Builds Relationships	Knowledge about Schools	Decisive
Improves School Culture/Climate	Knowledge about Education	Instructional Leader
Collaborative	Professional Development Execution	Visionary
Clear Vision	Collaboration	Cultivates Leadership
Implements Tasks	How to Encourage the Staff	Takes Initiative
Flexible	How to use Data to Drive Improvement	Achieves Long-term Goals
Trustworthy	Vision, Mission, and School Brand	

Educational Leadership (EL)	
Effective Communication	Flexible
Listens to Other's Opinions	Trustworthy
Problem Solving	Committed
Adaptability	Encouraging
Management	Role Model
Time Management	Follows the Rules
School Improvement	Intelligent
Collect Evidence	Fair with Everyone
Ability to Prioritize	Coach
Delegates Tasks	Does not Pressure Staff
Follows-up with People	Cares for the Team
Mediator	Inclusive
Detailed Oriented	Finds Balance
Decision Making Skills	Takes Initiative
Organizational Skills	Achieves Long-term Goals
Leadership Skills	Works Well Under Pressure
Collaboration	Aware
Builds Relationships	On-Time
Improves School Culture/Climate	Decisive
Collaborative	Instructional Leader
Clear Vision	Visionary
Implements Tasks	Cultivates Leadership
Improve Instruction	Consistent with Rules
Improve Academic Performance	Not Self-Centered
Knowledge of the Curriculum	Use Data and Resources for Long-term Planning
Establishes Relationships with Teachers	Plans for the Students
Knowledge about Schools	Understands Teachers' Stage/Level
Knowledge about Education	Knowledge about Academics
Professional Development Execution	Professional Development Plans
Collaboration	Accreditation Process
How to Encourage the Staff	Leads by Example
How to use Data to Drive Improvement	Teamwork
Vision, Mission, and School Brand	Teacher Development
Data Analysis	Site-based Decision Making
	Strategies for Success

Cultural Intelligence (CQ)	Management (M)/ Other (O)
Effective Communication	Management Skills
Listens to Other's Opinions	Not a Manager
Accepts Diversity	Calm
Adaptability	Democratic
Builds Relationships	Congenial
Inclusive	Hospitable
Not Racist	Quick Thinker
Fair with Everyone	Solution Oriented
Flexible	
Not Self-Centered	
Culture and Religion	
Culturally Responsive	

Appendix F

Verbal Script

Hello Mr./Ms.,

As a graduate student in the School of Divinity at Liberty University, I am conducting research as part of the requirements for a doctoral degree. The purpose of my research is to explore which competencies are seemingly essential for expatriate leaders at international schools in Saudi Arabia, and if you meet my participant criteria and are interested, I would like to invite you to join my study.

Participants must be recruiters responsible for hiring expatriate directors for international schools in Saudi Arabia or Saudi principals at international schools in Saudi Arabia. Participants, if willing, will be asked to answer open ended questions during a recorded virtual interview. It should take approximately 45 minutes to an hour to complete the interview. Names and other identifying information will be requested as part of this study, but the information will remain confidential.

Would you like to participate?

[Yes] Great, could I get your email address so I can schedule the interview at a time that is convenient for you?

[No] I understand. Thank you for your time. [Conclude the conversation.]

A consent document will be sent to you a week before the scheduled interview. The consent document contains additional information about my research. If you choose to participate, you will need to sign the consent document and return it to me via email prior to, or at the time of the interview. Doing so will indicate that you have read the consent information and would like to take part in the study.

Thank you for your time. Do you have any questions?

Appendix G

Consent Form

Title of the Project: Leadership Competencies for Leaders at International Schools in Saudi Arabia

Principal Investigator: Ayanna S. Jones, Liberty University

Invitation to be Part of a Research Study

You are invited to participate in a research study. To participate, you must be either a Saudi principal at an international school or recruiter responsible for selecting directors at international schools in Saudi Arabia. Taking part in this research project is voluntary.

Please take time to read this entire form and ask questions before deciding whether to take part in this research.

What is the study about and why is it being done?

The purpose of the study is to identify with leadership competencies are recommended by recruiters and Saudi principals at international schools in Saudi Arabia. The study will help identify what skills, knowledge, and behaviors are seemingly essential for directors in Saudi Arabia.

What will happen if you take part in this study?

If you agree to be in this study, I will ask you to do the following things:

1. Agree to a 45 minute to one hour interview about the skills, knowledge, and behaviors you believe are essential for expatriate leaders.
2. Agree to have the audio of the interview recorded.

How could you or others benefit from this study?

Participants should not expect to receive a direct benefit from taking part in this study.

Benefits to society include helping create a leadership profile or list of seemingly essential competencies for expatriate leaders at international schools in Saudi Arabia.

What risks might you experience from being in this study?

The risks involved in this study are minimal, which means they are equal to the risks you would encounter in everyday life.

How will personal information be protected?

The records of this study will be kept private and all identifying information will be anonymous. Research records will be stored securely, and only the researcher will have access to the records.

- All participant responses will be private and kept confidential through the use of codes. Interviews will be conducted in a location where others will not easily overhear the conversation.
- Data will be stored in a password protected and encrypted file in the cloud that only the researcher will have access to during and after the interview process. After three years, all electronic records will be deleted.

- Recordings will be altered by a voice distortion application to conceal the identity of the interviewee after the researcher completes the transcription process. The recordings and transcriptions will be password protected and encrypted. The recordings will only be shared if others make a formal request within the next three years to complete similar research in another Middle Eastern country. After three years, all recordings and transcriptions will be destroyed.
- All interviews are confidential, and codes will be used to protect the identity of participants.

Does the researcher have any conflicts of interest?

The researcher serves as an academic supervisor at Rowad AlKhaleej. To limit potential or perceived conflicts the researcher will not interview principals from Rowad AlKhaleej or any of its subsidiaries. This disclosure is made so that you can decide if this relationship will affect your willingness to participate in this study. No action will be taken against an individual based on his or her decision to participate or not participate in this study.

Is study participation voluntary?

Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with Liberty University. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

What should you do if you decide to withdraw from the study?

If you choose to withdraw from the study, please contact the researcher at the email address/phone number included in the next paragraph. Should you choose to withdraw, data collected from you will be destroyed immediately and will not be included in this study.

Whom do you contact if you have questions or concerns about the study?

The researcher conducting this study is Ayanna S. Jones. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact her at _____ and/or _____. You may also contact the researcher's faculty sponsor, Dr. George Hege, at _____.

Whom do you contact if you have questions about your rights as a research participant?

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the Institutional Review Board, 1971 University Blvd., Green Hall Ste. 2845, Lynchburg, VA 24515, or email at irb@liberty.edu.

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Your Consent

By signing this document, you are agreeing to be in this study. Make sure you understand what the study is about before you sign. You will be given a copy of this document for your records.

The researcher will keep a copy with the study records. If you have any questions about the study after you sign this document, you can contact the study team using the information provided above.

I have read and understood the above information. I have asked questions and have received answers. I consent to participate in the study.

☐ The researcher has my permission to audio- record me as part of my participation in this study.

Printed Subject Name

Signature & Date

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