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УДК 37.01

<https://doi.org/10.25076/vpl.56.06>

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**«ВИНОВАТОЕ ЛИЦО» – МЕНЕДЖЕРЫ СРЕДНЕГО ЗВЕНА  
РУССКОГО ПРОИСХОЖДЕНИЯ В УНИВЕРСИТЕТАХ  
ВЕЛИКОБРИТАНИИ И ПРОБЛЕМЫ ФОРМИРОВАНИЯ  
ЛИДЕРСКОЙ ИДЕНТИЧНОСТИ КУЛЬТУРНОГО  
ГЕНДЕРНОГО ТИПА**

*Учебные учреждения Великобритании по программам обучения языкам (IWLP) сталкиваются с экзистенциальной угрозой из-за уникального позиционирования как внутри, так и за пределами университетской структуры, отсутствия финансирования и проблем с набором студентов, вызванных общим снижением уровня изучения языка в школах и выбора дополнительных языковых модулей для студентов. В этом контексте русский язык,*

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классифицируемый как «менее распространенный для обучения» язык, становится особенно уязвимым вследствие дополнительного геополитического давления, влияющего на мотивацию студентов и сотрудников. В этом исследовании рассматривается проблемный опыт лидерства менеджеров среднего звена русского происхождения и подчеркиваются способы, с помощью которых они сопротивляются или приспосабливаются к глобальным общественным дискурсам через пересечение личного и профессионального компонентов. Используя метод нарративного опроса и позиционного анализа данных, полученных в результате неструктурированных интервью с пятью участниками, исследование вносит уникальный вклад в теоретическую базу исследований идентичности образовательного лидерства.

*Ключевые слова:* организационная культура, обзор учебной программы, среднее звено управления в образовании, образовательное лидерство, нарративная и дилемматическая идентичность

УДК 37.01

<https://doi.org/10.25076/vpl.56.06>

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**“GUILTY FACE” – MIDDLE MANAGERS OF RUSSIAN  
ORIGIN IN UK UNIVERSITIES AND PROBLEMATIC  
CULTURAL GENDERED LEADERSHIP IDENTITY  
CONSTRUCTION**

*The UK Institution Wide Language Programmes (IWLPs) face existential threat due to their unique positioning both within and outside the University structure, due to lack of funding provision and challenges with students' recruitment due to the general decline of language learning at schools and optional language module choices for students. In this context Russian, categorised as a “less commonly taught” language, become particularly vulnerable due to addition geopolitical pressure, affecting students' and staff motivation. This study explores problematic leadership experience of middle managers of Russian origin and highlights the ways they resist or conform to global societal*

*discourses through the intersectional of personal and professional. By adopting the method of narrative inquiry and positioning analysis of data emerging from unstructured interviews with five participants, the study makes a unique contribution to the body of research on educational leadership identity.*

*Keywords: organisational culture, curriculum review, middle management in education, educational leadership, narrative and dilemmatic identity*

### **Introduction**

This study investigates problematic leadership experience and gendered identity construction of middle managers of Russian-speaking backgrounds in the context of UK Universities' Institute Wide Language Programmes (IWLP). Although there have been several studies investigating UK Universities IWLPs' teaching and learning processes, programme design limitations, students' dropout rates, and staff training needs (Carson, 2010) there have been no specific studies of IWLP's leadership experience.

Similarly, there was a substantial body of research into problematic female leadership experience in UK Higher Education (Fletcher, 2004; Northouse, 2016; Morley, 2013). However, there has been no investigation of the educational leadership development of female leaders from a culturally and ethnically diverse background at middle management level unable to progress to senior leadership positions.

The aim of this study is to address the gap in the knowledge of ethnically and culturally diverse leadership identity construction by examining the women's narratives. The study makes a scholarship contribution to methodology through the application of positioning analysis of the dilemmatic identity. Set in the context of small stories as a site of identity construction, the study observes how the identity shifts from being different and remaining the same, belonging to the community and being unique, becoming agentive, yet constructed by external discourse (Bamberg, 2011).

The study addresses the following research question:

- How is female leadership identity constructed in the culturally diverse context of the Institute Wide Language Programmes of UK Universities?

This question leads to two sub-questions:

- How is leadership experienced through interaction between professional discourses of institutional change and curriculum review and personal discourses of gender, culture, and ethnicity?
- How do the participants' identities shift from dilemmatic to agentic when resisting or aligning with dominant societal discourses?

By answering these questions, we reveal the barriers to leadership development and the transformative aspect of cultural gendered leadership identity construction through narrative in interaction.

### **Study background**

The study is set within the context of the Institution-Wide Language programmes (IWLP), represented by a community of over 70 members under the umbrella of AULC (Association of University Language Communities), UCML (University Council of Modern Languages) and HEA (Higher Education Academy).

The IWLPs offer courses in a variety of languages to students on non-language degree programmes in any faculty or additional language provision to students on language degree programmes. The programme faces several challenges due to its unique positioning outside the traditional departmental framework, leading to the institutional identities being unstable and hybrid while being both academic and non-academic, service-providing entities. The funding structure of the programme is problematic due to its dependency on both internal and external factors, making the programme financially vulnerable, and affecting teachers' job security.

The educational leaders of Russian-speaking teams face specific challenges brought about by the shifting political landscape in the countries where the language is spoken and the different social, political, cultural and ideological relationships between those countries and the UK. The nature of these relationships has influenced all aspects of educational leadership: from student and staff recruitment to curriculum design and staff development.

Following sanctions, some UK Universities have severed ties with Russian Universities (Burakovsky, 2022) and discontinued students' exchanges, negatively impacting the quality of Russian courses. Despite the calls for maintaining academic collaboration (Fazackerley, 2022), and government advice against a blanket boycott of academic

partnerships, educational leaders face the challenge of negative students' motivation and Russo-phobic tendencies towards the Russian language.

IWLPs will only remain viable if they continue to offer a variety of languages, particularly those not taught by the Language Departments, putting an emphasis on the so-called "less taught languages" (Bernhardt, 2007), which include Russian, ensuring access to courses for students with or without prior language ability, responding to fluctuating demands for these languages and confirming their place within the University structure. Thus, the research into UK Universities' IWLP is timely and significant, as it aims to bring about policy changes to ensure the programme's sustainability and progress.

#### **Literature review**

This study is framed by three interrelated concepts – educational leadership, leadership experience through curriculum review, and identity construction. The review of the relevant theoretical and empirical literature below identifies the gap in the knowledge of cultural/gendered/ethnic intersectionality in the context of educational leadership and identity construction.

#### **Educational Leadership**

The theory of educational leadership views leaders as emergent agents (Kempster, 2006) initiating change, being inspirational, motivational and innovative (Kitchin & O'Connor, 2015). Post-heroic scholarship is foregrounded in the interaction between leadership and gender, attributing significance to less masculine (Billing & Alvesson, 2000), more relational, collaborative, distributed and shared leadership (Fletcher, 2004).

This study draws on the scholarship of female gendered identity construction in higher education, exploring, in particular, the barriers to women's success, lack of job security, gender bias and misrecognition of competencies, unsustainable work/life balance and unmanageable workloads (Woodward, 2007) putting women between two "greedy organisations" – their careers and personal lives (Morley, 2013).

This study also contributes to the current research in middle leadership in education (Netolicky, 2021). This area is still novel and needs further investigation of specific educational contexts.

#### **Leadership contextualised by Russian culture**

This study draws on the cultural experience of female leaders of Russian origin in the UK educational context. Russian female

educational leaders encounter issues with leadership self-doubt and traditional gender roles assigned by Russian society.

Some of them struggle with developing new forms of agency (Lezhnina, 2014), while experiencing a problematic relationship with gender performativity and leadership within essentialist power structures (Zherebkina, 2003). Additionally, they are being confronted by the Soviet gender paradox – labour equality without domestic equality, and a range of societal discourses from traditional patriarchal to egalitarian (Ashwin & Isupova, 2018).

There is a gap in the knowledge of identity construction of educational leaders who come from countries with traditional patriarchal gender ideologies experiencing leadership within the context of UK Higher education.

#### **Leadership experience in the context of curriculum decolonisation**

The socio-political and cultural factors affecting leadership identity of Russian educational leaders go hand in hand with the challenges of curriculum decolonisation in response to the Eurocentric and globalising power structure in Higher Education (Fomunyan, 2019). Despite decolonising becoming the main educational trend (Winter et al., 2024), there is a significant knowledge gap in the challenges faced by the educational leadership in Russian curriculum review.

While there is a colonial history embedded, for example, in the Arabic curriculum, the concept of decolonising the Russian curriculum is not universally accepted due to contradictory views of Russian colonialism among Russian scholars. Some believe that Russia has not yet reached the postcolonial moment (Adams, 2008), while others refer to Russian internal colonisation as a socio-political practice dating back to imperial times (Etkind et al., 2012).

Decolonising the Russian curriculum is also problematised by the perceived historical racial exceptionalism of inter-ethnic relations without racial prejudices and discrimination (Bulatova & Glukhov, 2018). However, despite the general denial of the existence of racism within the diversity of ethnicities, nationalities, religious affiliations and cultures, there is an emergence of research into prejudice and discrimination against people of non-Slavic appearance (Yusupova, 2021).

The more nuanced positioning suggests the problematic issue of post-Soviet integration of ethnic minorities' languages and cultures into the educational system, while at the same time increasing the centralised role of Russian as the language of Higher Education (Nasibullov & Kopylova, 2022).

This study explores how educational leaders' identities are shaped by the decolonising discourse and the need to challenge the existing status quo of the curriculum, fostering intercultural awareness for the students (Shardakova & Pavlenko, 2004) and elevating minority voices while attempting to separate politics from language and culture and maintaining professional links with Russian based colleagues.

The investigation also reveals how the leaders navigate curriculum review within the tension between the Western scholars' ontological positioning on the Russian postcolonial situation, Russian scholars' view of the decolonising process (Entin et al., 2019), Russo-phobic tendencies (Lieven, 2000) and the participants' own diverse positionings embedded in their individual cultural, educational, and ethnic backgrounds.

#### **Identity theory**

This study explores educational identities open to multiple interpretations within a post-structural framework. It analyses the way the gendered cultural leadership identity is negotiated and interacts with the dominant discourses of leadership, culture, gender and ethnicity (Ford, 2006).

This research is foregrounded in intersectionality (Showunmi, 2020) and the narrative approach to identity. The identity is viewed as a discursive construct, interactively fluid (Bucholtz & Hall, 2022) and shaped by culture and language (Archakis & Tsakona, 2012).

#### **Methodology**

The research adopts the post-structuralist framework with the researcher's agentic involvement in the selection of methodology, sampling, data analysis and interpretation, aiming to achieve policy-changing results and contributing to the Feminist Post Structuralist discourse on leadership identity in higher education (Baxter, 2008). By acknowledging my subjectivity, I remained reflexive and contextual at all stages of inquiry.

I used the narrative inquiry method (Barkhuizen 2017), as it allowed me to focus on the details of individual lives and make meaning of the participants' experience. Within the bigger narratives, I identified small

stories as the most productive sites for identity work, illuminating the most salient and memorable life experiences (Davies & Harre, 1990).

The participants constructed their identities against societal discourses highlighting the dilemmatic and agentive aspects, by making implicit and explicit claims (Bamberg, 2011) through interaction between the researcher and the researched (Georgakopoulou, 2007).

### **Sampling**

The sample consists of five women of Russian-speaking origin, working as middle managers within the IWLPs in UK Universities.

The main characteristics all participants have in common are – they come from Russian-speaking countries, are educated to postgraduate level, have been teaching in UK Universities for at least 10 years, have or have had caregiving responsibilities and hold leadership positions at the level of middle managers.

### **Data Collection**

The unstructured interviews lasting between one to two hours began with a narrative-inducing question — participants were asked to talk about their careers. The interviews were recorded via Microsoft Teams, transcribed, and read several times to establish iterative links between the empirical data and theory through data immersion.

Following uninterrupted storytelling, I then asked certain clarifying questions to elicit further meanings at the second positioning level – in relation to the interviewer. The interviews were conducted in Russian to ensure the most natural data-generating setting and intimate, confidence-inducing atmosphere. They were then translated into English for the benefit of non-Russian-speaking readership.

To preserve the participants' anonymity, all participants have been given pseudonyms and any possible identifiable data have been either changed or removed to ensure full data protection.

### **Analytical framework**

The analysis of data included thematic coding, categorization, narrative and positioning analysis, structured around small stories, which are discursively embedded in the narrative. The fine-grained textual analysis was presented at three levels drawing on naturally occurring data-generating identity acts (Bamberg & Georgakopoulou, 2008).

At the first level, I explored how the characters are positioned within the story world, and how events are reconstructed by the narrator. At this stage, I also drew on the narrative elements of Labov and Waletzky's



(1997) model, which included abstract, orientation, complicating action, resolution, evaluation and coda.

At the second level, I co-constructed the participants' identity by interrogating hidden meanings and ambiguous experiences. By analysing how the participants constructed their identities in relation to the story actors and to the interviewer, I observed their positioning against wider societal discourses at the third level of analysis.

Applying positioning analysis to small stories of identity construction makes a unique methodological contribution to educational leadership context.

### **Interview**

For reasons of space and to demonstrate the detailed analysis undertaken, I have selected one interview, which best represents the overarching themes all narratives have in common. However, the discussion section will use the data from all five interviews to outline the positioning of the participants and answer the research questions.

**Lena Positioning level 1 – against the story actors**  
**Theme: leadership identity construction against the discourse of organisational culture.**

Lena begins with an abstract, positioning herself as a hybrid professional.

*I don't work in any god-forsaken former Polytechnique. My position is unusual and rare – I sit on two chairs – on the one hand, I coordinate Russian as part of IWLP, on the other hand, I have a position in the Slavic department. I had worked at the Slavic department for a long time without a proper contract, as an hourly paid teacher. I have received the permanent contract only with the IWLP.*

She uses the colloquial “god-forsaken former Polytechnique” pejoratively to contrast with her “rare” role and to highlight her elevated professional status. At the same time, the mention of the contractual differences in her role – hourly paid versus permanent – reveals a certain level of job insecurity. Thus, she displays a dilemmatic identity, claiming prestige and role insecurity/hybridity (*sitting on two chairs*) at the same time.

Although proud of her achievements – “*I have reached the top of my position*”, despite the long years of service, she “*cannot go any further*” and does not feel that she “*belongs to the club*”:

*We have an old boys' network. Only rarely do people who do not belong to the club reach top positions. Those who do, they normally come from another Anglo-Saxon community, mostly from the USA. Although there is no glass ceiling on paper. If I were younger and more ambitious, this would have been difficult – too much bureaucracy, too many forms to fill in, too much beating the drum and blowing your own trumpet and telling everyone how wonderful you are.*

Thus, she positions herself as an outsider within the community, claiming she is outside group national identity – not being of Anglo-Saxon origin. Although there is no “*glass ceiling on paper*” or in theory, she has nevertheless encountered it in practice, being constrained by her age and perceived lack of ambition. The use of metaphors “*beating the drum*” and “*blowing the trumpet*” reinforce her positioning as dilemmatic and non-agentive against the discourse of organisational culture.

The complicating action falls on the most significant event in her career related to the change in political climate:

*Since 2022 our life has changed radically, we became the teachers of the language of an aggressor. On paper, there is no cancel culture, but I can honestly say, that undoubtedly, where I work Russian culture is being cancelled. For the three of us, this is very, very difficult. There is also a ban on any educational initiatives because the university cut off all ties with Russian colleagues for all universities in the Russian Federation, which did not denounce the war. So, what happened does not diminish the achievements of Russian culture, which are well known. This has had an impact on our activities – we had conferences and seminars, but now everything has died out.*

She constructs an in-group professional identity by using the collective “*we*”, “*the teachers of the language of an aggressor*”, and “*the three of us*”, claiming the labels assigned to her and her colleagues as part of critical and hostile positioning by the university. She is dilemmatic in her positioning – remaining part of the organisation, yet, not upholding the organisational values – “*Where I work Russian culture is being cancelled*”. Her identity regulation is conveyed as “*very, very difficult*”.

Her academic, teaching and leadership identities are overpowered by the lack of academic freedom, students' motivation, limited teaching resources and the hostile working environment.

*When the 22/23 academic year started, I felt physically drained and tormented about teaching. I did not know what to say, I wanted to ask them – why are you here? I struggled with getting access to materials, most sites were blocked. It was very hard because the general “party line” of my university is “Russian is rubbish” and we can only accept anything starting with an “r” under the sauce of the imperialist past, which needs to be disposed of.*

Her emotional labour and identity struggle are revealed through the use of keywords, “tormented”, “drained”, and “very hard”. The reference to the “party line” implies her critical stance against the university’s authoritarian ideology, reinforced by the metaphorical use of “sauce” in relation to the “imperialist past” for ironic effect.

To further exemplify what she calls the “radicalisation” of the university policy towards Russia she tells the story of a senior and well-respected colleague, who is now retired.

*He was well regarded in both Russia and the UK, as his area of expertise was unique and his research well-publicised. He loved Russia with all his heart. He was invited to read a series of open lectures on medieval Russia to mark his retirement. But every time he started to speak the audience began to boo him. The most horrible thing was that even those who considered this behaviour abhorrent and inappropriate were sitting with their mouths shut and did not utter a word. It was painful and absurd.*

The audience is positioned in two distinct ways – aggressive – those who “boo” the professor and passive – those who kept silent and allowed the booing. Her criticism of both is conveyed through the use of emotive adjectives – “abhorrent”, “painful”, and “absurd”.

The story’s resolution is slightly optimistic – she is encouraged by the fact that, unlike her role at the Slavic department, the IWLP is not so radicalised, causing her less stress and identity regulation.

**Positioning level 2 – in the here-and-now of the interaction.  
Theme – leadership experience through curriculum review.**

I interrogate Lena’s positioning further with regards to curriculum change. She is dismissive of the university policy of curriculum decolonising and views it as another restriction of academic freedom.

*We had the whole series of...What was it called? I want to say demilitarisation, no – decolonisation. Yes, exactly, decolonisation of Slavic studies. Nobody knows what it is. But it sounds like a fad, being*

*promoted on all platforms. I stopped participating in those seminars. I even cancelled my subscription to all their newsletters. I feel as if I am forced to endure penance for something I have not done. I found it rather tiring to wear this guilty face at all times. And this is particularly hard here in the Anglo-Saxon world. My colleagues teaching Russian in France, do not feel the same pressure. They do not have this overwhelming urge to divide everything into black and white, good and bad, and point fingers at those who need to be condemned.*

By deliberately misremembering the term, claiming it to be a “fad” and “nobody knows what it is”, and stopping attending the seminars, she unsubscribes from the values of her university, taking a critical, agentive stance against it. However, the keywords “penance”, “guilty face”, “tiring”, “pressure”, and “condemn” suggest that she experiences identity struggle and emotional labour while resisting the ideology of extreme categorisation.

### **Positioning level 3 – against societal discourses.**

Lena positions herself as a post-heroic, pedagogically ethical leader (Northouse, 2020), whose agency is restricted by the external factors – geopolitics and institutional policies.

Her leadership experience allows her to take a critical stance against the institutional policy on cancelling Russian culture (Norris, 2023), the discourse of institutionalised silencing and “othering” of Russian colleagues (Jones, et al., 2021) and curriculum decolonising policy.

In the course of the interview Lena takes an agentive stance against the discourse of university radicalisation in the times of political change (Whitchurch, 2012), resisting the university’s values and ideology and claiming the out-of-group identity (Taifel & Turner, 1978).

### **Discussion**

The most frequently occurring themes which can be traced across all the narratives lie in the intersection between personal and professional. However, while acknowledging the commonalities of the overarching themes, I focus on the differences in the ways these themes are reflected in each individual narrative. Here I compare the participants’ positioning by answering the research questions.

**RQ1. How is female leadership identity constructed in the culturally diverse context of the Institute Wide Language Programmes of UK Universities?**

All participants construct their identities against institutional discourse. They are constrained by the discourse of organisational change, which includes layers of management control, technological innovations and new role expectations (Briggs, 2007). This leads to agency limitation and role ambiguity.

While aligning themselves with the postfeminist discourse of choice (Gill, 2014), they are empowered by gendered leadership learning (Elliot & Stead, 2008). At the same time, they often experience a lack of confidence and the “glass ceiling” effect of the institutional hierarchy and control (Williams, 2014), which restricts their agency, leading to identity regulation (Alvesson & Wilmott, 2002). They perform leadership against the discourse of uncertainty about the future resulting in identity struggle and managerial role unpredictability.

The dilemmatic nature of their middle manager’s identity is invoked by the neoliberal discourse of autonomy (Gill, 2014) and the discourse of New Managerialism (Hill & Kumar, 2009). While trying to be agentive in their leadership development, they are constrained by the lack of support and unmanageable workloads (Morley, 2014), resulting in emotional labour (Iszatt-White, 2009).

As aspiring scholars, they struggle to develop their academic identity against the discourse of hierarchical managerial culture (Davies et al., 2014). Some are confronted by the discourse of academic elitism (not being invited to the club due to being a non-native speakers and not being able to use research as part of their promotion application), which leads to their academic identity loss (Hanson, 2009).

Others develop leadership against the discourse of gender inequality, obscured by the postfeminist and neoliberal discourse of choice while countering career limitations. Their narratives report gender and cultural tokenism, marginalisation and intellectual power hegemony, which create inequality against non-native speakers of English (O’Regan, 2021).

Some develop agency through situated learning against the discourse of age and gender discrimination (Redman & Snape, 2002) and “imposter syndrome” discourse (Leick & Köstner, 2024), experiencing tension between perceived and prescribed identities (Winter, 2009). At the same time, all participants resist the Russian curriculum decolonisation policy, claiming it to be ambiguous.

**RQ2. How is leadership experienced through interaction between professional discourses of institutional change and curriculum review and personal discourses of gender, culture, and ethnicity?**

The participants learn leadership through positive and negative female role models and stereotypes while being constrained by traditional patriarchal gender discourse in post-Soviet Russia (Ashwin, 2000).

For some learning from notable people (Kempster, 2006) and learning to trust, delegate and collaborate during a critical period in their career made their leadership experience distributed and gendered (Fletcher, 2004). While for others leadership learning is achieved through self-knowledge, rather than formal CPD (Continuing Professional Development).

For some leadership experience is problematic: they construct a hybrid identity (Whitchurch, 2008) as reluctant middle managers, who value their teaching autonomy above leadership and are anxious and insecure due to a lack of leadership skills. They struggle with the idea of distributed leadership and have a very low opinion of the colleagues they manage.

Others agentively enable their team members to develop professionally, while balancing between the roles of academic manager and managed academic (Whitchurch, 2008). As middle managers, they are often in conflict with themselves by being part of the team of teachers and performing problematic leadership roles at the same time.

All participants experience leadership through the intersection of ethnic, national and political identities. Some of them take a balanced stance against the adverse political discourse (Dadabaev, 2013), while others take a critical stance against the institutional policy of cancelling Russian culture (Norris, 2023, Melnikova & Vasilyeva, 2024), institutionalised silencing and “othering” of Russian colleagues (Jones, et al., 2021).

**RQ3. How do the participants’ identities shift from dilemmatic to agentive when resisting or aligning with dominant societal discourses?**

Throughout the narratives, the participants make dilemmatic identity claims of being authoritative yet anxious about their leadership; of being agentive yet reliant on external actors in their leadership development; of being part of the institution yet rejecting some of its values. By making

these claims they gradually become more agentive against the discourses of inequality, unfairness, exclusion and managerialism, proving the transformative force of identity co-construction through narrative in interaction.

Some of their alignments are contradictory – on the one hand, they claim privileged positioning to be able to enact multiple identities of being a mother, a wife, an academic, a teacher and an educational leader, on the other hand, they are constrained by the traditional gender discourse of role stereotyping.

The narratives reveal their dilemmatic positioning as outsiders, experiencing the out-of-group identity struggle, feeling excluded from the academia on the grounds of immigration and motherhood, while also being denied their national identity on the basis of ethnicity (in the case of non-ethnic Russians). However, they develop an agentive force through “*an internal coping mechanism*” which helps them overcome identity regulation. Their dilemmatic in and out-of-group identity – aspiring to be academics yet not being fully accepted – results in identity control and emotional labour (Brescoll, 2011).

As middle managers, they often shift between being agentive actors and undergoers while resisting certain organisational values and asserting themselves as outsiders within the organisation claiming the out-of-group identity. For example, Lena takes an agentive stance against the discourse of university radicalisation in times of political change (Whitchurch, 2012).

Some of their academic identities are dilemmatic – their agency being constrained by the discourse of motherhood in academia (Cotterill & Letherby, 2005) and academic misogyny (Morley, 2011).

At the same time, by taking a postfeminist position of choice, some make an identity shift from dilemmatic to agentive performing success through creativity in resisting the discourse of intellectual dominance (Lewis et al., 2017).

### **Conclusion**

To conclude, the study reveals the barriers to the leadership experience of middle managers in IWLP by giving voice to the underrepresented non-Western European minority female educational leaders. The findings create opportunities for policy changes to advance social justice on matters of equity and fairness, thus promoting issues of educational diversity and inclusion, making Universities more

sustainable and progressive. Shedding light on the little-known area of IWLPs' leadership makes an original contribution to professional practice.

On the other hand, the study demonstrates the transformative force of the narrative in constructing a gendered cultural leadership identity by highlighting the dilemmatic agency of the participants conforming and at the same time resisting the dominant ideologies through the course of storytelling, such as the one told by Lena, revealing their positioning within differing societal discourses, using storytelling as an emancipatory tool.

The theoretical framework of the study – the interplay between leadership experience, including curriculum review through a decolonising lens and leadership identity construction through the intersection between gender, culture and ethnicity provides new theoretical insights into the subject of educational leadership.

#### **Limitations**

I acknowledge the limitation of the researcher's agency, undermined by the social context and the balance of hegemonic powers within the society. At the same time, while my privileged access to the data due to my professional status enriches my knowledge of the research context, it also re-enforces certain assumptions and biases. I recognise the problematic balance between being closely involved with the research subject and the need to mitigate my influence on data and maintain research credibility.

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УДК 811.111

<https://doi.org/10.25076/vpl.56.07>

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**ЯЗЫКОВАЯ РЕПРЕЗЕНТАЦИЯ И МОДЕЛИРОВАНИЕ  
ДИСКУРСИВНОГО СОБЫТИЯ *СОИСКАТЕЛЬСТВО  
ВАКАНТНОЙ ДОЛЖНОСТИ*: СРАВНИТЕЛЬНО-  
СОПОСТАВИТЕЛЬНЫЙ АСПЕКТ**

*Настоящая статья посвящена сравнительно-сопоставительному анализу принципов языкового оформления резюме в немецком, английском и русском языках. В настоящее время всё более актуальным становится изучение вербальных принципов репрезентации знаний. Являясь условием разрешения проблемы в каждой конкретной ситуации трудоустройства, жанр резюме отображает специфику институционального делового дискурса в лингвистике и фиксирует особенности моделирования дискурсивного события «соискательство вакантной должности».*

*Цель настоящей статьи – выявление специфики оформления одного из видов делового дискурса – резюме.*

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