Human Resource Management in Education:

A Study of Transformational Leadership in an Era of Globalization

by

Linda Lazar

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Education
(Educational Leadership)
at the University of Michigan-Dearborn
2020

Doctoral Committee:

      Professor Bonnie Beyer, Chair
      LEO Lecturer II John Artis
      LEO Lecturer I Youssef Mosallam
      Community Research Advisor Jessica K. Camp

Dedication

To my loving daughter, inspiration, and biggest cheerleader. It is my intent that walking

alongside me in this experience has taught you that even when you face challenging obstacles,

perseverance will get you through. "Regroup and try again". May your every dream come true

and may I have the honor of supporting you in reaching them as you have supported me.

Acknowledgements

From the bottom of my heart, I want to express the deepest and sincerest gratitude to my husband and daughter who have supported me through this process, believed in me unconditionally, and provided me with the highest level of understanding and empathy when they had to share my attention with research and writing. Thank you to my parents who have encouraged me and reminded me that I had the ability to achieve anything and to my parents-in-law who have loved and supported me like a daughter and not just a daughter-in-law.

To my committee members, I owe the highest level of appreciation and respect. You have guided and mentored me every step of the way. You pushed me to challenge myself, sometimes outside of my comfort zone, but were right there to hold out your hand and steady me if I faltered. Saying thank you does not seem adequate to express my gratitude for you being so accessible and present from beginning to end. A special recognition is due to my chair for facilitating the process and making it smooth from the day I interviewed to be accepted into the doctoral program until the day it was complete.

I would like to recognize the team of professors in my doctoral program. You have each ensured that I had the proper foundation built from one class to the next that would provide me with the necessary skills to conduct and complete this project.

Lastly, I want to extend my gratitude to the participating district for their openness and flexibility. Without their willingness to host this study and the participation of their staff, this dissertation would not have been possible.

Table of Contents

List of Tables

List of Figures

List of Appendices

Abstract

For school districts to perform in an era of globalization and meet the current policy and performance demands on education, the need for transformational leadership at the building and district levels is paramount. These global and policy pressures result in a cycle of demands and responses between globalization, organizations, and human resource departments. The literature will demonstrate that HR practices that are strategic in nature provide organizations with a competitive advantage, especially in the knowledge-based economies of the 21st century. Through a mixed-methods approach, this research will study the human resource (HR) practices in a K-12 school district to provide context for the HR practices that determine the placement of principals and assistant principals into their administrative positions. It will also measure the transformational leadership level of these administrators. Examination of the qualitative data and triangulation through classical content analysis determined the district's human resource practices as reflecting a strategic nature. The teachers in the district were administered a 5-point Likert scale survey to measure the transformational leadership traits of their principals. The district's HR practices were reviewed to identify if a statistically significant relationship existed between the district practices and the transformational leadership level of administrators hired through the employment of these practices. Significance of relationships between transformational leadership level and the hiring administration as well as between transformational leadership level and the school level the principals serve were explored through logistical regression analysis and the employment of the Mann-Whitney U test.

Keywords: globalization, human resource management, strategic human resource management, transformational leadership, educational leadership

CHAPTER 1

Introduction

Countries are compared by variables such as life expectancy, how much of their Gross

Domestic Product (GDP) they spend on education, and how their students score on standardized

and norm referenced tests. The existence of organizations like the Organisation for Economic

Co-operation and Development (http://www.OECD.org), and the ability to draw international

comparisons of statistical data on school systems through international studies of education such

as: Progress in International Reading Literacy Study (https://www.iea.nl/studies/iea/pirls),

Program for the International, Assessment of Adult Competencies

(https://nces.ed.gov/surveys/piaac), Program for International Student Assessment

(https://www.oecd.org/pisa), Trends in International Mathematics and Science Study

(https://timssandpirls.bc.edu), and Teaching and Learning International Survey

(https://nces.ed.gov/surveys/talis) serve to demonstrate that there is an international competition

of sorts amongst countries around the world. This competition seeks to recognize a country's

status as the brightest and best and this competition is happening on a global scale. Happenings

on a global scale from educational practices and information sharing to corporations functioning

across several continents have come to form a vast interconnected web of interactions associated

with what has come to be branded as globalization.

The term globalization refers to "the integration of economies and societies through cross

country flows of information, ideas, technologies, goods, services, capital, finance and people"

(Kumar & Parveen, 2013, p. 8). As globalization increases, the world continues to shrink.:

In today's globalized world, an effective domestic education agenda must address global

needs and trends and aim to develop a globally competent citizenry. It is no longer

enough to focus solely on ensuring that students have essential reading, writing,

mathematics, and science skills. Our hyper-connected world also requires the ability to

think critically and creatively to solve complex problems, the skills and disposition to

engage globally, well-honed communication skills, and advanced mathematics, science

and technical skills. (U.S. Department of Education, 2012, p. 2)

Due to globalization, we are now educating students to be global citizens, our students

are being held to global standards as their performance is compared to students from countries

around the globe, the students themselves come from a wide array of backgrounds and cultures,

and the communities that schools serve are continually changing and increasing in diversity.

Jean-Marie et al. (2009) describe a truly powerful concept related to how globalization can

impact school districts in a positive way and allow districts to take things even a step further:

Imagine a world in which school leaders look not only to their peers in a neighboring

school district or even another US city for ideas and solutions that might help their

students, but to a global community of leaders who understand that the success of the

local should be informed by and contribute to the success of students around the globe.

(p. 18)

Globalization is continually expanding. According to Gratton (2010) there are five

external forces that will change the way work will be done and these forces are technology,

globalization, societal trends, demography and carbon. As time continues to pass, the rate of

change occurring in all aspects of society is increasing which in turn brings on new challenges.

Innovative change agents will become vital for success in this environment. Organizations, or in

this case, a school district must keep up with the changing world, and schools will need to produce graduates that will be able to have the competencies to fill the jobs of the future. How flexible an organization is will determine how quickly and successfully it can respond to change.

"Globally, educational organizations are facing a paradigmic tsunami as the knowledge-based paradigm challenges fundamental and traditional educational practices" (Hannay & Earl, 2014, P. 56). In this ever-changing environment, it becomes even more important to have leaders in place to guide schools through these transitions without forsaking staff morale. Transformations in organizations are stressful and can hinder the success of the change efforts by reducing employee morale and productivity (Difonzo and Bordia, 1998). Transformational leadership is a style that is well suited for organizations facing change. These leaders "foster a culture of creative change and growth rather than one which maintains the status quo" (Bass & Avolio, 1993, p. 113) making this type of leadership style central to leading organizations in a global age.

The literature has established that districts of the future will be constantly grappling with change and a fast pace of advancement and improvement. According to Hoskisson et al. (2012) strategic leadership encompasses being able to have a clear vision, possess the ability to predict change, have flexibility and be willing to empower others to lead strategic change. Here there is a reference to flexibility and strategic change to further support that when considering a flexible organization, strategic leadership is also important. Hoskisson et al. (2012) further posited that an effective strategic leader ensures the firm is economically well positioned, implements management of key resources, and develops and maintains effective relationships with key stakeholders. This department is key to playing a strategic role in acquiring, managing, and retaining leaders that can manage the diversity, challenges, and transformational demands of a

globalized society to better secure organizational success. The largest and most valuable assets

that an organization possesses are its human resources, therefore central not only to managing

the human resources of an organization but also to acquiring them is the Human Resource (HR)

department.

Investigating relationships in the educational setting is a vast undertaking due to the

degree of variables at play simultaneously at any given moment in time, therefore, it is

prudent to identify and focus efforts on the variables found to be most impactful to achieve

greater results. "Leadership has been, and will continue to be, a major focus in the era of

school accountability and school restructuring" (Stewart, 2006, p. 2) therefore in

determining the Human Resource Management (HRM) functions that a school district

employs, the concentration will be on the type of building leaders that they attract and

retain for employment. It is hypothesized that the study will show that when strategic HRM

practices are in place, leaders with transformational leadership styles are more likely to be hired

to lead the district's schools. There is an urgency that is not expiring, an urgency to make schools

successful, and an urgency to attract and retain high quality school personnel, an urgency that is

demonstrated through the continued focus on educational acts and accountability measures that

are in place to measure school success. In the United States, obsession with accountability stems

from the belief that students will be successful if they are provided with a quality education and

that this education is a product of good teaching and good schools (Wiliam, 2010). Building on

this premise, unless something is done to address the factors that can effect positive change on

schools and school cultures, retaining high quality educators will continue to be a challenge that

is crippling schools from being successful. With all factors to school success being tied back to

school leadership, ensuring schools have effective leaders in place is the first step to moving

schools forward. Richardson et al. (2016) discussed that studies have shown that current principals lack the right dispositions to be successful and that almost "40% of superintendents reported that current principal certification holders had poor judgment" (p. 72). If this is truly the current state of leadership in schools, not only should there be attention paid to the quality of principals but also to how they are assigned to these positions. The starting point of principal appointment is the Human Resource department and therefore, consideration of the practices in these departments that are leading to the appointment of poor-quality principals should also be examined. "HR professionals have the responsibility to produce the next generation of leaders by helping establish the leadership brand, assessing the gaps in the present leadership against this brand, then investing in future leaders" (Ulrich et al., 2008, p. 13). To complicate this environment even further is the increased influence of globalization. Schools, like corporations, can no longer operate in a vacuum and like corporations must adopt new practices to promote increased success and the first step is to hire leaders that can produce positive results in a constantly changing and increasingly diversified environment. The result is a cycle of demands and responses between globalization, organizations, and human resource departments.

Figure 1

Cycle of Demands and Responses

Statement of the Problem

School districts are currently being pressured to perform in an era of globalization in order to meet the current policy and performance demands on education. The need for transformational leadership at the building and district levels is paramount to the success of school districts in meeting these standards. District Human Resource Management (HRM) practices are an integral part of realizing this need. Currently, that is not the case in educational institutions. According to Bottery (2006):

Indeed, the degree of standardization and inflexibility in education seems to be increasing, raising the possibility that education systems are being created, and educators conditioned in ways which make them singularly ill-equipped to help their students deal with these challenges. (p. 104)

Human Resource Management practices in school districts should be strategic in nature and go beyond the typical hiring and firing responsibilities associated with HRM. These practices should include an avenue for support of embedded professional development in order to support teachers and "to support school administrators in enabling teachers to engage in shared leadership in response to globalization and inclusion, new models of professional development are required" (Philpott et al., 2010, p. 49). These models of professional development are a byproduct of Human Resource (HR) departments that employ Strategic Human Resource Management (SHRM) strategies and that are active participants in the strategic planning at the district level. Recent legislation at the state and national levels has placed focus on improving teacher practices through the creation of teacher evaluation models. This focus on teachers and building-level issues maintains a micro-level focus and disregards a more macro-level perspective. It ignores that the gateway to these positions into the district are the macro-level processes found within HR. To ensure that the human resource talent satisfying these positions is at the levels necessary to support success, HR functions of a school district must be held accountable for the teachers and school leaders that are hired and developed through this department. Odden (2011) stated, "…education systems cannot implement a powerful educational improvement strategy unless they have both the management and teaching talent to execute the complex actions such comprehensive improvement strategies require" (p. 3). Without purposeful consideration of HR processes and practices in school districts at a macro-level with a systemic view, the fundamental functions resulting in district success cannot be strengthened. Whether the ultimate purpose of an organizational structure is to structure a top-down or bottom-up approach to its operations, a defined strategy must be put in place to facilitate these processes throughout the organization at the macro-level before they can resonate

throughout the organization ultimately reaching the micro-level. In the case of a school district, neglecting a purposeful strategy in HR processes will most likely result in the hiring of individuals that are not a good fit for supporting the district's mission and vision.

Purpose of the Study

The purpose of the study is to examine the human resource practices in a Michigan school district and identify if these HR practices are traditional or strategic. Ulrich and Dulebohn (2015) generally characterized the nature of the traditional and strategic functions of HR in the following way, "Beginning in the 1980s, HR began to experience a transformation from being an administrative maintenance function to being viewed as a core business function that could contribute to organizational effectiveness" (p. 190). Given this context, traditional HR refers to the administrative maintenance function and strategic HR to the view of human resources being a core business function. After identifying which approach to HR functions the district employs, the study will attempt to determine if the current practices in the district have resulted in the hiring of principals that exhibit a high level of transformational leadership characteristics. This second component to the study is significant to understanding if the district has appointed quality candidates who are equipped to address the needs of a diverse group of students, staff, and community members. The review of the literature supports the position that school administrators who possess the transformational leadership behaviors and characteristics of idealized influence, intellectual stimulation, inspirational motivation, and individualized consideration are better suited to lead schools to success and possess a skillset better aligned to respond with the constantly changing needs of a globalized culture. Therefore, identifying the behaviors and characteristics of principals is critical to distinguish if HR practices are resulting in the hiring of principals that will lead to successful schools.

This study will employ a mixed-methods approach. With a mixed-methods approach, both a quantitative and a qualitative component will be employed to explore the research questions. The qualitative method of a micro-ethnography will be utilized to identify the current practices in the district. This will entail conducting observations, interviews, and document analysis to identify and define the district's HR functions. The data from the micro-ethnographic observations will also be triangulated with self-report surveys and district administrator interviews. The Carless et al. (2000) Global Transformational Leadership Scale will be administered to the teachers at each building in the district in order to determine the transformational leadership levels of the building administrators.

Research Questions

The following research questions will guide this study:

Question 1:   What practices does the district employ to recruit, select, and develop principals?

Question 2:   Are these practices traditional or strategic?

Question 3:   Do these practices reflect a defined strategy for increasing workforce diversity that aligns with the increased diversity trends of globalization?

Question 4:   Have the district's current practices resulted in the placement of principals who demonstrate high levels of transformational leadership characteristics?

Hypothesis

Null Hypothesis (H_o1):   The district's current practices have not resulted in a statistically significant number of principals who demonstrate high levels of transformational leadership characteristics

Alternate Hypothesis (H_11):   The district's current practices have resulted in a statistically significant number of principals who demonstrate high levels of transformational leadership characteristics

Organization of the Research Study

Chapter 1 established the cycle of demands that begin with globalization and subsequently define a need for transformational leaders that are recruited and retained through human resource processes to support the organizational drive toward success. The following chapter (Chapter 2) will examine and discuss the literature pertaining to the areas of globalization, human resource practices, and educational and transformational leadership. To conceptualize the interconnected of a macro or broad concept like globalization and the educational setting of a school, Bronfenbrenner's model of systems theory was employed. The nine human resource competencies by Ulrich et al. (2017) were used to frame strategic practices in HR. Chapter 3 will describe the mixed-methods research methodologies selected to be used in this study, the study design, and the data-collection procedures. Chapter 4 will provide a summary of the study findings through the reporting of the data collected. Finally, Chapter 5 will provide a summary and interpretation of the findings with relation to the research questions while also discussing implications of the study and suggesting recommendations for future research.

CHAPTER 2

Literature Review

Globalization is a well-established influence that has changed the experiences and the

environments at all levels in an organization from the individual workers to the organization as a

whole (Burke & Ng, 2006). The literature will demonstrate that HR practices that are strategic in

nature provide organizations with a competitive advantage especially in the knowledge-based

economies of the 21st century. Some research has suggested that educational institutions are

lacking in the area of strategic HR practices. It is also highly documented in the research that

transformational leadership is an integral leadership style for leaders to possess in a global

climate defined by high rates of change. The aim of this literature review is to explore the

influences of globalization on educational institutions and identify different HR practices that

can be utilized in a K-12 educational setting to assist educational institutions in improving their

building leadership selection processes. The literature review will be divided into four main

sections: globalization, human resource management, transformational leadership and

educational leadership. Globalization will be explored in relation to education and human

resource management and serving as the driving factor behind the necessary changes in both HR

practices, leadership styles necessary for success. The section on human resource management

will examine the development of HR as a practice and the nature of HR in the two main

classifications of traditional or strategic practices. Transformational leadership will be

established as the theoretical framework for the leadership traits and characteristics necessary for

educational leaders to support the demands of globalization on schools. Lastly, the section on

educational leadership will identify the dominant role that educational leaders play in having the

greatest impact on school and district success and will also describe the role that leaders play in

influencing the several functions of a school to support placing principals at the center of this

research. Figure 2 will serve as a visual representation of the connections between the various

components of this research.

Figure 2

Systems Theory Representation from Globalization to Student Success
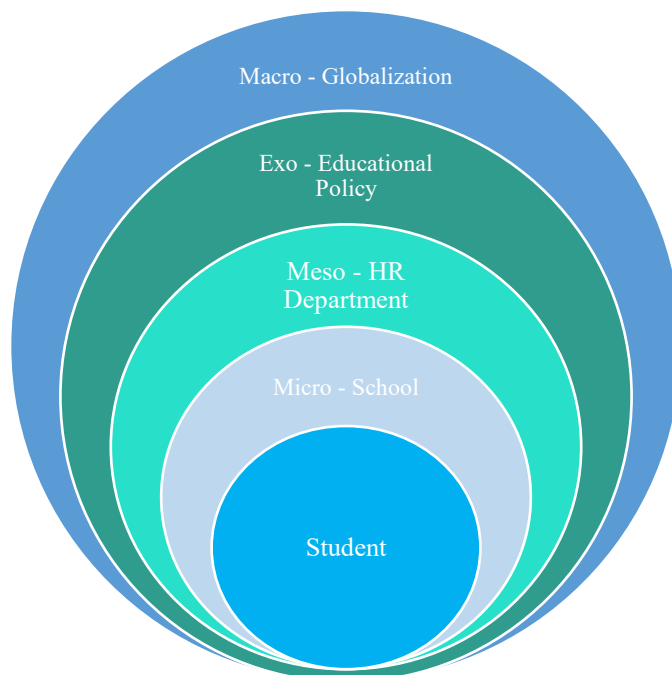
To conceptualize the interconnected of a macro or broad concept like globalization and

the educational setting of a school, Bronfenbrenner's model of systems theory was employed. In

this model, Brofenbrenner (1979) described the ecological environment "as a set of nested

structures, each inside the next, like a set of Russian dolls" (p. 3). At the innermost level is the

person. In the context of this study, that is the student since student success is the driving factor

for all actions and policy in education. Brofenbrenner (1979) explained the micro-systems level

as that which the person, from this point forward referred to as the student, has direct contact. In

the model representing this research in Figure 2, that environment consists of the school which also includes the school principal. The next level or meso-system is depicted by Brofenbrenner as a system of microsystems. The meso- level in this model is represented by the HR department. This department serves as the direct link between the district's central administration and the building level administration. The HR department is in turn influenced by educational and legal policy. This is portrayed by the exosystems level. This level is characterized as one or more settings where the student is not an active participant but would still be connected to or influencing the meso- and micro- levels. The final and most encompassing level of this model is the macrosystem. Bronfenbrenner defined this as the "consistencies in form and content of lower order systems (micro-, meso- and exo-) that exist, or could exist at the level of subculture as a whole, along with any other belief systems or ideology underlying such consistencies" (p. 26). The macrosystem in this depiction represents globalization. The goal is to demonstrate how globalization has necessitated change in educational practices that need to be met by transformational leaders in schools and how districts can implement strategies for the selection and placement of these leaders through the employment of strategic human resource practices.

Globalization

Several authors have characterized globalization as the perception of the world being like a small village. Countries, companies, and people have become exceedingly interconnected. Levitt (1982) truly captured this notion in the following statement:

A powerful force drives the world toward a converging commonality, and that force is technology. It has proletarianized communication, transport and travel. It has made isolated places and impoverished peoples eager for modernity's allurements. Almost

everyone everywhere wants all the things they have heard about, seen, or experienced via

the new technologies. (p. 2)

Globalization encompasses many aspects, both economic and noneconomic. In theory,

globalizing or connecting the world seems like a noble concept, bringing the world closer and

increasing diversity however, there are criticisms regarding globalization as well. Many of these

debates revolve around some of the noneconomic aspects. As Fischer (2003) contended:

Many of those who object to globalization resent the political and military dominance of

the United States, and they resent also the influence of foreign (predominantly American)

culture, as they see it at the expense of national and local cultures. (p. 4)

Alternatively, Myers (2006) examined social studies education in the U.S. and while

other countries view globalization as dominated by western culture, specifically that of the

United States, Myers found that "the US education system has not overcome the political and

cultural stigmas that cast globalism as anti-American" (p. 31). While both perceptions are valid,

Magu (2015) depicted a more complex relationship that acknowledges the association of

globalization with Westernization but also ensures that local cultures are not discredited as

"victims" but rather as active participants in the globalization process that choose which aspects

to embrace that will allow them to be competitive and simultaneously maintain their own cultural

identities. Kellner (2002) extended on the discussion regarding globalization highlighting the

importance of considering globalization as,

a strange amalgam of both homogenizing forces of sameness and uniformity and

heterogeneity, difference, and hybridity, as well as a contradictory mixture of

democratizing and anti-democratizing tendencies. On the one hand, globalization unfolds

a process of standardization in which a globalized mass culture circulates the globe,

creating sameness and homogeneity everywhere. On the other hand, globalized culture

makes possible unique appropriations and developments everywhere, thus encouraging

hybridity, difference, and heterogeneity to proliferate. (p. 292)

Globalization has reached almost every corner of the globe. Friedman (2005) discussed

how several factors including technology, trade, and political interdependence have made what

happens faraway feel as though it is going on next door. His considerations of the concept of

globalization focus on the notion of a flat world. "It is now possible for more people than ever to

collaborate and compete in real time with more people on more different kinds of work from

more different corners of the planet and on a more equal footing than at any previous time in the

history of the world" (Friedman, 2005, p. 8). This can also be associated with Edward Lorenz's

Butterfly Effect. As described by Tsay and Shiang (2005), this theory reflects how seemingly

unrelated events occurring in distant places can eventually affect culture, environment, and

economies at the local level. According to Tsay and Shiang, this can also be interpreted to

explain how in this current environment, localities will be faced with new challenges and must

be able to adapt and mitigate these challenges to continue to prosper.

Friedman (2005) presented us with models of globalization he coined 1.0, 2.0, and 3.0

originating with global trade in the 15th century. This demonstrates that while globalization as a

term was not frequently used, the cross-connectedness of the world began well before the term.

Globalization as it is defined today is a fairly new amalgamation of its many interpretations.

James and Steger (2014) asserted that "across the middle of the twentieth century, 'globalization'

remained an idiosyncratic and rarely used term, deployed with a surprising variety of meanings"

(p. 428). They further posited that 'globalization' in its contemporary sense was not used until

1951 by American sociologist, Paul Meadows. Attempting to trace the genealogy of

globalization as James and Steger did was a complicated task. The intricacy of this concept is further demonstrated in the Osland (2003) description of globalization as "one of the most challenging and complex issues humans have ever faced" (p. 149). Like Friedman, Osland maintained that "Given the ever-evolving history of economic development, trade, and international relations, there is little reason for scholars to assume that globalization as we know it today is the final version" (p. 150). Therefore, the impacts of globalization will continue to be felt albeit in perpetually changing ways.

Globalization and Education

Organizations have continually responded to the changing environmental factors surrounding them and have responded to these factors by transforming their structures and processes to support the demands that have been imposed on them because of globalization. These factors include but are not limited to technology, speed of communication, a shift from skills-based to knowledge-based economies, a greater focus on service industries, increased diversity, and cross-cultural interactions. The use of the term organizations instead of corporations is intentional in this context. While conversations regarding globalization tend to conjure images of the global market place and corporations, the definition of globalization is inclusive of governmental, political, educational, and cultural entities. Kim and Gonzales-Black (2018) have contended that "Our educational organizations have been largely cut off from, and lack experience with, changes occurring in the corporate and startup worlds. Schools have been left behind" (p. 2). They attributed the reason for schools being left behind to the attachment of school organizations to the routine ways they have always done things. As Rizvi and Lingard (2000) posited, "Education is affected by all of these changes associated with globalization: it is affected structurally, in policy terms, in practice terms, and in the experiences that young people bring with them to their education" (p. 421). Hence, schools as organizations are not immune to

the pressures of globalization and therefore will have to adjust not only their structures, but their philosophies to thrive and remain relevant. In essence, schools as organizations are not only a part of the conversations concerning the changes in our world, they are central to it. As described by Bakhtiari and Shajar (2006):

> Education is a major concern for all societies. As the foundation and essential driving force of economic, social, and human development, education is at the heart of the change that is dramatically affecting our world in the areas of science, technology, economics, and culture. It is the reason behind social change and scientific progress, and in its turn, it is subjected to the results of progress that it itself has engendered, both with regard to content as well as methods and established aims. (p. 96)

Whereas Bakhtiari and Shajar (2006) depicted a world where education was the catalyst of change, others like Kim and Gonzales-Black (2018) have posited that our educational organizations have been left behind. This is a very harsh contrast that leads us to making a very important distinction between education as defined by Merriam-Webster (2019) as "the action or process of being educated or the field of study mainly dealing with methods of teaching and learning" and the educational organizations within which these processes are occurring.

Over thirty-five years ago, the landmark report, *A Nation at Risk* was published by the National Commission on Excellence in Education (1983). The repercussions of that report are still being felt today. The report put the U.S. in a frenzy to improve public schools claiming that schools and student achievement in the U.S. were not up to par with nations around the world. The implications of the report continued to resonate and propelled the U.S. to the reauthorization of the Elementary and Secondary Education Act (ESEA, 1965), reauthorized as the No Child Left Behind (NCLB) Act in 2001 (No Child Left Behind [NCLB], 2002) and once again in the

passage of Every Student Succeeds Act (ESSA, 2015). The increased demands on educational

institutions that have occurred with each reauthorization of this legislation demonstrates that this

turmoil regarding the state of education in the U.S. has not dissipated. Each of these acts

progressively increased school accountability with relation to student achievement through the

reliance on high-stakes standardized tests to measure student academic proficiency. As stated by

Hale and Moorman (2003), there is a "widespread and bipartisan acceptance of the need for

America's schools to improve" (p.1). With regard to education in the United States (U.S.)

specifically, Zhao (2009) illustrated trends in U.S. education shifting from a "talent-oriented

education" (p. vii) to a "test-oriented education" (p. vii) in response to the increased

accountability and demands placed on schools by the previously identified legislation. While the

U.S. shifted its focus to meet these accountability demands, the rest of the world has been

shifting in the opposite direction in order to emulate the previously followed model of education

in the U.S. Zhao posed a very important question, when confronted with these crossroads, will

American education "destroy our strengths in order to "catch up" with others in test scores"

(Zhao, 2009, p. xii) or will we "build on our strengths so we can keep the lead in innovation and

creativity" (Zhao, 2009, p. xii)? This question is especially important when considering

education as the catalyst for change and competitive advantage in this new world of knowledge-

economies and globalization.

Education is no longer a stand-alone institution with the responsibility of producing

educated students, countries are now utilizing education systems as an instrument to gain global

competitiveness. Milliron (2007) described how countries are implementing this strategy in the

following way:

For example, Canada leverages its education system to bring in the best and brightest, and then it encourages them to immigrate. India and China are no longer talking about their strong math, science, and engineering programs as the main strategy to stop their brightest stars from studying and living abroad. They now want to build up their creative infrastructure, to support innovation and entrepreneurship as a means to keep their stars shining at home. Singapore's creativity campaign, called Thinking Schools, Learning Nation, is driven by education and aims to foster creativity and innovation. (p.33)

These are all examples of nations working to cultivate and keep their top talent at home. They are also examples of alignment between these educational organizations' focus on creativity and the IBM 2010 Global CEO Study (IBM, 2010) identification of creativity as the number one leadership competency among Chief Executive Officer's worldwide. Kim and Gonzales-Black (2018) took the idea of creativity and innovation even further by describing how "best practices" are essentially inhibiting learning and innovation "preventing schools from meeting the needs of students" (p. 146). They contended that the conditions that formed the best practices at one site would be different than the conditions where these practices were attempting to be replicated. Kim and Gonzales-Black furthered that this mindset hindered the culture of change necessary to make schools successful and responsive organizations. Milliron (2007) warned, "In today's globally connected world, driven by the creative economy, the fact that many educators care more about rules and regulations than insights and innovations is more than a shame; it is insane" (p. 34). This implies that it is irresponsible of educational organizations to fail to recognize the critical need for change. "If we don't change how schools work and how they are organized, we won't ever realize the full potential of the work they do" (Kim & Gonzales-Black, 2018, p. 1). According to Astiz et al. (2002), "Both economic and institutional

globalization forces push nations to decentralize their administration of social services, including education" (p. 86). Astiz et al. also posited that "Globalization does not necessarily produce simple isomorphism, yet it does produce nontrivial changes throughout systems of education that, in turn, influence what actually happens in the daily experiences of teachers and students in classrooms" (p. 87).

Some of the challenges globalization has manifested, for Americans specifically, are what Friedman (2005) has identified as the ambition, numbers, and education gaps. "American corporations are outsourcing jobs not just to save on salary but also due to the perception that they can hire better-skilled and more productive employees from other countries as compared to their American counterparts" (p. 7). While countries and communities continue to plot their course through these uncertain waters of increased turbulence, they must continue to identify how to work toward success. They must also be open to realizing that the road to success may not be defined as it has been in the past (Boudreau & Lawler, 2014). The definition and execution of these paths will be conducted by corporate and public sector leaders. In the past, hard work and dedication as well as integrity and vision directed organizations to success, however, according the 2010 IBM CEO study (IBM, 2010), "successfully navigating an increasing complex world will require creativity, which emerged as the number one leadership competency" (IBM.com, 2010). The challenge then is to attain the human resources necessary to meet these challenges.

Globalization and Human Resource Management

Human Resource Management is essentially the redesigning of personnel management. This redesign did not initiate on its own, like many aspects of our lives today, it was prodded by the demands of globalization. Collings et al. (2018) contended that "It was during the 1980s however that HRM became widely embraced by practitioners and academics alike" (p. 7) and

that it was a response to globalization and increased competitiveness on the world stage. They

further posited that "it is clear that a range of factors combined to facilitate the emergence of

HRM as a mainstream approach to the management of employees" (p. 7). In these

circumstances, employees had become a source of competitive advantage (Nijs et al., 2014 and

Collings et al., 2018). In this globalized context, recruitment and management of employees is

done with strategic purpose and the functions of HR are no longer completed in isolation but in

tandem to complement each other and ultimately support an organizations overall performance

(Vekeman et al., 2016).

Globalization has not only changed the landscape for organizations, in combination with

technology, it has changed the rate at which things happen. "It has been argued that the more

rapid pace of internationalization and globalization leads to a more strategic role for HRM"

(Farndale et al., 2010 p. 161). In addition, Friedman (2007) posited that globalization's

environment of conducting business across cultures, languages, and environments has also

contributed to strengthening the role of HRM in organizations. As the world boundaries continue

to expand and globalization continues, "effective international HRM becomes increasingly

important" (Friedman, 2007, p. 158). Thus, even the structure HRM practices of organizations

today have been shaped by the influences of globalization.

Human Resource Management

The HR function has existed as long as "there have been employers and employees,

skilled tradesmen and apprentices, supervisors and managers, companies and people who work

for them" (Cohen, 2015, p. 205). The emergence of HRM as both a field of study and a

vocational practice in North America can be traced back to the late 1910s, the term HRM did not

become prevalent until the 1960s and the terms Personnel Management (PM) and HRM were

used interchangeably for the next 20 years (Kaufman, 2002). Kaufman continued to describe

how the outlook on HRM processes and a shift in the conceptualization of HRM with a more

widely accepted view of employees as assets versus expenses influenced the popularity of the

term HRM over that of PM in the 1980s. The consideration of HRM in evaluating organizational

success due to the well-established link between HRM and organizational performance and

competitive advantage has been firmly established in the research regarding this area (Darwish

2013). The view of employees as assets becomes especially critical in the service industry where

the nature of delivery of the outcome is very people centric instead of a being a tangible product.

"The importance of HR is especially critical in a labor-intensive field like education" (Tran,

2015, p. 113). Therefore, in these labor-intensive fields, HR should be of prominent importance

in assisting organizations in creating competitive advantage and being successful.

As globalization has continued to shape continual changes in organizations, HRM has not

been an exception in adapting to globalization pressures, "competition, globalization, and

continuous change in markets and technology are the principal reasons for the transformation of

human resource management (Beer, 1997, p. 49). This sentiment continued to hold true years

later where they were echoed by Stone and Deadrick (2015) who described the field of HR

continuing to experience "numerous pressures for change" (p. 139). Stone and Deadrick (2015)

further contended that "Shifts in the economy, globalization, domestic diversity, and technology

create new demands for organizations, which propel the field of HR in some completely new

directions" (p. 139). Apart from changes in the economy and globalization, organizations are

also faced with major shifts in the composition of the U. S. population. Another challenge facing

organizations is that they will be staffed by members of multiple generations, and members of

generations differ in terms of work values, attitudes, and behaviors. There will also be a dramatic

change in the racial and ethnic make-up of our society (Stone & Deadrick, 2015). This illustrates

the various pressures furthering the transitions in HR practices and while organizations become

more strategic in their approaches to addressing these pressures in the field of HR, Tran (2015)

cited that "some have noted that public education practices seem to be lagging behind" (p. 112).

Since education is now performing on a global stage and schools have become home to an

increasingly diverse population of staff and students, HRM practices in educational institutions

must keep up to remain relevant. Educational organizations are at a junction where they must

choose to be active or passive in their pursuit of diversity meaning that they must decide if they

"want to actively pursue this diversity in the labor market so that its own workforce mirrors it, or

does the organization want to more passively let diversity of its workforce happen to it?"

(Heneman et al., 2000, p. 104).

The literature has demonstrated that while the terminology has shifted from PM to HRM,

and the view of employees became more positive, this outlook did not transfer to the practices

and maintained a high similarity in the practices of a PM department and a traditional HRM

department. A shift in practices did not start to appear until the 1980s with the emergence of

strategic HRM practices.

Traditional HRM

HRM finds its origins in what many may be familiar with as Personnel Management

(PM). Currently, traditional HRM practices are still reflective of the practices conducted in the

early PM models. "Many of the traditional HR processes were designed during the industrial era,

and thus focused largely on manufacturing organizations that were concerned with converting

raw materials, components, and parts into finished goods that meet customers' expectations"

(Stone & Deadrick, 2015, p. 140). These practices were meant to serve a homogeneous

workforce of similar race, culture, and values (Stone & Deadrick, 2015). In these traditional

practices, HR departments "assume that jobs should be narrowly defined, supervisors should control workers, and efficiency and short-term results should be emphasized" (Trice & Beyer (1993) as cited in Stone & Deadrick (2015), p. 140). These traditional practices were limited to "recruitment and keeping track of payrolls, promotions and other routine personnel issues" (Darwish, 2013, p. 1). In a similar fashion, traditional HRM practices tend to function on a micro-level where the focus is on the individual. It is about the individual employee performance level and how individual practices effect employee performance (Darwish, 2013). This micro function "covers the subfunctions of HR policy and practice and consists of two main categories: one with managing individuals and small groups (e.g., recruitment, selection, induction, training and development, performance management, and remuneration) and the other with managing work organization and employee voice systems (including union-management relations)." (Lengnick-Hall et al., 2009, p. 64). This frames traditional HR as a department that functions to a high degree of independence from the other organizational departments and organizational strategies.

The research typically defines traditional HRM practices as having a narrow focus limited to internal employee relations. In a traditional model, the role of HR is reactionary and transactional. The goals of an HR department following a traditional model are short term and function in isolation of the organizations broader and more strategic goals. Traditional practices are focused on administration, compliance, and service (Beer, 1997). Another defining component of a traditional HRM model is the HR professionals themselves. Within this model, these professionals lack analytic and interpersonal skills (Beer, 1997). Cohen (2015) further illustrates this deficit in professional skills in the description of HR professionals of the past when "a degree in HR could be obtained, but it was not a requirement" (Cohen, 2015, p. 206).

The first degree program when it was still referred to as industrial relations was not offered until

1945 at Cornell University (Cohen, 2015). Under these more traditional models, HR was also

viewed as a job "anyone" could do (Cohen, 2015).

The largest distinction between traditional and strategic HRM is the view regarding the

role that HRM fulfills in an organization and is based on how an organization views its

employees. To expound on the difference in HR models, companies have further differentiated

the traditional and strategic roles of HR through decentralizing and outsourcing. More traditional

HR roles of administration and compliance are being conducted by "geographically

decentralized HR service centers" (Beer, 1997, p. 51). In traditional HRM, the role of HR is

operational whereas in strategic HRM, the role of HR as "a strategic partner in both the

formulation of the company's strategies, as well as in the implementation of those strategies

through HR activities" (Dessler, 2000, p. 21).

Strategic HRM

Strategic HRM has been defined in several ways by many different researchers. For the

purposes of this study, strategic HRM will be viewed through the following lens depicted by

Darwish (2013):

> Regardless of the absence of a precise and clear definition of SHRM, its essential core
>
> idea is to link and integrate the HR function with the overall strategic direction of the
>
> organisation to improve organisational performance and thus gain a sustainable
>
> competitive advantage. (p. 9)

The progression of HRM practices from traditional to strategic has not been without

challenges. As described by Ulrich et al. (2008):

> HR wants to add value, to contribute in meaningful ways to employees and line managers
>
> inside the company and to customers, communities, partners, and investors outside the

company. At times, those on the journey have been the target of snipers who discount

HR's value and want to send it back to its administrative beginnings. At other times,

progress has been slowed by cynics who doubt that HR can overcome its legacy and fully

contribute. For the most part, the journey has been forward-looking, with growing

momentum toward true value creation. (p. 1)

This forward movement has been prompted by globalization pressures. Friedman (2007)

described that globalization "exerts pressure on the Human Resource Management (HRM)

function to adapt to changing organizational needs and add greater value" (p. 157). Spanning

across the strategic HRM literature, Lengnick-Hall et al. (2009) identified seven themes that

have manifested during the evolution of this field. These themes are explaining contingency

perspectives and fit, shifting from a focus on managing people to creating strategic contributions,

elaborating HR system components and structure, expanding the scope of Strategic HRM,

achieving HR implementation and execution, measuring outcomes of Strategic HRM, and

evaluating methodological issues. The most prominent theme that has emerged is the increased

focus on strategic contributions instead of managing people with the role of managing people

being shifted more to line managers instead of the HR department itself. With the focus on

strategic contributions, strategic HRM departments shift into the macro- view considering how

the entirety of HR practices contribute to the success of the organization (Darwish, 2013).

The pressures of globalization have been pushing especially toward service industries

hence placing a greater value on human resources and making it necessary for organizations to

gain their competitive advantage through its people. "There is now an evolving belief that, if

organisations wish to survive and compete in the present-day knowledge-based global economy,

they have to acquire, develop, and accordingly manage world class human resource

competencies and practices" (Darwish, 2013, p.1). These competencies can be best accomplished through a strategic HRM approach. The most prevalent and highly referenced model of strategic HR roles and competencies was suggested through the work of Ulrich. After seven rounds of studies spanning 30 years, Ulrich has updated this model to include nine competency domains in the human resource competency study he conducted in 2016 (Ulrich et al., 2017). The purpose of identifying these competencies had a strong focus on understanding which competencies would result in positive organizational outcomes. These competency domains are depicted in Table 1.

Table 1

The Nine HR competencies

Domain	Description
Strategic Positioner	able to position a business to win in its market
Credible Activist	able to build relationships of trust by having a proactive point of view
Paradox Navigator	able to manage tensions inherent to businesses (e.g., be both long and short term, be both top down and bottom up)
Culture and Change Champion	able to make change happen and manage organizational culture
Human Capital Curator	able to manage the flow of talent by developing people and leaders, driving individual performance, and building technical talent
Total Reward Steward	able to manage employee well-being through financial and nonfinancial rewards
Technology and Media Integrator	able to use technology and social media to drive create high-performing organizations
Analytics Designer and Interpreter	able to use analytics to improve decision making
Compliance Manager	able to manage the processes related to compliance by following regulatory guidelines

Note. Adapted from "Victory through organization: Why the war for talent is failing your company and what you can do about it," by D. Ulrich, D. Kryscynski, W. Brockbank, and M. Ulrich, 2017, McGraw Hill Professional.

The first three competencies in Table 1 are identified as the "core drivers" (Ulrich et al., 2017, p. 37). The second group of three competencies are recognized for adding strategic value to the functions of an HR department. The last three are the competencies necessary to support the general functions of HR. The RBL Group (2015) describes that in this model, the strategic positioner provides the strategy that the credible activist puts into action through paradox navigation and therefore these are at the core of the business functions. The necessary yet more traditional practices are categorized into compliance manager, analytics designer and interpreter, and technology and media integrator. The strategic enablers that support the core competencies are then the culture and change champion, human capital curator, and total rewards steward. This model, according to The RBL group (2015), represents the current global state where change is occurring and change produces inherent tensions that can be strategically addressed through HR in this model.

While the movement toward a more strategic role for HR has been established, Boudreau and Lawler (2014) emphasize that there remains a level of stubborn traditionalism and that while HR professionals are under pressure to be more strategic and innovative; the overall progress has been exceptionally slow demonstrating little change in HR functions from a general perspective. In their study comparing HR leaders' survey responses in 2007 to responses from the survey administered in 2010, Boudreau and Lawler (2014) found that HR practices have progressed in some areas, however, there is still a tendency to toward the implementation of traditional approaches. In educational institutions, the trend reflects this finding in that HR practices in schools tend to focus on the implementation of single practices and not on a systematic approach to HR management (Runhaar, 2017). There must be a shift in this approach in order to support the success of school districts on a broader scale. Rebore (2011) explained that human resource

management ensures a school district, "has the right number of people, with the right skills, in the right place, at the right time" (p. 93). Collins (2001) devoted an entire chapter in his book, Good to Great, to the importance of first identifying who will fill a position and then focus on the what with the premise that gaining the best personnel for an organization takes priority over any strategic advancement to push improvements to excellence. This makes the first step for HR departments in school districts to identify who will make the greatest strategic impact on success.

Transformational Leadership

McCleskey (2014) posited that the study of leadership spans more than 100 years and comprises three seminal leadership theories; situational, transactional, and transformational. The earliest of these theories, situational leadership, was introduced by Hershey and Blanchard and presented a task-oriented versus people-oriented leadership continuum (McCleskey, 2014). In 1947, Max Weber first introduced transactional leadership. This leadership theory is based on the exchange or transaction of rewards and sanctions. The desired outcome is to avoid punishment like pay cuts or termination and gain extrinsic reward (Awamleh et al., 2005). Awamleh et al. further extended that Bass viewed transformational leadership as a style focused on developing followers to their fullest potential and transactional leadership as a style limited to a focus on basic follower needs.

Transformational leadership was originally presented as a leadership theory by Burns in 1978. Burns's theory arose through his interest in the study of Franklin D. Rossevelt's (FDR) presidency whereby during FDR's second term he concluded that "transactional" leadership was inadequate for analyzing the deeper meaning behind the president's actions (Burns, 2004). According to Burns, it was FDR's post-World War II actions toward change for the country that inspired Burns toward the idea of transforming leadership and hence resulting was the

foundation of a new perspective on leadership. Bass (1985) expanded on the work of Burns and posited that transformational leadership depends on external environment, internal organizational environment and the personality and values of the leader. Through his quantitative study utilizing a rating scale, Bass identified four factors that defined transformational leaders. These factors included charisma, inspirational leadership, individualized consideration, and intellectual stimulation. The charisma factor was later replaced with the category of idealized influence (Bass, 1995). Transformational leadership as defined by Northouse (2016) is "the process whereby a person engages with others and creates a connection that raises the level of motivation and morality in both the leader and the follower" (p. 162). Yukl (2013) summarized transformational leadership as a leadership that includes relation-oriented and change-oriented behaviors, and difficult to classify behaviors like leading by example and self-sacrificing for the team. The common characteristics comprised in the definition of transformational leadership are that it is a leadership style where leaders lead by example, collaborate, share decision making, solve problems creatively, exhibit mutual respect, inspire, are change agents, have a clear vision, and satisfy subordinate needs and wants (Burns, 2004; Bass, 1985; Yukl, 2013, and Northouse 2016). It is unique from other leadership styles in that it transcends organizational goals and encompasses the ability of a leader to motivate followers to go beyond self-interest and consider the common good of the groups to which they belong (Bass, 1999).

The characteristic of being a change agent is central to leadership for urban schools. As Dooley et al. (2007) stated, "educators cannot afford to carry on with business as usual, hammering away at content without attending to the local-global interconnections that inform students' engagement" (p. 391) making it imperative for leaders in urban schools to be reformers that can shift the trajectory of the schools away from the status quo that has proven time again to

be failing. Harris (2002) has found that research from "diverse countries and different school contexts have revealed the powerful impact of leadership in securing school development and change" (p. 2).

Orr et al. (2008) as well as Ross and Gray (2006) found that "transformational leadership practices have a strong, positive effect on teachers' commitment to a professional learning community and school mission, and on their sense of collective teacher efficacy" (p. 677). Daniel (2010) posited that "collaborative leadership is a more effective leadership style for urban sites given the myriad of intersecting and sometimes competing interests that would garner limited benefits from a more traditional hierarchical leadership structure" (p. 834). To reach this level of discourse, the author Daniel (2010) stated a need for reconceptualizing leadership in schools with the move being toward a more transformational style of leadership with a focus on social justice practices. By comparing the characteristics of transformational leaders with those identified with the principal characteristics and behaviors that resulted in success for schools, a significant amount of overlap was recognized. It is important to note this commonality as a foundation for identifying that principals need to possess transformational leadership characteristics as a necessary component to the success of schools.

Characteristics of Transformational Leadership

Bernard Bass is widely known for expanding on Burns' original definition of transformational leadership. In his work, he identified what is not referred to as the 4 Is of transformational leadership. These four Is are the separate components of this leadership style (Bass & Avolio, 1993, p. 112). The Is are; idealized influence, inspiration, individualized consideration, and intellectual stimulation. The first two Is combine to define a leader's charisma. Through idealized influence and inspiration, leaders are acting as models of high expectations for followers. This is where vision is determined and communicated and where

steps to realizing this vision are articulated (Bass, 1999). Intellectual stimulation is the category that embodies a leader's ability to challenge followers to be creative and innovative and individual consideration is demonstrated when leaders identify the needs of followers and work to support them on their path to self-actualization and support their professional development. In this sense, leaders delegate tasks an avenue for providing opportunities for followers to demonstrate growth (Bass, 1999).

Rafferty and Griffin (2004) has extended on Bass (1999) by adding a fifth dimension to the transformational leader sub-dimensions. Rafferty and Griffin contended that "there is ambiguity concerning the differentiation of the sub-dimensions of transformational leadership" (p. 329). In response to this, these researchers suggested five more focused sub-dimensions to characterize transformational leadership. These sub-dimensions include: vision inspirational communication, intellectual stimulation, supportive leadership, and personal recognition (Rafferty & Griffin, 2004). In this construct, vision takes the place of charisma and defines it as "the expression of an idealized picture of the future based around organizational values" (p. 332). Inspirational communication encompasses "statements that build motivation and confidence" (p. 332), supportive leadership is like the category of individual consideration that it replaces in that it considers a leader's concern for their followers. The sub-dimension of intellectual stimulation remains constant and the area of personal recognition added as a fifth dimension. It is important to note that while most researchers look at transactional leadership from the perspective of its sub-dimensions, transformational leadership studies tend to rely on an examination from one overarching construct (Deinert et al., 2015). They further that if "transformational leadership is a multi-dimensional construct" (Dienert et al., 2015, p. 1095), it is important to examine the sub-dimensions if a deeper understanding of the nature of transformational leadership behaviors is to

be reached. A closer examination of these sub-dimensions in relation to different organizational

aspects is essential to broadening the scope of transformational leadership research. The next

section will review the literature regarding educational leadership and how transformational

leadership characteristics supports principal success.

Educational Leadership

Hale and Moorman (2003) have described that there is a "widespread and bipartisan

acceptance of the need for America's schools to improve" (p. 1). They furthered that this need

has led educational institutions to "confront the weaknesses of contemporary school leadership"

(p.1) and heightened the need to identify and hire quality principals. Hale and Moorman also

posited that "Laser-like attention is being focused on one of the variables critical to effective

education: leadership. Today, school leadership — more specifically, the principalship — is a

front burner issue in every state" (p. 1). Foster and Young (2004) recognized, "When goals are

not met, people lose confidence in, and tend to blame those people believed to be responsible for

leadership" (p. 29). Normore (2004) echoed, "School administrators are no strangers to

accountability; whenever a problem occurs in a school, heads turn automatically toward the

office" (p. 66).

The federal education law passed in 2015 put a new emphasis on the development of the

principal, demonstrating a trend that principals are an integral part in the overall picture. Khine

et al. (2014) posited:

> In the educational arena, it is often claimed that success or failure of the school system is
>
> explained by the type of leadership. School leaders are expected to act as agents of
>
> change and facilitators who improve the school culture and its effectiveness by
>
> transforming the professional learning community. (p. 1)

Korkmaz (2007) extended on this contending that the principal is the most important and influential figure in the school; while Shref and Ali (2012) described the principal as the "cornerstone of the school" (p. 744). Stewart-Banks et al. (2015) portrayed the importance of a principal and their leadership throughout their entire study. Finnigan (2010) views the principal as the person responsible for shaping a school's internal processes, climate, relationships, and resources. Cistone and Stevenson (2000) posited that "there is consensus that the single most critical factor in creating and maintaining high performing schools is the leadership of the principal" (p. 435). This literature demonstrates the import for focusing conversations regarding school improvement on the school principal.

As summarized in Leithwood and Jantzi (2010), empirical evidence has demonstrated that educational leaders can influence school success and improve student learning along four overarching "paths" which span rational (core operations of a school), emotions (how staff feel about school related matters), the organization (policies and procedure), and the family. Heck and Hallinger (1999) stated, "By way of illustration, the preoccupation with documenting if principals make a difference has subtly reinforced the assumption that school leadership is synonymous with the principal. Scholars have, therefore, largely ignored other sources of leadership within the school such as assistant principals and senior teachers" (p. 141). As these studies claim, there are other sources of leadership within the school, it should be noted that the source of any leadership afforded to staff within a school stems from the principal; therefore, the focus again returns to the principal. If these additional sources of leadership within a school are to be investigated, it would be relative to their relationship with the principal as their source of empowerment. The principal is identified as impactful because their role is present and can

guide all other factors related to school success including; teacher retention and training, student achievement, community and parent involvement, and instructional leadership.

According to Richardson et al. (2016), the role of a school principal has traditionally been that of a managerial role. Building principals were viewed as being responsible for daily operations, discipline, and teacher supervision. However, with the increase in accountability, the role of the principal has evolved. Principals now carry the weight of not only managerial roles but leadership roles as well. "The integration of Common Core Standards, No Child Left Behind policies, and a plethora of state-level mandates demand that school principals set up building level structures that foster high academic achievement" (Richardson et al., 2016, p. 75). Hence, the school principal is now involved in a greater range of activities including curriculum and instruction, teacher professional development, parent involvement, and student achievement. Expanding even beyond the school setting, Landis et al. (2014) recognized that "Leadership has been considered one of the most important components in the success of organizations" (p. 98). The following section will examine how a principal's leadership can affect all aspects of a school's success supporting the contention that the principal is the central figure to success in all aspects of the school and identifying successful principal characteristics is vital to the progress toward more successful schools.

Principal Leadership and Effects on Curriculum and Instruction

One recurring characteristic found in the study of effective urban schools is strong instructional leadership (Jackson et al., 1983). Spillane et al. (2003) also premised their findings on the idea that school leadership is fundamental in efforts to change instructional practices. According to White-Smith (2012), "understanding how principals encourage and deliver instructional excellence is crucial to implementing successful urban school reform" (p. 6). Orr et al. (2008) also found that a persistent theme "throughout the school improvement research is the

centrality of leadership, particularly instructionally focused leadership" (p. 683). Silva et al. (2011) also conducted a study that found "the greatest principal effect on student achievement occurred when principals acted as instructional leaders in which they focused on defining school mission, managing the instructional program, and promoting a positive school learning climate" (p. 777). Hallinger (2003) explained that critics of maintaining a focus on instructional leadership alone asserted that "efforts to limit or even focus narrowly on this single role in an effort to improve student performance will be dysfunctional for the principal" (p. 334). This aligns with the four frames in an organization that are outlined by Bolman and Deal (2013). The four frames of structural, human resource, political, and symbolic; further demonstrate that while a principal does have an impact on curriculum and instruction through an instructional leadership lens, they are still responsible for maintaining all aspects of the school as an organization.

Conventionally, instruction and curriculum are tied to school reform. When districts shift pedagogy and new research based best practices and teaching strategies are identified to meet the also changing policy mandates, teacher practice must also change. This can pose challenges on many levels. One way to overcome these challenges is for principals to remember what Wiles & Bondi (2015) contended and that is that "Curriculum leaders can never forget that the classroom teacher is the final designer of curriculum" (p. 149). While Spillane et al. (2003) credited the success of new initiatives with school leadership, they posited that successful school leadership creates conditions that support teacher learning through these instructional changes. Spillane et al. continued that the research also indicates that a principal's interactive style can motivate teacher change. To set the stage for correct curriculum implementation, Tarekegne (2018) contended that it was critical for effective school leadership to be present.

According to Johnson (2001), a vital piece in successful curriculum revision, is the involvement of students, parents, administrators, teachers and the broader community as they all have interest in the school's success. This participation is especially extended to those that are directly involved in the delivery of student instruction. Extending the circle of participants in the process can also link to the problem with instructional leadership as described by Stewart (2006) "in many schools the principal is not the educational expert" (p. 6). Hence, when discussing curriculum development and implementation, even when structures and protocols are in place, the school culture and environment must be collaborative in nature in order to achieve success. The first way to build this culture is to provide the opportunities for teachers to have discussions around practice and make collaboration the norm. The provision of time to conduct such efforts is another factor that is within the principal's realm of control and they can accomplish the provision of this time through thoughtful scheduling.

Cochran-Smith and Lytle (1999) contended that "in many cases it is impossible to change school cultures without first providing school structures that enhance opportunities for collaboration and collegiality among teachers. Goddard and Goddard (2007) go on to describe that when teachers were given a voice in the development of curriculum, they "claimed ownership of the process and thus were able to sustain changes that were decided in team context" (p. 882). They continued to describe collaboration as a form of lateral coordination that can improve organizational performance (p. 891). Hence, it is established that encouraging discussion and collaboration is key to fostering an environment conducive not only to collaboration but also for curriculum development, implementation, and buy-in. Theoharis (2008) described successful school leaders in urban schools as ones that did not:

…impose curriculum or practices, but they relied on staff, supported teachers, and

facilitated schoolwide shared decision making. Blending headstrong commitment to their

vision with a strong belief in empowering and trusting teachers and simultaneously with

building staff leadership created a dynamic school atmosphere and environment. (p. 19)

Another challenge facing teachers and administrators with regards to curriculum are

district mandated curriculum outlines. Many times, these closed curricula that are often not

culturally sensitive to the students in urban communities do not provide the quality of curriculum

necessary to help students in these communities succeed. Dyches (2017), Jarrett and Stenhouse

(2011), Burke and Adler (2013), Niesz (2010) and Orr et al. (2008) all described situations where

teachers or principals had to work in secret to "foster the innovative solutions that their schools

needed beyond the centrally determined reform strategies" (Orr, et al. 2008, p. 687). Teachers

and principals alike had to hide the curricula that were providing success for their students and

work with the fear of being "caught" doing it. The way that principals respond to mandates and

support teachers with curricular issues demonstrate that the principal can mitigate instead of

demand the district mandates. It also illustrates situations where the principal is providing a

supportive environment that encourages innovative teaching which in turn erases the stress of

having to teach under the taxing conditions of "hidden curricula" further confirming that all road

lead back to the principal. Through serving as an instructional leader, fostering a collaborative

environment, supporting teachers in their delivery of instruction, providing a voice and

empowering teachers in the curriculum design and decision process, principals have the power to

positively impact this aspect of successful schools.

Principal Leadership and the Effect on Student Achievement

The focus on student achievement is another reason an emphasis on principal leadership

has become even more important. Silva et al. (2011) found significant relationships between

increased principal implementation of assessment practices and reading achievement. These increases in achievement were especially present among the student subgroups of limited English proficient students and students with learning disabilities. This demonstrates that through the implementation of chosen practices, the school leader will impact student achievement. Marzano et al. (2005) conducted a meta-analysis of 69 studies spanning 35 years and found that school leadership does in fact influence student achievement. Heck and Hallinger (2014) found that "instructionally focused leadership was indirectly but significantly related to math achievement through its positive effect on the instructional environment" (p. 673) and Mitchell et al. (2015) posited that school leadership is significantly tied to the conditions that directly influence student academic achievement. Therefore, although not directly linked to student achievement itself, school leadership is a primary factor in all other factors linked to effective teaching and instruction that have been found to have a direct link with student outcomes.

Leadership and the Effect on Community Involvement

Warren (2005) illustrated an extensive case to the importance of community involvement especially for the success of urban schools. As the "gatekeeper" of the school, a principal can have a very influential role not only to the amount of parent participation in a school but to the type and quality of that participation not only from parents but from community organizations as well. Yukl (2013) described the need to look at leadership as it pertains to globalization and the changing demographics that leaders must address:

> Increasing globalization of organizations makes it more important to learn about effective leadership in different cultures. Leaders are increasingly confronted with the need to influence people from other cultures, and successful influence requires a good understanding of these cultures. Leaders must also be able to understand how people from different cultures view them and interpret those actions. (p. 361)

This is especially true in urban communities that have greater amounts of diversity. Harris (2002) described the successful leaders in the study as emphasizing the "need to establish an 'interconnectedness of home, school and community'. This involved communicating and understanding the needs of the community to establish a dialogue with parents and to connect with the formal and informal community leaders" (p.12). Auerbach (2009) contended that "family and community engagement are increasingly seen as powerful tools for making schools more equitable, culturally responsive, and collaborative. The commitment of school leaders is vital to school-community connections" (p. 9).

Auerbach (2009) continued to describe these leaders as "more likely to be directly involved in initiating, planning, and implementing substantive activities with families, rather than appearing at events as figureheads and delegating the organization of activities to parent center staff, as most administrators in the larger study did" (p.25). Khalifa (2012) found that the way a principal executed leadership functions to encourage school and community overlap, could result in an increase in community rapport, and principal and school trust. Khalifa (2012) continues to describe that to engage skeptical and distant parents and earn their trust, principals needed to advocate for community causes. This idea runs parallel to the community model depicted in Gandin and Fischman (2006) where principals and assistant principals are elected and are heavily involved in community causes. Khalifa (2012) also posited that "school leaders play a primary role in crafting school and community relationships that lead to positive academic and behavioral changes in students" (p. 459).

Principal Leadership Effects on Teachers

The current educational climate is rife with concerns about student achievement, school and teacher accountability, assessment overload, and teacher shortages. Society wants to improve teaching to increase student achievement. As Hattie (2003) posited, teachers account for 30% of

the impact on student achievement, hence giving merit to the idea that teachers have a high

impact on student achievement. Hattie (2003), also stated that, "Excellence in teaching is the

single most powerful influence on achievement. We need to identify, esteem, and grow those

who have powerful influences on student learning" (p. 4). Here the question arises, who is to

identify, esteem, and grow teachers? The natural answer to this question is the school leadership.

Teachers have an extremely high impact on student achievement. In factors affecting

students' achievement, teacher impact is second only to the students themselves (Hattie, 2003;

Pecheone & Wei, 2009; Wright et al., 1997). "This is followed very closely by the impact

of the school leader" (McKinney et al., 2015, p. 164). Hence, it is imperative to find ways

to grow excellent teachers, improve their job satisfaction, increase their morale and reduce

their attrition. Based on the research and the studies, leadership is the key in achieving

these goals with regards to teachers.

Crocco and Costigan (2007) explained that new teachers with strong credentials, the

teachers we want to keep in classrooms, are the most likely to leave. They cite, that the quality of

leadership in the schools is an important factor in this decision. The studies done by Korkmaz

(2007), Shref and Ali (2012), Avolio et al. (2004), and Clark et al. (2009) all found that leaders

demonstrating transformational leadership styles fostered high levels of employee morale. While

Korkmaz conducted his study in Turkey in a high school setting, Avolio et al. based their study

on a sample of 520 nurses in Singapore, and Clark et al. based their study on employees in the

hospitality industry, across all settings, their findings were consistent, when leaders possessed

transformational leadership styles, factors tied to employee morale were impacted in a positive

way. Mackenzie (2007) found in a study of Australian teachers that "Almost all of the study

participants (97%) suggested that leadership at a school level had a major impact on morale" (p.

94). With leadership being such an impactful factor in teacher retention, morale, and job satisfaction, it is important to consider principals when investigating the success of teachers and schools.

In a study done by the Indianapolis Teaching Policy Fellows (2013), in Indianapolis, "For teachers who voluntarily left a school at some point in their career, 49 percent cited school leadership and 40 percent cited school culture as reasons for leaving" (p.1). The report also goes on to discuss the many studies on teacher retention that point to the principal as the source that can control the strategies which should be implemented to support teacher retention. According to Leana (2011), when teachers had frequent conversations with their peers and developed feelings of trust, students showed greater gains in math. This is described as significant social capital. The article continues to describe that "if a teacher's social capital was just one standard deviation higher than the average, her students' math scores increased by 5.7 percent." (p. 33). Contributions to student achievement are one positive aspect of encouraging teacher discussions, and it is the principal that can not only foster this culture but also the one with the ability and authority to provide the time for it to happen.

Lambersky (2016) stated that principals are largely responsible for teacher selection, retention, and dismissal. Lambersky (2016) also contented that it is the principal's responsibility to create the best work environment to ensure high performance and retention of staff. In addition, Lambersky (2016) cited the findings of Dannetta (2002) which found that out of twenty-three factors influencing teacher commitment to student learning, principals were directly responsible for eleven. McKinney et al. (2015) also attached high accountability to the principal contending that high performing principals have the ability to cultivate teaching and learning practices that lead to higher levels of trust and community involvement within the school culture.

Additionally, the principal's leadership style "can strongly influence various elements of the school environment" (Vekeman et al., 2016, p. 1).

Leithwood et al. (2008) claimed that, the manifestation of the same repertoire of leadership practices were attributed to almost all successful leaders. According to the researched articles, this repertoire of practices included: shared decision making and empowerment, working collaboratively, expanding teacher leadership capacity, modeling high expectations, keeping the vision of student learning at the forefront of all decisions, showing professional respect, encouraging and acknowledging teacher effort and results, providing support and protection, and communicating a clear vision **(**Brown & Wynn, 2009; Finnigan, 2010; Lambersky, 2016; McKinney et al., 2015; Stewart-Banks et al., 2015; Thibodeaux et al., 2015). These characteristics were identified as the literature from these studies was considered through different lenses that each circled back to principal behaviors. Brown and Wynn (2009) framed their study from the perspective of teacher retention and Thibodeaux et al. (2015) extended on this perspective adding the angle of high-stakes testing environments. Finnigan (2010) also focused on how a principal behaved in an environment of high stakes and accountability while McKinney et al. took the opposite perspective and focused on schools in a positive standing and which had earned Blue Ribbon status. Stewart-Banks et al. (2015) and Lambersky (2016) in contrast focused on the emotional effects that a principal's behavior had on teachers and teacher morale. To extend on this, Harris and Chapman (2002) suggested that in order to meet the demands facing schools functioning in challenging contexts, leaders must have a broad range of leadership approaches that are "underpinned by a core set of values and a strong moral purpose" (p. 11). The findings from their research suggested that "effective leadership is defined and driven by individual value systems, rather than instrumental managerial concerns" (p.11).

Despite the different perspectives they started from, each of these studies resulted in a commonality of behaviors.

Harris and Chapman (2002) and Harris (2002) discussed the importance of trust. They identify that the trust between a leader and their staff needs to be reciprocal and that integrity is also a necessary characteristic for a successful leader to possess. Harris and Chapman (2002) also demonstrated that it is important for leaders to "walk the talk." This characteristic also appeared throughout the literature. Harris (2002) also brought the subject of empowerment to the forefront, establishing that successful heads of schools "clearly respected others and modelled teacher leadership through empowering and encouraging others" (p. 6). Beachum et al. (2008) contended that another trait that administrators need to have for the success of urban schools is the ability to construct a language of "colortalk" to build stronger relationships and enhance student learning. While Jackson et al. (1983) described the principal as a supporter and task master but not a "pal."

Throughout the studies, it was found that specific leadership characteristics along with a democratic and transformational leadership style resulted in an increase in morale, motivation, and job satisfaction. While they utilized slightly different methods to reach their findings, the result was very similar in that there was a relationship of varying degrees between leadership and employee outcomes. Stewart-Banks et al. (2015) established that communication, relationships, open-mindedness, approachability, enjoyment of education, and being knowledgeable in the education field played a role in the commitment of staff; while accountability and recognition were considered motivational factors that improved staff morale. Similarly, McKinney et al. (2015) found that in order for a principal to be successful, they should possess characteristics such as tact, approachability, caring, sensitivity to the needs of others, personal and professional

knowledge of staff, respect for subordinates, the ability to listen, and a willingness to seek out new and innovative teaching and learning techniques.

As we continue to look at the studies, we find that the characteristics associated with successful principals and high job satisfaction and teacher morale are echoed from one study to the next. Lambersky (2016) reiterated this in his study which found the characteristics that emerged were showing professional respect, encouraging and acknowledging teacher effort and results, providing support and protection, allowing teacher voice, and communicating a clear vision. Finnigan (2010) found two main areas that contributed to teacher expectancy. These areas were instructional leadership and support for change. It is important to note that Finnigan's definition of instructional leadership again encompassed some of the traits identified in other studies like the accountability mentioned in Stewart-Banks et al. (2015), Finnigan included high expectations and the monitoring of performance in his description of instructional leadership. Like Lambersky (2016), Finnigan (2010) also identified successful leaders as having a vision. Finally, as mentioned in McKinney et al. (2015), Finnigan (2010) also discussed the importance of innovation for change. Thibodeaux et al. (2105) identified administrators taking an active role to assist teachers in improving instruction (instructional leadership), supporting teachers, and valuing teacher input were amongst the top scoring behaviors that teachers felt were important.

Brown and Wynn (2009) posited in their study that characteristics of principals that improved job satisfaction, commitment and morale were again similar to the traits in the other studies including, shared decision making, working collaboratively, expanding teacher leadership capacity, modeling high expectations, and keeping the vision of student learning at the forefront of all decisions. Principals as described in this study are visible throughout their schools, and

provide nurturance, guidance, and leadership when needed. The considered characteristics and

their corresponding studies are summarized in Table 2.

Table 2

Characteristics and Behaviors of Leadership

Study	Leadership characteristics/behaviors
Brown, and Wynn (2009)	shared decision making, working collaboratively, expanding teacher leadership capacity, modeling high expectations, keeping the vision of student learning at the forefront of all decisions. They also are visible throughout their schools, and provide nurturance, guidance, and leadership when needed.
Stewart-Banks, Kuofie, Hakim, and Branch (2015)	communication, relationships, open-mindedness, approachability, enjoyment of education, and being knowledgeable in the education field
McKinney, Labat, Jr., and Labat (2015)	tact, approachability, caring, sensitivity to the needs of others, personal and professional knowledge of staff, respect for subordinates, the ability to listen, and a willingness to seek out new and innovative teaching and learning techniques
Lambersky (2016)	professional respect, encouraging and acknowledging teacher effort and results, providing support and protection, allowing teacher voice, and communicating a clear vision
Finnigan (2010)	instructional leadership (communication of a vision, high expectations, monitoring performance) and support for change (innovative and encouraging)
Thibodeaux, Labat, Lee, and Labat (2105)	(instructional leadership), supporting teachers, and valuing teacher input

Table 2 further demonstrates the commonalities in themes that are woven through all the

research. Themes that resonate throughout these characteristics are; instructional leadership,

communication, innovation, relationships, possession of a clear vision, and shared leadership.

Combined, these characteristics present a foundation that aligns well to the broader and more

encompassing theory of transformational leadership. These characteristics when taken together

further support a theoretical framework of transformational leadership. When examining which

leadership style a principal should possess to embody the characteristics that the literature has

identified as not only the characteristics that support principal success but also align with the

versatile environment of globalization, transformational leadership emerges as the leadership style that exemplifies the majority of these characteristics.

Conclusion

This literature review supports the notion that transformational leadership is vital to the success of leaders in an era of globalization. Educational institutions functioning in this climate need to recruit, hire, and retain leaders possessing transformational leadership characteristics that meet the demands of a globalized world. The ultimate key to putting these pieces together is a human resource department that functions through a strategic capacity within the school system.

CHAPTER 3

Methodology

This chapter will introduce the research methodology of this mixed methods research study. In addition to a review of the methodology, the study setting and participants will be introduced and the research design and data analysis will be clarified.

Restatement of the Purpose

The purpose of the study is to examine the human resource (HR) practices in a Michigan school district and identify if these HR practices are traditional or strategic. After identifying which approach to HR functions the district employs, the study will attempt to determine if the current practices in the district have resulted in the hiring of principals that exhibit a high level of transformational leadership characteristics. This second component to the study is important in determining if the district has appointed quality candidates who have the characteristics necessary to lead a school to support globalized perspectives by meeting the needs of a diverse group of students, staff, and community members.

Restatement of the Research Questions

The following research questions will guide this study:

Question 1:   What practices does the district employ to recruit, select, and develop principals?

Question 2:   Are these practices traditional or strategic?

Question 3:   Do these practices reflect a defined strategy for increasing workforce diversity that aligns with the increased diversity trends of globalization?

Question 4: Have the district's current practices resulted in the placement of principals who demonstrate high levels of transformational leadership characteristics?

Hypothesis

H_o1: The district's current practices have not resulted in a statistically significant number of principals who demonstrate high levels of transformational leadership characteristics

H_11: The district's current practices have resulted in a statistically significant number of principals who demonstrate high levels of transformational leadership characteristics

Methodology

The research recognizes that a greater depth of understanding of a study is generally gained by qualitative research and higher degrees of objectivity and generalizability are obtained through quantitative research (Caruth, 2013). Combining the strengths of both methods by conducting mixed methods research (MMR) will allow for a more complete picture of the findings after the study is conducted. MMR promotes the ability handle a wider range of research questions since it transcends the limitations of the range presented through the utilization of one design exclusively. This study will utilize a mixed-methods approach with the purpose of providing expansion and completion in the findings. The purpose of expansion is "to clarify or elaborate on the knowledge gained from a prior method" (Caruth, 2013, p. 113). In this case, the inclusion of the quantitative aspect will offer answers to the "so what" question of identifying and defining the HR practices in the district. It will attempt to demonstrate the significance of the HR practices on the hiring realities while embodying the qualitative research approach of looking at the real versus the stated organizational goals (Marshall & Rossman, 2011). The completeness perspective will thus provide a more total representation of any association that is attained through the relation of intent to practice (Caruth, 2013).

Qualitative Research

The MMR approach allows for the combination of strength between qualitative and quantitative research. "Four rationales prevail for using qualitative data to improve quantitative research designs: participant enrichment, instrument fidelity, treatment integrity, and significance enhancement" (Leech & Onwuegbuzie, 2007, p.560). In this study, the treatment integrity would be utilized to determine the implementation of SHRM practices and the significance enhancement would serve to assist in developing the context of the quantitative analysis. This latter application is also what further classifies this study as an MMR approach. The qualitative portion will utilize a micro-ethnographic approach. "The ethnographic method examines behavior that takes place within specific social situations, including behavior that is shaped and constrained by these situations, plus people's understanding and interpretation of their experiences" (Wilson & Chaddha, 2010, p. 549). According to Bogdan and Biklin (2007) microethnography is, "Case studies done either on very small units of an organization or on a very specific organizational activity" (p. 66). Similarly, Spradley (1980) defines microethnography as the study of a single situation providing information over a short period of time on a single research item. Within this micro-ethnographic approach, observations, interviews, and questionnaires will be utilized. In the context of this study, the ethnography will take on the context of discovery. This context was chosen after gaps in the literature failed to clearly define the relationship between HRM practices and principal hiring results. Therefore, a discovery approach will allow for the formation of a hypotheses that will "provide direction for further research" (Wilson & Chaddha, 2010, p. 550). This micro approach will provide "a close-up view, as if under a microscope, of a small social unit or an identifiable activity within the social unit" (Fetterman, 2009, p. 29) with the unit being the HR functions.

With a multitude of variables at play at any given moment in the field of education, this micro approach will allow for isolating the specific department of HR within the school district and allow for a deepening versus a broadening of the research perspective. There will be four stages of data collection. Stage one will be the observation, Stage two will consist of the interview, Stage 3 will employ a questionnaire and the fourth and final stage will require the analysis of artifacts collected including job descriptions and interview protocols implemented in the district.

Quantitative Research

The quantitative approach of this study will employ a survey in order to identify the transformational leadership levels of the school principals employed in the district. The results of this survey will identify a principal as either transformational or not. A logistic regression will then be applied to identify the significance level of the hiring practices on the transformational leadership level of the principals. "Logistic regression analysis is a statistical technique that describes the relationship between an independent variable (either continuous or not) and a dichotomic dependent variable" (Tripepi et al., 2008, p. 808). Since the result is a binomial or dichotomous response, the results will be analyzed using a logistic regression (Sperandei, 2014). The choice of this analysis was chosen due to the binomial nature of the response. While the chief advantage of a logistical regression is in its ability "to avoid confounding effects by analyzing the association of all variables together" (Sperandei, 2014, p. 13).

<div style="text-align:center">

Setting

</div>

The study will be conducted in a school district in Michigan. The school district services 3,800 students from grades K – 12. The observations and interviews will take place at the central office location in the office of the Curriculum Director. The central office is in a separate wing of one of the schools. The central office is home to the following departments: curriculum,

business, human resources, student services. The HR functions are carried out from the superintendent's office and is located within proximity to the other departments that service the school. The district has recently been experiencing a transformation in several of its practices. In addition to the superintendent and curriculum director, four of the six building administrators in the district have been appointed within the last three years. The superintendent and one of the administrators recently appointed were internal candidates while the remaining four administrators hired in the last three years were external candidates. The district has been in the process of developing its strategy and mission. District policy and vision are also currently undergoing review and updates.

Participants

The participants for this study will focus on the transformational leadership level of the building level administrators at each school. All teachers in the district will participate in the completion of a survey and all building level principals will complete a questionnaire depicting their interactions with the HR department. In this district, the HR functions are carried out by the superintendent with assistance from the curriculum director. The survey will be shared with all 188 teachers in the school district. These teachers teach at the elementary, middle, and high school levels. There are 86 elementary teachers, 41 middle school teachers, and 61 high school teachers. The questionnaire will be shared with the district's six building principals. Five out of the six principals have been assigned to their current building for five years or less while one principal has been assigned to their current school for six or more years. Both the superintendent and the curriculum director have served as teachers and building level administrators and have been leading the district for three years.

Research Design

The research design for this study was a mixed-methods approach. The qualitative portion is comprised of four stages for data collection. For all stages of data collection, the researcher will transcribe and code the data. The first stage was the analysis of an on-site observation. The second stage was the performance of an interview and then the collection of questionnaire responses. The final stage was the review of artifacts related to the appointment of principals including job descriptions, interview questions, and an interview rubric. The results of these data sets were then subject to two cycles of coding and analysis to identify common categories, trends, themes, and relationships within each piece and then amongst all four.

The quantitative portion of the study comprised of the administration of a seven-question survey conducted through the Qualtrics software and designed to anonymize responses to protect participant anonymity. Statistical Package for the Social Sciences (SPSS) software will be utilized for the analysis of the quantitative data. The researcher's laptop and a USB Drive will be the tools for collecting and storing data. In order to ensure ethical standards are sustained and participant anonymity is protected, the researcher's laptop is set to go into an automatic lock mode when idle and is password protected, the USB Drive is password protected as well.

Figure 3

Research Design Flowchart

Qualitative		Quantitative
Observations		Leadership Style Surveys
Interviews		
Questionnaires		

Single Level Coding

Axial Level Coding

Classical Content Analysis

Logistic Regression through SPSS to determine if HRM practices resulted in TL hires

Compile Survey results to determine level of transformational leadership
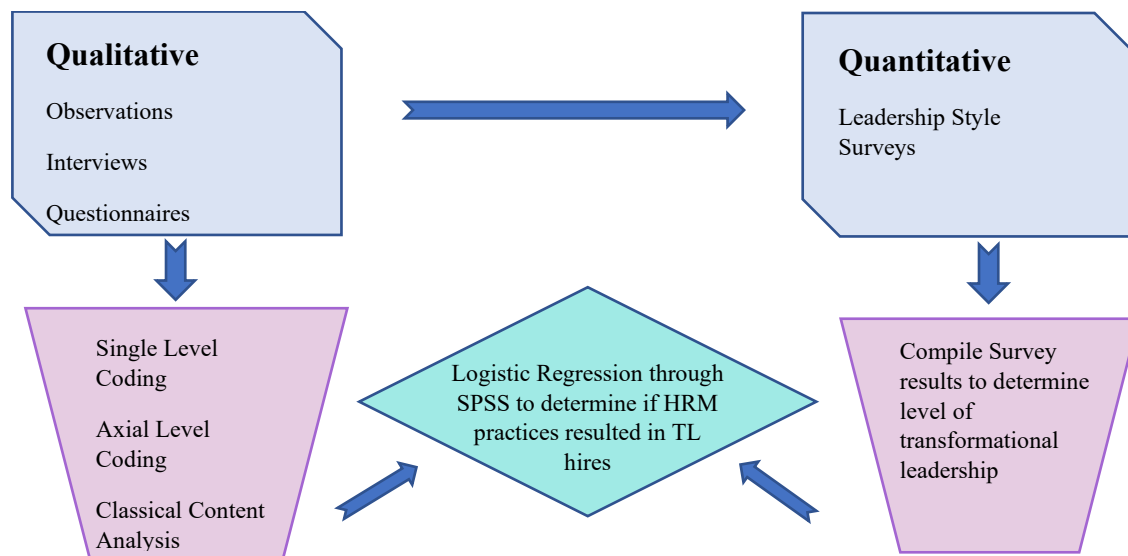
Note. The table provides a visual representation of the research design employed for this study.

Observations

Observation will be conducted at the central office location of the district and will be naturalistic in nature. With a naturalistic observation, the observation will take place in the everyday setting of the participants and the researcher attempts to observe the natural behavior of the participants (Relativity, 2004). Some of the "tasks" that will be assigned for observation will be to observe the HR administrator in administrative meetings while documenting the role and interactions that HR plays in the organization, as well as how the administrators interact with each other and the HR administrator. The observation will be documented through field notes on the researcher's laptop and backed up on the password protected USB Drive. The Observation Chart (Appendix B) will be utilized to categorize the activities to establish if the human resource competencies exhibited align predominantly in the first six or last three competencies identified by Ulrich et al. (2017).

Interviews

Interviews will be conducted at the participant's work cite to give participants a higher level of comfort being in their own environment unless otherwise requested by the participant. To prevent ethical issues that may arise from informal interviews, the interview design will follow a semi-structured format. As defined by Longhurst (2003):

> A semi-structured interview is a verbal interchange where one person, the interviewer, attempts to elicit information from another person by asking questions. Although the interviewer prepares a list of predetermined questions, semi-structured interviews unfold in a conversational manner offering participants the chance to explore issues they feel are important. (p. 103)

A semi-structured was chosen to provide for the opportunity to ask follow up questions to acquire more in-depth responses when necessary. Retrospective questions will be incorporated in the structured questions so that the contributions the current HR administrator has made to the current HR processes can be identified and the differences between current and past practices can be defined. Retrospective questions are questions that relate to past events. Both open-ended and closed-ended questions will be incorporated with the focus of the closed-ended questions being to assist with the collection of more specific demographic data. The interview techniques applied will include active listening, repetition feedback, asking questions, asking for clarification, use of the phrase "tell me more" or a similar phrase, and the seeking of examples. (Appendix C)

Questionnaires

Principals will participate in an online questionnaire. The questionnaire will be done through an anonymous survey link that will be emailed to the principals. Both open-ended and

closed-ended questions will be included with the focus of the closed-ended questions being to

assist with the collection of more specific demographic data with regards to years of experience

and length of time in the current assignment. The link will be assigned a random numerical

school code so that the teacher surveys from each school can later be aligned with the principal

questionnaire while maintaining participant anonymity. This code will be generated using an

online random number generator. (Appendix D)

Surveys

The teachers in the district will be solicited to participate in an online anonymous survey

through Qualtrics. An anonymous survey link will be produced through Qualtrics and shared

with teachers via email they will also be provided with a QR code also generated through

Qualtrics. A QR code is a machine scannable image that can be instantly read using a

smartphone camera hence increasing the ease and speed of access to the survey. The survey will

be set to allow only one response per participant. The survey will utilize the Carless, Wearing,

and Mann (2000) Global Transformational Leadership (GTL) Survey and employ a 5-point

Likert scale (5=strongly agree, 4=somewhat agree, 3=neither agree or disagree, 2=somewhat

disagree, 1=strongly disagree). In their study, Carless et al. surveyed 1,440 participants who were

tasked with assessing their leader's behavior through the survey. Their study found that

"exploratory and confirmatory factor analysis showed that the GTL measured a single construct

of leadership and had satisfactory reliability" (Carless et al., 2000, p. 389). The single construct

of leadership measured is transformational leadership. The survey was chosen due to its brevity

in an attempt to increase participant response rates in addition to the evidence that suggests even

with the concise length of the survey, there was still a strong correlation between the findings of

the GTL and lengthier surveys like the Multi-factor Leadership Questionnaire (MLQ) and the

Leadership Practices Inventory (LPI) (Carless et al., 2000). These surveys will also be assigned a

random number generated code that is only visible to the researcher so that teacher survey results

can be aligned to the principal questionnaires to match principals with their building. (Appendix

A)

Variables

For consideration in the analysis of the quantitative portion identifying the relationship

between hiring practices and transformational leadership levels of principals, the variables of HR

practice and leadership levels will be considered.

Independent Variable: The type of HR practices employed by the district at different points in

time.

Dependent Variable: The transformational leadership level of principals as determined by the

GTL Survey responses.

Data Analysis

Creswell (2012) identified thematic analysis as one way to analyze qualitative data. In

thematic analysis, codes are analyzed for the purpose of combining codes to develop themes by

grouping similar codes together (Chapman et al., 2015). Aronson (1994) described themes as

being identified by compiling parts of ideas or experiences that don't hold meaning alone but

make meaning when brought together. The analysis applied in this study can be best described as

thematic analysis in the context of grounded theory due to the systematic approach to the

analysis of the data (Chapman et al., 2015). All qualitative data will undergo single level and

axial level coding:

Codes or categories are tags or labels for allocating units of meaning to the descriptive or

inferential information compiled during a study. Codes usually are attached to chunks of

varying-sized words, phrases, sentences or whole paragraphs, connected or unconnected

to a specific setting. (Basit, 2003, p. 144)

In the first cycle of coding, the identification of codes will be inductive in nature. The

initial first level codes are mainly descriptive and will then be subject to pattern coding in order

to identify the themes and patterns. Axial coding will be conducted to determine relationships

between the codes. The objective of the research is to determine if the HR practices followed a

traditional or strategic model. To assist in reaching this objective, the Ulrich et al. (2017) model

for strategic HR competencies was used to define the codes in the axial cycle of coding

characterizing this cycle of coding as deductive instead of inductive in nature. The categories

include strategic enabler, paradox navigator, credible activist, culture and change champion,

human capital curator, total rewards steward, compliance manager, technology and media

integrator, and analytics designer and interpreter.

Since the research is driven by a theoretical interest around SHRM, it was determined

that this would provide an analysis that would be more closely aligned to the competencies in the

model (Braun & Clarke, 2006). The deductive a priori approach is also aligned to the approach

outlined by Crabtree and Miller (1999). This approach would complement the study by allowing

the principles driving the categorization of HR competencies in the Ulrich et al. (2017) model to

be integral to the process of deductive thematic analysis while allowing for themes to emerge

direct from the data using inductive coding in the first cycle. The use of this model would also

determine if the HR practices were traditional versus strategic since the nature of the model

defines the last three categories as traditional hence it would encompass and allow for the

categorization of both traditional and strategic HRM practices.

After the coding is done for each qualitative artifact, a triangulation of the codes through the four types of artifacts will be completed. Triangulation is a method used to increase reliability of data analysis by using multiple methods of data collection (Glesne & Peshkin, 1992). At this point, axial coding will be applied. Axial coding represents the process of selecting thematic categories, in this case the HR competency categories from the Ulrich et al. (2017) model, and identifying their presence throughout all four stages of the qualitative research model utilized in this study. Results from the triangulation of this data will formulate the definition of the district's HR practices which will then be assessed alongside the chosen definition of Strategic HRM to identify the district's current HR practices as traditional or strategic. The triangulated codes will be analyzed through classical content analysis. In this method of analysis, the number of times each code is utilized will be calculated (Leech & Onwuegbuzie, 2007) to identify the dominant competencies present in the HR practices of the school district.

The quantitative data collected through the survey will be entered into SPSS by way of a download from Qualtrics. Descriptive statistics will be recorded to provide an overall picture of trends in the data. These will be generated through crosstabs and will also include the chi-square test if applicable. If it is found that there is a variance in the significance level of the different transformational traits, a One-Way ANOVA will be run to test the individual significance levels. The logistic regression will then be run and the results of significance $p < .05$ will be analyzed and reported through a table of results and graph.

Delimitations

Qualitative research has been characterized as being "too intuitive, personal, and individualistic" (Borman et al., 1986, p. 43). As part of this mixed-methods research study, the

qualitative portion is susceptible to this critique, this shortcoming of qualitative research will be countered and balanced by the quantitative portion of the study. This balance will be achieved through the objectivity that characterizes quantitative research. In addition, to further address this perspective, the incorporation of an analytic discipline approach through the triangulation of data by utilizing coding will be implemented. Survey instruments used for the quantitative portion of the study will employ only multiple-choice items and will not include open-ended response items to assure manageability of the collected data. Logistical regression models are vulnerable to overconfidence, to address this limitation, a variety of statistical analysis will be run to identify if there was consistency in the significance of the relationship determined by the data. Participants in the study were limited to one school district and therefore, generalization to other school districts may not be merited.

CHAPTER 4

Results

This chapter will present the findings of the study. The results will be reported in two different sections. The first section will provide the qualitative results and the second to the quantitative results. In the qualitative section, the findings in each of the four stages will be reported separately and later combined through the final triangulation of data.

Restatement of the Purpose

The purpose of the study is to examine the human resource (HR) practices in a Michigan school district and identify if these HR practices are traditional or strategic. After identifying which approach to HR functions the district employs, the study will attempt to determine if the current practices in the district have resulted in the hiring of principals that exhibit a high level of transformational leadership characteristics. This second component to the study is important in determining if the district has appointed quality candidates who have the characteristics necessary to lead a school to support globalized perspectives by meeting the needs of a diverse group of students, staff, and community members.

Restatement of the Research Questions

The following research questions will guide this study:

Question 1:   What practices does the district employ to recruit, select, and develop principals?

Question 2:   Are these practices traditional or strategic?

Question 3:   Do these practices reflect a defined strategy for increasing workforce diversity that aligns with the increased diversity trends of globalization?

Question 4:   Have the district's current practices resulted in the placement of principals who demonstrate high levels of transformational leadership characteristics?

Hypothesis

H_o1:   The district's current practices have not resulted in a statistically significant number of principals who demonstrate high levels of transformational leadership characteristics

H_11:   The district's current practices have resulted in a statistically significant number of principals who demonstrate high levels of transformational leadership characteristics

Qualitative Results

Through the two cycles of coding and triangulation, the first cycle produced several first level codes that were later grouped into categories. The nine categories were predetermined based on the Ulrich et al. (2017) model for HR competencies to support the identification of the HR practices in the district as either traditional or strategic. Each of these competencies was given a code for utilization through the coding process. These codes are presented in Table 3.

Table 3

HR Competency Codes

Competency	Code
Strategic Positioner able to position a business to win in its market	STRATEGIC
Credible Activist able to build relationships of trust by having a proactive point of view	CREDIBLE
Paradox Navigator able to manage tensions inherent to businesses (e.g., be both long and short term, be both top down and bottom up)	PARADOX
Culture and Change Champion able to make change happen and manage organizational culture	CHAMPION
Human Capital Curator able to manage the flow of talent by developing people and leaders, driving individual performance, and building technical talent	HUMCAP
Total Reward Steward able to manage employee well-being through financial and nonfinancial rewards	STEWARD
Technology and Media Integrator able to use technology and social media to drive create high-performing organizations	TECHNOLOGY

Competency	Code
Analytics Designer and Interpreter able to use analytics to improve decision making	ANALYTICS
Compliance Manager able to manage the processes related to compliance by following regulatory guidelines	COMPLIANCE

In addition to the nine categories, additional codes for globalization coded as GLOBAL and transformational leadership coded as TRANSFORM. Globalization and transformational leadership in addition to HR competencies serve as a frame for this research, therefore when they presented themselves in the open coding cycle, they were included in the data.

Transform

In the first level coding cycles, innovation, support, vision, building employee leadership capacity, sharing leadership, and fostering collaboration continued to arise. Comparing these attributes to the definition of transformational leadership by Bass and Riggio (2006), it was found that all the attributes were a part of the accepted definition and they were combined into the category of TRANSFORM. At several points throughout the artifacts, the concepts of collaboration and vision were identified especially in the interview questions and job description. In the interview, the superintendent described their intention for building employee leadership capacity through the desire to empower departmental heads to make recommendations for hire in their departments without it having to be overseen by the superintendent unless it was an administrative or instructional position. They described that in the past, even a noon-hour supervisor was being interviewed by the superintendent which is not efficient for the overall district operations and does not demonstrate trust in department heads. During the observation, the curriculum director made several references to the district vision. This focus on vision demonstrates the transformational characteristics of the central office administration as well.

Global

Globalization has served as the foundational construct at the macrosystems level in this

research and as the data analysis occurred, characteristics of globalization started to present

themselves in the descriptions. The first point at which this transpired was during the interview

when the superintendent made several references to 21st century teaching and learning. It

emerged again with references to diversity. Again, during the interview process, the curriculum

director referred to utilizing technology to diversify the candidate pool for job postings. Both

technology and diversity are characteristics of globalization. Furthermore, the interview

questions included an inquiry into how applicants planned to address the learning needs of

different subgroups of students which is another demonstration of consideration for diversity.

Stage 1 - Observation

The first stage of this research study involved the attendance at an administrative

meeting. These meetings are held monthly with the district's building administrators. During this

meeting, the research project was introduced to the administrative team. The central office

administrator defined how the study aligned with the district efforts to inform their practices and

provide teachers a voice in the assessment of administrative practices. There were four

administrators present for this meeting. The duration of the portion of the meeting observed was

approximately a half hour and the meeting was held at the district central office.

One of the research questions is focused on the specific leadership style of

transformational leadership; this meeting was an opportunity for the administrators present to

demonstrate their leadership styles and behaviors in two ways. The first was in their response to

the introduction of the study into their district. Second, it would provide the researcher the

opportunity to observe the interactions between the principal and the key district leadership

members who are involved in the execution of HR practices in the district. The focus of the

observation would be to gauge leadership willingness to participate in the study and to observe

the HR competencies demonstrated by the HR administrator.

The nature of the survey questions that would be presented to the staff would be their

perception of the administrator's demonstration of transformational leadership characteristics.

These types of questions put the administrator in a position of vulnerability. As described by

Avolio (2010), "Their willingness to be vulnerable and to self-sacrifice builds tremendous trust

among followers, along with ownership in the form of identification with their mission or cause"

(p. 51) a transformational leader emphasizes the necessity of understanding and risk taking,

therefore, demonstrating the willingness to be in a vulnerable position is a characteristic of a

transformational leader.

Stage 1 Results

Upon entering the meeting, three principals were present. The Curriculum Director as

described in Chapter 3 also carries out some of the HR functions in the district. They introduced

the researcher to the administrators and provided context as to how the research that would be

conducted aligned with the district's strategic plan and vision for evaluating and improving

practices which demonstrated characteristics that aligned to the competencies of strategic

positioner, culture and change champion, and analytics designer and interpreter. They also

offered support in the distribution of the survey and the provision of time to the staff for

completion of the survey.

The three principals present were very welcoming with open postures and demonstrated

active listening through smiling, eye contact, and asking for clarification. They were very willing

to share the survey with staff and inquired into when the survey responses should be completed.

The group was joined at one point by a fourth administrator. This administrator was slightly

more analytical about the survey and how it would be administered. This administrator posed

questions like how anonymity would be protected and other questions related to the survey

administration pertaining to the possibility of QR codes being provided for easier access to the

survey to which the response was affirmative. It was decided that teachers would be provided

with the opportunity to respond to the survey during an upcoming professional development day.

The hope was that through providing time for the staff to respond to the survey, survey

participation would be increased. The observations were recorded and coded, the frequency of

the observation categories is depicted in Table 7.

Stage 2 - Interview

As stated earlier in this study, the research is focused on the type of HR practices the

district is implementing. The interview is an opportunity for the HR leaders to describe, in depth,

their processes and the nature of their HR strategies. The participants in the interview were the

Superintendent and the Curriculum Director, both of whom are responsible for different aspects

of the HR functions in the district. Both the Superintendent and the Curriculum Director have

been in the district for 3 years.

The interview was conducted using transcription. The format for the interview utilized

was semi-structured and guided through open-ended questions. The interview techniques applied

included active listening, repetition feedback, asking questions, asking for clarification, use of

the phrase "tell me more" or a similar phrase, and the seeking of examples. The interview was

conducted in the Curriculum Director's office in order to remain in an environment where the

subjects felt ownership and ease and lasted one hour and a half. Interviews provide opportunities

for follow-up questions and are more personal than a questionnaire would be. The data collected

from an interview is also useful in uncovering information at the meaning level and painting the

story around the relationship being examined. The questions asked in the interview are depicted

in Appendix C.

The participants were chosen due to their direct influence and involvement in the HR practices of the district. The intention was that through speaking to a subject working directly with the HR functions the information gathered would provide a more in depth understanding of the processes, explain how and if the processes had evolved under these leaders, and demonstrate why the specific processes and strategies were chosen. The goal was to be able to categorize the HR practices as either traditional or strategic in nature.

Stage 2 Results

First cycle codes were determined through reading and review of the interview transcript and recorded in a matrix. These codes were descriptive in nature and done through an inductive process. Once this was done, second cycle a priori codes from the Ulrich et al. (2017) model were aligned with the open codes by matching the first cycle codes with the descriptions of the predetermined codes. Lastly, both cycles were color coded according to which area of the model they fit into. The model was divided into the three sections identified by Ulrich et al. (2017) as the core drivers, strategic competencies, and the traditional competencies. Traditional HR practices as designated by Technology and Media Integrator, Analytics Designer and Interpreter, and Compliance Manager were coded orange. Strategic Positioner, Credible Activist, and Paradox Navigator were coded blue to represent the core competencies. Strategic HR competencies of Culture and Change Champion, Human Capital Curator, and Total Reward Steward were coded purple. This was done to assist in tracking the frequency of their occurrence which would later determine the implementation presence of each practice. Table 4 provides a sample from the interview that demonstrates both the first cycle codes and the emergence of the thematic codes.

Table 4

Coding Sample from Superintendent Interview

Interview Script	First Cycle Codes	Second Cycle Codes
Question: Based on what information do you make a hiring decision?	Good fit	PARADOX
	Strong Character	CHAMPION
Response: Experience, efficiency, what will be a good fit in that building. We could have people come in and hit all the check boxes but if they didn't come in and have the ability to have strong character and bridge divisions it wouldn't be successful.	Bridge divisions	CREDIBLE
	Situational – recognition that each building has its own personality	HUMCAP
		ANALYTICS
For example, we recently hired for two buildings. Each building had its own needs. It is situational. There are two principals with different personalities, and they are successful in their buildings but it would not be the same if they were switched. One elementary is huge on Social Emotional Learning (SEL), and that is working whereas the other building is focused on data and their scores are the highest. We balance each other, we can find a good fit and work to support to make them better. So, if a principal is not performing at first, we can work to get them there.	Evaluation for improvement not for termination	
	Continual learning	
It starts with honesty and difficult conversations. We walk the halls and talk. The conversation starts in a casual setting. I know so many of the people and I hear the stories. I can have evidence-based discussions. Building rapport, and asking: "are you happy?" Offering; here is what we can do.	Honesty	
	Evidence based	
	Building rapport and trust	
We have one building facing several challenges and it is not his (the principal's) fault, he has inherited problems and he feels he needs to do everything and we are trying to mentor and demonstrate that he can delegate. By giving him people who he can work with, we will see his leadership style shine. I believe in mentoring and having honest discussions and being honest without being confrontational. I don't' want to feel that I didn't do enough for our team.	Mentorship	
	Delegation – shared leadership	
With administrators for teachers, how can we make that better. What are you doing to help them? We were heavily involved in the leadership series. We brought in some people to work with the administrative staff on difficult conversations and focusing on the positive. How do we build on that? If it's not working and we have provided the necessary supports then it is time to coach them out if it's not working.	Leaders are there to provide feedback, assist, and support	
	Focus on positive	
	Coaching out vs termination	

From this limited section of the interview, the pattern of codes being assigned

predominantly into the strategic competencies begins to emerge. The descriptions of situational –

recognition that each building has its own personality, evaluation for improvement not for termination, continual learning mentorship, delegation – shared leadership, leaders are there to provide feedback, assist, and support, and focus on positive were identified as aligning to the descriptions for the competencies of culture and change champion and human capital curator. The remaining portions of the interview depicted the same pattern with 46 of the 99 instances from the interview coded were assigned into the three strategic competencies categories.

Stage 3 - Questionnaire

A questionnaire was administered to the building principals in order to collect additional demographic information of the principals themselves. The questionnaire was distributed using the Qualtrics software. Questions 1, 2, 3, 4, 5, 7, and 8 were closed ended and questions 6 and 9 were open ended allowing the principals to provide descriptive data regarding professional development and the nature of their interactions with the HR department. Question 3 of the questionnaire (Appendix D) asked if the principals were hired by the current or previous administration. The quantitative analysis will utilize this Question 3 to inform if there is a contrast between the current and previous HR practices, this question can inform the determination as to whether the current practices resulted in principals that were found to have higher level transformational leadership characteristics or if the previous practices were more successful in reaching this outcome. It also provides the input for the quantitative piece for the independent variable where it will be coded as 0=previous and 1=current. In addition, the questionnaire would assist in determining how the building principals interact with the HR department and how these interactions align into the nine competency categories. These interactions can be used to further support the categorizing of the practices of the HR department as strategic or traditional in nature. The question regarding the types of professional development

will be used to determine the nature of the professional development. For example, professional

development on the topic of employment law was coded in the category of COMPLIANCE.

Stage 3 Results

Of the six principals, five of the principals responded to the survey resulting in a

participation rate of 83.33%. Three out of these five reported being hired by the current

administration. Only one has been the principal at their current building for more than 5 years.

All of them had participated in professional development and of those, only three of them

reported attending professional development that was offered by the district. Their responses

reflecting their interactions with HR are summarized in Table 5.

Table 5

Principal Questionnaire Responses

Frequency interactions with HR	Nature of the interactions
Once a week	hiring, evaluations, discipline of staff, health care questions
2-3 times a week	Support for HR functions; hiring/disciplining of staff; participating in interviews
Once a week	No Response
Once a week	Seeking support, personnel questions, hiring of lunch staff
Once every few weeks	Questions when unique situations arise.

Note. This table reports the frequency with which building administrators interact with HR and what the nature of these

interactions is like.

Unlike the remaining portions of this qualitative analysis, the data analyzed in this stage

was more closely aligned to the traditional competency categories and predominantly coded as

COMPLIANCE. The other stages provide a narrative that positions the HR practices

predominantly in the strategic competencies but the actual interactions between the

administration and the HR department have yet to transcend the transactional level of

implementation. Four of the principals reported more strategic functions related to evaluations,

interviews, support and unique situations which demonstrate some gravitation toward more

strategic level interactions.

Stage 4 - Artifacts

      Artifacts from the HR department were also used to inform this research. The researcher

was provided with job descriptions, interview protocols, interview questions, and rubrics.

Utilizing these artifacts, the evidence provided was coded following the same process as the

interview and statements from the artifacts were aligned with the nine competencies from the

Ulrich et al. (2017) model.

Stage 4 Results

      While the artifacts were coded deductively in the second cycle, the open and inductive

nature of the first cycle allowed additional codes and categories to be extrapolated from the data.

These codes were useful in identifying the themes of globalization, transformational leadership,

and diversity in the practices of the district and were identified as GLOBAL, and TRANSFORM.

Since diversity is one of the characteristics identified in the literature review as being a

component of globalization, it was included in the GLOBAL category. The presence of this

category will also assist in answering research question 3 with regards to increasing the diversity

of the workforce in a globalized environment. A sample of the results of these coding cycles is

represented in Table 6.

Table 6

Artifact Coding Sample

Artifact Excerpt	First Cycle Codes	Second Cycle Codes
Demonstrated skill in achievement data analysis	Utilizing data	STRATEGIC
Experience in school improvement planning	Strategic planning	CHAMPION
Knowledge of current educational issues and best practices, including instructional technology	Instructional Competency	TRANSFORM
		PARADOX
	Approachability	

Artifact Excerpt	First Cycle Codes	Second Cycle Codes
Excellent communication skills, demonstrating characteristics of being approachable, personable, and accessible to staff and community	Relationships with internal and external stakeholders	CREDIBLE GLOBAL
Ability to problem solve, critically think and resolve issues	Problem solving	HUMCAP
Implement and maintain a plan for positive public relations	External stakeholder relationships	ANALYTICS COMPLIANCE
Lead and promote the analysis of historical and real-time data to drive educational decisions	Utilizing data	
Lead and supervise the implementation of research-based instructional strategies for all, including, but not limited to sub-group populations	Sub Group Populations	
Serve as the District's liaison for inquiries related to Section 504 of the Rehabilitation Act of 173	Legal Compliance Employee evaluation	
Ability to evaluate teacher performance and program effectiveness	Collaboration	
How do you encourage staff to work collaboratively?	Conflict resolution	
Conflict resolution and communication are important…give examples of how you managed difficult situations at school	Utilizing data Culture and Climate	
Explain how data can or should be used when evaluating the needs of a school		
How will you build a positive school culture and climate		

Triangulation

The triangulated codes were analyzed through classical content analysis. As stated in

Chapter 3, classical content analysis identifies the number of times each code is assigned in the

data. Since the second cycle codes encompassed more than one characteristic of a competency to

generate the broader competency levels, the frequency for this outcome was calculated using the

first cycle codes rather than the second cycle codes. In this manner, the frequency calculations

would be more representative of the description of activities conducted within each competency

and not limited to the competency category alone. Codes that were descriptive of more than one

category were counted once in each category for each applicable instance. One example of this is

the interview question: "What process and activities do/would you utilize to ensure that all

stakeholders are embraced and feel included in the school community?" the processes and

activities portion of the question applies to the culture and climate in the school while the feeling

of being embraced aligns with efforts to be a credible activist. The results of the reported

frequencies are shared in Table 7.

Table 7

Classical Content Analysis Frequency of Codes

	Observation	Interview	Questionnaire	Artifact	Total Across four stages
Strategic Positioner able to position a business to win in its market	2	14	0	6	22
Credible Activist able to build relationships of trust by having a proactive point of view	3	9	0	11	23
Paradox Navigator able to manage tensions inherent to businesses (e.g., be both long and short term, be both top down and bottom up)	2	9	5	11	27
Culture and Change Champion able to make change happen and manage organizational culture	3	26	2	23	54
Human Capital Curator able to manage the flow of talent by developing people and leaders, driving individual performance, and building technical talent	2	17	4	11	34
Total Reward Steward able to manage employee well-being through financial and nonfinancial rewards	0	3	1	2	6
Technology and Media Integrator able to use technology and social media to drive create high-performing organizations	2	3	1	3	9
Analytics Designer and Interpreter able to use analytics to improve decision making	1	11	1	9	22
Compliance Manager able to manage the processes related to compliance by following regulatory guidelines	0	7	10	9	26
Totals:	15	99	24	85	223

Note: Table 7 summarizes the frequency of the appearance of codes across the four stages of the qualitative portion of the study.

This analysis demonstrates that most of the code occurrences were present in the category of culture and change champion with 54 of 223 or 24.22% of the characteristics being coded in this category. The second highest category was human capital curator with 15.24% of the occurrences appearing in this category. When the frequencies are combined into the three areas defined by the Ulrich et al. (2017) model identifying; core competencies, strategic competencies, and traditional competencies, the results are 32.29%, 42.15%, and 25.56% respectively which reflects an organization with low traditional tendencies and high strategic ones.

Quantitative Results

The quantitative research results will be reported in the order with which they were generated. The GTL Survey for transformational leadership (Carless et al., 2000) was shared with the188 teachers in the school district. To identify the transformational level of each administrator, the same version of the survey was coded using an online random number generator to assign a different code for each school. With only six principals in the district, the three assistant principals who are also categorized as school leaders were rated with the GTL Survey to provide additional data points. The survey was also anonymized so that IP address would not be collected and participant anonymity would be ensured. These teachers teach at the elementary, middle, and high school levels. There are 86 elementary teachers, 41 middle school teachers, and 61 high school teachers. Utilizing the SPSS software, descriptive statistics in addition to statistical analysis including a Shapiro and Wilk (1965) test to evaluate the normality of the data, a binary logistical regression, ordinal regression, the non-parametric independent samples test, and the interpretation of a Chi-square test. To assist in the analysis of the data, the dichotomous variables of which administration appointed the administrator (adminhire), the level

of the school whether elementary or secondary (SchoolLevel), and whether the total survey result expressed a transformational leadership level (Tansf_Y_N). In addition, data was recoded to identify levels of transformational leadership using the variable TransfLevel. Table 8 provides a complete list of all the variables utilized in the quantitative analyses.

Table 8

Quantitative Variable Definitions

Variable Name	Definition
Transf1	communicates a clear and positive vision of the future
Transf2	treats staff as individuals, supports and encourages their development
Transf3	gives encouragement and recognition to staff
Transf4	fosters trust, involvement and co-operation among team members
Transf5	encourages thinking about problems in new ways and questions assumptions
Transf6	is clear about his/her values and practices what he/she preaches
Transf7	instills pride and respect in others and inspires me by being highly competent
GTLScore	total score calculated by adding Transf1-Transf7 with a total possible score of 35
TransfMean	mean score of Transf1-Transf7
Transf_Y_N	mean score above or below 4
TransfLevel	a variable that categorized transformational level as low, medium, high, very high
adminhire	hired by current or previous administration
SchoolLevel	elementary or secondary

Descriptive

The overall participation rate of teachers on the survey was calculated after the survey was closed. Participation rates were also broken down by school and are reported in Table 9.

Table 9

Participation Rates by School

School Code	Number of Teachers	Number of Respondents	Percentage of Participation
2091	25	25	100.00%
1725	35	33	94.28%
3949	26	19	73.08%
316	8	8	100.00%
2830	53	26	49.00%
963	41	15	36.56%
Totals	188	126	67.02%

To generate participation, emails were sent to each of the buildings. Due to low initial participation at schools 2830 and 963, the survey was resent once more to school 963 and twice to school 2830 in order to get a minimum of a 35% participation rate. The data from the surveys was then exported to SPSS. In this process, the data needed to be transformed since during the upload, the Likert scale was flipped and a 1 was recorded as a 5, a 2 as a 4, a 4 as a 2, and a 5 as a 1. Once the data was corrected, data analysis was started and analyses were run. To foster a basic understanding of the data, descriptive statistics were generated. The mean scores out of 5 for each of the questions on the survey in addition to the overall mean score on the GTL survey are reported in Table 10 for both the current and previous administrations.

Table 10

Descriptive Statistics Displaying Mean Scores

	Transf1	Transf 2	Trasnf 3	Transf4	Transf5	Transf6	Transf7	Overall Mean Score
Current	3.79	4.18	3.95	3.80	3.92	3.93	3.80	3.91
Previous	3.91	4.11	4.03	3.83	3.68	3.86	3.83	3.89

Note. The mean scores for each question and the overall mean score are reported for the current and previous administration

Based on the means reported in Table 10, the overall mean score across the seven questions is slightly higher for the current administration than it was for the previous administration's principals when the mean scores of all principals from each group are combined. The data also displays that the strongest area for both administrations of hire was in relation to question number 2 on the survey which measures the level to which a leader "treats staff as individuals, supports and encourages their development." The lowest means for both administrations were recorded on questions 4 and 7 which measured the level to which a leader "fosters trust, involvement and co-operation among team members" and "instills pride and respect in others and inspires me by being highly competent" respectively. The largest gap between means occurred on question 5 which relates to how a leader "encourages thinking about problems in new ways and questions assumptions" with administrators from the current administration of hire scoring 0.24 points higher than those hired by the previous administration. All other differences between the current and previous administrations of hire for each question on the GTL survey were less than 0.12.

Normality of the Data

A Shapiro-Wilk test was executed to test the normality of the data prior to running any significance tests through SPSS. Transformational leadership level was not normally distributed, as assessed by Shapiro-Wilk test ($p < .05$). Due to the non-normality of the data, it was

determined that non-parametric tests to report relationships would be conducted in place of parametric tests to preserve the meaningfulness of results.

Mann-Whitney *U* Test

With the data displaying non-normal distributions, having an independent variable that was categorical with two groups and a dependent ordinal variable with a population pyramid that visually demonstrated the same shape between the current and previous administrations of hire, these assumptions met the criteria for running the Mann-Whitney *U* non-parametric test. The Mann-Whitney *U* test was run to determine if there were differences in transformational leadership levels between principals hired by the current or previous administration. Distributions of the engagement scores for the current and previous administration were similar, as assessed by visual inspection. Median engagement score was not statistically significantly different between the current and previous administration of hire, $U = 3654$, $z = -.536$, $p = .592$, using an exact sampling distribution for *U* (Dineen & Blakesley, 1973). This non-statistically significant relationship supports the maintaining of the null-hypothesis.

Logistical Regression

A binomial logistic regression was conducted to determine the effects of administration hire on levels of transformational leadership. The logistic regression run determined that there was not a statistically significant relationship between administration of hire and transformational leadership, $\chi^2(177, 1) = .473$, $p = .491$. The model explained 4% (Nagelkerke R^2) of the variance in transformational leadership and correctly classified 65.5% of cases. Sensitivity was 100%, specificity was 0.00%, positive predictive value was 65.54% and negative predictive value was 0.00%.

It was observed during data analysis that while the administration of hire did not demonstrate a statistically significant relationship with level of transformational leadership, there

was a difference in the levels of transformational leadership of the principals at some level. Upon

visual review, this pattern seemed to appear in the category of school level and therefore, this

relationship was then explored further to verify the significance of this observation. A second

logistical regression was performed to ascertain the effects of administration of hire and school

level on the likelihood that participants would demonstrate high levels of transformational

leadership. The logistic regression model run with administration of hire and school level was

found to be statistically significant, $\chi^2(177, 2) = 36.77$, $p \leq .0001$. The model explained 25.9%

(Nagelkerke R^2) of the variance in transformational leadership and correctly classified 68.9% of

cases. Sensitivity was 60.3%, specificity was 85.2%, positive predictive value was 88.6% and

negative predictive value was 53.06%. Of the two predictor variables, only school level was

statistically significant as shown in Table 11 with adminhire demonstrating a significance level

of $p = .585$ and SchoolLevel a significance of $p \leq .0001$. The odds ration reported as Exp(B) in

the logistic regression output also demonstrates that elementary level principals had 8.77 times

higher odds to exhibit transformational leadership characteristics than secondary level

administrators with a 95% *CI*[3.940, 19.513].

Table 11

*Logistic Regression Predicting the Likelihood of Transformational Leadership Based on School
Level and Administration of Hire*

		B	S.E.	Wald	*df*	Sig.	Exp(*B*)	95% *C.I.*for EXP(*B*) Lower	Upper
Step 1[a]	SchoolLevel(Secondary)	2.171	.408	28.298	1	.000	8.768	3.940	19.513
	adminhire(Current)	.194	.355	.298	1	.585	1.214	.606	2.432
	Constant	-.232	.285	.661	1	.416	.793		

a. Variable(s) entered on step 1: SchoolLevel, adminhire.

Review of Results

After invitations for participation in the Global Transformational Leadership (GTL) Survey were shared, 126 teachers responded resulting in an overall participation rate of 67.02%. Utilizing inductive reasoning for the first cycle of codes, GLOBAL and TRANSFORM were added as categories for the second cycle of coding in addition to the deductive codes determined a priori and based on the Ulrich et al. (2017) nine competencies for human resource practices. After both cycles of codes were completed, 223 instances of codes were triangulated over four components of the micro-ethnographic study. These components included observation, interview, questionnaire and artifacts. The triangulation resulted in the determination of the instances across the three areas defined by the Ulrich et al. (2017) model, core competencies, strategic competencies, and traditional competencies, and distributing at 32.29%, 42.15%, and 25.56% respectively across the model which reflects an organization with low traditional tendencies and high strategic ones.

The quantitative data represented a small difference in the mean transformational leadership level of the principals hired by the previous HR administration and the current one. The data was found to have a non-normal distribution based on the Shapiro-Wilk's test. The statistical significance of the relationship between administration of hire and transformational leadership level was reported to be non-significant based on the logistical regression and Mann-Whitney U Test analyses. The relationship between administration of hire controlled for school level and the level of transformational leadership was found to be statistically significant at the $p \leq 0.0001$ level. Additionally, elementary level principals had 8.77 times higher odds of exhibiting transformational leadership characteristics than secondary level administration. These results will be further interpreted in the following chapter.

CHAPTER 5

Discussion

The purpose of this mixed methods research study was to examine if school districts were functioning in the context of globalization through the employment of strategic Human Resources (HR) practices that resulted in the appointment of leaders with transformational leadership skills. This chapter includes discussion of the major findings as related to the research questions. Also discussed in this chapter is a final summary of the implication of the findings, the limitations of the study and areas for future research.

Restatement of the Research Questions

The following research questions will guide this study:

Question 1:   What practices does the district employ to recruit, select, and develop principals?

Question 2:   Are these practices traditional or strategic?

Question 3:   Do these practices reflect a defined strategy for increasing workforce diversity that aligns with the increased diversity trends of globalization?

Question 4:   Have the district's current practices resulted in the placement of principals who demonstrate high levels of transformational leadership characteristics?

Hypothesis

H_o1:   The district's current practices have not resulted in a statistically significant number of principals who demonstrate high levels of transformational leadership characteristics

H_11:   The district's current practices have resulted in a statistically significant number of principals who demonstrate high levels of transformational leadership characteristics

Methodology

This mixed methods research study utilized the collection of data through observation, interview, questionnaire, and document review. The information from these four stages of data collection was reviewed and coded. The final step in the qualitative process was to triangulate the data collected from these four stages to make a determination regarding the nature of Human Resource practices in the district. Teachers in the district were administered The Global Transformational Leadership Survey to measure the transformational leadership level of the principals. Statistical analyses were conducted to determine the statistical significance level between the current hiring practices and the transformational leadership level of the principals. To make this determination, Statistical Package for Social Sciences (SPSS) was utilized to run descriptive statistics, Shapiro-Wilk's test to evaluate the normality of the data, binary logistical regressions, the Mann-Whitney U non-parametric test, and the interpretation of a Chi-square test.

<div align="center">

Interpretation of the Findings

</div>

Research Question 1

What practices does the district employ to recruit, select, and develop principals?

This question sought to identify the practices that are currently employed by the district in their human resource processes. Through the interview and review of the practices, it was determined that for recruitment, the district recruited through internet postings through several websites. They also use an internet resource to screen applicants. The selection process begins when candidates upload a video responding to a predetermined set of questions. Employees on the selection committee then can view the videos within a flexible timeline and rate the candidates on a rubric. These rubric outcomes are then shared as a pre-screener to condense the candidate pool and choose which candidates will move forward to the in-person interview. Video screeners have allowed central office administration an avenue to involve more people in the

interview process and make it more inclusive. Screening candidates prior to interviews also

assists in dedicating interview efforts to those applicants that demonstrate more of the

qualifications. The selection committee then narrows the pool further and, in some instances,

invite candidates for teaching positions to teach a lesson. This lesson is then observed and rated.

The development process for principals consists of providing feedback and walkthroughs

conducted by the superintendent. The district's principal evaluation model frames the feedback

provided. When possible, principals are provided with opportunities to participate in job related

professional development. At several points in the interview, the superintendent referred to the

fact that many of the processes and procedures are in their infancy and that in addition to

currently building these processes and revisiting their strategic plan they are working to improve

culture throughout the district. The interview demonstrated that many changes are currently

occurring across the district, especially with regards to building processes and procedures that

are system wide and strengthening vision. Here, finding leaders with transformational leadership

qualities and functioning in a strategic manner through all departments including HR become

essential to the future success of the school district. They are at a point where they require

transformational leadership at the building level to support the change and direction that the

superintendent is hoping to achieve.

> The degree of change that is required in these times of dynamic and unpredictable
>
> economic, social, political, technological, and organizational change can best be
>
> accomplished by transformational leaders who have the desire, courage, and skills to
>
> make the needed changes and who understand the fundamentals of transformational
>
> leadership. (Warrik, 2011, p. 11)

Through the information provided, it was determined that the processes and procedures for the hiring and recruitment process are currently strongest since they were the first to be set in place. As the superintendent described "Past practices were not comprehensive enough. We have put a system in place. We have an HR handbook that says if we have a teacher posting, here is how we screen, this is how we interview, this is how we appoint." Therefore, the handbook defines the processes in a way that improves transparency and provides all employees a clear procedure for candidate appointments which will address any questions related to who was appointed and why. The screening process involves committee members viewing the initial video interviews and making recommendations for interviews based on the district provided rubrics. The interviews are then conducted based on a pre-defined set of questions by a committee made up of members from all facets of the district community including parents, and the appointments are made by recommendations to the superintendent and then to the board with all steps in the process being anchored in the interview rubrics.

During the interview with the superintendent, the superintendent also discussed that there had previously been a lack of funds to support job fairs and professional development efforts but that through budget review and allocation, these things are changing. Therefore, these practices are still in their developmental stages. To further demonstrate that the hiring process is an area of strength for the district, the superintendent responded to the question regarding their hiring and onboarding process in the following way. "We are pretty good at hiring but onboarding is an area where we have some mentoring. We are a small district so there can be a very personal relationship but there is not currently a strong mentoring process." Further discussion yielded that formalizing a mentoring process and defining a process for employee onboarding that

included an orientation process through the several district departments was an area where they were interested in growing during the next steps of transforming their human resource functions.

The district employs predominantly internet-based recruitment efforts using online employment management websites. Hiring recommendations are made through the interview process which consists of a pre-screening stage, an interview, and in the cases of teachers, a competency demonstration through the presentation of a lesson. Onboarding activities are limited and consist of a mentoring process that is still under development. Professional development and retention efforts focus on providing targeted feedback for improvement and aligning professional development efforts with the district's mission and needs through the provision of opportunities to participate in on-site and off-site professional development sessions.

Research Question 2

Are these practices traditional or strategic?

The literature demonstrated that all organizations employ both strategic and traditional human resource practices to provide the overall human resource services to the organization. The traditional practices involving payroll and other administrative tasks are necessary to support the day to day functions of an organization, therefore for a human resource department to operate, these functions will never become obsolete. However, if an organization aims to develop a human resource department that is strategic in nature, the traditional practices need to be the underlying practices and the strategic practices should predominantly characterize the department's practices. The findings indicate that the HR functions are predominantly aligning with competencies that are strategic in nature and therefore, based on the results of the classical content analysis, which utilizes the tabulation of the number of times each code is applied (Leech & Onwuegbuzie, 2007) to identify the dominant competencies present in the HR practices of the school district, the district HR practices are found to be strategic.

The frequency of codes across all four stages of the qualitative portion of the study were combined and analyzed using classical content analysis. Upon completion, this analysis demonstrated that across the three areas defined by the Ulrich et al. (2017) model identifying; core competencies, strategic competencies, and traditional competencies, the percentage of the competency area execution was 32.29%, 42.15%, and 25.56% respectively which reflects an organization with low traditional tendencies and high strategic ones. Among the strategic competencies, the district demonstrated strength in the competency of Culture and Change Champion where the within category presentation of this competency was at 57.54%. In the context of the current position of the district in a stage of evaluating processes and procedures to prepare for change and improvement which is supported through several of the superintendent's statements referencing the review of past procedures and the defining of new ones, the focus on culture and change would be expected. To further support the district's position to begin implementing change is that within the core competencies, the most predominant competency executed is that of Paradox Navigator. When an organization is positioned for change, this competency becomes a focus because with change comes tensions that need to be navigated (The RBL Group, 2015).

While at the organizational level, the district's HR strategies have demonstrated a predominance as strategic in nature, the results from the analysis of the questionnaire presented that when examining practices at the school building level, the administration still characterizes their interactions with HR based on traditional practices. Based on the description of the interactions between the superintendent and the curriculum director and the building administrators provided through their interview, they gave several examples of interactions where in the HR roles they were mentoring principals and facilitating conversations around

process and performance improvement as well as curriculum, instructional leadership, and

school improvement however, these interactions were not listed in the principal questionnaire

responses. The absence of these activities in the responses would suggest that the principals

were focusing on their interactions with the human resources department limited to the times that

they initiated the interaction out of necessity for guidance or clarification and did not consider

the interactions that were relayed by the superintendent and curriculum director during the

interview as a function of HR. It would also demonstrate that they were excluding the

superintendent and curriculum director from their perception of who the HR department was. In

which case, an explanation of human resource functions in the district and who they are executed

by would be appropriate. A clearer definition of the roles of the HR department and the

clarification of what activities are performed in these roles may have expanded the interactions

listed in the principal questionnaire whereby resulting in an even stronger demonstration of

strategic human resource competencies. For example, the superintendent and curriculum director

communicated that they frequently interact with principals during building walkthroughs where

they provide feedback with regards to performance improvement. Providing feedback is an

activity that would be categorized as an activity of a Human Capital Curator. If the principals

had a clearer picture of what an HR activity is, they may have listed this as an interaction they

have with the HR department.

Research Question 3

***Do these practices reflect a defined strategy for increasing workforce diversity that aligns with
the increased diversity trends of globalization?***

The literature review discussed the junction that educational organization have arrived at

describing a situation where it has become necessary to make a choice between actively or

passively pursuing diversity (Heneman et al., 2000, p. 104). During the interview, the

superintendent described a purposeful adjustment to the district's hiring practices. Historically, the district would post job positions locally and mainly on the district website. This resulted in an overwhelming majority of the applicants for positions in the district coming from the city or the direct vicinity that the district serves. After utilizing the online websites and making changes to the recruitment process, the superintendent claims that the new processes have been "more efficient at bringing in a diverse perspective and have cast a wide net that brings in more candidates from different places." The district's attempt at attracting a more diverse candidate pool is a purposeful effort to expand the diversity of the workforce at the district.

In addition to efforts toward increasing diversity of the candidate pool for district positions, the interview revealed that the district has increased focus on what it means to provide a 21st century focused education for its students. The process incorporates hiring employees who demonstrate a 21st century focus and framing the curriculum around what students need to be successful in the 21st century. The demonstration of a forward-thinking 21st century focus is an additional example of the district's vision that aligns with components of globalization.

Research Question 4

Have the district's current practices resulted in the placement of principals who demonstrate high levels of transformational leadership characteristics?

Initial review of the raw data could lead to the assumption that with the district's hiring practice having been categorized as strategic, and the appointment of 3 out of 4 or 75% of the principals hired by the current administration demonstrating transformational leadership that the current district practices are resulting in the hiring of a greater rate of principals that have high levels of transformational leadership. This claim is further supported with the raw data reporting 3 out of the 5 or 60% of the previous administration's hires demonstrating transformational leadership characteristics. However, the data analyses reported that there was not a statistically

significant relationship between administration of hire and transformational leadership as informed by the results of the logistical regression with $p = .585$. Therefore, the null hypothesis was maintained and it was determined that the district's current practices have not resulted in a statistically significant number of principals who demonstrate high levels of transformational leadership characteristics as compared to the previous administration.

The lowest means for both administrations were recorded on questions 4 and 7 which measured the level to which a leader "fosters trust, involvement and co-operation among team members" and "instills pride and respect in others and inspires me by being highly competent" respectively. Both questions targeted the direct interactions between the administrator and teachers at the school building level which are the furthest outside of the influence of the HR department. The largest gap between means occurred on question 5 which relates to how a leader "encourages thinking about problems in new ways and questions assumptions" with administrators from the current administration of hire scoring 0.24 points higher than those hired by the previous administration. The HR leaders imparted a strong focus on the transformation of district processes and functions. The leadership has focused on doing this through open dialogue with all stakeholders in the school community welcoming new ideas and approaches to address the district's challenges. With a strong mean score on question 5 across all administrators in the district it was inferred that the central office approach to problem solving and transformation has permeated to the building levels.

Through closer examination of the data, it was found that there was one principal's GTL score that was lower than the other administrators' scores. The more focused examination of the hiring practices surrounding the appointment of this administrator seemed necessary. A follow up interview was conducted with the curriculum director to assemble additional information. It

was noted during the conversation that the current hiring practices that impacted the categorization of the district's HR functions as strategic had not been finalized at the time of the appointment of this principal. As mentioned by the superintendent in the initial interview, the processes and procedures of the district have been under examination and review and the district has been in a state of transformation for the past three years of the superintendent's tenure. The rubrics used to assist in the scoring of interview candidates for example were incorporated into the process with only the last two hires. After learning that the hiring practices had not been finalized at the time of the principal's appointment, the binary logistic regression was run again without the inclusion of this principal's scores. The new output with regards to the relationship between the administration of hire and the transformational leadership level of principals reported a significance of $p = 0.103$. The Mann-Whitney U produced the following results: $U = 2458.5$, $z = -1.64$, $p = .101$, using an exact sampling distribution for U (Dineen & Blakesley, 1973) demonstrating a difference in *p-value* of 0.484 toward a more significant relationship.

Implications for Practice

For this school district specifically, the study has several implications. The first is embodied within the classical content analysis of the qualitative data. Finding patterns in this information can be used to identify strengths and challenges within the HR practice to help shape the transformational steps the district has been taking moving forward. Additionally, the responses from the questionnaire can assist the human resource department in more explicitly identifying what activities occurring in the district are considered HR functions which will give all employees a better understanding of what HR functions are. Developing a more comprehensive understanding will assist the principals in reflecting on their practice as several of their job responsibilities as instructional leaders and teacher evaluators would be categorized as

Human Capital Curators. By focusing on developing these competencies, district leaders would be engaging activities that would improve instruction and in turn student achievement. The superintendent had expressed efforts in aligning professional development to district needs. In this stage of the district's development, it has been established that transformational leaders are necessary to support the changes the district hopes to implement moving forward. Using the survey feedback, the transformational strengths and gaps in the principals' leadership styles can also be identified and used to inform targeted professional development to increase transformational leadership competencies.

In addition, school districts in general can use this information to design recruitment and hiring practices that would help determine levels of transformational leadership characteristics that a candidate possesses prior to hiring. Identifying transformational leadership characteristics of principal candidates prior to appointment can be accomplished through the formulation of job descriptions that provide an emphasis on transformational and strategic leadership competencies, interview questions that are targeted and focused on extracting information from candidates that reflect their transformational leadership style, and a multi-layered interview process that allows several different groups within a school community to offer input on the hiring recommendations. A focused hiring process will assist in identifying the strongest leadership candidates from the initial phases of recruitment and interviewing.

The implications of this study are especially important for school districts struggling with ineffective leadership and HR departments that remain predominantly traditional in nature and are not functioning as strategic partners that add value to the district. In this context, the study also provides a format that districts can use in their strategic planning process to determine if the competencies exhibited through the execution of human resource functions in the district are

strategic or traditional in nature as defined by the Ulrich et al. (2017) model. By reviewing

current practices alongside the competency descriptions, districts will not only be able to define

current practices but the process will also assist in the identification of goals for the transition of

districts to more strategic models of HR practice that add value to the district.

The results of this study can also be used by college and university school leadership

development programs. Colleges and universities are often viewed as the link that prepares

graduates to be successful and competitive in the broader more globalized world. As posited by

Leithwood and Riehl (2003), "Effective educational leaders influence the development of human

resources in their schools" (p. 4) which demonstrates the importance of principals possessing

strong competencies in human resource functions. With HR classes incorporated in the

educational leadership programs that prepare administrators for positions in educational

institutions, these programs are positioned to ensure that students in these programs learn

strategic competencies that will translate to building successful HR practices at the building and

district level. While strategic HR competencies are imparted in human resource programs, the

reality is that many HR directors in school districts come from the ranks of educational

leadership and not from the human resources profession itself. A study conducted by Campbell

et al. (2004) described human resource department leaders in school district as "a warehouse for

weak line workers and leaders" (p.18) and as the department where ineffective or burned out

building leaders were placed. This implies that any exposure to human resources that the future

leaders of HR departments in educational institutions will receive is attained through their

educational leadership programs. Recognizing this reality can guide the curriculum in

educational leadership programs to encompass a comprehensive presentation of strategic HR

competencies through their course requirements.

Study Limitations

The main limitation of the study was due to the sample size or a data limitation. With the small sample size, even small discrepancies or changes in the data can significantly impact the findings as was demonstrated when just one principal's transformational leadership score was adjusted. To address this limitation, this study design can be applied to a larger sample size in a larger district and then across districts. Another limitation in this study was the amount of time the district's current practices have been in the implementation stage. It is difficult to gauge the impact of practices that are still in their recent post development stage. Due to many of the processes being in their initial states, a more comprehensive assessment of the practices in this district can be attained if the study is repeated at a future point in time when the processes have had time to become more deeply established within the district culture and operations.

The data collected from the GTL survey was self-reported data and can be subject to attribution since they are based on the perceptions of the teachers. An example of how attribution may have impacted the study is if there was a teacher who was provided with corrective performance feedback and attributed the negative feelings of the interaction to the principal or an external force not associated with their job performance. A larger sample size would have assisted in correcting for this type of individual case because it would not have had as significant of an impact on the findings. In addition, as with any interviews conducted through the qualitative research process, self-reported data is generally subject to the bias of the participant, in this study, the artifact review and observation which supported the findings of the interview analysis offset the participant bias. The gaps in the literature were also a challenge resulting in a limitation in the scope of this research, however with this study can serve as an exploratory step

toward future research that will assist in shaping HR competencies toward a strategic nature with

the ability to attract and retain school leaders with transformational leadership characteristics.

Recommendations for Future Research

During the process of conducting the quantitative review of the data in SPSS, it was

noted that while a statistically significant relationship with regards to the administration of hire

was not determined, patterns in the data demonstrating a variation in transformational leadership

across the district were observed. Preliminary review of the data with attention to this divergence

in the transformational leadership level led to a distinction presenting itself between the

transformational leadership level of principals working at the elementary level and those in the

secondary setting. The relationship between school level and transformational leadership

characteristics was statistically significant at $p \leq 0.001$. Future research in this area could expand

to attempt to identify what characteristics in the elementary setting help to foster

transformational leadership characteristics.

This specific study could gain increased depth of understanding if site-visits are

expanded to include site visits to the schools in addition to the central office setting. On-site

visits would inform the determination of the transformational leadership level of the building

principals through observation and could also include teacher interviews. In addition, a

replication of the current study across several other districts would assist in increasing the

generalizability of the findings.

Conclusion

Globalization has landed educators in a place where as summarized by Leithwood and

Riehl (2003):

Principals must respond to increasing diversity in student characteristics, including

cultural background and immigration status, income disparities, physical and mental

disabilities, and variation in learning capacities. They must manage new collaborations

with other social agencies that serve children. Rapid developments in technologies for

teaching and communication require adjustments in the internal workings of schools.

These are just a few of the conditions that make schooling more challenging and

leadership more essential. (p. 1)

This dissertation examined the human resource practices of a school district in Michigan

through a mixed methods approach and found that the district's human resource practices were

strategic in nature and have addressed increasing the diversity of the building leadership

candidates in their hiring process. The quantitative results reported that there was not a

statistically significant relationship between the current administration of hire and the previous

one with regard to the transformational leadership level of principals. It was determined

however, that a statistically significant relationship at $p \leq .0001$ was evident between principals

working at the elementary level and those working at the secondary level in the demonstration of

transformational leadership characteristics.

The literature review of this dissertation demonstrates the essential role that leadership

plays as a highly impactful factor in determining school success. Appointing these leaders and

providing the professional development necessary to meet the demands of globalization on

schools is a primary outcome of successful and strategic human resources practices. While

policymakers and academics neglect to recognize the value that human resource departments can

play in education, the impact of strong HR practices are felt throughout an organization

(Campbell et al., 2004). Private sector firms have moved toward a more strategic role for human

resource departments to address the increased demands of globalization and fast paced change, it

is time for educational institutions to do the same. Identifying and appointing leaders with

transformational leadership characteristics is one avenue that districts can take in order to keep

up with the fast rates of change associated with globalization.

Local, state, and federal achievement standards have placed increased accountability on

schools to succeed by providing high levels of learning for all students. Current human resource

practices that are led by administrators that have been placed in central office positions without

the HR expertise necessary to leverage this department's capacity to recruit, hire, and develop

employees with the necessary skills and abilities to meet the demands of these accountability

measures will continue to perpetuate the status quo. Future research in this area will support the

identification of what factors are leading to elementary principals demonstrating higher levels of

transformational leadership characteristics and how we can replicate these circumstances at the

secondary level. Continuing to examine human resource practices will also further support a

district's ability to fine tune these practices to acquire and retain the transformational leaders

they need to fulfill their local, state, and federal educational demands. To do this, human

resource departments need to be strategic in nature which will enable them to more impactfully

contribute to district visions and plans and support the necessary culture for change. The need to

implement changes in human resource practices is imminent and therefore, educational

institutions should not be asking when these transformations in practices should start but rather

how to make these adjustments now. This dissertation was in the stages of completion during the

world's Coronavirus pandemic which forced educational institutions to adapt to off-site learning

in a matter of hours and while this is a difficult time for all, there is no more relevant example of

the importance of having leaders in place that are able to shift the path of an organization to meet

the needs of students overnight.

References

Aronson, J. (1994). A pragmatic view of thematic analysis. The Qualitative Report, 2, 1–3.

Astiz, M. F., Wiseman, A. W., & Baker, D. P. (2002). Slouching towards decentralization: Consequences of globalization for curricular control in national education systems. *Comparative Education Review*, *46*(1), 66-88. https://doi.org/10.1086/324050

Auerbach, S. (2009). Walking the walk: Portraits in leadership for family engagement in urban schools. *School Community Journal, 19*(1), 9-32.

Avolio, B. J. (2010). *Full range leadership development*. Sage Publications.

Avolio, B., Zhu, W., Koh, W., & Bhatia, P. (2004). Transformational leadership and organizational commitment: Mediating role of psychological empowerment and moderating role of structural distance. *Journal of Organizational Behavior, 25*(8), 951-968. https://doi.org/10.1002/job.283

Awamleh, R., Evans, J., & Mahate, A. (2005). A test of transformational and transactional leadership styles on employees' satisfaction and performance in the UAE banking sector. *Journal of comparative international management*.

Bakhtiari, S., & Shajar, H. (2006). Globalization and education: Challenges and opportunities. *International Business & Economics Research Journal (IBER)*, *5*(2), p. 95-101.

Basit, T. (2003). Manual or electronic? The role of coding in qualitative data analysis. *Educational Research*, *45*(2), 143-154. https://doi.org/10.1080/0013188032000133548

Bass, B. M., & Bass Bernard, M. (1985). *Leadership and performance beyond expectations.* New York: Free Press.

Bass, B. M. (1995). Theory of transformational leadership redux. *The Leadership Quarterly, 6*(4), 463-478. https://doi.org/10.1016/1048-9843(95)90021-7

Bass, B. M. (1999). Two decades of research and development in transformational leadership. *European Journal of Work and Organizational Psychology, 8*(1), 9-32. https://doi.org/10.1080/135943299398410

Bass, B. M., & Avolio, B. J. (1993). Transformational leadership and organizational culture. *Public administration quarterly*, 112-121.

Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership*. Psychology Press.

Beachum, F. D., Dentith, A. M., McCray, C. R., & Boyle, T. M. (2008). Havens of hope or the killing fields: The paradox of leadership, pedagogy, and relationships in an urban middle school. *Urban Education, 43*(2), 189-215.

Beer, M. (1997). The transformation of the human resource function: Resolving the tension between a traditional administrative and a new strategic role. *Human Resource Management: Published in Cooperation with the School of Business Administration, The University of Michigan and in alliance with the Society of Human Resources Management, 36*(1), 49-56. https://doi.org/10.1002/(SICI)1099-050X(199721)36:1%3C49::AID-HRM9%3E3.0.CO;2-W

Bogdan, R., & Biklen, S. (2007). Qualitative research for education: An introduction to theory and methods (5th ed.). Boston: Pearson

Bolman, L.G. & Deal T.E. (2013). *Reframing Organizations: Artistry, choice and leadership*
(5th ed). San Francisco, CA: Jossey-Bass, A Wiley Imprint.

Borman, K., LeCompte, M., & Goetz, J. (1986). Ethnographic and qualitative research design
and why it doesn't work. *American Behavioral Scientist*, *30*(1), 42-57.

Bottery, M. (2006). Education and globalization: Redefining the role of the educational
professional. *Educational Review*, *58*(1), 95-113.
https://doi.org/10.1080/00131910500352804

Boudreau, J., & Lawler III, E. E. (2014). Stubborn traditionalism in HRM: Causes and
consequences. *Human Resource Management Review*, *24*(3), 232-244.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in
psychology*, *3*(2), 77-101.

Bronfenbrenner, U. (1979). *The ecology of human development*. Harvard University Press.

Brown, K. M., & Wynn, S. R. (2009). Finding, supporting, and keeping: The role of the principal
in teacher retention issues. *Leadership and Policy in Schools, 8*(1), 37-63.
https://doi.org/10.1080/15700760701817371

Burke, C.J.F., & Adler, M.A. (2013). Personal consequences of compliance and resistance to
mandated reforms for teachers in low-performing schools. *Journal of Urban Learning,
Teaching, and Research, 9,* 6-17.

Burke, R. J., & Ng, E. (2006). The changing nature of work and organizations: Implications for
human resource management. *Human Resource Management Review*, *16*(2), 86-94.

Burns, J. M. (2004). *Transforming leadership: A new pursuit of happiness* (Vol. 213). Grove
Press.

Campbell, C., DeArmond, M., & Schumwinger, A. (2004). From Bystander to Ally:

Transforming the District Human Resources Department. *Center on Reinventing Public Education*.

Carless, S. A., Wearing, A. J., & Mann, L. (2000). A short measure of transformational leadership. *Journal of business and psychology*, *14*(3), 389-405. https://doi.org/10.1023/A:1022991115523

Caruth, G. D. (2013). Demystifying mixed methods research design: A review of the literature. *Mevlana International Journal of Education*, *3*(2), 112-122.

Chapman, A. L., Hadfield, M., & Chapman, C. J. (2015). Qualitative research in healthcare: an introduction to grounded theory using thematic analysis. *Journal of the Royal College of Physicians of Edinburgh*, *45*(3), 201-205. http://doi.org/10.4997/JRCPE.2015.305

Cistone, P. J., & Stevenson, J. M. (2000). Perspectives on the urban school principalship. Education and Urban Society, 32(4), 435-442. https://doi.org/10.1177/0013124500324001

Clark, R. A., Hartline, M. D., & Jones, K. C. (2009). The effects of leadership style on hotel employees' commitment to service quality. *Cornell Hospitality Quarterly*, *50*(2), 209-231.

Cochran-Smith, M., & Lytle, S. L. (1999). Relationships of knowledge and practice: Teacher learning in communities. *Review of Research in Education, 24*(1), 249-305. https://doi.org/10.2307/1167272

Cohen, D. J. (2015). HR past, present and future: A call for consistent practices and a focus on competencies. *Human Resource Management Review*, *25*(2), 205-215. https://doi.org/10.1016/j.hrmr.2015.01.006

Collins, J. (2001). *Good to Great: Why Some Companies Make the Leap and others Don't.*

HarperCollins Publishers Inc. New York.

Collings, D. G., Wood, G. T., & Szamosi, L. T. (2018). Human resource management: A critical

approach. In *Human Resource Management* (pp. 1-23). Routledge.

Crabtree, B., & Miller, W. (1999). A template approach to text analysis: Developing and using

codebooks. In B. Crabtree & W. Miller (Eds.), Doing qualitative research (pp. 163-177.)

Newbury Park, CA: Sage.

Creswell, J. (2012). Research design. https://shorturl.at/alqIU

Crocco, M. S., & Costigan, A. T. (2007). The narrowing of curriculum and pedagogy in the age

of accountability urban educators speak out. *Urban Education*, 42(6), 512-535.

Daniel B. (2010). Reimagining the urban: A Canadian perspective. *Urban Education*, *45*(6), 822-

839. https://doi.org/10.1177%2F0042085910384351

Darwish, T. (2013). *Strategic HRM and performance: Theory and practice*. Macmillan

International Higher Education.

Deinert, A., Homan, A. C., Boer, D., Voelpel, S. C., & Gutermann, D. (2015). Transformational

leadership sub-dimensions and their link to leaders' personality and performance. *The

Leadership Quarterly*, *26*(6), 1095-1120. https://doi.org/10.1016/j.leaqua.2015.08.001

Dessler, G. (2000). *Human resource management* (8th ed.). Prentice Hall, Inc.

DiFonzo, N., & Bordia, P. (1998). A tale of two corporations: Managing uncertainty during

organizational change. *Human Resource Management (1986-1998)*, *37*(3-4), 295.

Dineen, L. C., & Blakesley, B. C. (1973). Algorithm AS 62: Generator for the sampling

distribution of the Mann-Whitney U statistic. Applied Statistics, 22, 269-273.

Dooley, K, Kapitzke, C., & Luke, C. (2007). New urban terrains: Literacies, world kids, and

teachers. In W. T. Pink and G. W. Noblit (Eds.), *International Handbook of Urban Education* (pp. 381–394). The Netherlands: Springer.

Dyches, J. (2017). Shaking off Shakespeare: A white teacher, urban students, and the mediating powers of a canonical counter-curriculum. *Urban Review: Issues and Ideas in Public Education, 49*(2), 300-26. https://doi.org/10.1007/s11256-017-0402-4

ESSA (2015). Every Student Succeeds Act of 2015, Pub. L. No. 114-95 § 114 Stat. 1177 (2015-2016).

Farndale, E., Scullion, H., & Sparrow, P. (2010). The role of the corporate HR function in global talent management. *Journal of world business*, *45*(2), 161-168. https://doi.org/10.1016/j.jwb.2009.09.012

Fetterman, D. M. (2009). *Ethnography: Step-by-step* (Vol. 17). Sage Publications.

Finnigan, K. (2010). Principal leadership and teacher motivation under high-stakes accountability policies. *Leadership and Policy in Schools, 9*(2), 161-189. https://doi.org/10.1080/15700760903216174

Fischer, S. (2003). Globalization and its challenges. *The American Economic Review, 93*(2), 1. https://pubs.aeaweb.org/doi/pdf/10.1257/000282803321946750

Friedman, T. (2005). *The world is flat: A brief history of the twenty-first century*. Macmillan.

Friedman, B. (2007). Globalization implications for human resource management roles. *Employee Responsibilities and Rights Journal*, *19*(3), 157-171.

Foster, R., & Young, J. (2004). Leadership: Current themes from the educational literature. *The CAP Journal (12)*3, 29-30.

Gandin, L. A., & Fischman, G. E. (2006). Participatory democratic education: Is the utopia

possible? Porto Alegre's citizen school project. In, J. L. Kincheloe, K. Hayes, K. Rose, & P.M.Anderson (Eds.) (pp. 135-141). *Praeger Handbook of Urban Education* (Two Volumes). UK: Greenwood Publishing Group.

Glesne, C. & Peshkin, A. (1992). Becoming qualitative researchers: An introduction. White Plains, NY: Longman.

Goddard, Y. L., Goddard, R. D., & Tschannen-Moran, M. (2007). A theoretical and empirical investigation of teacher collaboration for school improvement and student achievement in public elementary schools. *Teachers college record*, *109*(4), 877-896.

Gratton, L. (2010). The future of work. *Business Strategy Review*, *21*(3), 16-23.

Hale, E. L., & Moorman, H. N. (2003). *Preparing school principals: A national perspective on policy and program innovations*. Institute for Educational Leadership. 4455 Connecticut Avenue NW Suite 310, Washington, DC 20008.

Hannay, L. M., & Earl, L. (2014). Transformational Cultural Norms Supportive of Knowledge-Management. In *Reframing Transformational Leadership* (pp. 55-80). Brill Sense.

Hallinger, P. (2003). Leading educational change: Reflections on the practice of instructional and transformational leadership. *Cambridge Journal of education*, *33*(3), 329-352. https://doi.org/10.1080/0305764032000122005

Hannay, L. M., & Earl, L. (2014). Transformational Cultural Norms Supportive of Knowledge-Management. In *Reframing Transformational Leadership* (pp. 55-80). Brill Sense.

Harris, A. (2002). Effective leadership in schools facing challenging contexts. *School Leadership & Management, 22*(1), 15-26. https://doi.org/10.1080/13632430220143024a

Harris, A., & Chapman, C. (2002). Leadership in schools facing challenging circumstances.

Management in Education, 16(1), 10-13.

https://doi.org/10.1177/08920206020160010301

Hattie, J.A.C. (2003, October). *Teachers make a difference: What is the research evidence?*

Paper presented at the Building Teacher Quality: What does the research tell us ACER

Research Conference, Melbourne, Australia.

Heck, R., & Hallinger, P. (2014). Modeling the longitudinal effects of school leadership on

teaching and learning. *Journal of Educational Administration, 52*(5), 653-681.

https://doi.org/10.1108/JEA-08-2013-0097

Heneman, H., Judge, T., & Heneman, R. (2000). *Staffing organizations*. McGraw-Hill/Irwin.

Hickman, G. R. (Ed.) (2016). Leading organizations: Perspectives for a new era (3rd ed.).

Thousand Oaks, CA: Sage Publications, Inc.

Hoskisson, R. E., Hitt, M. A., Ireland, R. D., & Harrison, J. S. (2012). *Competing for advantage.*

Cengage Learning.

Indianapolis Teaching Policy Fellows. (2013, October 28). Musical Chairs: Teacher churn and

its impact on Indianapolis Public Schools. Teachplus.org

https://teachplus.org/sites/default/files/publication/pdf/musical_chairs.pdf

International Business Machines (IBM). (2010, May 18). *IBM 2010 Global CEO Study:*

Creativity selected as most crucial factor for future success [Press release]. https://www-

03.ibm.com/press/us/en/pressrelease/31670.wss

Jackson, S. A., Logsdon, D. M., & Taylor, N. E. (1983). Instructional leadership behaviors:

Differentiating effective from ineffective low-income urban schools. *Urban Education,*

18(1), 59-70. https://doi.org/10.1177/004208598301800105

James, P., & Steger, M. B. (2014). A genealogy of 'globalization': The career of a concept.

Globalizations, *11*(4), 417-434. https://doi.org/10.1080/14747731.2014.951186

Jarrett, O. S., & Stenhouse, V. (2011). Problem solution project: Transforming curriculum and

empowering urban students and teachers. *Urban Education, 46*(6), 1461-1495.

https://doi.org/10.1177/0042085911400336

Jean-Marie, G., Normore, A. H., & Brooks, J. S. (2009). Leadership for social justice: Preparing

21st century school leaders for a new social order. *Journal of Research on Leadership

Education*, *4*(1), 1-31.

Johnson, A. J. (2001). Principles of effective change: Curriculum revision that works. *Journal of

Research for Educational Leaders, 1*(1), 5-18.

Kaufman, B. E. (2002). The role of economics and industrial relations in the development of the

field of personnel/human resource management. *Management Decision*, *40*(10), 962-979.

Kellner, D. (2002). Theorizing globalization. *Sociological theory*, *20*(3), 285-305.

Khalifa, M. (2012). A re-new-ed paradigm in successful urban school leadership: Principal as

community leader. *Educational Administration Quarterly, 48*(3), 424-467.

https://doi.org/10.1177/0013161X11432922

Khine, M. S., Ping, L. C., & Cunningham, D. (2014). *Reframing transformational leadership:

New school culture and effectiveness*. Rotterdam: Sense Publishers.

https://doi.org/10.1007/978-94-6209-638-7

Kim, A., & Gonzales-Black, A. (2018). *The NEW School Rules: 6 Vital Practices for Thriving

and Responsive Schools*. Corwin Press.

Korkmaz, M. (2007). The effects of leadership styles on organizational health. *Educational

Research Quarterly, 30*(3), 22-54.

Kumar, I., & Parveen, S., (2013). Teacher education in the age of globalization. *Research

Journal of Educational Sciences. [PDF file]. *1*(1), 8-12.

https://pdfs.semanticscholar.org/8e41/2a26bea662bdf40cdd08212386da3b95ae29.pdf

Lambersky, J. (2016). Understanding the human side of school leadership: Principals' impact

on teachers' morale, self-efficacy, stress, and commitment. *Leadership and Policy in*

Schools, 12(4), 379-405. https://doi.org/10.1080/15700763.2016.118118

Landis, E. A., Hill, D., & Harvey, M. R. (2014). A synthesis of leadership theories and styles.

Journal of Management Policy and Practice, *15*(2), 97.

Leana, C. R. (2011). *The missing LINK in school reform*. Stanford: Stanford Social Innovation

Review, Stanford University.

Leech, N. L., & Onwuegbuzie, A. J. (2007). An array of qualitative data analysis tools: A call for

data analysis triangulation. *School psychology quarterly*, *22*(4), 557.

https://psycnet.apa.org/doi/10.1037/1045-3830.22.4.557

Leithwood, K., Harris, A., & Hopkins, D. (2008). Seven strong claims about successful school

leadership. *School Leadership & Management, 28*(1), 27-42.

https://doi.org/10.1080/13632430701800060

Leithwood, K., Patten, S., & Jantzi, D. (2010). Testing a conception of how school leadership

influences student learning. *Educational Administration Quarterly, 46*(5), 671-706.

https://doi.org/10.1177/0013161X10377347

Leithwood, K. A., & Riehl, C. (2003). *What we know about successful school leadership*.

Nottingham: National College for School Leadership.

http://olms.cte.jhu.edu/olms2/data/ck/file/What_we_know_about_SchoolLeadership.pdf

Lengnick-Hall, M. L., Lengnick-Hall, C. A., Andrade, L. S., & Drake, B. (2009). Strategic

human resource management: The evolution of the field. *Human resource management*

review, *19*(2), 64-85. https://doi.org/10.1016/j.hrmr.2009.01.002

Levitt, T. (1982). The globalization of markets. *Readings in international business: a decision approach*. The McKinsey Quarterly, Summer (1984), p. 2-20. https://s3.amazonaws.com/academia.edu.documents/32053268/T.Levitt.pdf?AWSAccess KeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1513466298&Signature=IzHfnkAN2z NYclEcJTxxQ%2FvzHiE%3D&response-content disposition=inline%3B%20filename%3DThe_globalization_of_markets.pdf

Longhurst, R. (2003). Semi-structured interviews and focus groups. *Key methods in geography*, *3*(2), 143-156.

Mackenzie, N. (2007). Teacher morale: More complex than we think?. *The Australian Educational Researcher*, *34*(1), 89-104. https://doi.org/10.1007/BF03216852

Magu, S. (2015). Reconceptualizing cultural globalization: Connecting the "cultural global" and the "cultural local". *Social Sciences*, *4*(3), 630-645. https://doi.org/10.3390/socsci4030630

Marshall, C., & Rossman, G. B. (2011). *Designing qualitative research* (5th ed.). Sage Publications.

Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School leadership that works: From research to results*. ASCD.

McCleskey, J. A. (2014). Situational, transformational, and transactional leadership and leadership development. *Journal of Business Studies Quarterly*, *5*(4), 117.

McKinney, C., Labat Jr., M., Labat, C. (2015). Traits possessed by principals who transform school culture in National Blue Ribbon Schools. *Academy of Educational Leadership Journal, 19*(1), 152-168.

Merriam-Webster. (n.d). Education. In *Merriam-Webster.com dictionary.* Retrieved

October 15, 2019,

from https://www.merriam-webster.com/dictionary/education

Milliron, M. D. (2007). Transcendence and globalization: Our education and workforce

development challenge. *New Directions for Community Colleges*, *2007*(138), 31-38.

https://doi.org/10.1002/cc.279

Mitchell, R. M., Kensler, L. A. W., & Tschannen-Moran, M. (2015). Examining the effects of

instructional leadership on school academic press and student achievement. *Journal of

School Leadership, 25*(2), 223. https://doi.org/10.1177%2F105268461502500202

Myers, J. (2006). Rethinking the social studies curriculum in the context of globalization:

Education for global citizenship in the US. *Theory & Research in Social

Education*, *34*(3), 370-394. https://doi.org/10.1080/00933104.2006.10473313

National Commission on Excellence in Education. (1983). A nation at risk: The imperative for

educational reform. *The Elementary School Journal*, *84*(2), 113-130.

Niesz, T. (2010). "That school had become all about show": Image making and the ironies of

constructing a good urban school. *Urban Education, 45*(3), 371-393.

https://doi.org/10.1177%2F0042085908322691

Nijs, S., Gallardo-Gallardo, E., Dries, N., & Sels, L. (2014). A multidisciplinary review into the

definition, operationalization, and measurement of talent. *Journal of World

Business*, *49*(2), 180-191.

No Child Left Behind Act of 2001, P.L. 107-110, 20 U.S.C. § 6319 (2002).

Normore, A. H. (2004). The edge of chaos: School administrators and accountability. *Journal of

Educational Administration*, *42*(1), 55-77. https://doi.org/10.1108/09578230410517477

Northouse, P. G. (2016). *Leadership: Theory and practice*. Sage publications.

Odden, A. (2011). *Strategic management of human capital in education: Improving instructional practice and student learning in schools*. Routledge.

Orr, M. T., Berg, B., Shore, R., & Meier, E. (2008). Putting the pieces together: Leadership for change in low-performing urban schools. *Education and Urban Society, 40*(6), 670-693. https://doi.org/10.1177/0013124508324018

Osland, J. (2003). Broadening the debate: The pros and cons of globalization. *Journal of Management Inquiry*, *12*(2), 137-154.

Pecheone, R. & Wei, R. (2009). *Review of "The Widget Effect: Our National Failure to Acknowledge and Act on Teacher Differences."* Boulder and Tempe: Education and the Public Interest Center & Education Policy Research Unit.

Philpott, D., Furey, E., & Penney, S. (2010). Promoting leadership in the ongoing professional development of teachers: Responding to globalization and inclusion. *Exceptionality Education International*, *20*(2), 38-54.

Rafferty, A. E., & Griffin, M. A. (2004). Dimensions of transformational leadership: Conceptual and empirical extensions. *The Leadership Quarterly*, *15*(3), 329-354.

Rebore, R. W. (2011). *Human resources administration in education: A management approach*. Pearson.

Relativity, C. (2004). Naturalistic observation of relationship processes. *Comprehensive Handbook of Psychological Assessment, Volume 3: Behavioral Assessment*, *3*, 143.

Richardson, J. W., Watts, D. S., Hollis, E., & McLeod, S. (2016). Are changing school needs reflected in principal job ads? *NASSP Bulletin, 100*(1), 71-92. https://doi.org/10.1177/0192636516656797

Rizvi, F., & Lingard, B. (2000). Globalization and education: Complexities and

    contingencies. *Educational theory*, *50*(4), 419-426.

Ross, J. A., & Gray, P. (2006). Transformational leadership and teacher commitment to

    organizational values: The mediating effects of collective teacher efficacy. *School*

    effectiveness and school improvement, *17*(2), 179-199.

    https://doi.org/10.1080/09243450600565795

Runhaar, P. (2017). How can schools and teachers benefit from human resources management?

    Conceptualising HRM from content and process perspectives. *Educational Management*

    Administration & Leadership, *45*(4), 639-656.

    https://doi.org/10.1177%2F1741143215623786

Sawchuk, S. (2015). Teacher evaluation: An issue overview. *Education Week*, *35*(3), 1-6.

Shapiro, S.S. and Wilk, M.B. (1965). An Analysis of Variance Test for Normality (Complete

    Samples). Biometrika, Vol. 52, No. 3/4, pp. 591-611.

Shref, A., & Ali, M. (2012). Leadership styles of managers of Arab schools in Malaysia, their

    relationship to morale. *Advances in Natural and Applied Sciences, 6*(6), 744-751.

Silva, J. P., White, G. P., & Yoshida, R. K. (2011). The direct effects of principal–student

    discussions on eighth grade students' gains in reading achievement: An experimental

    study. *Educational Administration Quarterly*, *47*(5), 772-793.

Sperandei, S. (2014). Understanding logistic regression analysis. *Biochemia medica: Biochemia*

    medica, *24*(1), 12-18. https://doi.org/10.11613/BM.2014.003

Spillane, J. P., Hallett, T., & Diamond, J. B. (2003). Forms of capital and the construction of

    leadership: Instructional leadership in urban elementary schools. *Sociology of Education,*

    76(1), 1-17. https://doi.org/10.2307/3090258

Spradley, J. (1980). Participant observation. Fort Worth, TX: Holt, Rinehart and

     Winston.

Stewart, J. (2006). Transformational leadership: An evolving concept examined through the

     works of Burns, Bass, Avolio, and Leithwood. *Canadian Journal of Educational*

     Administration and Policy, *2006*(54), 1-29.

Stewart-Banks, B., Kuofie, M., Hakim, A., Branch, R. (2015). Education leadership styles

     impact on work performance and morale of staff. *Journal of Marketing and Management,*

     6(2), 87-105.

Stone, D., & Deadrick, D. (2015). Challenges and opportunities affecting the future of

     human resource management. *Human Resource Management Review*, *25*(2), 139-145.

     http://doi.org/10.1016/j.hrmr.2015.01.003

Tarekegne, W. M. (2018). The Practice of Secondary Schools Principals in Curriculum

     Implementation in East Harereghe Zone, Oromia Region. *International Online Journal of*

     Educational Sciences, *10*(2).

The RBL Group. (2015, November 13). *Overview of the competency model*. [Informational

     Video Series]. YouTube.

     https://www.youtube.com/watch?v=9BdjdgySzxE&list=PL8fZOI_bcsqmNssXBF9hqWe

     jFlrc_QLfy&index=1

Theoharis, G. (2008). Woven in deeply: Identity and leadership of urban social justice principals.

     Education and Urban Society, 41(1), 3-25. https://doi.org/10.1177/0013124508321372

Thibodeaux, A., Labat, M., Lee, D., & Labat, C. (2015). The effects of leadership and high-

     stakes testing on teacher retention. *Academy of Educational Leadership Journal, 19*(1),

     227-249.

Tripepi, G., Jager, K. J., Dekker, F. W., & Zoccali, C. (2008). Linear and logistic regression analysis. *Kidney international*, *73*(7), 806-810.

Tran, H. (2015). Personnel vs. strategic human resource management in public education. *Management in Education*, *29*(3), 112-118. https://doi.org/10.1177/0892020615584107

Tsay, R. M., & Shiang, J. (2005, October). Governance and industrial change in the context of globalization. Conference international d'intellligence territorial. https://halshs.archives-ouvertes.fr/file/index/docid/1019379/filename/REIT-2005-Liege-Tsay.pdf

Ulrich, D., Brockbank, W., Johnson, D., Sandholtz, K., & Younger, J. (2008). *HR Competencies: Mastery at the intersection of people and business.* Society for Human Resource Management.

Ulrich, D., & Dulebohn, J. H. (2015). Are we there yet? What's next for HR? *Human Resource Management Review*, *25*(2), 188-204. http://doi.org/10.1016/j.hrmr.2015.01.004

Ulrich, D., Kryscynski, D., Brockbank, W., & Ulrich, M. (2017). *Victory through organization: Why the war for talent is failing your company and what you can do about it*. McGraw Hill Professional.

U.S. Government (1965). Elementary and secondary education act of 1965: H. R. 2362, 89th Cong., 1st sess., Public law 89-10. Reports, bills, debate and act. U.S. Govt. Print. Off.

US Department of Education. (2012). Succeeding globally through international education and engagement. [PDF file]. https://www2.ed.gov/about/inits/ed/internationaled/international-strategy-2012-16.pdf

Vekeman, E., Devos, G., & Valcke, M. (2016). Linking educational leadership styles to the HR architecture for new teachers in primary education. *SpringerPlus*, *5*(1), 1754.

Warren, M. I. (2005). Communities and schools: A new view of urban education

reform. *Harvard Educational Review, 75* (2), 133-173, 244. https://doi.org/864824511

Warrick, D. D. (2011). The urgent need for skilled transformational leaders: Integrating

transformational leadership and organization development. *Journal of leadership,*

Accountability, and Ethics, *8*(5), 11-26.

White-Smith, K. A. (2012). Beyond instructional leadership: The lived experiences of principals

in successful urban schools. *Journal of School Leadership, 22*(1), 6.

Wiles, J & Bondi, J. (2015). *Curriculum development: A guide to practice.* (9th Ed.). New

Jersey: Pearson/Merri

Wiliam, D. (2010). Standardized testing and school accountability. *Educational*

Psychologist, *45*(2), 107-122.

https://discovery.ucl.ac.uk/id/eprint/10005845/1/Wiliam2010Standardized107.pdf

Wilson, W., and Chaddha, A. 2010. The Role of Theory in Ethnographic Research. Ethnography

10(4): 549-564. http://nrs.harvard.edu/urn-3:HUL.InstRepos:4778477

Wright, P., Horn, S., & Sanders, W. (1997). Teacher and classroom context effects on student

achievement: Implications for teacher evaluation. *Journal of Personnel Evaluation in*

Education, 11(1), 57-67.

Yukl, G. (2013). *Leadership in Organizations* (8th ed.). Englewood Cliffs, NJ: Prentice Hall.

Zhao, Y. (2009). *Catching up or leading the way: American education in the age of*

globalization. ASCD.

Appendix A

The Global Transformational Leadership scale [GTL] by Carless, Wearing and Mann

(2000)

My leader:

(1) communicates a clear and positive vision of the future

(2) treats staff as individuals, supports and encourages their development

(3) gives encouragement and recognition to staff

(4) fosters trust, involvement and co-operation among team members

(5) encourages thinking about problems in new ways and questions assumptions

(6) is clear about his/her values and practices what he/she preaches

(7) instills pride and respect in others and inspires me by being highly competent

Appendix B

Human Resource Matrix Display based on Ulrich, Kryscynski, and Ulrich (2017)

Competency	Observation	Interview	Questionnaire	Artifact
Strategic Positioner able to position a business to win in its market				
Credible Activist able to build relationships of trust by having a proactive point of view				
Paradox Navigator able to manage tensions inherent to businesses (e.g., be both long and short term, be both top down and bottom up)				
Culture and Change Champion able to make change happen and manage organizational culture				
Human Capital Curator able to manage the flow of talent by developing people and leaders, driving individual performance, and building technical talent				

Competency	Observation	Interview	Questionnaire	Artifact
Total Reward Steward able to manage employee well-being through financial and nonfinancial rewards				
Technology and Media Integrator able to use technology and social media to drive create high-performing organizations				
Analytics Designer and Interpreter able to use analytics to improve decision making				
Compliance Manager able to manage the processes related to compliance by following regulatory guidelines				

Appendix C

Superintendent and Curriculum Director Interview Questions

How long have you held your current position?

How would you define your role in the school district?

What do you view as the main responsibilities of this role?

Describe the current hiring and recruitment practices of the district.

Have these hiring and/or recruitment practices changed in the past five years? If yes, please describe when and how?

What kind of professional development have you offer to principals?

How do you decide the content of principal professional development?

In what ways do the HR functions align to the district's strategic plan?

What does the recruitment and hiring process look like?

Which steps do you take, who is involved, which procedures do you follow?

What is the average hiring timeline for an open position?

What criteria do you consider for your hiring of new principals?

Which criteria are most important for you?

Based on what information do you make a hiring decision?

What does your consideration look like for internal applicants?

Do you have an internal leadership development initiative?

How has your approach to recruitment and hiring evolved during your time as an HR leader?

     What has influenced these changes?

Do you need to search for new principals frequently?

How many vacancies do you have each year?

Do you conduct an exit interview?

Has there been a pattern in the reason that principal's leave?

Is it hard to find principals that are a good fit for your organization?

How do you overcome recruitment challenges?

Do you have a specific program for principal onboarding into the district?

What is your role in onboarding and who else is involved?

How, if at all, are the tasks of recruitment, hiring, onboarding, and tenuring related to each other, in your view?

How do these processes align to the overall district mission and vision?

Appendix D

Online Principal Questionnaire

1. How many years have you been a principal in the district?

2. How many years have you been at your current building?

3. Were you hired by the current HR Director/Superintendent or a previous one?

4. How many interviews did you participate in order to attain the position?

5. Were you an internal or external candidate at the time?

6. What kind of professional development have you participated in over the last three years?

7. Which of these were provided by the district?

8. How often do you interact with your HR department?

9. Describe the nature of these interactions (ex: hiring/disciplining of staff, professional development, participating in interviews for new district employees, seeking support for HR functions at the building level, etc.…)

Appendix E

Request to Conduct Study

December 11, 2019

Dr. XXXXXX Director of Curriculum – XXXXXX Public Schools, MI

RE: Permission to Conduct Research Study

Dear Dr. XXXXXX:

I am writing to request permission to conduct a research study in the XXXXX Public School District. I am currently enrolled in the EdD Program for Educational Leadership at the University of Michigan – Dearborn and am in the process of writing my Dissertation. The study is entitled Human Resource Practices in Education: A Study of Transformational Leadership in a Globalized Society.

Abstract of the Study: In order for school districts to perform in an era of globalization and meet the current policy and performance demands on education, the need for transformational leadership at the building and district levels is paramount. Through a mixed-methods approach, this research will study the human resource (HR) practices in a K-12 school district to provide context for the HR practices that determine the placement of principals and assistant principals into their administrative positions. It will also look at the leadership styles of principals in the district to identify the transformational leadership trait levels that the principals employ and explore if the district's HR practices have resulted in the recruitment and hiring of leaders with high levels of transformational leadership traits.

As a mixed methods study, the research will incorporate both qualitative and quantitative methodologies. The steps involved in the study would include:
1.) A seven question anonymous survey completed by teachers to help identify administrator leadership style. This survey should take 3-5 minutes to complete. The survey will be administered through Qualtrics and the Qualtrics option to anonymize the data will also be employed for all surveys and questionnaires in order to mask IP addresses of the responses. To further maintain protections, names of schools and districts will not be published
2.) A brief questionnaire to collect demographic and experience information to be completed by the building administrator. This should take 10-20 minutes to complete.

3.) An interview with the Human Resources Manager collecting objective and descriptive information regarding the HR practices in the district.
4.) A pre-authorized and scheduled observation of HR meeting with administration.

IRB exemption through the University of Michigan- Dearborn office of research has already been acquired due to the study not requiring student participation. This exemption is attached in the email.

Your approval to conduct this study will be greatly appreciated. Please let me know when would be the most convenient date and time for me to reach you in order to answer any questions or address any concerns you may have. Also, please feel free to contact me at my email address: XXXXXXX@umich.edu or on my cell phone at (XXX) XXX-XXXX.

Attached you will find copies of the surveys and questionnaires. I have also included my resume to provide you with some more background about myself.
I truly appreciate your consideration of this request.

Sincerely,
/s/
Linda Lazar
Doctoral Candidate
University of Michigan – Dearborn

Appendix F

IRB Exemption

IRB EXEMPTION STATUS: The IRB HSBS has reviewed the study referenced above and determined that, as currently described, it is exempt from ongoing IRB review, per the following federal exemption category:
EXEMPTION 2(i) and/or 2(ii) at 45 CFR 46.104(d):

Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording) if at least one of the following criteria is met:

(i) The information obtained is recorded by the investigator in such a manner that the identity of the human subjects cannot readily be ascertained, directly or through identifiers linked to the subjects;

(ii) Any disclosure of the human subjects' responses outside the research would not reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, educational advancement, or reputation
Note that the study is considered exempt as long as any changes to the use of human subjects (including their data) remain within the scope of the exemption category above. Any proposed changes that may exceed the scope of this category, or the approval conditions of any other non-IRB reviewing committees, must be submitted as an amendment through eResearch.
Although an exemption determination eliminates the need for ongoing IRB review and approval, you still have an obligation to understand and abide by generally accepted principles of responsible and ethical conduct of research. Examples of these principles can be found in the Belmont Report as well as in guidance from professional societies and scientific organizations.

Thad Polk Chair, IRB HSBS

Appendix G

Permission to Conduct Study

PUBLIC SCHOOLS

_____

Dear University of Michigan IRB:

On behalf of the   Public Schools, I am writing to grant permission for Ms. Linda Lazar, a Doctoral Student in the Educational Leadership Program at the University of Michigan – Dearborn, to conduct her research titled, Human Resource Practices in Education in the   District.

I understand that Ms. Lazar will request the participation of our staff in the completion of an online survey, will facilitate interviews with our central office personnel, collect survey and questionnaire data from our building administrators, and will conduct observations at our central office location in the HR department. We are happy to participate in this study and contribute to this research.

Sincerely,

Appendix H

Email Request for Participation in Teacher Survey

Dear Staff:

I hope that this email finds you well. My name is Linda Lazar and I am a doctoral student in the Educational Leadership program at the University of Michigan – Dearborn. Having worked in the classroom and in administrative level positions in the current high-stakes environment of education, I developed a passion for improving staff/administrator relationships through employing transformational leadership characteristics. This passion has led to my current dissertation study with the staff survey component of the study being on the extent to which building level leaders exercise transformational leadership characteristics in their administrative approach.

I am writing to request your participation in the Global Transformational Leadership (GTL) Survey (Careless & Mann, 2000). This survey will be administered online through the Qualtrics software and serve to assist with collecting your feedback to determine the specific levels of transformational leadership characteristics of building leaders throughout the district.

Your participation in this survey is completely voluntary and all of your responses are <u>completely anonymous</u>. To protect your anonymity, the following steps have been taken:

- Data collection is in accordance with the IRB policies for human subjects research as determined by the University of Michigan
- No personal identifiers will be collected
- IP addresses will NOT be recorded and responses will be anonymized through the Qualtrics platform
- Each survey will be assigned a random number code in order to help ensure building location and personal identifiers are NOT revealed

The survey will take an estimated 5-10 minutes to complete.
To participate, please click on the following link or use the QR Code in this email. Your completion of the survey will serve as consent to participate in this study:

GTL Survey

If you have any questions about this survey, or difficulty in accessing the site or completing the survey, please contact me at

Thank you in advance for providing this important feedback. Your participation is greatly appreciated and vital in assisting in the completion of this important work.

Sincerely,
Linda Lazar
Doctoral Student
University of Michigan - Dearborn