

Collaborative Leadership: Its manifestation in Vietnam
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ABSTRACT

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The constantly changing world that we live today affects several aspects of life, and education is no exception. Therefore, the call for more collective actions is increasing as a positive way to cope with the uncertain environment. Out of several approaches to collaboration, collaborative leadership is proved to be highly effective. The purpose of this study is to uncover the manifestation of collaborative leadership as a novel theoretical model and collaborativeness as a process in Vietnam setting. Due to the contextual differences between the West (where the approach is established) and the East (where the study is conducted), the author expects to identify differences and similarities in the way collaborative leadership is manifested. Therefore, Schein's culture level model is used as a cultural lens to decipher participants' thoughts and opinions.

An ethnography study is conducted in Vietnam, including five Vietnamese educators from across the country. The research process involves questionnaires and interviews to uncover perceptions and opinions regarding collaborativeness in the workplace.

The study results illustrate a clear knowledge gap in participants' manifestation of collaborativeness in several aspects. Findings point out some existence mindset as well as provision of essential tools for the development of collaborativeness. Thus, it poses the potentiality and difficulty in applying collaborative leadership in Vietnamese educational settings.

Keywords: collaborative leadership, collaborativeness, culture level model, ethnography, Vietnam.

CONTENTS

ABSTRACT	2
CONTENTS	3
1 INTRODUCTION	5
1.1 Changing world – Turbulence	5
1.2 Coping with turbulence	6
1.3 Collaboration: a new way of understanding educational leadership ...	7
1.4 The study settings	9
2 COLLABORATIVE LEADERSHIP	10
2.1 Collaborativeness	10
2.2 CL	10
2.3 The TenKeys® Model.....	12
3 EDUCATIONAL LEADERSHIP IN VIETNAM	15
4 LEVELS OF ORGANIZATIONAL CULTURE	17
4.1 Studies of Organizational Culture.....	17
4.2 Schein’s Culture Level Model	17
4.3 Manifestation of Schein’s Culture Level Model	20
4.4 Rationale for using Schein’s Culture Level Model in this study.....	20
5 IMPLEMENTATION OF THE STUDY	22
5.1 Research objectives and research questions.....	22
5.2 Participants	22
5.3 Research Method.....	23
5.4 Data collection	23
5.5 Data Analysis.....	25
5.5.1 Data preparation	25

5.5.2	Data coding	26
5.6	Ethical Solutions	26
6	RESULTS.....	28
6.1	Answering the First Research Question	28
6.1.1	Polyphony	28
6.1.2	Interaction	29
6.1.3	Expertise	31
6.1.4	Flexibility	33
6.1.5	Commitment	35
6.1.6	Responsibility	37
6.1.7	Negotiation.....	39
6.1.8	Decision-making.....	40
6.1.9	Confidence-based control	41
6.1.10	Evaluation of one's own actions	42
6.2	Answering the Second Research Question.....	45
7	DISCUSSION.....	50
7.1	A potential possibility for collaborative harmony and its constraints.....	50
7.2	Availability of space, time and tools for collaborativeness.....	51
7.3	Limitations and recommendations.....	52
	REFERENCES.....	54
	APPENDICES.....	59

1 INTRODUCTION

1.1 Changing world - Turbulence

The world we are living in is changing with an incredible speed due to social and technical revolutions. High tech and new gadgets are introduced every year, which bring people life to a cyber space. Never before human life are filled with so much information. No one can argue or deny the benefits that information and smart tools bring to our life. However, the flatter world, which is submerged in sea of information undeniably, brings us troubles. As every corner of the world is getting closer and connected with each other, as aspects of life are getting interconnected, things are built then demolished quickly, life has never been so uncertain (Bersin, McDowell, Rahnema, & van Durme, 2017).

'The age of turbulence', a title that American economist and former Chairman of the Federal Reserve of the United States Alan Greenspan gave to his memoir (2007), could fully express the current complex and uncertain state of the world. An apt definition of 'turbulence' was given by Beabout (2012, p.17-18) as follows:

[T]he creation of increased uncertainty [...] not necessarily denoted by measurable changes in environmental conditions [...] a human perception of this possibility

Turbulence can be intentional (planned) or unintentional (unplanned). Sources for turbulence are diverse; they can be internal (structural) and/or external (environmental) (Beabout, 2012; Jäppinen, 2017). Because turbulence is environmental related, it can be unpredictable (Beabout, 2012). The levels of turbulence (light, moderate, severe, or extreme) would portend and explain potential challenges for a group's operation. Turbulence, therefore, is considered as disruptive forces for organizations (Beabout, 2012). One can see it this development when observing the way educational organizations of today work.

As the world is getting more and more uncertain and complex, this development has brought significant impacts on school leadership and educational management (Jäppinen & Ciussi, 2016). Schools and students are demanded to

urgently adapt themselves to the unpredictable changes, while educational management is bound to the reality of social and working life (Jäppinen & Ciussi, 2013). One of the common reactions to the changing educational environment is the increasing worldwide demand for curriculum reform. However, Jäppinen and Ciussi (2013, 2016) argue that changing practices and study contents within a curriculum is not enough. Instead, to effectively cope with the complexity of the world, a real paradigm shift is required (Bolman & Deal, 2010; Jäppinen & Ciussi, 2013, 2016; Risku & Tian, 2017). This paradigm shift involves changing the mind-set, “the way to think about management education for tomorrow” (Jäppinen & Ciussi, 2013, p. 214). However, changing mind-set is undoubtedly difficult (Fullan, 2003; Jäppinen & Ciussi, 2013; Schein, 2017) because it is bound to the organizational culture (OC in this study) (Schein, 2010)

Putting the idea of changing mind-set and paradigm shift in educational context, it will be a more demanding task as “education is considered a rigid and culturally bound system”, which carries a “strong and long history” (Jäppinen & Ciussi, 2013, p. 214) that makes it more “resistant to change” (Beabout, 2012, p. 16). Like a cycle, turbulence brings potential disruptions to educational organizations, meanwhile education resists changing, and therefore more turbulence would likely to occur. Consequently, workable solutions are needed. One of the most powerful tools is collective action.

1.2 Coping with turbulence

In the present of uncertainty and turbulence, educational researchers have reached wide agreement on several aspects that could act as powerful tools for collective actions. They are named such as shared sense-making, interaction, and collaboration. I will briefly treat the first two in this section and the next section will be dedicated for collaboration.

An approach to answer to uncertain situations and turbulence is through shared sense making, a process that gives meaning to unclear situation (Balogun & Johnson, 2005; Jäppinen, 2014; Stigliani & Ravasi, 2012; Weick, Sutcliffe & Obstfeld, 2005). Shared sense making as a process is argued to be one power-

ful tool (Ancona, 2012), a central element of a collective process (Gioia, Thomas, Clark, & Chittipeddi, 1994). Fullan also asserts that the act when groups and their individuals find meaning together is essential to find solutions in the change process (2016).

Researchers also emphasize the importance of human interaction, interconnectivity and networking when dealing with uncertainty and turbulence (Beabout, 2012; Bolman & Deal, 2010; Jäppinen & Ciussi, 2013, 2016). Beabout argues that interaction is central for understanding educational complexity (Jäppinen, 2014). At the same time, Deloitte University press dedicated its whole 2017 edition to highlight that complicated and siloed organizations are unsuited to an era of unpredictability and disruption, and that effective organizations of today need to be more agile, and structured in format of networks of teams.

As a result, in the realm of turbulence, a more innovative approach is urgently needed to train leaders capable of managing under these conditions (Jäppinen & Ciussi, 2013). Thus, leaders of the future are required to equipped themselves with special toolbox that allow them to foster innovation, collective actions and harmony working environment.

1.3 Collaboration: a new way of understanding educational leadership

Among several solutions for coping with turbulence, collaboration has received wide agreement among educational researchers. For example, Bandura, (1997) stated already two decades ago that collective efficacy and collaboration are powerful for an organization's success. Importantly, collaboration is argued to be one main mind-set to survive through increasing complex and turbulent working environments (Jäppinen & Ciussi, 2013; Lichtenstain, Uhl-Bien, Marion, Seers, Orton, & Schreiber, 2006). In one large scale survey, result shows that "nearly all of...surveyed companies (94%) report that...collaboration are critical to their organization's success" (Bersin et al., 2017, p. 21).

Putting in educational contexts, there is a wide agreement that collaboration is crucial if there is a desire to improve school effectiveness and quality

(Dooley & Van de Ven, 1999; Leonard & Leonard, 2001; Jäppinen, Leclerc & Tubin, 2016). Jäppinen with her colleagues (Jäppinen, 2012; Jäppinen & Ciussi, 2015; Jäppinen et al., 2016, p. 315) asserts, "A goal-oriented collaborative process could provide answer to the increasing challenge of school improvement."

As the necessity of collaboration is highlighted, new way of understanding educational leadership is required. It is suggested that educational leadership's focus should change from solo stance to a more prominent shared stance (Crawford, 2012). At the same time, educational leadership is argued to be critical and seen as co-performance (Jäppinen, 2014). As a result, in recent decades, we have seen many novel or reconceptualised references to collaborative modes of educational leadership, such as transformational (Leithwood & Jantzi, 2006), sustainable (Hargreaves & Fink, 2006), distributed leadership (Burke, 2010; Crawford, 2012; Gronn, 2002, 2008; MacBeath, 2005; Spillane, 2006; Spillane, Halverson, & Diamond, 2001), or collaborative leadership (Slater, 2005).

However, the several models and approaches of shared educational leadership were criticized by Thomson and Hall (2011) as a way to thingify leadership. They point out that essential features of leadership such as agency, actions and context would be excluded if only use a combination of adjective and noun to describe a leadership approach (Thomson & Hall, 2011). At the same time, Jäppinen argues that in most studies on education, "leadership is still seen from a hierarchical point of view, even trying to avoid heroic or leader-follower aspects" (2014, p. 69). She then proposes a new approach to educational leadership that could act as an answer to these critical issues, which she calls collaborative leadership (CL in this study)(Jäppinen, 2012, 2013, 2014, 2017; Jäppinen & Ciussi, 2013, 2016; Jäppinen et al., 2016). Being highly interested in this leadership model, I started to ponder how CL could be applied in the Vietnamese educational context as my own cultural environment and where I conducted my study.

1.4 The study settings

I first came up with a research task to study the feasibility of the idea of collaborative leadership in Vietnam. However, after a pilot survey, I encountered one major obstacle. It was the participants' understanding of leadership in general and the idea of collaborative leadership in particular. I considered this difficulty interesting. Therefore, I turned my research interest onto another direction. I wanted to know how collaborative leadership could be manifested in the Vietnamese educational culture. As a result, ethnography qualitative research method is applied in this study. At the same time, two theoretical frameworks are used as lighthouses to guide the research. They are Jäppinen's collaborative leadership (2012, 2013, 2014, 2017), that is, the core of the collaborative leadership process of which Jäppinen uses a new term of collaborativeness (Jäppinen et al., 2016), and the Schein's level of OC (1985, 1990, 2017). A tested model called TenKeys®, created by Jäppinen (2014), is used as an analysis tool to focus on the notion of collaborativeness.

This study was conducted to serve three objectives. Firstly, as educational researchers have pointed out the sparsely existence of academic literature regarding educational leadership in Vietnam (Hallinger & Bryant, 2013; Hallinger, Walker, & Gian, 2015; Hallinger, Walker, Nguyen, Truong, & Nguyen, 2017), the current study is expected to assist to filling the gap. Secondly, the existing Vietnamese-sourced papers on educational leadership are criticized to show "limited use of theory or conceptual models from the global literature" (Hallinger, Walker, & Gian, 2015, p. 451; Truong, Hallinger, & Sanga, 2017). Therefore, I hope that the results from this study could be an empirical contribution to the lacking knowledge base. Lastly, by using Schein's structural model of OC as the theoretical lens, this study is expected to provide some insights into the way people from different cultures, here the Vietnamese educational culture, understand and practice collaborative leadership in terms of collaborativeness.

2 COLLABORATIVE LEADERSHIP

2.1 Collaborativeness

Collaborativeness is argued to be more than just collaboration (Jäppinen, 2018; Jäppinen et al., 2016). Collaborativeness is "deeply grounded in the sharing and distributing of leadership, or other collaborative working modes" (Jäppinen et al., 2016, p. 317). Here, collaborativeness can be defined as a shared, systematic, and synergetic process that involves all stakeholders in order to achieve a common goal and mission (Jäppinen et al., 2016). Putting into educational contexts, this process is considered not just shared working practice but also shared leadership and the end goal is to enhance school effectiveness and support student learning (Jäppinen, 2012; Jäppinen et al., 2016). In the process of collaborativeness, common interests, vision, aims, and values must be shared to achieve something more than the actors can perform separately (Jäppinen et al., 2016). It is a synergy creation where the whole is greater than the sum of its parts (Jäppinen, 2018; Jäppinen et al., 2016).

2.2 CL

According to Collins Online Dictionary (University source), 'lead' is defined in several ways:

to show the way to...by going with or ahead

to guide or be guided

to cause to act, feel, think, or behave in a certain way; induce; influence

to serve as the means of reaching a place

to tend (to) or result (in)

Consequently, Jäppinen (2013) argues that due to this collaboration-related meaning of the term, the concept of collaborative leadership is the most suitable to describe and understand leadership as process, i.e. as collaborativeness, where “a group of people together ‘lead’ their shared actions towards shared goals” (p. 226). The locus of CL is on collaborativeness. Ultimately, the notion of collaborativeness leads to harmonious actions, attitudes and intention of a group of people for the benefit of everybody (Jäppinen, 2018).

Collaborativeness is referred to leadership within a cycle of turbulence and pertubance, when people turn towards each other and together respond to the disruption or crisis (Jäppinen & Ciussi, 2013). As mentioned in Introduction, turbulence is considered as disruptive forces that pose potential negative impacts on organizations (Beabout, 2012). Pertubance is the process that responds to this turbulence (Beabout, 2012). That is, when people in a community turn to each other and decide ‘what’s next’ or choose to leave things as they are (Beabout, 2012; Jäppinen, 2017). Based on the dynamic of turbulence and pertubance, collaborative leadership is considered as “a continuous and conscious learning process” in which group of people come together in engaging in a goal-oriented action and creating synergetic something novel from the existing constituents” (Jäppinen & Ciussi, 2013, p. 217).

While many other models and approaches of shared leadership are criticized for ‘thingifying’ leadership, Jäppinen suggests that collaborativeness can provide one answer to this challenge (Jäppinen, 2014). Collaborativeness is argued to fully cover all three essential elements of leadership, in which, prefix ‘co-’ carries agency (actors), ‘labour’ indicates actions, while the context aspect is endowed in the TenKeys® model for studying real life human interaction (Jäppinen, 2012, 2014). (The model will be introduced in detail in the next section.)

Jäppinen (2014) asserts that educational leadership should be a collaborative process and should belong to everyone. In various studies on shared leadership in education, although leadership is increasingly seen as a common and complex endeavour, researchers still consider leadership merely from the point of view of school leaders (Jäppinen, 2014). Therefore, Jäppinen introduces CL as

an attempt to detach leadership from a hierarchical and individual-emphasized perspective (Jäppinen, 2014). She argues that CL “is not only about leaders or followers although they are naturally involved in it” (Jäppinen & Ciussi, 2013, p. 216). CL is “a dynamical system” where the dynamics feature is brought by the prefix ‘co-’ (Jäppinen, 2013, p. 226). The locus of CL is not on individual(s) but on all the elements within collaboration, such as: individuals, roles, duties, tasks, behaviour, instruments, technical, and psychological tools, practices, measures, activities, results, and context (Jäppinen, 2013). These collaborative elements together form a collective and synergetic creation process where the entity is more than the sum of its parts (Jäppinen, 2013).

2.3 The TenKeys® Model

As manifestation of collaborativeness in real life (Jäppinen et al., 2016), TenKeys® model was first introduced in 2012 (Jäppinen, 2012) in order to provide a platform on which manifestation of collaborativeness can be assessed (Jäppinen & Ciussi, 2016). The model describes “an ideal state of collaborativeness that can never be fully attained in reality” but can be continuously approach (Jäppinen & Ciussi, 2016; Jäppinen et al., 2016, p. 318).

The conceptual ground to build this model was from two main sources (Jäppinen, 2017; Jäppinen & Ciussi, 2016). The first one was from a comprehensive literature review of leadership theories and studies from different scholars. The second source was the results on collaborative leadership features obtained from two large-scale nationwide Finnish studies (Jäppinen & Ciussi, 2016). This model inner validity was statistically tested through these two studies with extremely high values (Jäppinen, 2017; Jäppinen et al., 2016).

The ideal model includes ten attributes: polyphony, interaction, expertise, flexibility, commitment, responsibility, negotiation, decision-making, confidence-based control, and evaluation of one’s own actions. Jäppinen refers to these attributes as keys to unlock the door to collaborativeness (Jäppinen, 2018). The attributes were categorised into 10 main groups by means of qualitative content analysis (Jäppinen, 2017). As shown in Figure 1, these attributes/keys

are illustrated in form of a flower as overlapping petals. This emphasizes how all the attributes are interconnected and the centre of the flower demonstrates the heart of collaborativeness (Jäppinen, 2018; Jäppinen et al., 2016). Into the petals, several nuanced qualities of the attributes provide an idea of the kinds of issues that these attributes involve (Jäppinen, 2017, 2018).

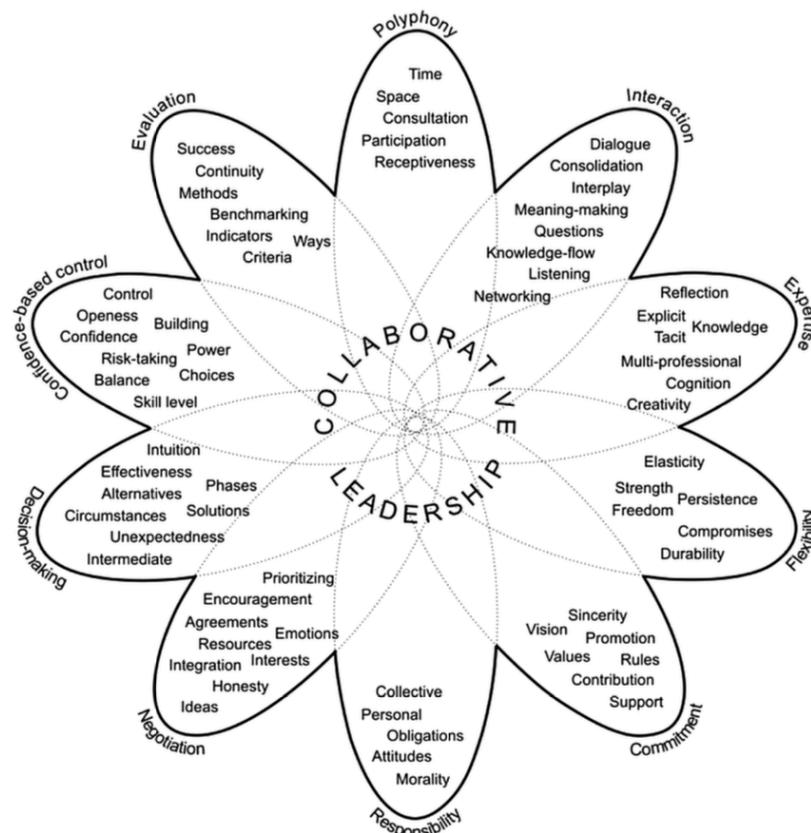


FIGURE 1. The TenKeys® model of collaborative leadership.

Source: Jäppinen (2014).

The attributes of the model form a complex system in which their number and placement are not fixed. The model shows, how the attributes continuously interact in an unpredictable way, depending on the actors, practices and contexts (Jäppinen, 2012, 2014). The attributes of CL are interactive agents that act as both medium and outcome of the collaborative process (Jäppinen, 2013, 2014). In this complex system, human interaction affects not only all the collaborative attributes but also endow new forms of leadership (Jäppinen, 2014).

The model has been successfully exploited in diverse educational settings and has proven useful in describing complex educational issues (Jäppinen et al.,

2016). Experiments with the model have been conducted on several occasions, and it has proved workable in illustrating collaborativeness in real education environments (Jäppinen & Ciussi, 2016).

3 EDUCATIONAL LEADERSHIP IN VIETNAM

The current study aims at achieving insights into how Vietnamese educators perceive collaborative leadership. This chapter opens up an overview of how educational leadership is presented and understood in Vietnamese contexts. The academic realm for educational leadership has shown that academic writing on this subject in East Asia region in general and in Vietnam in particular sparsely exists (Hallinger & Bryant, 2013, Hallinger et al., 2015, 2017; Truong et al., 2017). The Vietnamese academia is considered as “an island isolate from the global academia” (Hallinger et al., 2015, p. 450). At the same time, the concept of leadership in education is rather new to Vietnam contexts. Specifically, there is no course of studying educational leadership in the curricula of Vietnam’s education or Vietnamese pedagogical higher institutions. Instead, the concept of management is more often used. Hallinger and colleagues (2015) in one of their recent review on educational leadership in Asian region were able to find only 120 academic papers written about Vietnamese contexts and most of them focus on the management aspect.

Vietnamese social context has great influences on the way leadership is understood and practiced in Vietnam (Hallinger et al., 2015, 2017). As a whole, the culture of the country can be described by a few keywords: Confucianism, socialist, and collectivism. Based on Hofstede’s culture dimensions (1997), Vietnamese culture is considered of high power-distance and collectivism. With regard to high power-distance, power is concentrated on a few and leaders tend to be autocratic and authoritarian. Meanwhile, collectivism emphasizes group-based values and the importance of wholeness of the group and a common goal. At the same time, the Vietnamese culture is heavily influenced by the Chinese culture. The teachings of Confucius have placed a heavy emphasis on unquestioned authority and absolute obedience to elders and superiors (Truong, 2013). As in all Confucian societies, “a pattern of hierarchical structure has become deeply imprinted in the structure of...organization” (Truong, 2013, p. 19).

Consequently, in a traditional education context, leadership belongs to superiors. Leadership tasks, such as giving opinion, decision-making, and evaluation are carried out by leaders only. The lower level staff is rarely involved in these tasks and is reluctant to confront leaders' power and opinion, as 'harmony', 'obedience' and 'face-saving' are crucial in any working environment in Vietnam (Truong, 2013).

Another major impact on how Vietnamese educators and scholars understand and practices leadership is political influence. In a thorough review (Hallinger et al., 2015), Vietnam-sourced academic papers show a noticeable absence of interactional construct theories and models regarding educational leadership. Instead, the most frequent used theoretical frameworks in these papers are Vietnam Communist Party Congress papers and books authored by Ho Chi Minh (Hallinger et al., 2015). This pattern is also presented in Vietnamese schools' structure and operation. Schools are run by two main forces: academic and political (Hallinger et al., 2015), in which, "the political line of authority is influential in Vietnamese schools to an extent that is largely unknown in many Western societies" (Hallinger et al., 2015, p. 453). In any public school, there has to be a Party Committee, which is in charge of monitoring and directing the school's activities. The Committee officials play an important role in making decisions both in long- and short-term (Truong, 2013). Consequently, the academic staffs' involvement in school leadership is undoubtedly restricted. Due to this uniqueness of the social context, studies on educational leadership in general and collaborativeness in particular can be considered a valuable contribution.

4 LEVELS OF ORGANIZATIONAL CULTURE

4.1 Studies of Organizational Culture

Since the early 1980's, researchers' interest in Organizational Culture (OC) has significantly increased (Hatch, 1993). Within the literature on the subject, over 100 dimensions associated with OC can be identified, ranging from observable phenomena to abstract ideas (Jung, Scott, Davies, Bower, Whalley, McNally, & Mannion, 2009). Such dimensions are categorized in several levels of culture, which are different in scope, number of items, and characteristics (Jung et al., 2009; Schein, 1985, 2017). In addition to the various typologies regarding OC, the development of instruments for analyse OC is also noticeable ever since with the peak in the 1990s (Jung et al., 2009). Some popular OC instruments are Wallach's Organizational Culture Index, Organizational Culture Assessment Instrument (Cameron and Quinn), Hofstede's Cultural Measure to name a few.

Amid these organizational studies, Edgar H. Schein stands out as a renowned researcher with several decades studying organizational culture and development. Schein's works bear significant impacts on studies of organizational development, and in fact, most of the discussions on the field regarding this discipline are largely based on Schein's theories (Heracleous, 2001). Meanwhile, in the field of OC, Schein, together with Hofstede, are the two most cited researchers in OC studies. "[M]ore than the others", Schein is "especially influential" in this regard due to his articulated conceptual framework for analysing and intervening in the culture of organizations" (Hatch, 1993, p.657). Therefore, Schein's levels of culture are exploited in this study.

4.2 Schein's Culture Level Model

As mentioned above, since the 1980's, there has been a surge in development of instruments to measure and analyse culture of organizations (Jung et al., 2009). Being one of the remarkable instruments, Schein's Culture Level Model is able to provide a constructive understanding of the subject and has been proved to

be applicable in various settings. It is claimed to be “one of the few structured and insightful ways to understand [OC]” (Hatch, 1993; Heracleous, 2001, p.428). In Schein’s (2017, p.6) words, culture of a group can be defined as:

[T]he accumulated shared learning of that group as it solves its problems of external adaptation and internal integration; which has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, feel, and behave in relation to those problems.

This accumulated learning is a pattern or system of beliefs, values, and behavioural norms that come to be taken for granted as basic assumptions and eventually drop out of awareness.

Schein’s Culture Level Model was first introduced in 1983, and it has been modified over decades of further studies ever since. According to Schein, culture of any organization exists on three simultaneous levels: artifacts, espoused beliefs and values, and basic underlying assumptions (Figure 2)

-
- 1. Artifacts**
 - Visible and feelable structures and processes
 - Observed behavior
 - Difficult to decipher
 - 2. Espoused Beliefs and Values**
 - Ideals, goals, values, aspirations
 - Ideologies
 - Rationalizations
 - May or may not be congruent with behavior and other artifacts
 - 3. Basic Underlying Assumptions**
 - Unconscious, taken-for-granted beliefs and values
 - Determine behavior, perception, thought, and feeling
-

FIGURE 2: Three level of culture (Schein, 2017, p.18)

On the surface level of culture are the visible and observable artifacts (Schein, 2017). This level encompasses indicators that are visible and feelable to outsider once entering a group or an organization. Artifacts are uniform, such as manner of speech, architecture, technology or decoration, etc. The culture at this level is easy to find and observe because it is embedded in the physical environment of the group or organization. However, it is difficult to analyze the culture based just on the artifacts because they do not bring much information about how the people in that organization think or believe. Therefore, it is dangerous to jump to the interpretation of the organizational culture based on the observer’s background. In order to gain deeper understanding of the group or organization, it

is wiser to get information or opinion from insiders on how they work and think.

The second cultural level is the espoused belief and values (Schein, 2017). They are shared ideology or philosophy of a group, which are results of social validation process. They are the shared beliefs and assumptions among insiders of what and how to do things. Through the social validation, those who do not agree with or are not comfortable with will be rejected out of the group. These shared beliefs and values help observers understand a part of the group culture, but not thoroughly and deeply. In addition, these beliefs and values can be contradictory among themselves and challenge to make, for instance, cultural analyses. The espoused values and beliefs can show the desired behaviour of a group, which are not congruent with the observed situation. To gain a deeper understanding of the group culture, to know the cultural pattern, and predict future behaviours, it is better to find and decipher the group's taken-for-granted assumptions, which is the third level of organizational culture.

The last and also the deepest level of culture is the basic underlying assumption (Schein, 2017). This level of culture helps the observer gain better and deeper understanding of a group culture. However, it is often difficult to observe. These underlying assumptions result from continuous repetition of actions that are shared among a group to be the right way of doing things or feeling about things. Moreover, they are mutually reinforced over a long period of time and create a strong non-confrontable, non-debatable culture. At this level of culture, one can hardly find variation of solutions to a certain issue because consensus is strongly held by group members and it is difficult for them to believe in another way of doing things. Actually, basic assumptions are considered to be the 'cultural DNA' of an organization. It gives group members identity and provides the 'right' way of thinking about things. Through basic underlying assumptions, comfort and ease are provided to the community members.

4.3 Manifestation of Schein's Culture Level Model

The model of OC has been used in several organizational studies at both the macro and micro level of analysis (Michalak & Ristino, 2013). On the macro level of analysis, Schein himself uses all the elements of the model to decipher culture of big and complex organizations (2017). At the same time, the model can also be used at the smallest level of analysis, for example, when Michalak and Ristino examine personal enactment, one dimension of the artifacts level, to study participant's conception of their own organization (2013).

In addition, Schein's Culture Level Model is applied in different studies context. For example, Heracleous (2001) apply Schein's Culture Level Model to analyse the OC in the context of organization change and development. Kong (2003) applies this model in order to decipher culture of Chinese economic enterprises during major transitional period in China. Meanwhile, in Gerras, Wong and Allen's article, the authors point out that Schein's Culture Level Model has been employed in several studies in the U.S. Army context (2008). They, however, find that it is difficult to decipher the assumption layers due to the characteristics of the army (Gerras et al., 2008).

Schein's Culture Level Model is also exploited in another study by Sabir, Razzaq and Yameen (2010). In their work, they assert that based on the model, organization can figure out gap between its current and desire culture, thus helps it in improving commitment at the workplace (Sabir et al., 2010). On a smaller scale, Yilmaz (2014) has used this model in her course at the University of Massachusetts Boston to guide students in analysing cultural levels of real organizations and implied that the course outcome is highly promising.

4.4 Rationale for using Schein's Culture Level Model in this study

The aim of this study is to learn how collaborativeness is manifesting in real life according to Vietnamese perception. As mentioned above, collaborativeness is novel phenomenon and concept in Vietnam. Thus it can be considered that the

concept represents a new culture for the nation. Schein, however, asserts that it is extremely difficult to change culture especially at the assumption level because it is thought provoking and causes high level of anxiety (2017).

Consequently, due to the characteristic of the research subject, (explained further in the later part of this study) I found that Schein's model would be the most suitable framework to measure and analyse culture in this study settings. Although the participants are not chosen from the same organization, it is still possible to apply Schein's model in this case because the participants represent a group that has a similar culture. As regards Schein's implication (1983, 2017), his level of culture model can be applied to any group that share a culture. However, Schein also argues that not any kind of group has culture (1983). For a group to be considered possessing culture, it has to be "a set of people with enough of a shared history to have solved problems and have had the opportunity to pass on those solutions to new members" (Schein, 1983, p.7). In regard to this study, the group that the participants represent certainly show that they share the same educational culture, regarding both the national and professional aspect. Therefore, Schein's Culture Level Model has been adopted as the most suitable tool to decipher educational culture in the chosen setting and context.

5 IMPLEMENTATION OF THE STUDY

5.1 Research objectives and research questions

The aim of this research is to get deep insights into the way Vietnamese educators understand collaborativeness, as it is a new phenomenon in Vietnam. Moreover, due to the cultural difference between the West, where collaborativeness has been studied mainly up until now, and Vietnam, a Southeast Asian country, the author is expecting to see several cultural differences in the way collaborativeness is manifested by people of different cultures. Bellow are two research questions of this study:

Research question 1: How is collaborativeness understood as a theoretical approach in Vietnam?

Research question 2: How does Schein's Culture Level Model explain the understanding of collaborativeness in Vietnamese culture?

5.2 Participants

This study collects data from five Vietnamese teachers, coming from different cities from the Northern and Southern part of Vietnam. These participants come from five different schools and college and hold different positions in their workplaces. Participants are purposefully chosen with the hope to provide insight from people of different settings, experience and background. Table 1 provides more information about the participants.

TABLE 1 Profile of the interview participants

Participant	Gender	Age	Job title	Type of school	Years of working experience
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TABLE 1 Profile of the interview participants

N1	Female	29	Teacher	Kindergarten	7
N2	Female	30	Science teacher	High school	8
N3	Female	46	Homeroom teacher	Secondary school	24
N4	Female	55	School principal	Secondary school	35
N5	Male	62	Teacher	College	15

5.3 Research Method

In this study, qualitative ethnography is used as the research method with the intention of getting the insight into the way Vietnamese understand collaborativeness as a new theoretical approach and also, to explain this understanding from cultural viewpoint. Qualitative ethnography as a methodology allows researchers to decipher the shared and learned patterns of values, beliefs and language by members of a culture-sharing group (Creswell & Poth, 2016). Additionally, the ethnographic study also provides different meanings as well as alternative interpretations of data throughout the study (Creswell & Poth, 2016).

5.4 Data collection

Collecting data was a time consuming yet stimulating process. It was executed three times throughout the research process. This way of collecting data presents one typical characteristic of ethnographic research when analysis precedes

and is concurrent with data collection (Fetterman, 2010). While doing ethnography and before any formalized analysis takes place, the author needs to act as a “human instrument” to interpret the data and consider the probability to take a turn in conducting the study (Fetterman, 2010, p. 2).

At first, a questionnaire was used and the participants gave answers by pen method. A list of questions was chosen from Jäppinen’s critical questions (2018) in the TenKeys® model in asking the participants about different attributes of collaborative leadership and how they understood them. Most of the questions were open-ended. The questionnaire is available as an appendix (Appendix 1). After all answers were collected, I noticed that several answers were rather short or difficult to understand. In order to not rely on my own interpretations, the second phase of data collection was carried out.

In this phase, the same set of participants was asked to join face-to-face interviews with the researcher. Interviews were carried out in an open and friendly atmosphere. Again, the participants were explained the reason and purpose of the interview and asked for permission to be voice-recorded in order to collect further information related to the research. The proposed questions were chosen based on the previous questionnaire. The author used simple and open-ended questions asking the participants to clarify their previous short or ambiguous answers. The structure and language of these questions were as follow:

What do you mean when you say “[quote unclear answer which was given previously]”?

Answers collected from this second round were much clearer and provided more in-depth understanding of the way how Vietnamese educators understand collaborativeness. This data, however, was insufficient to analyze participants’ understanding based on Schein’s Culture Level Model. In order to interpret people’s thoughts onto cultural levels, it is essential to know their reasons to do and think in a particular way. Therefore, the author considered recollecting data for this purpose.

This time, a different research instrument was used. A set of quotations representing ten attributes from the TenKeys® model (Jäppinen, 2018) was chosen from the provided list. These quotations were carefully selected to match

the Vietnamese culture and to represent situations that are familiar and easy to understand from Vietnamese perspective. Simultaneously, along with these ten quotations, open-ended questions were provided with intention to delve out more thoughts and opinions regarding those situations referred in the quotations (see Appendix 2).

With the new research instrument, the author expected to be able to explore the participants' thoughts using Schein's cultural lens. The questions were then printed out and handed to participants before the actual interviews so that the participants could study them beforehand, get familiar with the content, and prepare their answers ahead of time. Five semi-structured interviews were conducted once participants were ready for them. In regard to ethnographic study, Atkins and Wallace (2012) had pointed out that beside observation, gathering data in form of interviews helps researchers to collect rich and informative data from groups and individuals as both observation and interviews must take into account the context and researcher's.

5.5 Data Analysis

5.5.1 Data preparation

All interviews were audio-recorded with permission from the participants and subsequently transcribed for coding and analysis. On completion of the transcribing stage, two data sets were created to make the data more manageable, one by participant and one by each TenKeys® model attribute. The author read the full transcription several times in order to be immersed, as no insights can be gained without the researcher becoming completely familiar with the data (Elo & Kyngäs, 2007).

After this stage, the unit of meaning was prepared for coding. To answer the first research question, the author used a phrase, one or more sentence(s) that carries a clear idea in regards to collaborativeness as the unit of analysis. To answer the second question, the unit of analysis can be sentence(s) or even a whole interview session for each attribute. As Graneheim and Lundman (cited in Elo & Kyngäs, 2007, p. 109), interview is one of the most suitable units to

analysis because they are “large enough to be considered as a whole and small enough to be kept in mind as a context for meaning unit during the analytic process”.

5.5.2 Data coding

Qualitative content analysis is used in order to analyse the data. For this study, data analysis is done in deductive approach as the purpose of the study is to examine an existing approach in a new context (Elo & Kyngäs, 2007). Thus, the attributes of collaborative leadership are used to study against the transcript data. Unit of analysis is then deciphered for meaning that corresponded to the several nuances making-up the ten attributes. An example of coding is shown in Table 2.

TABLE 2 An extract of data coding

Interview transcript (extract)	Coding
People are more likely to complain than being patient. People usually react negatively to new things.	Handling of contradictions
When a problem arises, everyone involved have to meet and discuss on how to solve it.	Systematic and continuous interplay between participants

Coding for the second research question is done in a similar manner. Depending on the languages used by participants and well as the depth of meaning their answers provide, unit of data is coded according to three categories, which are: artifacts, espoused beliefs and values, and basic underlying assumptions.

5.6 Ethical Solutions

From the beginning of this study, ethics consideration to the research and its participants are strongly kept. The researcher strictly adheres to the procedure requirements for research ethics, which are: “do no harm; avoid deception; get informed consent; and ensure privacy and confidentiality” (Tracy, 2013, p.243). All data are kept closed as participants’ identity such as name and place of work are kept to private and accessed only by the researcher. This information

will be deleted once the thesis is finished. All participants are aware that (1) they do not hold any obligation to take part in the research, and (2) they have full right and authority to withdraw from the study at anytime they want even after data is collected.

6 RESULTS

6.1 Answering the First Research Question

In this section, I am going to answer the first research question, which is “How is collaborativeness understood as a theoretical approach in Vietnam?”. The findings are organized in the order of the ten attributes of the TenKeys® model.

6.1.1 Polyphony

The first key to open the door to collaborativeness is polyphony. Table 3 provides an overview of the differences as well as similarities between the current study and the original findings.

TABLE 3 A comparative table regarding the key Polyphony

Polyphony (original findings)	Polyphony (current study)
Consultation of all personnel involved;	
Ensuring everybody’s participation;	Ensuring everybody’s participation;
Receptiveness to different “voices” of wondering, challenging, agreeing, convincing, asking, doubting, etc.;	Receptiveness to “voices”
Provision and allowance of space and time for everybody;	
Power questions;	
“Critical moments” where the process takes a new direction	

Participants recognise that there should be adequate amount of voices to be received by school’s leaders. These voices belong to different community members. However, the characteristic of these voices is mostly unclear. Only N3 mentions about the need for “sensible opinions” when “the school is dealing with difficult situation”. In addition, N2 points out that a person can speak only when “her voice has some value” to the community.

In important school meetings, people usually have something that they want to add to the meeting content. They want to express their opinion. They want to discuss with everyone. (N1)

When there is an issue or project announced by the school's top leaders, the middle leader brings this issue or project back to his team. He might already have his own opinion on this issue, but he still wants to listen to the opinion of others. He also wants to ask if the team members consider this issue reasonable or not. (N3)

Sometime, a person's reputation at work is one reason for his or her voice to be heard or not. In her opinion, N2 argues that a person needs to "change the way she works to boost the value of her voice."

This person, for example, her voice does not carry much value in the team because she is not good at her work. Therefore, when something happens, people do not ask for her opinion because she cannot contribute anything. She has to reflect on her performance first. (N2)

In regard to the key Polyphony, most of the nuances are not found in the data. Some nuances such as 'ensuring everybody's participant', 'receptiveness of voice' and 'provision and allowance of time and space' can be found in the other nine keys of collaborativeness.

6.1.2 Interaction

Table 4 provides data regarding the second to collaborativeness, Interaction. In regard to this second attribute, almost all nuances representing Interaction are uncovered in the findings.

TABLE 4 A comparative table regarding the key Interaction

Interaction (original's findings)	Interaction (current study)
Systematic and continuous interplay between the participants;	Systematic and continuous interplay between the participants;
Consolidation of different opinions;	Consolidation of different opinions;
Wide, continuous, and multiform dialogue;	Wide, continuous, and multiform dialogue;
Significant meaning-making;	Significant meaning-making;
Handling of contradictions;	Handling of contradictions;
Fluidity of formal and informal knowledge;	Fluidity of formal and informal knowledge;
Significant questions;	

TABLE 4 A comparative table regarding the key Interaction

Interaction (original's findings)	Interaction (current study)
Participatory and active listening.	

When explaining a situation of solving school conflict, the participants describe the systematic and continuous interplay between all people involved. These people including 'teachers', 'students', 'school leaders', 'parents', and 'local authority', as mentioned by all participants. The interplay includes different forms of discussion (open or private, formal and informal).

To solve the problem, firstly, teachers from both classes need to talk with each other and contact the parents to inform them about the situation. Then, they should talk to their students, all of those who are involved and witnessed the conflict. And after that, homeroom teachers of both classes need to discuss together. [...] If there is a good coordination among participants, the situation will be solved smoothly. (N2)

[...] Two people who are very responsible, they meet and discuss about the situation. They want to settle the issue to avoid escalation of the conflict. Otherwise, when the situation gets worse, it might involve the local authority, or even the court. (N4)

These people are very responsible for their job because when the situation arises, they quickly solve the problem. They take the injured students to the nurse, come back talk to other students. They might then report the situation to the school management, and contact parents if needed. (N1)

Situation like this happens so often. [...] The homeroom teachers clean the mess, report to the principal, [...] and contact the parents (N5)

Dialogue is described as a wide and continuous process for the purpose of meaning making. Participants also stress the necessity to consolidate different opinions to "get the whole picture of the situation" (N4).

The teacher talks in private with each student who involved in the conflict. She tries to gather all the information. She will also talk with other teachers because teachers who very well students of their class. As for students, they know the relationship and conflict among students that teachers do not know about. [...] That way, she will have a clear idea of the situation. (N2)

The homerooms teachers have to involve in the discussion. They are the ones who understand their students the most. They know how to talk and deal with each student. [...] The school need to conduct different meetings, small and big, [...] to get a full understanding of the situation. (N1)

Regarding situation where contradiction arise in the transition between something old and something new, N3 acknowledges the tendency to evoke resistance as well as negative feeling towards the unfamiliar situation. Although

“it is understandable”, she suggests everyone who is involved to have more patience and tolerance.

They are complaining about the problem caused by the new system. These people are quite upset. But this situation is just temporary. The new system has just been introduced yet they are already complaining. They do not wait to see its benefit, advantages and disadvantage. [...] People normally react this way. They are more likely to complain than being patient. (N3)

Although almost all nuances of Interaction are mentioned in the interviews, it is necessary to point out that these answers might not be deep enough to affirm that participants fully understand Interaction in a collaborativeness meaning.

6.1.3 Expertise

The third domain of collaborativeness and also the last of the three keys for communication, knowledge and understanding is Expertise. Table 5 provides an interesting insight into the way Expertise is manifested by Vietnamese educators.

TABLE 5 A comparative table regarding the key Expertise

Expertise (original findings)	Expertise (current study)
Distribution of explicit and tacit knowledge;	Distribution of explicit and tacit knowledge;
Mediation of multi/inter-professional knowledge;	
Discerning relevant issues;	
Shared cognition and shared creativity;	
Common reflections;	Common reflections;
Boundary removing.	Boundary.

An important part of expertise is in the way it is shared and distributed throughout the community. In order to open up collaborativeness, it is suggested that expertise should be available and easily accessible for whom and which situation that it is needed. N2 emphasizes the necessity for each individual to take responsibility for conscious distributing of expert knowledge in the workplace. In her word, “a person needs to take full responsibility” when being in

charge to disseminate new knowledge to other team members. If the person is incapable of doing so, his job will be considered undone.

After this training day, that person will be the one who has to disseminate the training content to other group members. If he cannot do that, it will cause negative impact on the whole team's performance. He does not complete his assigned task. [...] That person might ask to leave the training day earlier if he is very sick and tired. Even so, he has to ask the organizer to send him the remaining content via email so that he does not miss anything. (N2)

For expertise to flow freely within a community, and in order not to accidentally block the flow at any point, N3 acknowledges the need to build an effective information/communication system. Otherwise "an ineffective information system" might prevent expertise to reach where it is needed (N3). In addition, the unclear situation caused by the ineffective system is unnecessarily time consuming.

This person may know very clearly about this issue but no one knows, or no one has ever asked her about it. Or there is no one asks 'I am having this difficult issue. Can somebody help me?'. That person tries to solve it on her own without knowing there is someone who knows the remedy for that, such a waste of time. If she knows and ask for support from the other person, it will save a lot of time and trouble. This is a drawback in the school's communication system. (N3)

She should just say that she knows how to do the task well. Then we would not waste so much time like this. We can just come directly to her and discuss with her. It will be time-saving and more productive. (N1)

Although vaguely indicated in their interview answers, participants address the need for common reflection at some level to map all existing knowledge and skills in the school for the case they are needed. However, participants appear to think that it is individual responsibility to take the initiative in bring forward what they know and what they can do. "Why don't you tell everyone you know those things?" (N4) Moreover, N4 reveals the common way for expertise to be shared and distributed in the workplace.

This situation rarely happens in daily life. Normally, people will come to a specific personnel or specific position that is related to the issue and ask or discuss about it. They will not ask outsider who is unrelated. (N4)

This is exactly the way expertise is distributed as illustrated in the image on the right side of Figure 3. In this way, expertise is locked within the boundary of specific individuals. By contrast, in order to open up collaborativeness, exper-

tise should emerge from the community and freely flow to all direction (as illustrated on the left side of Figure 3).

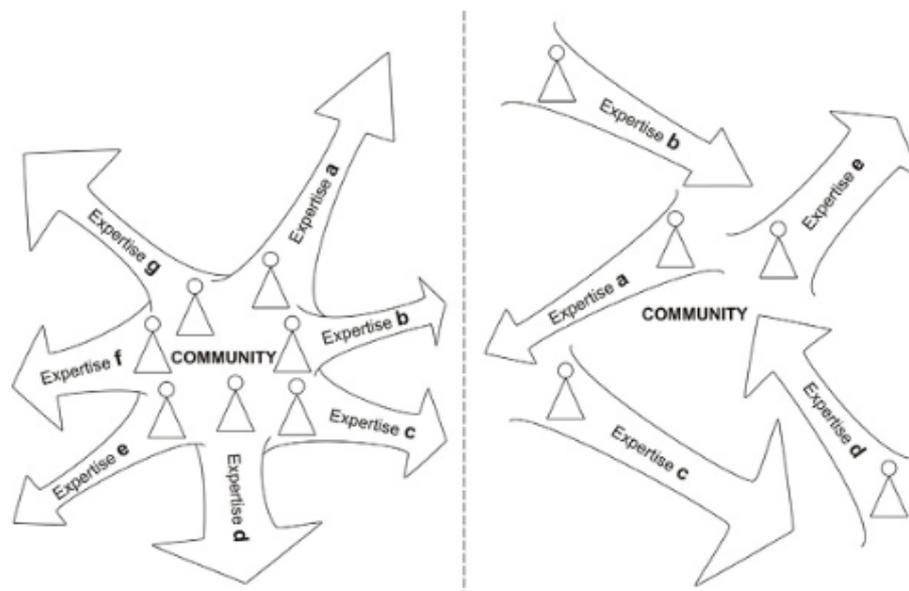


FIGURE 3. Sharing and distribution of expertise (Jäppinen, 2018, p.148)

Although sharing expertise this way might be a common practice in Vietnam, N5 suggests that contextual sensitiveness is essential to analyse situation at work and thus determine the suitable kind of expertise needed to solve the problem.

[...] if you know something happens around you. Or if you know your colleague is having difficulty at work, you can offer support. Depending on the situation, you can tell the person to address her difficulty in a group meeting, then someone might be able to help her. Or at least, everyone can discuss about the difficulty together. (N5)

In regard to the key of Expertise, findings show some in-depth in participants' perception. It is, however, necessary to point out that participants do not seem to aware of an importance of tacit knowledge. In addition, the need for shared cognition to map all available and needed knowledge within a community is not recognised.

6.1.4 Flexibility

Table 6 presents a comparative overview in regard to the forth key to open the door to collaborativeness, which is Flexibility. This key is one in the hard triplet along with Commitment and Responsibility.

TABLE 6 A comparative table regarding the key Flexibility

Flexibility (original findings)	Flexibility (current study)
Making fair compromises to central issues; Freedom to make one's own decisions in the collective framework; "Assertive elasticity".	Making fair compromises to central issues; "Assertive elasticity".

Almost all participants emphasize the need for "open discussion that involves everyone" prior to decision-making process (N2). In order to do so, leaders are suggested to be "honest and encouraging" to gain employee's trust and "willing to join the conversation" (N5). This is congruent with Jäppinen's argument that "everybody's voice should be heard before the community can flexibly agree on something in common, which everybody can and want to support" (2018, p.177).

Encourage and engage others to join the discussion, not just you who speak. This is a professional behaviour in the workplace. [...] Some people only make their own decision without listen to everyone's opinion. But if you care about the feeling and opinion of others, you should solve the problem this way (N3).

To solve this issue, we need to discuss together. [...] It is unlikely for everyone to immediately agree with you or is willing to listen to you. But if you just decide on your own, it will be very subjective and autocratic. What we want to do here is to make the school more democratic (N1).

Meanwhile, N4 seems to disagree with the idea that school leaders need to listen to other people before making decision. In his opinion, this way of doing thing is "only suitable when you are dealing with issues involving relationship between people and people" or suitable in dealing with "social, abstract problem that does not have exact answer." As for issues that have clear "right and wrong answers", he argues, "modern leaders do not do it like that."

Doing it this way shows that he does not have a thorough understanding of the issue. He is not skilled. He is indecisive. This way of solving problem is only to please everyone. It is very time consuming. Sometime, one can sit all day listening to other but still cannot solve anything. This manner is not suitable for skilled leaders, because they are decisive. [...] Nowadays, good leaders are required to make decision instantly. (N4)

On the other hand, three interviewees mentioned the importance of making compromise to the central issue when working together. They emphasize that

in the end of the day, what is important is not “how good your idea is” but it is “to reach the maximum common interest” (N1). Or in another word, the community is encouraged to reach mutual agreement to achieve “something that benefits everyone” (N2) or at least “a solution that is both reasonable and sensible” (N5).

Listen to everyone and gather all the opinions. These opinions will then be filtered, keeping the most positive ones and then put forward for discussion to find the solution that is most suitable for the current situation in the school. This way, the work will be solved in the most satisfactory way to everyone. (N1)

In their opinion, making compromise means to give up one’s standpoint when needed.

This way of solving problem, if you are not used to it, it will take some time. Some conservative people might not agree; they want to keep their opinion. It might get complicated, time consuming. But after sometime, when they see that the proposed solution is the most beneficial, most effective; they will be completely convinced. (N5)

As a leader, I might have a solution for this matter already. However, I still want to listen to everyone. Maybe, you have a better idea, a better solution than mine. Or maybe he or she has a different solution but more beneficial than mine. If that is the case, I am willing to change my mind. (N1)

Findings concerning Flexibility offer an unexpected insight when the only male participant describes good leaders as patriarchal, as well as explains the way he perceives good leadership.

6.1.5 Commitment

Moving onto the fifth key of Commitment, apparently the data collected from participants provide the quite clear understanding as illustrated in table 7.

TABLE 7 A comparative table regarding the key Commitment

Commitment (original findings)	Commitment (current study)
Everybody’s voluntary contribution to the common good;	Everybody’s voluntary contribution to the common good;
Openness and sincerity;	Openness and sincerity;
Collective visions, values, principles, beliefs, and common rules;	Collective visions, values, principles, beliefs, and common rules;
Sincere and genuine support to others;	Sincere and genuine support to others;

TABLE 7 A comparative table regarding the key Commitment

Commitment (original findings)	Commitment (current study)
Voluntary promotion of the common actions.	Voluntary promotion of the common actions.

Regarding the commitment within an organization, almost all participants acknowledge the necessity for identifying common goals or rules. “Every school needs to set their principles clear” (N1). Participants also address the different ways to notify these rules to all community members.

Normally, things like this will be noticed widely throughout the school. Everyone is aware of it. It just that they want to follow the rule or not. (N3)

School always publicize their rules, always. For example, they print it out, or use the notice board, or send notice to all departments. [...] Public notice is everywhere. On the door of every room and classroom, there is a reminder “Do not forget to turn off the electricity when you are the last one to leave”, but many teachers always forget. (N1)

The data, however, also emphasizes the difficulty in achieving this key of commitment, proving Jäppinen’s assertion for it to be in the most challenging keys of mind-set and attitudes. Participants mention the likelihood for breaking rules to be happened often in real life. Although being aware of the shared rule, whether or not school members do things by rule would depend greatly on their sense of responsibility.

Of course they knew about the notice, but they do not care. They do not care because they know that in the end, there is always someone who cleans up the mess for them. Well, for example: school cleaner or some ‘tidy’ person. (N2)

N2 complains about the lack of sincerity to the common goal and lack of personal responsibility to take part in the common actions. In her opinion, because “this kind of situation happens so often”, the lack of sincerity among community members “really annoys responsible and sensible people” (N2).

Because those people might not fully aware of their responsibility to their school... They do not treat their workplace as their second home. They will never do the same thing to their home. Their office can be untidy, but not their house. (N1)

They think these rules have nothing to do with them [...] Do you think that they will be this untidy at home? No. They even push their children to keep the house clean and tidy. But at work, they are just lazy. (N4)

N3 implies the significance of school culture in making its employees behave in a certain manner. Shared culture of the workplace impacts the level of personal responsibility as well as willingness to follow common rules or to join collective actions.

If that school has a culture to keep the workplace clean and tidy, everyone will be clean and tidy and the other way around. Or if the common rules are not emphasized, if the people who usually keep the workplace clean are not praised, then normally people will not follow the common rule. (N3)

N3 also mentions about the importance of sincere support as well as the ineffectiveness of strict discipline, such as “punishment”. Without sincerity, people might “follow but unwillingly” (N3). In addition, she explains how giving advice or comment in the public would not be effective as it is considered “embarrass other person on purpose” (N3). She suggests “If you feel the urge to complain, do it with your close friend” (N3). In her opinion, offering help or advice is necessary but it should be done in a constructive manner and with sincerity. It is essential for the person on the receiving side to understand your constructive message as “I am helping you to overcome this situation” (N3). That way people will more likely to change the behaviour and follow the common rules or goals.

If you see someone who does not follow the school rule, for example, throw trash in the wrong place; you can talk to that person in private. Say it in a constructive way [...] It will become a culture in the school. People will not feel embarrassed to talk about this kind of matter, and they will also not feel embarrassed when being caught doing things in the wrong way. They understand and is willing to change. (N3)

Commitment is the only key that all of its nuances are acknowledged in participants’ perception of collaborativeness.

6.1.6 Responsibility

Table 8 provides an analysis of findings in respect to the key Responsibility, the last key in the difficult triplet.

TABLE 8 A comparative table regarding the key Responsibility

Responsibility (original findings)	Responsibility (current study)
Collective, personal, moral, and social respon-	Collective, personal, moral, and social respon-

TABLE 8 A comparative table regarding the key Responsibility

Responsibility (original findings)	Responsibility (current study)
sibility;	sibility;
Supportive and shared attitudes;	Supportive and shared attitudes;
High moral standards;	High moral standards;
Approval of jointly agreed-upon common practices;	
Finishing one's obligations;	Finishing one's obligations;
Proactive attitudes.	

N2 mentioned about the need to complete one's obligation, as it is the key to ensure the work productivity.

In work, you can have several tasks that have to be completed. You need to finish these tasks as soon as possible, and do it thoroughly. If a task remains undone for too long, it might become very complicated. [...] Only when these tasks are finished, you can take on new tasks. (N2)

In order to get work done, the obligation of each community member or each group has to be defined clearly. N5 indicates the importance to do so in the workplace. She points out that "for each issue, the school principal always has to specify responsibility and obligation of each members. Make sure everyone understand what he or she needs to do" (N5). Similar to this, N4 brings up the drawback when work responsibility is not made clear. In his opinion, when job responsibility is "too ambiguous or too general, no one will do anything" (N4). Therefore, he emphasizes the necessity to delicate certain responsibility and obligation to the right person. This indicates the importance of the sharing attitude where responsibility is assigned in balance with job description.

The leader should just assign responsibility for each department or division. After that, the leaders of these teams will go back to their team members, divide it into smaller tasks and assign these smaller tasks to each team member. Why does he have to take all the responsibility for himself? (N4)

The notion of moral is also mentioned in N1's answer. She argues that one should possess or show ethical responsibility toward collective values and

goals. She criticized the act of selfishness when purposefully avoid taking part in common actions when needed.

This ignorance attitude should be criticized. It is unacceptable. It is because you are also a member of the team, a part of the whole. You cannot be separated from everyone. Without everyone, whom do you work with? And if you do not take responsibility like everyone else does, there is no reason for you to take credit for the team accomplishment or success. It is not always about you. (N1)

Although the participants do not explain in depth in regard to different type of responsibility, findings show the feasibility to apply collaborativeness Responsibility in Vietnamese educational context.

6.1.7 Negotiation

The seventh key to the door of collaborativeness is complicated to a certain extent. Negotiation consists of several aspects. However, these aspects are hardly presented in participants' answer except for one interviewee, as can be clearly seen in table 9.

TABLE 9 A comparative table regarding the key Negotiation

Negotiation (original findings)	Negotiation (current study)
Mutual understanding in prioritizing questions;	
Taking care of others' emotional needs;	Taking care of others' emotional needs;
Making compromises;	
Agreements that benefit everybody;	
Sufficient intellectual and material resources;	
Manifestation of new or underlying ideas;	
Integrative negotiation in combining different interests;	
Honesty and encouragement.	Honesty and encouragement.

N1 sees the given example from the perspective of school principal. She talks about taking care of others' emotional needs as a leader. She emphasizes the need for leaders to put themselves in the place of staff members and try to truly understand their situation. In her opinion, leaders need to make sure that they

do not over stress their colleagues by “avoid creating pressure for your staffs” (N1). In order to do that, she suggests that leaders need to be honest and encouraging in the workplace.

The leader wants to show empathy with her employees who are in the difficult situation. She needs to support them. She believes in their capacity and in return, her employees also trust her. Between them, a strong connection is built. [...] The language of the leader is chosen with cautiousness. Her words is sincere and at the same time, rational. The employees are encouraged. (N1)

The leader wants to show empathy with her employees who are in the difficult situation. She needs to support them. She believes in their capacity and in return, her employees also trust her. Between them, a strong connection is built. [...] The language of the leader is chosen with cautiousness. Her words is sincere and at the same time, rational. The employees are encouraged. (N1)

Findings in respect to this key pose significant gap in understanding Negotiation in a collaborativeness manner.

6.1.8 Decision-making

Moving to the eight key of collaborativeness, which is Decision-making. Regarding decision-making, table 10 shows that there is not much insight springing forth from the collected data.

TABLE 10 A comparative table regarding the key Decision-making

Decision-making (original findings)	Decision-making (current study)
Promoting circumstances which yield productive solutions;	
Supporting multiform thinking and emotional processes;	
Sufficient and different alternatives;	Sufficient and different alternatives;
Uncovering background or underlying issues;	
Utilization of intuition;	
Linkages between the different phases in decision-making process;	Linkages between the different phases in decision-making process;
Exploitation of unexpected effects;	
Effectiveness;	
Closing of middle decisions.	Closing of middle decisions.

All participants acknowledge the need to have adequate discussion prior to making decision. The purpose of these open discussions is to “see if someone wants to add something or if they need to clarify at some points” (N1). Discussion is also essential to ensure “the effectiveness of the decision” (N2). Another reason that calls for open discussion is “to avoid forcing leaders’ opinion to everyone” (N2). In addition, N5 points out that in order to make good decisions, there should be adequate alternatives available that highlight different perspectives of the issue.

The principal wants to listen to other people’s opinion because the teachers are the ones who will implement any action plan. Moreover, teachers are the ones who understand their students the most. They also know clearly the situation in teaching, inside and outside the classroom. Therefore, their opinions provide different viewpoint from the principal’s. Combining all the opinion together, you will get the better picture of the situation. (N5)

On a different note, N4 mentions the need to determine when it is time to make interim audit and close the negotiation process.

He has already collected all the information to make decision. Why does he have to go one more round to listen to the staff members for more information? I think it is unnecessary and it is a waste of time. (N4)

N1 describes the step-by-step process in making decision.

Before making any decision, we should have a plan that is both subjective and objective. Therefore, we need to have open discussion. After that you will refine all the information and you are able to make a final decision. The decision will be effective because it brings into play everyone’s ownership, and also to refine everyone’s knowledge and experience. (N1)

In her opinion, an effective decision should be made by refining all the information, knowledge and experience of all community’s members.

6.1.9 Confidence-based control

Table 11 provides an overview of findings in regard to the ninth key of collaborativeness, which is Confidence-based control. Similar to the key of Negotiation, only one participant’s answer reflects some aspects of this key.

TABLE 11 A comparative table regarding the key Confidence-based control

Confidence-based control (original findings)	Confidence-based control (current study)
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TABLE 11 A comparative table regarding the key Confidence-based control

Confidence-based control (original findings)	Confidence-based control (current study)
Balance between the necessary control and sufficient freedom for individual choices;	
Increase of collaborative strength and capacity;	
Maintaining openness and sincerity;	
Building up skill level;	Building up skill level;
Devolution of power.	

When explaining about situation where leaders loose trust and respect of community members, N5 asserts that the reason lies in the inadequate level of leadership skill that leaders possess. She also suggests the need to build up skill level in this situation.

Some leaders do not communicate well, or they do not have good leadership skill, therefore they are not fully respected by their staffs. If their leadership skill is not good, they should have some training in that area. (N5)

The scarcity representing in participants' perception and opinion regards to this key points out the potential difficulty and constraint when applying collaborativeness in reality.

6.1.10 Evaluation of one's own actions

The last key to open the door of collaborative is Evaluation of one's own action. The participants' answers provide profound insights into the way Vietnamese educators understand the process to evaluate the performance of their work. As illustrated in table 12, almost all nuances of this key is presented in the collected data.

TABLE 12 A comparative table regarding the key Evaluation of one's own actions

Evaluation of one's own actions (Original findings)	Evaluation of one's own actions (Current study)
Focusing on one's own actions inside the	

TABLE 12 A comparative table regarding the key Evaluation of one's own actions

Evaluation of one's own actions (Original findings)	Evaluation of one's own actions (Current study)
community, not on the others;	
Agreement on the evaluative methods and ways;	Agreement on the evaluative methods and ways;
Defining indicators of success;	Defining indicators of success;
Benchmarking;	Benchmarking;
Continuity of evaluation;	Continuity of evaluation;
Ownership.	Ownership.

All participants emphasize the importance of evaluation process in every school. N2 argues, "Performance evaluation is the ending stage of a school year that marks the completion of everyone's obligation and responsibility." Evaluation is said to be useful to "examine internally" and "is a way to measure the effectiveness of one school" (N4).

Our school always highly values the process of evaluation because without evaluation, we will not know the actual situation is. The school plan and goals will not be close to the demand of reality. We assess and evaluate our work in order to learn and gain new experience. After that, we will know the reason for our success as well as our failure. All these will be used as the foundation to prepare a better plan for next year. (N1)

It is necessary to always evaluate your performance as a community. It is extremely helpful as it is an opportunity to reflect on our overall working process. (N5)

N2 also points out the need to examine the ending result and compare it with the planned goals. This confirms Jäppinen's argument that achieving successful actions means the community is going in the right direction as it planned (2018).

We examine the ending educational products, such as teachers and pupils quality. Based on those products, we review our original plan and see if we have reached our goal or not. (N2)

When evaluating their overall performance, participants describe in details their evaluation process, their indicators as well as the way they define successful work. In general, the procedure is similar from school to school. Participants start with from the planning stage when "all members sit down together and

set goals for the new school year” (N1). These goals are dependent on “previous year performance” (N1) and “guideline and requirements from the Ministry of Education” (N2, N5). In this process, open and wide discussion is involved to ensure “everyone is aware and agree” (N1). During implementation, several rounds of examining and evaluating is conducted to “make sure thing are in its place” (N2). Adjustment and modification are made depend on each situation. Overall work performance is evaluated in congruent with the common plan and goals.

Several indicators for evaluation of success are mentioned by participants. Some of the most frequently reported are ‘the school expertise’, ‘the quality of the student and teacher’, and ‘prize in regional and national contest’. N2 used the phrase “real educational products” to describe the indicator for evaluation. Meanwhile, N4 argues that the essential barometer for success is “the ending result of your teaching, or the employment potential of graduated students”. At the same time, N5 adds environmental aspect to the overall school audit when mentioned about “how green your school is”. Indicator for success of a school is also determined from outsider’s perspective.

The school is good or not shows in its reputation and customer’s satisfaction. Parents must have trust in your school to decide to send their children to your school. The number of enrolment is higher this year than previous years. (N1)

Furthermore, participants also address the need for individual performance evaluation as “to always learn and try to do the best in their job” (N5). N3 then explains the benefits of this process and how she appreciates the way it is done in Vietnam.

New teacher’s performance will be assessed by senior ones, as well as by the school managers. The last one to assess your work is school principal. Your performance will be evaluated based on different barometers, for example, interaction with pupils and parents, problem solving skills, etc. I think this way of doing thing in Vietnam is really effective, because they assess your work but also teach you. You can learn a lot from that and improve your skill faster. (N3)

This key closes up the findings for the first research question. Some more insights as well as implications will be discussed in the Discussion section.

6.2 Answering the Second Research Question

In this section, I will present the findings for the second research question, which is: “How does Schein’s Culture Level Model explain the understanding of collaborativeness in Vietnamese culture?”. Table 13 illustrates the manifestation of collaborativeness, which is organized by three levels of culture. Findings presented in table 13 do not cover all the dataset, as well as not all participants’ perception and opinion. Table 13 presents findings that are most commonly mentioned by participants and their meaning is clear enough to decipher the level of culture. These findings are not organized by each key of collaborativeness but by several nuances.

TABLE 13 Level of culture reflected in Participants’ perceptions and opinion

Collaborativeness nuances	Levels of culture		
	Artifacts	Espoused beliefs and values	Basic underlying assumptions
Ensuring everybody’s participation		<p>If people do not ask for your opinion, you should change the way you work. Once your voice has weight, you can voice your opinion. (N2)</p> <p>We should avoid forcing our opinion on other. (N1)</p>	<p>You are not heard because your voice has low value. (N2)</p> <p>In reality, each person will voice his or her opinion. After that, we will reach a decision that pleases everyone. (N5)</p>
Active listening / Consolidation of different opinions	<p>Leaders present a problem; leaders listen to staffs’ discussion. (N2)</p> <p>Leaders engage and encourage everyone to speak, not just the leaders. (N3)</p>	<p>Leaders need to observe and listen to everyone’s opinion regarding the problem. After that, they gather the opinions and make decision (N2)</p> <p>Work will be more effective when leaders listen to staff members. Avoid forcing your opinion on other but to have an overall view of the situation from everyone’s opinion. (N2)</p>	<p>Listen to your staffs will make your work more effective, because everyone can contribute to the common goods. If you force your opinion on others, it will be autocratic. Listening to others is to build democracy at work. (N1)</p> <p>The opinion of leaders might not be as good or as realistic as the shared opinion of everyone. (N2)</p> <p>Good and professional leaders are those who care for and respect staffs’ opinion. (N3)</p>

TABLE 13 Level of culture reflected in Participants' perceptions and opinion

Collaborativeness nuances	Levels of culture		
	Artifacts	Espoused beliefs and values	Basic underlying as- sumptions
			<p>Solving problem by listening to other's opinion is only suitable for issue that involves relationship or personal conflict. If a leader listens to staffs' opinion too much, it shows that he is indecisive, old generation leader. He is unskilful. (N4)</p> <p>The reason for miscommunication at work is due to the lack of common voice between principal and teachers. (N5)</p>
Systematic and continuous inter-play between the participants	To solve the problem, firstly, teachers from both classes need to talk with each other and contact the parents to inform them about the situation. Then, they should talk to their students, all of those who are involved and witnessed the conflict. And after that, home-room teachers of both classes need to discuss together. (N2)	When a problem arises, everyone involved have to meet and discuss on how to solve it. (N5)	<p>One person alone cannot solve a problem thoroughly. (N1)</p> <p>If there is a good coordination among participants, the situation will be solved smoothly. (N2)</p>
Handling of contradictions	When the school first requested teachers to teach using computer, our teachers complained a lot. (N3)		<p>Old teachers are used to the old way of doing things, they are not familiar with the new modern way. (N3)</p> <p>People are more likely to complain than being patient. People usually react negatively to new things. It is human nature. (N3)</p>
Distribution of explicit and tacit knowledge	<p>Always get full training content. (N2)</p> <p>Normally, people will come to a specific personnel or specific</p>	That person will be the one who has to disseminate the training content to other group members. If he cannot do that, it will	Good communication or good information system will ensure that knowledge and expertise flow freely in a

TABLE 13 Level of culture reflected in Participants' perceptions and opinion

	Levels of culture		
	Artifacts	Espoused beliefs and values	Basic underlying assumptions
Collaborativeness nuances	position that is related to the issue and ask or discuss about it. They will not ask outsider who is unrelated. (N4)	cause negative impact on the whole team's performance. He does not complete his assigned task. (N2)	community. (N3)
Common reflection	She should just say that she knows how to do the task well. Then we would not waste so much time like this. We can just come directly to her and discuss with her (N1) Why don't you tell everyone that you know those things? (N4) If you know how to do a certain task, you should tell everyone. (N5)		
Making compromises	Life is diverse, but normally people choose to solve problems by conciliation. (N4)	Some conservative people might not agree; they want to keep their opinion. It might get complicated, time consuming.	But after sometime, when they see that the proposed solution is the most beneficial, most effective; they will be completed convinced. (N5)
Sincere and genuine support to others		If you want someone to correct his or her behaviour, give him constructive feedback. (N3)	Constructive feedback that shows sincerity is useful in making people changes their behaviour. (N3)
Commitment to common rules	People are aware of the rules, but they usually do not follow. (All participants)		Individualism emphasizes the individual's interest. It will affect the common community. (N2)
Taking care of others' emotional needs	Leader encourage staffs using careful and honest language (N1)	Avoid creating pressure for your staffs. We should build equal relationship between leaders and staffs. (N1)	Leaders should encourage their staffs. It is necessary to build a trust relationship between leaders and staffs. (N1) Leaders should encour-

TABLE 13 Level of culture reflected in Participants' perceptions and opinion

	Levels of culture		
Collaborativeness nuances	Artifacts	Espoused beliefs and values	Basic underlying assumptions
			age their staffs; it is more effective than scolding or complaining. (N3)
Linkage between the different phases in decision-making process	Before making any decision, we should have a plan that is both subjective and objective. Therefore, we need to have open discussion. After that we will refine all the information and we are able to make a final decision. (N1)		The decision will be effective because it brings into play everyone's ownership, and also to refine everyone's knowledge and experience. (N1)
Building up skill level			Some leaders do not communicate well, or they do not have good leadership skill, therefore they are not fully respected by their staffs. If their leadership skill is not good, they should have some training in that area. (N5)
Define indicators of success	We examine the ending educational products, such as teacher and pupil's quality. Based on those products, we review our original plan and see if we have reached our goal or not. (N2)		
Agreement on the evaluative methods and ways		Everyone in the school has to be aware of the common goals and missions. Everybody join the discussion and examine those indicators together. (N1)	

Findings of the second research questions might not provide a clear theme or a clear overview of Vietnamese educators' perception and opinion, but it is help-

ful to understand the feasibility of implementing collaborative leadership in Vietnam context.

7 DISCUSSION

7.1 A potential possibility for collaborative harmony and its constraints.

An important finding of this study is the emphasized need for open discussion and ensuring community members' participation in collective actions. Although this finding is mostly not reflected in polyphony-related interview, it is presented throughout the whole interview. It is understandable as all the keys of collaborativeness are more or less interrelated (Jäppinen, 2018; Jäppinen et al., 2016). This emphasis implies the awareness to achieve harmonious operation within a community, or in participants' words, 'to please everyone', or 'to satisfy everybody in the school'. As these aspects of communication, knowledge and understanding "lay the foundation for collaborativeness at large" (Jäppinen, 2018, p.42); it seems to be a good foundation for collaborativeness to be established in Vietnam's educational context.

However, there are still some constraints regarding the communication, knowledge and understanding aspect. Firstly, it seems that participants are not aware of or not highly value the variety of voice within a community. Mostly, they recognize constructive and creative voices. But these voices alone are not enough to develop collaborativeness, as Jäppinen argues, "the most essential voices for the development or repression of collaborativeness are the voices of expertise, wondering, affirmation, creativity, challenging, doubting, agreeing, disagreeing, confusion, conciliation, and questioning" (2018, p.293). In order to open the door to collaborativeness, the variety of voice is significant as it highlight the true essence of collaborativeness, which is diversity in harmony (Jäppinen, 2018). Meanwhile, participants seem to assume that one "can only voice your opinion only when your voice has high value" (N2), which contradicts collaborativeness, as "no voice is good or bad, desirable or undesirable"; and when needed, all voices are able to promote the growth of collaborativeness. (Jäppinen, 2018, p.294).

Another important finding of the study is the overrated importance of community's leaders. Participants sometimes automatically analyse the interview questions from the leaders' perspective without knowing the topic or purpose of the study. They imply that, "this must be from leader's perspective" (all participants), or "only leaders would talk about this type of situation" (N1), or "normal staffs don't ask this type of question" (N4). N1 even asserts that "normal staffs can only propose the problem to leaders, they can not suddenly bring up a issue for discussion." I argue that this pose as a constraint to collaborativeness as these perceptions are at basic underlying assumption level of culture. Defining as the DNA of culture, it provides identity to a person, and thus, it is extremely hard to change as it is anxiety provoking to do so (Schein, 2017).

7.2 Availability of space, time and tools for collaborativeness.

According to participants, some essential aspects for nurturing collaborativeness are made available in their community, such as time, space and other important. Regarding space, both physical and cyber space are mentioned to be used frequently in the workplace. Wide, open and continuous meetings are organized to ensure the participation of all community members. Participants also acknowledge the use of technology as an important tool to help improving the quality of communication flow and knowledge distribution. This adequate provision of time and space reinforce Jäppinen's argument that they are the prerequisite to the growth of collaborativeness (2018).

At the same time, it is shown that all school have clear and specific process and procedure for building other important aspects such as responsibility, commitment, evaluation, and decision-making. These procedures provide opportunity for community members to take part in common actions as well as ensuring the awareness towards collective goals, missions, rules, etc. This provision of time, space and tools strengthen the foundation context for sharing and collaborativeness.

In addition, a strong emphasize on community's interest is presented in the study findings. Participants acknowledge the importance of common goals

and collective actions as it is shown in their basic underlying assumptions. In contrast, it seems that individual gain and interest are underrated by participants. Participants rarely mention about a person's benefit alongside with one of community. Sometimes, participants even link it with individualism and criticise both without clear explanation. This perception will hinder the development of collaborativeness. And because it lies in the basic underlying assumption level, it would be difficult to change.

7.3 Limitations and recommendations

One of the limitations of this study is my novice status as a researcher. I am still unskilful in choosing right toolset to conduct the study as well as in analysing data. Due to the complexity of people thought, I might have not fully deciphered participants' perception and opinion, thus some potential information might have been lost. In addition, if I were able to simultaneously analyse data while interviewing, I would have asked more in-depth questions to expose much deeper insights in the way participants manifest collaborativeness.

Another limitation of the study is due to its scope. Because of the small sample size of our participants, it is difficult to make generalizations and valid conclusions from the findings.

The third limitation is in the research methodology. Considering the purpose of the study, I believe that interview and/or questionnaire is apparently insufficient. To gain deeper insights, I would suggest conducting field observation in parallel with interview. Through field note, researcher would be able to observe and identify better both visible and feelable levels of culture, which are the artifacts and espoused beliefs and values of a community. Thus, when combining with in-depth interview, it would be easier to identify and decipher the basic underlying assumptions.

The last limitation and also a recommendation for future research is on the ender aspect of participant. While analysing the data, I recognise an unexpectedly interesting point, which yields from the only male participant. Several times, he would use "gia trưởng" (patriarchal) to describe good leaders. He as-

serts that good leaders need to be very decisive and hold a firm leading position in a community. Therefore, it would be interesting to gain more insights in regards to this aspect, as Vietnam is considered a traditional patriarchal society.

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APPENDICES

Appendix 1 Questionnaire

Educational Research

1. You are: Male - Female
2. You are: (can choose more than one answer)
 - a. Manager
 - b. Teacher
 - c. Supporting staffs
 - d. Others: _____
3. You have been working in your organization for: _____ years
4. Which teams/groups/people in your organization will be heard? Why just these?
5. What are the best channels, spaces, and times for listening to people in our community? Why are those the best ones?
6. Through which channels, spaces, and times could we guarantee that the so far too quiet, yet important teams/groups/people will be involved in the joint process? How?
7. Which staff groups or corresponding sections of the community are most in touch with each other? And which ones the least?
8. Do knowledge and understanding flow freely to everybody and to all directions?

9. What such expertise do we already have that we need just now? Where is this expertise located?
10. What is the most acute expertise that we need at the moment?
11. In what ways could the expertise be shared even better?
12. In which kinds of issues or situations in our community are we most flexible? Why is it easy to yield in these?
13. In which issues should we be more flexible, then?
14. Are we committed to our values, that is, where and how do our values show, both to ourselves and to outsiders?
15. What are our common rules?
16. Do the members adhere to them in general and to a sufficient degree?
17. For what kinds of issues it is easy to take responsibility in our community?
18. Must all the tasks I've taken be attended right now? What could I postpone? What tasks could I perhaps give up?
19. Can I say 'no' at right points as regards tasks that are not necessary to take on, or which I could not handle right now?
20. Do we have enough time and space for the issues that have now priority in our community? For which issues do we have time and space?
21. If we do not have time and space for an issue that we consider important, by which could we add these for this particular issue?
22. Should we check and revise our principles and if yes, how?
23. Do we usually have a sufficient choice of alternatives so as to make good decisions?

24. Do we look at the issue from sufficiently varied angles?
25. Have we discussed the matters enough before making decisions?
26. Do we ourselves perceive our community as socially strong in general?
If yes, in which respects is it strong?
27. Do we trust that there is enough skill and knowledge in our community in order to handle things in the best possible way?
28. Do we trust that in our community people are sufficiently qualified in order to deal with their tasks in the best possible way?
29. Are we going to where we plan to go? If not, by what means can we best turn to the right direction?
30. Have we managed to achieve what we were supposed to achieve at this point?
31. Is our rate of progress appropriate with respect to the whole community?

Appendix 2 Interview material number 2

Interview questions:

- Please choose one of the examples in each box.
- Could you please explain the reasons for each situation? Why people behave in this way in these situations?
- Have you encountered similar situations like these at your own workplace?
- If yes, can you give example or examples describe the situation(s) (the surrounding, people involved, their language, emotion, behavior, etc.)?

A	1	<p>What? Is there some sort of a development meeting scheduled for tomorrow? At least I haven't got any info about that. And they haven't even asked anything from me. For that matter, I'd have got quite a lot to say about the new group division. I can't figure out on what grounds they were put together, really, but I'm not that much interested in that anymore, either. It seems that an ordinary guy's voice has no importance in this organization.</p>
	2	<p>Can't be! Is it really! Splendid! Are you quite sure? Well, I must disagree. What if... Hey, now I got it. Let's do it from a totally different point of view... I don't get it, you know, all blank here...</p>
	3	<p>Tell me more, that was very interesting! I'm not getting involved in that. I'm not going to lift a finger as it doesn't belong to my duties. Looks good but let's still ask the others before making the final decision...</p>
B	1	<p>There was a terrible fight between our classes in the schoolyard. Somebody said it started from name-calling; quite petty things probably. There may be some homeyard quarrels in the background. Besides,</p>

		<p>the pupils from your group were kicking the new boy in the legs. I took him to the nurse for a check. Would you like me to join you so that we could clear up this mess together? We must put an absolute stop to this sort of rampage before the situation gets out of hand.</p>
	2	<p>It's not so easy to give up this old follow-up system. With it, it was so easy to record absences and be in contact with everybody. We never had any problems. I wonder if I will ever learn this new one. My computer skills aren't exactly of top class, you know. It's even getting on my daughter's nerves, as I keep hassling with the laptop at home.</p> <p>The old way of documentation was so practical. This new one is so time-consuming. I don't know anymore how to allocate my time resources in any reasonable way with this new electronic system and all.</p>
	3	<p>After the last suggestion, the principal suddenly interrupted the intense discussion that had instantly restarted. Everybody looked at him inquisitively.</p> <p>"Did all of you hear what the sixth-grade teachers really said about this? I think we have to go a bit back now. Could you please repeat the suggestion and let's concentrate on this all together. Let's not try to find the culprits but seriously consider an alternative solution. I'm sure we'll find it."</p>
C	1	<p>The training day was almost in the end. Although everybody was becoming tired in spite of the interesting topic and some people were disguising their yawning behind their hands, nobody left home before the time was up. There was a good reason to stay until the end in case still something would come up</p>

		<p>about which one should inform one's colleagues the next day. In the morning there was to be a meeting that everybody would attend. The only thing was to decide who would introduce the issue. Even the material was already gathered. Actually the job was already half-completed.</p>
	2	<p>Do you mean that nobody really came to think and tell her what we are going to do with the matter?</p> <p>Why didn't he himself tell right away that he has been familiarizing himself with this area for a several years already? We have actually worked on this quite unnecessarily as we could have asked him directly.</p>
D	1	<p>Yes, I'm ready to negotiate about the issue in order to find a solution that would satisfy everybody, but first I would like to hear the arguments.</p> <p>Absolutely, we need to first discuss with them plainly face-to-face and to explain the necessity of the changes before we can take these necessary actions.</p>
E	1	<p>I can't really understand why here in the coffee room there are always unwashed cups lying around in the sink. We do have agreed that everybody shall do their own dishes and clean up after himself or herself. Not even that poster on the wall saying, "Please, tidy up after yourself, your mother is not working here!" seems to help.</p>
F	1	<p>I will contact the parents at once. Something is now badly wrong. My alarm bells are ringing hard and loud.</p>

		Let's go and sort out the matter still today. It's not use leaving it for tomorrow; that would only lead to unnecessary misunderstandings.
	2	Once the principal had mentioned, as if incidentally, the little words "everybody's duty", a deep silence suddenly fell in the teachers' room. No one was looking to other people's direction but instead out of the window, at the picture on the wall, or the surface of the table in front of them. "Oh no, I wish it wouldn't concern me personally. There was quite enough work to do already and now also this on top of everything..."
	3	This can't be true! Did she again fail to get that job done in time? Now the contributions of the rest of us will be late as the groundwork is not ready. I simply can't understand why she keeps doing so over and over again. Won't she ever learn to organize her work tasks?
G	1	Don't worry, you can certainly do that! But I think you might be just too tired for it today. Let's start tomorrow from the beginning. We'd better sleep on it; it will surely start to clear up then. I'm absolutely sure of it; because exactly the same thing has sometimes happened to me. Of course one can criticize others or blame the management endlessly but it doesn't help us now. It won't take us any further.
	2	Hey, one thing just occurred to me, although it may have nothing to do with this...

		<p>That is strangely similar to the process which was going on in the neighbouring school about ten years ago...</p> <p>Could these safety instructions still be connected to that new legislative decree?</p>
H	1	<p>Here we have this questionnaire. Once we get their answers, we'll forward the info to the departments and the executive team. We probably have to arrange a meeting with them before taking any action or decisions. We'll see then how to proceed.</p>
I	1	<p>That guy will never learn to say things clearly, always those phrases and empty promises. I feel sick when I just see his face.</p> <p>She should come here to the grassroots level to see how things really are. Indeed, she doesn't even know anything about this actual work of ours.</p> <p>What does he think he is to place himself above regular workers?</p>
J	1	<p>Choose one of the beginnings below and explain how you have evaluated your own doings and achievements as to your common goals.</p> <p>In our school....</p> <p>In our organization...</p> <p>In our workplace...</p> <p>In our department...</p> <p>In our company...</p> <p>In our institute...</p> <p>In our firm...</p>

		...we evaluate our own doings...
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