



Leading from the Middle: Investigating the Roles of Algerian  
Academic Middle Leaders in Three Universities

Submitted for the Degree of  
Doctor of Philosophy at  
the University of Northampton

2022

Soumia El Mestari

This thesis is copyright material and no quotation from it may be published without proper  
acknowledgement.

## **Abstract**

There has been a growing interest in middle leadership in Western countries, not least in the school sector. However, it has been less researched in the Middle East and North Africa (MENA) region, including Algerian Higher Education (HE). This project sets to explore the professional practices and the views of academic Middle Leaders (MLs) in three Algerian university departments about their leadership and management roles following significant changes in Algerian HE. The study explores the difficulties encountered by MLs, identify the kind of skills, knowledge, and attributes that they need to have for effective practice of their leadership and understand the contributory factors to their professional development.

Through a qualitatively-focused mixed-method study, documentary evidence was used to understand the context in which they operate. The quantitative data obtained through the online/paper-based surveys with twenty-two participants were combined with semi-structured interviews and field notes to capture the participants' views for in-depth analysis with nineteen participants. The academic MLs in this study have job titles such as Deputy-Deans, Heads of Departments, and Course Directors within three university departments in Algeria.

The key findings indicate that the leadership context and HE system structure mould how academic MLs operate. Their roles and responsibilities were significantly complex and dynamic. Their role was identified as predominantly administrative. Their responses showed readiness for the support, not only to lecturers' Continuing Professional Development (CPD) but also to encourage colleagues to take leadership positions. It appeared that tensions and challenges surround the role of the MLs at different levels: people, institutional and HE levels. The organisational culture was also found to significantly affect how the MLs lead. The study's findings revealed that their professional learning journey is related to factors linked to experiential learning, self-directed learning, collegiality, learning from significant people in the job, having two careers simultaneously, and the benefits of motivational factors. Other factors related to previous experiences outside of academia were learning from administrative roles, teaching and other work experiences. Their accounts suggest no formal preparation for their role by their universities. The study findings provide new insights into understanding middle leadership roles in the Algerian HE context.

## **Acknowledgement**

I cannot thank enough the twenty-two participants from Algeria who gave their time to participate in this study. This doctoral project would never have been accomplished without them, and I am grateful to their genuine interest and trust.

My acknowledgement and heartfelt gratitude extend to my supervisory team, Dr Assia Slimani-Rolls and Dr Cristina Devecchi. I am deeply indebted to their professionalism and patience while reading countless versions of my chapters. I feel fortunate to have had a strong team that have provided valuable knowledge and constant support and encouragement throughout this research endeavour.

I want to thank the staff members at the University of Northampton, particularly Northampton Graduate School and the Centre for Educational Research, for providing a stimulating, supportive, friendly and professional research environment. I would also thank Regent's University London for dedicating a peaceful study environment.

I am also particularly grateful to my family for their continuous support and encouragement. I would like to thank my close circle of friends; Amina Abdat, Abir Drissat, Randa Sellali and Leyla Bouallegue that were supportive during the writing of the thesis and helped me keep things in perspective, especially during the pandemic.

## **Dedication**

I dedicate this work with love to  
my mother, Hafsa Nouri, who ignited a passion in me for education,  
and to my father, Talha, who believed I could.

## Table of Contents

<b>Abstract</b> .....	<b>2</b>
<b>Acknowledgement</b> .....	<b>3</b>
<b>Dedication</b> .....	<b>4</b>
<b>Table of Contents</b> .....	<b>5</b>
<b>List of Tables</b> .....	<b>10</b>
<b>List of Figures</b> .....	<b>12</b>
<b>List of Abbreviations</b> .....	<b>13</b>
<b>Chapter One: Introduction</b> .....	<b>15</b>
1.1 Introduction to the study .....	15
1.2 Motivation of the study.....	17
1.3 Rationale of the study .....	19
1.4 Aim, objectives and research questions .....	21
1.5 Structure of the thesis.....	22
<b>Chapter Two: The Context of the Study</b> .....	<b>25</b>
2.1 Introduction.....	25
2.2 National policies in Algeria and university leadership .....	25
2.3 English language in Algerian universities .....	28
2.4 The Development of universities in post-independent Algeria .....	29
2.4.1 Algerian university network and expenditure.....	29
2.4.2 Reforms of universities in Algeria.....	32
2.4.3 LMD and Algerian higher education leadership .....	33
2.5 Overview of the study university departments .....	37
2.6 Summary of chapter two.....	43
<b>Chapter Three: Literature Review</b> .....	<b>45</b>

3.1 Introduction.....	45
3.2 Leadership models and theories .....	46
3.3 Academic leadership and management.....	52
3.4 Academic leadership in higher education and change .....	54
3.5 Academic middle leadership in higher education.....	58
3.5.1 Academic middle leadership roles .....	60
3.6 Skills, knowledge and attributes of academic middle leaders.....	62
3.7 Academic middle leaders' professional development.....	68
3.8 Conceptual framework.....	71
3.8 Summary of chapter three .....	73
<b>Chapter Four: Methodology .....</b>	<b>76</b>
4.1 Introduction.....	76
4.2 Research paradigms .....	77
4.2.1 Interpretivist and pragmatic paradigms .....	77
4.3 Research methodology.....	82
4.3.1 Research approach .....	85
4.5 Research methods for data collection .....	87
4.5.1 Documents.....	88
4.5.2 Survey .....	89
4.5.3 Semi-structured interview .....	92
4.5.4 Field notes .....	93
4.6 Sampling method and approaching the participants.....	94
4.7 Data collection procedures .....	100
4.7.1 Gaining access.....	100
4.7.2 Piloting the surveys .....	101
4.7.3 Conducting the surveys .....	103
4.7.4 Conducting the semi-structured interviews.....	103
4.8 Data analysis.....	104

4.8.1 Survey analysis.....	104
4.8.2 Interview analysis .....	104
4.8.2.1 Transcription .....	104
4.8.2.2 Reading and writing.....	106
4.8.2.3 From data to codes.....	106
4.8.2.4 From codes to categories and themes .....	108
4.9 Trustworthiness of the qualitative Data .....	110
4.10 Ethical considerations .....	112
4.11 Summary of chapter four .....	115
<b>Chapter Five: Seeking Leadership Amidst Intricate Higher Education System.....</b>	<b>117</b>
5.1 Introduction to chapter five and six of the findings.....	119
5.2 The nature of academic middle leadership.....	119
5.2.1 Roles and responsibilities .....	120
5.2.2 Stepping into the role .....	127
5.2.3 Organisational change: between prospects and pitfalls .....	134
5.3 Tensions and challenges.....	144
5.3.1 People related challenges .....	145
5.3.2 Institutional imbroglio .....	149
5.3.3 Higher education context related challenges .....	152
5.3 Summary of chapter five .....	156
<b>Chapter Six: Unlocking departmental leadership development .....</b>	<b>157</b>
6.1 Improving departmental performance .....	157
6.1.1 The skills for departmental leadership.....	162
6.1.2 Essential knowledge .....	162
6.1.3 Specific attributes.....	166
6.2 Learning to lead from the middle .....	168
6.2.1 Informal leadership development in context.....	168
6.2.2 Learning from past work experiences.....	176
6.3 Concluding summary of the findings of chapters five and six .....	179

<b>Chapter Seven: Discussion of the <i>Findings</i></b> .....	<b>180</b>
7.1 Introduction.....	180
7.2 Structural and power relations in academic middle leadership roles within university departments.....	180
7.2.1 The roles and responsibilities of academic middle leaders .....	181
7.2.2 Perceptions towards the top-down hierarchical model.....	185
7.2.3 Change and academic middle leadership.....	186
7.3 Trust-credibility relationship in academic middle leadership role .....	188
7.3.1 Ill-defined appointment policy and getting acclimated to the role .....	189
7.3.2 Academic middle leaders' role difficulties.....	191
7.4 Relational learning in academic middle leadership position.....	192
7.4.1 The set of academic academic middle leaders' skills, knowledge and attributes....	192
7.4.2 Learning in academic middle leadership position.....	195
7.5 Summary of chapter seven .....	197
<b>Chapter Eight: Conclusion and Recommendation</b> .....	<b>198</b>
8.1 Introduction.....	198
8.2 The major findings of the research .....	198
8.3 The study's contribution to knowledge .....	199
8.3.1 Theoretical contribution.....	200
8.3.2 Methodological contribution.....	200
8.4 Suggestions and recommendations for future research.....	202
8.5 Limitations of the study.....	202
8.6 Summary of chapter eight.....	205
<b>References</b> .....	<b>206</b>
<b>Appendices</b> .....	<b>225</b>
Appendix 1: Missions of educational leaders (Translated English version).....	225
Appendix 1.a: Missions of educational leaders (Original, French version) .....	226



Appendix 2: Missions of Deputy Dean in charge of Studies and Student related Matters (Translated, English version) .....	227
Appendix 2.a: Missions of Deputy Dean in charge of Studies and Student related Matters (Original, French version) .....	228
Appendix 3: Algerian Universities’ organigramme (Original, French version).....	230
Appendix 4: Ministerial decree about how the participants are appointed to the role (Original, French version).....	230
Appendix 5: Sample email response from department leader regarding a query about MLs’ current positions .....	231
Appendix 6: Middle leaders survey (English version) .....	232
Appendix 6.a: Survey translated in French.....	251
Appendix 6.b: Survey translated in Arabic .....	270
Appendix 7: Interview schedule (English version) .....	290
Appendix 7.a: Interview Schedule (French version).....	291
Appendix 7.b: Interview Schedule (Arabic version) .....	293
Appendix 8: Sample of research field notes in Universities: A, B and C. ....	294
Appendix 9: Participants’ profile.....	296
Appendix 10: Request letter for data collection to the faculty Dean – University A (Arabic version).....	299
Appendix 11: Request letter for data collection (Original English version) .....	300
Appendix 12: Request letter for data collection to the Head of Department– University B (English version) .....	301
Appendix 13: Sample (I) Participant’s Interview transcript .....	302
Appendix 14: Sample (II) Participant’s Interview transcript .....	312
Appendix 15: Project ethical approval certificate.....	319
Appendix 16: Participants’ consent form.....	320
Appendix 17: Participants’ information sheet .....	322

## List of Tables

<b>Table</b>	<b>Title</b>	<b>Page</b>
<b>Table 2.1</b>	The increase of students' enrolment from 1962 to 2021	31
<b>Table 2.2</b>	Number of students and teachers in the three selected universities	40
<b>Table 2.3</b>	Undergraduate and Postgraduate Programmes taught in the three University Departments	41
<b>Table 2.4</b>	Weekly teaching load of academics. Adapted from ministerial order number 929: 2016	41
<b>Table 3.1</b>	Overview of key leadership theories and approaches	47
<b>Table 3.2</b>	Functions of Management and Leadership. Adapted from: J.P. Kotter (1990: 7)	51
<b>Table 4.1</b>	Research questions and their associated research methods	79
<b>Table 4.2</b>	Participants' profile details	87
<b>Table 4.3</b>	Illustration of code 'experiential learning' from the interviews' data.	96
<b>Table 4.4</b>	illustration of code 'Lack of support from senior leaders' from the interviews' data.	97
<b>Table 4.5</b>	Categories identified in the interviews' analysis	98
<b>Table 4.6</b>	Major themes and their description	99
<b>Table 5.1</b>	Roles and responsibilities of academic middle leaders (management and administrative Functions)	110
<b>Table 5.2</b>	Roles and responsibilities of academic middle leaders (Leadership Functions)	113
<b>Table 5.3</b>	Mode of appointment of academic middle leaders to the position	118
<b>Table 5.4</b>	The extent of organisational change influence on academic middle leaders' roles	123
<b>Table 5.5</b>	Expectations and reality of leaders' actions and behaviours	129
<b>Table 5.6</b>	Academic middle leaders' people-related challenges	133

<b>Table 5.7</b>	Academic middle leaders' institution related challenges	136
<b>Table 5.8</b>	Barriers of career progression in relation to work-life balance	138
<b>Table 5.9</b>	Academic middle leaders' Higher Education context-related challenges	140
<b>Table 6.1</b>	Academic middle leaders' skills	145
<b>Table 6.2</b>	Academic middle leadership knowledge	149
<b>Table 6.3</b>	Academic middle leadership's attributes	154
<b>Table 6.4</b>	Informal approaches to leadership development of academic middle leaders	158
<b>Table 6.5</b>	Motivational factors in an academic middle leadership position	163
<b>Table 6.6</b>	Past work experience factors facilitating Academic middle leaders' learning	165
<b>Table 6.7</b>	Institutional practice regarding the professional support provided to the academic middle leaders	168

## List of Figures

<b>Figure</b>	<b>Title</b>	<b>Page</b>
<b>Figure 2.1</b>	Organigram of Faculty of Letters, Languages and Arts – University A	39
<b>Figure 3.1</b>	Leadership roles and approaches in higher education	54
<b>Figure 3.2</b>	Major themes in the challenges faced by leadership in higher education	55
<b>Figure 5.1</b>	The overarching themes and their related sub-themes from the analysis of the interviews.	107
<b>Figure 5.2</b>	Academic middle leaders' leadership and management roles	109
<b>Figure 5.3</b>	Middle leaders' perceptions whether they consider themselves leaders	130
<b>Figure 5.4</b>	Middle leaders' perceptions whether the University consider them as leaders	130
<b>Figure 5.5</b>	Tensions and challenges of academic middle leadership role	132
<b>Figure 5.6</b>	Academic middle leaders' role satisfaction	142
<b>Figure 6.1</b>	Participants' responses regarding training received to support their role	156
<b>Figure 6.2</b>	Participants responses concerning the type(s) of academic continuing professional development that helped them in their role.	157

## List of Abbreviations

<b>BP</b>	Bologna Process
<b>CD</b>	Course Director
<b>CPD</b>	Continuing Professional Development
<b>DD</b>	Deputy Dean
<b>DSCC</b>	Department Scientific Committee Chair
<b>DZD</b>	Djazaïr Dinar (Algerian national currency)
<b>ECC</b>	Educational Coordination Committee
<b>HE</b>	Higher Education
<b>HEI</b>	Higher Education Institutions
<b>HFS</b>	Head of Field of Studies
<b>HoD</b>	Head of Department
<b>HR</b>	Human Resources
<b>HSP</b>	Head of Speciality
<b>LMD</b>	Licence-Master's-Doctorate
<b>MA</b>	Master of Arts
<b>M.ED.</b>	Master of Education
<b>MENA</b>	Middle East and North Africa
<b>MHESR</b>	Ministry of Higher Education and Scientific Research
<b>ML</b>	Middle Leader
<b>MSA</b>	Modern Standard Arabic
<b>PhD</b>	Doctor of Philosophy
<b>QA</b>	Quality Assurance

<b>REC</b>	Research Ethics Committee
<b>SCHE</b>	Scientific Council of Higher Education
<b>VUCA</b>	Volatility - Uncertainty-Complexity - Ambiguity

# Chapter One: Introduction

## 1.1 Introduction to the study

This thesis is an exploratory study that aims at investigating academic middle leaders' views about their roles in the light of change within three Algerian university departments. After Algeria's independence from French colonialism in 1962, the national government gradually started blueprinting plans for political and economic developments (Smith, 1975). It is argued that economic growth is often related to education in which well-educated workers would improve the labour force, increase the capacity to produce, and reduce poverty (World Bank, 2008). But precisely what is our understanding of how educational institutions are led to contribute to a country's productivity, how important educational leadership is in fast-changing times, and how it would play a role in conveying educational institutions' value are questions that have yet to be answered.

Following Algeria's independence, several measures were implemented to establish a better match between Higher Education (HE) and the needs of the Algerian economy (Bouchikhi and Barka, 2017). The latest policy reform in the HE sector was known as the LMD system (Licence/Bachelor-Master-Doctorate) implemented in 2004 (Metalta, 2016). This reform is further explored in Chapter 2 (See Section, 2.4.3). However, reforms and changes in HE are not limited to Algeria. Universities in the twenty-first century are undergoing transformations under the term of new public management-driven changes, characterised by marketisation, privatisation, performance measurements and accountability (Tolofari, 2005; Deem, Hillyard, and Reed, 2007; Meek, Goedegebuure, Santiago, and Carvalho, 2010; Black, 2015). These increasing changes are claimed to be attributed to:

- (i) the increasing number of secondary school graduates who consider university degrees as the effective method of economic advancement and social mobility and owing to the perceived relevance of HE for the knowledge economy

- (ii) universities are confronted with the issues of preserving quality in the face of fast development, particularly as the massification of students entails an increase in the academic preparation they receive; and
- (iii) constraints on public funding and the uncertainty connected with alternative private sources exacerbate the problem (Schendel and McCowan, 2016). This is especially the case in the Middle East and North Africa (MENA) economies, where HE saw a significant expansion due to high social demands and massification enacted by governments in public institutions (El Hassan, 2013).

These increasing demands have led to the rise of academic leaders' importance. They are seen as individuals that "hold one of the most critical roles in academe and are key to the academic success of their institutions" (Gmelch, Walter, Ward and Hirsch, 2017:1). Heffernan (2020) suggests that, due to the fast-changing nature of Higher Education Institutions (HEIs), most leaders come into the position without leadership experience or training, creating friction in the workplace. In Algeria, middle leaders (MLs) are academics that step into a leadership role without any prior experience or training specific to leadership (Miliani, 2021). I chose to focus on academic middle leadership in this study because of concerns about the reforms' effectiveness at the Algerian HE level linked to meagre, if not absent leadership culture. The fundamental problem with the reforms in Algeria was that the university communities did not agree on which changes were most needed or whether the anticipated changes were really expected or desired. It is highlighted that educational leadership at the level of university rectors and directors and deans and heads of faculties is a possible cause of failure (Miliani, 2021).

My intention in this study is to look at the roles of academic middle leaders, the challenges and tension that may have emerged as a result of change and the academic leaders' professional learning journey amid university transformation. Furthermore, academic leaders are particularly intriguing to research since they have been appointed to leadership positions for success in their profession, especially in terms of research but not always



because they show specific characteristics or skills relevant to a leadership job (Denney, 2020).

However, studies on academic leadership in Higher Education (HE) are well documented in western literature (Bryman, 2008; Inman, 2011; Preston and Price, 2012; Branson *et al.*, 2015; Floyd and Preston, 2018). While there are also studies about academic leadership in developing countries like Saudi Arabia, Vietnam and Malaysia (Shah, 2016; Thuy, 2015; Maniam, 2018), leadership in HE is under-researched, mainly in Algeria. Moreover, what has been written in the literature tends to focus on the functions and characteristics of leaders with insufficient account about the influence of social and political contexts where they operate (Busher, Hammersley-Fletcher and Turner, 2007) and how they have learnt to lead (Inman, 2007).

In this introduction, the motivation to undertake the study is first provided. Second, this study's rationale is discussed, and the gap of knowledge in research is highlighted. Third, the aim, research objectives and the research questions directing the study are outlined. Finally, a general overview of the thesis structure is presented to conceptualise the content of the thesis chapters.

## **1.2 Motivation of the study**

I conducted the study on academic middle leadership due to a personal interest in the dynamics of how university departments are led and managed. The present context of Algerian HE requires a core focus on leadership. Algeria gained independence from France in 1992. The post-colonial period comprised different socio-cultural, economic, and political decisions that affected its HE sector. The transitional phase after the independence included the challenge of the government to restructure its educational system away from the inherited French system. However, managing students' mass enrolment, dealing with the Civil War in the 1990s, and modernising and 'anglicising' HEIs through various reforms were significant tasks for the Algerian government. University middle leaders are sitting amid these rapidly shifting environments as they bridge the gap

between university senior management, staff, and students. In this thesis, the professional practices of academic middle leaders are explored. The interest in investigating university mid-level leadership derived from my experience as a student and work experience as an administrative and financial assistant at a university accommodation directorate in Algeria, as I will explain in the following two paragraphs.

In 2015, I was doing my Masters in Didactics of English as a Foreign Language in Algeria. At that time, I had the opportunity to participate in a national contest for a scholarship to pursue my doctoral studies in the UK. Later, in the process of preparation for this contest, I started sending emails to professors within my own university and others. In one of the universities, I travelled to prepare with other students for the contest. It was interesting to notice that the Head of Department's approach to supporting their students applying for the same national contest differed from my own university experience. Specific informational meetings were held, a room and study resources to facilitate revision were allocated by the Head of Department. This experience triggered my curiosity about how departments are led and managed.

In addition, in June 2016, I worked as an administrative and financial assistant at the University of Medical and Dental Sciences' Hospitality Accommodation Services Directorate for six months. My primary role consisted of providing secretarial and administrative support to the accommodation manager. The job was a path-breaking experience as I was involved directly in administrative work and had the opportunity to observe the workplace dynamics from the angle of a staff member and not a student. As a result, I developed an interest in academic middle leadership, particularly in university departmental leadership, as I was working and studying for my master's at the same time. Furthermore, in October 2016, I enrolled in a pre-sessional doctoral programme at a University in the UK. During this time, I had the opportunity to see the differences between how learning was facilitated and how the administrative work was carried out in a UK university. This has led me to reflect and ask questions about the roles of academic leaders and what sorts of professional learning routes they go through. Thus, I was ready to move from the position of a student with a short work experience as an administrator to an

independent researcher for this study as I was keen to strengthen my understanding of departmental leadership and middle leadership in Algeria.

Initially, I set out on this PhD journey expecting to capture the views of academic MLs about their roles in positions like Head of Departments and equivalent in terms of continuous changes affecting the nature of universities worldwide and in Algeria and their ability to influence teaching and learning. However, as the thesis unfolded, I reflected on the contextual factors where the study took place, realising that the way academic leadership roles are constituted is much more nuanced and complex, depending on the context where they work.

### **1.3 Rationale of the study**

The first and key rationale of the study is to recognise the role of academic MLs in line with the socio-cultural and political change affecting the HE sector in Algeria. Since Algeria's independence from French colonialism in 1962, the language used in public administration, judicial, and school systems was French, and a limited number of Algerians were instructed (Benrabah, 2013). The best-known instances of painful national policies in Algeria were the Arabisation policy which came in response to the mass departure of the French colonialists and Europeans who were the prominent educators during the colonial period. The goal of Arabisation was to renew the pride and national identity that was eradicated by the colonisers (Hamzaoui, 2017). However, despite the efforts spent by the government decision-makers for the implementation of Modern Standard Arabic (MSA) in the Algerian educational and administrative systems, the Arabisation process has been subject to criticism because the government recruited teachers that lacked training and were brought predominantly from Arab countries to hold education job positions, and it is assumed to be one of the reasons of the decline in pupils' educational achievements (Kerma, 2018). Furthermore, the recruited teachers were unaware of the country's social realities (Benrabah, 2013).

The students' population started to grow significantly after the independence (Rose, 2015). However, the Algerian government was confronted with the lack of teachers and resources

(Bouchikhi and Barka, 2017), which required equipped university leadership and management human resources. Another significant event to bring here was the Algerian Civil War in the 1990s and its ramifications on the country and HE. Algerian society was deeply marked by the violence caused by terrorism left in its wake (Ghanem, 2019), and this resulted in the forced exile of thousands of highly skilled and university-qualified Algerians (Benrabah, 2013).

As I will develop further in chapter 2, the politically inherited HE reforms have always had ramifications in practice. There is a preference to maintain the status quo and business as usual even if they imply dysfunctional outcomes. The role of leadership in driving change in terms of organisational culture is critical for change to be implemented (Devecchi, Mansour, Potter and Allen, 2018; Branson *et al.*, 2018). However, Algerian Higher Education (HE) context presents a paradoxical situation, as Miliani (2021) explains that genuine leadership is missing most in the reforms of the MHESR, in addition to financial means, ineffective management strategies and the increased number of students cohorts.

In the light of multiple change drivers to the Algerian HE discussed so far, the most recent were the LMD system or three-cycle system of the Bologna Process introduced in 2004 (Ghiat, 2016) and the introduction of the Quality Assurance (QA) framework (Miliani, 2013). Changes to the HE sector impose on academic leaders to continually respond to environmental changes, leading to ambiguity and resistance (De Boer and Goedegebuure, 2009). HE leaders claim that they have no power and that their acts are limited by national policy, those in charge of the organisation, and the resistance of those they ostensibly lead (Lumby, 2018). Accordingly, academic middle leaders' roles are critical and complex in setting the stage for change and ultimately implementing it (Kohtamaki, 2019).

Furthermore, the published literature about educational leadership focuses predominately on middle leadership in primary and secondary schooling (Donaldson, 2008; Notman 2011). There remains a gap in the knowledge on the role of academic MLs in universities in general, and Algeria in particular. The complexity of the role, which encompasses both leadership and management responsibilities, places individuals in front of the challenge of taking in charge an academic leadership role that requires readiness and equivalent

skills. This study is distinctive, based on a specific population, explicitly Algerian academic middle leaders. This category of leaders has not been highlighted in studies on leadership and management in universities in Algeria, North Africa and the Middle East (MENA) (Miliani, 2021).

#### **1.4 Aim, objectives and research questions**

The study participants hold key academic middle leadership positions, such as Deputy Dean, Head of Departments and Course Directors. Despite the experience that academic MLs have as academics, they often feel unprepared for the role. Floyd (2012), for example, explains that the growing perception of the pressures linked to being an academic ML exceeds the perceived advantages of the position. Rosser (2004) and Bryman and Lilley (2009) describe MLs as being sandwiched between increasingly competing expectations from central administration and departmental staff. In order to unpick the nature of Algerian academic middle leaders' roles, this project aims to explore and understand the professional practices and roles of academic middle leaders in the light of change surrounding the Algerian HE sector and provide evidence-based suggestions and recommendations to support them in their roles.

The research objectives are set to understand the underpinning views of academic MLs about their roles, taking into consideration the extent to which change affecting HE had on their leadership functions. This will provide an understanding of the tensions and challenges encountered in their positions and possible aspects that contributed to their leadership professional learning journey. The research objectives are as follow:

- to understand academic middle leaders' views about their roles and responsibilities in the light of change;
- to identify the difficulties affecting their roles;
- to identify the kind of skills, knowledge, and attributes that academic middle leaders need to have in their roles, and;
- to explore the factors that contribute to the professional development of MLs.

This study is led by the following research questions:

- How do academic MLs view their leadership and management roles in their institutions in the light of change?
- What are the difficulties faced by academic middle leaders in their roles?
- What kind of knowledge, skills and attributes academic middle leaders consider important in their leadership roles?
- What factors contribute to academic middle leaders continuing professional development?

### **1.5 Structure of the thesis**

The first chapter introduces the research where I present how the research idea of working on Algerian academic middle leadership was brought forth in relation to the changes affecting the HE sector globally and locally in Algeria. This chapter provides the study's rationale, which suggests the critical role of departmental leadership and the focus on how academic middle leaders learn to lead and manage. The research aims and objectives and the research questions are stated in this chapter. Finally, the chapter concludes with a summary of the thesis structure.

The second chapter provides the immediate context of the study and is composed of two parts. The first part is an overview of (i) the national policies implemented in Algeria after the independence in 1962 in order to understand the socio-political and economic factors affecting universities educational leadership (ii) the development of Algerian HE and the significant changes surrounding the tertiary sector, like the infrastructure and educational reforms and finally (iii) the immediate context of the university departments where MLs operate.

The third chapter is a review of the literature. This chapter reviews the debates around the different models and theories of leadership emerging in the late 20th century to early 21st centuries, such as *transactional*, *transformational* and *distributed* leadership theories and how the view of leadership is no longer seen as the quality of senior leaders alone. It also explains the notions of leadership and management, their differences, their relevance

to individuals in leadership and management positions and their purpose to organisations. In addition, the third chapter highlights the scarcity of research in HE in the global south and its compatibility with the present research of middle leadership in the Algerian university. Academic middle leadership studies in HE, a discussion of their methodological positions and where this study fits within the larger field are also presented. The chapter focuses on the critical role of academic MLs' roles and a discussion of the support they receive and their leadership development journey. In this chapter, I review their roles as connectors between university strategic plans and their implementation, the relevance of skills, knowledge, and attributes in a middle leadership role, and their link to departmental effectiveness and performance.

The fourth chapter is the methodology chapter. This chapter discusses the paradigmatic position of the research, which is located within the interpretive/constructivist paradigm. An exploratory qualitatively-focused mixed-method study with a small quantitative component is explained. Then, the research methods used in this study are presented: (i) documentary evidence to understand the context in which academic leaders operate, (ii) online surveys, followed by (iii) semi-structured interviews for in-depth analysis and again, during the data analysis documentary evidence have been revisited and supported by (iv) field notes recorded in the course of data collection to corroborate and ensure the validity and reliability of the findings. The ethical considerations for this qualitative research are also explained. As for the analysis of the data, an in-depth explanation of how the surveys have been analysed using descriptive analysis and thematic analysis approach for the semi-structured interviews.

The fifth chapter is the first part of the research findings, which presents the results of the semi-structured interviews and surveys with academic MLs, corroborated with documentary evidence and fieldnotes. The chapter presents the findings to answer the thesis's first and second research questions following the emerging themes. It then presents the themes' description, related codes, as well as their interpretations through examples from the data.

The sixth chapter is the second part of the research findings. Following the same method of reporting the findings as in chapter 5, chapter 6 presents the evidence from the data to answer the third and fourth research questions. The emerging themes from the data are explained in detail and interpreted by providing examples from the data.

The seventh chapter is a discussion of the findings and how they fit in with the existing literature on the concept of academic middle leadership, the relevance of informal learning to the leadership development in relation to other contexts and the argument in support of the overall discussion.

The eighth chapter is the conclusion of the thesis. It explains how the research aims and objectives have been achieved and highlights the key limitations of the study. The chapter also identifies the study's contribution to the existing body of knowledge. Finally, an evaluation of the research methodology and method will be presented and suggestions for future research.



## **Chapter Two: The Context of the Study**

### **2.1 Introduction**

This chapter provides the context in which this research was conducted with a group of nineteen Algerian academic Middle Leaders (MLs) working within three Algerian Higher Education Institutions (HEIs). Educational leadership in Algerian universities is influenced by various factors, such as historical background, colonialism, socio-political factors and economic reforms. First, this chapter reviews the national policies in Algeria that were implemented after its independence in 1962 to explore the issue of leadership in HE. The purpose is to familiarise the reader with the country's socio-political and economic context where the study participants live and work. These factors are discussed to examine the impact of the history of Algeria on the educational leadership of academic MLs within three HEIs. Second, this chapter reviews the reforms of HE in Algeria since its independence. I establish the background information as well as significant changes that have affected the HE sector, such as the infrastructure and expenditure, and the educational reforms of the Algerian tertiary sector, the most recent of these reforms being the LMD system (Licence/Bachelor - Master - Doctorate). These factors are discussed to explore the nature of Algerian academic MLs operating in a rapidly changing environment and their professional learning journey. Finally, a detailed overview of the university departments where the research sample works provides the immediate research context.

### **2.2 National policies in Algeria and university leadership**

In order to understand the nature of academic middle leadership within the development of HE in Algeria (see below Section, 2.4), it is first necessary to establish the social and economic contexts of the country after its independence. Just as importantly, the linguistic background of Algeria is also described by socio-linguists as 'multilingual' or poly-glossic, which indicates the use of multiple languages and language varieties by Algerians (Benrabah, 2007; Arezki, 2008). Algeria is multilingual because of four different languages and language varieties spoken by its people: Standard Arabic, Algerian Arabic and Berber languages (Kabyle, Mzab, Cenoua, Tamashak) and French language, which was brought in by the French when they colonised Algeria in July 1832. As far as the participants of this

research are concerned, they are of different ethnicities, which allows them to speak other languages like Amazigh languages, Arabic, French, as well as Spanish and English.

Between 1830 and 1962, the French implemented a strict policy of deracination and deculturation which aimed to convert millions of Algerians to total 'Frenchification. While French became the official language of education in Algeria, Arabic was marginalised and declared a foreign language in 1938 (Benrabah, 2014). The linguistic conflict has been a subject of debate in Algeria after the independence. In the educational platform, a conflict emerged in the country on whether the country should settle and continue to favour 'monolingualism' in Arabic supported by Arabo-Islamists or adopt bilingualism; called by the country 'modernists' (secular and/or francophone members of the population and the elite), where Arabic and French should be used (Benrabah, 2007). In the next paragraph, these issues and how they affected the Algerian tertiary sector are expended upon in which the new Algerian government determined that the following decisions were needed.

'Arabisation' policy was established as one of the major reforms in the newly independent nation in 1962, which endeavoured to reinstate Arabic in the education sector and public administration (Chemami, 2011). In this respect, the following two important elements contributed to the motivation of the Arabisation policy. First, reinforcing the use of Modern Standard Arabic (MSA) as an official language in areas such as the judicial system, public administration, and education to renew pride in the national identity given that French is the language imposed by the coloniser (Hamazaoui, 2017). Second, Arabic is the language of Islam, where Islam represented a shield during colonisation when the French colonisers aimed at diminishing the Algerian culture and identity. In this respect, Benrabah (2013) explains that Arabic, whose teaching was suppressed in the 1930s, was formally decreed as a foreign language in 1938. However, the Arabisation policy in Algeria is assumed to have led to radical Islamism, which became a gateway to what became known as the Black Decade, a civil war fought between the government and various Islamist rebel groups (Benrabah, 2013).

Consequently, Algerian society was deeply marked by the violence caused by terrorism left in its wake in the 1990s (Ghanem, 2019). At the level of the tertiary sector, the conflict

resulted in the forced exile of thousands of highly skilled and university-qualified Algerians (Benrabah, 2013). As an educational organisation in these challenging conditions facing the country, the university was juggling scarce means and human resources and the management of the gradually increasing students' enrolment.

The Algerian government was faced, soon after the independence, with a colossal pupil enrolment in the primary sector which was estimated to have increased from 14% to 36.37%, and the problem of lack of teaching personnel and their competency was apparent (Benrabah, 2007). Foreign educators, mainly from Europe, left the country due to a massive departure of the French and Europeans to their home countries. The number of literate Algerians was estimated at around 300,000 only out of a population of 10 million and this number represented individuals with literacy in Literary Arabic only (Gallagher, 1968). However, the unexpected shift to Arabic in education faced great hindrances. Teachers, in that period, were not prepared for this sudden transition in which the government was "faced with less resources to allocate to the tertiary sector which has been a top priority in the public policies implemented since independence" (Bouchikhi and Barka, 2017: 46). The ultimate paradox was the task awaiting HEIs leadership and management following the departure of France that happened overnight following the liberation of the country.

In terms of the lack of teachers at all educational levels, including the HE sector, the government relied heavily on expatriates from all over the world. At the same time, it started rapid recruitment and training of potential Algerian teachers to face up to the vacuum created after the massive departure of French settlers in Algeria (Bellalem, 2008). As I will expand upon more in section 2.4.1, this decision had further ramifications, such as the need to establish more schools, colleges, and universities and develop more teaching staff (Bouchikhi and Barka, 2017). However, the progress that has taken place was uneven, often superficial, with the relentless challenge of providing better and more staff at all levels, including relevant HEIs leadership and management body which is the focus of this research.

Given the drastic efforts to build the nation after the independence, HEIs require middle leaders to contribute their engagement and leadership skills to work towards educational

quality in the novel Algerian system. Algerian HE was confronted by the influence of socio-cultural factors and forcibly implemented political decisions from the post-independence Algerian government. Hence, the language issue has been at the surface of more profound and significant issues, and the complexity lies in the dissonance between policy, and HE sector practice and the lack of university leadership mandate and autonomy. MLs who are the focus of the study may be influenced by new roles and responsibilities to respond the governments' strategic plans. In the following section, I discuss further national policies related to the use of English language in universities.

### **2.3 English language in Algerian universities**

This Section discusses university leaders' demanding task of preparing graduates for the job market through an increased focus on the English language in Algerian universities. In the 21<sup>st</sup> century, educational decision-makers and language users see foreign languages and English in particular as a way forward to facing the demands of a continually economically evolving world. English language, for instance, has gained favourable attitudes in the Algerian society, including users and non-users of the language (Miliani, 2000). It is particularly embraced by the international academic and business communities, and it is, in this respect, the adoption of a single lingua franca both in classrooms and boardrooms and thousands of daily individual contacts have become evident throughout the whole world (Crystal, 2003). Indeed, the status of English language as a lingua franca in Algeria is evident within the socio-economic changes taking place worldwide. As a result, the use of English as a communication vehicle started to gain more space within globalised Algeria. Miliani (2000) states:

In a situation where the French language has lost much of its ground in the socio-cultural and educational environments of the country; the introduction of English is being heralded as the magic solution to all possible ills, including economic, technological and education ones (p. 13).

Using English was necessary to meet the country's economic objectives. A significant point to bring forward here is the period from 1980 to 1991, which witnessed the process of political, economic and educational reforms (See Section 2.4). Economic reforms were characterised by increased businesses and investments in Algeria and overseas. Another

significant economic policy was encouraging tourism in Algeria and presenting a potential labour force that speaks Foreign Languages. Respectively, the government progressively trained university foreign language teachers. In addition, foreign language departments were established in universities throughout Algeria (Bellalem, 2008). In this study, the long-term sustainability of the socio-political and economic transformations affecting Algerian HEIs, ultimately affect the strategic leadership in universities and middle leadership at the operational level.

So far, a review of the major policies implemented after the departure of the French colonialism was discussed. In particular, language policies were part of more significant concerns to present the issues faced for educational leadership after the independence of Algeria. Leaders who are the backbone of every university department were faced with preparing graduates for the job market through the forcibly implemented policies. The following Section will discuss the progress HE sector made in post-independence Algeria to understand middle leadership roles in universities.

## **2.4 The Development of universities in post-independent Algeria**

This section discusses the development of Algerian universities to compensate for the gap left by the French. First, a discussion of the infrastructure and the expenditure allocated to the sector is explored. Second, the main reforms implemented after the independence are reviewed because they represent a pole of attraction for students and understand university leadership's relevance. Third, the LMD reform and the university as an educational organisation are explored.

### **2.4.1 Algerian university network and expenditure**

Algiers University campus was the first HE organisation established in 1909 (Chapan, 1994). In 1962 the Algerian HE consisted of the University of Algiers, Oran (Western Algeria) and Constantine (Eastern Algeria) and some schools established in the capital by the French government, such as the HE National College of Commerce set up in 1900, the HE National College of Agriculture established in 1909. The National Polytechnic School was established in 1925 (The world Bank, 2012). Today, the Algerian HE sector is characterised by a proliferation of new HEIs of one hundred six (106) institutions which are organised in fifty

(50) state-owned universities, ten (13) university centres, forty three (43) HE national colleges. These HEIs are spread over 58 towns in Algeria (MHESR, 2021). The drastic measures for the expansion of universities' network in Algeria may, in this sense, have challenged its leadership. Due to the rapid evolution of HE, "educational leaders will be constantly challenged to be more effective in strategic planning, modifying organisational structures and bringing more control and flexibility to budgeting processes and staffing patterns" (Smith and Hughey, 2006: 1959-160).

Furthermore, national education in Algeria received significant attention from the government, which was illustrated in the funding spent on developing this sector. Algeria provides free access to universities for those who succeed in the baccalaureate exam with various privileges to the students. For instance, part of the MHESR budget is apportioned to students' stipends and access to subsidised services with low fees (e.g., food, transport, and accommodation). Other expenses are shared between university staff and the operations of the universities' services (Litamine, 2017). Between 1967 and 1979, a total of 171 billion DA (Algerian Dinar) was allocated for expenditures in the HE sector across the country. In 1985, approximately 16.5 per cent of the government's investment budget was devoted to education, and in 1990, the education sector received 29.7 per cent of the national budget (Metz, 1994), which had the second-highest allocated budget after that of the national army (Miliani, 2021). Subsequently, the current HE minister announced that the annual budget allocated to the sector in 2020 was elevated to 370 billion DZD (Djazaïr Dinar/Algerian Dinar). The budget allocated for HE comes in the fifth position compared to that of the National Army, which comes in the first place, the Ministry of Education in the second place, the Ministry of Home Affairs and the Ministry of Health in the fourth place (Litamine, 2020).

However, without proper per capita resourcing, massification poses a persistent danger to the quality of education (Rose, 2015). Notably, with the increase in the number of universities, students' enrolment has grown drastically from 2,881 in 1962, to 1,797,190, between 2020 and 2021 (MESRS, 2021). Table 2.1 below illustrates the development of students' enrolment from 1962 to 2021.

Years	1962- 1963	1969- 1970	1979- 1980	1989- 1990	1999- 2000	2009-2010	2010- 2011	2020- 2021
Student enrolment in graduation	2,725	12,243	57,445	181,350	407,995	1, 034,313	1, 077,945	1,730,000
Student enrolment in post-graduation	156	317	3,965	13,967	20,846	58,975	60,617	67,190
Total	2,881	12,560	61,410	195,317	248,841	1, 093,288	1, 138,562	1,797,190

**Table 2.1.** The increase of students' enrolment from 1962 to 2021. **Source:** MHESR (2021)

Challenges in the HE sector remain, although significant efforts were invested to transform its infrastructure since independence; these challenges are further explored later in this chapter (see section 2.4.2 and 2.4.3). In this regard, the massification and quantitative expansion of the HE sector make the demand for quality an insurmountable challenge. Bloom (2005) said: "in much of the developing world, higher education systems are poorly equipped with this increasing pressure [...] making a case for investment in higher education requires vision and leadership" (p. 21). Furthermore, it is increasingly recognised that leadership is best understood in its context and cannot be separated from the environment within which it occurs (Peters and Ryan, 2015). In this sense, it is essential to scrutinise Algeria's departmental leadership and management, focusing on academic middle leadership.

An increase in students' number would require an expansion in academic staff and university leaders to manage and lead universities and meet the government plans. Failing to do so is likely to create conflicts in the university leadership. In Algeria, at both levels of research and application, little attention has been given to the area of leadership in HE because the Algerian MHESR plays a major role in universities' leadership, control, and supervision (Miliiani, 2021). Regarding the running of universities, the MHESR has the power of the major decisions in universities, implement educational laws, and evaluate HE policies. The Algerian HE system is highly centralised in most of its practices, appointing university presidents and academics, developing the curricula, and, more importantly, financing HEIs as discussed in this section.

The following Section will discuss further the reforms of Algerian HE after the independence until today.

#### **2.4.2 Reforms of universities in Algeria**

In Algeria, although HEIs have made some progress over time to meet the needs of the national economy and forge an identity that is different from the model inherited from colonialism, issues persisted on the ground. HE progress in developing countries has been severely hampered by issues stemming from national policies and institutional flaws (Waterbury, 2019). Reforms of the HE sector happened consecutively and marked shortcomings attributed to weak leadership despite the presence of different forms and patterns of power (Miliani, 2021). Nevertheless, in terms of enhancing education, the Algerian government took some actions illustrated briefly in the following four phases since the independence.

- In the first phase, from 1962-1969, in post-independent Algeria to help provide the skilled labour that industries of the industrialisation strategy entailed, Algeria invested in education (Aghrout and Bougherira, 2004). Indeed, the industrialisation plan envisioned for the expansion of the national economy resulted in significant management requirements. The HE system had a new orientation and missions ascribed to it. As a result, a number of steps were implemented to create a better fit between HE and the national economy (Bouchikhi and Barka, 2017).
- In the second phase, from 1970 - 1998 , the Algerian Ministry of Higher Education and Scientific Research (MHESR) was initiated in 1970. The 1971 reform of HE focussed on implementing a diversity of academic specialities represented in one hundred and five (105) branches among four (04) disciplines. Within the same period, some disciplines started to be taught in Arabic like human sciences such as psychology, history, philosophy and sociology (Talbi, 2015). Further, reforms in 1976 guaranteed that education at all levels was maintained free to all and dictated that education must be the exclusive domain of the state (Clark, 2013). The 1971 reform's primary purpose was: "the delivery of as many executives as possible, immediately operational, at the lowest cost to meet the needs of the HE sector. For this, a redesign of education and



diplomas and retraining of teachers was necessary" (Benghabrit and Senouci, 2009: 190). This reform has enabled significant access to HE and more appropriate responses to the needs of society at large (Benghabrit and Senouci, 2009).

- In the third phase of post 1998s and in particular the year 1998, a governmental decision was made to reorganise Algerian universities in the form of faculties. Another important development in HE was the amendments applied in the sector because the 1971 reform referred to above slightly failed to respond to the challenges resulting from the tremendously changing economic, political and socio-cultural situation which stimulated the government and education policy makers to reflect on the educational system based on the French model (Sarnou, Koç, Housine and Bouhadiba, 2012).
- The fourth phase of the reforms was the implementation of the LMD (Licence/Bachelor, Masters, Doctorate) system, which I will expand upon in more details in the following Section (see Section, 2.4.2). The LMD, also known as the three-cycle system, was progressively introduced in Algerian HE in which international comparability and outcome-defined learning are central (Rose, 2015).

With respect to middle leadership in HE, the wave of reforms has impacted the nature and range of MLSs' responsibilities in universities by reorganising the learning and teaching structures. Having reviewed the significant development of the HE sector, the following Section of this chapter moves on to discuss in more details the LMD in HE, which is similar in structure to the Anglo-Saxon system BMP (Bachelor, Master, PhD). The reason for focusing on the LMD is that university leaders and MLs, who are the focus of the study, have an organisational authority towards implementing the educational system. This will allow examining Algerian academic MLs autonomy in taking action within their communities of practice.

### **2.4.3 LMD and Algerian higher education leadership**

The LMD (Licence/Bachelor-Master-Doctorate) system is part of the Bologna Process (BP), typically traced back to the signing of the Bologna Declaration by the European ministers of education in 1999 in the context of establishing a harmonised space for HE across the European Union. The LMD framework has been progressively established in Algeria and its

neighbouring Maghreb countries (Morocco, Tunisia, Libya and Mauritania) since the academic year 2004/2005 and was finalised in 2010 as a response to the socio-economic changes of the country and the development of better education in universities. Notably, changes result from radical transformations from a socio-economic perspective, namely the move from administered economy to a market economy (Benghebrit and Senouci, 2009).

Essentially, it is important to note that the LMD's primary purpose is to place the student at the centre of the educational process, i.e., it is a student-centred system. Being credit-based, the LMD requires drastic changes in the way courses are designed, taught and assessed. It also requires that the young generation of graduates will be equipped with new skills, knowledge, and lifelong learning opportunities. The reform was set to introduce a degree structure based on the new French model of Bachelor's, Master's and doctoral degrees:

- the Licence (Bachelor's Degree) parallel to three years of study beyond the baccalaureate (BAC+3);
- the Masters, parallel to two years further study beyond the licence (BAC+5);
- the Doctorate, parallel to three years of research beyond the master (BAC+8).

As for the objectives of adopting the BP educational framework to the Maghreb context and in Algeria in particular, which is far different from the European one, is to:

- (i) Reduce the training length required to obtain the doctorate degree as opposed to the previous classical system where doctoral studies had no time limits. This reduction is believed to help students to devote more time for post-doctoral studies and be engaged in the professional life at an early stage.
- (ii) Introduce the tutoring feature which is considered a fundamental pedagogical component to guide students and reinforce their skills to prepare them to play their role in the industry (Meziane and Mahi, 2009).
- (iii) Increase student flexibility in choosing and transferring courses and credits and making the HE system more efficient than the French classical system.
- (iv) Increase lifelong learning opportunities and increase institutional autonomy while producing learning outcomes which are more suitable for the labour market.

The above pillars could be interpreted as a response to the requirements of the New Public Management, which is based on the application of private sector management models to the public sector (Stech, 2011). However, as approved by the MHESR, the introduction of LMD reform was not preceded by adequate evaluations of the state of HE in the country. It also did not consider the realities of regional contexts of the country and did not incorporate appropriate consultations and dialogue with those most concerned on the ground (Metatla, 2016). Consequently, a series of consultations have been initiated by the MHESR to review its reform policies and address inadequacies. In 2008, for instance, the General Directorate for Scientific Research and Technological Development (DGRS-DT) declared around 600 researchers per million inhabitants in Algeria, falling short of the global average. In expressing its commitment to increasing this ratio, the DGRS-DT pointed out the LMD system as a key driver for achieving this objective (Metatla, 2016).

Nevertheless, the progress achieved by the Algerian University from the independence up to the present time carries with it some drawbacks. The State addressed an increased social demand that resulted in the valorisation of quantitative mass enrolment, putting the university into "management policy of flows", which makes one wonder whether the state has the capacity to resolve conflicting requirements such as managing enrolment massification while assuring the delivery of quality degrees (Bouزيد, Berrouche and Berkani, 2013). Indeed, it is suggested that there was resistance on staff and students, based partly on disagreement with the changes and a lack of understanding of externally imposed policies emanating from the government (Jones, 2011). This is likely to create challenges for academic leaders and MLs in particular when university staff members are asked to adhere to changes in government policy around the structure and code of practice of HE that is decided by the MHES without consultation with the university leaders, who are more concerned with the change operationalisation within the university. Hence, the increase in the number of university applicants creates significant leadership activity challenges. Miliani (2021) said:

The leadership is lived as a day-to-day challenge that calls for basic pragmatism, intuition, and constant care because of lack of collective vision of the undertaking: it is more of a solitary process (p. 108)

Notably, universities are centred on the need for strategic leadership and flexibility while responding to competing tensions and remaining relevant to managing people resources by

raising awareness of the importance of professional development (Drew, 2010). Miliani (2021) explains that the LMD reform bore a number of limitations, for instance, resistance on the part of teachers, students' fear about the new system, and resistance and disagreement of parents who were not in favour of something that was considered devalued compared to the French university training programme where the duration of studies was reduced from 4 to 3 years for the bachelor's degree. Miliani (2021) further suggests:

despite the university staff demand for more autonomy of management, MoHE exerted its power in a subtle way, using committees and commissions to distribute orders thus avoiding confrontations with key partners who saw reform imposition as politicking in its finest display...The main challenge of the leaders was to find the most adequate responses to the centrality of decisions as imposed by the ministry far from field realities (p. 104)

It can be deduced from this statement that the influential role of university leaders in general and academic MLs is crucial in applying the principles of the new reform and can play an essential role in addressing the malfunctions of the LMD reforms in practice. The changes are assumed to influence the group of leaders who are expected to adjust their practices. In this thesis, their views are yet to be explored to have insights about the extent to which change discussed so far in this chapter affected them and what kind of support they received to prepare them for their roles. Despite the widespread agreement upon the importance of fostering Continuing Professional Development (CPD) through funding, time and human resources in projects and activities that help both university leaders and lecturers in their profession, some challenges prevent CPD opportunities in Algeria, such as (i) the lack of financial resources (ii) motivation and time and (iii) negative attitudes towards engaging in CPD activities (Missoum, 2015).

Considering the turbulence in HE environments, Fullan (2007) argued that academic MLs play a particularly prominent role in institutional effectiveness. For this reason, this is where effective leadership is required to interpret and achieve the government's aims. Nevertheless, there is a lack of data and empirical research in the Algerian context to determine whether and how the emerging issues in HE such as adapting to the structure and requirements of the LMD reform, opening up CPD opportunities and managing students' massification challenge leadership practices in Algeria. Therefore, this study focuses on academic MLs in relation to

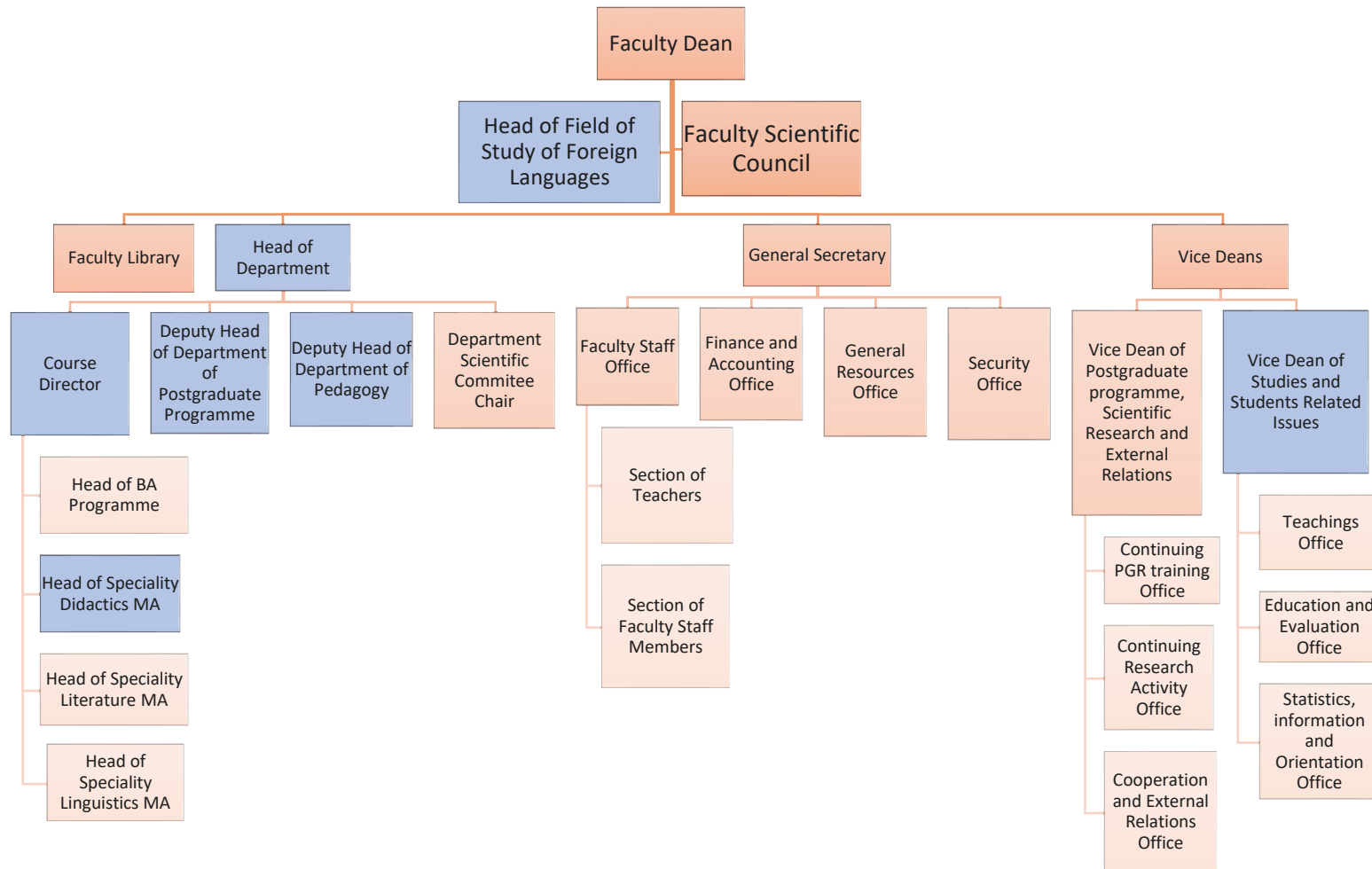
change affecting the HE sector. This Section has discussed the reforms of Algerian HE and its major challenges. The next part will explore the context where MLs take academic and administrative roles in university departments within three Algerian universities.

## **2.5 Overview of the study university departments**

The Section discusses the immediate context of the three university departments in Algeria, where the study took place. The Algerian University is created by an executive decree issued on a proposal of the minister of HE and it is placed under their supervision (Article 3, The Official Journal, 2003). Several bodies have key roles in implementing educational policies of the ministry into practice and rectorates, faculties, national institutes, and, where appropriate, annexes. Universities comprise common administrative mechanisms due to the centralisation of critical decision-making to the ministry of HE. This research study focuses on academic middle leadership in university departments within three different universities located in the West of Algeria. To protect the anonymity of the universities where the study took place, the educational institutions concerned will be referred to as *University A*, *University B* and *University C*.

The organisational chart of faculties in Algeria is centralised (See Section, 2.3.2). In each of the three institutions I selected for this research, there are faculties and within faculties there are departments. As shown in the organisational charts (Figure 2.1) below, academic middle leadership positions are referred to those below the dean level. The research was undertaken with nineteen academic middle leaders, including faculty deputy deans as academic MLs who work closely with academic staff. To illustrate, the study's academic MLs are placed in the middle of the institutional hierarchy as shown in figure 2.1 below. The faculties are units of teaching, learning and research within the universities and have a traditional top-down management model led by the dean who oversees the academic and administrative work of the organisation. However, there are slight differences in terms of the leadership and management positions within each department (See table 2.3). For instance, there is a distinction between the specialities provided for Masters (MA) students in University A and C and which are led by a university lecturer specialised in that area. Whereas for University B, the position of Head of Speciality (HSP) does not exist. Instead, there is a Head of an MA English language Programme.

Moreover, 'tutoring coordinators' and 'Translation Chairs' are exclusive to University B. A Head of field of study exists in University A only, Head of BA programme, Head of MA programme exist in University B only, Head of Doctoral Programme exist in University C, only. As illustrated in figure 2.1 below, the faculty organigramme has a traditional top-down management model which is managed primarily by the Dean who oversees the administrative and academic operations in the faculty



**Figure 2.1.** Organigramme of Faculty of Letters, Languages and Arts - University A

As featured in the faculties organigrammes in blue, academic MLs that took part in the study are 'Deputy Dean (DD) in charge of Postgraduate Programmes, Scientific Research and External Relations', 'DD in charge of Studies and Students' Related Issues', 'Heads of English Language Departments' (HoDs), 'Scientific Committee Chair' (SCC), 'Deputies HoDs in charge of Pedagogy', 'Deputies HoD in charge of Postgraduate Programme', 'Heads of English Language Programme', 'Head of BA Programme', 'Head of MA Programme', 'Heads of English Language Specialities', 'Head of Field of Study of Foreign Languages' (HDFL) and 'Head of Doctoral Programme' (HDP). Nevertheless, in University C, due to the vacancy of Deputy Head of Department in charge of Pedagogy position, the HoD and her Deputy HoD in charge of the Postgraduate Programme both took responsibility for this position in parallel to their existing duties in the departments where they work.

In terms of students and teachers' numbers in the selected sample, Table 4.1 below provides details about the number of teachers to meet the language learning needs of the students. Students in the departments selected for the study enrolled in Bachelor of Arts (BA), Master of Arts (MA) courses which are referred to as graduate degree in Algeria and Postgraduate Degree Courses (PGDC) encompassing Master of Education (M.Ed.) or what is referred to in Algeria as Magister degree course and Doctor of Philosophy degree courses (PhD). Due to the HE educational reform of the Bologna Process in 2004, Algerian universities were no longer offering M.Ed. degree programmes, except in University C because there was the last cohort under the ex-French classical system of Algerian, HE.

<i>Universities</i>	<i>Degree Course</i>	<i>Number of Students</i>	<i>Number of Teachers</i>	
			<i>Temporary</i>	<i>Permanent</i>
University A	BA	1005	7	23
	MA	324		
	PGDC	152		
University B	BA	1300	15	59
	MA	360		
	PGDC	231		
University C	BA	786	12	46
	MA	405		
	PGDC	268		

**Table 2.2.** Number of students and teachers in the three selected universities



The table above illustrates the number of students and the teaching staff. Interestingly, University B has the highest number of students at the three levels, BA, MA and PhD. In this case, one may wonder about the participants' views about leading and managing a large amount people. The departments in this study offer BA and MA programmes, as illustrated in table 2.3:

Universities	Field of Study	BA Programme	MA Programmes
<b>University A</b>	Letters and Foreign Languages	American and British Language, Literature and Civilisation	- English Literature - Linguistics - Didactics of English as a Foreign Language (EFL)
<b>University B</b>	Letters and Foreign Languages	American and British Language, Literature and Civilisation	- Language Science - Anglophone Literature and Civilisation - Didactics and Assessment in English Education - English Literary and Cultural Studies
<b>University C</b>	Letters and Foreign Languages	American and British Language, Literature and Civilisation	- Didactics of Foreign Languages - Didactics and Applied Linguistics - Language and Communication - Linguistics - Literature and Interdisciplinary Approaches - Literature and Civilisation - Language Science

**Table 2.3.** Undergraduate and Postgraduate Programmes taught in the three University Departments

Students have one common speciality for the BA degree programme in the three selected universities: British and American Literature and Civilisation. However, the specialities offered in the MA programme differ from one university to the other. First, University A offers three different specialities: Didactics of English as a Foreign Language, English literature, and Linguistics. Second, University B, have four distinct specialities: Language Science, Anglophone Literature and Civilisation, Didactics and Assessment in English Education, English Literary and Cultural Studies. Third, University C offers a more significant number of choices in which seven different specialities are available for students wishing to enrol in an MA degree programme: Didactics of Foreign Languages, Didactics and Applied Linguistics, Language and Communication, Linguistics, Literature and Interdisciplinary Approaches, Literature and Civilisation and Language Science. The different degrees offered by the ministry allow the

students to be trained and prepared to be launched directly into the job market and give them access to different research projects of Masters and Doctorates.

In addition to the leadership and management responsibilities, academic middle leaders have teaching hours in the department and other responsibilities such as supervision of MA and doctoral students depending on the rank they occupy. Table 2.4. below demonstrates the teaching load undertaken by the participants of the study. In Algeria, ranks are similar to the French HE system and what is referred to as university *Professor* is the highest rank in HE teaching and research ladder and it can be equivalent to a university professor in the United Kingdom HE system. *Lecturer Class' A'* could be equivalent to *reader*, whereas *Lecturer class 'B'* might be the *Senior Lecturer* in UK universities.

To attain eligibility to the grade of lecturer class 'A' (Reader), class 'B' university lecturers (Senior Lecturers) must go through a process known as “habilitation” or university accreditation. “Habilitation” is an important and necessary step in the scientific career of academics; it allows its holder to be appointed to the rank of Lecturer Class "A"; to supervise doctoral theses, lead research projects or a research team and apply for a promotion to the grade "Professor". As for Assistant Professor class 'A' and class 'B' they could be analogous to *Lecturer* in the UK which is Assistant Professor in the United States tertiary education.

<b>Rank</b>	<b>Weekly teaching load of statutory teaching responsibilities</b>
Professor	Six (6) hours comprising obligatory two non-repetitive courses
Lecturer Class' A' Maitre de Conference 'A' – (MCA)	Six (6) hours comprising obligatory two non-repetitive courses
Lecturer Class' B' Maitre de Conference' B' – (MCB)	Six (6) hours comprising obligatory two non-repetitive courses
Assistant Professor 'A' Maitre Assistant 'A' – (MAA)	Six (6) hours comprising two (2) non-repetitive courses/if necessary 9 hours tutorials or 12 hours practical classes
Assistant Professor' B'	Nine hours of tutorials or twelve hours of practical classes

**Table 2.4.** Weekly teaching load of academics. Adapted from ministerial order number 929: 2016

MLs roles are presented in the official journal of the Republic of Algeria; a series of legal documents regulating universities since the independence of the country in 1962. These regulations are published, updated from time to time and accessible to the public. For

instance, according to the executive decree number 8-130 specifying the roles and missions of the academic ML (See appendix 1). For HoDs roles, they are related to their departments' educational and administrative functioning, and they exercise hierarchical authority over the staff under their responsibility. As for the Head of Field of Study of Foreign Languages, the typical day-to-day activities in the faculty of languages is to ensure the coherence of the learning programmes offered in the domain of foreign languages (BA, MA and PhD). Coordinating the evaluation of the programmes offered in the department as part of Quality Assurance framework, coordinating and evaluating the tutoring activities for BA programme, taking in charge the reception and orientation of students, particularly first year undergraduates, among other important roles.

Programme Directors are in charge of, for instance, coordinating the activities of the English language programme team made up of Heads of Specialities and lecturers within the departments, assisting the head of the department and ensuring the relevance of courses offered in the sector and give their opinion on the opening or freezing of specialities. As for the roles of Heads of Specialities, they are in command of coordinating the evaluation of their respective specialities within the framework of 'Quality Assurance' (the means by which universities can confidently ensure that the standards and quality of education they provide are maintained and improved). Nothing is thus particularly creative in these tasks and actions where leadership serves no purpose. In fact, the MHESR's reforms demonstrated a focus on a sector that is still given the main, if not the sole mission, of absorbing the large cohorts of baccalaureate-holders, hoping, in the long run, to best meet the needs of the productive sector that is trying to survive on its own (Miliani, 2021). However, I note here that the official roles of MLs could be different in reality whether the official roles and their practice is homogenous; it is worth exploring the nature of the roles in line with departmental leadership.

## **2.6 Summary of chapter two**

Education in Algeria has been through many drastic changes and reforms. Since independence from French colonialism in 1962, Algeria has gone through economic, socio-political changes that have affected its educational system, mainly in HE, which is the focus of this study. While the Algerian government achieved progress through the national policies implemented after the independence, it would be an exaggeration to say that the strategic planning to enhance

HE sector saw positive outcomes in practice. Hence, the dissonance between the government's policies and the university as an educational organisation profoundly affected HEIs. Furthermore, the forcibly implemented policies are likely to create significant challenges for departmental leadership activity centred on the need for strategic leadership, flexibility, responding to competing tensions and trying to remain relevant to manage people resources. Hence, Algerian authorities have been making considerable efforts to alter the HE system into changes, both at the national and international level, yet achieving a satisfactory degree of effectiveness for HE is not a simple task as we shall see through this study. The next chapter looks at the literature review of leadership and middle leadership in HE.

## Chapter Three: Literature Review

### 3.1 Introduction

The previous chapter drew attention to the context of the study. Algerian education has undergone a number of significant reforms and changes. It has seen economic, socio-political, and educational transformations since its independence from French colonisation in 1962, most notably in HE. In 2004, Algerian universities embraced the international HE reform of the Bologna Process known as LMD (Licence, Master, Doctorate) to make the HE sector more compatible, competitive and appealing for students and scholars (Ministry of Higher Education and Scientific Research 'MHESR', 2016). As I reported in the previous chapter, Algerian HE also introduced Quality Assurance (QA) as part of the MHESR strategic plan scheduled to go until 2030 to ensure quality and best practice in the sector. However, despite the endeavours to enhance the HE infrastructure and, by the same token, the quality of its educational framework, the reality on the ground remains challenging. With these developments in HE as a backdrop, this study investigates academic MLs professional practices within three Algerian universities.

Over the years, the subject of leadership has witnessed the development of a succession of theories and ways to understand its nature. However, the review of the literature will focus on leadership theories to investigate academic MLs' views about leadership and their leadership roles in three Algerian universities in light of the changes surrounding the tertiary sector. Therefore, this chapter will review the literature with a focus on three main areas; (a) reviewing leadership theories and models (the wider field); (b) academic leadership and management in HE; and (c) academic middle leadership roles and related studies in HE, discussing their methodological positions and explaining where the study fits in the larger field of educational leadership; (d) providing a study conceptual framework through the literature review.

The literature review writing process was based on the study aim and its objectives (see section, 1.4). First, I started by creating a list of key concepts or variables related to the

research topic to help search for relevant sources, for example, leadership in Higher Education, academic leadership, middle leadership/management, leadership development. Second, I evaluated the relevant sources their credibility, such as peer-reviewed articles and high citation count. The process of reading the literature also included taking notes and keeping track of their sources. Third, identifying themes, debates, and gaps in the literature and fourth, outlining the literature review structure. Finally, the writing of the literature review.

### **3.2 Leadership models and theories**

Economic and political pressures have heightened the importance of effective leadership at the top and at all levels within the university (Cloete, et al., 2011). In exploring the complex and culturally challenging leadership landscape in the HE sector, it is appropriate to start by providing definitions and an overview of the key leadership theories and models to understand what approaches educational leaders need to apply in the institutions they are attached to it. Leithwood & Riehl (2005) defined leadership as an influencing others to articulate and achieve a shared goal. Similarly, Northouse (2019) defines leadership as “a process whereby a person influences a group of people to achieve a common goal” (p. 5). Middlehurst (1993) argue that leadership involves the participatory process of creating meaning that all members of an organisation engage in regularly. For the aim of this study, I have selected the definition of leadership by O’Connor and Quinn (2004). These authors define leadership as “a property of whole systems, as opposed to solely the property of individuals, effectiveness in leadership becomes more a product of those connections or relationships among parts than the result of any one part of that system” (p, 66).

Interest in leadership has been part of human interest throughout history. However, nearly two centuries of research and writing show how much leadership theories evolved over time as I will develop below. Leadership theories can be synthesised in table (Table 3.1) with their definitions and the authors contributing to their emergence, spanning from 1840s to the 21<sup>st</sup> century theories:

<b>Theories/ Approaches</b>	<b>Description</b>	<b>Source</b>
<b>Great Man Theories</b>	Leaders are believed to be exceptional people that are born with innate qualities, destined to lead. Leaders are born not made.	Carlyle (1841)
<b>Trait Theories</b>	A set of personal traits or qualities linked with leaders' behaviour that differentiate them from their followers to provide an understanding of their leadership.	Mann (1959); Stogdill (1974); (1981); Lord, De Vader and Alliger, (1986)
<b>Behaviourist Theories</b>	The central focus is on what leaders do rather than the qualities of the leader. Behavioural patterns are observed and classified as styles of leadership.	Lewin, Lippitt and White (1939)
<b>Situational or context theory</b>	Leadership is specific to the situation in which it is being manifested. Leaders may use different style depending on the circumstances and there is no leadership style is right for the leader in all situations.	Hersey and Blanchard (1969)
<b>Contingency Theory</b>	As a refinement of the situational perspective, it proposes that leaders' influence is contingent on different factors which determine the leadership style used.	Fiedler (1986)
<b>Distributed leadership</b>	Distributed leadership is a group activity that occurs in an organisation through and within relationships rather than through the actions of the leader alone.	Bolden, Petrov and Gosling (2008)
<b>Management/ transactional theory</b>	Leadership in terms of leader and follower relationship by focusing on joint benefits within the organisation using incentives and reward factors to attain results.	Hollander (1995)  Bolden, Gosling, Marturano & Dennison, (2003)
<b>Transformational theory</b>	Leadership is fundamentally a process of transformation and change involving both the individuals and the organisation through long terms goals.	Burns (1978); Bass (1985); Bass and Avolio (1994)

**Table 3.1.** Overview of key leadership theories and approaches

The table above illustrates leadership theories and models that have developed over time from 'Great Man' and 'Trait' theories (Carlyle, 1841; Stogdill, 1981) to 'Transformational leadership' (Burns, 1978). Reactions to the shortcomings of trait theory led to the development of situational contingency theory (Fiedler, 1971), and to some extent, transactional leadership. This led to a shift in focus from 'what' a leader is (e.g., defining characteristics) towards 'how' leaders actually lead (i.e., leaders' behaviour) (Lewin, Lippitt and White, 1939). The attention then switched to the followers' role and the nature of leadership, which shifted from individual to collective leadership. Transactional leadership could be associated with 'management' which was form of scientific managerialism, in which leaders exert their influence through rewards' control in an organisation, and the leader is seen to elevate the interests of the group (Hollander, 1995; Bottery, 2004). The concept of management will be explored further in section 3.3. However, the two approaches to leadership were more concerned with structures and organisational purpose than people and, to some extent, have links with the origins of scientific management as espoused by Taylor (1911). Bhindi and Duingnan (1997) suggest that the excessive managerialism within organisations shifted the interest to call for a change of managers and administrators into leaders. This increased interest in leadership, suggest, and I would argue, that the reforms within the Algerian tertiary sector suffered not only from lack of financial means, ineffective management strategies, issues with increased student cohorts (Miliani, 2021), but more importantly from the tensions associated with constant pressures of MLS to manage expectations from above and below. This study, and the research that it draws on reflects that academic middle leadership within the three university departments in Algeria is under-explored empirically.

Consequently, in the late 90s, at time when an expansion of Western economy started to experience instability, transactional leadership was judged insufficient to meet the overload of uncertainty that the Western marketplace was experiencing (Kolzow, 2014). More recent research focused on concepts such as cultural leadership (Southworth, 1999; Hartog and Dickson, 2004), which suggest that organisational cultures are formed by leaders. Gronn (1999) suggests that in this form of leadership, strategies are developed to promote effective teaching and learning, and transformational leadership. Thus, socially driven transformational



leadership theory pioneered by Burns (1978) took place of the transactional model of leadership.

The transformational model of leadership focuses on the connection created by the process raises the level of motivation in the leader and the follower (Northouse, 2019). It was argued that the transformational theory of leadership emerged as business and managerial tools to guarantee that employees within an organisation lean towards the capitalist values, and there is a vigilance of adopting models and theories and applying them to educational practices (Bass and Riggio, 2006). The transformational leadership model would suggest a focus on managing change and future outcomes. However, in the context of Algerian HEIs, the socio-political, cultural and economic changes affecting the HE sector which were discussed in chapter two and the dissonance between the government's policies and practice within universities hampered effective management of change. Under such complex conditions where the efforts of the MHESR to alter HE system into changes implies that an understanding of academic middle leadership in the Algerian context, where there is a dearth of literature denotes a different approach, as the context is in its infancy with regard to capitalist and business implications to the HE sector.

In contrast, a pluralised leadership model in more recent studies considers the context of leadership and views it as a process rather than being centred on the individual (Liden and Antonakis 2009). Distributed leadership is based on the proposition that leadership is not related to the positional leader alone. Bolden, Petrov and Gosling (2008) said that:

the concept of distributed leadership has become popular in recent years as an alternative to traditional 'leader-centric' models of leadership, suggesting instead that leadership is a property of the collective rather than the individual (p. 259).

The distributed leadership model is based on the view that leaders can interpret a situation and modify their leadership style to be consistent with the context and situation, making them better able to deal with complex situations (Muijs et al., 2006). Therefore, distributed leadership is characterised as dynamic, relational, inclusive, collaborative and contextually situated (Bolden *et al.*, 2008).

Accordingly, from the literature on leadership theories and models it can be noticed that leadership has moved from being leader centred, individual, hierarchical, stressing the importance of the power of the leader over followers to an evolved vision in which leadership is considered as a process, collective, context bound, non-hierarchical and focused on mutual power and inspiration (Evans, 2010). In terms of this study, educational reforms necessitate the call for leadership where a revived focus upon “improving leadership capacity and capability in the drive towards higher standards” (Harris, 2003: 9). Although the literature on leadership in HE tends to focus mainly on university leaders i.e., senior leadership posts, such as rectors or vice-chancellors, the category of people that I have chosen to study are academic middle leaders whom Kezar, Carducci and McGavin (2006) stress are needed to lead on change and success. Sitting in the midst of challenging and rapidly shifting environments are the Algerian academic MLs. As indicated previously, (See section 2.5), academic MLs in this study have a title like, Deputy Deans (DDs), Head of Departments (HoDs), Course Directors CDs, Head of Field of Studies (HFS). However, I would argue that although transformational and distributed approaches to leadership are more relevant to modern organisations, there is a scarcity of research on how leadership is performed by Algerian academic MLs and it is best understood in its context as was mentioned in the previous chapter. What is less clear is the definition of leadership in a complex setting where the MHESR is the primary power for the HE sector that uses committees and commissions to externally impose and distribute commands for MLs to implement, as is the case in this study. Furthermore, the centralised, top-down HE Algerian system is somewhat a handicap to university leadership (Miliani, 2021).

The difference between traditional theories that have a specific focus on the personal characteristics and behaviours of successful leaders, and modern theories of leadership is, a) the focus is relational and contextual; and b) there is an alteration from psychological to a more sociological approach to studying leadership (Haslam, Reicher and Platow, 2015). According to Dachler (1988) leadership is viewed as the result of complex social relationships. Social structures within university departments determine the behaviour of individuals at different hierarchical levels, including academic MLs. Despite that the notion of relationship-oriented behaviour has been studied almost simultaneously with earliest studies of leadership within organisations (Stodgily and Coons, 1957). However, the concept of relational leadership is relatively a new approach (Ball, 1993; Uhl-Bien, 2006; Ball et al., 2012; Branson et al., 2016;

Al Makhamreh, 2019), hence, its meaning is still new. Uhl-Bien (2006) views relational leadership within organisations as a phenomenon presenting human social constructions emanating out of profuse connections.

Academic MLs as actors within university departments and contexts in which they work are constantly under re-constructions. Holmberg (2000) explains that the re-construction is made: “in ways that either expand or contract the space of possible action” (p 181). Hence, leadership in practice is based on a social process in which coordination and change are constructed and the focus is on the interactions and processes that occur. The social processes may arise at different places within an organisation and include different actors than the individuals to whom attention is centred and formally identified as leaders (Uhl-Bien, 2006; Crevani, et al., 2010; 2015). This is of critical importance to academic MLs in this study, who often perform a dual role of an academic team member and a middle leader. Ultimately, this study leans toward the view that leadership and management roles are constructed in the complex interplay between people which conceives roles as interactive and socially constructed. The relational leadership approach will be discussed in detail in section 3.8 of this chapter.

Overall, this section reviewed the theories of leadership presented throughout the literature that was developed primarily in the western world where there are significant social and cultural differences from North African background. I would argue that the way that relational perspective of leadership provides a framework for critically examining the nature of leadership at mid-level without neglecting the contextual factors of three Algerian university departments where the study takes place. From this perspective, leading a learning organisation, being university departments in this study relies on building relationships. This will create a deeper sense of connection in which MLs not only have a better appreciation of the organisational reality but more importantly a stronger sense of their role and how it operates. The following section will look at the concepts of leadership and management within HE context.

### 3.3 Academic leadership and management

Given the dearth of literature on leadership and specifically academic middle leadership in Algeria, it was important to review previous literature carried in contexts that are different from the Algeria which have provided insights to understand different perspectives of the studies carried out in this area of study. For instance, definitions of leadership, management and administration abound. Leadership and management are two terms that are often used interchangeably when they should not. Mc Caffery (2004) said “Organizational effectiveness...is dependent upon both capable leaders and sound management” (p. 58). Cristison and Murray (2009) assume that both leadership and management are complementary, with differences between them, defined by the characteristics that each represents. Leaders, for example, set visions, motivate staff, mould teams and empower people. On the other hand, managers budget, staff, administer, and create systems and structures.

Cuban (1988) highlights the two concepts linking leadership to ‘Change’ and influencing followers’ actions in achieving desirable ends, and management to ‘maintenance’. In his view, maintenance relates to sustaining efficiently and effectively organisational arrangements. Furthermore, Bolden et al. (2012) imply that academic management and academic leadership are not necessarily provided by the same people or processes and address different issues. Bolden et al. suggest that academic leadership “is conceived more broadly and is most significant in terms of its impact upon academic values and identities” whereas academic management “tends to have an institutional focus and is used in order to frame academic tasks and processes such as allocation of workload, performance monitoring and assessment and provision and distribution” (p.35).

Table 3.2. below illustrates the main activities of management which are played out differently than the activities of leadership. Although they are different in scope, Kotter (1990) contended that both management and leadership are essential if an organisation is to flourish. For instance, if an organisation has a robust management system without leadership, the outcomes can be overwhelming and bureaucratic. On the contrary, if an organisation has strong leadership without management, the outcome and performance can be limited. Thus,

to accomplish effectiveness, organisations need to nourish both competent management and skilled leadership. Furthermore, there has been a shift in terminology from ‘middle managers’ to ‘middle leaders’ since the early 2000s (De Nobile, 2017). For the purpose of the study, the lexical item ‘middle leadership’ therefore is used to indicate different officials in the mid-level university hierarchy.

Management Procedures Order and Consistency	Leadership Procedures Change and Movement
<p><b>Planning and Budgeting</b></p> <ul style="list-style-type: none"> <li>• Establish agendas</li> <li>• Set timetables</li> <li>• Allocate resources</li> </ul> <p><b>Organising and staffing</b></p> <ul style="list-style-type: none"> <li>• Provide structure</li> <li>• Make job placements</li> <li>• Establish rules and procedures</li> </ul> <p><b>Controlling and Problem Solving</b></p> <ul style="list-style-type: none"> <li>• Develop incentives</li> <li>• Generate creative solutions</li> <li>• Take corrective action</li> </ul>	<p><b>Establishing Direction</b></p> <ul style="list-style-type: none"> <li>• Create a vision</li> <li>• Clarify big picture</li> <li>• Set strategies</li> </ul> <p><b>Aligning People</b></p> <ul style="list-style-type: none"> <li>• Communicate goals</li> <li>• Seek communication</li> <li>• Build teams and coalitions</li> </ul> <p><b>Motivating and Inspiring</b></p> <ul style="list-style-type: none"> <li>• Inspire and energise</li> <li>• Empower followers</li> </ul> <p>Satisfy unmet needs</p>

**Table 3.2.** Functions of Management and Leadership. Adapted from: J.P. Kotter (1990: 7)

Insofar as departmental leadership in Algerian universities is concerned and considering the significant changes that universities are going, Kotter’s distinction in the table can be used to conceptualise middle leadership to allow us to understand and look at the nature of the participants’ roles. However, there remains a gap in the knowledge about the validity of Kotter’s distinction pertinence for informing about the current state of departmental leadership in Algeria. It can be argued that in the context of Algerian middle leadership, there is a lack of research in this area and the nature of MLs roles. Therefore, individuals in academic middle leadership roles that are the focus of this research would achieve better results in the workplace by embracing the various elements associated with leadership and management effectiveness.

Thus, leadership and management are two different concepts, yet they are evenly valued when related to using human resources for departmental leadership effectiveness. Having reviewed leadership and management functions, which lie at the heart of investigating academic MLs roles in three Algerian universities. The following section reviews the literature

about academic leadership in HE to understand the central role they have, given the growth in the complexity and span of the expectations from them in times of change.

### **3.4 Academic leadership in higher education and change**

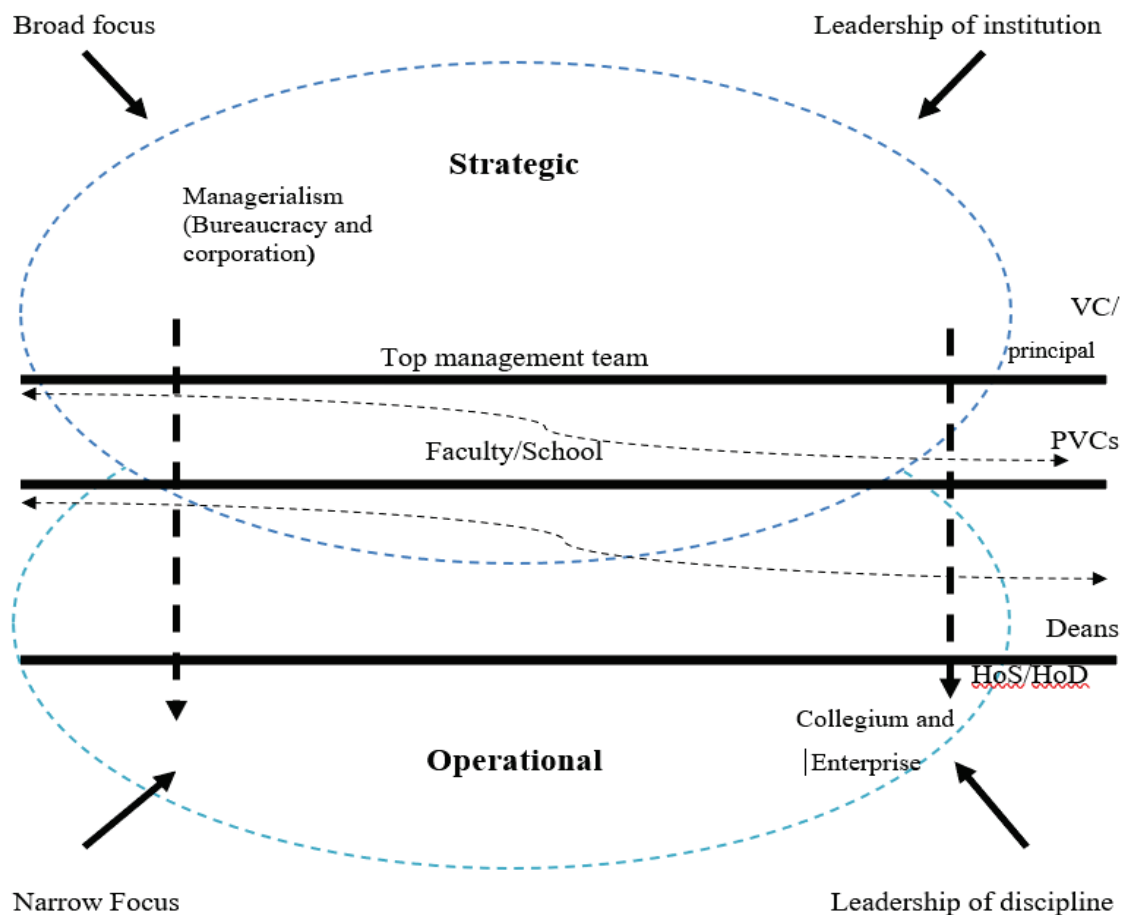
This section sets out to define the concept of academic leadership that will be used for this study. Researchers have been involved leadership studies in Higher Education and debated leadership issues (Bolden et al., 2012; Bryman, 2011, Pepper and Giles, 2015; Campbell and Ampaw, 2016). It has been argued that change and relationship building through the creation of networks and engagement between colleagues and MLs is essential to effective leadership.

Bolden, Gosling, O'Brien, Peters, Ryan and Haslam (2012) conducted a study for the Leadership Foundation for Higher Education (LFHE) from 2009 to 2011. The aim of the study was to explore academic leadership related to functions of teaching, research and academic administration, as opposed to managerial leadership relating to financial and strategic planning, marketing and Human Resources Management (HRM). Surveys, a series of listening post discussions and semi-structured interviews were employed. The study results show that what could be considered as leadership in HE emerged through engagements by influential colleagues within one's academic discipline, specifically those who play a fundamental role in one's transition and acculturation into academic life. These influential colleagues are e.g., Ph.D. supervisors, current and former colleagues, scholars from other institutions rather than by the actual individuals who occupy formal managerial positions. The report further demonstrates that individual academics can be regarded as leaders by their colleagues when they are noticed to advocate for a common cause, provide inspiration and/or represent a model of intellectual and professional standards. In addition, academic leadership can also be found in teams, particularly relating to factors such as supporting and growing a sense of shared academic values and identity and creating an environment that enables productive academic work (Bolden *et al.*, 2012).

As illustrated in figure 3.1, Bolden, Petrov and Gosling (2008) conducted a study on collective leadership in UK HE and its development. The aim of the study was to develop recommendations on how leadership could be enhanced in terms of encouraging

collaborative engagement with the leadership process. In-depth interviews with 152 leaders/managers working at UK HEIs. The researchers found that there is an increasing tendency to transfer operational leadership roles to academic units and that the management and leadership of the discipline is best allocated to individual academics with the subject expertise (Bolden, *et al.*, 2008). With this in mind, the Vice Chancellor's Executive Group (VCEG) role was found to oversee the strategic roles, demonstrating a broad strategic vision and objectives. Subsequently, academic schools and disciplines decide to accord their own goals and priorities. As shown in the figure below, senior leadership and other cross-cutting roles ensure an alignment and integration of institutional and disciplinary leadership.

Nevertheless, some form of balance between top-down and bottom-up leadership is required even though these two overall functioning are meant to be complementary processes, supporting and reinforcing one another. In the same study, tension was revealed between these approaches in the selected research sample. The researchers also found horizontal coordination, communication, and collaboration challenging to achieve (Bolden, *et al.*, 2008). Thus, the role of senior leadership and management was found to maintain the institution's leadership, while academic leaders are centred on the leadership of the discipline-based on guiding the teaching and research. This brings us to the critical role of Algerian academic middle leaders in the present study as agents holding operational roles in teaching and research within the departments as opposed to senior leadership and management strategic roles carried by the faculties' Deans and Deputy Deans (DDs) in Algeria.



**Figure 3.1.** Leadership roles and approaches in higher education. Adapted from Bolden *et al.* (2008, p21).

According to Bolden *et al.* (2012), changes affecting HE have created tensions and challenges for academic leadership. Amid the changes that universities globally are experiencing, their role as knowledge producers arguably remains fundamental. However, different business models have challenged their roles, so traditional hierarchies and job roles do no longer seem to fit. In more recent literature, Branson and colleagues (2018) argue that a failure of unsuccessful implementation of change to an organisation is due to the non-fulfilment of leaders to modify organisational culture to support the desired changes in performance and practice (Branson *et al.*, 2018). Nevertheless, despite the differences between the UK and Algerian HE system, challenges in the leadership of HE is inevitable and fundamental to explore with leadership effectiveness.

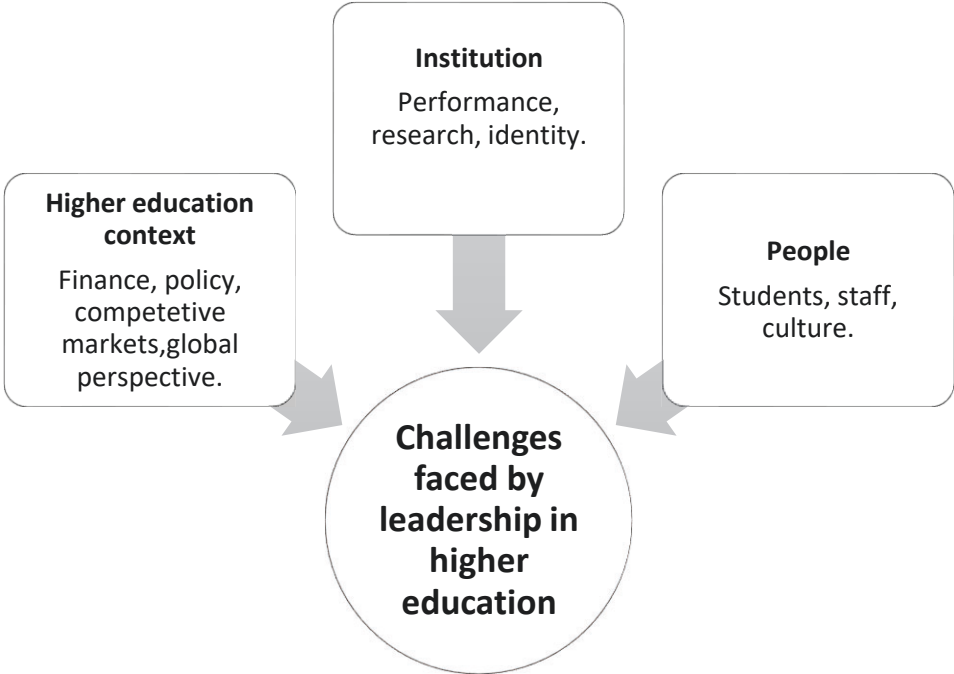
Peters and Ryan (2015), in a report for UK LFHE, 969 participants included 848 individuals working for a HEI, 54 individuals who worked for HE agency and 67 individuals who were part



HEIs board of governors. Thus, the research sample comprises individuals who generally assumed leadership positions within their institutions or HE. In the analysis of the qualitative data collected, the key themes identified regarding the challenges faced in higher education are:

- 1- challenges associated with the HE context (challenges linked to finance, political issues, competitive markets, and global perspective);
- 2- challenges at the institutional level (performance, research, and identity);
- 3- challenges with people (students, staff, and culture) as indicated in figure 3.2 below.

Furthermore, participants indicate increasing challenges linked with changes in government policy, competition for limited resources in the global marketplace. Moreover, a loss of institutional identity was reported, low morale as well as high level of staff stress because of work-life balance which I will expand upon further in section 3.4.1. Thus, it inferred that these challenges could present substantial difficulties facing HE leadership in the context of departmental leadership in Algeria as we shall explore in chapter five of the thesis.



**Figure 3.2.** Major themes in the challenges faced by leadership in higher education. Adapted from Peters and Ryan (2015).

In addition to the challenges reported above by HE leaders, 'work-life balance has been identified as a key workplace issue for career progression of staff in HEIs' (Ryan and Peters, 2015: 11). According to Ryan and Peters (2015), the work-life balance of academics is seen as a key issue for leadership teams due to specific pressures and ways of working. It influences job satisfaction and affects the workers' motivational and attitudinal characteristics and performance. In a study by the same researchers examining qualitative data of 631 staff working in HEIs, four themes were identified concerning work-life balance as a barrier to career progression;

- (i) perceptions of workload (unrealistic administrative workload, workload due to staff shortage, workload management);
- (ii) organisational culture (workaholic department culture, part-time work as a barrier to career progression);
- (iii) family and personal constraints (maternity career breaks, having family responsibilities); and
- (iv) personal choices around work-life balance including unwillingness to sacrifice family life for the career (Ryan and Peters, 2015).

The findings of this study may not be generalisable to other contexts, particularly that of Algerian departmental leadership. Nevertheless, more research beyond the UK perspective may inform the work-life balance of academic MLs.

### **3.5 Academic middle leadership in higher education**

The concept of MLs is commonly used in studies to denote departmental leaders (Wald and Golding, 2019). Middle leadership refers to their position in the university hierarchy. In Algeria, MLs are placed between senior management of the university 'Vice Chancellors and Deputies and Deans' and academic and administrative staff. Nevertheless, Harris and Jones (2017) suggest that research on middle leadership is relatively scarce (Harris and Jones, 2017). Research on middle leadership is known primarily in schools' contexts (e.g., Bassett, 2016;

Leithwood, 2016). There are many reasons why there is less interest in research on middle leadership. Some of them are: First, the current literature has covered many aspects of middle leaders' roles and responsibilities. Second, it might be that middle leadership research so far is no more engaging or appealing like other aspects of school leadership. Finally, other substantial contemporary literature on distributed leadership and teacher leadership eclipsed interest in middle leadership roles (Harris and Jones, 2017).

De Boer, Goedegebuure and Boer (2009) states "Since research on middle management in universities is still rather thin, more research is welcome" (p. 347). There is a dearth of empirical studies on associate deans in universities despite the unique roles they carry out in universities (Sayler, Pedersen, Smith and Cutright, 2019). This scarcity of research in this area is probably because most leadership research in universities covers more roles such as university Vice Chancellors, Deans and Department Heads (Harper, Mathuews, Puicini and Tackett 2017; Frazier, White and McFadden 2007; Bryman, 2007). The present study investigates the views of academic middle leaders about their leadership and management roles in three university departments in Algeria where they are situated. Although there is scarce focus on middle leaders, they play an important role because they are:

not just implementers of organizational policies, but play a key role in agenda setting, organisational strategy development and policy design. At the middle level the connection between institutional strategies and implementation is made, making it crucial to organisational success (De Boer et al, 2009, p. 348).

The concept of teacher leadership overlaps with, but not the same as middle leadership. In this sense, it is possible for teacher leaders to be MLs if they perform activities that are compatible with middle leaders' roles (De Nobile, 2017). Fullan (2015), for instance defines leading from the middle as:

a deliberate strategy that increases the capacity and internal coherence of the middle as it becomes a more effective partner upward to the state and downward to its schools and communities, in pursuit of greater system performance. The goal of LftM 'Leadership from the Middle' is to develop greater overall system coherence by strengthening the focus of the middle in relation to system goals and local needs. Thus, it is not a standalone, but rather a connected strategy. This approach is powerful because it mobilizes the middle (districts and/or networks of schools), thus developing

widespread capacity, while at the same time the middle works with its schools more effectively and becomes a better and more influential partner upward to the centre (p. 24).

However, middle leadership positions can be characterised by tensions linked to continuous pressures to simultaneously manage expectations from above and below (Branson, Franken and Penny, 2015). The subsequent section will inform about the roles carried out by academic middle leaders in HE context to provide understanding of the roles and responsibilities of academic middle leaders by reviewing related literature.

### **3.5.1 Academic middle leadership roles**

From a faculty perspective, middle leadership roles are increasingly seen as crucial to success, with middle leaders recognised as key brokers within the faculty, playing a pivotal role through their ability to control and influence the flow of information between the academic staff and the senior management team (Early and Bubb, 2007). Furthermore, despite the critical leadership and management roles, applying to these posts has reportedly become more complex as opposed to senior leadership levels for several reasons: (i) the necessity of getting the right person rather than just someone willing to do the job; (ii) the need for relevant prior experience; (iii) the detrimental effect on research profile, and (iii) unfavourable organisational systems and processes (e.g. for career progression, influence at a senior level and/or performance appraisal) (Bolden, *et al*, 2008, p. 2). While there are studies about middle leadership roles in the UK, which encompasses both leadership and management responsibilities that require readiness and equivalent skills, there remains a gap in the knowledge on the role of Algerian academic middle leaders.

Blackmore and Kandiko (2012) said: “those who do the academic work are under pressure to be increasingly productive. At the same time, the nature of their work and the relationships that academic staff have with students and others working in the institutions are in flux” (p. 26). Academic middle leaders face challenges to engage in both leadership and management roles. Therefore, there is a requirement of adjusting existing roles and introduce new ones. The authors argue that this is not simple to achieve for several reasons. First, the culture within which academic activities take place influence fundamentally how people work. Second, in research-intensive institutions, academic staff continue to socialise strongly in disciplinary

groupings. The relationships, in turn, influence how individuals see themselves and the extent of permissions they perceive themselves to have. Third, change strategies need to consider the culture in which academic staff are working. Finally, any proposed change must include the help of key staff that work to produce change that key stakeholders can agree that it is desirable (Blackmore and Kandiko, 2012).

Blackmore et al. (2012) recommend that change cannot be imposed unless considering the organisational culture in which the change happens and the role of key academic staff in implementing change. However, there is a dearth of empirical evidence on the influence of change on the organisational culture and how academic MLs operate in the context of departmental leadership in Algerian HE. Thus, it is significant to explore to what extent values, beliefs and assumptions in the university affect change application and the role of academic MLs in implementing change. Bolden et al. (2008), in their study on developing collective leadership in HE, reported that academics, in general, endure challenges to engage in the position of leadership. First, due to limited interest in undertaking middle leadership role as a result of the administrative responsibilities put on academics. Second, pool of candidates where academics feel unprepared for middle leadership position. Third, rotational nature of roles in which a lack of desire to take tough decisions and maintain without causing friction to colleagues. Fourth, barrier on academic research where the role is less appealing to academics who wish to climb the ladder of research. Finally, the challenge of limited recognition and incentives (Bolden *et al.*, 2008).

Similarly, Saylor, Pederson, Smith and Cutright (2019) studied 527 associate Deans in colleges in the USA. Participants were in charge of academics, administrative services and curricular issues. The respondents reported a decline in scholarly productivity. Arguably, it might be the case for academic MLs where they face many constraints that make their leadership role challenging to undertake. It is an opportunity to investigate how they perceive leadership and management in HE and their leadership roles.

In this aspect Carter (2013) further explains the challenge of taking middle leadership roles regarding expectations from above and below:

Middle level managers primarily implement change without necessarily being privy to the decision-making process which has preceded the change. Since they have no budgetary control or access to any incentives to encourage staff to embrace the change these middle managers need to cajole and persuade staff to participate. They are frequently in a difficult position, as more senior managers expect them to implement change, while their subordinates expect them to support them in their objections to it (p. 42).

Indeed, Middle leaders are often unable to make decisions regarding the change of the organisation. They do not have the power to take control of the budget either (Floyd, 2015). However, there is a lack of research on the impact of decision-making processes and budget controls in the Algerian HE sector and how they affect MLs roles.

According to Blackmore and Kandico (2012), significant strategic changes in universities may comprise the formal adjustment of existing academic roles and the designation of new ones in terms of permanent or short-term basis staffing structures. As a result, other or different expectations may be required from individuals who are currently in posts. There may be a considerable gap between formal and added roles in practice in which an organisation is unable to control the ways roles are practically operating. This is actually the situation of the Algerian academic middle leaders of this study who found themselves performing a variety of roles that was not necessarily the same as assigned by the MHESR.

Academic middle leaders hold distinct responsibilities towards their academic colleagues or the university as a whole, and the skills and capabilities that may be different from those of traditionally successful academics are fundamental (Thornton, Walton, Wilson and Jones, 2018). The following section will review the literature on the skills, knowledge and attributes of academic MLs to explore their significance in the context of the three Algerian universities.

### **3.6 Skills, knowledge and attributes of academic middle leaders**

Skills, attributes and knowledge are important elements for effective leadership practice, as was suggested in studies of middle leaders' experiences in HE (Oldman, 2013). The need of 'soft skills' and 'hard skills' for effective job performance was suggested by (Christison and Murray, 2009). On the one hand, soft skills in accounting, for instance, include communication

skills, teamwork and problem solving; on the other hand, hard skills include technical accounting practices like business law, auditing and assurance services or financial management (Christison and Murray, 2009). Essentially, both soft and hard skills are important for effective departmental leadership.

Many studies have contributed to the body of knowledge on tertiary education leadership and management, focusing on departmental performance and effectiveness in line with leaders' behaviours. For example, the study of Bryman (2007) investigated effective leadership in higher education in three different geographical contexts: the UK, the USA, and Australia. The author presented different behaviours of leaders to relate them to department leadership effectiveness. The study revealed several facets to effective leadership, some of which were related to the personal characteristics of leaders, which involved a clear sense of direction and a strategic vision. This feature of the leader entails that successful departmental leaders are those who provide explicit supervision in relation to the responsibilities of their department, being considerate, treating academic staff fairly and with integrity, being trustworthy and having personal integrity, allowing the opportunity to participate in open communication and shared decision making, acting as a role model, having credibility and creating positive work environment. Other characteristics were related to the importance of fostering collegiality and positive work culture (Bryman, 2007).

Bryman (2007) emphasises the significance of middle leadership in HE that promotes collegiality, democracy and autonomy. However, the author advocated that these aspects of leader behaviour are quite general because they provide only limited guidance concerning concrete action. Despite this, many of these aspects that make leadership activity effective can be applied to all HE sectors, including managing departments in the context of the present study.

Kennie (2016) suggested that academic leaders must build a strong foundation of credibility to be effective. This credibility includes personal, peer, positional and political elements. Similar to the view of Bryman (2007), Kenzie also stressed the importance of collegiality, which he put as participating selflessly to the broader academic context and contributing with

ideas with colleagues (Kennie, 2016). On the attributes required for academic MLs, Oldman (2013) took a grounded theory approach and used in-depth interviews with 26 middle managers in three universities in England. The author found that participants have identified: emotional intelligence, empathy, integrity, positive attitudes, patience, self-confidence, professional boundaries, flexibility, resilience and role modelling to be the elements academic middle managers consider as essential attributes to delivering the objectives of their role. However, while there is a reference to the importance of these attributes for academic middle leadership role there is an absence of the focus on skills, knowledge and attributes required for academic middle leaders in Algeria. This corroborates the rationale of the present study, which explores the skills, knowledge, and attributes essential for Algerian academic middle leaders within three university departments.

McCroskey (2008) suggests that middle managers in universities are expected to hold five key behaviours following Kouzes and Posner (2002) Leadership Practices Inventory (LPI), presented by the researcher as follows:

- Model the way (e.g. spending time and energy to ensure that people they work with adhere to the principles and standards agreed on);
- Inspire a shared vision (e.g. imagining possibilities and appeal to shared aspirations and dreams);
- Challenge the process (e.g. pursuing innovative ways to grow and improve the work);
- Enable others to act (e.g. building trust and developing cooperative relationships);
- Encourage the heart (e.g. creating a spirit of community by praising colleagues, showing appreciation for the accomplishment of others)

In McCroskey's (2008) study, however, the complexities of HE is not part of the suggested model and how MLs could be enabled to develop their skills, knowledge and attributes to convey these key behaviours. Cardno (2014), in his interviews on the attributes of 15 academic leaders in New Zealand following a qualitative approach, concluded that it is necessary to understand the complexity of the role to reduce vagueness and establish support to perform the role that should be central of institutional concerns. The study also summarises the



following attributes as fundamental to heads of departments concerning academic leadership effectiveness:

- Ability to communicate effectively;
- Ability to motivate staff and treat them fairly;
- Ability to involve staff appropriately in decision making (collaborate effectively);
- Ability to act as a role model (for ethical behaviour; for teaching excellence; for teamwork; for research excellence);
- Ability to lead/inspire a team;
- Have academic credibility (a postgraduate qualification sometimes specified);
- Have highly developed interpersonal and relational skills.

However, this shows that the attributes are focused on leadership rather than leadership and management functions for academic middle leaders. Furthermore, it is a small study related to one context in New Zealand, and the results might not be generalisable. Thus, exploring academic MLs attributes in three university departments in Algeria may inform research into department leadership effectiveness.

Regarding the knowledge required from MLs, the results from Oldman (2013) study with 26 middle managers show that they need to understand the HE sector in which they work. HE policy, for instance, enables them to locate their organisation within the larger HE world and the effect of the policies on their organisation, faculty and department. This understanding enables MLs to anticipate, plan and prepare for the changes needed within their scope of accountability. In addition, an understanding of MLs about how their department or school was placed within the larger unit, which is the university is necessary.

Doing so facilitates the organisation's interpretation to the department level and accordingly develops department objectives that are joined with objectives at both faculty and university levels. It is fundamental for academic MLs to be acquainted with the procedures and policies of the university to transfer the staff they work with and develop a good working relationship with colleagues. Also, an awareness of the strength and limitations of their staff and

knowledge about the availability of adequate resources available to meet the organisation's objectives (Oldman, 2013).

Besides, on the significance of leadership and management knowledge, Knight and Trowler (2001) suggest the types knowledge which were useful in conceptualising and understanding the experiences of academic MLs in this study:

- Control knowledge: the ability to have control knowledge means knowing about oneself, which can be learnt through reflective practice or working with other individuals in leadership teams. This learning process is key in which it focuses on the role of reflection and the community of practice as that provided by academic leaders with an opportunity to learn from each other.
- Knowledge of people: this type of knowledge emphasises the importance of interpersonal skills that encourages collaboration and collegiality and facilitates harmony over different decisions;
- Knowledge of educational practices: it is found to be key for academic leadership and it can be learned through the direct involvement of an individual in leadership activities. This process encompasses academic middle level leaders' personal efforts to create opportunities for themselves in their work environment that help in their professional development;
- Conceptual knowledge: this type of knowledge refers to the importance of knowing about management and leadership concepts and research. According to Knight and Trowler (2001), conceptual knowledge can be obtained through specific management and leadership courses based on academic MLs needs;
- Situational knowledge: it helps in comprehending the contingencies that created the faculty where MLs work and how it might be in the future in which it enables MLs to understand the situation of their faculty.
- Process knowledge: the process of leadership and management
- Tacit knowledge covers these five forms of knowledge and is acquired in the expert practice of educational leaders.

Besides the importance of the set of knowledge introduced by Inman (2007), Dempster and Fluckiger (2015) emphasised 'self-learning about me, the leader' to guide personal leadership learning where leaders should know one's own personal, professional, and moral position. Thus, the significance of knowledge acquirement in academic middle leadership is inevitable and key to mastering the work environments where these academic leaders operate. Nevertheless, there is a shortage of empirical research in this regard, and so it would be significant to identify the type of leadership knowledge for academic MLs in three university departments in Algeria.

Walseth (2009) reviewed published advertisements for dean positions and suggested that there is an absence of the specific attributes needed for the role as a result of generic requirements from universities, such as having a doctorate, teaching experience, scholarships and commitment to the values of the organisation where they work. Inman (2007) further argues that, as a result of increasingly complex role for the academic leader and manager, there should be a clear articulation of the skills needed for the role. In addition, universities should make succession planning and early identification of possible leaders in the academic community, including support and training for emerging and existing academic leaders and managers (Walseth, 2009). Thus, MLs' learning and their leadership development, which will be discussed in the following section, are fundamental prior to taking their role and throughout their career as leaders and managers in HE.

Hence, the key from this discussion is to identify common skills, knowledge and attributes that lead to and encourage effectiveness in university department for MLs. Such a complex picture leads us to the question of what skills, knowledge and attributes are required for an academic to undertake middle leadership responsibilities in three university departments in Algeria. The critical role that academic MLs play in translating the policies MHESR into practice and the need to meet the expectations of operationalising changes required. The literature on the parameters contributing to the leadership development of academic MLs to explore the factors that help them prepare for their position is further reviewed in the following section.

### **3.7 Academic middle leaders' professional development**

A focus on preparing and guiding academic middle leaders for their role is particularly important in Algeria, where there is a significant lack of professional development for academics. Peters and Ryan (2015) for instance argue that:

Issues of succession require long-term planning; it is not enough to attempt to identify individuals with the right traits and abilities once leadership positions become available. Good succession planning involves shaping individuals throughout their career. This includes providing future leaders with opportunities to acquire the necessary leadership skills and abilities as well as to contribute to organisational culture and strategic development (p.11).

On the importance of leadership development, in an assessment of UK universities, McCormack, Propper and Smith (2013) suggest that institutions that provide learning and development programmes for leaders surpass universities that do not. However, there is a shortage if not the absence of any formal training (Johnson, 2002). Significantly, professional learning and development can contribute to universities' effectiveness in three different ways: (i) providing individuals with the skills and abilities to enable them to be influential leaders, (ii) encouraging their academic development to achieve the senior levels that can often be a requirement for leadership positions and (iii) by presenting opportunities that will fuel the motivation necessary to inspire individuals taking middle leadership roles (Peters and Ryan, 2015). Middle leaders have a crucial role for support and development in establishing change, middle leaders demonstrated eagerness and interest in professional development opportunities. Nevertheless, there is a frequent lack of training provided to them. It was recommended identification and support of these key individuals in universities (Devecchi, Mansour and Allen, 2018).

Peters and Ryan (2015) in a study about motivating and developing leaders in HE with a sample 848 academic staff working in HEIs in the UK comprising very senior leaders with high ranks in their institutions or the sector more broadly. Participants were asked to comment on issues

related to leadership in HE. 13 factors were identified and summarised into four broad categories of motivation presented as follow:

- **Intrinsic factors** (including challenging work; having autonomy over the work; grow opportunities to develop skills and knowledge);
- **Social factors** (including being treated with respect; working for an inspiring leader/manager; and working with inspiring colleagues);
- **Career factors** (including a high basic salary; performance-related pay/incentive schemes; clear career advancement within the institution; job security; and formal recognition of achievements);
- **Contribution factors** (contributing to society by doing a work of value; and engaging with students).

There was only one factor that appears in the study to be selected as less motivating than others: performance-related salary. Taken together, the key motivational factors role in academic MLs professional development and leadership effectiveness is undeniable. However, there is an absence of empirical evidence on the importance of motivational factors for academic MLs in the mainstream education. Hence, it is significant to identify the motivational factors contributing to the leadership development of academic MLs.

Inman (2007) conducted a study with 18 academic middle leaders using semi-structured biographical interviews through a narrative enquiry. Six chartered 'research-led' and statutory 'teaching-led' universities in the south of Wales and the west of England were chosen. The author explored the participants' views about formative years of learning, career trajectories, motivational factors, and formal and informal learning practices that helped them acquire leadership skills. The study revealed that academic MLs, due to the complex nature of leadership and management, required learning of different aspects of leadership and management. The researcher further found that critical incidents and significant people in the organisation influence academic MLs learning, yet MLs were mainly self-taught. Principally, learning about leadership was through mentoring, participation in networks and reflective practice. It was noticed that these learning strategies reflect characteristics of experiential learning and shared practices in the form of professional learning communities (PLCs). Similarly, Floyd (2016) in a study with 172 associate deans in England, Scotland and Wales

found that the most valued learning they get comes from other individuals working in the same role. The participants advocated the development of a professional network (within and outside the home institution) which enable them to communicate, commiserate and learn.

Shah (2016), in his interpretive case study using semi-structured interviews and an open-ended questionnaire with 15 teacher leaders (also considered middle leaders due to their hierarchical position) in English Language Institute in Saudi Arabia, the researcher identified five factors contributing to the professional development of middle leaders mainly: (i) previous experiential learning; a combination of formal and informal learning; (ii) leadership knowledge, skills and abilities which are brought to their current role and further enhanced through collaborative practice; (iii) intrinsic motivation and a personal urge to learn more about the role and practice leadership within the institute; (iv) learning from practising leadership roles; and (v) reflective practices at both individual and group level.

In a more recent study by Zulfqar et al., (2021) implementing 6 weeks intervention with 37 academic deans and heads in Pakistan public universities, it was found that leadership development is not a priority especially in a developing country like Pakistan. The study stresses leadership training in an academic setting. It suggests that leadership should be considered as a stronger policy priority by the university management and HE authorities to foster organisational development. Considering these factors, I argue that engaging in leadership roles not only socially constructs relationships with others, but also necessitates leadership learning at various stages of the leadership journey in order to avoid role ambiguity and role conflicts. Thus, professional development for Algerian MLs need a specific focus to explore the elements that contribute to leadership development. Despite the importance of leadership learning for middle leaders, there is, surprisingly, an absence of empirical research about how academic middle leaders in Algeria prepare for the role and the professional learning that help them in their leadership journey.

### 3.8 Conceptual framework

The purpose of the literature review was to identify the key concepts and theories that form the study of middle level leadership in HE. Since the aim of this study is to explore the professional practices of academic MLs in terms of socio-political, cultural and economic change affecting Algerian universities, to gain in-depth understanding of the leadership development of the participants and their lived experiences, models from the literature were explored which are at the heart of this research study and makeup the constructs of the research questions. To illustrate, it was argued that engaging in leadership roles, not only socially constructs relationships with others, but also necessitates leadership learning at various stages of the leadership journey to avoid role ambiguity and role conflicts. This study is informed by themes of relational leadership model. However, the concept of relational behaviour has been present in early studies of leadership within organisations (Stodgily and Coons, 1957), what is considered as a new approach in organisational leadership studies is the concept of relational leadership (Uhl-Bien, 2006). There is a scarcity of literature on how relational leadership provides an understanding of middle leadership in the Algerian departmental leadership context, which is the focus of the study.

Dachler and Hosking (1995) suggest that knowledge is not accumulated and stored by individuals but it is socially constructed and therefore, this perspective denotes that there is an continuing process of meaning-making and an active relational process that results in common understandings based on language; there is no ultimate origin for meaning-making, nor it can be finalised, it is an ongoing process and viewed to be limited by the socio-cultural circumstances. To illustrate in the context of departmental leadership in this study, leading a learning organisation, is about developing relationships in order to foster a deeper sense of connection so that the person not only has a clearer appreciation of their organisational reality but also a stronger sense of their role in how it operates (Branson et al. 2016). In this research, while the framework presented seeks to establish analytical lenses, I also stress that this study of academic MLs from a relational standpoint must acknowledge the individuality of the relationships that are central to middle leadership roles. From this perspective, it ought to be acknowledges that each middle leader occupies a unique position within structural, power, and professional relationships. An emphasis is also directed towards the importance of better

understanding and exploring the complexities of the relationships that MLs navigate in their roles.

Although both entity and relational approaches see leadership as a social activity, the entity approach sees relational processes as centred on individuals' perceptions and cognitions as they engage in exchanges and shape relationships (Maniam, 2018). At the same time, relational approach considers both individuals and organisations as ongoing multiple constructions of processes (Hosking, 2000). Relational perspectives propose the unit of analysis in leadership research as a form of relationships as opposed to a focus that is solely emphasised on individuals. Murrell (1997) said:

Relational leadership puts the emphasis of study squarely on human processes of how people decide, act, and present themselves to each other [...] it is possible to see relationships other than those built from hierarchy and those in which nurturing and supporting roles could be legitimized as means of influence (p.39)

Furthermore, Rost (1995) suggests that leadership is a multidirectional effect relationship that can occur at any level of the organisation and not just from senior leadership. In this study, academic middle leadership within three departments are likely to work in a mutual and interdependent process. There may be multiple relationships in a single department, and the people in these varied relationships are not necessarily the leaders. By comparing entity and relational approaches, it is clear that relational leadership needs to be investigated in tertiary education organisational context because leadership is manifested in a form of relationships. Thus, the present study can be an opportunity to explore whether MLs within three university departments practice relational leadership driven by the changes affecting the tertiary sector.

Relational leadership is conceptualised as encompassing four inter-related dimensions which are (a) structural and power relations; (b) trust and credibility relations; (c) learning relations; and (d) discursive relations (Branson et al., 2016). Drawing from Branson et al., (2016) work, the first dimension examined parallel hierarchies, inherent tensions, structural and multidimensional linkages between peer leadership roles, and position and authority. The second dimension is concerned with trust and credibility relations. It is based on the assumption that the development of trust is considered a multi-directional phenomenon grounded in the fairness of decisions and actions. The importance of opportunities to learn



from and with people who are positioned above, beside, and below MLs within the university organisational hierarchy was emphasised by the third dimension of learning relations. Expressions, legitimation, and/or repression of MLs are reflective of the final dimension of discursive relations. The representation of the expression is required since it is claimed that this relationship is inextricably linked to the other three dimensions, which include power and structural relationships as well as issues of trust and credibility (Branson et al., 2016).

Relational leadership theory dimensions discussed thus far provide a lens through which the complexities of academic middle leadership and their views about their roles, how the implementation of change impacts on their work is understood through these concepts. The study can provide new understanding to explore middle leadership in a relational approach within the Algerian HE context. It is possible to identify relational leadership phenomena and practical leadership development needs.

To summarise, relational perspective is a dynamic approach that necessitate new norms of reliability and trustworthiness. It can be suggested that HEIs are not bound by hierarchical roles or positions. Traditional research that just examines individual attributes falls short in explaining how behaviours are influenced at all levels since there is a relational component involved. It can be understood by looking at how the social system adapts to roles and interactions (Uhl-Bien, 2006).

### **3.9 Summary of chapter three**

In this chapter, studies and theories of leadership were reviewed with a focus on relational leadership theory which helped support this study and the formulation and selection of the research questions. Reviewing the literature assist in the identification of some gaps in the field. Much research on leadership in general has been carried out mainly in the UK and USA but less so in the MENA area (Middle East and North Africa) and Algeria in particular. Additionally, this study also fills a gap regarding middle leadership which focuses on relational approach, an area of research that has received less attention despite the vital role that MLs

play in the development of universities in general and their departments and faculties in particular.

Therefore, the identification of research gaps related to the aim of the study were identified. The importance of studying leadership at the middle leadership level is a relevant issue to the present study. The study of MLs in Algerian university departments is particularly timely and original. It can be noted in three major points; (i) research on middle-level leaders has been largely ignored from an empirical standpoint in the Algerian HE context. Most research adapted statistical measurement to study senior leadership, and specifically, the focus on skills, knowledge and attributes significance for academic middle leaders has been under-researched (ii) most research is functional in business organisations but not in HE sector. For this reason, there is a need for studies about universities' middle leadership experiences and roles in Algeria, (iii) middle leadership research is widely recognised in schools and not in institutions of HE since the majority of published work is in English language and contexts that are different from the Algerian ones. Considering these research gaps, this study provides an opportunity to add a new understanding in the existing knowledge in relation to academic middle leadership professional development through relational leadership theory.

Therefore, this research addresses the following questions:

1. How do academic MLs view their leadership and their leadership and management roles in their institutions in the light of change?
2. What are the difficulties faced by academic MLs in their roles?
3. What kind of knowledge, skills and attributes academic MLs consider important in their roles?
4. What factors contribute to academic MLs professional development?

Hence, Algerian authorities have been making considerable efforts to lead HE system into changes both at the national and international level, as discussed in chapter two. However, achieving a satisfactory degree of efficacy after the several reforms established after Algeria's independence and the latest one, the LMD educational reform, is not a simple task. Leadership importance was dismissed throughout the process of change. For this reason, it is essential to investigate how Algerian universities improve themselves now in terms of practice. In

particular, this study sets out to answer the above questions regarding the professional practices of academic middle leaders' roles in three university departments in Algeria.

## Chapter Four: Methodology

### 4.1 Introduction

This chapter is the practical 'how' at the core of the thesis. This research is exploratory and qualitatively focused mixed method research about academic MLs views about their roles in three Algerian university departments. A qualitative approach has been chosen to investigate the participants' difficulties encountered in their role, the skills, attributes, and knowledge required for their leadership role, and the methods they adopt for their leadership development. This chapter presents a description and justification of the research methodology and the philosophical underpinning of the research. It offers a description of the research design and instruments and the fieldwork's practical journey and highlights a detailed description of the research sample and the sampling technique. Then, I will explain the data collection and analysis procedures. The last part of the chapter underlines the foremost ethical considerations in this project and how the study design serves the validity and reliability. Finally, the chapter presents the justification of the research methodology that fits best the following aims and objectives of the study.

The research aim is:

to explore and understand academic middle leaders' professional practices and roles in light of change surrounding the Algerian HE sector and provide evidence-based suggestions and recommendations to support them in their roles.

The research objectives are as follow:

to understand academic middle leaders' views about their roles and responsibilities in the light of change;

to identify the difficulties affecting their roles;

to identify the kind of skills, knowledge, and attributes that academic middle leaders need to have in their roles, and;

to explore the factors that contribute to the professional development of MLs.

## **4.2 Research paradigms**

Paradigms are defined as a way of looking at or researching phenomena, a world view, a view of what counts as correct scientific knowledge or way of working and knowing, an “accepted model or pattern” (Kuhn, 1962, p. 23) or “a loose collection of logically related assumptions, concepts or propositions that orient thinking and research” (Bogdan and Biklen 1998, p. 22). Creswell (1998) presents research paradigm as world views and contends that, “qualitative researchers approach their studies with a certain paradigm or worldview, a basic set of assumptions that guide their enquiries” (p. 74). Furthermore, Denzin and Lincoln (2018) view paradigms as a combination of the ontological, epistemological and methodological premises of a researcher which guides their actions. Hence, my purpose is to identify the philosophical underpinning which provides a fundamental lens to identify the ontological and epistemological positions that support the justification of the research methodology. In the following section, I will discuss the use of the Interpretivist and pragmatisms for this study.

### **4.2.1 Interpretivist and pragmatic paradigms**

The interpretivist paradigm emerged from the philosophy of Edmund Husserl’s phenomenology and Wilhelm Dilthey’s and other German philosophers’ study of interpretive understanding called hermeneutics (Eichelberger, 1989). Hermeneutics is the study of interpretive understanding or meaning. Interpretivist researchers use the term more generally, seeing hermeneutics as a way to interpret the meaning of something from a certain standpoint or situation (Mertens, 2019). In this research, interpretivist approach is used. This research takes an interpretivist stance because it believes that individuals’ held meanings need to be understood in their context. As discussed in chapter two of the thesis, the drastic economic, socio-political and cultural changes and educational reforms initiated after Algeria’s independence up until recent years contribute to eliciting and understanding the possible relationships between the factors affecting Algerian HE and how the participants of the study view their roles and responsibilities. Merriam (2009) states that *“Qualitative researchers are interested in understanding the meaning people have constructed, that is, how people make sense of their world and the experiences they have in the world”* (p. 13). This

is because of the critical role that middle-level leaders play in translating policies of Algerian HE into practise within the departments where they operate and interact cooperatively with department staff to ensure the operationalisation of the ministry's changes.

The focus of this study is to interpret, explain and understand academic MLs professional practices. To analyse the data collected, I used interpretive paradigm. Myers (2008) suggests that *"interpretive researchers assume that access to reality is only through social constructions such as language, consciousness, shared meanings, and instruments"* (p.38). In interpretative research, individuals' identities, behaviours, thoughts, and attitudes are analysed and interpreted through their social interactions (Cohen et al., 2000). Interpretivists researchers: *"believe an understanding of the context in which any form of research is conducted is critical to the interpretation of the data gathered"* (Willis, 2007, p. 98). Furthermore, Hudson and Ozanne (1988) view that the role of the interpretive researcher is to understand motives, meanings, reasons and other subjective experiences which are time and context bound.

The view guiding interpretivist paradigm are that knowledge is socially constructed by people in the research process and that researchers should attempt to understand the complex world of lived experience from the point of view of those who live it (Schwandt, 2001). This view is appropriate to the aim and objectives of this thesis, which is to explore academic MLs' views about leadership and their leadership roles and the factors contributing to their learning as leaders with the belief that their views and experiences depend largely on socially accepted understandings of leadership in the context of the Algerian HE.

In conducting research, Gray (2013) argued that the choice of the research methodology and the research methods are driven by either some explicit or implicit ontological and epistemological questions. Taking an interpretive ontological and epistemological stance assisted largely in the analysis and interpretation of the participants' views, based on the HE context where they work rather than being detached from their environment.

It is critical for researchers to select a paradigm that is compatible with their underlying beliefs about the nature and knowledge of the world in order to conduct quality research. These assumptions are mostly relevant to ontology, epistemology, and methodology in social

sciences. The main concern of ontology is to address the first paradigmatic question: “what is the nature of reality?” this philosophical question in turn, affects how one engages in research or other forms of enquiry (Klenke, 2008).

The ontological position of interpretivism is that there is no single reality within the social world and social phenomena and their meanings are built and influenced by social factors (Carson, *et al.*, 2001). Mason (2002) emphasises the importance of a researcher establishing and understanding his or her own ontological position in order to recognise different perspectives on reality. I choose to discuss the concept of reality from the perspectives of nominalists/interpretivists and realists/positivists. Realists regard reality to be external and imposed on individuals, whereas nominalists consider reality to be of their own making (Saunders, Lewis and Thornhill, 2009). Crotty (1998) suggested that realism is value-laden and the exploration of a phenomenon is not feasible through an objective investigation of the truth. Instead, nominalism refers to the view that one’s worldview of reality as being external and imposed on individuals (Lavers, 2013). These two extremes of reality give the researchers the option of situating themselves somewhere in the middle of the subjective/objective divide. In this regard, my understanding is that reality may not be constructed by individuals in some situations, and thus it may be imposed on them. External realities can be seen in the policies and practises that Higher Education Institutions implement and staff members follow. Therefore, this study aligns with the nominalist ontology and subjective approach of the interpretive paradigm. Bryman (2015) suggest that ontology for interpretivist researchers view reality as multiple, social reality is not external but it is constructed by its social actors through interaction. Thus, the multiple realities are subjective and context-bound (Lincoln, Lynham and Guba, 2011). In this respect, the study of academic MLs uses an ontological position suggesting that reality is essentially subjective, socially constructed and at the same time there are multiple constructed social realities. Individuals also ‘interpret’ that is constructed by their social, cultural and educational and work experiences. With this being said, the participants’ views and experiences about their leadership and management roles are not stable but are based on the constant change of the world around them.

The definition of knowledge inherent in the philosophical stance through which research is conducted is referred to as epistemology (Burrell and Morgan, 1979). The interpretivist approach to knowledge is subjective, and it is to understand a particular social action, the

researcher must identify the meanings that constitute the action; it is premised upon the belief that a consideration of the meanings ascribed by researchers and participants is required (Schwandt, 1997). Thus, Hiller (2016) suggests that “knowledge construction is an understanding from inside the meanings of participants and therefore also embody those person’s contextual meanings” (p. 103). My epistemological belief for this research is subjectivism, that is coherent with the interpretive paradigm. Realists on the one hand may argue that knowledge is hard and real, and that it can be transferred in a tangible form (Kontos and Poland, 2009). Nominalists on the other hand, counter argument maybe that knowledge is subjective and based on individuals’ experiences (Saunders, Lewis and Thornhill, 2009). I view knowledge as subjective and not monitored or controlled by the theories and laws of science. Individuals' own experiences are used to develop learning through a process of generating meaning from experience (Muir, 2014). Academic MLs knowledge in this study is closely linked to developed meanings about leadership and management roles, the challenges of the roles and the ways related to their leadership development, that add into their experiences, and this relates to the broad cultural and contextual worlds which form the participants’ perspectives and beliefs.

When I read about research paradigms, I discovered that much of the debate in education and social sciences research methodology has revolved around the distinction between qualitative and quantitative research. However, my aim was not to discuss the differences between these two approaches to educational research but how best to address the research problem and the aims and objectives of this thesis. I now believe in the feasibility of using multiple paradigms in research and recognise Creswell's (2009) suggestion that paradigms maybe in tension sometimes. Keeping the study’s aim and objectives in the forefront of my mind led me to make a decision between the various research approaches while appreciating the freedom to use different research methods and how to respond best to the study aim. The desire to explore MLs professional practices and gain in-depth understanding of their experiences had led me to use also the pragmatic paradigm.



The reason for choosing interpretivist and pragmatic paradigms is that the qualitative data collection methods selected for this study enabled me to explore closely the research participants' views (Denzin and Lincoln, 2018). However, one should acknowledge that interpretivism as a research paradigm has been subject to critiques from positivists and post-positivists which hold an objective research perspective. Greene (2010) relates interpretive knowledge to "context-specific working hypothesis" instead of absolute or circumstanced propositions held by positivists and post-positivists and their attempted generalisations (p. 68). This is where the responsibility for meaningful applications of interpretivists research results, introduced by Lincoln and Guba (1985) in the notion of 'transferability' which aims at using the interpretivists knowledge which entails practitioners to apply it based on their close understanding of their contexts and the people they work with.

I was required to be sensitive to the interpretations derived from the findings because the study investigated people's interactions with their realities. The purpose of this exploratory study is to achieve transferability of the results to similar group of people in context different from Algeria rather than generalisations over a larger population and which I will discuss further in this chapter. Hence, rather than focusing on the issue of context or generality, pragmatism emphasises the concept of transferability and evaluates whether what is acquired in one context can be used in another as an empirical issue (Jensen, 2008; Baker, 2015).

Pragmatism allows for the potential and possibility of working back and forth between qualitative data and quantitative data, it allows researchers to look for useful points of connection between these two types of data (Ivankova, Creswell and stick, 2006). Pragmatists agree with interpretivists that our beliefs and politics are always a part of who we are and how we act, and that the research questions are not inherently important and any method used to answer them is not inherently appropriate (Morgan, 2007). It is the responsibility of the researcher to "make the choices about what is important and what is appropriate, and those choices inevitably involve aspects of our personal history, social background, and cultural assumptions" (Morgan, 2007, p. 69). However, in order to do research, Tran (2016) suggest that as researchers, we ought to develop a sufficient level of mutual understanding with not

only our study participants, but also with those who read and review the results of our research. Taking into consideration these factors, the careful selection of the study design helped me overcome the difficulties and manage to provide depth to the issues related to middle leadership roles in three Algerian university departments. The following section will discuss in detail the methodology of the study.

### **4.3 Research methodology**

The present research is first and foremost an exploratory study using mixed method approach. I have chosen qualitative-focused enquiry for this study because this approach can help to compare different stakeholders' perspectives drawn from primarily qualitative and supplementary quantitative data (Creswell, 2014). Denzin and Lincoln (2005) suggest that strategies of enquiry are defined as "a bundle of skills, assumptions and practices that the researcher employs as he or she moves from the paradigm to the empirical world" (p.25). Strategies of enquiry can be divided into qualitative, quantitative or mixed methods. Mixed method approaches use both qualitative and quantitative approaches. Creswell (2012) suggests that mixed methods are valuable when the researcher is making pragmatic claims. Pragmatic claims focus on the outcomes of the research, namely actions, situations and consequences of the enquiry and solutions to the problems (Verma and Mallick, 1999).

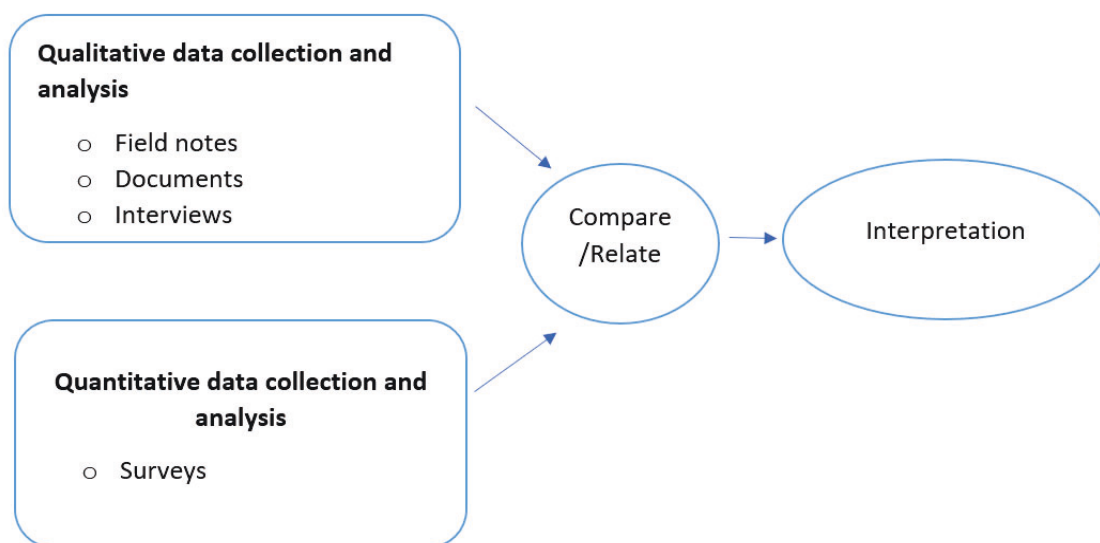
Initially, my plan was to conduct a case study using mixed method research within three university departments in Algeria and the selected departments where academic MLs operate, as a unit of analysis. However, due to sensitive political climate because of national strikes and difficulties in accessing universities the application of case study with university departments was not feasible for the following reasons. Case study research includes the in-depth study of bounded system, such as a process, an activity, an event, a programme, or multiple individuals (Creswell, 2012). Case study as a methodology does not suit the current study as it *"involve[s] systematically gathering enough information about a particular person, social setting, event, or group to permit the researcher to effectively understand how it operates or functions"* (Berg, 2004, p. 251). Although I have employed different research methods as I will elaborate further in section 4.5, I was not able to thoroughly explore the unique contexts of the three university departments and their dynamic by investigating and reporting the real life, complex dynamic and unfolding interactions of academic MLs within

their organisations. The case study design deemed unsuitable as if applied it allow the researcher to gain an in-depth understanding from in-depth information and retain holistic and meaningful characteristics of real-life events (Berg, 2004; Yin, 2009), which was not the case with the data I collected to align with case study criteria.

Any endeavour in the field of research necessitates a careful selection of data-gathering tools to be used during the research process (Shenton, 2004). The field of research shifted from the traditional view of “one best method” to the view of plurality of methods and theories in research (Philips and Hardy, 2002). The shift suggests that researchers can obtain more insights and stronger research findings by using more than one research method. Given the focus of this study, the nature of the research questions requires a practical selection of a research methodology and tools for data collection and analysis. Rebekha, Gass and Mackey (2014) explain that multiple methods is increasingly becoming an alternative for investigating complex research questions. I have chosen the use convergent mixed-method design, sometimes referred to as concurrent design (Creswell, 2013). Data gathering is done in simultaneously for qualitative and quantitative data, and analysis for integration begins once the data collection is finished. The two types of data are frequently studied independently before being combined (Fetters, et al., 2013).

Several advantages can occur from integrating the two forms of data. *“The qualitative data can be used to assess the validity of quantitative findings. Quantitative data can also be used to help generate the qualitative sample or explain findings from the qualitative data”* (Fetters, et al., 2013, p. 2135). The methods employed in this study are primarily qualitative with a small quantitative component. I have chosen qualitative-focused enquiry because this technique helps to compare different perspectives of the participants drawn from primarily qualitative and supplementary quantitative data (Creswell, 2014). The statistics used in this study are descriptive in a way that complements the qualitative aspects of the data as they are expected to provide insights about the nature of leadership and management for academic MLs, issues surrounding the role, motivational factors in the role and their leadership development. The qualitative methods and the quantitative component of the data collected help solicit information and develop an understanding that provide answers to the research questions I the context of academic middle leadership in Algerian university context.

Moreover, the reason for collecting quantitative data through ‘surveys’ was to understand the responses in context and use them to support the interviews and their analysis. Nevertheless, as the research sample is limited to Algeria academic MLs in three university departments, individuals invited to participate in the study was limited to three university departments only and the data was collected from 22 participants instead of the initial total of participants which was 28. Thus, in this study I combined respectively different tools with due regard for analysing the specific nature of the research questions as being complex. Findings were compared and contrasted across the stages of the research. For instance, documentary evidence where the first tools that helped me understand better the context: the hierarchical positions of the participants, their roles as they appear in the ministerial decree, emails with university leaders. This prepared me to gain an initial understanding of the nature of leadership in the three university departments. This stage helped build the next stage of the data collection that was designing the survey and later designing and carrying out the semi structured interviews. Furthermore, as I continued with the analysis of the data, documents and field notes served as support to the interpretation of the findings as illustrated in figure 4.1 below.



**Figure 4.1.** The convergent design - adapted from Creswell (2013).

Prasad and Prasad (2002) argue that qualitative approaches are particularly suitable when trying to understand *“the way in which participants make sense of their socially constructed world and especially by enhancing our understanding of the symbolic dimensions of*

*organisational life*” (p.4). Thus, a qualitative approach was seen as an appropriate strategy for this study by using a mixed method approach.

#### **4.3.1 Research approach**

This research takes an inductive approach. An inductive approach permits engaging in detailed data readings to gain a holistic understanding of what was said during the data collection and guarantees that the different aspects of data are captured (Gale *et al.*, 2013). Unlike the inductive approach, the deductive approach uses an organising framework comprising themes for the coding process (Miles, Huberman and Saldana, 2014). It is applied in the data analysis with pre-established ideas that certain core concepts are in the data (Thomas, 2006). The inductive approach involves working entirely from the participants’ experiences that present the fundamental and only drives to the analysis.

#### **4.4 Research methods for data collection**

For this research, I have selected four research methods to investigate the roles of academic middle leaders in three university departments in Algeria. These methods are documentary analysis, surveys, semi-structured interviews as well as fieldwork notes which provide contextual information about the area of study. Before I move to the description and justification of the research instruments, the table below summarises the research methods that will be used for this study and their associated research questions which have been presented at the end of the previous chapter.

Research Questions	Research Methods
RQ1: How do academic MLs view their leadership and their leadership and management roles in their institutions in the light of change?	<ul style="list-style-type: none"> <li>• Documentary evidence</li> <li>• Surveys</li> <li>• Semi-structured interviews</li> <li>• Field notes</li> </ul>
RQ2: What are the difficulties faced by academic MLs in their roles?	<ul style="list-style-type: none"> <li>• Surveys</li> <li>• Semi-structured interviews</li> <li>• Field notes</li> </ul>
RQ3: What kind of knowledge, skills and attributes academic MLs consider important in their roles?	<ul style="list-style-type: none"> <li>• Surveys</li> <li>• Semi-structured interviews</li> <li>• Field notes</li> </ul>
RQ4: What factors contribute to academic MLs professional development?	<ul style="list-style-type: none"> <li>• Surveys</li> <li>• Semi-structured interviews</li> <li>• Field notes</li> </ul>

**Table 4.1** Research questions and their associated research methods

The field of research has recently shifted from the traditional view of “one best method” towards the idea of plurality of methods and theories (Phillips and Hardy, 2002). One possibility for this is that the researcher can obtain deeper insights and reliable research findings by mixing more than one method. Therefore, I have chosen the use of a variety of complementary research methods to find answers to the questions that can be portrayed as sensitive. What makes them complex is that their nature ranges between exploring the roles of academic middle leaders in times where the nature of universities is changing, investigating the challenges faced by academic middle leaders as an outsider from the departments where the study took place and questions about leadership learning experiences. In support of this, Abbuhi, Gass and Mackey (2014) maintained that multiple methods is increasingly becoming an alternative for investigating complex research questions. Besides, the use of multiple methods allows triangulation of the methods and cross-validation of the data. Therefore, this research project relies on qualitative and some quantitative elements. However, although the introduction of some quantitative elements in this research helped triangulate and enrich the data, the research still belongs to the qualitative approach. In the following section I will discuss the use of documents analysis in this study.

#### **4.4.1 Documents**

Organisational and institutional documents have been a chief method in qualitative research, and documents analysis is a procedure for reviewing or evaluating documents (Bowen, 2009). Document analysis is part of qualitative research in which documents are interpreted to provide information for the topic under investigation. The reason is the availability of texts on the internet and accessibility of some from the fieldwork, which was fundamental to explore. For example, the nature of the roles carried by the participants, the procedures of their appointment and their positions in the university organigram as prescribed formally. The usefulness of the use of official documents is to analyse their content in terms of the voiced views of the participants to research the extent in which they are valid in practice.

This study used official documents as follow to provide information about the role of academic MLs in three university departments:

- the roles and missions of the academic MLs (Appendix 1 and 2);
- universities' organigrammes (the full university organigramme that demonstrates its different parts from the president down to the faculties until the English Language Departments which is the focus of the study) (Appendix 3);
- ministerial decree about how the participants are appointed to the role (Appendix 4);
- Email exchanges with university leaders (Appendix 5)

Other statutory documents include explanation of academic accreditation that was mentioned by the participants and the different ranks of Algerian university teachers to give more context to the study. The documentary evidence and the literature review reading set the ground to design the surveys and interviews that will be discussed in the following sections.

#### **4.4.2 Survey**

In order to reach the maximum number of academic MLs in the three university departments in this study, which was a total of 28 participating in this study, a survey technique was used. Surveys as a research method have been applied in this study as a second research method and the quantitative method in this study. Both closed, likert scale and open-ended questions

were designed to generate responses from academic MLs across the three university departments. A total of 22 participants completed the survey and the findings were presented in the context of this response rate, which cannot be considered to be representative of academic MLs working in Algerian Higher Education Institutions. The survey findings were, therefore, presented for contextual purposes and to add to the analysis and interpretation of the interviews' data, documents and field notes. The purpose of this survey was to gain an understanding of different aspects of academic middle leadership related to their views about their roles and responsibilities, difficulties in the job and their professional development journey. The common instrument that is widely used to collect survey data is the questionnaire (Cohen, Manion and Morrison, 2018). Brown (2001) explains the questionnaire as "any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting them among existing answers" (p. 6). Furthermore, Gillham (2008) suggest that questionnaires can yield structured data and being structured requires the researcher to determine patters beforehand by through arrangement of the questions. In this research I used survey method to broaden my understanding about the professional practices of the participants. The survey was divided into four parts and consisted of a total of 24 questions (Appendix 6):

- *Part one 'About you as an academic'*: the first part had questions related to the participants' university and professional qualifications, the level they teach, weekly teaching workload, years of working in HE, years of working as a middle leader in HE, number of HE institutions they worked for, and their role at the university department.
- *Part two 'About your views of departmental leadership and your role as an academic middle leader'*: the questions in this part were related to their perceptions about being a leader, the university consideration to their roles as leaders, leadership and change at the university, the leadership practice in their institutions, the skills, knowledge and attributes needed in the role, and challenges of the role.
- *Part three 'About your Continuing Professional Development (CPD)'*: questions revolved around whether they received formal support and training prior to taking their positions



and the last time since they had them, the type of CPD that helped them in their role, motivational factors in the role, and career progression and work-life balance.

- *Part four 'About your demographic information'*: the questions were about the participants' gender, age, and the degree of their satisfaction about their roles.

As part of the survey design, it was important to acknowledge that I have used three pre-existing survey questions from the study of Devecchi et al., (2018) which was recent and adopted a national survey with 356 university leaders in the UK to explore how university staff cope with change (See questions, 10, 11 and 12 in appendix 6). The adaptations of already pre-existing survey questions deemed useful to the areas I wanted to investigate with Algerian academic MLs in my study because (a) the questions were tested with a large sample, and (b) the questions conveyed the meaning of my inquiry exactly as the research aimed.

The survey in this research was designed initially in English given that the participants were English language teaching professionals. Nevertheless, two participants preferred responding in French and Modern Standard Arabic (MSA). Therefore, I translated the survey in French (Appendix 6.a) and additionally, as belt and braces approach, in Arabic (Appendix 6.b). However, one of the participants who requested the Arabic version decided to withdraw from the research. Moreover, questionnaires can be subject to the self-selecting bias, which may imply that not all the participants will respond to them. Hence, it may imply that not all participants are motivated to contribute to research (Kumar, 2014).

I used the software 'Online Surveys' formerly known as 'Bristol Online Survey - BOS'. The ease of use for both the researcher when designing the survey and the participants completing the survey, in addition to features allowing instant data collation and analysis were reasons that influenced my decision to opt for this software. Reitz and Anderson (2013) suggest a comparison between the use of hard copies and internet surveys. They conclude that, while the internet is likely to become the preferred and practical method of collecting survey data, it is important to consider the target respondents' computer literacy, the perception that an email request is intrusive and potentially irritating, and the potential lack of anonymity. Taking these factors into consideration, the online survey was sent to the participants through emails

and privately on online platforms such as 'Facebook', and 'Linkedin', messaging applications like 'WhatsApp' and 'Viber'. Some participants preferred the printed version for ease of reading and responding, and so they were given a hard copy to fill out. I opted for a survey technique to explore the following areas: views about the role, professional development, motivational factors because many studies using more than one data collection method will include a survey method. For example, a quantitatively oriented questionnaire could generate a general understanding of a set of related questions, identify interview questions for deeper qualitative investigation, and identify possible interview participants. Alternatively, a questionnaire could be used to confirm the generalisability of results from a small interview study to a larger, more statistically representative sample. The timing of a survey research is relevant to the data produced. For example, a cross-section approach collects data at one point in time. Longitudinal survey research can sample data at different periods over time to examine long-term trends (Sage Encyclopaedia of Qualitative Research, 2008). The following section of the chapter moves on to present the use of semi-structured interviews in this study.

#### **4.4.3 Semi-structured interview**

In educational research, interviews are a powerful tool for data collection. Scott and Usher (2010) suggest that the objective of a qualitative enquirer is to seek in-depth understandings about the experiences of individuals and groups, most commonly drawing from a small sample of people, selected purposively. Furthermore, interviews are "conducted conversationally with one respondent at a time, the semi-structured interviews employ a blend of closed- and open-ended questions, often accompanied by follow-up why or how questions" (Adams, 2015: 493).

Interviews can be of different length depending on the variety of subjects to be covered and the approach taken to the overall design and approach of the study. Instruments used for data collection during an interview include the use of an interview guide, with only topics to be covered and no specific questions, through to a list of closed questions. In between, with a schedule of open and closed questions is the semi-structured interview which provide the opportunity for the interview to explore areas which are unanticipated by the researcher (Plowright, 2011). This entails that, semi-structured interviews are more flexible in nature,

allowing the researcher to alter the order of questions, rephrase them, or add more questions as needed while conducting the interview.

In addition to the aspect of flexibility, the semi-structured interview enables multi-sensory channels to be employed as Cohen et al., suggest these multi-sensory channels can be verbal, non-verbal, spoken and heard (Cohen et al., 2011). Owing to these strengths, I was persuaded that semi-structured interviews would best serve the purpose of my study. Therefore, the purpose of using semi-structured interviews was to elicit data which would reflect an in-depth understanding of the participants' views about their roles and experiences in their middle leadership positions. Similar to the approach I used to design the surveys, besides the original version in English (Appendix 7), I translated the interviews in Arabic and French (Appendix 7.a and 7.b).

#### **4.4.4 Field notes**

Field notes are widely used and recommended for qualitative researchers as a means of documenting needed contextual information (Philipi and Lauderdale, 2018). Field notes have been used in this research to support an understanding of the contextual aspects of the study and were involved for in-depth analysis of the data (See sample in appendix 8). In the current literature, it is understood that qualitative field notes are an important element towards rigorous qualitative research. The majority of qualitative research methods encourage researchers to take field notes to enhance data and provide rich context for analysis (Creswell, 2014).

In the process of this research, since the early stage of the identification of the study problem, I did two visits to the university departments in this study. I maintained sketchy notes (Babbie, 2016), then I developed them into statements to cover more details. The first visit was in September 2017, and the second visit was from 12<sup>th</sup> March 2019 to 20<sup>th</sup> March 2019. To reiterate the aim of the study is to explore the professional practices of Algerian academic MLs within three university departments. The reason for visiting the university departments is because I wanted to do some networking and learn more about the participants. I also wished to develop a feel for these places and develop contact with potential academic MLs. For example, I started taking notes for responses to general questions of the participants, such

as the titles of middle leadership positions and how they appear formally in the university organigram. Also, as I have visited those universities before as a student between 2012 and 2016, I wanted to familiarise myself more with the universities and the participants. Using field notes added insight into my reflections about academic MLs lived experiences, their views about their roles in the light of the national change affecting the Algerian HE sector and their everyday professional experiences. Field notes as a research method also enabled me to become more acquainted with the participants' lived experiences. Therefore, I felt the need to better prepare myself before embarking on the data collection process.

Subsequently, I maintained note taking during the research fieldtrip and afterwards, continued writing comments about the aspects I was investigating, and this has continued in a form of reflections post-fieldwork. Note taking was a fundamental part of the research process as it helped think and add insights into the initial documentary analysis, findings of the surveys and during the analysis and writing up of the interviews results.

Field notes enabled me note down additional evidence about the participants' background and information about their professional practices, the difficulties they face in their roles and the factors contributing to their leadership development. Note taking added an insight into my reflections about the link between the themes that emerged as a result of data analysis.

#### **4.5 Sampling method and approaching the participants**

The quality of a piece of study is determined by appropriate methodology and method and by the sample's suitability (Cohen et al., 2011). Sampling for qualitative research is an area of considerable confusion for researchers. This confusion primarily relates to misunderstanding the aims of the qualitative approach, where the purpose is not to generalise the findings but rather progress our understanding of complex human issues (Marshall, 1996). The three common and widely used sample selection approaches in interpretive research are convenience, purposive, and theoretical. The strategy I decided to adopt to sample my participants depended on the circumstances of the study. Taking into consideration the study aims and objectives and the context of the three university departments in Algeria, it was necessary to adopt a type of sampling based on convenience. For the purpose of this study, I

adopted purposive sampling strategy (Flick, 1998; Kumar, 1996). Purposive sampling is one of the important techniques because, most likely produces the relevant information searched in line with the research aim (Cohen et al., 2011). “The purposive sampling technique, also called judgment sampling, is the deliberate choice of an informant due to the qualities the informant possesses. It is a non-random technique that does not need underlying theories or a set number of informants” (Tongco, 2007:147).

Purposive sampling ensured that the individuals interviewed have the experience of being academic MLs. However, the sample does not represent the wider population. Yet, it is still relevant because the objective is not to make the findings of the research generalisable but to present an insight into the nature of the participants’ roles, ways in which they learn and develop professionally and types of skills, knowledge and attributes required to meet the demands of their work. Hence, the results could then be transferable to other academic MLs. However, Lewis and Sheppard (2006) note that it is the researchers’ responsibility to assure finding individuals that are willing to provide information to the study through their knowledge and experiences. In this thesis, finding participants that fit with the nature of the research and its aims and objectives is what Flick (2009) refer to as ‘good informants’. This criteria of ‘good informants’ are used to select the study participants. Participants must meet these criteria by having the relevant knowledge and expertise as academic MLs in Higher Education to answer questions of the surveys and interviews, as well as the ability to reflect and articulate, as well as the availability of time to engage in the study.

Purposive sampling fitted well this thesis and allowed me to gain in-depth information from individuals working as middle leaders in Higher Education in which they were in a strong position to provide it. The participants selected for this study were university MLs, specifically three different university departments in Algeria. The participants were: Heads of Department who are placed hierarchically below the dean level in the university organigram (see figure 2.1), Course Directors who are placed below the Head of the Department, and Heads of Specialities who are led by the Course Director and whose number rely on the available specialities offered in X or Y English department in Algeria (See Chapter 2, section 2.5). In addition to the significance of MLs as important agents in supporting change introduced by the MHESR, the rationale behind the selection of the participants from different hierarchical

positions in the Algerian university organisational chart is to capture richness in the views because of the variety in their roles. However, it is important to note that the research participants belong to three hierarchy lines in the university organigram. Inevitably the variety of positions made the data collection more complex as I will expand further in chapter 5 and 6 of the findings. For this reason, awareness of the challenges that were encountered in the field work and considerations of the differences of participants' position in the hierarchy was taken into account.

The participants' biographical notes (appendix 9) show the diversity in their years of expertise working in HE and years of experience in managerial and leadership positions to impart their knowledge and expertise as academics and MLs. There are no defined criteria for the number of participants in qualitative research, and it is up to the researchers to decide on the sample size after considering many factors such as time, resources, the objective, and the depth of the study (Flick, 2009). In this study, 19 participants were ELT (English Language Teaching) professionals, the exception was three participants: The Head of English Language Department in University A who has a PhD in Linguistics and Translation, the Deputy-Dean in charge of Studies and Students' Related Matters in University A who also has a PhD in Linguistics and Translation, and the Deputy-Dean in charge of Studies and Students' Related Matters in University C who has an M. Ed. In Didactics of Spanish Language. The participants' wide-ranging professional and academic experiences gave more in-depth and richness of the data, which may offer varied insights into the complexities of academic middle leadership roles and examine and understand their daily professional practices.

Table 4.2 below presents the participants' that took part of the interviews and their pseudonyms, official positions assigned to them in their respective areas of responsibility, academic qualifications, previous work, years of working in Higher Education and years of working in HE as academic MLs.

Universities	Pseudonyms	Position assigned	Academic qualification	Rank	Previous profession	Years of working in HE	Years of working in HE as Academic Middle leaders
<b>University 'A'</b> <b>Faculty of Letters, Languages and Arts</b>	Amine	Deputy-Dean in charge of Studies and Students' Related Matters	PhD in Linguistics and Translation	Professor	Deputy head of department in charge of postgraduate programme	More than 15 years	5
	Ibrahim	Head of Field of Study (Foreign Languages)	PhD in TEFL and Applied Linguistics	Professor	Head of English Language Department	More than 15 years	7
	Samir	Head of English Language Department	PhD in Linguistics and Translation	MCB	English Language teacher at Secondary School and University lecturer	More than 15 years	3
	Fatima	Deputy Head of Department in charge of Pedagogy	M. Ed. in TEFL and Educational Psychology	MAA	English Language teacher at Secondary School and University lecturer	More than 15 years	7
	Nada	Head of Speciality Didactics MA	M. Ed. in Linguistics	MAA	University lecturer	10	Less than 1 year
	Nassima	Deputy Head of Department in charge of Postgraduate Programme	M. Ed. in Linguistics	MAA	University lecturer	12	3
	Bilel	Course Director	M. Ed. in Educational Psychology	MAA	University lecturer	6	3
<b>University 'B'</b> <b>Faculty of Letters and foreign languages</b>	Hamza	Head of English Language Department	PhD in Applied Linguistics and TEFL/	Professor	English Language teacher at Secondary School and University lecturer	10	3
	Karim	Deputy Head of Department in charge of Postgraduate Programme	PhD in Didactics of Literary and Civilisation Texts	MCB	University lecturer	6	5

	Mourad	Head of BA Programme	PhD in ESP (English for Specific Purposes)	MCB	University lecturer	7	1
	Lamia	Department Scientific Committee Chair	PhD in English literature and civilisation	MCA	Course Director and Head of English Language Department	11	1
	Randa	Head of MA Programme	PhD in ESP	MCA	English Language teacher at Secondary School University lecturer	7	1 year, 6 months
	Abbes	Course Director	PhD in Applied Linguistics and TEFL	MCA	University lecturer	7	3
<b>University 'C'</b> <b>Faculty of Foreign Languages</b>	Bahia	Deputy Dean of Postgraduate Programme, Scientific Research and External Relations	PhD in Educational Psychology	MCA	English Language teacher at Secondary School and University lecturer	12	4
	Leila	Deputy Dean in charge of Studies and Students' Related Matters	M. Ed. Didactics of Spanish Language	MAA	English Language teacher at Secondary School, Head of Spanish Language Department, University lecturer and Vice Dean of Postgraduate Programme, Scientific Research and External Relations	13	11
	Nadia	Head of English department	M. Ed. in Linguistics	MAA	English Language teacher at Secondary School and University lecturer	4	3
	Ramy	Head of Speciality MA American and British Literature and Civilisation	PhD in literature	Professor	University lecturer	35	13
	Rania	Deputy Head of Department in charge of Pedagogy/ Postgraduate Programme	M. Ed. in Linguistics	MAA	University lecturer	4	3



	Wassila	Head of Doctoral Programme	PhD in Sociolinguistics and Gender studies	Professor	Head of English Language Department	18	5
--	---------	----------------------------	--------------------------------------------	-----------	-------------------------------------	----	---

**Table 4.2** Participants' profile details

## **4.6 Data collection procedures**

First of all, I sought permission via emails to conduct research from the Deans of the faculties because they are considered the senior managers of the university departments selected in this study. However, email invitations to the Deans and the study participants were ineffective. Notably, for the research participants for example, staff members have left, and new persons have taken over their positions which created a challenge in reaching the participants that I met before starting the data collection. During the data collection, although prior to the visit of the three universities, I received approval through email in University A, University B and C in March 2019, further steps were required, as I will elaborate in section 4.6.1.

To adhere to the ethical considerations of accessing the research site, a formal written request in English and Arabic language was made to the faculties' Deans (See Appendix, 16, 17, 18). In mid-September 2019, it was challenging to approach the senior university leaders who have the authority to approve their institutions' data collection. In practice, the faculty Deans were not available to request a meeting with them. Instead, as I will explain in detail in the following section, the circumstances during the fieldwork required alternative ways to receive approval. Understandably, the busy schedule and life of those academics/leaders and trusting an outsider were difficult to achieve. Follow-up emails were not always answered because once set an interview time, the participants' circumstances would change and prevent a meeting for the interview because of the universities' closure due to the country's unstable political situation. Notably, when the presidential elections were approaching, the protests known as the 'Hirak' movement continued every Friday and students' protests every Tuesday. In the following section, I will expand further on the process of data collection.

### **4.6.1 Gaining access**

The access processes included written letters to request entry to the three university departments in Algeria as recommended by the Ethics Application of the University of Northampton (UoN) in October 2018 (appendix 15).

- *University A:* First, I had a meeting with the faculty Deputy Dean in charge of scientific research and he directed me to ask permission from the faculty Dean and faculty general secretary. Second, after a discussion regarding my PhD topic's intention and what the process will encompass. As a result, they were sceptical about the study I wanted to do in their institution. The topic of leadership was perceived as sensitive by the individuals in charge of providing permission for data collection. Then, I was directed with my written request (appendix 10) to the University Vice-Chancellor. He reviewed the research methods, written request and participants consent form, and project information sheet. Third, I received a verbal agreement from the Vice-Chancellor and the Dean to conduct my fieldwork.
- *University B:* I had a meeting with the Department Scientific Committee Chair and Head of Department, who immediately signed my written request to conduct my fieldwork (appendix 12).
- *University C:* I met the Head of the English Language Department to sign my permission of access for fieldwork letter. The meeting was brief due to the start of the academic year and the department head busy schedule. It covered a discussion about the nature of the questions that will be asked to the participants. I have been then directed to the faculty Vice Dean of Scientific Research. I requested an appointment from the Vice Dean, who signed my letter to conduct data collection in their university three days after my initial visit.

The process described above made the fieldwork a difficult process. It required several days that made me feel less confident and vulnerable. I had to seek alternative methods to meet the university's requirements and tally my plan to the circumstances encountered during the fieldwork. The following section will discuss the significance of survey pilot and explore its impact on this study.

#### **4.6.2 Piloting the surveys**

A pilot study aids in determining whether the planned data collection methods, sample access, and data collection instruments are suitable for the purpose of the research (Burns and Grove,

2005). The researcher then can review and adjust the data collection tool, and access to the sample in response to the outcome of piloting. After gaining the ethics approval from the University of Northampton Research Ethics Committee (Appendix, 17), a pilot study was conducted, successfully resulting in the refinement of the survey research instruments as I will expand below. The pilot study included participants other than those from the main study. I approached different academic middle leaders in Algeria and in the UK. For Algerian MLs, depending on how busy their schedules were, they could decide whether to participate in the pilot study (surveys at this stage) and/or contribute to the main study later on (surveys and semi-structured interviews).

However, due to Algeria 'Hirak' protest movement, which started in February 16<sup>th</sup> 2019, was a major challenge during the piloting and data collection process. Algeria was going through a sensitive political climate which led to students' protests in their campuses and there were no staff members present in the period between March 5<sup>th</sup> 2019/March 30<sup>th</sup> 2019 to pilot the surveys. I opted for invitations through emails, but I did not receive responses from the participants.

Nevertheless, I requested feedback from one middle leader working in a UK university, and I managed to meet two academics that worked in the past as English language Department Chairs and one Head of English Literature speciality in Algeria. A total of 4 academics enabled the testing of questions for clarity and amendment of the questionnaire based on the received feedback. The pilot study was helpful in identifying some potential practical problems that helped refine some questions accordingly. For example, as a result of piloting an addition of items to part 1 of the survey was made (See appendix 6, question 9) relating to leadership and management roles of MLs. Also, the addition of a question in part 2 of the survey (See appendix 6, question 13) that focused on 'leadership practice in the institution' which was missing and contributed to collect data and gain more insight about MLs views about the practical part of leadership within their universities. A copy of the full questionnaire can be found in Appendix 6. I re-oriented some questions from general to specific and re-worded and re-scaled some questions that were found difficult to respond. I further discarded all unnecessary difficult, and ambiguous questions.

### **4.6.3 Conducting the surveys**

As explained in section 4.5.2, to reiterate, I have used surveys as the second research method after gaining useful information through the documentary evidence utilised in this research. This survey aimed to understand different aspects of academic middle leadership into the role and responsibilities of middle leaders in three university departments. Hence, it gave me insights about academic middle leadership of the participants. Conducting the surveys also helped obtain the participants' details so I could invite them again at the end of the surveys to provide their contact details if they wished to participate in the interviews. The original number of the participants invited to respond to the surveys was 28 but only 21 participants returned the surveys. The data collection process using interviews will be discussed in the following section.

### **4.6.4 Conducting the semi-structured interviews**

In conducting the semi-structured interviews, I introduced myself again to the participants and did a short introduction about the research project. This helped to create a relaxing atmosphere and made the participants feel comfortable. Then, although following the participants' requests, I emailed them the consent form and participants' sheet prior to the interview meeting. Several times participants would forget to sign the consent form. For this reason, I brought printed copies to every meeting and discussed with them what the study is about and their rights. After every interview, I wrote down my reflections which helped me identify my strengths and weaknesses as preparation and practice for the next interview. The memos served as a tool to look at my interviewing skills objectively, to think of a plan of improvement and to understand the depth of my data. Below is an example of the memos I wrote after one of the early interviews.

The interview today lasted 50 minutes with the Course Director and it went smoothly. The interviewee seemed enthusiastic in his responses and expressed a personal interest in educational leadership. The interviewee spoke about interesting information related to his daily roles in the English department. Compellingly, the participant has done his doctorate in TEFL and applied linguistics and is a researcher in the area of teacher training and continuing professional development which helped me learn about the factors that helped him in the leadership development.

Out of the 28 participants, 22 responded to the surveys and 19 did the interviews and were the same individuals who responded to the survey.

## **4.7 Data analysis**

This section presents the techniques of data analysis of semi-structured interviews and surveys. Details of the objectives of the analysis and data analysis process in this thesis are presented. Finally, the findings from the analysis are detailed and include the emerging themes and sub-themes.

### **4.7.1 Survey analysis**

Due to the specific nature of my research (qualitative, small scale study) statistical packages such as SPSS were not utilised. Instead, a descriptive analysis was by reporting, describing, and presenting the data through numeration (Cohen, et al., 2018). The purpose of the use of the survey, as explained in the research methods section, is to set the scene for conducting semi-structured interviews for more in-depth analysis of the academic middle leaders' views about their roles and what contributed to their learning to lead. However, for some open-ended questions, where answers varied widely, items were qualitatively analysed. Owing to Online Surveys Jisc, I could have access to different data patterns that display raw data.

However, I preferred to copy and paste the findings as they appear in the survey dashboard because the tables included both statistics and bar graphs within tables. At the end of the journey of the field trip, the completed paper-based surveys were entered manually into the online survey website and analysed equally with the online responses. I had the choice of either to use tables, pie charts or bar charts. However, I opted for table display feature for most items analysed as they appeared in the dashboard because the tables presented a better visual presentation for the reader.

### **4.7.2 Interview analysis**

#### **4.7.2.1 Transcription**

In the transcription process of the interviews, one of the major challenges I encountered was having interview data chunks in Algerian vernacular Arabic and French. In this situation, I did a translation: from Algerian (in some cases) to Modern Standard Arabic and then to English. The issue of bias is central to any qualitative research (Peirce, 1995). In this sense, the

researcher is considered as part of the research process itself and it is necessary for researchers to acknowledge their bias in research (Street, 1993). Translation, for instance can be a source of bias in qualitative research in which the researcher engages in the interpretation of meaning based on their own background knowledge (Filisetti and Fives, 2003). My lack of knowledge of some of the terminologies related to HE and administration was one of the stumbling blocks I faced during data analysis. Therefore, the process implied searching for the right terms in English to be comprehensible to the international reader. Admittedly, I am not a professional translator, however, my fluent use of three languages (Modern Standard Arabic and Algerian vernacular Arabic, French and English) made the process manageable. Furthermore, translation is part of my daily routine in the process of the comprehension of texts in English, conversations with English speaking individuals, listening to podcasts and other forms of audio-visual media. Being a trilingual has significantly served the data collection processes and analysis. At times, I had to listen again if the meaning was unclear when the audio contained external noises. Following this, I translated the transcripts into English. Nevertheless, most interviews were initially English with only a few words spoken in Algerian vernacular Arabic and/or French (appendix 13 and 14). After completing the translation of the transcripts, I decided to contact some of the participants to check the accuracy of my translation to maximise the credibility of the data (Davis, 1995).

This study used thematic analysis. This required a six phase framework for the analysis of the data (Braun and Clarke, 2006). First, I started by transcribing the data, reading it, and jotting down initial ideas about roles, challenges, experiences of Algerian academic middle leaders. Initial reading of the transcripts helped me acquire a broad understanding of the data as suggested by Creswell (2012) in preparation for the coding process. My initial reading helped me to familiarise myself with the participants' professional and educational background, their roles and responsibilities, venues on how they came into the position and their learning journey as middle leaders. Second, I thoroughly read the data, and I coded segments of the data. I used inductive analysis, meaning I coded the datasets line by line to capture details (Maguire and Delahunt, 2017). Third, I worked on codes that carried close meaning to create categories, then read the codes and categories together to make a theme, and sub-themes. Fourth, I reviewed by gathering together the data relevant to each theme and sub-theme, then I read the data to ensure whether they fit the themes. Fifth, I defined the themes and

sub-themes and I continuously revised what they involved and the story that the analysis carried and Sixth, I provided reports of the findings to discuss these themes and sub-themes that emerged from the data.

#### **4.7.2.2 Reading and writing**

An initial reading of the transcripts was done to have a sense of the data (Creswell, 2012). The reading of the transcripts was a primary step to set the stage for the coding process. I purposefully did not rely on any software because coding the interviews myself helped me continuously engage with the transcripts and familiarise myself with the data. This involved reading each of the interviews separately and the field notes I used during and after the data collection process. Then, I started reading all the transcripts of the interviews. The process of reading the data separately allowed me to start thinking and identifying common patterns throughout the data set and acquire a broad meaning of the data as this was suggested by Creswell (2012), this helped as a preparation for the more formal coding process that I will discuss in the following section.

#### **4.7.2.3 From data to codes**

After reading the data continuously, I used colour coding in a word document for the descriptive codes by highlighting the data chunks and assigning codes to them. Saldaña (2009) defines a code as “A word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data”(p.3). In the process of the first cycle of coding, the data was openly coded with no preconceived notions and resulted in 186 codes and were descriptive in type. I also compared the data from all my participants to look for differences and commonalities shared across the data set. Next, the second coding cycle helped in grouping a set of codes into one, not because they were alike but because they might have a meaning in common (Saldana, 2009). Therefore, the second coding cycle was refined and resulted in 165 codes. To illustrate, table 4.3 shows the code ‘Experiential learning’ and the different interview data chunks that fed into the same codes.



<i>Code</i>	<i>Data</i>
<b>Experiential learning</b>	<p>“I am a person who is ready to learn, listen, even if I master something [...] I always ask for the opinion of others even the person is in a different position [ ...]”</p> <p>“I have gained more experience in my leadership position [...] I gained more knowledge [...] perhaps this role has given me more information more knowledge in practice”</p> <p>“We learn with experience, of course, we make mistakes, then we learn from these mistakes, with experience, we become wiser when it comes to solving day to day problems [...] so the way I was working in the beginning and now, things are different”</p>

**Table 4.3** Illustration of code ‘Experiential learning’ from the interviews’ data.

Another example is illustrated in table 4.4 below representing the code ‘Lack of support from senior leaders’ as reported by participants in three university departments.

<i>Code</i>	<i>Data</i>
<b>Lack of support from senior leaders</b>	<p>“[...] University senior leaders should listen to us and they should listen to other teachers, they should listen to students and they should really take all their queries into consideration and transmit them to the ministry in order to find solution [...]”</p> <p>“[...] as leaders we would need more support from senior leadership above [...] provide more opportunities to engage or more facilitations in their jobs [...] maybe try to find a common ground”</p> <p>[...] being in this position is problematic because you’re rarely backed up by your senior leader [...]</p>

**Table 4.4** illustration of code ‘Lack of support from senior leaders’ from the interviews’ data.

Although developing codes and putting all of the data together to find similarities and contrasts was difficult, it did assist me in recognising necessary codes for data organisation. The shared codes were then grouped into categories and themes. The next step was identifying categories and themes, as I will explain in the following section.

#### 4.7.2.4 From codes to categories and themes

According to Saldana (2009) the themes are a result of coding, categorisation and analytic reflection. Subsequently, after refining the coding for the transcripts of the interviews, the codes were grouped into categories that included codes conceptually closer to the labelled category. Furthermore, a refinement of the labels given to codes and categories was being made continuously to ensure that they represent best the data in the transcript and the meaning the participants voiced. To illustrate, the following table 4.5 below represents the categories identified in the data analysis process.

Labels for the categories
Management roles
Leadership roles
Appointment to middle leadership position
Change effect on the role
Leading and teaching balance
hierarchical structure at the faculty
Linguistic knowledge
Situational knowledge
Knowledge of people
Informal learning on the job
Leadership skills
Leadership attributes
Work-life balance
People related challenges
HE related challenges
Institutional challenges
Top-down approach to leadership
The role of past practices in learning
Motivation to lead

**Table 4.5** Categories identified in the interviews' analysis

Saldana (2009) suggests that the assessment of the categories and their validity should be related to the research questions. So, the 18 emerging categories were checked with the research questions to enable the identification of themes. According to Saldana (2009) the themes are a result of coding, categorisation and analytic reflection. As a result of reflection on the data and the meanings it carried, similar categories were grouped together which led to my four overarching themes. The following table 4.6 is an illustration.

Themes	Category	Description
<b>Themes 1 - The nature of academic middle leadership</b>	Management roles	Algerian tertiary sector and the way it is structured influence the way the participants perform their role. Leading from the middle at different levels of the university department is complex and dynamic, encompassing more administrative and managerial aspects of the role requirement than leadership. It is a top-down administrative model with the role of the academic MLs mostly as an administrator. Minimal initiative towards the professional development of teaching and learning, because of the lack of professional services. The theme explored why there was a discrepancy in the appointment of the middle leaders and lacked a proper approach in identifying the leaders across the three settings. A limited role of the middle leaders in organisation change was expressed by the participants as a result of the top-down institutional model and their readiness to be involved in change as a result of the LMD for the benefit of the student and the institution. Despite the change imposed on them, the participants emphasised that the quality of their teaching should not be compromised by their academic middle leadership roles.
	Leadership roles	
	Appointment to middle leadership position	
	Change effect on the role	
	Leading and teaching balance	
<b>Themes 2 – Tensions and challenges</b>	hierarchical structure at the faculty	The academic MLs are keen to contribute to good practice of teaching and mentorship but the organisational culture presents a barrier to their aspirations. Power imbalance between the MHESR, the university senior management and middle leaders was identified by the participants. Lack of material incentives was found to be another hindrance to the practice of middle leadership. Conflict between work-life healthy lifestyle was also identified due to the administrative burden imposed on the participants.
	People related challenges	
	Work-life balance	
	HE related challenges	
<b>Themes 3 - Skills knowledge and attributes requirements</b>	Top-down approach to leadership	Certain knowledge, skills and attributes were found to be of paramount importance. In the light of the challenges and changes happening globally and locally in Algerian HE, the use of new skills, attributes and knowledge were found to be crucial and important elements to facilitate their role and learning from their middle leadership journey.
	Linguistic knowledge	
	Situational knowledge	
	Knowledge of people	
	Leadership skills	
<b>Themes 4 – Learning to lead from the middle</b>	Leadership attributes	The learning dynamics of the middle leader both within academia and outside of the academic context revealed that the participants were mainly self-taught. Experiential learning, learning from significant people in the job, motivational factors, teaching experience were linked to the learning process and adjustment to the role.
	Past practices' role in learning	
	Informal learning on the job	

**Table 4.6** Major themes and their description

The table above shows a presentation of themes, their related categories and the description of the themes gave sense to the content of the interviews data. The following section will discuss the trustworthiness of the data collected in this study.

## 4.8 Trustworthiness of the qualitative Data

Trustworthiness in research is related to the degree to which the “the data may have been shaped by the presence of the researcher in such a fashion as to lead to misleading conclusions” (Boulton and Hammersley, 1996: 295). Bryman (2008) refers to trustworthiness in qualitative research as a set of criteria advocated by scholars to assess the quality of the research. To ensure this, researchers are usually advised to take active steps towards reducing their intrusiveness, subjectivity, and bias, thus maintaining trustworthiness in their research. Establishing trustworthiness in this research for the study participants was fundamental. As I reported in section 4.4 in this chapter, trustworthiness created opportunities for them to express their views about their roles, their professional learning journeys and challenges encountered in their roles. The participants voiced views did not always reflect a positive workplace, such as the administrative workload they were in charge of, the lack of resources in their work and the absence of leadership learning opportunities. The strategies I used in this research were drawn from Lincoln and Guba (1985) and were concerned with five criteria of trustworthiness: credibility, transferability, dependability, confirmability, and reflexivity.

*Credibility* - in this research was maintained by checking the interpretation of the data with the participants whenever possible. Mackey and Gass (2015) explain that the data report should be presented as voiced by the participants to ensure that the researcher presents the reality from the participants’ views. During the process of data analysis and writing of the findings, I was aware of the ‘respondent validation’ technique proposed by Guba and Lincoln (1994). This technique intends to present accurate interpretations of the data. I must acknowledge that during the interview process, I discussed with the participants sending them a copy of the interview transcripts, which was intended to validate the transcripts, but they did not express an interest in reviewing the transcripts of the interviews. Nevertheless, they emphasised that they wish their identities and their institutions’ to be anonymised. At times when I was not sure about the meaning of certain participants’ expressions, I contacted them through emails, quicker messaging means that were favoured by some of them such as ‘WhatsApp’, ‘Viber’ and ‘Messenger’ and sometimes through telephone calls. This helped the prevention of any misrepresentation of data.

*Transferability* - Generalisability of the study findings was not the aim of the study (See section, 4.2.1). Nevertheless, according to Bitsch (2005), the researcher facilitates

transferability judgement via 'thick description' and purposeful research participants sampling. Therefore, transferability refers to the degree to which the results of the qualitative research can be transferred to other contexts with other respondents (Tobin and Begley, 2004). Furthermore, contextual information about the research setting enables an outsider to decide to transfer the findings based on their own institutions. Since this exploratory study considered these aspects, its findings can be transferable to departmental academic middle leadership in Algeria and other similar context of middle leadership in the university department.

*Dependability* is "the process of the enquiry and the inquirer's responsibility for ensuring that the process of the enquiry is logical, traceable and documented" (Schwandt, 2001: 258). In this exploratory study, I have addressed the issue of dependability by describing and explaining the process of enquiry in details. The data were collected in three stages surveys and semi-structured interviews and the analysis were completed in six phases (see section, 4.7) to understand the roles of academic MLs and their leadership development approaches.

*Confirmability* refers to the researchers' endeavour to ensure that the study's findings match the views, opinions and interpretations of the participants (Given, 2008). In exploratory study, I endeavoured not to make claims which the data cannot support. During the data analysis process, the codes, categories and themes were representative of the participants' views. As stated above, contacting the participants to explain the meaning of their responses further ensured the confirmability of the data.

*Reflexivity* another strategy I used was keeping a research diary to reflect on the research constantly. I kept a notebook to record my thoughts at different steps of the research process. This included my discussions with my supervisors in the meetings or through email conversations and conversations with postgraduate student researchers. These notes reflect a natural process of the need of researchers to resort to thinking, the reflection of the research process and writing notes to make sense of their ideas and to clarify different concepts and stages towards constructing a systematic structure for the research. The following section will discuss the ethical measure undertaken in this study.

#### 4.9 Ethical considerations

Iphofen and Tolich (2018) suggest that “The fundamental ethical dilemmas to be confronted in qualitative research relate to that balance between our own ethics and those of the people we are studying” (p. 4). Educational research in the social sciences is filled with ethical conundrums (Cohen et al. 2018). Therefore, researchers should be far-sighted and aware that research encompasses moral principles that ought to be considered before embarking in their research journey. Research ethics refers to moral guidelines that maintain the research process within appropriate boundaries (Gray, 2013). Therefore, it could be suggested here that researchers who sustain the research inquiry within ethical guidelines will undoubtedly provide valid work that opens an opportunity for reliable future research. As I was aware of the research ethics, the context of the study and the participants’ leadership positions in the university departments, I followed the ethical principles to be addressed in any research which include voluntary participation, the right to withdraw without penalty, assurance of confidentiality and anonymity and the freedom from harm (BERA, 2011). The following paragraphs elaborate further the process:

- In accordance with good practice, the guidance given by the university the University of Northampton (UoN), and the general ethics guidelines given by the British Educational Research Association (BERA) ethical approval was sought for undertaking this research at the three university departments involved. The First, I took two compulsory courses as part of my doctoral programme at UoN. The first course was ‘Becoming an Ethical Researcher (international)’. The purpose of the course is to ensure that research students understand the wide range of ethical issues that apply to all researchers. Some of the learning objectives that introduced me to ethics in the research were the significance of taking different approaches to ethical decision-making, and the significance and implications of my own approach to ethical decision-making and learning about the four underpinning values for ethical research: fairness, respect, care, and honesty. In this thesis, Algerian academic MLs participation was confirmed by means of receiving their full agreement to avoid any deception. Besides, transparency, care and respect of the participants were maintained before, while collecting the data and during any communication with them after finishing the fieldwork. The second course was entitled Research Integrity (UK) Second Edition. The knowledge gained from the course helped me

understand the key responsibilities of a researchers, identify the challenges that could be faced meeting those responsibilities and being aware of the strategies for dealing with pressures and difficult situations.

- Second, I submitted ethics application for the Research Ethics Committee (REC) of UoN. The ethics application included the aims and objectives of the research, research methodology, and research procedures. Furthermore, information about the research sample, the context, the research methods, letters of requests of access to the universities and a copy of the consent form and participants information sheet were included. The application was reviewed and approved by REC, confirming that adherence to the research ethics will be guaranteed (appendix 15).
- Third, I visited the three university departments and requested a scheduled meeting to provide a request letter to access fieldwork for data collection (See section 4.6.1). The letters provided details of the research projects and complied with a code of ethics to preserve the universities details and participants identities and rights. However, in the fieldwork I realised that approving my access to the three university departments was beyond having only a signature on the letters and the participants consent forms I have presented (Hammersley and Atkinson, 2005). In the meetings with faculty Dean and other leaders: in University A, the Department Scientific Committee Chair and Head of Department in University B, and Head of Department and Deputy Dean of Postgraduation and Scientific Research in University C, I could feel hesitation of granting me access for data collection due to the perceptions held by the university leaders about the topic of leadership in HE, which coincides a political uprising that Algeria was experiencing. This was indeed one of the biggest challenges of collecting data overlapped with politically sensitive times in which Algerians were pacifically protesting for a change of the existing government. After a discussion with the university leaders and guaranteeing compliance with a code of ethics by preserving the institutions and the participants' identities. To my surprise, however, the individuals that I sought agreement of access from in the three university departments agreed to let me administer my surveys and conduct the interviews.



- Next, all efforts were made in this research to ensure the anonymity of participants' and confidentiality of data (Dane, 1990), complying with a code of ethics to preserve the participants' and rights were maintained in this study (Fetterman, 2003). I used pseudonyms with care to ensure that the pseudonyms would not redefine the pseudonymised person's character. These points were explained to the participants of the study prior to conducting any interviews and were recorded on tapes to ensure these agreements were available for any audit. No other party, except my supervisors and I, had access to the data. The anonymity and confidentiality of participants was protected. I ensured that the questions in the interview and survey are not personal, which require participants to pass judgment on their university and leaders and clarify the participants' right of withdrawal from the project. I was also aware of the importance to not manipulate the emotions of the participants and disregard what they consider sacred (Fetterman, 2003). Maintaining in mind the emotional well-being of the participants, the awareness of the cultural norms and their background was helpful as I share the same all origins as the participants. Moreover, Interviews were held under 'Chatham House Rules'. This has been modified in participants' information sheet. Therefore, participants cannot be identified (appendix 16 and 17). After completing the fieldwork, the participants were informed about the progress of the research whenever possible.
- I was also aware of the participants' positions in the hierarchy, so I gave them the freedom to speak in the language they found easier to respond to the questions. Regarding the participants' motivation in taking part of the study, no material incentives were used during the data collection. However, the participants seemed to have benefited from the pre-interview and post-interview discussions where they asked questions about studying in the UK. The participants were also made fully aware of the benefits that this research may contribute to the area of academic middle leadership to the university departments in Algeria and worldwide, and I reckon that was a valid motivating factor for them to participate in the research.

In general, the data collection was a smooth process and no ethical issues occurred during the research process. However, given my lack of professional and collegial rapport with the

participants, the age difference, and being an outsider of the university departments, it was challenging and time-consuming to contact the participants and negotiate the interviews meeting with them. At the same time, I took great care of their integrity as the research was about their roles as leaders and professional experiences, so I made sure that questions were not personal and would not harm the participants and the institutions where they work.

#### **4.10 Summary of chapter four**

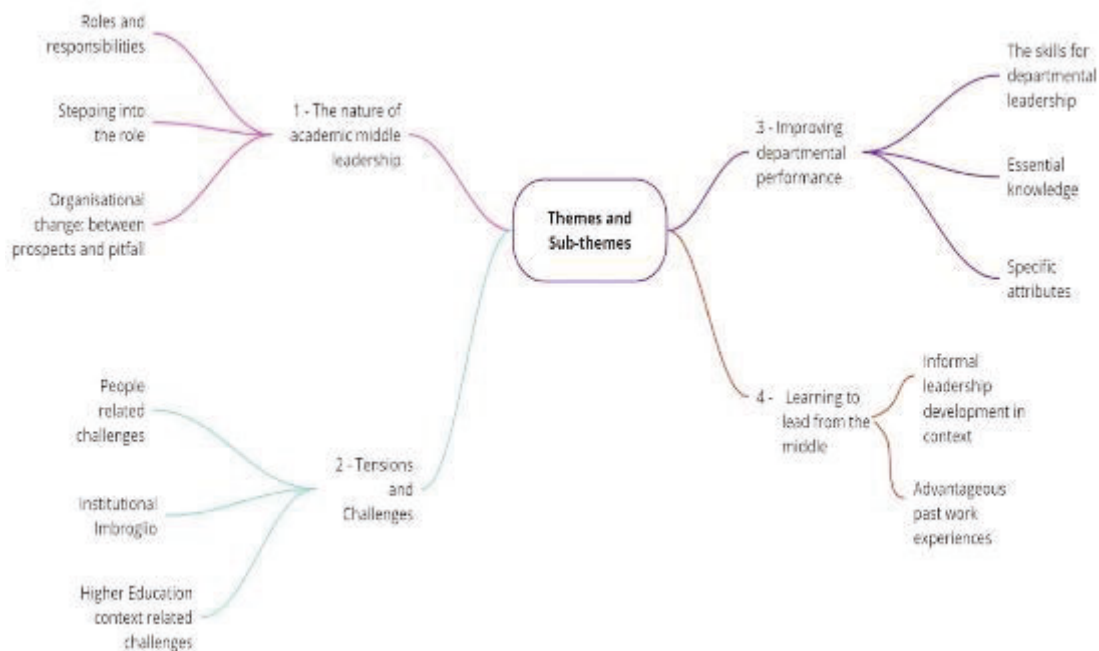
The focus of this study is to investigate MLs views about their roles, leadership practices and their experiences in the light of change. As was mentioned in chapter two, the context of Algerian HE requires a core focus on leadership. After the independence from France in 1992, the post-colonial period comprised different socio-cultural, economic, and political decisions that affected the country's HE sector. During the post-independence transition period, the government faced the challenge of reorganising its educational system away from the inherited French system. However, managing students' mass enrolment, the interruption and ramification of the Civil War in the 1990s as well as modernising and 'anglicising' HEIs through various reforms, including the LMD reform were major tasks for the Algerian government. Sitting in the midst of these rapidly shifting environments are academic MLs given their roles as mediators in implementing the policies set by the MHESR to the universities and their community of practice. This chapter provided the paradigmatic position of the research, the research methods that helped investigating the participants' roles and their continuing professional development journey in their respective positions. It discussed the strategies used in sampling the research participants and the protocols for negotiating access in which the study used a combination purposive, networking, flexibility, and negotiation to gain access for data collection. Finally, the chapter discussed the data analysis procedures and the trustworthiness of the qualitative data and the ethical considerations. The next two chapters will present the findings of the study and their interpretation.

## **Chapter Five: Seeking Leadership Amidst Intricate Higher Education System**

### **5.1 Introduction to chapter five and six of the findings**

Chapter Five and chapter Six present the views of academic MLs within three Algerian university departments regarding their leadership and management roles in the light of change and the factors contributing to their leadership development. As has been explained in the methodology chapter, the evidence was collected from surveys with 22 participants using online/paper questionnaires and from interviews with 19 academic MLs that responded to the surveys; supporting documents and field notes were incorporated in the findings as means of adding contextual information. Evidence from the survey and the interviews are presented thematically and corroborated in this chapter and continued in chapter Six based on the overall emerging themes and sub-themes. Using a pre-determined format of the questions, the surveys aimed to ascertain the participants' views about departmental leadership and their roles as academics in middle leadership positions, including leadership and change in the university, challenges encountered in the role, and the influence of work-life balance for career progression. Besides, the skills, knowledge, and attributes perceived to be fundamental, motivational factors in the position and their continuing professional development were also explored.

In the two findings chapters, the data analysis generated by the survey was carried out using descriptive analysis by reporting, describing, and presenting data as it is through numeration (Cohen, *et al.*, 2018). As for the semi-structured interviews, the thematic analysis approach was followed because the main concern was to identify the patterns and themes to closely examine the views and experiences of the participants (Braun and Clarke, 2006). This involved coding the data and collating it into common themes (Miles, Huberman and Saldana 2014; Saldana, 2016).



**Figure 5.1** The overarching themes and their related sub-themes from the analysis of the interviews.

As shown in figure 5.1 above, the reporting of the findings was organised into two different chapters corresponding to two different yet, major interrelated areas that emerged from the data analysis to fit the research questions and objectives. To respond to the first and second research questions, chapter five presents the participants' views about departmental leadership, the nature of academic middle leadership and the difficulties faced are explored to contextualise the findings. By doing so, my intention at the outset of this research is to respond to the following research objectives:

- to understand academic middle leaders' views about their leadership and management roles and responsibilities from the perspectives of the participants;
- to explore the difficulties encountered when leading from the middle.

Second, in the light of the complexity of the role and difficulties presented in chapter five, chapter six of the findings presents theme three and four to respond to the third and fourth research questions. The competencies of the participants i.e., the skills, knowledge and attributes that are found to be essential for department effectiveness and the way the middle leaders learn, are reported in themes three and four. Chapter six aims to address the following research objectives:

- to identify the kind of skills, knowledge, and attributes that academic middle leaders need to have for effective development of their leadership roles; and
- to explore the factors that contribute to the professional development of academic middle leaders.

The reporting and analysis of the findings will be presented with respect to the existing theories, which were reviewed in the preceding chapters, to scratch beneath the surface and understand and interpret the views voiced by the participants in the study. The findings have been supported by visual displays such as tables and figures and informants' verbatim quotations to exemplify fundamental aspects of the data.

## **5.2 The nature of academic middle leadership**

Algerian tertiary sector presents particular challenges to leadership and middle leadership because the hierarchical structure and power relations influencing those leading from the middle is all-pervasive throughout the analysis of the sample's responses emanating from the surveys and semi-structured interviews. It is difficult to establish a neat distinction between leadership, management and administrative roles that MLs perform. This is significantly due to the absence of knowledge of concepts such as leadership and change within the university as perceived by the participants. Ultimately, this theme and its sub-themes report the participants' perceptions about their roles in order to put the study into context. Then, it examines the ways in which they escalate into their positions and to what extent they are involved as change intermediaries in the light of the ministry's progressive implementation of the LMD and the adoption of quality assurance programmes.

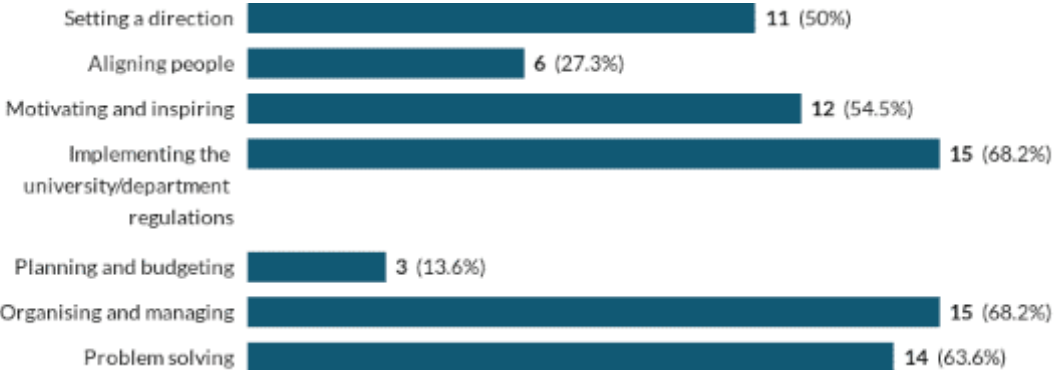
Throughout the three university departments, the participants in this research agreed that leading from the middle is complex and dynamic. Academic middle leaders operate with the VUCA (Volatility, Uncertainty, Complexity and Ambiguity) they face with regard to the nature of the organisational culture where they are placed. Despite the top-down hierarchical model of the universities where the participants work (See section 2.5), there was a mutual and dispersed leadership presence at the faculty level. The participants' accounts suggest a very limited engagement with department teaching and learning development due to the

administrative workload they carry and evident shortage of services such as HR professionals working through robust procedures and systems that ensure equality for all staff members. The theme identifies why the appointment of the MLs was discrepant and there was a lack of a proper approach to defining the leaders across the three universities. The way participants describe the nature of their role as academic middle leaders portrays a complex set of roles and responsibilities spanning and cutting across both leadership and management, but rather, significantly administrative work.

**5.2.1 Roles and responsibilities**

The interview and survey data suggested that the participants in the three university departments have a myriad of different roles and responsibilities that cut across managerial, administrative and leadership roles. To reiterate, the participants of this study are academics holding key middle leadership positions that link top leadership and management at the strategic level to academic staff members and administrators at the level of the departments. The sample consisted of twenty two persons: eleven females and eleven males. Nineteen academic middle leaders from the same sample were interviewed, three were Heads of Departments (HoDs); three Deputy Deans; two Course Directors; four Deputies of HoDs; one Scientific Committee Chair (SCC); one Head of Doctoral Programme (HDP); two Heads of MA and BA Programmes, one Head of Field of Study (HFS) and five head of different BA and MA English language-related specialities.

Primarily, in response to the survey question asking about the set of roles that the respondents do, Figure (5.2) below presents the participants’ views about this element.



**Figure 5.2** Academic middle leaders’ leadership and management roles

As can be seen in figure 5.2 above, the responsibilities are wide-ranging in which there are those with more leadership features such as ‘setting a direction’, ‘motivating and inspiring’ and ‘setting a direction’ and management type of tasks were for instance, ‘planning and budgeting’ and ‘organising and managing’. To understand the nature of the roles and responsibilities of the participants, a segmentation between leadership and management roles was made in the analysis following divisions in the field, mainly, Kotter (1990) reported in Tables 5.1 and Table 5.2 for clarification of the roles. However, in recent literature there is no general agreement on the distinction between leadership, management and administration among scholars, or at least with that being said, the administration is regarded as an integral and fundamental aspect of effective management (Branson, Marra, Franken and Penny, 2018).

Initially, Table 5.1 below presents academic middle leadership, managerial and administrative roles as described by the interviewees.

<b>Management Functions</b>	<b>Codes</b>	<b>Number of participants</b>	<b>Number of occurrences</b>
<i>Administering</i>	Setting students’ timetables	6	6
	Enrolling the students	6	6
	Setting the list of enrolled students	4	5
	Validating theses submissions and academics’ accreditation	1	1
	Managing academics’ scholarly leaves	2	2
<i>Maintaining order</i>	Ensuring the progress of lectures (making sure the courses are being held)	2	2
	Organising scientific events (e.g. Conferences, seminars, study days)	2	2
	Organising PhD enrolment contests (admission to the contest, organising the contest rooms and invigilation)	1	1
<i>Directing and coordinating</i>	Coordination of the content taught between teachers	6	9
	Harmonisation and conformity of the programmes taught	4	6

**Table 5.1** Roles and responsibilities of academic middle leaders (management and administrative Functions)

In this respect, as shown in Table 5.1 most of the roles reported by Amine, Ibrahim, Samir, Fatima, Nada in University A, Hamza, Karim, Mourad, Randa in University B, Leila, Nadia and Rania in University C could be allocated to pure administrative functions that are: setting students' timetables, enrolling the students and setting the lists of enrolled students. Whereas other roles require some academic input from MLs such as validating these submissions and academics' accreditations and managing academics' applications for scholarly leaves as reported by Nassima, Bilel, Lamia, Abbes, Bahia, Ramy and Wssila. Furthermore, although vastly different, maintaining order is taken as being part of the MLs just as is the direction and coordination of modules between syllabus designers who are lecturers, and the rest of the teaching staff were reported as important academic middle leaders' roles.

Middle university leaders have a duty to lead learning among staff within their departments or in the responsibility unit, thereby mentoring individual staff in their career development and promoting the development of their unit as a collective (Clegg and McAuley, 2005). Nonetheless, of the leaders interviewed, and as can be seen in the table above, it was interesting to note that there is a limited role in relation to contributing to learning and teaching. There was an overwhelming feeling that, while there was a belief that the role contributes to running a language department, the administrative work threatens the balance between the teaching role and administration role. Karim Deputy HoD in charge of postgraduate programme for instance said:

*“there is always this risk, or pressure [...] one of the advices given to me before taking this responsibility, is to stay alerte not to neglect the teaching responsibilities[...] Because administration is time consuming [...] when you're busy with administrative issues, it's possible to effect teaching or would hamper the quality of the lecture [...] but still [...] the lectures or what concerns the classroom, there are no concessions [...] I have sometimes problems when it comes to absences, because of the meetings or because of my responsibilities here, I find myself obliged to postpone a number of lectures, still, I do my best to keep my teaching responsibilities as they are” – (Karim, B)*

Karim's claim sheds light on an important aspect that reflects on the roles and responsibilities of the middle leader. The administrative workload and long hours were felt to threaten the



teaching duties, and this latter cannot be compromised as it represents a fundamental aspect of the academic. Algerian universities have to some extent independence but do not have a holistic institutional autonomy because the ministry represent a source of surveillance over them which result in a firm administrative control and compliance to bureaucratic requirements (Education, Audio-visual and Culture Executive Agency, 2017).

Karim was not alone in expressing this fear of compromising teaching responsibility because of the administrative workload; there appeared to be an evident lack of professional services that facilitate and support the work of academic MLs felt by all the participants. Leila, Deputy Dean said:

*“the job of vice dean needs assistants [...] people who are supposed to be specialists in the administration [...] I must have in the organigram a registrar’s office [...] I find myself calculating the students’ grade averages at night in my house until my eyes come out of their orbits [...] the statistical work sometimes it is done here in my office [...] I do not know [...] earlier I had a meeting scheduled but it was cancelled [...] so I went to registrar’s office, so what we did is that [...] I entered statistical work with the secretary in the computer [...] so there is a lack of staff to do this job” – (Leila, C)*

The above extract shows that the administrative aspect within the management functions of academic MLs is prevalent and obstructive. The lack of administrative staff creates a burden for the academic MLs and prevents them from improving the quality of teaching and learning. Mourad, Head of the BA programme explains further the expectation to carry extra administrative work once in a middle leader position. He said:

*“I do insist on one thing and I have raised this to the Head of Department before and the Vice Dean, I was asked [...] to fill in platform for students’ averages all the modules and marks of the students, and I have refused this because I am not data entry operator, there should be people specialised in this area to do this role as it is supposed to be” – (Mourad, B)*

Such a view was common among the sample of the study, that it is worthwhile to address the evidence of the lack of professional services that facilitate and support the work of academic

middle leaders. This problem was also evident in the documentary evidence (appendix 2) demonstrating the employees of the professional services that assist Deputy Deans as per the Algerian Ministry of Higher Education and Scientific Research (MHESR) decree. So often, apart from the infrastructure, universities services such as finance, student and academic services, research and innovation, human resources that provide support are crucial, especially for academics to fulfil their potential and fully employ their knowledge and skills within their institutions.

However, as already suggested, across the three university departments in this study, academic MLs roles somehow included leadership features, as shown in Table 5.2 below.

<b>Leadership Functions</b>	<b>Codes</b>	<b>Number of participants</b>	<b>Number of occurrences</b>
<i>Building teams and coalitions</i>	Creating professional development opportunities for teachers	1	4
<i>Motivating, inspiring and satisfying unmet needs</i>	Motivating students	1	1
	Encouraging colleagues to take middle leadership position	2	3
	Mentoring teachers/fellow middle leaders	3	4
	Leading by example in the department	3	3
	Meeting teachers' needs	3	5
<i>Counselling</i>	Counselling the students	2	2
<i>Communicating goals and seeking communication</i>	Collaboration with staff	10	15

**Table 5.2** Roles and responsibilities of academic middle leaders (Leadership Functions)

The above table suggests that the leadership roles range from building teams and coalitions, motivating, inspiring, and satisfying unmet needs, counselling and communicating goals and seeking communication. Certainly, the participants in this study reported spending most of their time on management and administrative tasks but there was an emphasis on communicating goals with colleagues and seeking communication since they were managing departments in the midst of continuous changes within the academic structure.

Leila, Deputy Dean, shared her opinion in terms of the role she provides for counselling students, she said:

*“I am interested in the student himself (sic) [...] here we deal not only with the records [...] it is not the case for everyone, but I always want to see the students in difficulty, I call them, and I discuss with them, sometimes there are students who have gone through very difficult times and they need counselling [...] we witnessed a lot of students who have succeeded after that”- (Leila, C)*

The differences between the leadership role carried by the participants to help and serve students in their circle of responsibility is in the approach academic MLs in the three universities follow to achieve their goals within their respective scope of responsibility.

Besides counselling students, MLs undertake staff mentoring and coaching. For instance, Bartram (2005) suggested that coaching and mentoring are features of leadership. Although the roles of the participants seem to cover administrative tasks, as stated previously, when asked the question ‘What practices do you do to motivate and support lecturers? The exception was for Nadia and Ramy who acted as coaches or mentors themselves in their roles, developing colleagues in their roles, to learn and develop in their profession. For example, Nadia, HoD, felt that it is important to mentor her colleague who is in a position of Deputy HoD of Postgraduate Programme, yet she does not have the experience in the role, she states:

*“Because of my experience [...] my colleague is younger than me, she is not experienced with educational matters and administration [...] that’s why sometimes she finds difficulties, I help her in order to solve some problems with students [...] and even with colleagues, because she has less experience and keen to learn” - (Nadia, C)*

Nadia’s role as mentor to her colleague was because of a vacant position that both Nadia and Rania were covering and their formal middle leadership positions in University C. The reason for this, is the vacancy and non-readiness of academic members of staff to fill in the ML role. This resulted from the absence of a person who was willing to take the position. Both Nadia and her colleague deputy HoD in charge of the postgraduate programme took charge of a third, middle leadership position deputy HoD of educational matters because it was difficult

to fill the position as none of the academic staff suggested put themselves forward to be a ML.

Furthermore, Ramy found it significant to share his long years of knowledge and experience in the field of British and American literature and civilisation with young university teachers. Interestingly, he emphasised an important aspect in language education, besides the subject knowledge, human relations and empathy towards the students is of paramount importance in the classroom.

*“the major role is to help young teachers [...] to give them piece of advice, to share with them your experience [...] in case they have pedagogical problems [...]of transmitting knowledge and sometimes they ask and you’re there [...] to share with them your own experience [...] having the best knowledge in teaching is not simply the knowledge in the field but also human relations [...] students are human beings [...] it’s knowledge plus that little heart [...] that little human relations, you must have that touch to cope with the students” - (Ramy, C)*

Further to Ramy’s quote, the notions motivation and inspiration as referred to by Kotter (1990), they are approaches to energise people not by means of control mechanisms as in management and pushing them in the right direction but by satisfying their basic unmet needs for their achievement, self-esteem, recognition and sense of belonging. From the accounts of five interviewees and despite the predominant administrative culture within their respective areas of responsibility, participants played a significant role in motivating and recognising the teachers’ achievements, leading by example, meeting teachers’ unmet needs, and counselling students. In the light of the support, Nadia and Ramy’s responses were remarkably different here, reflecting their views about the ways they present help and support to the teachers.

Ensley, Hmeileski, and Pearce (2006) described shared leadership as a positive enabler in which it encourages behaviours such as active engagement and problem solving within an organisation. Across settings, collaboration and perhaps shared leadership in this study was reported by Hamza, Lamia, Randa, Ramy, Bilel, Nada, Mourad and Ibrahim. For instance, Hamza, taking the position of HD, reports:

*“Most of the time, when I want to do something, or I want to apply a rule or, to pass on a decision to the teachers, I first call on a group of teachers, we discuss the points and try to find common grounds [...] I never take decisions alone” - (Hamza, B).*

Although the participants seem to be doing their best in motivating acknowledging the efforts of their colleagues among other roles as discussed thus far, the position at the same time seems to carry roles that are not at the standards and level of academics. as Rania puts it: “since you are initially a lecturer you can’t be a ML and deal with the administration, it doesn’t represent the status of an academic”. (Rania, C). One way to interpret Rania’s view can be the contradiction between the requirement of the role and the nature of the academic work that is more scientific than administrative.

The participants differ in their various roles and responsibilities, as reported above. The analysis of the semi-structured interview and survey are revealed to be focused chiefly on administration instead of some aspect of education and research. Thus, it makes it difficult to make a neat distinction between leadership and management aspects of the role. Leading from the middle at different levels at the university departments in this study is complex and dynamic. The middle leaders operate under challenging situations, encompassing more managerial aspects of the role requirement than leadership. It is a top-down administrative model. However, there was still a presence of shared and distributed leadership among the participants. These constitute minimal initiatives towards the lecturers because of the lack of professional services and administration load.

### **5.2.2 Stepping into the role**

Stepping into the role is a sub-theme of the first emerging theme ‘the nature of academic middle leadership’, identified in the thematic analysis. This theme explores the approaches taken by universities in selecting academic MLs from within the ranks of their contemporaries.

There is a relative paucity of research that examine how individuals move into the position of associate deans, indicated by Saylor, Pederson, Smith and Cutright (2019). For instance, their study surveyed the perceptions of 527 associate deans at US research-extensive and intensive

universities about how they rose into the position, their assignments, professional objectives and experiences.

McMaster (2014) and Franken, Penny and Branson (2015) believe that UK, Australian and New Zealand universities attempt to select persons from within their contemporaries for the middle leadership role at the university and to establish a temporary and rotational role.

In line with the context of the study, the allocated period of time for a ML is from three to five years (appendix 4). After completing the period of occupying the position, the academic middle leader returns to carrying teaching and research at the university department. Nevertheless, from nineteen participants accounts in the interviews there are differences in terms of the selection to the role. Table 5.3 below shows the ways in which the MLs have been appointed to their positions.

<i>Participant</i>	<i>University</i>	<i>Current position</i>	<i>Mode of appointment</i>
<b>Amine</b>	A	Deputy Dean (DD) of Studies and Students' Related Matters	Position assigned by the faculty dean
<b>Ibrahim</b>	A	Head of Field of Studies (HFS) of Foreign Languages	
<b>Bahia</b>	C	Deputy Dean of Postgraduate Programme, Scientific Research and External Relations	
<b>Mourad</b>	B	Head of BA Programme	
<b>Randa</b>	B	Head of MA Programme	
<b>Abbes</b>	B	Course Director	
<b>Rania</b>	C	Deputy Head of Department (HoD) in charge of Postgraduate Programme	
<b>Bilel</b>	A	Course Director	
<b>Samir</b>	A	Head of Department (HoD)	Selected by senior teachers in the Educational Coordination Committee of the department
<b>Fatima</b>	A	Deputy Head of Department of Pedagogy	
<b>Nada</b>	A	Head of Speciality (HoSp) of Didactics MA	
<b>Nassima</b>	A	Deputy Head of Department of Postgraduate Programme	
<b>Leila</b>	C	Deputy Dean of Studies and Students' Related Issues	Assigned by the University Rector (Vice Chancellor-UK)
<b>Hamza</b>	B	Head of Department (HoD)	Assigned through a meeting with faculty key staff members (The dean and university rector)
<b>Karim</b>	B	Deputy HoD of Postgraduate Programme	Assigned by the Head of Department
<b>Nadia</b>	C	Head of Department	Invitation by former HoD
<b>Lamia</b>	B	Department Scientific Committee Chair (DSCC)	Elected by senior teachers to the position
<b>Ramy</b>	C	Head of Speciality Literature and Civilisation MA	Assigned to the role based on work experience
<b>Wassila</b>	C	Head of Doctoral Programme (HoDP)	Selected on basis of active research activity

**Table 5.3** Mode of appointment of academic middle leaders to the position

The above table shows that there is inconsistency in appointing the participants to academic middle leadership roles. It was important to find out that Half of the participants' appointment

was made by the faculty dean where they work. In University A, for instance, HoD and deputies were selected to the position by senior teachers at a department meeting. Wassila and Ramy from University C, voiced that they stepped into the position due to long years of work experience and based on research productivity in the department. What stands out from the data is the different positions held by the participant, their position in the faculty hierarchy and the roles and responsibilities that they carry, as discussed previously (See section 5.2.1). Nevertheless, data from Table 5.3 reports on individuals at different middle levels of the organogram, yet, working as mediators between faculty senior management and the academic staff and administrators.

Moreover, according to Peters and Ryan (2015), issues of succession require long term planning, it is not enough to identify individuals with the right traits and abilities once leadership positions become available, rather, it requires shaping individuals throughout their careers. However, the reality on the ground is different because the data reports that the participants in this study step into the position of middle leadership haphazardly. Amine precisely described how he originally stepped into the role:

*“I have been called [...] asked by the rector, would you accept the role of vice dean [...] as I always do [...] I said yes, they sent me immediately to the position from my previous role as teacher and now I am in this role more than four years” - (Amine, A)*

Amine responded to the question of how you have come to the role of academic middle leadership by referring to the fact he received a telephone call from the university rector and he accepted without hesitation the new position. This raised the question of whether there are, if at all, procedures in place for the appointing of the academic middle leaders.

It is important to know that, stepping into the role is unchanging, from the evidence of the interviews with the participants, given the changes universities are going through internationally and at the local level. As reported from the data about how the participants come into the role, all the participants had been appointed as a result of internal procedures. The internal procedures are applied by ministerial orders as appears in ‘The Official Journal’;



in charge of publishing all legal texts (laws, decrees, ordinances, orders) and other official information related to the Algerian state (appendix 4).

Nevertheless, it is important to acknowledge that the differences in the mode of appointment lie in the procedures presented by the Ministry of HE. For instance, those taking Scientific Committee Chair, the Committee members being the HoD and some lecturers elect their president for a term of three years from the teachers with the highest rank in the department. In the faculty hierarchy down, Deputy Deans are appointed by order of the minister responsible for HE on the proposal of the Dean and after the agreement of the rector for a period of three years and ought to be among the permanent teachers with the highest grade within the faculty (Article 48, 55, 56, The Official Journal, 2003).

Furthermore, the data from the interviews revealed interesting thoughts in relation to the approaches taken by universities in terms of appointing academic MLs. Three participants expressed their views in relation to what can be improved in appointing individuals to middle leadership position. Abbas for instance reported his struggle in creating the confidence and trust of his colleagues in him and reflected on the approach of how middle leaders come into the position, he said:

*“if we think of the approach of selecting leaders, I think that in the Algerian context[...]you may find resistance to that person who was yesterday a colleague, today he is a leader, because he was just selected by the dean or by the rector [...] there may be other people who are motivated for that position, but they were not selected[...]now if we open this as a type of recruitment, we open the chance to everyone to be a candidate for the position [...] there will be more transparency [...] you find yourself stuck to have the trust and at times to convey a message to the lecturers [...] from my experience, sometimes it is an issue to have the lecturers reliance on me not because the message let's say is not clear but sometimes there is a resistance to understand that message from the lecturers, because maybe that lecturer was aspiring to be a leader but was not chosen [...] now this could be attributed to human nature problem - (Abbas, B)*

Fatima, Deputy HoD of Pedagogy, who did not expect her teacher colleagues to choose her, but she felt the gratitude of her efforts by the students and teachers in the role as it was not apparent to them who is the individual concerned in the department with the needs of teachers and learners. This can indicate the lack of clarity in the workplace regarding the appointment of middle leaders and a sign of inclusivity of students' voice. She states:

*"[...] it was after many teachers of the department and students of the department have been observing who the appropriate person for middle leader to pedagogy would be [...] some students and even some teachers told me that it's the first time we know who is the middle leader to pedagogy [...] it's the first time, we have the opportunity to come to an official or administrative office and sit freely and talk about our concerns [...] I have an opportunity to help students, to help colleague teachers, also [...] try to afford the needs of our learners"- (Fatima, A)*

The quote above highlights the unclarity in identifying and appointing MLs within university departments in this study. Fatima describes how unexpectedly she was suggested to be in the position of middle leadership. However, in such context, the question to pursue a form of leadership, that is more democratic and participatory, which attends to the voices of students, often regarded as marginalised within educational institutions is key for departmental effectiveness and promoting trust and openness.

Besides, the discrepancy in terms of the appointment of the participants was not the only striking aspects in this sub-them. Interestingly, the interview data also revealed, three participants that expressed their views in relation to what can be improved in terms of appointing individuals to middle leadership position. Abbas' response, for instance, reflects context-specific difficulties with the mode of appointment carried in his university, he said

*"[...] I would suggest something on the approach of selecting leaders, in the Algerian context [...] you may find resistance to that person who was yesterday a colleague, today he is a leader, because he was just selected by the dean or by the rector [...] there may be other people who are motivated for that position, but they were not considered [...] now if we open this as a type of recruitment there will be a chance to everyone to be a candidate for the position [...] now we are talking about some human nature problems [...] you find yourself in between" - (Abbas, B)*

The above quote suggests that there could be resistance from colleagues to the middle leader stepping into the role, as Abbas hinted to colleagues that might wish to progress in their career by taking a middle leadership position, yet the appointment procedures followed do not help provide opportunities to them. The reconsideration of rethinking appointing strategies within faculties of languages is of key importance here. This in turn could lead to educational leadership improvement where those who aspire to be leaders can take full advantage of their ambitions. Similarly, Wassila shared her opinion that the appointment to the middle leadership position should be focused on selected individuals who are capable, responsible, able to collaborate and innovate with staff members. Algerian HE reform are known to comply by the governments' decisions (Miliiani, 2021). It could be that Wassila's view is referring to the importance of emergent versus assigned leadership (See section 3.2) and academic leadership seems to be key according to Wassila for the development of educational leadership in the Algerian tertiary sector. She said:

*"we should be highly selective, we should trust people, we should depoliticise university that appointing people in decision making positions should not be based on political decisions, it should be deans, HoDs, VDs, rectors to carry out a process of selecting the best, academically mostly, so this is selection on the basis of how achieving you are [...] how much good you are at building up relations [...] innovating is also very important"* - (Wassila, C)

The extract above reflects the fact that leadership and middle leadership position in universities should be made upon careful selection, yet, there seems to be a mismatch between how the participants step into the role.

*"I think the priority is to change the way teachers and key staff members including middle leaders are being selected and hired for their jobs, we need people who view education as a passion, not only as a profession, people who are ready to invest their energy and time for the improvement of the educational practices [...] placing the right person in the right place"* - (Bilel, A)

The responses indicate common view with the problematic aspects in the transparency of appointing people to the position. Overall, the results from the interviews regarding the ways in which academic middle leaders are assigned to the role are different across the three

universities and from one position to another. Nevertheless, the views of Wassila and Abbes about how the selection to academic middle leadership positions suggest that there should be a reconsideration on the appointment procedures at the level of faculties and finding the right individuals that aspire for leadership position. This sub-theme informed the various ways the participants come into the position, which may eventually affect the way they lead in addition to other contextual, organisational factors that affect the quality of leading from the middle; this will be discussed in the following identified sub-theme.

**5.2.3 Organisational change: between prospects and pitfalls**

A topic of concern among modern managers and academics has been an organisational change in light of the current climate of globalisation, rapid technological development, international competition, mergers, and environmental issues (Hoover and Harder, 2015). Both organisational leadership and change go hand in hand and are complementary (Burnes, Hughes and By, 2016). Branson et al. (2018) argues that organisational change cannot be managed but rather it must be led and a call for distributed leadership is therefore necessary. This sub-theme offers the findings related to participants’ views on the ways in which change affects the nature of their roles.

From the analysis of the interviews, organisational change emerged as a significant aspect that affects the participants’ role. According to Carter (2013), middle level leaders primarily implement change without necessarily being privy to the decision-making process which has proceeded the change. As a result of absence of budgetary control or access to incentives to motivate staff to embrace organisational change, middle level leaders are frequently in a difficult position: on the one hand, they need to cajole staff members to participate and on the other hand more senior managers expect them to implement change which is a common dilemma of being stuck in the middle. Table 5.5 presents a summary of the extent to which academic MLs perceive their roles in relation to the effects of organisational change, including their decision-making involvement.

<i>Influence of organisational change on middle leaders’ roles (Codes)</i>	<i>Number of participants</i>	<i>Number of occurrences</i>
----------------------------------------------------------------------------	-------------------------------	------------------------------

	<i>(across all interviews)</i>	
Adhering to top-down instructions	8	12
Unchanging administrative procedures	3	5
Unpreparedness to the change	3	5
Flexibility to adapt to the change	9	11
Staff resistance to the change	7	11
Contributing to internal decisions	8	10
Unclear ministerial decisions about change	1	2

**Table 5.4** The extent of organisational change influence on academic middle leaders' roles

The above Table 5.4 shows academic middle leaders' responses when asked about their readiness to the organisational change. As discussed in chapter two, Algerian HE has undergone through continuous economic and socio-political changes that affected its educational system, mainly the tertiary sector which is the focus of this study. Change in HE put its staff through difficult times personally and professionally (Cockell and McArthur Blair, 2012). For instance, the participants expressed the extent of their involvement in the decision-making process that preceded the change which is the LMD; three cycle system (Licence, Masters, Doctorate) educational framework from the Bologna Process (BP) implemented by the Algerian MHESR. Furnham (2008) highlights that people become satisfied with the status quo and when change is implemented it poses a feeling of insecurity. The insecurity of the participants increases when there are ministerial instructions and a concern when MLs were not consulted at the departmental level which they did not want this to jeopardise the educational practice. A common view among eight participants was a significant adherence to top-down instructions from the ministry and the complexity that it is put upon their responsibilities to implement change.

*“now it happened just this week [...] we received something very urgent and very new, saying that we should make these modifications, we should alter this in the programme to another [...] but it was sent one month after the commencement of courses[...]since decisions are made top-down, it means that the Ministry is going to dictate things on us [...] sometimes institutions or the departments are not consulted or even the teachers, it means, bottom-up system but it is the reverse here [...] it is very difficult [...] and we are obliged to follow the rules” – (Abbes, B).*

In university B, for example, Abbas' view indicates that top-down changing regulations need to be accompanied by bottom-up consultations. The same issue was raised in the literature about implementing the LMD system. It neglected the conditions of the Algerian universities and the reform requirements as set by the European Bologna Process (BP). However, some problems are contextualised to the Algerian universities. According to Ghat (2016) in his analysis of Bologna Process (BP) origins, its expansion to Asian and African countries and the author speaks about the cultural, political and economic changes resulting from the influence of the (BP). The use of university infrastructure and facilities and the lack of teachers' updated training and professional development, such as the use of relevant teaching methodologies and the use of technologies, focus mainly on transmitting knowledge rather than fostering the attitudes of autonomy and critical thinking among the learners. Therefore, this can be considered one factor that does not align with the (BP) scheme.

Comparatively, Leila felt that there are rarely any changes. Yet, she expressed her view about a significant educational reform since 2004, teachers' unpreparedness as well as most probably the administrative staff as there was barely any preparation for the change. She said:

*“when a new law emerges, we can't do anything about it we just apply it... but you know change here is every 20 years [...] the example of the LMD, the LMD system when it was established [...] well we talked LMD [...] LMD but when the day came, it was applied and that's it [...] people were not prepared [...] teachers were not prepared [...] people were not trained” - (Leila, C)*

While the participant referred to the execution of policies once they arrive to universities from the ministry, she points out at the LMD educational reform and the odds carried in its implementation process. Indeed, the lack of preparation and training reflected in the quote above substantiates the inadequacy between the voiced roles by the MLs and the tasks presented with the introduction of the reform for them the executive decree number 08-130 of the 3<sup>rd</sup> May 2008 (Appendix 1). The executive decree and its related articles focus on the development of teaching and learning. Comparatively, the participants seem to be stuck firmly in a traditional unchanged educational system from the evidence available.

When asked the question, how ready were you when the change was implemented, nine participants say that they are flexible in implementing change, which is in the form of regulations to change the status quo of the university departments. Wassila, for example, confirms the complexity of the university system being top-down and follows political agendas. She further refers to the LMD reform as an example and the malfunctioning of the educational reform on the ground.

*“the reforms are top-down, so they change according to a political agenda, [...]now the LMD, masters is not enough in Algeria, it is not equivalent to masters in the UK [...] for example LMD masters’ students, they start their first year doctorate, even if they had methodology classes which, are taught by people who do not know what methodology is, so they find it difficult to start their PhD and they take a lot of time to learn the requirement of a doctorate degree”- (Wassila, C)*

It is obvious from the above extract that HE teaching and learning reforms was a government plan, yet it has not been assessed appropriately in relation to the realities of the Algerian University. Wassila, is referring, in particular to the ineffectiveness of educational reform in the context of universities. According to Ghouati (2009) the spread of the (BP) in the Maghreb countries reproduces state centralism and puts it at the service of economic globalisation and therefore state leaders in Maghreb countries align tertiary education and learning systems with the economic liberation. Taking this view, the educational system in general, and HE sector in particular are a critical component for the country’s human capital which influence its growth. At the level of the university departments, prior to establishing organisational changes, academic staff need to be aware and involved in change decisions, not only for the benefit of the organisation but also to avoid negative actions against them (Floyd and Preston, 2018), this can be at odds with the positive purpose of change.

In line with the difficulties to adapt to the (LMD), introduced in the Algerian HE as a way to follow its counterparts in the globalisation, comparability and cohesiveness of the tertiary sector, Ramy explains that the adaptation to the LMD system is still, to date, problematic even though it has been implemented in 2004. The participants say that the system does not go with the current state of Algerian HE where it is still facing the issue of students’ massification control.

*“Well of course when we change from the classical system to the new LMD system [...] it was new for us and we were afraid, of course it was launched [...] but it is not working properly 100% because you know the LMD system [...] we have thousands and thousands of students and therefore this LMD system doesn’t go with the massification in the Algerian university[...]so we have a problem [...] we have to teach millions and at the same time the LMD system is quite elitist” –(Ramy, C)*

The extract above indicates the issue of increased number of students characterising Algerian HE and allude to the problematic aspect of change implementation, in this case, the opinions and needs of those most concerned on the ground, particularly academics and learners are seemingly being neglected. Ramy’s claim imply dissonance between an educational system aiming at students’ mobility and employability whereby educational shift would yield greater responsible and autonomous learning through quality educational practice. Hence, on the practical level, the circumstances defeat the purpose where the reform suits smaller group learning where the learners’ active self-monitoring of learning would be effective (See section 2.4.2).

furthermore, an issue was reported in relation to convincing teachers and staff members working with them about the change implemented by the Ministry of HE and Scientific Research (MHESR) is another factor that made organisational change difficult for the leadership role. Change in syllabi and university regulations. Four participants find it challenging to convince teachers to work with organisational change. Bilel for instance felt that the ministerial decision is mostly unclear and so it causes difficulties to cajole people he works with.

*“it is not easy to convince other teachers to embrace this change [...] I believe that most of the time, we are not ready to accept change, we are always reluctant, we are always resistant to change [...] One of the reasons is that change is not clear, the aims, the purpose of this change, why we are supposed to take this change is not clear in the first place” - (Bilel, A)*

Bilel as English Language Course Director has been in the position for three years and his response may reflect an emphasis on the complexity of persuading the administrative staff he



works with and possibly the teachers about the implementation of the ministerial change. Although he plays a key role in translating the decisions from the head of department down to the administrative staff and coordinates with the heads of specialities, it seems that the ambiguity that is carried with the change put him in a difficult situation.

In line with ministerially introduced changes, Ibrahim added:

*“for the mobility as part of the LMD and quality assurance, you [addressing the researcher (me) as a student] were supposed to start your BA degree here [...] and then, you can finish it somewhere else [pursue postgraduate degree in another university], but, we found that it is not possible because universities across the country don't have the same modules [...]so now with uniformity, and 'mise en conformite' (alignments of degrees) it is possible, but still [...] it has been done just to give the ministry, the authority [...] and the monopoly of these programmes, but not for the mobility really” – (Ibrahim, A)*

The above extract addressed the issue that although there seem to be efforts in practice in favour of assuring quality education for learners, there seems to be a long way to achieve the Quality Assurance programme launched by the Algerian government to enhance the quality of education within the three university departments in this study.

Similarly, change is a recurrent theme in education internationally and in the UK, for instance, lecturers express exhaustion from the constant and recurrent changes on the profession (Moore, 2007). Nevertheless, when asked the question about their role in the decision-making process that preceded the change in their institutions, academic MLs had no role in the decisions due to the top-down educational system and regulations coming from the MHESR to the university departments. However, eight participants had a role in terms of internal decisions within the institutions where they operate, but these decisions concerned the syllabi for example which indicate the limited yet important scope of decision making of the MLs within three university departments in this study.

Nada, for example, her role in internal decision making was related to making a balance in the enrolment of students to specialities.

*“In our last selection of students [...] the majority of Master student this year [...] go to literature rather than the other fields [...] but by the end I have said that we have to stop [...] this massive enrolment of students in literature [...] at the end I suggested to settle on specific averages to balance the enrolment and it was applied” – (Nada, A).*

Nada has been in the role for less than a year when interviewed and the extract above reflects an active engagement with the role despite that she was newly appointed, yet she expressed an engagement in the internal decision-making processes of the faculty. Although Nada’s contribution might be limited in relation to the organisational change still it demonstrates confidence and vision in the institution where she works. Whilst the majority of the participants reflected on how they consider organisational change and how it affects their doings of leadership, the academic middle managers can be considered as placed in this complex mix where they have to translate what comes from the ministry in the form of syllabi changes, implementing new regulations or at the institutional level by fostering the use of technologies to be updated with its development, at the same time they have to transmit the regulations down to teachers they work with and the administrative staff. They have to be strategic but not entirely strategic because of the clear limited scope of their decision making.

Regarding the political circumstances that coincides with the time where the interviews where undertaken, Nassima, said:

*“and you know how it is hard to work these months, because our country is going through complicated political situation which is influencing the academic year as you see we can’t work correctly (students’ going into strikes in the same week), anyways, this is something else [...] it is irrelevant”- (Nassima, A)*

Nassima is referring here to the country's political climate, and the people's refusal of a fifth mandate of the presidency was one of the pitfalls that affected the professional routines of the participants. The social movement, ‘El Hirak’, which was a peaceful manifestations by the Algerian citizens started as a refusal of the fifth mandate of president AbdelAzzize Bouteflika. This will remain as an important historical event of the country that marked an influential factor to the political and socio-cultural systems.

In change leadership, everybody should be involved. However, the middle leaders are given accountability for what seems to be primarily administrative work. So, this somehow hinders their role in improving the quality where there should be assistance provided to support administrative tasks. Through the survey, respondents were also asked to indicate their views about what the literature considered reinforcing in organisational change and whether the behaviours in the table below were present in leaders.

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly agree</b>
Leaders should discuss organisational changes with staff before taking action	0	0	0	6	16
Leaders should recognise staff achievements	0	0	0	7	15
Leaders should enable staff to develop their skills and ideas	0	0	2	5	15
Leaders should direct staff and monitor performance	0	3	3	6	10
Leaders should share and distribute power	0	2	2	7	11
Leaders should set the vision and strategy	0	0	2	10	9

**Table 5.5** Expectations of leaders’ actions and behaviours

The question presented to the participants aimed at exploring the views of Algerian academic MLs within their university departments of their own effectiveness and at discovering what characteristics and qualities they think an effective leader should possess. The participants

answered the question using different indicators. As indicated in the table 5.5 above, major responses seem to strongly agree with the following items: ‘discussing organisational changes with staff before taking action’, ‘leaders should recognise staff achievements’ and ‘leaders should enable staff to develop their skills and ideas’. Further data analysis shows the qualities reported by the participants portrayed a leader who is able to effectively carry tasks and deal with people at the workplace. However, most emphasis seems to be placed on involving and discussing any organisational change before taking action.

The findings reported previously in table 5.5 and in figures 5.3 and 5.4 below identified further the participant’s views about being a leader and leadership effectiveness.



**Figure 5.3** Middle leaders’ perceptions whether they consider themselves leaders (survey result)



**Figure 5.4** Middle leaders’ perceptions whether the University consider them as leaders (survey result)

Figure 5.3 show 5.3, seventeen participants declared themselves as leaders whereas whether the university considers them as leaders, sixteen answered yes. Alveson and Sveningsson (2003) mentioned in this regard that even academics with administrative tasks consider themselves leaders where organisations create a difficult environment for them to give their entire work potential. Although it was reported that MLs consider themselves leaders, there was a major agreement among them that it was not to the extent the participants in this study wished for. These results could be attributed to the nature of the bureaucratic workload of the Algerian HE system that is a set of procedures to be executed. For instance, as illustrated in Figure 5.3, the majority of the participants perceive themselves to be working as leaders in the department. This result establishes a sense that the participants perceive themselves as leaders and competent academics capable of contributing to the professional well-being of

the department which raises questions about the effectiveness of the use professional services and resources by their institutions and which were found to be lacking as reported in section 5.2.1.

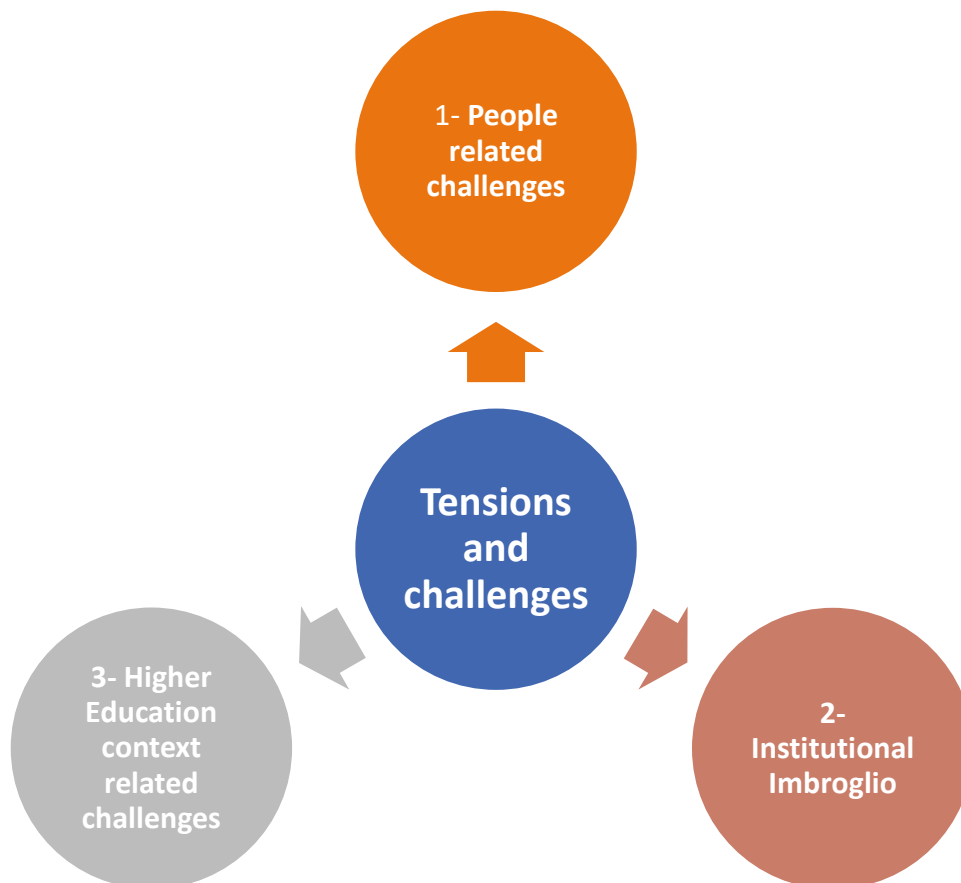
If change is required, the organisational culture needs to be reviewed. According to the data generated from the surveys and semi-structured interviews in the first identified theme, the organisational culture does not seem to support the middle leadership role in the three university departments of the study. It could be that the adaptation to the requirements of the LMD process and (QA) implementation is still at an infant stage compared to the country's counterparts.

Many people with middle leadership positions in higher education desire an expected shift in orientation and are drawn to leadership and this is because of the opportunity believed that the role would offer to motivate and allow others to thrive (Branson et al 2018). Leadership aims to optimize everyone's involvement, while management seeks to unify everyone's participation. Throughout the three university departments, the participants in this research agreed that leading from the middle is complex and dynamic. The way participants describe the nature of their role as academic middle leaders portrays complex set of roles and responsibilities spanning and cutting across both leadership and management, but significantly administrative work. Academic middle leaders operate with the VUCA (Volatility, Uncertainty, Complexity and Ambiguity) they face concerning the organisational culture's nature. Despite the top-down hierarchical model of the universities where the participants work, there was a mutual and dispersed leadership presence at the faculty level. The participants' accounts suggest a very limited engagement with lecturers due to the administrative workload and evident shortage of services such as Human Resources (HR) professionals, the primary agents working through robust procedures and systems that ensure equality for all staff members. The theme discussed why the appointment of the middle leaders was discrepant and there was a lack of a proper approach to defining the leaders across the three universities. Moreover, changes affecting the three departments in this study were found to affect the nature of middle leadership significantly. However, as organisations universally face new challenges, there is a significant call to leadership rather than

management. Hence, the inquiry then focused on exploring what imposed obstacles may prevent the participants in this study from fully engaging in their role.

### 5.3 Tensions and challenges

Although the first theme hinted at some of the hindrances academic middle leaders face in terms of change and their roles, this theme explores the participants' voiced challenges in detail. This theme reports the findings to respond to the second research objective, which is to explore the difficulties of the academic middle managers. The focal points expressed by the participants concerning key issues for leadership in HE were divided into significant sub-themes presented separately under the headings; '5.3.1 people related challenges', '5.3.2 institution related challenges' and '5.3.3 Higher Education context-related challenges'. The results were consistent with the studies that identified common issues of leading from the middle (Castro and Ion, 2011; Peters and Ryan, 2015; Moreno and Toussaint; 2018). The diagram below shows the themes and related sub-themes identified in the thematic analysis of the interviews' analysis with the academic middle leaders in Algeria (Figure, 5.5).



**Figure 5.5** Tensions and challenges of academic middle leadership role

### 5.3.1 People related challenges

Academic MLs are fraught with difficulties with the people they work with. Working at the intermediate level is a stressful place, as will be demonstrated by the MLs. Often, Various demands and expectations leads to conflict and confusion (Meek et al., 2010). Results of thematic data analysis of the interviews are presented in table 5.6 below. The middle leader referred to it in terms of students, administrative staff, teachers, and senior management.

<i>People related challenges</i>	<i>Number of participants</i>	<i>Number of occurrences</i>
Professional expectations from the lecturers	4	8
Lack of teacher engagement in the department	5	15
Unwillingness to take middle leadership position	3	3
Managing people's personalities	5	12
Lecturers' lack of trust with the leaders	3	3
Power relations	2	2

**Table 5.6** Academic middle leaders' people-related challenges

Table 5.6 illustrates the interviews people-related difficulties faced by academic MLs in their roles within the studies university departments. As shown in table 5.6 a cluster of difficulties tended to be shared among the participants. The most important challenges were 'managing people's personalities' and 'professional expectations from lecturers'. Although it may seem unrelated but a lack of communication in some ways was a factor contributing to these challenges. The participants felt that lecturers' unwillingness to engage and cooperate with departments leaders lead to frustration and the wastage of valuable time. Another challenge that could be attributed to the lack of lecturers' cooperation was reported in the interviews as, 'the lack of trust between the lecturers and the academic MLs' and at times between the students and MLs. 'Power relations' were also reported among issues related to senior leaders with whom the participants work. Participants reported a convoluted relationship with senior leaders in which they were not supported in their leadership journey.

Organisational theory attests to an essential shift from systems of thinking to relational learning and establishing a learning culture based on relationships (Senge, Scharmer, Jaworski

and Flowers, 2007). Similarly, Branson, Franken and Penny (2015) reaffirm this perspective, emphasising the role of relationships in middle leaderships positions in university and middle leaders' power and authority are allied to influence and persuasion built in the form of relationship with others and consists of trust and transparency. In the light of these claims, it was found that "teachers' negative attitudes towards the middle leader", for instance, as an issue the academic middle leaders face in their workplace. Randa, says in this regard:

*"we have to change [the] minds of teachers; we have to be respectful with others and vice versa [...] because, sometimes they are rude, sometimes they think that we are here as leaders to give the rules, no [...]we are only doing our tasks, everyone is doing his responsibilities and that's all [...] this way the leadership will be a success" – (Randa, B)*

The above extract suggests the lack of trust among academic staff members and particularly towards the leader may result in faculty members interfering in each other's work, which would block the university's progress to move forward.

According to Ghiat (2016), political changes and notably Algeria's efforts to join its counterparts to globalise HE, Algeria was one of the North African countries that introduced the reform of the BP in order to enhance education and overcome the lack of rigour which are prominent in Algerian universities among the teaching staff and students. Furthermore, claims by the same author show that the universities experienced strikes throughout the year either by the students or the teachers. Thus, it may have been challenging to make the LMD and internal quality assurance reforms successful because of the difficulties that the universities still suffer from at the level of its most crucial mechanism, human resources.

Besides, teachers' unwillingness to engage was reported to be a challenge as well for academic middle leaders. Speaking about lecturers' engagement with tutorship program presented by the ministry, the lecturers understand that their main job is limited to teaching their classes only. Ibrahim, says:

*"they have not this initiative and they don't have this...sometimes it is more about the willingness. Here they didn't have this will [...] they just have to present the lecture and then go to the parking to take their car and leave. Some teachers meet in the parking, they meet outside but never in a*



*common room where they can discuss programmes [...] because they don't care. They just teach and they go out [...] teach do their exams and that's it"*  
– (Ibrahim, A)

The extract above suggests that appropriate professional attitudes are expected from the teachers. Ibrahim's view about the department academic life indicates that there should be more meetings and discussions between the teachers in the three university departments in this study. However, teachers' practices are led, not solely, by the epistemological assumptions of their discipline but also by individual departmental cultures and conventions (Trowler, 2014; Roxa and Martensson, 2015). The culture where they work influences significantly teachers' behaviours. With this in mind, the organisational culture with a sense of community that welcomes positive change for the benefit of good practice does not seem to impact the well-being of the departments from the evidence reported, thus far.

Furthermore, unwillingness to take a middle leadership position was a challenge faced by the academic middle leader. Nadia expresses the issue of filling the role internally as she illustrates:

*"they do not work with pedagogy and especially with the students, because this position of head of department has to deal with students, problems of students, their needs, I don't know some colleagues do not want to accept to take part mainly because of fear of dealing with students' issues" -*  
(Nadia, C)

Nadia's view reflects on the challenge of fellow academics to undertake middle leadership position because of the nature of the role where there is a demand on academics to deal with learners' concerns.

Many of the leadership dilemmas found in studies focused on individuals and suggest contradictions of values (Castro and Ion, 2003; Moreno and Tausent 2018). Further to the difficulties perceived to relate to individuals within the organisation, reported thus far in the findings, Leila, Amine, Lamia, Fatima, Abbes, and Bilel considered the lack of support by senior management to be one of the reasons that leads one to probe the possible barrier to effective departmental leadership. Bilel states:

“Senior managers or leaders here are the wrong persons in the wrong places, they are part of the problem and therefore cannot be part of the solution or a source of support [...] they are in such positions for political orientations, not for academic records or for real leadership capacities” (Bilel, A)

The excerpt above adds to the view that, despite the efforts undertaken for the betterment of the department work, there seems to be a stumbling block as to why leading from the middle seems to be stuck in between shortage of support from above and expectations from academic colleagues. Thus, not only they have to be in good terms with their colleagues at the departmental level, but they also expect support of senior management.

Now that aspects of the difficulties faced by the academic MLs in relation to people they work with and specifically teachers were identified, the following section continues to present findings related to institutional challenges to respond to the second research question.

### 5.3.2 Institutional imbroglio

Leadership dilemmas (Enrich and Kimber, 2006) and organisational dilemmas (Castro and Ion, 2011) refer to two types of challenges within educational organisations’ management. This sub-theme refers to the challenges encountered by academic middle leaders in relation to institutional performance, research, and identity.

<i>Institution related challenges</i>	<i>Number of participants</i>	<i>Number of occurrences</i>
Lack of procedural clarity	5	8
Impact of the job on research productivity	1	1
Balancing pedagogical and administrative duties	4	6
Lack of assistance	1	1
Lack of teaching staff	2	2
Absence of professionalism in the workplace	1	3
Absence of knowledge of the notion of leadership	1	2

**Table 5.7** Academic middle leaders’ institution related challenges

As can be seen in table 5.7, the data from the nineteen interviews with academic MLs revealed important components of difficulties related to the performance, research and identity of the

institutions in this study. These difficulties can be ranged from ‘absence of clarification of the roles’, ‘reduced research productivity’, ‘creating a balance between pedagogical and academic duties’, ‘the lack of staff members’, ‘absence of professionalism’ and last but not least ‘the absence of the culture of leadership’ which is of paramount importance to set the stage for effective leadership practices across the three institutions.

The absence of clear procedures at work and knowledge about the nature of the role were a predominant theme in five interviewees account to facilitate engagement and clearer work schedules. This is actually a fundamental point that should explain the administrative overload.

*“but there are no [...] clear procedures, most of the times we see ourselves obliged to improvise [...] not following let’s say linear, clear process” – (Amine, A)*

The quote above illustrates the lack of clarity about the ML role. What Amine means by finding solutions, not in a legal way, can be linked to the absence of existing procedures that can be followed, and so sometimes the ML must be creative to take quicker decisions.

Balancing teaching duties and the requirements of middle leadership position were reported by four participants.

*“The main challenge to cope with is the pedagogical obligations; to teach, and the administrative constraints [...] because you are required to attend meetings, many, sometimes unscheduled meetings, you have to attend. And of course, to assure and to maintain your obligations with your students. So, at the beginning in my first year it was quite difficult, but then I took the decision, not to neglect my classes. Because I felt there is a need to focus of pedagogical tasks” - (Bahia, A)*

Interestingly, the participant raised the concern that good quality teaching should not be compromised by administrative responsibility and the ability to create a balance between the two as a key challenge to overcome with the increasing responsibilities she has. Furthermore, another question elicited respondents’ views on an important issue in the workplace which is the balance between workload and personal life. Organisational culture and the demands put

in the workplace was found to be associated with work-life conflict (Guest, 2001; Bond 2004; Ryan and Peters, 2015). In their study of work-life balance with academic staff members and those in the professional service, Ryan and Peters (2015) found that staff dissatisfaction had consequences, notably on the ability to cope with pressure and stress. However, in the context of the three departments in this research, there are a number of significant and interesting findings reported in table 5.9 below concerning work-life balance as a barrier to career progression.

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly agree</b>
Unrealistic administrative workload	1	1	4	8	8
Workload due to staff shortage	0	1	5	8	7
The challenge of workload management	0	1	6	11	3
A workaholic department culture where I work	2	3	11	3	3
Having family responsibilities	0	2	9	8	2
Maternity career breaks	1	3	10	4	2
Unwillingness to sacrifice family life for my career	0	4	10	5	2

**Table 5.8** Barriers of career progression in relation to work-life balance

This question was aimed at exploring the perceptions of academic middle leaders in this study sample of the elements that they believe hinder their career progression in academic middle leadership position in line with managing work-life balance. The participants answered the question using different indicators that range from ‘strong disagreement’ to ‘strong agreement’. MLs experienced various work-related pressures in the departmental environment. As Table 5.8 shows respondents agreed or strongly agreed that major blocks to the career development related to work-life balance where ‘the challenge of workload

management', MLs work beyond their formal working hours to meet deadlines and juggle to meet the goals set by senior leaders. Also, 'unrealistic administrative workload' was reported which affected their personal time with family and friends. Another important finding was 'workload due to staff shortage' in which it poses a barrier in middle leadership responsibilities and it contributed to work-related stress that the participants had to take responsibility for.

Further data analysis, interestingly, shows that absence of professionalism was reported by Nassima, who felt there should be more seriousness in the workplace, she says:

*"To be more serious and professional is what we need, when you do it[work], you do it well in order not to [...] repeat it or to do it again [...]and here I do not only speak about myself, I mean because it is interrelated, a mistake which can be made by a candidate, or by a supervisor, or by an examiner who is a member of the jury" - (Nassima, A)*

The data also indicate an important element in organisations which is leadership culture. It was even surprising to learn that there was an evident lack of understanding of leadership in HE. As illustrated in Bilel's view below, educational leadership is mistaken with political or other forms of leadership that are distant from the nature of HEIs.

*"I think it is necessary to introduce first the concept of leadership, among teachers before trying to make it real in our faculty, because many teachers are not aware of the concept itself, when you say leadership, their minds go directly to the idea of administration and when you say leadership, it is something that has a political meaning for them more than something related to making change, implementing change, the opportunity to[...] introduce something new [...] and for the effectiveness of the faculty or the department, the improvement of the faculty or the department, they do not see these things, so most of the time they see it as [...] more responsibilities[...] time consuming" – (Bilel, 18)*

The extract above suggests, in the three university departments in this study the concept of leadership is not known and almost explicitly nonexistent within the organisational culture. Bilal's view shows that no change or educational improvement can be successful without a good leadership which is the energy that paves the way for influence among university senior leaders, middle leaders', academic and other staff members and the students.

This section analysed institutional challenges faced by the academic ML, the final part of this chapter identifies the participants’ responses regarding HE context related challenges.

**5.3.3 Higher education context related challenges**

According to Sifuna (2012), typical challenges range from maladministration, underfunding and infrastructure to the unavailability of resources and inability of institutions to adapt to the globalisation trends. This sub-theme reports on the challenges referred to the HE context that were associated with financial issues and government policy as a hindrance to middle leadership.

<i>Higher education context related challenges</i>	<i>Number of participants</i>	<i>Number of occurrences</i>
Lack of material resources	10	13
Lack of financial incentives	6	7
Algerianisation of the LMD system	2	4
Absence of coordination between educational institutions and the working world	1	4
Adhering to a top-down hierarchical model	7	13
Large number of students	1	1

**Table 5.9** Academic middle leaders’ Higher Education Context related challenges

Table 5.9 above shows the responses from the nineteen interviews concerning the challenges that they perceive as affecting their doing of leadership in the HE context. As can be seen, the top-down implementation and adherence to the ministry’s regulations is predominant. In addition, the lack of incentives, material resources, infrastructure, large number of students and the Algerianisation of the LMD system was also reported.

Adhering to top-down instruction was a predominant theme when the question was asked about what challenges the academic middle leaders possibly have in their role. Samir states.

*“the laws that are if I may say overflowing, because in Algeria we are crossing a hard, harsh, painful situation by the changing government, ministers [...] so we have daily recommendations and sometimes laws that are emanating from the ministry and sometimes we face obstacles with the*

*laws [...] but as HoD you have the whole responsibility to take in charge those laws and exert them” – (Samir, A)*

Samir highlighted that while the country is going through political changes, the university is, as a result, profoundly and constantly affected. The HoD is responsible for being flexible with the rules imposed by the MHESR. However, the quote shows the complex nature of the academic ML's role as the mediator in often rapidly changing times.

Besides the above, the lack of financial incentives for middle leadership roles and how academics consider it a burden as there is no reward behind it was reported. Amine states:

*“This is one, something else, financial incentive [...] you work 14 h per day and we are payed 16 000 in addition to the salary of teaching for this position [...] so there is no motivation [...] for this leadership role of vice dean, I get payed 16 000, in the salary[ ...] It's little, it's 80 Euro per month for all the noise and struggle I have to face” – (Amine, A)*

Amine's view shows that the dilemma of being stuck in a mediating role between senior management and academic staff and students carries a lack of financial incentives that the job carries. This quote contrasts the top-level plans and the dispensation of effective mechanisms at the universities' senior and middle levels.

Moreover, in line with universities as active agents of innovation and sustainable development, by creating, disseminating and sharing knowledge, Saad, Zawdie and Malairaja (2008) address the role of the tertiary sector in Malaysia and Algeria. As developing countries are keen to make a radical shift from a traditional import substitution as a strategy of growth to the triple helix strategy for technological progress, durable industrialisation and economic development. HE institutions are viewed as the base of regional economic development in the triple helix system. Hence, there is an increased request on universities to align with this expectation (Saad, *et al.* 2008).

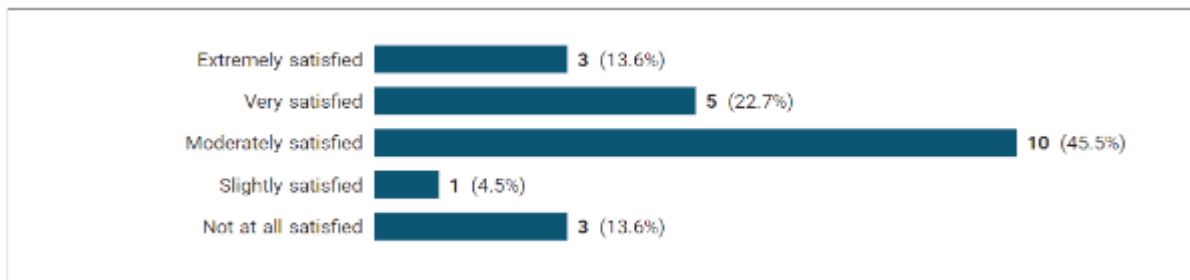
Ibrahim's excerpt is a good illustration of the absence of the university and industry collaboration:

*“the problem with our institution, why the idea or the concept of leadership or school management [...] is not really authentic as we can see in the USA or Britain [...] If you take for example in the United States, you have university and the society and institutions and economic companies [...] there is a collaboration between them [...]the university has a look at the outside life, but here, it is almost an isolation [...] we are a department belonging to a faculty and the faculty is mostly managed by the rectorate and the rectorate is managed by the ministry of HE [...] we have the rules coming from the ministry to the faculty and then disseminated through different rectorate until it arrives to the department[...]and we have just to execute it and to obey almost[...] you don't have your own ground or your own area where you can bring your own initiative” - (Ibrahim, A)*

Regarding the issue with the improbability of leadership and management in Algerian universities from the point of view of the participant, it is obvious from the above excerpt that the absence of coordination between universities and the working world ought to be addressed for the role that the 21<sup>st</sup> century university play and in the light of the changes happening currently in the sector. Notably, Algeria had a major economic reform in 1999 (See section 2.4.2), which aimed at preparing Algerian universities to support the transition from centralised to free-market economy; the new economic, social and political challenges carried by globalisation prompted a revision of the role of universities in equipping science and technology base through teaching and research activities. Therefore, their objectives are to increase the quality of knowledge output (Saad, *et al.* 2008).

The challenges facing academic middle leadership within three Algerian university departments and in line with the claims about the handicaps preventing departmental effectiveness, the survey's findings elicited further evidence about the role satisfaction. Figure 5.5 below illustrates the extent to which the participants were satisfied with the role.





**Figure 5.6** Academic middle leaders' role satisfaction

As demonstrated in Figure 5.6, ten participants reported that they found the role moderately satisfying, five very satisfying and three found it highly satisfying. In contrast, three found the role unsatisfying. The inherent hierarchical authority in Algerian universities and the three university departments in this study in particular. The lack of satisfaction in the role seemed to be related to the unclarity of the role's requirements and the lack of support of senior-management: "the roles/responsibilities are not clearly defined and are constantly changing" – (Mourad, B). "I feel that I can do more than what I am doing currently if there is more support from upper management of the university and more organisation" – (Nassima, A). Expressed satisfaction came from contributing to the department's well-being and helping others, as the following quotes exemplify: "there is a feeling of self-satisfaction whenever I fulfil a task or responsibility and I try to serve fellow teachers whenever needed. I am just happy" – (Bahia, C). Also, intrinsic satisfaction was described by Amine who said: "serving people is what matters to me the most, honestly, as well as personal growth" (Amine, A). Almost half of the response show a moderate satisfaction to the role. This implies that the level of contentment with the role relates significantly to what is a 'disheartening' work culture.

### 5.3 Summary of chapter five

From the participants' responses, it was clear to see how middle leaders perceived their roles and responsibilities and how they are mirrored within the position's organisational dilemmas. There was a consensus between participants at University A, B, and C that they felt unready for the change. Interestingly, for the administration, the work did not change from before as opposed to the ministerial decrees that introduced changes within the enactment of the LMD reform. Given the turbulent HE structures where the participants operate, the data revealed how the dilemmas surrounding mid-level academic leadership, identified by the participants,

can be hypothesised that the participants choose to lead from the middle to contribute to the best of their ability the well-being of the department.

The inquiry then paid close attention to the emerging, overarching theme and sub-themes, providing evidence about the types of knowledge, skills, and attributes needed for the role and factors contributing to the participants' professional development. Hence, the third and fourth theme will be presented in chapter six.

## **Chapter Six: Unlocking departmental leadership development**

Previously in chapter five of the findings, I reported the findings on two areas that the research sought to explore; academic middle leaders' views about their leadership and management roles in the light of change affecting the Algerian HE sector, and the difficulties encountered in their roles. This chapter provides the findings and analysis of the second major area dealing with the skills, knowledge and attributes required from middle level leaders for departmental effectiveness and the parameters that play a role in their professional development. To reiterate, the findings chapters were organised into two parts. Chapter 5 focuses on the first and second emerging themes to set the study context and respond to the first and second research questions. Chapter six is dedicated to the third and fourth emerging themes related to the participants' leadership development to respond to the third and fourth research questions. Following the same strategy to the analysis reported in chapter five, this chapter presents, thematically, the results of the 22 surveys with academic middle leaders within three university departments in Algeria, which corroborated with evidence from the 19 participants' semi- interviews with the 19 participants from the same group participating in the survey.

### **6.1 Improving departmental performance**

From the data analysis, three thematically grouped sub-themes of academic MLs competencies used for effective departmental performance were identified: the skills for departmental leadership, essential knowledge and specific attributes. In relation to tensions and challenges reported in the previous chapters, it was clear that academic MLs view their role as filled with ambiguities and hindrances. However, the participants sense of agency helped them identify and develop a set of skills, knowledge and attributes that contributed to their professional development. Leadership competencies are identified as a group of behaviours that are considered crucial for the delivery of desired results or outcomes (Bartram, 2005). In this study, evidence of competencies are presented in the skills, knowledge and attributes used by the participants. Besides, Oldman (2013) reported that skills, attributes, and knowledge are important for effective leadership and management practice.

### 6.1.1 The skills for departmental leadership

This sub-theme refers to the set of skills that academic MLs consider important in the part they play within the scope of their responsibility.

	Not important at all	Slightly important	Important	Very important
Creating a collegial work atmosphere	1	1	4	16
Time management	0	3	4	15
Planning	0	3	4	15
Clear sense of direction	0	4	5	13
Diplomacy	0	4	6	12
Communication skills	0	2	5	15
Personal Integrity	0	1	5	16
Enquiry and problem solving	0	2	4	16
Lecturer's consultation and the recognition of their voice	0	5	7	10
Recognition and management of my emotions	1	7	6	8

**Table 6.1** Academic middle leaders' skills

This question about academic MLs' skills was aimed at exploring the perceptions of the participants of their own skills and to what degree they think it is important to perform their role. As evident from table 6.1 different items were used to respond to this question. Most participants highlighted 'creating collegial work atmosphere' as a significant skill of the middle leader, sixteen participants consider initiating a collegial work environment as very important. This evidence brings into question as to how academic middle leaders contribute to this. Participants in the interviews as stated in section (See section 5.3.1) spoke about a probable issue in managing the teachers where a lack of interest was reported.

Another aspect relevant to leadership skills was 'time management'. Undoubtedly, time management has been considered one of the indicators of high performance in HE (Kearns

and Gardiner, 2007). Although 'planning' might be considered as significant leadership skill by all the participants to run the departments, surprisingly enough, from the evidence in the surveys, three participants indicated that it represents a slight importance whereas four others consider it as important. As indicated in Table 6.1, 'clear sense of direction' was reported as very important by thirteen participants out of a total of twenty-two. This skill aligned with the outcome that create integrity and collaborative spirit in the workplace (Bryman 2007, Cuddy, Kohut and Neffinger, 2013; Hofmeyer, Sheingold, klopper and Warland, 2015).

Another exciting aspect of the ability to perform an action with a determined result according to eleven academic middle leaders was 'diplomacy'. Eleven participants out of twenty-two perceived that diplomacy as fundamental for a middle leadership role. Furthermore, ten participants perceived that considering teachers' voices by consulting them is what a leader should do. This skill is significant for the leader to have for building trustworthiness and being aware of the problems that their colleagues might have. According to Hamza, recognition of teachers' work is fundamental to boost their motivation as he has no budgetary control or incentives to support them in their profession. From the evidence in the interview, Hamza, elaborates:

*"to boost the teachers morale to the best of my ability, to meet them in the morning for example with a positive attitude, to greet them, and when we do for example, the exams, after the exam you have to thank them for their devotion [...] I cannot do otherwise, we have no incentives [...] I don't have the power to pay them but recognition of their hard work and continually discussing educational matters with them is very important"* - (Hamza, B)

Hamza's view seems to highlight the features of interpersonal competence that the department head need to have in relation to the academic colleagues. Although, it is important to maintain a collegial relationship with academic members of staff, the absence of incentives is underlined.

Furthermore, Nadia finds that her background as a university teacher of linguistics enabled her to use communicative skills given a central role to the department that she has, as she

claimed that it represent a fundamental skill for her to communicate effectively with students and teachers.

*“As a responsible, as a Head of department [...] we need to know what to say and how to say it[...]how to present a discourse [...] this is very important, whether with your colleague or the students, especially with the students, you always need to communicate effectively with the students” - (Nadia, C)*

The extract above suggests that the participant regarded cautious use of communication with an emphasis to the students. A plausible explanation could be the HD’s intention to create a safe and supportive environment where the students can approach her with their queries and concerns without feeling intimidated.

In line with the view of careful and safe contact with the learners, good human relations were reported by Ibrahim and Hamza and emphasising on the communicative aspect by Ramy, he states:

*“In my point of view, good human relations, which is quite important in my view, because in my experience, you may have the whole knowledge of the world but if you don’t know how to impart it then you fail [...] I would rather have a bit of it and impart it [...] rather than impart nothing from that huge amount because one should be able to communicate properly with the students” -(Ramy, C)*

Ramy, Head of Speciality with 35 years of experience working in HE and 13 years as an academic ML, suggested that the subject knowledge is not as important as the communicative approach undertaken with the learner. It could be possible that the participant is claiming the significance of the educational leader to maintain, equally, a healthy balance between knowledge of the field and communicative skills.

Three participants mentioned significance of diplomacy skills within their areas of responsibility, for instance.

*“You have to acquire the skills of dealing with people, it means interaction, diplomacy, etc. for e.g. concerning the whiteboard I was speaking about earlier (teachers’ requesting to teach with a whiteboard), you have to know*

*how to deal with it and say, okay I will check with the administration [...] or for the time being use this and [...] Or you try to find a solution, to change the room with another teacher” - (Mourad, B)*

Mourad’s claim suggests the fundamental role of diplomacy to build bridges with academic colleagues using diplomacy to solve problems that might be encountered in his position as English language BA programme leader. However, it could be hypothesised that meeting the needs of academics in terms of classroom resources seems problematic to the participant.

Speaking, in broad terms, assertiveness in decision making was reported by Randa.

*“to be authoritative, that is to know how to take decisions and not to return on these decisions, this is the most important thing [...] when you say something, when you give a decision, you stay on that decision [...] for e.g. regarding allocated supervisors for students, there are clear procedures and if one change the decisions taken, people will not trust you [...] that is when you take decisions, stay on them [...] and to be honest in the work” (Randa, B)*

The extract above shows an interesting aspect that Randa perceived to be fundamental in her role as Head of MA programme. Although, the emphasis was put on the feature of assertiveness as an academic middle leader which is not an easy task for academics having to perform multiple tasks. Moreover, given the nature of the role being candid was found to be vital in the work.

Leading universities at different levels is without doubt filled with challenges, and because the organisational complexity of universities nowadays, the various goals they seek to achieve while trying to maintain traditional values of collegiality and shared academic values, the nature of leadership and how it is manifested is ambiguous and contested (Petrov, 2006). This section is a result of the analysis of surveys and interviews with academic middle leaders within three departments within Algerian HEIs about the skills that they find fundamental to lead at the intermediate level. Therefore, this sub-theme informed about why the skills of MLs matter to respond to the third research objective regarding not mainly the skills but also the knowledge required at this level and the attributes which was the focus of the enquiry and will be presented in the following section.

### 6.1.2 Essential knowledge

Essential knowledge requirements for MLs as a sub-theme refers to the types of knowledge the participants find important in their leadership and management roles and responsibilities. Participants' account demonstrated the presence of three types of leadership and management knowledge put by Knight and Trowler (2001) that are believed compulsory for individuals assuming leadership positions. These types of knowledge are knowledge of people, conceptual knowledge and situational or contextual knowledge, referring to the familiarity with the contingencies that creates the faculties where academic MLs operate. Table 6.2 illustrates the surveys' descriptive statistics with the academic MLs' responses as perceived by the participants.

	Not important at all	Slightly important	Important	Very important
knowledge about oneself including capabilities, character, feelings or motivations	0	2	8	12
Knowledge of people I work within the university	0	5	6	11
Knowledge of educational practices	0	2	6	14
Conceptual knowledge about leadership and management within the university	0	2	10	10
Knowledge about the university where I work including policies and procedures implemented	0	2	3	17
Knowledge of the department position where I work within the larger university	0	2	5	15

**Table 6.2** Academic middle leadership knowledge

As shown in Table 6.2 a cluster of types of knowledge was found to be fundamental to the role of an academic ML. From the analysis of the surveys, the most important knowledge types viewed as important in the role were 'knowledge about the university where I work including



policies and procedures implemented’ and ‘Knowledge of the department position where I work within the larger university’. It was found that ‘knowledge about oneself, including capabilities, character, feelings and incentives’ is very important.

Thirteen participants out of nineteen consider knowledge of university regulations crucial in their roles which can be considered fundamental as situational knowledge.

*“Mastery [...] mastery of regulations, you have to master the texts, master the laws, you need to know how to deal with the situation, I would turn to the law as the last resort when really we don’t find a solution that suits everyone at this time we turn to the law...because why, I told you earlier that we are not in a court we are not at court to use the law first, first we try to find solutions...a little bit from me and a little bit from you” - (Amine, A)*

Wassila’s quote below shows the importance of knowing the university regulations and that it gave her the right resource to be confident in solving problems and at the same time prompts people to be knowledgeable about the regulatory texts that operate the university.

*“Knowledge, if you are doing leadership, maybe one of my strength is that I know all the regulations which run the university [...] so if there is a problem, there is a regulation, the law, okay[...] I say for instance when I am not happy with the decision, I say okay, I am going to write to the ministry[...]and I do[...]when you do the regulations, it gives you power and you force people to go read the regulations, think before they make a decision, okay. Even if you are not a direct decision maker [...]at the university, the power comes from your knowledge” - (Wassila, C)*

Twelve participants out of twenty-two perceived knowledge about regulations to be very important in leading in a middle leadership position. Also known as ‘control knowledge’ highlighted by Knight and Trowler (2001), leader academics should possess (See Section 3.7). In addition, it encompasses reflection and was also identified in the study on Inman (2007) with mid-level academic leaders and again in the of Shah (2016) with teacher leaders in an TEFL (Teaching English as a Foreign Language) context.

A further item about the type of knowledge in leadership and management position was ‘knowledge about people’ and was elicited by eleven participants as very important as can be

seen in Table 6.2 the literature suggests this type of knowledge as requiring interpersonal intelligence (Inman, 2009). Nassima, Deputy HoD of Postgraduate Programme states:

*“In my position, you have to have how can I put it [...] humanistic approach, it is essential to master how to behave with students [...] lecturers, colleagues, etc [...] because I mean here also the human context is very important, how do you deal with people, try to fix some problems [...] it is very important to keep in mind social and cultural principles here [...] how do you cope with a certain situation is also very important, I mean the humanistic aspect is important to be taken into considerations as an educational leader” (Nassima, A)*

Nassima has been working in HE for 12 years and as a ML for 3 years. The participant acknowledges the importance of knowledge of people and also seemed to be accompanied with awareness of the social and cultural values of individuals she works with, including the students. Similarly, Deputy HoD states:

*“more psychological knowledge is useful, how to deal with people, sometimes you deal with different mentalities, personalities, at the level of administration, yes, I have learned a lot, as far as the position is concerned”  
- (Rania, C)*

Interestingly, despite the academic MLs’ position that encompasses mostly administrative tasks, ‘knowledge of educational practices’ was viewed by fourteen participants to be very important in their position. The interview responses indicate that head of units, such as Head of Doctoral Program, Head of MA speciality of American and British civilisation and literature, Head of MA speciality of didactics and Head of English Language subject, emphasised the role of knowledge of the field in their leadership role and educational practices.

*“I think [...] correlates this [the participant here is speaking about the role of knowledge of the field and educational practices] to the teacher linguistic competence [...] personally as a teacher of linguistics, I cannot be concerned with the leadership of literature because [...] I am far from literature now [...] although continuing learning about teaching approaches is important to me as a lecturer and as you say middle leader but didactics as a field, because it is part of linguistics [...] I can manage [...] I am confident even*

*with the modules of didactics [...] they are part of my studies and my knowledge on linguistic competence” - (Nada, A)*

One participant working as a Head of Literature Speciality expressed this succinctly by saying:

*“the first thing [...] you need knowledge of your field, you cannot have an impact or influence or radiate around you if you don’t master your field properly, so you have to master your field. Say literature, you should be able to... I wouldn’t say to be encyclopaedia of literature [...] I would say simply to know exactly what you are talking about basically and don’t allow any kind of vacuum in that area or any kind of shortcomings and second [...] make extra effort to stay update with best teaching practice framework” (Ramy, C)*

Undoubtedly, all participants in this study are academics and full time lecturers within the three university departments in this study. Besides, another type of knowledge identified equally by ten participants as important and very important was ‘conceptual knowledge about leadership and management in the university’. Knowledge about the department as unit part of the bigger structure and hierarchy of the university was perceived by fifteen participants out of twenty-two to be very important in their role.

This data shows that leading departments in HE stresses the importance of an awareness of certain types of knowledge intended to bring about improvements to departmental leadership despite the challenges voiced by the participants in the second emerging theme. The next section I elaborate on the findings related to Algerian academic MLs leadership development by looking at important leadership attribute they perceived necessary in their position.

### **6.1.3 Specific attributes**

As part of the third theme identified in the thematic analysis of the interviews and supported by the survey responses, participants provided their views about what attributes they think are required in performing their roles and responsibilities. Sometimes, the descriptions of the attributes were followed by examples from MLs’ experiences highlighting the importance of the attribute. As shown in Table 6.3 below apart from the skills and knowledge identified in the previous sub-themes personal attributes and qualities were identified. The analysis of the

findings was in line with studies about attributes required by individuals taking department chair roles or equivalent, for instance, (Bryman, 2007; Kennie, 2009; Oldman, 2013; Cardno, 2014).

	Not important at all	Slightly important	Important	Very important
Spending time and energy to ensure that people I work with adhere to the principles and standard agreed on	0	3	7	12
Imagine possibilities and appeal to shared aspirations and dreams within the department	0	2	14	6
Pursue innovative ways to grow and improve the work	0	1	7	14
Build trust and develop co-operative relationships	0	1	3	18
Create a spirit of community by praising colleagues and show appreciation for the accomplishment of others	1	0	5	16
Having academic credibility	0	1	5	16
Having interpersonal and relational skills	0	2	6	14
Being a role model	0	4	7	11

**Table 6.3** Academic middle leadership’s attributes

As can be seen in Table 6.3, ‘Build trust and develop co-operative relationships’ was claimed by eighteen participants to be central qualities in the academic ML role. Favouring trust and cooperation at the department level could indicate that the respondents were aware of the value of trust and its absence inhibits the sharing of knowledge and effective communication among colleagues and university students as reported in theme 2 in chapter 5. Some participants were in support of the item ‘Create a spirit of community by praising colleagues

and show appreciation for the accomplishment of others' was felt to be very important by fourteen participants.

Further to the evidence in the surveys with the participants, the interviews elucidated more types of attributes. Patience, for instance, was reported by six participants as an important leadership attribute. Karima, said:

*"we have to be patient, because sometime we live in pressure, mainly with deadlines, so when we have deadlines, we have to be patient and we have to be ready to work under pressure, for example, I have to prepare, files for those concerned with UK scholarship, and this process entails making the ranking, so I work in collaboration with different staff members [...] then, it entails, calling the first majors [...] and all that within a limited time [...]so patience, is an indispensable attribute" - (Karim, B)*

Karim's view of the personal attribute that an academic middle leader should have in the role contains elements of endurance and at the same time readiness and collaborative spirit with colleagues to meet the needs of the students aiming to take the opportunity to apply for scholarships.

Although the interpersonal and communicative aspect was present among the participant when giving their view about the fundamental personal attributes, to be open-minded as a leadership attribute was found to be significant for four academic MLs. Samir, for instance, states:

*"Now you have attended to some or a bit of the day of how it is articulated, the work with students and teachers is very hard and you should be open-minded[...]because if you are going to say a word which is pejorative to one student and you are at your right, he will understand it bad and will translate it into so many deviant and divvying world" (Samir, A)*

The theme of improving departmental performance unveiled the types of knowledge, skills and personal attributes required in the middle leadership position and as expressed by the participants. With the changes affecting HE, investigating MLs leadership and management knowledge, skills, and attributes provide insights that they may also be changing. Furthermore, from the participants' views in university A, B and C, there was no systematic

way for identifying what competencies (the set of skills, knowledge and attributes) academic middle leaders need to have in their roles or developing them. Taken together, we can see that the set of skills the knowledge and behaviours of a pool of fundamental department staff members being middle leaders is not only important for the performance of an institution in an allocated period but significantly matters for the sustainability of departments performance. Therefore, the emergence of the next theme about factors influencing MLs learning will show how MLs learn despite the absence of any formal training for the role.

**6.2 Learning to lead from the middle**

In consideration of the evidence reported in theme two, this theme describes the aspects of leadership development that guided academic middle leaders in their positions. The data revealed that the participants were mainly self-taught. How academic middle leaders learn and develop professionally were found to be related to learning endeavours within academia and factors and lessons learned from past work experience.

**6.2.1 Informal leadership development in context**

This sub-theme of ‘Learning to lead from the middle’ reports aspects of academic practice, performing the role and work experience as an academic middle leader that play key role in the participants’ learning experience to adjust to their work. However, first it is significant to report the evidence from the surveys of the availability of training development for middle leaders in the three departments of this study.



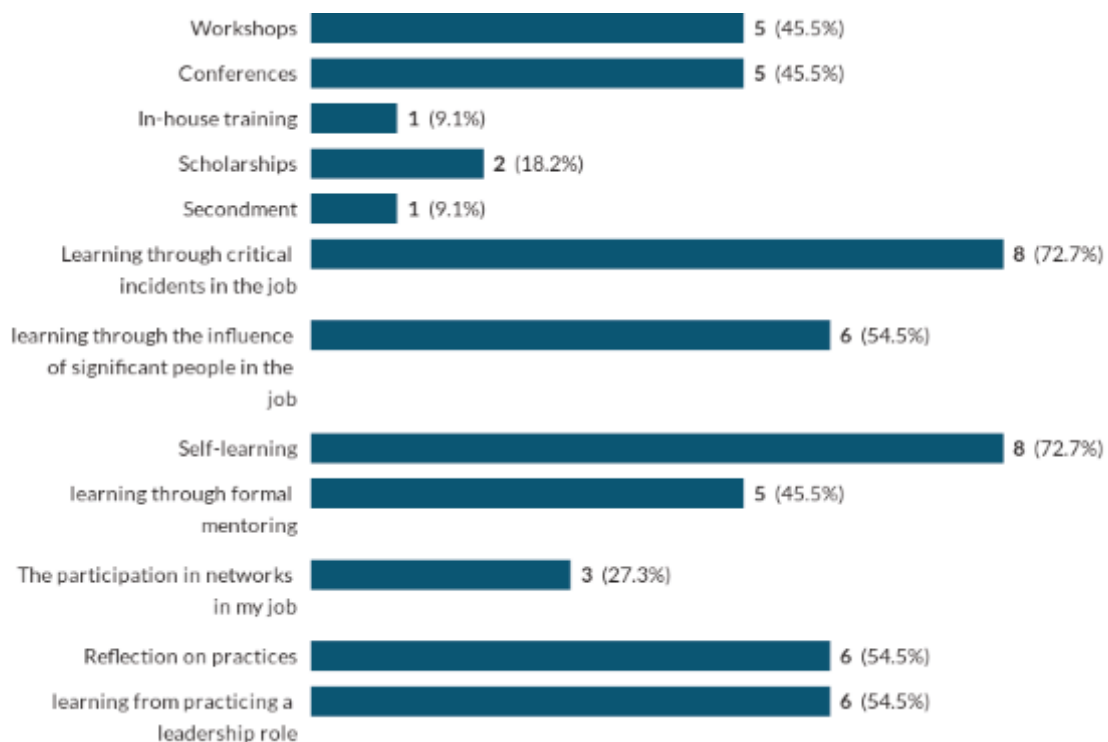
**Figure 6.1** Participants’ responses regarding training received to support their role

When asked about whether there has been a preparation specific to their leadership and management roles, as indicated in figure 6.1, twenty-two participants responded ‘No’. The exception was one Deputy Dean that have been invited for a one-week training programme that was initially organised for senior university leaders; a formal training programme about management and administration. Leila, said:

*“There isn’t one specific to Deputy Deans, but I did a training with European union of deans [...] I was Deputy Dean of postgraduate programme and there was training concerning mainly [...] training cycle for teachers[...]training cycle for deans[...] and I was called by my dean to participate because he did not have time, he had a lot of work and asked me if I would use the opportunity instead of him[...]and I said yes So, it was a pleasant week, here in Algeria[...]I learned a lot it was an agreement with the European union on management, administration” - (Leila, 1)*

It was clear to Leila that the opportunity provided was unexpected as she claimed that there is not a specific programme for Deputy Deans at the faculty level where she is positioned. Nevertheless, she felt that joining allowed her to experience pleasant days that contributed to her professional development.

Another interesting finding of the survey in the three departments of this study was when they were asked to report the factors that helped them to learn the role. Figure 6.2 below illustrates the evidence from the survey about academic learning opportunities contributing to the participants’ role development.



**Figure 6.2** Participants responses concerning the type(s) of academic continuing professional development that helped them in their role.

Interestingly, the results of the surveys revealed further insights into the ways academic middle leaders informally learn, except formal types of learning selected. For e.g. ‘in-house training’, ‘scholarships’, ‘learning through formal mentoring’ and ‘conferences’. However, as indicated in figure 6.2, the participants of the study, across the three university departments identified other academic aspects and informal methods of learning that were significant both in their academic profession and middle leadership position.

Further to this, table 6.4 below describes more insights from the finding of nineteen interviews with the participants from their responses to the types of learning approaches followed for the leadership development.

<i>Informal approaches to leadership development</i>	<i>Number of participants</i>	<i>Number of occurrences</i>
Experiential learning	13	21
Self-directed learning	6	6
Learning from other middle leaders	1	1
Collegiality	3	3
Learning from significant people in the job	3	3
Having two simultaneous careers	1	1

**Table 6.4** Informal approaches to leadership development of academic middle leaders

Table 6.4 illustrated the evidence reported from the analysis of the interviews. The data show that academic middle leaders valued certain factors in their academic career journey. More than half of the participant considered ‘experiential learning’ to be key in obtaining the fundamentals of the position. Self-directed learning, collegiality, learning from significant people in the job and having two simultaneous careers were also reported to influence how the academic middle leaders in the three university departments in this study learn.

In addition to the point made previously about formal preparation to the role, when asked the question, ‘was there any training specific to your role?’ all of the nineteen participants did not reckon that they had any pre-service or in-service training. Nadia for instance was very surprised about the question, she says:



*“No [...] I was a lecturer, the next day I have become a HoD [...] I don’t think we have this kind of training in our country [...] especially, for university leadership, no” – (Nadia, C)*

What is striking as apparent in Table 6.4 is the absence of support once the middle leader is appointed to the position as explained by Bilal:

*“We did not receive any kind of training or coaching [...] you have this position, you have these responsibilities, so you are supposed to fulfil them [...], nor any assistance from any person [...] I just received the paper, where they printed the responsibilities of Chef de filière d’Anglais (English Language Course Director) and that’s all [...] I receive most of the time calls; today we have this meeting, today we have that [...] it is most of the time, we have an email, we receive an email or a call, today we have a meeting, tomorrow we will have this and that” - (Bilal, A)*

However, despite the absence of formal training, it was found that that academic middle leader took advantage from different ways to learn and develop professionally and adjust to their work. It can be seen from the data in Table 6.4 different informal learning opportunities the participants found helpful to expend their professional development as leaders.

*‘I am a teacher at the university but I also work as a trainer in SONATRACH [the national state-owned oil company] and as a consultant, and in SONATRACH they speak a lot about leadership [...] so this second career has played a big role in making me stronger, more powerful, how to use my body, how to stretch my body in order to exert power and all of this, so I know that SONATRACH has played a big role [...] it gave me a sense of being powerful and the sense of leadership [...] it has contributed a lot in making me who I am now, it has been a big school [...] I have this bubble careers which are complementary actually, I take my academic knowledge to SONATRACH but I brought the economic knowledge from them’ – (Wassila, C)*

From the excerpt above, the participant found the fact of being part of two different careers and environments allowed her to enlarge her expertise and knowledge of leadership as she claimed translating academic knowledge and expertise to the private sector, and vice versa by using the accumulated knowledge from the private sector to the university where she works as an academic middle leader.

Besides, experiential learning was found significant informal learning factor among 13 participants.

*“As I told you in the beginning, we learn from the administrative part, yes. You know some rights and some duties; what you must do, you must do this, in this way...Not in that way...I can say a process of practical learning”*  
(Nadia, C)

Ibrahim, added:

*“I have gained more experience, I have more maybe I can say it with humility, I gained more knowledge through practicing the role...Perhaps this role has given me more information more knowledge than my colleagues”*  
(Ibrahim, A)

Additionally, learning from significant people in the job was found to be vital in the leadership development of academic middle leaders. Randa, for instance, took good advantage of her colleague, deputy head of department of pedagogy that had previous experience as a middle leader. The participant’s response also reflects the suppleness in working collaboratively in order to learn. Randa, said:

*“To be in a good contact with the members of the administrative staff, helped me a lot, we are as a family [...] we learn, for e.g. we have the deputy Head of department in charge of pedagogy has a lot of experience, she has been a middle leader in another university, for a long time, we learn from her a lot [...] I learn from those who are more experienced than me, I try to learn from everybody [...] the contact with the administrative team helped me a lot, to learn and to be at ease [...] at the same time”* – (Randa, B)

The participants’ responses also reflects the flexibility in working collaboratively in order to learn. Hamza, for instance added:

*“with my superiors I learned the tactics, let’s say of the job ...I didn’t know before...I learned many things from them...I think I have developed a lot in this position, in this job”* - (Hamza, B)

Informal learning from senior leaders was also found to be a factor for the leadership development in one of the universities in this study.

*“the head of domain because he is more experienced...more older, he is a professor, he knows well the job...he used to be head of department for many years and he knows all the regularities...that’s why I rely on his support to help me or guide ... to learn aspects of my role”- (Nada, 14)*

Self-directed learning was also significant in the leadership development among six academic middle leaders.

*“Until now, the head of department, myself... never received any extra training or any training, we are relying and counting on ourselves” - (Samir, A)*

Bilel, with an ambition to educational leadership and organisational change, felt that what facilitated his leadership development is relying on his interest in educational leadership which boosted his learning.

*“Of course, one of the factors that facilitated working in this position is...my personal interest...because I am personally interested in leadership, in educational change in general, in organisational change, etc. so it is my cup of tea” - (Bilel, A)*

Collegiality was also reported to be a parameter for academic middle leaders learning in their respective positions.

*“The factors, are that some of my friends...colleagues and friends are still helping me...are still in contact with me, and still collaborating in the whole task of the department, while others are sometimes by selfishness ...and sometimes they are obliged to leave after teaching sessions...but...there is a certain help” - (Samir, 7)*

Similarly, Ibrahim described collegiality as a friendly atmosphere where he develops his leadership learning.

*“it is the fact that I have good contact with my friends colleagues that’s all and this is perhaps why...the easy contact I have with my friends, they are all my friends and colleagues women and men, there is this collegial atmosphere, maybe what facilitates communication and learning”- (Ibrahim, 3)*

When the question, ‘in your opinion, what could improve leadership and management in universities here?’ was asked, participants suggested the need for training regarding initiating leadership-related professional development workshops and seminars. Bilel states:

*“I think it’s a matter of what you call training and I don’t like to use this term[...]I prefer coaching or mentoring[...]so I think that we need to take this*

*into consideration and we need to have people that are well informed about leadership by organising workshops, seminars to people who are in charge of these positions, more collaboration between universities here or even universities abroad, for e.g. why not making these persons (middle leaders), receive training abroad[...]in well-known institutions of leadership because for e.g. in the US...there are organisations that are uniquely, working to develop academic leadership [...] – (Bilel, A)*

Despite the opposing views about the individual differences in terms of how the participants learn to lead and manage the role requirements, Bilel's view about the importance of introducing development opportunities for middle leadership roles is adequate. Bilel points at the absence of learning prospects such as being mentored by professionals in the leadership of organisations, organising workshops, seminars, encouraging collaboration between universities at the local and international levels, and taking charge of specialised leadership programmes abroad.

Together, these learning factors indicated the importance of HEIs to channel the motivation of their staff, particularly middle leaders, to take part in professional development opportunities and engage more in leadership roles. Therefore, the findings reported in table 6.5 raise further questions regarding the participants' views on the underpinnings of individual motivation at work.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Challenging the work	0	0	6	9	6
Being autonomous	0	2	5	8	7
The availability of growth opportunities to develop skills and knowledge	0	1	3	6	11
Respectful treatment by colleagues	1	0	4	4	13
Working along with an inspiring leader or line manager	0	3	7	6	6
Working with inspiring colleagues	0	1	3	13	5
High basic salary	3	3	5	5	5
Performance related pay	4	2	6	4	6
Clear career advancement	1	1	5	6	9
Job security	2	0	6	7	6
Formal recognition of my achievements	0	0	5	9	7
Engaging with students	0	0	1	9	12
Contributing to society	0	1	1	8	12

**Table 6.5** Motivational factors in academic middle leadership position

Table 6.5 above shows the evidence of the survey about the factors that motivate academic middle leaders of this study in their job. These factors ranged from intrinsic (encompassing challenging the work that create learning opportunities, a position that encourages autonomy and the availability of growth in the position). According to Lyngar and Lepper (1999) intrinsic factors are also considered internal and individualistic and mostly valued in Western culture.

Peters and Ryan (2015) again, found similar results in their study with HEIs senior staff and individuals taking professional services roles where academic middle leaders were part of the sample. As table 6.5 show, social factors such as ‘respectful treatment by other colleagues’, ‘working along with an inspiring leader or line manager’ and ‘working with inspiring colleagues’ was reported as motivational factors that allow academic MLs fulfil their duties effectively. Other factors were, ‘high basic salary’, ‘clear career advancement’ and ‘job security’ and ‘formal recognition of my achievements’. Interestingly, twelve participants strongly agreed with the items ‘engaging with students’ and ‘contributing to society’. As can be seen in Table 6.5, there was only one factors that seems to be less motivating than others: performance-based pay. It appears that academic MLs are relatively more motivated by the desire to contribute to society, engaging with students and receiving respectful treatment by colleagues broadly than high basic salary and working with inspiring colleagues. The following section will inform about how past work experience help in leadership development and preparation to the role according to academic MLs.

### **6.2.2 Learning from past work experiences**

With such ongoing changes in the tertiary sector, HEIs are required to consider how to develop their leaders and the appropriate leadership behaviour to enable adaptation to these new circumstances (Black, 2015). For example, in the UK, the rapid change and transformation that took place in recent years, driven by various players in the fields, such as local governments, global markets and internationalisation, as well as student and local community demands (Angawi, 2012:34), necessitated the establishment of programmes to motivate, influence and shape the attitudes of staff, academics and students. The idea was to transform all levels of leadership within HEIs from playing figurative roles with administrative responsibilities, to change agents playing progressive transformational roles (Angawi, 2012). With this in mind, the interviews revealed further factors reported by the academic MLs, which were linked to work experiences they had in the past and contributed to the way they lead and manage their responsibilities.

Learning from past work experience is associated with those factors that helped academic MLs in their job. Factors according to interviewees accounts were associated with learning from work experience within academia as well as outside of university context as demonstrated in table 6.5 below.

<i>Learning factors related to past work experience</i>	<i>Number of participants</i>	<i>Number of occurrences</i>
Mentorship	1	1
Past work experience as a middle leader	2	2
Involvement in administration	3	3
Past work experience outside university context	2	3
Teaching experience	4	5
Learning from participation in scientific events	2	2
Learning from PhD examinations	1	1

**Table 6.6** Past work experience factors facilitating Academic middle leaders’ learning

At the beginning of her career as a part-time university teacher, Lamia, found that engaging with the administration when having a free time contributed significantly in learning about aspects of the administration such as timetabling, and preparation of university degree contests. The participant states:

*“it goes back to my very first year here, I was still a part time teacher...so I used to be here very early and then, finish my lectures, and because I didn’t have a car, I had to wait for my husband[...]instead of chitchatting with colleagues, I stayed with a man who is in charge of time tables and things like that, and he[...]was a former inspector of English and he was doing a part-time job, here. So, I used to sit down with him and help him[...]so I was trying to find solutions, I was very engaged with him...Then, I used to work in the group of coding and decoding in the department administration, so all these jobs were preparing me maybe for something else” – (Lamia, B)*

Similarly, Amine states:

*“before when I used to be a permanent teacher, I mastered computing perfectly and in that department, people did not master computer tools, so often they would call me, to manage some problems [...]they used to have Excel to do the final results of students, calculates averages, the excluded students, etc[...]there was a computer work to be done, so indirectly I found myself I found myself involved in administration and discovering new administrative staff at the same time while a I was a temporary teacher and this was in 2003” - (Amine, A)*

Moreover, interestingly, the role of teaching experience was found to be a significant factor among four academic middle leaders; Rania, Ramy, Nadia and Hamza. Rania from University C, for instance, reports:

*“My teaching experience it helps a lot[...]it helps you how to deal with everyone’s personality, having positive attitudes towards all teachers, all students[...]sort of preparation or introduction for my position” - (Rania, C)*

As mentioned previously, similar to Nada, who found mentoring by a more experienced colleague as an important approach to learn in her current position, Leila, recalls her experience working in administration, in the past when she was HoD before her appointment to the position of vice dean. The participant states:

*“[...] when I took the department for the first time[...]who taught me the job? She was indeed a clerk, so I was a teacher assigned as head of department, she was head of department for years in the past, so every time I ask her, she would tell me the procedures...the mistakes to avoid[...] so I followed her...until I learned” - (Leila, C)*

Further, attending scientific events and getting in touch with foreign universities was found significant by Fatima for her research and the management of her current positions.

*“Attending meetings and conferences and getting in touch with other universities...not from Algeria but other countries like the United States and Australia[...]I try to know a lot of things from them in terms of my research and the management...and I learn from them at the same time...and attending also conferences and colloquial here in Algeria” - (Fatima, A)*

Amine expressed his views about his leadership development from his job before being appointed as a university teacher and later on as an academic middle leader. He says:

*“If the teacher has a small old experience, in my case I worked with a foreign society or another job, the person can manage the situation if he or she had a previous experience [...] everyday he will learn a new thing until[...]when he is in the job 2 years he will know how to work, the first year, he will struggle[...]until the 2<sup>nd</sup> year he will start to adapt and the third year he will start working normally[...]3 years would go waisted” - (Amine, A)*



Interestingly, Samir claimed learning about leadership in his past experience in scouting. He says:

*“As there isn’t leadership coaching in the university, in the past I have been the district commissioner of scouts (el keshafa), and I was a member at the national council, I have contributed in so many districts, national and sometimes it is international[...]we have exchanged so many roles, many ethics, many techniques on how to deal with our pioneers, with our wolves as they are called in Scouting[...]it was a great experience as a leader[...]learning leadership experience because if you are not going to witness the outer world, which is away from people, you are not going to understand how to manage a workplace[...]to deal with people” - (Samir, A)*

The participants accounts suggest that there was no formal preparation for the role by the universities where they work. Nevertheless, it was interesting to learn that academic MLs take advantage of their personal motivation to informally learn about their positions through different mediums, as explained in the two sub-themes earlier. The data suggest that the university departments offer insufficient professional support that impacts the participants’ role and encourages good practice. In turn, the lack of institutional support leads to significant evidence regarding the practice in the institutions where the participants work. Table 6.6 below presents the survey findings related to aspects of their professional practice influencing their learning and professional development.

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly agree</b>
Innovative ideas of teaching and learning are discussed with senior leaders	1	5	5	6	5
Middle leaders' influence teaching and learning	0	6	6	4	6
Self-reflection on practice is promoted in the department among leaders and lecturers	1	2	4	10	5
Lecturers and middle leaders are given opportunities for continuing professional development	1	2	5	10	4

**Table. 6.7** Institutional practice regarding the professional support provided to the academic middle leaders

The data in Table 6.6 shows that ten participants out of twenty-two suggest agreement with the statement 'Self-reflection on practice is promoted in English language department among leaders and lecturers. Surprisingly, ten participants agreed that 'Lecturers and middle leaders are given opportunities for continuing professional development' which contradicts the evidence in Figure 6.1. Other opportunities to engage in the educational leadership in the department such as 'Middle leaders' influence teaching and learning' and 'Innovative ideas of teaching and learning are discussed with senior leaders' were also reported.

Chapter Six, presenting part two of the evidence derived from survey data and semi-structured interviews sought to identify the academic middle leaders set of competencies (knowledge, skills and attributes) within three different universities and the ways they learn

to lead in their respective positions. Academic MLs expressed an urge for learning from the practice of their roles from the one hand and eagerness to benefit relying on lessons from past work experiences on the other hand through different types of informal continuing professional development activities. Nevertheless, only one of those interviewed had undergone formal management and administration training. All the research participants relied on their interactions with colleagues at work, and experiential learning played a significant role in the CPD of the Algerian academic ML. Most participants perceived a set of skills to be fundamental in their leadership and management role. For instance, communicative skills, assertiveness in decision-making, and diplomacy were important for middle leadership roles. In addition, placing previously learned knowledge into practice, certain skills and personal behaviours were found to be effective in managing different situations in their day-to-day work for effective leadership practice.

### **6.3 Concluding summary of the findings of chapters five and six**

Based on the results of the surveys and semi-structured interviews with academics taking middle leadership positions within three university departments in Algeria, there was an agreement that leadership context and the structure of HE system mould how MLs operate. While seemingly universities are moving towards changes at the level of structure and distribution of the role of its key staff members, from the evidence in this study, the level of distributed leadership is still in its infancy stage compared to its counterparts in other parts of the world.

As seen in chapter 5, the first theme identified was centred around the nature of academic middle leadership in university departments in Algeria. The roles of academic MLs were significantly complex and dynamic. The administrative aspect of the role was predominant among other roles in which it was reported to hamper the academic and managerial duties of the participants due to the lack of professional services. It was reported that the roles and responsibilities were not at the academic standards because of the allocated administrative tasks. Evidence also revealed positive experiences of the participants' and willingness to offer support, not only to the teachers' CPD but also an encouragement to colleagues to take a leadership position.

The data suggest and reinforce the idea that leadership is not only the product of the senior leader, but leadership and management roles are constructed in the complex interplay between people within the three university departments in this study. Encouraging internal communication and discussion opportunities among senior leaders, middle and staff members, would contribute to raising shared teamwork spirit and develop the leadership development among the participants in which they agreed on readiness to contribute to the enhancement of good practice. Furthermore, the results demonstrate that middle leaders are keen to help and support their colleagues at the department but at the same time, the organisational culture makes it difficult for them to be backed up and give their full potential, notably, leadership was found to be a strange phenomenon.

One of the main dilemmas emerging from the data was the significant authority of the state on the three universities of the study. Being restrained to a prescribed set of regulations by the ministry and the lack of support from senior management was found to hinder the potential of academic middle leaders. At the same time, the reactions to change imposed on the universities, importantly, the LMD system and QA programme, department and university related policies, 'El Hirak movement' influencing a socio-political change and continuous massification of students were claimed that they affected the participants roles since they are at the heart of institutional shift of their intermediate roles. As a result, middle leaders were shown to be active agents, accountable academics, operating in a paradoxical institutional structure within their area of responsibility. At the same time, the participants claimed to be aware and ready for organisational change but the context (system) and relations where they work hinder their aspirations.

Besides, the lack of coordination between the different educational sectors, the university and industry were also reported as a handicap for strategic change especially with the role of universities to encourage economic and political cooperation. Therefore, to dig deeper into the discussion following on from the research findings and having reported the evidence from the surveys and semi-structured interviews in response to my research questions, the following chapter discusses these findings with reference to the conceptual framework and relevant literature.

## **Chapter Seven: Discussion of the Findings**

### **7.1 Introduction**

This chapter discusses the research findings identified in Chapter Five and Six to respond to the research questions. Each research question will be addressed with the emerging themes in separate but interlinked sections. Section one of this chapter discusses structural and power relations affecting academic middle leaders' roles and responsibilities considering the change, and the influence of the top-down hierarchical model. Section two, trust-credibility relations examine the difficulties and tensions associated with their roles and discusses the appointment of the academic middle leaders and how they affect their roles. Finally, section three discusses the findings related to the relational learning and continuous professional development of the participants.

The emerging themes in Chapter Five and Six presented evidence of several commonalities and differences among the participants from the relational perspective. This evidence will be discussed in three major sections which are i) Structural and power relations, ii) trust-credibility relations and iii) learning relations which report on the leadership development journey of academic MLs in this study for instance with senior academics, peer academics and from other middle leaders working with them. To understand the complexity of middle leadership roles within three university departments in Algeria and to understand their significance in the light of the literature review presented in chapter 2, I adapted a conceptual framework from Branson et al., (2016) and was used to discuss the findings through a relational lens.

### **7.2 Structural and power relations in academic middle leadership roles within university departments**

This section addresses the first research question, 'How do academic middle leaders view their leadership and management roles in their institutions in the light of change?'. The participants' responses in this study about their specific roles and responsibilities are fundamentally relational (Uhl-Bien, 2006) and that the leadership context and the structure

of the HE system mould how academic middle leaders operate. The evidence presented previously in chapter five and six show that academic MLs roles are fundamentally relational, and the participants continually try to balance their roles as lecturers, as equal peers to their fellow MLs and to their superiors. I will start by discussing the findings related to the roles and responsibilities of academic MLs involved in the departmental leadership. The study found that although the participants position titles, roles and responsibilities differ, relationship is at the heart of their roles which can provide an aid to understand the roles' complexity in- depth. Their roles focused significantly on administrative tasks rather than teaching, learning and research. Although, MLs operate under a top-down administrative model with minimal initiatives towards teaching and learning due to the absence of professional services and administrative workload. Ambiguity in a clear appointment policy of the role will also be discussed. However, the findings show that senior leaders are the ones who finalise and approve the recruitment of the MLs.

Moreover, change affecting the three university departments in this study was found to influence the nature of academic middle leadership. The organisational culture where they work does not seem to support their roles in which they are placed amid excessive demands from senior leadership above and their attempt to fulfil their duties effectively and support the lecturers and students. Thus, understanding the nature of their roles along the lines of the existing literature in contexts that are different from the Algerian tertiary sector will help understand their complexity without disregarding their significance as a backbone to an effective running of the university departments.

### **7.2.1 The roles and responsibilities of academic middle leaders**

This section discusses the range of roles and responsibilities that emerged as a response to the first research question. The responses to the participants' views about the roles and responsibilities enabled an understanding of the nature of academic middle leaders' roles at the department level. The findings suggest that MLs are expected to continually negotiate, manage and work amidst various relationships. From the participants view, these relationships are structural and multi-directional. To illustrate, MLs are responsible to the university rector (Vice Chancellor), reporting to the faculty dean and are line managed by the

dean. In the university hierarchy, as senior academics they are positioned alongside the Deputy Deans (DD) (Figure 2.1). The exception is the Heads of Speciality that are senior academics, but line managed by the Head of Department. Concurrently, MLs are frequently charged with the implementation of the policies and initiatives generated by the MHESR (Figure 5.2) through the university senior management and central university administration. The responsibilities and tasks assigned to the MLs position them to act as line managers for the staff members within their department.

Further, the duties of Course Directors in the findings, in Universities A and B focused on timetabling, assuring the progress of lectures, coordinating course content with lecturers, and assisting the head of department is administrative responsibilities. In contrast, course Directors, for instance, in Nordic countries as reported by Geschwind, Aarrevaara, Berg and Lind (2019) have become vital individuals with significant responsibilities for staff, students, and the quality of the provided courses in line with the development and continuous changes affecting HEIs. As Kotter (1990) suggest, organisations' effectiveness require excellent leadership and management. Leaders who can challenge the status quo, inspire, and persuade in today's changing workplace and managers to assist in developing and maintaining a team for a workspace that runs smoothly. The participants' roles concur with these researchers' views but also show that they are formal in nature, involving duties different from one another in terms of the allocated responsibilities but similar across the three university departments in this study.

The participants described aspects of leadership, management, and administrative roles reported in chapter five. The list of academic MLs roles presented in Chapter Five (Table 5.1 and 5.2) shows that Course Directors (CD), Heads of Specialities (HSP) and Head of Doctoral Programme (HDP) relied on their background and educational expertise in their role. Teaching and carrying out research were shared among all the MLs in this study. In contrast, HoDs and one Deputy Dean (DD), Department Scientific Committee Chair (DSCC) and Head of Field of Studies (HFS), was found that roles bore more managerial and administrative aspects despite their academic expertise in the field. This, in turn, contradicts the study of Inman (2007), for instance, with eighteen academic middle leaders in six research focused and teaching focused universities in England and Wales where the roles were similar across faculties. Nevertheless,

Inman study sample focused on similar positions, mainly Heads of Departments with similar job descriptions.

While the literature shows that there is an increased demand that the academic ML should act more of an entrepreneur (e.g. Hancock and Hellawell, 2010) the context where the participants lead from the middle does not tally. Although it is argued that the managerialist view of leading in HE in international studies and contexts where the model is applied, served to increase efficiency and enhance the performance of public organisations, including HEIs (Broucker and wit, 2015), this study does not show evidence that this model has an impact on the way academic MLs operate. However, following the call of European and North African leaders about the modernisation of the tertiary sector and knowledge society (Ghouati, 2009), Algeria switched to the widely accepted three-level educational model, known as LMD (Licence, Masters, Doctorate): Bachelor's degree, Master's degree and doctorate. It is evidenced that it embraces globalisation and the educational reform capacity to build human capital (Metalta, 2016). One common concern among the participants is the bureaucratic nature of the universities where they work and how this is translated into their work relations and professional lives. The predominant bureaucratic model is believed to increase accountability for MLs with consequences on research, teaching and learning. It appears that demand for cutting university bureaucracy remains persistent and causing a dilemma among MLs, despite the major call of university lecturers strikes by the Algerian Higher Education Union (AHEU), Scientific Council of Higher Education (SCHE) in April 2015 (Marshall, 2015). The hierarchical system relations, and the predominant bureaucratic work resulting from them, hold a complexity in defining the roles of MLs. Particularly, a limited scope could be identified for MLs to reshape a set of relations that derive from higher up the hierarchy.

It was evident that despite the general acceptance of academic MLs to deal with more administrative and managerial aspects rather than leadership, the participants viewed accountability and fostering the collaborative spirit as necessary in their role. Such roles included setting timetables, enrolling the students, managing academics' scholarly leaves, monitoring teachers and students' attendance, and monitoring teachers' attendance and the content taught. At large, there was an acceptance among the participants interviewed that they could contribute more to the role with their academic expertise if the organisational



circumstances allow. Consequently, while 'collaborating' was a term often used by the participants when describing their role, interestingly, the relationship with the external world did not seem to represent a vital role that they found necessary to adopt. Findings of collaboration as part of the role contrast with Inman (2007) assertion that leaders constantly seek to further their place on the national and international platforms and obtain funding.

However, several responses suggest that the participants accepted and shared responsibility for creating a productive work setting within the department. Those in DD positions, Heads of Departments, Course Directors and Heads of specialities primarily, sought to gain staff's confidence and trust through collegiality. Many also spoke about 'leading by example', 'motivating teachers', 'meeting teachers' needs' 'supporting the students' (See extracts in section 5.2.1, Chapter 5). Despite the evidence that the middle leaders seem to have little room for personal power at their disposal emanating from expertise in their academic field, they were keenly aware that involving staff in decision making of the department is essential to develop collegial relations. However, there was no plurality of responses about the presence of shared and distributed leadership at the department level. This does not align with Muijs, et al. (2006) in which leaders desired to win the hearts and minds of departmental staff. Furthermore, the roles constitute minimal initiatives towards the lecturers because of the lack of professional services and a load of administration as reported by the participants. Therefore, the leaders in this study did not practice an autocratic leadership style, or a complete shared leadership style, rather, there was a shared sense of purpose.

Therefore, I argue that the participants' way of perceiving their roles and their nature is overwhelmingly complex and mainly limited to managerial and administrative duties rather than academic duties, thus undermining their potential as academic leaders. Leading from the middle at different levels of university departments is a complex and dynamic role. The middle leaders operate under challenging situations, encompassing more administrative aspects of the role requirement than leadership. In this respect, MLs in this study had a desire to position themselves amidst a number of relationships (upward, horizontal and downward) that would contribute and encourage a collective ownership and accountability towards the department work. The following section will discuss the study findings regarding the structural relation of

academic MLs in three Algerian university departments and how they perceived the top-down hierarchical model within their organisations.

### **7.2.2 Perceptions towards the top-down hierarchical model**

As the aim of the study is to develop an understanding of the professional practices and roles of academic middle leaders within the three university departments, the findings of this study identified the challenges confronting the participants which relate to hierarchical tensions and lack of support of senior management in the three universities where they work. The views of the participants revealed the impact of an organisational culture that is bureaucratic and centralised with its policies provided primarily by the MHESR. Given the participants' critical role as the operational staff members at the university department, the findings denote a lack of leeway regarding how they lead and manage internal matters related to leadership and management. There are many illustrations of this in my findings. For instance, in their day-to-day job, academic MLs illustrated keen awareness of the impact of bureaucracy.

On the one hand, they are aware of the shortcomings and improvements that could be brought to the department, and on the other hand, they are bound by ministerial texts and administrative accountability that are time consuming and undermine autonomy and decision-making to contribute to the department effectiveness. Again, the lack of autonomy was found to be linked to the dynamics of the organisational culture and which plays a role. It is argued that organisational change, and organisational restructures influence the culture of organisations, often in a negative way (Heidrich, 2014). Nevertheless, the notion of organisational culture is argued that it is not necessarily shared throughout the institution but different working communities or sub-groups can have their own distinctive culture with shared beliefs and values (Alvesson and Sveningsson, 2003; Alvesson, 2012).

The organisational culture and the power relations between the ministry, the senior university management and the MLs in this study, where they are established more as academics and the administrative workload imposed on them by the university, at the same time their decision-making power was found to be limited. Having discussed the nature of academic

middle leadership role at three university departments in Algeria, what follows is a discussion of the findings related to the inherent hierarchical tension when change is introduced.

### **7.2.3 Change and academic middle leadership**

The tensions highlighted above raise the question of to which extent academic MLs really have authority when it comes to organisational change. Key responses on how change influences academic MLs' role reported by the participants were: a) significant adherence to top-down instructions from the ministry, mainly regarding the implementation of the three-cycle educational reform (LMD), b) the use of E-mail technology among department staff, and c) relocation of the faculty where academic ML work. Universities in the 21st Century are going through new public management-driven changes, characterised by marketisation, privatisation, performance measurements and accountability (Tolorafi, 2005; Deem *et al.*, 2007; Meek *et al.*, 2010; Black, 2015). Responding to changes at the level of universities, academic leaders ought to continually adjust to environmental shifts, which may lead to ambiguity and resistance (De Boer and Goedegebuure, 2009). In driving change, as found in the works of Devecchi *et al.* (2018), on how university staff view and cope with change and the dynamics of formal and informal leadership practices and strategies, the role of leadership is significant in shifting the university culture for change to occur given the tremendous development in learning technologies that are taking place in the academic middle leaders' roles are critical and complex in setting the stage for, and ultimately implementing change (Kohtamaki, 2019). Therefore, leaders need to alternate a variety of strategies to help implement change that is different from traditional ones and at the same time maintain academic collegiality that is vital in the university.

However, the public sector in Algeria and specifically universities face the challenge of bureaucracy, which raises the contextual factors between countries that embraced NPM principles within public sectors and those that did not (Merizek and Boualem, 2017). There remains a gap in the knowledge on how academic middle leaders could be supported to manage and implement the required changes as they have critical roles for departmental effectiveness. Nevertheless, the findings indicate a significant power imbalance as voiced by the academic middle leaders regarding the extent to which their views and concerns are

considered in the decision-making related to the department related matters. Blackmore and Kandiko (2012) argued that any significant change within an organisation has a cultural component, and change cannot be successfully implemented unless there is a cultural shift. Still, the findings regarding change influencing academic middle leaders' work barely consider the cultural realities where the participant works.

Furthermore, in organisations globally, educational reforms necessitate the call for leadership where a revived focus is upon "improving leadership capacity and capability in the drive towards higher standards" (Harris, 2003, p. 9). However, given the significant reforms initiated by the MHESR for the betterment of the tertiary sector, for instance, the major educational change the LMD educational system (Benziane, 2004) and the implementation of Quality Assurance programmes which was found to be at a very early stage from its spread to ensure the quality of teaching and learning and best practice (Bakouche, 2018; Saadi, 2019). Therefore, the findings concerning the extent to which academic MLs have a voice in terms of decision making within their university departments seemed to be scarce. Notably, while the known bureaucratic system is meant to maintain university accountability, it takes a significant time for the participants' roles as academic leaders with little decision-making power.

In addition, in the light of educational change, Blackmore and Kandiko (2012) claim that as a result of a switch in the curriculum taught, new roles emerge in which current roles are modified for academic support staff. While curriculum change in the UK, for instance, requires to re-frame the relationship with students, it seems that it is not the case in the three university departments according to the participants' claims relating to their roles in the light of change. However, mentoring students, counselling, actively listening to them value their needs and discussing their studies plans with them was common among the participants. The roles remained the same, and barely any changes happened in order to translate the governments' plans into good practice. This is particularly interesting, as academic MLs in charge of the field of studies, HoSs and CDs' roles are modified according to formal Ministerial Executive Decree Number 908-130 of the 3rd May 2008 (Appendix 1). Here there is dissonance between the government regulations in line with how roles shift and their application on the ground in terms of change. The role of academic middle leaders is surprisingly far from being

agents that facilitate the change needed for the organisation and create an effective working environment because of lack of decision-making authority to improve good educational practice apart from internal day to day, regular administrative tasks carried out at the university departments in this study. Alveson and Sveningsson (2003) mentioned in this regard that even academics with administrative tasks consider themselves leaders where organisations create a challenging environment for them to give their full work potential. Therefore, roles on the official document are changing but the findings show that the same administrative work has been maintained i.e. the way work is structured did not change given the implementation of QA procedures initiated by the MHESR and the significant educational reform, the LMD of the BP that is aimed to improve the quality of teaching and learning. Change to be executed needs effective change management but in the case of the study, the local realities of university A, B and C seems to have been ignored as there isn't bottom-up consultation of those most concerned. Situations where these subtle power relations created tensions for academic MLs in this study in which they highlighted that support from above (mainly faculty deans and rectors) are critical in either affirming MLs authoritative position or imperilling it. In order to permit positional powers of leaders, MLs require support from their fellow peer MLs and senior managers. There was an overall agreement among the participants that good relationship is key to collegial department environment. The MLs' views aligns with those in Hellowell and Hancock's study (2001), suggesting that good relationships with staff members was a priority. The following section will discuss the importance of trust amidst the dynamics of such power relations experienced by academic MLs in this study.

### **7.3 Trust - credibility relationship in academic middle leadership role**

The problems of trust and credibility emerge in work contexts that are uncertain and ever-changing, where people want to establish their own feeling of personal security and control to enable mutual trust with others (Castells, 2000). As the data showed, academic MLs views revealed that trust-credibility relationship was not entirely strong despite their commitment to honesty and transparency. The following sections, 7.3.1 and 7.3.2 will seek discuss the findings to add an understanding of MLs roles through building trust-credibility relationship with their departments.

### **7.3.1 Ill-defined appointment policy and getting acclimated to the role**

A critical sub-theme that emerged from the data was the modes of appointment to the academic middle leadership role and was reported to affect the trust and credibility of MLs between colleagues. From the analysis of the interviews in Universities A, B, and C, MLs come into the positions through ways that differ from one university to the other and the same way within the positions. For example, HoD at University A was selected for the position by senior lecturers during the department meeting's ECC (Educational Coordination Committee) In University B, the HoDs position was assigned through a meeting with faculty key staff members including the Dean and the university rector. As for University C, the Head of Department was assigned through an invitation from the former Head of Department (See section 5.2.2). This discrepancy in how the academic leaders are appointed raises questions about the culture of appointment and the factors that motivate the selection of the concerned individuals, especially given the critical role they carry for the department's effectiveness.

Denney (2020), in a study with eighteen academics in leadership positions within five UK universities, found that serendipity, luck and error in their role were what the academic leaders rely on in their work. According to the author, understanding serendipity would indicate critical gaps in the preparation and succession to the role (Denney, 2020). Denney's idea mirrors the participants' responses, indicating that stepping into the position was an opportunity for their career development. Nevertheless, it was found that it is done haphazardly. In contrast, it should logically follow a process of selecting appropriate people, which will then be followed by the process of supervision of their seniors for feedback. Furthermore, it was evident that academics choose to deal with administrative service as a short-term deviation from their academic career to add the chances for their academic promotions. However, although the MHESR officially presents specific procedures and laws on the appointment mode, the findings contradict the regulatory documents and the actual reality.

I argue that the complexity of the variety of the roles reported by the academic middle leaders in Figure 5.2, Table 5.1 and Table 5.2 carries even more ambiguity in the way they come into the position. Sayler, Pederson, Smith and Cutright (2019) claimed a lack of research and clarity

into how academic leaders, particularly associate deans being mid-level leaders, come into the position. The participants' responses indicate a standard view of the problematic aspects in the transparency and systematic approach of appointing these staff. Similar to Maniam (2018) in a qualitative case study with ten heads of departments' in a Malaysian university regarding the impact of changes to their role on their professional working lives and their experiences of leadership learning, it was found that there was a frustration arising from a need of a more systematic way of recruitment. Mainly, it was found that there was a form of detachment and lack of follow up from the recruitment panel during the work period, which affected how they got used to their responsibilities. Although the study draws from middle leaders in a wide range of disciplines, the participants in my study voiced unsystematic ways of recruitment and lack of support after stepping into the role to establish themselves as leaders and how to navigate the role requirements within the organisation.

Rectors, and other directors of academic institutions, continue to be appointed by ministerial orders without the entire University community' voice in this regard. Designations are much more responsive to considerations of political nature than criteria of competence or scientific authority (Bessadi, 2017). The interviews' results regarding how academic middle leaders are assigned to the role are different across the three universities and from one position to another. There seem to be transparency issue as reported by a course director in which after his appointment to the position, he struggled to gain lecturers trust which goes back to the unclear and open process of recruitment. However, one Deputy Head of Department reported that stepping into middle leadership position was an opportunity to gain students trust to support them in their educational needs. In terms of transparency and a systematic approach of appointment, most leaders in the findings suggest that there should be a reconsideration of the appointment procedures at the level of faculties to appoint the right individuals who genuinely aspire for educational and academic leadership. So far, the discussion focused on the complexity of the role carried by the participants and dissonance in which the appointment approaches. The following section will discuss the findings of the impact of role challenges of academic MLs departmental relationship that illuminates valuable insights in this study.

### **7.3.2 Academic middle leaders' role difficulties**

From the findings, it appeared that tensions and challenges surround the role of the academic middle leader at different levels. The findings of this study demonstrate that the role of the academic middle leader is fundamentally relational (Branson et al. 2016; Maniam, 2018). The participants of the study work in tensions between managing and leading the people they work with, they are trying to balance the different personalities of the students collectively, the academic staff they work with, senior leaders and managers and administrators based on situationally specific circumstances in the three university departments in this study. This section discusses the findings about these difficulties in line with the second research question, 'What are the difficulties faced by academic middle leaders in their roles?'

The participants in this study reported that managing people's different personalities, lack of trust and negative attitudes towards the middle leader, and power relations were common dilemmas experienced by the participants. Particularly, a horizontal relationship was found that it did not strongly influence the academic MLs in this study due to the problem of managing peer academics. Despite the fact that it is a strong form of support which can provide collective engagement among colleagues in the department, the participants reported dearth of lecturers' engagement in the department and their lack of trust in the MLs (See section 5.3.1). There was a form of scepticism in assigning departmental tasks among academic colleagues and a lack of trust and negative attitude towards academic MLs. Furthermore, this dearth of trust in delegating tasks among peer academics increased the workload of academic MLs, particularly with the inadequate resources that lead to the participants' frustration in juggling their duties (See section 5.3.2). Busher's (2003) suggest that leaders awareness is built in their interaction with other people and through conscious reflection they can develop a changing awareness of other people's needs. Busher's view resonates with having trust-credibility among departmental peer academics would contribute to sharing their expertise and enhance the work quality to meet the university strategic vision.

Mutual integrity is based on personal credibility because people in a workplace should be able to trust each other (Branson, 2009). Trust was not a vital feature among all the nineteen participants in the study with students and other staff members they work with, including



MLs. This might be related to the absence of handover meetings from past academic middle leaders to the new ones taking the position. Branson, Franken and Penny (2015) reiterate this perspective, emphasising the role of relationships in middle leaderships positions in university. This section has analysed the complexity of the role and how managing and leading people was found to be challenging aspects of leading from the middle, the next section will continue to look at the impact of power imbalance and power relations in middle leadership position. The following section will discuss the findings related to the fourth research question which is related to the professional development journey of the participants.

#### **7.4 Relational learning in academic middle leadership position**

According to the fundamental change in organisational theory from systems-based organisation learning to one based on relational learning, universities are expected to promote this latter form of organisational learning (Senge et al., 2007). It is also suggested that a comparative commitment to relational learning in organisations is still elusive, making its application murky even if organisational learning based on systems thinking remains a highly sought goal (Branson, et al., 2015). In line with the emphasis of relational dynamics of academic MLs in this study are multi-directional, it was recognised by the participants the importance of opportunities to be able to learn from and with others working with them. It was reported that there was a significant lack of formal institutional preparation to MLs role in which stepping into the position felt more like being thrown in the deep end than a reason for celebration. By looking at the other side of the coin, academic MLs in this study demonstrated an openness to explore the venues for their professional learning and seek other alternative that were mainly informal, dynamic and relational methods of learning to enable then fulfil their duties effectively. The following section will discuss the repertoire of academic MLs' skills knowledge and attributes.

##### **7.4.1 The set of academic middle leaders' skills, knowledge and attributes**

This section discusses the types of skills, knowledge, and attributes that were viewed as necessary in academic MLs' roles. Table 6.1 summarises the set of skills, table 6.2 reports on the types of knowledge and table 6.3 relates to the attributes academic middle leaders need

in their roles. The HE landscape is changing, and faculty and academic administrators must prepare leaders entering the profession with contemporary skills, knowledge, and attributes and achieve it in an environment that is well-equipped with the resources and personnel needed to educate the public (Caron, 2019). It was evident that the participants of the study were surrounded by several challenges that presented a hindrance to their work and viewed their role as highly complex. The findings in section 6.1.1 fits closely with the literature on middle leaders skills (Oldman, 2013; Bryman 2007; Cuddy *et al.*, 2013; Hofmeyer *et al.*, 2015).

Creating a collegial work atmosphere was seen by the participants as a vital for the leadership and management of their departments. The majority of the participants of the study were concerned with a common subject specific and its leaders, creating collegial work atmosphere was found to enable them to perform effectively in their role. This is particularly important as they need to act as translators of the ministry's top-down regulations and indicatives into practice within their departments which will instil credibility and trust among their colleagues and the students.

Time management is considered an indicator of high performance (Kearns and Gardiner, 2007). This skill occurred with the participants responses which shows that it plays a key role in their position, it is also a transferable skill from their years' experience as lecturers and managing large number of students. Furthermore, clear sense of direction aligns with forging integrity and collaborative spirit in the workplace as reported previously in the literature (Bryman 2007, Bryman 2007; Cuddy *et al.*, 2013; Hofmeyer *et al.*, 2015). Diplomacy and the use if cautious communication, displayed awareness of the participants' departmental needs, in particular with the students to create a safe and supportive environment in which they feel confident to approach the leaders for guidance or inquiries related to their learning. Diplomacy was also found to be significant in problematic situations with the lecturers where the leaders cannot provide solutions to their needs.

A significant focal point related to the second research question 'What kind of skills, knowledge and attributes academic middle leaders consider important in their leadership roles?'. Academic MLs highlighted that knowledge about people as vital in their role and as suggested by (Knight and Trowler, 2001) this type of knowledge requires interpersonal

intelligence that implies 'people wisdom'. It was found that knowledge of people is inevitably accompanied with an awareness with the social and cultural values of people in the workplace. Knowledge of people was also identified in the study of Inman (2007) with mid-level academic leaders and again in the of Shah (2016) with teacher leaders in an TEFL (Teaching English as a Foreign Language) context.

Situational knowledge which refers to the internal university and department policies was found to be crucial to have by the participants. The way to gain this type of knowledge was suggested by Knight and Trowler (2011) is through approaching senior leaders and seeking to learn and remain updated of ministerial decisions and regulations in the case of the MLs in this study. As reported in the findings, the participants are often confronted by several difficulties in their role and awareness of internal regulations was found to provide them with the necessary resources to solve the difficulties with confidence, while also encouraging individuals to be aware about the regulatory documents that govern the institution. It was felt by the participants that these types of knowledge are intended to bring about improvements in the way they perform their role and contribute to the departmental effectiveness.

Regarding the set of attributes that the participants find necessary to juggle different roles and responsibilities and unlock departmental effectiveness, section 6.1.3 reported on these attributes. The findings were in line with studies about attributes required by individuals taking department chair or equivalent roles (Bryman, 2007; Kennie, 2009; Oldman, 2013; Cardno, 2014). The academic MLs in this study displayed awareness that 'Building trust and developing co-operative relationships' as an important attribute. The apparent tension regarding the constrains the participants experience in their role and the need to negotiate pressures from above and below, was apparent in all interviews. Their awareness of building trust and cooperation was a gateway to navigate difficulties in their role.

Patience was found to be another essential attribute in a middle leadership role. This fits closely with the study of Oldman (2013) with middle managers in three universities in the UK that report on patience and role modelling to be significant attributes to meet the objectives and goals of the participants. Elements of endurance were reported by participants and readiness to develop a collaborative spirit with colleagues to meet the needs of students.

#### **7.4.2 Learning relations in an academic middle leadership position**

The fourth research question in this study was ‘What factors contribute to academic middle leaders’ professional development?’. These individuals are seen as possessing “the capacity to reason, to learn, to invent, to produce, and to manage” which serves as the basis for assumptions of management (Hosking et al., 1995). The findings of the study reveal that the participants’ professional learning journey is related to factors linked to: experiential learning, self-directed learning, collegiality, learning from significant people in the job, having two careers at the same time and the benefits of motivational factors. Other factors related to previous experiences outside of academia. The participants reported, mentorship, learning from administrative roles, teaching and other work experiences.

In their study of institutional agents and aspects of campus environments that support grassroots faculty leadership, Kezar and Lester (2009) found that the mission of developing leadership potential among the faculty must be taken seriously and equally by universities aiming at universities at promoting the talents of its students. However, academics are no exception, they often find themselves in a leadership position with little or no formal leadership training (Coombe, *et al.*, 2008). Leadership development and its usefulness have not been thoroughly investigated in a variety of university settings around the world. Higher Education practitioners are working in more volatile environments as the tertiary sector is witnessing an increasing shift, and leaders are taking more nuanced and diverse approaches to their CPD to lead effectively (Dopson *et al.*, 2019).

However, there remained a gap in our knowledge on how academic middle leaders could be supported, given that other literature emphasises their role and Algeria’s efforts to increase research into this area of research. Therefore, given the call of the educational reform of the LMD to prepare graduates for the job market, it is essential to prepare academic middle leaders in particular to the position. The context and supportive networks influence the impact of CPD, according to Smith (2012), and the leadership performed in the department (Thoonen *et al.*, 2011). In the case of the current research, despite the lack of specifically designed training for the participants to lead effectively in their positions, informal ways of learning to lead were reported in the findings. In line with the participants’ voiced claims about the need

for specific leadership and management training, the findings did not elucidate specific aspects of their needs.

Often support came from informal communities such as module teams and office colleagues. Access, to informal learning varied among the participants as reported in Chapter six, and was circumscribed by the reluctance of new academics to ask for support from already overloaded colleagues. It was reported that the work experiences the leaders took in the past, for instance, teaching in university and other educational levels and administrative experience served as formative years and developed their sense of self. As they progressed through their career, leadership roles became more significant in developing their skills and philosophy as leaders.

Lave and Wenger's study (1991) confirms the significance of learning relationship by introducing the notion of legitimate peripheral participation and communities of practice. Lave and Wenger's notion refers to the relational model of learning that serve new MLs in their role who are privy to the practices of more experienced MLs and the culture of the faculty. The findings suggest that interaction with other members of staff and collaboration served as a reflection tool for the participants and sense-making strategy on the nature of middle leadership. Although experiences can be both positive and negative, Kolb (2015) notion of 'concrete' experiences focuses on being involved in experiences and dealing with a personal human situation in a personal way. From the participants accounts, it can be assumed that most of their leadership and management capabilities and the role of their experiences served as a leadership learning tool situated in the context of departmental leadership, particularly learning from other more experienced MLs, and is a product of practice as it was evident that a passion for education and learning drove the participants thrive to lead.

Thus, it was clear from the positional power hierarchy that developing relationships helps to lessen the role's overwhelming nature, enormous responsibility, and lack of authority, reacting to circumstances, and feeling alone while leading others (Pepper and Giles, 2015). I argue that in the absence of clear guidelines on how university departments are to be led and managed in light of change and the evident absence of support and training to the academic middle leaders in this study, there is a danger that those leading from the middle at university

department level would lead within a limited scope of decision making which may lead to a miscommunication between the MHESR initiatives for positive educational change, the university's senior management, MLs and academic staff. Internal governance in turn, could be in significant tension in balancing demands of external policies and society at large.

### **7.5 Summary of chapter seven**

This chapter discussed the findings of the study with reference to the literature review and the thesis conceptual framework. It was evident that the changes in policies while disregarding the values and local realities of the university departments where the middle leaders work would likely create more tension among middle leaders, academic staff and the students. Academic middle leaders operate with the VUCA (Volatility, Uncertainty, Complexity and Ambiguity) they face concerning the organisational culture's nature. The aspects inhibiting the work of academics taking mid-level leadership position seems to be influenced, not only by what seems to be centralised university governance where those at the top make the decisions on behalf of individual HEIs for their success, which may sometimes be a source of organisational malfunctions especially when senior management does not represent a source of support. At the same time, there were positive aspects discussed in line with the participants voiced views about department effectiveness within the limits of the incentives provided. These resources and incentives, and as discussed, are the absence of allocated work offices and internet connection, underpaid jobs, lack of teaching classrooms, and the fact that they were not adequately prepared or supported for taking on the role. Academic MLs in this study were able to overcome relational concerns, notably coping with people-related challenges and creating and retaining emotional resilience to effectively carry out their duties. This allowed them to maintain good working relationships among departmental staff members.

## **Chapter Eight: Conclusion and Recommendation**

### **8.1 Introduction**

This study was conducted to explore academic MLs professional practices in the light of change affecting the Algerian HE sector. First, this chapter summarises the research's major findings and explains their implications for academic middle leadership in university departments. Next, the research contribution to knowledge is presented. Then, suggestions and recommendations are made for future research. Finally, the limitations of this study are reported.

### **8.2 The major findings of the research**

This exploratory study was conducted in three university departments in Algeria. The study aim was to explore and understand the professional practices and roles of academic middle leaders in the light of change surrounding the Algerian HE sector and provide evidence-based suggestions and recommendations to support them in their roles. The research objectives are set to understand the underpinning views of academic MLs about their roles and responsibilities, taking into consideration the extent to which the changes affecting HE had on their leadership functions. Furthermore, the study was set to identify the difficulties affecting academic MLs' roles, find out about the kind of skills, knowledge, and attributes that academic middle leaders need, and explore the contributing factors to their professional development. The analysis of the data revealed key findings which answered the study research questions.

Based on the results of the surveys and semi-structured interviews with academics taking middle leadership positions within three university departments in Algeria, there was an agreement that the leadership context and structure of the Algerian HE system mould how MLs operate. While universities are moving towards structural changes and establishing roles assigned by the MHESR in harmony with the continuous development affecting HE sector, from the evidence in this study, the level of distributed leadership is still in its infancy stage compared to its counterparts in other parts of the world. Leading from the middle was found to be complex and dynamic, with roles that are characterised more by administrative and

managerial tasks than leadership. The top-down administrative model resulted in the middle leaders being 'sandwiched' without being consulted by the MHESR given their important role as the operationalising core of the university departments. The participants' responses showed being keen, to the best of their ability, to support, not only the teachers' CPD but also to encourage colleagues to take a leadership position and counselling and look after students' educational needs.

The study explored academic MLs' role difficulties that they face within university departments. From the evidence in this study, it was evident that the participants found challenges in being mediators between senior management, students and lecturers. They often faced resentment and lack of trust from lecturers and students. Acting under the MHESR authority and being restrained by a prescribed set of regulations and lacking support from senior management were found to have hindered the potential of the academic MLs of the three university departments under study. The massive spread of HEIs since the independence of Algeria in 1962, the huge increase of students, and the ministry's-imposed regulations do not facilitate educational leaders' jobs. Therefore, the entrepreneurial philosophy to governance does not seem feasible to Algeria at this stage because it would require the Algerian university to go through its own transformation and submit to continuous accountability and evaluation process.

All the participants claimed to have learned and developed themselves professionally in an autonomous manner. With various background and experiences, all of them learnt leadership at different phases in their career. It was interesting to note, how academic MLs had to adapt themselves to self-induction without much introduction given by the university to help them cope with their new roles and work culture. The sole guide in their role was a printed document stating the roles and missions (Appendix 1 and 2).

### **8.3 The study's contribution to knowledge**

This exploratory study is an important contribution to the body of knowledge in the area of academic middle leadership in the Algerian HE sector in which this area lacks research in Algeria. The findings of the study presented within a review of the context where the participants work, offer important insights that are applicable to the broad range of contexts



that share similar HE systems of leadership and management. The experiences of Algerian academic MLs can be viewed as guidelines for other professionals in similar positions in another context and particularly Algeria at large.

### **8.3.1 Theoretical contribution**

In terms of theoretical contribution, the findings of this study show how academic MLs challenges and changes to their new roles and responsibilities, with specific implications for understanding perceptions of role identity during a change process. The research highlighted how this role identity was shaped within the framework of Relational Leadership Theory. This departs from the traditional and structuralist view of leadership as essentially individualistic and attributed solely to senior university leaders. Academic MLs hold a unique mediating role between senior university leaders and frontline university staff, necessitating the development of leadership and management skills capable of enlisting the support of both superiors and subordinates. A relational theoretical perspective appears to have universal significance, but it appears to be especially relevant in societies like Algeria, which are characterised by a collectivist culture. Nevertheless, the research demonstrates not only the importance of this view, but also how the ideals of Relational Leadership Theory are not fully operational in practise, due in part to the need for more formal pre-service training for MLs for their new leadership role, and in part to a lack of ongoing in-service support once in the role.

In the area of leadership learning, another theoretical contribution was made. This was found to be a major factor in fostering role confidence in Algerian academic MLs, regardless of their educational background, age, gender or work experience. Although research indicates that learning from others within a relational framework was preferred, learning to lead through self-help, agency and self-learning played a significant role throughout their leadership journey.

### **8.3.2 Methodological contribution**

Researchers heavily relied on statistical measurement to study traits and attributes of top-level management using surveys and questionnaires. While it cannot be claimed that new

research methods were employed in this study, an original contribution was made by combining surveys, documents, in-depth semi-structured interviews and field notes as methods to develop initial understanding of leadership issues to research middle leaders in a qualitative approach in order to examine the challenges faced by the MLs and how they receive support and training to lead effectively.

By using an interpretive approach, I was able to investigate the perceptions and views of each middle leader and how they developed their leadership skills and knowledge through talking and responding in writing about their experiences. As a result, the qualitative and quantitative method allowed for the collection of data that would not have been possible otherwise. I was able to comprehend middle leaders' views of difficulties, their learning, how they responded to their appointments, their strengths and weaknesses as middle leaders in handling conflicts of leadership, and the nature and impact of their relational experiences and interactions with others.

Further to the theocratical and methodological contributions discussed above, the findings of this study can contribute to disciplinary knowledge and organisational practice as follows:

- Corporate values of universities in Western countries are not the same in Algeria but the fact that Algeria adopted the Bologna Process and that has weaknesses is an issue that shows that universities and leaders and academics are not consulted. Academic middle leaders developed a hybrid approach of leading from the middle, between the need to cajole academic staff and senior management. The organisational culture encompasses cultural factors influenced by the country's sociology and influence of traditions. All at the same time, maintain a balance between educational obligations towards the students.
- Educational leadership and management of universities represent sensitive issues for policy makers, leaders themselves, and university staff. The present study shows that educational leadership is fundamentally context related and requires a specific set of knowledge, skills and attributes. This would add to the on-going debates about whether leaders in HE should be academics or professional business administrators.

- The study provides insights about the nature of academic middle leadership in Algeria which should inform future research plans in the area of leadership in HE and captures the inadequacies of setting the stage for academic leaders to take their roles effectively. Introducing change is important, but so is the consideration of the MLs' values within an organisation and the nature of their professional needs and allocation of resources.

#### **8.4 Suggestions and recommendations for future research**

In this section, I will start first by providing recommendations to practice. In the second part, recommendations for future research will be presented. Even though the present study reflects the findings from a sample of nineteen academic middle leaders, it can inform particular audiences such as policy makers, senior university managers and academic middle leaders.

- The study recommends the preparation of the academic middle leaders at different levels of university departments through Professional Development Networks (PDN). The research findings can inform MHESR and professional practice relating to training educational leaders and raising their awareness about the importance of leadership in universities when change is implemented. Senior leadership is fundamental in nurturing a more supportive, professional and collaborative organisational culture in coordination with the MHESR.
- Providing appropriate support, material and human resources at the institutional level (allocated desks, internet network, professional assistants).
- The study's findings reinforce the Algerian authorities' efforts to embrace a more innovative approach to leading and managing HEIs. A collegial and more distributed and shared leadership approach could contribute to departmental effectiveness in which the modernisation of Algerian HE is a strategy to maintain the status quo. At the same time, academic MLs aspire to innovation, and despite their limitations of the position, they are trying to be more participatory. However,

the bureaucratic, top-down system presents a barrier to their work. Therefore, a smooth decentralisation of Algerian universities is necessary. Universities would be given more autonomy, and MLs should be given more autonomy and decision-making power at the departmental levels.

- The choice of academic MLs should not be arbitrary but based on a careful selection of individuals. There should be a presentation of more explicit appointment procedures as well as clarification of the role requirements.
- The study would be an eye-opener to the Algerian MHESR. With the prevailing trends towards globalisation in HE and the changing nature of universities, HE institutions should consider taking a gradual step, bold stroke, to keep up with the worldwide developments and changes. Therefore, raising awareness about change management (Langstedt and manninen, 2020) to prepare, support, and help individuals, teams, and universities in processing and achieving the organisational change should be a priority. HE providers need to take academic departments far more seriously to see quality improvements in terms of departmental leadership quality and introduce change while considering people's values within an organisation. Furthermore, discursive leadership as the communication-based style of leadership that relies upon “framing statements within an organization that affect current operations, future operations, and the pursuit of organisational change” is recommended in the change process (Minei, Eatough, Cohen-Charash, 2018, p. 26).

Despite all endeavours to systematically investigate the complexity associated with departmental leadership through academic MLs, the current project could be widened by pursuing further research avenues.

- Since this study is exploratory with a sample of nineteen academic MLs within three Algerian university departments, a larger-scale research sample could be carried out in more departments and university contexts.

- The study collected one set of data from academic MLs. It is recommended to collect different data sets from the lecturers and senior leaders using institutional policy documents to corroborate their views with those of the academic MLs. This could yield different findings.
- Further research could be conducted on similar issues covered in this research by using alternative perspectives and/or data collection methods. E.g., ethnography, including leadership behaviour observations.
- It would be illuminating if future researchers could use a comparative study between different university educational leadership communities in Morocco, Tunisia, and Algeria. One of the premises is that these professional communities have similar socio-historical backgrounds. They all have been impacted by the French colonialism and adopted a package of reforms from the Bologna Process (Ghouati, 2009) simultaneously.

### **8.5 Limitations of the study**

This exploratory study was subject to a number of limitations which are worth addressing:

- The study would have gained richer data by seeking the views of the lecturers to corroborate with those of the academic MLs. I considered conducting interviews with lecturers. However, due to the 'Hirak' movement and strikes in Algeria which started in 16<sup>th</sup> February 2019 and continued until the time of my field work between 25<sup>th</sup> September 2019 and 1<sup>st</sup> December 2019 it was difficult to schedule meetings with MLs and lecturers as students were protesting as well. The sensitive political situation in the country allowed only limited time for the field work and little flexibility for the participants to be on campuses which was their favoured location to meet. Furthermore, I was using public transport to travel to the three universities during weekdays. Sometimes, the participants would not attend the scheduled meeting, which affected the data collection plan more. During the analysis of the academic MLs data, I planned to go back a second time for a field trip and interview

some lecturers but due to COVID 19 pandemic, this was no longer possible and so I relied on the set of data with academic MLs for the present study.

- Another limitation I had was the lack of published literature about leadership and middle leadership in HE in the MENA area, particularly in Algeria. Therefore, conceptualising middle leadership in Algerian universities through western literature was one of the main challenges I encountered in my research.

## **8.6 Summary of chapter eight**

In summary, the study has contributed to an understanding of the roles and responsibilities of Algerian academic MLs within three university departments in the light of tremendous historical and economic changes in Algeria. The study indicates the importance of fostering departmental leadership culture within three university departments in Algeria. Findings in this study indicate that the need to work towards a non-hierarchical leadership model that empowers all stakeholders is essential. The professional learning journey of the participants shows their endurance and agency, which played a significant role in their professional autonomous learning.

## References

- Abbuhi, R, Gass, SM & Mackey, AJ (2013). Experimental research design. in RJ Podevsa & D Sharma (eds), *Research Methods in Linguistics*. Cambridge University Press, Cambridge.
- Adams, W., C. (2015). 'Conducting Semi-Structured Interviews', in *Handbook of Practical Program Evaluation*. John Wiley & Sons, Ltd, pp. 492–505.
- Alvesson, M. (2012). *Understanding Organizational Culture*, London: SAGE Publications Ltd.
- Aghrout, A. & Bougherira, R. M. (2004). *Algeria in Transition: Reforms and Development Prospects*. London and New York: Routledge Curzon.
- Anyan, F. (2013). The Influence of Power Shifts in Data Collection and Analysis Stages: A Focus on Qualitative Research Interview, *The qualitative report*, 18 (36):1-9.
- Arezki, A. (2008). Le rôle et la place du français dans le système éducatif algérien. *Revue du Réseau des Observatoires du Français Contemporain en Afrique*, (23), pp. 21-31.
- Ary, D., Cheser, L. J., Sorensen, K. I., and Walker, D., A. (2019). *Introduction to research in education* (10<sup>th</sup> edition). Cengage learning, Inc.
- Asrar-ul-Haq, M. & Anwar, S. (2018). The many faces of leadership: Proposing research agenda through a review of literature, *Future Business Journal*, 4(2): 179–188
- Alvesson, M. & Sveningsson, S., (2003). Managers doing leadership: The extra-ordinarization of the mundane. *Human Relations*, 56(12): 1435–1459.
- Baghzou, S. (2017). Sociolinguistic profile to Algeria's language planning and policy. *Journal of Anthropology and Social Sciences*. Accessed on 18 January 2018, available at: <http://dspace.univmsila.dz:8080/xmlui/bitstream/handle/123456789/7102/Microsoft%20Word%20%20SOCIOLOGICAL%20PROFILE%20TO%20ALGERIA%E2%80%99S%20LANGUAGE%20PLANNING%20AND%20POLICY.pdf?sequence=1&isAllowed=y>
- Baker, D. P., Day, R. & Salas, E. (2006). Teamwork as an Essential Component of High-Reliability Organizations. *Health Services Research* 41: 1576-1598.
- Bakouche, S. (2018). Enseignement supérieur: bientôt une Agence nationale d'assurance qualité. Available at: <http://www.aps.dz/algerie/79892-enseignement-superieur-bientot-une-agence-nationale-d-assurance-qualite>. [accessed on: 15<sup>th</sup> August 2020]
- Bargh, C., Scott, P. and Smith, D. (1996). *Governing Universities: Changing the Culture?* Buckingham: SRHE and OU Press.
- Bassett, M. (2016). The role of middle leaders in New Zealand Secondary Schools: Expectations and Challenges. *Waikato Journal of Education* 21(1): 97-108.

- Bell, J. (1993). *Doing Your Research Project*. Buckingham, Philadelphia: Open.
- Bellalem, F. (2008). *An Exploration of Foreign Language Teachers' Beliefs about Curriculum Innovation: A socio-political perspective*. Unpublished doctoral thesis. King's College London, University of London.
- Benghebrit, N. & Senouci, R. (2009). Le système L.M.D (Licence-Master-Doctorat) en Algérie: de l'illusion de la nécessité au choix de l'opportunité (The LMD system « Bachelor-Master-Doctorate » in Algeria : from the illusion of the necessity to the choice of the opportunity). *JHEA/RESA* Vol. 7.
- Benmoussat, S. & Benmoussat, N. B. (2018). The Teach-to-the-Test Approach: Doing Harm to the Lifelong Educational Paradigm of Algerian EFL Learners. *English Language, Literature & Culture*. 3 (1).
- Bennett, N. Wise, Woods, P. A. & Harvey, J. A. (2003). Distributed leadership: A review of the literature. National college for school leadership. Reviewed on 12<sup>th</sup> of December 2018, available at <http://oro.open.ac.uk/8534/1/bennett-distributed-leadership-full.pdf>
- Bennis, W. (1989). *On becoming a leader*. Cambridge, MA: Perss Books.
- Bennoune, M. (2000). *Education, Culture et Développement en Algérie. Bilan et Perspectives du système Educatif*. Algiers : Marinoor-ENAG.
- Benrabah, M. (2007). Language in Education Planning in Algeria: Historical Development and Current Issues. *Language Policy*. Vol 6, p: 225-252.
- Benrabah, M. (2013). *Language Conflict in Algeria: From Colonialism to Post-Independence*. Bristol, United Kingdom: Channel View Publications. Available at <https://ebookcentral.proquest.com/lib/northampton/reader.action?docID=1192819> [Accessed on 28<sup>th</sup> November 2021]
- Benrabah, M. (2014). Competition between four “world” languages in Algeria. *Journal of World Languages*. 38-59 Vol. 1.
- Benziane, A., 2004. Economic reforms in Algeria and their impact on higher education and student benefits<sup>1</sup>. *The Journal of North African Studies*, 9(2), pp.102–114.
- Bergman, J. Z., Rentsch, J. R, Small, E., E., Davenport, S., W., & Bergman, S., M. (2012). The Shared Leadership Process in Decision-Making Teams. *The Journal of Social Psychology* 152 (1): 17-42.
- Bessadi, N. (2017). La descente aux enfers de l'université algérienne (The descent into hell of the Algerian University). *Middle East Eye édition française (French edition)*. Available at: <http://www.middleeasteye.net/fr/opinion-fr/la-descente-aux-enfers-de-luniversite-algerienne> [Accessed: 30 January 2022].



Berrouche, Z. & Berkane, Y. (2007). La mise en place du système LMD en Algérie : Entre la nécessité d'une réforme et les difficultés du terrain (The presentation of the LMD system in Algeria : Between the need for a reform and the difficulties on the ground). *Revue des Sciences Economiques et de Gestion*, N° 07.

Bitsch, V. (2005). Qualitative research: A grounded theory example and evaluation criteria. *Journal of Agribusiness*, 23(1), 75-91.

Black, S., A. (2015). Qualities of Effective Leadership in Higher Education. *Open Journal of Leadership*. 4(02): 54-66.

Blackmore, P., & Kandiko, C., B. (2012). *People and change: academic work and leadership*. In *Strategic curriculum change: global trends in universities* (eds). New York: Routledge, pp. 21-45.

Bloom, D., E. (2005). *Raising the pressure: Globalisation and the need for Higher education reform*. In *Creating Knowledge, strengthening nations: The changing role of Higher Education* (eds). Toronto: University of Toronto Press, pp. 21-41.

Bogdan, E.C., and Biklin S.K. (1998). *Qualitative research for education: An introduction to theory and methods*. (3<sup>rd</sup> edition) Boston: Allyn and Bacon.

Bolden, R., Gosling, J., Marturano, A. & Dennison, P. (2003). A review of leadership theory and competency frameworks. (Edited version of a report for Chase Consulting and the Management Standards Centre). Centre for leadership studies, University of Exeter, accessed on 12<sup>th</sup> of December 2018, available at <http://www2.fcsh.unl.pt/docentes/luisrodrigues/textos/Lideran%C3%A7a.pdf>

Bolden, R., Gosling, J., O'Brien, A., Peters, K., Ryan, M. and Haslam, A. (2012). Academic leadership: changing conceptions, identities and experiences in UK Higher Education. *Leadership Foundation for Higher Education report*. Series: 3. Publication 4.1.

Bolden, R., Petrov, G., & Gosling, J. (2008). Developing collective leadership in higher education. *Leadership Foundation for Higher Education* (Research development series).

Bond, S. (2000). *Culture and Feminine Leadership*. In M.-L. Kearney (eds), *Women, Power and the Academy: from rhetoric to reality*. UNESCO and Berghahn Books.

Bouchikhi, F. & Barka, Z. (2017). Higher Education in Algeria: Achievements and challenges-1963 to 2017, in *2017 UBT International Conference. University for Business and Technology International Conference*, Durres, Albania: University for Business and Technology.

Boulton, D. & Hammersley, M. (1996). *Analysis of Unstructured Data*. In Sapford, R. and Jupp, V. (Eds.), *Data Collection and Analysis*. London: SAGE.

Bouزيد, N., Berrouche, Z., & Berkani, Y. (2013). Higher education in Algeria: Evolution and perspectives. *Higher Education Forum. Hiroshima University*. Vol 10. P: 103-127.

Bowen, Glenn A., (2009). Document Analysis as a Qualitative Research Method, *Qualitative Research Journal*, 9 (2), 27-40.

Branson, C., Franken, M., & Penny, D. (2015). Middle leadership in higher education: a relational analysis. *Education Management Administration and Leadership*, 44 (1).

Branson, C., M., Marra, M., Franken, M., & Penny, D. (2018). *Leadership in Higher Education from Transrelational Perspectives*. Bloomsbury Academic.

Braun, V. and Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3 (2). pp. 77-101.

Broucker, B. & De Wit, K., (2015). New Public Management in higher education. *The Palgrave International Handbook of Higher Education Policy and Governance*, pp.57–75.

Brown, J. D. (2001). *Using surveys in language programs*. Cambridge, UK: Cambridge university press.

Bryman, J. (2007). Effective leadership in higher education. *Studies in Higher Education* 32(6): 693-710.

Bryman, A. (2008). *Social research methods*. Oxford: Oxford University Press.

Bryman, A. (2008). 'Leadership in Higher Education', in James & Collins (eds) *Leadership Perspectives: Knowledge into Action*, pp. 126-39. London: Palgrave, available at: [https://www.google.co.uk/books/edition/Leadership\\_Perspectives/PLKGDAAAQBAJ?hl=en&gbpv=1&dq=leadership+perspectives+into+action+james+collins&printsec=frontcover](https://www.google.co.uk/books/edition/Leadership_Perspectives/PLKGDAAAQBAJ?hl=en&gbpv=1&dq=leadership+perspectives+into+action+james+collins&printsec=frontcover) [accessed on: 7th November 2021]

Bryman, A. & Lilley, S. (2009). Leadership Researchers on Leadership in Higher Education, *Leadership*, 5(3), pp. 331–346, available at: <https://journals.sagepub.com/doi/10.1177/1742715009337764> [accessed on: 15<sup>th</sup> November 2021]

Busher, H., Hammersley-Fletcher, L., & Turner, C. (2007). Making sense of middle leadership: community, power and practice, *School Leadership and Management*, 27 (5): 405-422

Burnes, B., Wend, P., & Todnem By, R. (2014). The changing face of English universities: reinventing collegiality for the twenty-first century. *Studies in Higher Education* 39(6): 905-962.

Campbell, T., G. & Ampaw, F., D. (2016). Living in the middle: the role of new department chairs, *Journal of Higher Education and Management*, Vol 3 (31), pp. 75-97.

Cardno, C. (2014). The functions, attributes and challenges of academic leadership in New Zealand polytechnics, *International Journal of Educational Management*, 28 (4): 352-364.

Carlyle, T. (1841). *On heroes, hero-worship and the heroic in history*. London: James Fraser. available at <https://books.google.co.uk/books?vid=BL:A0019924957&hl=fr> [Accessed on 25<sup>th</sup> of July 2019]

Carter, M., E., (2013). An Examination of the Role and Experiences of Middle Level Academic Managers in Higher Education when Implementing Organisational Change: A case study utilising Appreciative Inquiry, EdD thesis, Cardiff Metropolitan University.

Carson, D., Gilmore, A., Perry, C. & Gronhaug, K., (2001), *Qualitative Marketing Research*, Sage Publications, London.

Chemami, M., A. (2011). Discussing plurilingualism in Algeria: The status of French and English Languages through the educational policy. *International Journal of Arts and Science*. Vol 4, p. 227-234. Accessed on 15 February 2018 available at: [http://www.openaccesslibrary.org/images/0418\\_Mohamed-Amine\\_Chemami.pdf](http://www.openaccesslibrary.org/images/0418_Mohamed-Amine_Chemami.pdf)

Clark, N. (2013). Education in Algeria. *ELT articles*. Viewed on 14<sup>th</sup> of December, available at: <https://eltarticles.webs.com/educationinalgeria.htm> [accessed 1 March 2018]

Cloete, N., Bailey, T., & Pillay, P. (2011). *Universities and economic development in Africa*. African Minds, Available at: <https://books.google.co.uk/books?hl=fr&lr=&id=nUZ0SLG1hc0C&oi=fnd&pg=PR8&dq=importance+of+leadership+because+of+economic+development+in+universities&ots=x06xDvabJw&sig=v0dNd9pDvCOLXQ1jvcZ7sondJ78#v=onepage&q=importance%20of%20leadership%20because%20of%20economic%20development%20in%20universities&f=false> [accessed on 3 September 2021]

Coffey, A., 1999. *The Ethnographic Self: Fieldwork and the representation of identity*, London: SAGE.

Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education*. Milton Park. Abingdon, Oxon, England: Routledge.

Cohen, L., Manion, L. & Morrison, K., (2018). *Research methods in education* 8th ed., London: Routledge.

Colonna, F. (2008). Training the National Elites in Colonial Algeria 1920-1954. *JSTOR*. 33 (2) (124).

Coombe, C.A. et al., 2008. *Leadership in English language teaching and learning*, Ann Arbor: University of Michigan Press.

Cresswell, J. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage.

Creswell, J. W. (2012). *Qualitative inquiry & research design: Choosing among five approaches* (4th ed.). Thousand Oaks, CA: Sage.

Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (4th ed.). Thousand Oaks, CA: Sage.

Creswell, J., W. (2015). *A Concise Introduction to Mixed Methods Research*. Los Angeles: SAGE Publications.

Christison, M., & Murray, D., E. (2009). *Leadership in English Language Education*. Routledge, New York.

Crystal, D. (2003). *English as a global language*. (second ed). Cambridge: Cambridge university press.

Cuban, L. (1988). *The Managerial Imperative and the Practice of Leadership in Schools*. Albany, New York : SUNY Press.

Dane, F., C. (1990). *Research Methods*. Pacific Grove, CA: Brooks-Cole

De Boer, H., Goedegebuure, L. & Boer, H. de. (2009). The Changing Nature of Academic Deanship. *Leadership* 5(3): 347-364.

De Nobile, J. (2017). Towards a theoretical model of middle leadership in schools. *School leadership and management*. 27(5): 1-22.

Deem, R., Hillyard, S., & Reed, M. (2007). *Knowledge, Higher Education and the New Managerialism: The Challenging Management of UK Universities*. Oxford: Oxford University Press.

Deem, R. (2010). Herding the academic cats: The challenges of 'managing' academic research in the contemporary UK university. *Perspectives: Policy and practice in Higher Education*, 14 (2): 37-43.

Denzin, N., K. & Lincoln Y., S. (2018). *The SAGE handbook of qualitative research*. (5<sup>th</sup> edition.). Los Angeles: SAGE.

Derbala, A. (2007). Le 'salut' de l'université Algérienne (The 'Salvation' of the Algerian university). *El Watan*, 11 September. Accessed on 8th of December 2018 available at <https://www.elwatan.com/archives/idees-debats/le-salut-de-luniversite-algerienne-11-09-2007>

Denney, F. (2020). 'What I wish I'd known" - Academic Leadership in the UK, Lessons for the Next Generation', *Taylor and Francis*, Available at: <http://bura.brunel.ac.uk/handle/2438/21509> [Accessed: 2 September 2021].

- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2005). *The Sage handbook of qualitative research* (3rd ed.). Sage Publications Ltd.
- Denzin, N., K. & Lincoln, Y., S. (2018). *The sage handbook of qualitative research*, Los Angeles: SAGE.
- Devecchi, C., Mansour, H., Potter, J. & Allen, N. (2018). Leading change together : managing cultural change across the higher education workforce. *Leadership Foundation for Higher Education*.
- Dopson, S. Mcgovern, G., Ferlie, E. & D Fischer, M. (2018). Leadership development in higher education: A literature review and implications for programme redesign. *Higher Education Quarterly*, 73(2), pp.218–234.
- Drew, G. (2010). Issues and challenges in higher education leadership: *engaging for change*. *Australian Educational Researcher*, 37(3), pp. 57-76.
- Dachler, H.P. & Hosking, D.M., 1995. The primacy of relations in socially constructing organizational realities. In D.M Hosking, H. P. Dachler, & K. J. Gergen (Eds). *Management and organisation: Relational alternatives to individualism*, pp. 1-29. Aldershot: Avebury.
- Early, P. Bubb, S. (2007). *Leading and managing continuing professional development: Developing people, developing schools*. (2<sup>nd</sup> edition). Sage publications.
- Eichelberger, R., T. (1989). *Disciplined inquiry: Understanding and doing educational research*. New York: Longman.
- El Hassan, K. (2013). Quality assurance in higher education in 20 MENA economies, *Higher Education Management and Policy*, 24(2): 73–84, available at: [Accessed on: 3<sup>rd</sup> March 2019]
- Elo, S., Kääriäinen, M., Kanste, O., Pölkki, T., Utriainen, K., & Kyngäs, H. (2014). ‘Qualitative Content Analysis: A Focus on Trustworthiness’, *SAGE Open*, 4(1), 1-10.
- Elwood, S. & Martin, D. (2000). “Placing” Interviews: Location and Scales of Power in Qualitative Research, *Professional Geographer*, 52(4):649-657.
- Englund, C., Olofsson, A.D. & Price, L., (2018). The influence of sociocultural and structural contexts in academic change and development in Higher Education. *Higher Education*, 76(6): 1051–1069.
- Evans, P. G. (2010). *The dynamics of the leader follower relationship*. PhD Thesis. Business School. The University of Manchester.
- Fiedler, F. E. (1971). Validation and Extension of the Contingency Model of Leadership Effectiveness: A Review of Empirical Findings. *Psychological Bulletin*, 76: 128–48.

Fiedler, F. E. (1986). *Cognitive Resource Theory and the Contingency model: Why the Brightest aren't Always the Best*. Oxford Centre for Management Studies OCMS.

Floyd, A. (2012). Turning point: the personal and professional circumstances that lead academics to become Middle Managers', *Educational Management Administration & Leadership*, 40(2), pp. 272–284, available at: <https://journals.sagepub.com/doi/abs/10.1177/1741143211427980> [accessed on: 27<sup>th</sup> September 2018]

Floyd, A. (2015). Supporting academic middle managers in higher education: Do we care? *Higher education policy* (29): 167-183.

Floyd, A., & Preston, D. (2018). The role of the associate dean in UK universities: distributed leadership in action?, *Higher Education*, 75(5), pp. 925–943, available at: <https://link.springer.com/article/10.1007/s10734-017-0178-1> [accessed on 7th November 2021]

Frazier, S., B., White, L., N., & McFadden, C. (2007). Perceived differences of leadership behaviors of Deans of education: A selected study. *Journal of Leadership education*, 6 (1): 92-107.

Fullan, M. (2007). Understanding change, in Jossey-Bass Inc. (Eds.), *The Jossey-Bass Reader on Educational Leadership*, (2nd ed)., Jossey-Bass, San Francisco, CA, pp. 169-82.

Fullan, M. (2015). Leadership from the middle: A system strategy. *Education Canada*, 55 (4).

Fishman, C. A. Ferguson & J. Das Gupta (Eds), *Language Problems of Developing Nations*. (pp. 129-150). New York: John Wiley & Sons.

Gale, N. K., Heath, G., & Cameron, E. (2013). Using the framework method for the analysis of qualitative data in multi-disciplinary health research. *BMC Med Res Methodol* 13, 117.

Gallagher, C. F. (1968). North African problems and prospects: Language and identity. In J. A.

Geschwind, L., Aarveaara, T., Berg, L. N., & Lind, J. K. (2019). *The changing roles of academic leaders: Decision-making, power, and performance*. In R. Pinheiro, L. Geschwind, H. F. Hansen, & K. Pulkkinen (Eds.) *Reforms, organizational change and performance in higher education* (pp. 181-210).

Ghouati, A. (2009). Réforme LMD au Maghreb: éléments pour un premier bilan politique et pédagogique (LMD reform in the Maghreb: elements for the first political and pedagogical review). *JHEA/RESA*, 7 (1&2).

Ghanem, D. (2019). The shifting foundations of political Islam in Algeria. Washington, DC: Carnegie Endowment for International Peace Available at: [https://carnegieendowment.org/files/03\\_19\\_Ghanem\\_Algeria.pdf](https://carnegieendowment.org/files/03_19_Ghanem_Algeria.pdf) [Accessed 12th November 2021]



Ghiat, B. (2016). *Bologna process and higher education reforms in Algeria*. In Gray, Bashir & Keck (eds) *Western Higher Education in Asia and Middle East: Politics, Economics and Pedagogy*. pp. 176-189.

Gillham, B., (2008). *Developing a questionnaire* 2nd ed., Continuum.

Giroux, H., A. (2005). Neoliberalism, corporate culture, and the promise of Higher Education: The university as a democratic public sphere. *Harvard Educational Review*, 72 (4): 425-464.

Given, L.M., (2008). Qualitative research (journal). *The SAGE Encyclopedia of Qualitative Research Methods*.

Glenys, M. D. (2010). Enabling or “real” power and influence in leadership. *Journal of Leadership Studies*. 4 (1): 47-58.

Gmelch, W., H. (2016). “Why Chairs Serve, What They Do, and How They Lead.” *The Department Chair* 26 (3): 8–9.

Gmelch, W., H, Roberts, D., Ward, K., & Hirsch, S. (2017). “A Retrospective View of Department Chairs: Lessons Learned.” *The Department Chair* 28 (1): 1–4, available at: <https://onlinelibrary.wiley.com/doi/abs/10.1002/dch.30140> [Accessed on: 7<sup>th</sup> December 2021]

Golberg, L. R. (1990). An alternative “description of personality”: The big five factor structure. *Journal of Personality and Social Psychology* 59: 1216-1229.

Gray, D. E. (2013). *Doing Research in the Real World* [Online]. (3rd edition). SAGE. Available at: [https://books.google.co.uk/books?id=uc3yAwAAQBAJ&printsec=frontcover&dq=\(Gray,+2013\).&hl=en&sa=X&ved=0ahUKEwi0ltCfso3eAhVQCxoKHUoqD6wQ6AEILTAB#v=onepage&q=\(Gray%2C2013\).&f=false](https://books.google.co.uk/books?id=uc3yAwAAQBAJ&printsec=frontcover&dq=(Gray,+2013).&hl=en&sa=X&ved=0ahUKEwi0ltCfso3eAhVQCxoKHUoqD6wQ6AEILTAB#v=onepage&q=(Gray%2C2013).&f=false) [Accessed 22 July 2021].

Greene, J. (2010). Knowledge accumulation: Three views on the nature and role of knowledge in social science. In W. Luttrell (Ed.), *Qualitative educational research: Readings in reflexive methodology and transformative practice* (pp. 63–77). New York, NY: Routledge.

Guba, E. & Lincoln, Y. (1989). *Fourth generation evaluation*. Newbury Park, CA: Sage.

Guba, E. G., & Lincoln, Y. (1994). Competing paradigms in qualitative research. In N.K. Denzin, & Y. S Lincoln (Eds). *Handbook of qualitative research*. London: Sage.

Heffernan, T. (2020). Examining university leadership and the increase in workplace hostility through a Bourdieusian lens, *Higher Education Quarterly*, 75: 199-211, available at <https://onlinelibrary.wiley.com/doi/abs/10.1111/hequ.12272> [Accessed on: 28 Novembre 2021]

Hall, D. (1996). *Practical social research: Project work in the community*. Macmillan International Higher Education.

Hamzaoui, C. (2017). *From Home to School: A Sociolinguistic Study of Arabic Diglossia and its Effects on Formal Instruction in the Algerian Education System*. PhD thesis. Tlemcen University. Algeria.

Hammond, M. & Wellington, J., (2013). *Research methods: The key concepts*, London: Routledge.

Hancock, N. & Hellowell, D.E., (2010). Academic Middle Management in higher education: A game of hide and seek? *Journal of Higher Education Policy and Management*, 25(1), pp.5–12.

Harmer, J. (2001). *The Practice of English Language Teaching*. 3<sup>rd</sup> edition, London: Longman.

Harper, D., Mathuews, K., Puicini, B., & Tackett, K. (2017). The role of the university president: A examination of contemporary narratives in higher education. *Journal of Higher Education Management*, 32 (1): 149-166.

Harris, A., (2003). *Building leadership capacity for School Improvement*, Open University Press.

Harris, A. & Jones. M. (2017). Middle leaders matter: reflections, recognition, and renaissance. *School Leadership and Management*. 37 (3).

Haslam, S. A., Reicher, S. D., & Platow, M. J. (2015). *Leadership: Theory and practice*. In M. Mikulincer & P. R. Shaver (eds), *APA handbook of personality and social psychology 2*: 67–94. Washington, DC: American Psychological Association.

Heidrich, D. L., (2014). *Insights into middle managers influence on organisational culture during change: understanding and replicating positive deviance behaviours*. Master's dissertation, University of Wollongong, Australia.

Hersey, P., & Blanchard, K., H. (1969). *Management of organizational behavior: utilizing human resources*. Englewood Cliffs; London: Prentice-Hall.

Highfield, C. & Robertson, J. (2016). Professional Learning and Development Facilitation Practices That Enhance Secondary School Middle Leader Effectiveness, Australian Association for Research in Education. *Australian Association for Research in Education*. Available at: <https://eric.ed.gov/?q=source%3A%22Australian+Association+for+Research+in+Education%22&id=ED591863> (Accessed: 20 January 2019).

Highfield, C. (2018). Middle leadership: the possibilities and potentials. *Education council*, New Zealand.

Hiller, J. (2016). Epistemological foundations of objectivist and interpretivist research.

Hollander, E., P. (1995). Organisational leadership and followership. In Collett, P. & Furnham, A. (Eds), *Social Psychology at work: Essays in Honour of Michael Argyle* (pp. 69-87). London, UK: Routledge.



- Holt, M. (1994). Algeria: Language, Nation and State. *Arabic Sociolinguistics: Issues and Perspectives*, ed. Yasir Suleiman. Richmond: Curzon.
- Hosking, D. M., (2000). Ecology in mind, mindful practices. *European Journal of Work and Organisational Psychology*, 9(2), pp. 147-158.
- Humbaraci, A. (1966). *Algeria a revolution that failed*. London. Pall Mall Press.
- Iphofen, R. & Tolich, M. (2018). Foundational issues in qualitative research ethics. In Ron Iphofen & Martin Tolich (Eds.), *The Sage handbook of qualitative research ethics* (pp.1-18). London: Sage.
- Inman, M. (2007). *The Journey to Leadership: A Study of How Leader-Academics in Higher Education learn to lead*. (EdD Thesis). The University of Birmingham.
- Johnson, R. (2002). 'Learning to Manage the University: Tales of Training and Experience', *Higher Education Quarterly* 56(1): 33-51.
- Jones, D. G. (2011). Academic Leadership and Departmental Headship in Turbulent Times. *Tertiary Education and Management* 17(4): 279-288. Viewed 10 June 2019, available at: <http://dx.doi.org/10.1080/13583883.2011.605906>
- Kapur, D. & Crowley, M. (2008). Beyond the ABCs: Higher Education and Developing Countries. *Centre for Global Development Working Paper No, 139*. Viewed 29<sup>th</sup>, July 2018, available at: [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=1099934&download=yes](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=1099934&download=yes)
- Kennie, D., T. (2009). Academic Leadership: Dimensions, dysfunctions and dynamics, *Advance HE*. Available at: <https://www.advance-he.ac.uk/knowledge-hub/academic-leadership-dimensions-dysfunctions-and-dynamics> (Accessed: 15 January 2018).
- Kerma, M. (2018). The linguistic friction in Algeria. *Sociology International Journal*. Vol 2, Issue 2. P. 134-140.
- Kezar, A. J. Carducci, R., & McGavin, C. M. (2006). Rethinking the "L" word in Higher Education. *ASHE Higher Education Report* 31(6): 1-218
- Kezar, A. & Lester, J., 2009. Supporting faculty grassroots leadership. *Research in Higher Education*, 50(7), pp.715–740.
- Klenke, K. (2008). *Qualitative research in the study of leadership*. Bingley: Emerald Group.
- Knight, P. & Trowler, P. (2001). *Departmental Leadership in Higher Education*, Buckingham: SRHE and Open University Press.
- Kohtamäki, V. (2019). Academic leadership and university reform-guided management changes in Finland. *Journal of Higher Education Policy and Management*, 41(1), pp.70–85.

- Kolb, D., A. (2015). *Experiential Learning: Experience as the Source of Learning and Development*. Upper Saddle River, NJ: Pearson Education.
- Kolzow, D. R. (2014). Leading from within: Building Organizational Leadership Capacity, *Open Journal of Business and Management*, 9:4
- Kotter, J. P. (1990). *A force of change: How leadership differs from management*. New York, Free Press.
- Kotter, J. P. (1996). *Leading Change*. Harvard School Press: Boston.
- Kouzes, J., M. & Posner, B., Z. (2002). *The Leadership Challenge*. 3rd Edition, Jossey-Bass, San Francisco.
- Kuhn, T. (1962). *The structure of scientific revolution*. Chicago: The University of Chicago Press.
- Kumar, R. (2014). *Research Methodology*. India: SAGE Publications Ltd.
- Långstedt, J. & Manninen, T.J., (2020). Basic values and change: A mixed methods study. *Journal of Change Management*, 21(3), pp.333–357.
- Lavington, D. (2016). *Interview Locations and Power Relations*. [online] Pop and Geog in Accra 2016. Available at: <https://popandgeoginaccra2016.wordpress.com/2016/04/21/interview-locations-and-power-relations/> [Accessed 02 October 2018].
- Le Fevre, D., Ell, F., Timperley, H., Twyford, K., & Mayo, S. (2014). *Developing adaptive expertise: The practice of effective facilitators*. Auckland, New Zealand: The University of Auckland.
- Leithwood, K. (2016). *Department head leadership for school improvement for middle managers*. London: Routledge.
- Lewin, K., Lippitt, R., & White, R., K., (1939). Patterns of aggressive behavior in experimentally created “social climate”. *Journal of Social Psychology*. Worcester, Mass 10(2).
- Li, P. W. (2007). *Leadership in higher education: The Hong Kong experience*. PhD thesis. University of Leicester.
- Liden, R.C. & Antonakis, J., (2009). Considering context in psychological leadership research. *Human Relations*, 62(11), pp.1587–1605.
- Limerick, B., Burgess-Limerick, T., & Grace, M. (1996). The politics of interviewing: Power relations and accepting the gift. *Qualitative Studies in Education*, 9, 449-460.
- Lincoln, Y. S., & Guba, E., G. (1985). *Naturalistic Inquiry*. Beverly Hills, CA: Sage.

Litamine, K. (2017). Budget 2018 : L'enseignement supérieur épargné par l'austérité, *Algerie Eco*, 5 November. Available at: <https://www.algerie-eco.com/2017/11/05/budget-2018-lenseignement-superieur-epargne-par-lausterite/> [Accessed: 2 November 2021].

Litamine, K. (2020). Repartitions de budget dans le PLF 2021 : Aucun changement de priorité pour l'Etat', *Algerie Eco*, 17 November. Available at: <https://www.algerie-eco.com/2020/11/17/repartitions-de-budget-dans-le-plf-2021-aucun-changement-de-priorite-pour-letat/> [Accessed: 7 October 2021].

Lord, R. G., de Vader, C. L., & Alliger, G. M. (1986). A meta-analysis of the relation between personality traits and leadership perceptions: An application of validity generalization procedures. *Journal of Applied Psychology* 71(3).

Mackey, A. & Gass, S., M. (2015). *Second Language Research: Methodology and Design*. (2nd ed). New York: Routledge.

Maguire, M. & Delahunt, B. (2017). Doing a thematic analysis: A practical, step-by-step guide for learning and teaching scholars. *The All-Ireland Journal of Teaching and Learning in Higher Education*, 9(3): 3351-33514.

Mami, A. N. (2013). Teaching English under the LMD reform: the Algerian experience. *World Academy of Science, Engineering and Technology International Journal of Educational and Pedagogical Sciences*. (7)4.

Maniam, U., M., M. (2018). *The impact of externally driven change on middle leadership in a Malaysian Higher Education Institution*, PhD thesis, The University of Leeds, UK.

Marshall, M., N. (1996). Sampling for qualitative research, *Family practice*, 13(6), 522-526.

Marshall, J. (2015). Unions in Algeria and Tunisia call lecturer strikes. *University World News*. Available at: <https://www.universityworldnews.com/post.php?story=20150416162413918> [Accessed: 30 January 2021].

Mason, J. (2002). *Qualitative Researching*. (2nd edition.). London, Thousand Oaks, New Delhi: Sage.

McCroskey, S. (2008). The leadership challenge for educational administrators. *Academic leadership*, 6 (3).

McDougall, J. (2006). *Discourses of Algerian nationalism*. Cambridge University Press: Cambridge.

McFarland, L. J., Senn, L. E., & Childress, J. R. (1993). *Twenty-first century leadership: Dialogue with 100 top leaders*, Long Beach, CA: Leadership Press.

Mcgee, A. Haworth, P. and Macintyre, L. (2014). Leadership practices to support teaching and learning for English language learners. *TESOL Quarterly* 29(1): 92-112.

Mckormack, J., C. Propper, & S. Smith. (2014). Herding cats? Management and University performance. *The economic journal* 124 (578): 534-564.

Meek, V.L., Goedegebuure, L., Santiago, R., & Carvalho, T. (2010). *The Changing Dynamics of Higher Education Middle Management*; Springer: New York: USA

Megalti, H. (2018). Algérie : Plus de 60% des étudiants sont des filles ( Algeria : Over 60% of students are females). *Algerie1.com*, accessed on 14th of December, available at: <https://www.algerie1.com/societe/algerie-plus-de-60-des-etudiants-sont-des-filles>

Mertens, D. M., (2019). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods*. Sage publications.

Merizek, A. & Boualem, M. (2017). The Application of New Public Management in the Enterprises "Theoretical Framework Study". *مجلة الامتياز لبحوث الاقتصاد والادارة*, 1(1), pp.228-239.

Merriam, S. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass.

Metatla, O. (2016). Higher education reform in Algeria: reading between the lines. *Open Democracy-NAWA (North Africa, West Asia*, available at <https://www.opendemocracy.net/north-africa-west-asia/oussama-metatla/higher-education-in-algeria-reading-between-lines-of-lmd-reform> [Accessed: 6th December 2018]

Metz, H. C. (1994). *Algeria: A Country Study* (Washington: GPO for the Library of Congress), available at: <http://countrystudies.us/algeria/> [Accessed: 17th October 2018]

Meziane, M. and Mahi, B. (2009). The LMD Higher Education System in the Maghreb Countries: The Example of Algeria. Towards an Arab Higher Education Space: International Challenges and Societal Responsibilities. *Proceedings of the Arab Regional Conference on Higher Education, Cairo31 May, 1-2 June*. UNESCO, Beirut Office.

MHESR, (2021). The development of students' enrolment from 1962-2011/2017-2018. (online), available at: [www.mesrs.com](http://www.mesrs.com) [accessed: 27th October 2021]

MHESR, (2016). Reform report. (online). Available at: [www.mesrs.com](http://www.mesrs.com) [accessed 17th August 2018]

Miliani, M. (2000). Teaching English in a Multi-lingual Context: the Algerian Case. *Mediterranean Journal of Educational Studies*. Vol. 6(1). p. 13-29.

Miliani, M. (2021). 'Educational Leadership in Algeria: A Decisive Factor in the 2004 Higher Education Reform'. In Mifsud & Landri (Eds.), *Enacting and Conceptualizing Educational Leadership within the Mediterranean Region*, Leiden, The Netherlands: Brill, pp. 101-116.

Minei, E. M., Eatough, E. M., & Cohen-Charash, Y. (2018). Managing illegitimate task requests through explanation and acknowledgment: A discursive leadership approach. *Management Communication Quarterly*, 32(3): 374–397.

- Miles, M.B., Huberman, M. & Saldaña Johnny, (2014). *Qualitative Data Analysis: A methods sourcebook* 3rd ed., Los Angeles: SAGE.
- Missoum, M. (2015). Autonomous Continuing Professional Development for Algerian University Teachers of English. *Arab World English Journal (AWEJ)*. 164-179
- Montagnon, P. (1998). *Histoire de l'Algérie des origines à nos jours*. Pygmalion Editions: Alger.
- Mackenzie, N. & Knipe, S. (2006). Research dilemmas: Paradigms, methods and methodology. *Issues in Educational Research*, Vol, 16.
- Muijs, D., Harris, A., Lumby, J., Morrison, M. & Sood, K. (2006). Leadership and leadership development in highly effective further education providers. Is there a relationship? *Journal of Further and Higher Education* 30(1): 87-10.
- Murrell, K., L. (1997). Emergent theories of leadership for the next century: towards relational concepts, *Organisation Development Journal*, 15 (3), pp. 35-42.
- Nisbet, J. & Watt, J. (1984). *Case study*. In J. Bell, Bush, A. Fox, J. Goodey & S. Goulding (eds) *Conducting Small-Scale Investigations in Educational Management*. London: Harper and Row
- Norman, D. A. (1993). *Things that make us smart: defending human attributes in the age of the machine*. Cambridge Massachusetts: Perseus Books.
- Northouse, P., G. (2019). *Leadership Theory and Practise*. (Eighth ed). Thousand Oaks California: Sage.
- Nossal, G. (1997). The future of our universities: economic rationalism or irrationality? *Australian Universities Review* 14 (2):10-12.
- O'Connor, P., M. G. & Quinn, L. (2004). Organizational Capacity for Leadership. In McCauley, C., D. & Velsor, E., V. (Eds), *The Center for Creative Leadership Handbook of Leadership Development*, (2nd ed., pp. 417–437). San Francisco: Jossey-Bass.
- O'Leary, Z. (2004). *The essential guide to doing research*. London: Sage.
- Oldman, C. (2013). *The academic middle manager in higher education: perceptions and aspirations*. EdD thesis, The Open University.
- Omerzel, D., G., Biloslavo, R., & Trnavcevic, A. (2011). Knowledge management and organisational culture in higher education institutions. *Journal of East European management studies*, 16 (2): 111-139.
- Peters, K. & Ryan, K., M. (2015). Leading higher education. *Leadership Foundation for Higher Education* (Paper: HELMs, Higher Education Leadership and Management Survey).

Peters, K. & Ryan, K., M. (2015). Motivating and developing leaders. *Leadership Foundation for Higher Education* (Paper: HELMs, Higher Education Leadership and Management Survey).

Phillippi, J. & Lauderdale, J., (2018). A guide to field notes for qualitative research: Context and conversation. *Qualitative Health Research*, 28(3), pp.381–388.

Phillips, N. & Hardy, C., (2002). *Discourse analysis: Investigating processes of Social Construction*, Thousand Oaks, Calif: Sage.

Plowright. D. (2011). *Using Mixed Methods: Frameworks for an Integrated Methodology*. London: Sage.

Prasad, A., & Prasad, P. (2002). The coming of age of interpretive organizational research. *Organizational Research Methods*, 5(1), 4–11.

Puaca, G. (2021). 'Academic Leadership and Governance of Professional Autonomy in Swedish Higher Education', *Scandinavian Journal of Educational Research*, 65(5): 819–830.

Ramsden, P. (1998b). *Learning to lead in higher education*. London: Routledge.

Remmé, J. Jones, S. Heijden, B. V. D & De Bono, S. (2008). *Leadership, change and responsibility*. Oxford: Meyer and Meyer (UK) Ltd.

Rhodes, R. A. W., Hart, P. & Noordegraaf, M. (eds) (2007), *Observing Government Elites: Up Close and Personal*. Houndmills, Basingstoke: Palgrave-Macmillan.

Rose, M. (2015). Education in North Africa since Independence: Country Profile Algeria. *British Council Report commissioned for Hammamat Conference*. Available at: <https://www.britishcouncil.org/sites/default/files/education-in-north-africa-since-independence-algeria.pdf> [Accessed on: 7<sup>th</sup> August 2019]

Rosser, V., J. (2004). A national study on midlevel leaders in higher education: The unsung professionals in the academy, *Higher Education*, 48(3), pp. 317–337, available at: <https://link.springer.com/article/10.1023/B:HIGH.0000035543.58672.52> [Accessed on: 22<sup>nd</sup> November 2021]

Ryan, K., M., & Peters, K. (2015). Leadership and work-life balance. *Leadership Foundation for Higher Education* (Paper: HELMs, Higher Education Leadership and Management Survey).

Sadler, D. P. (2003). *Leadership*. (2<sup>nd</sup> ed.). London and Sterling, VA.

Saadi, K. (2019). Integrating Quality Assurance in the Algerian Higher Education. *مجلة العلوم الإنسانية*. (51), pp.151-165.

Saldaña, J. (2009). *The coding manual for qualitative researchers*. London: Sage Publication.



Sarnou, H. Koç, S. Houcine, S. & Bouhadiba, F. (2012). LMD new system in Algerian University. *Arab World English Journal*, 3 (4).

Sarter, H. & Sefta, K. (1992). La glottopolitique Algérienne. Faits et discours. *Französisch Heute*, Vol 2, pp. 107-117.

Saumure. K., & Given Lisa M. (2008). *Convenience Sample*. In The SAGE Encyclopedia of Qualitative Research Methods. Thousand Oaks, CA: Sage.

Sayler, M., F., Pedersen, J., Smith, M., C., & Cutright, M. (2019). Hidden leaders: results of national study of associate deans. *Studies in Higher Education*, 44 (7): 1119-1129.

Schendel, R., & McCowan, T. (2016). Expanding Higher Education systems in low and middle income countries : the challenge of equity. *Higher Education*, 72: 407-411, available at: <https://link.springer.com/article/10.1007/s10734-016-0028-6> [Accessed on: 3<sup>rd</sup> November 2020]

Scott, P. (2010). The expansion of higher education is a key element in our democracy. *The Guardian*. London, Tue 16<sup>th</sup> March, available at <https://www.theguardian.com/education/2010/mar/16/higher-education-expansion-citizenship-democracy> [accessed on 21 August 2019]

Shah, S., R., A. (2016). *Teacher leadership: A case study of teacher leaders' professional development in an EFL institute of a Saudi Arabian University*, PhD thesis, University of Exeter, UK.

Shah, S., R., A. (2020). Language teachers as leaders: A case study of teacher leaders in the Arabian Gulf, *Cogent Education*, 7 (1): 1-18.

Schendel, R., & McCowan, T. (2016). Expanding higher education systems in low- and middle-income countries: the challenges of equity and quality, *High Educ*, 72: 407-411, available at: <https://link.springer.com/article/10.1007/s10734-016-0028-6> [Accessed: 22 September 2021].

Schwandt, T., A. (1997). *Qualitative inquiry: A dictionary of terms*. London: Sage Publications.

Smith, T. (1975). The Political and Economic Ambitions of Algerian Land Reform, 1962-1974, *Middle East Journal*, 29(3): 259–278. Available at: <https://www.jstor.org/stable/4325377> [Accessed: 30 October 2021].

Smith, B., L. & Hughey, A., W. (2006). Leadership in Higher Education its Evolution and Potential: A unique role facing critical challenges. *Industry and Higher Education*, 20 (3), 157-163.

Smith, P. (2006). *Leadership in South African higher education: A multi faceted conceptualisation*. PhD thesis, University of London, Institute of Education.

Smith, K. (2012). Lessons learnt from literature on the diffusion of innovative learning and teaching practices in higher education. *Innovations in Education and Teaching International*, 49(2), 173–182.

Stech, S. (2011). The bologna process as a new public management tool in higher education. *Pedagogicky Casopis*, (2): 263-282. Available at: <https://sciendo.com/pdf/10.2478/v10159-011-0013-1> [Accessed: 21 November 2020].

Stogdill, R. M. (1974). *Handbook of Leadership: A survey fo theory and research*. New Yor – US: The Free Press.

Stogdill, R., M. (1981). *Stogdill's Handbook of Leadership: A survey of theory and research by Bernard Bass*. New York: The free press.

Talbi, S. E. (2015). Higher education in Algeria: where are we now? *International Journal of Engineering Research and Management (IJERM)*, 2 (11): 47-51.

The Algerian National People's Assembly. (2018). Le ministre de l'Enseignement Supérieur et de la Recherche Scientifique examine les dépenses budgétaires de son secteur en 2016 (The minister of Higher Education and Scientific Research examines the budgetary expenditure of his sector). Available at: <http://www.apn.dz/fr/plus/liens-importants/actualite-institutionnelle/3056-le-ministre-de-l-enseignement-superieur-et-de-la-recherche-scientifique-examine-les-depenses-budgetaires-de-son-secteur-en-2016> [Accessed on 14th December 2018]

Thomas, D.R., (2006). A general inductive approach for analyzing Qualitative Evaluation Data. *American Journal of Evaluation*, 27(2), pp.237–246.

Thornton, K. Walton, J. Wilson, M. & Jones. L. (2018). Middle leadership roles in universities: Holy grail or poisoned chalice. *Journal of Higher Education Policy and Management* 40(3).

Thoonen, E. E. J., Slegers, P. J. C., Oort, F. J., Peetsma, T. T. D., & Geijssel, F. P. (2011). How to improve teaching practices: the role of teacher motivation, organizational factors, and leadership practices. *Educational Administration Quarterly*, 47(3): 496–536.

Turner, J., C. (2005). Explaining the nature of power: A three-process theory. *European Journal of Social Psychology* 35: 1-22.

Tobin, G., A., & Begley, C., M. (2004). Methodological rigour within a qualitative framework. *Journal of Advanced Nursing*, 48(4), 388-396.

Tolofari, S. (2005). New Public Management and Education, *Policy Futures in Education*, 3(1): 75–89.

Tongco, M. D. C. (2007). Purposive sampling as a tool for informant selection. *Ethnobotany Research and applications*, 5, 147-158.



Thuy, T., T., B. (2015). *The role of leadership in promoting and supporting the basic English curriculum design and delivery at two Vietnamese universities*, PhD thesis, Victoria University of Wellington, New Zealand.

Uhl-Bien, M., (2006). Relational leadership theory: Exploring the social processes of leadership and organizing. *The leadership quarterly*, 17(6), pp.654-676.

Vähäsantanen, K. & Saarinen, J., (2012). The power dance in the research interview: Manifesting power and powerlessness. *Qualitative Research*, 13(5), pp.493–510.

Verma, G. K. and Mallick, K. (1999) *Researching Education, Perspectives and Techniques*. London: Falmer Press.

Wageman, R., Gardner, H., Mortensen, M. (2012). The changing Ecology of Teams: New directions for teams research. *Journal of Organizational Behaviour* 33(3): 15-25.

Walseth, T. (2009). The case for growing our own. *Academic leadership: the online journal*, 7(1), article 31.

Waterbury, J. (2019). 'Reform of Higher Education in the Arab world'. In Badran & Baydoun (Eds.), *major challenges facing Higher Education in the Arab world: quality assurance and relevance*, Switzerland: Springer Nature, pp. 133-166.

Wheeler, B.L., Murphy, K.M. & Hiller, J., 2016. Epistemological foundations of objectivist and interpretivist research. In *An introduction to music therapy research*. Dallas, TX: Barcelona Publishers, pp. 99–127.

Wolff, H. E. (2017). Language ideologies and the politics of language in post-colonial Africa. *Scielo South Africa* (scientific electronic library online). Available at [http://www.scielo.org.za/scielo.php?script=sci\\_arttext&pid=S2224-33802017000100002](http://www.scielo.org.za/scielo.php?script=sci_arttext&pid=S2224-33802017000100002)  
[Accessed on 12 January 2018]

World Bank (2008). *The Road Not Traveled : Education Reform in the Middle East and North Africa*. MENA Development Report. Washington, DC : World Bank.

Yielder, J. Codling, A. (2004). Management and leadership in the contemporary University. *Journal of Higher Education Policy and Management*, 26(3), 315-328.

Zulfqar, A., Valcke, M., Quaraishi, U., & Devos, G. (2021). 'Developing Academic Leaders: Evaluation of a Leadership Development Intervention in Higher Education', *SAGE Open*, 11(1), 1-15.

# Appendices

## Appendix 1: Missions of educational leaders (Translated English version)

The missions of Heads of Field of studies, Course Directors, and Head of Speciality are indicated in the executive decree N 08-130 of 27<sup>th</sup> Rabie Ethani 1429(Islamic Calender) corresponding to 3<sup>rd</sup> May 2008 holding the status of academic. The tasks and regulations are provided to form an extra contribution to the administrative managers of faculties and departments.

### Head of speciality

- Coordinate the activities of the speciality's team which is the team of field of study.
- Ensure the implementation of the teaching and learning activities initiated in the field of study brochure.
- Ensure the organisation, the implementation and the follow up of vocational training.
- Coordinate the evaluation of the speciality within the framework of Quality Assurance.
- Assist the head of the department in the management of teaching and learning.
- Participate in meetings of the scientific committee of the department as a guest.

### Course Director

- Coordinate the activities of the course' team comprised of heads of specialities of the course concerned.
- Ensure bridges between the specialities, notably for access to Masters specialities.
- Ensure the sharing of human and material resources and the teaching coordination and for taking charge of distributed and transversal teachings.
- Ensure the relevance of the training suggested in the course and give an opinion on the opening or freezing specialities.
- Participate in the setting up of the tutoring follow up, including students' guidance and counselling.
- Coordinate the evaluation of the specialities of the course within the framework of quality assurance.
- Assist the head of department.
- Attend meetings of the scientific committee of the department as a guest.

### Head of Field of Study

- Coordinate the activities of the team of the field which are course directors.
- Taking charge of welcoming, informing and orienting students, notably, newly registered first year students.
- Coordinate educational activities of the common core.
- Coordinate and evaluate activities of tutoring of the common core.
- Monitor the coherence of the courses of the field.
- Monitor the bridging between courses of the field.
- Coordinate the evaluation of the training of the field within the Quality Assurance Framework.
- Assist administrative managers of faculties and departments.
- Attend meetings of scientific committee as a guest.

### Remarks

The tasks thus defined, put the different educational leaders within a framework of consultation where it is necessary to consolidate the notion of team in the field, course and specialty, and not of person in charge. These educational leaders can be charged with other educational tasks not mentioned.

## **Appendix 1.a: Missions of educational leaders (Original, French version) Missions des responsables pédagogiques**

Les missions des responsables des équipes des domaines de formation, filières et spécialités sont précisées dans le décret exécutif n° 08-130 du 27 Rabie Ethani 1429 correspondant au 3 mai 2008 portant statut particulier de l'enseignant chercheur. Les tâches et prérogatives sont précisées pour constituer un appoint aux responsables administratifs des facultés et départements.

### **Responsable de spécialité**

- Coordonne les activités de l'équipe de la spécialité qui est l'équipe de formation.
- Veille à la réalisation des activités pédagogiques prévues dans la plaquette de la formation.
- Veille à l'organisation, la réalisation et le suivi des stages.
- Coordonne l'évaluation de sa spécialité dans le cadre de l'Assurance Qualité.
- Assiste le Chef du Département dans la gestion pédagogique.
- Participe aux réunions du comité scientifique de département en qualité d'invité.

### **Responsable de Filière**

- Coordonne les activités de l'équipe de la Filière composée des responsables des spécialités de la Filière.
- Veille aux passerelles entre les spécialités, notamment pour l'accès aux spécialités du Master.
- Veille à la mutualisation des moyens humains et matériels et la coordination pédagogique pour la prise en charge des enseignements partagés et les enseignements transversaux.
- Veille à la pertinence des formations proposées dans la filière et donne son avis sur l'ouverture ou le gel des spécialités.
- Participe à la mise en place et suivi du Tutorat, notamment dans ses volets relatifs à l'information et à l'orientation.
- Coordonne l'évaluation des spécialités de la Filière dans le cadre de l'Assurance Qualité.
- Assiste le Chef de Département.
- Participe aux réunions du comité scientifique de département en qualité d'invité.

### **Responsable de Domaine**

- Coordonne les activités de l'équipe du Domaine qui est composée des responsables des filières.
- Prend en charge l'Accueil, l'Information et l'Orientation des étudiants, notamment les nouveaux bacheliers.
- Coordonne les activités pédagogiques dans le socle commun,
- Coordonne et évalue les activités du Tutorat dans le socle commun.
- Veille à la cohérence de l'offre de formation du Domaine.
- Veille aux passerelles entre les filières du domaine.
- Coordonne l'évaluation des formations du Domaine dans le cadre de l'Assurance Qualité.
- Assiste les Responsables administratifs des Facultés et des Départements.
- Participe aux réunions des conseils scientifiques en qualité d'invité.

### **Remarques**

Les tâches ainsi définies, mettent les différents responsables dans un cadre de concertation où il convient de conforter la notion d'équipe du domaine, de la filière et de la spécialité, et pas de Responsable. Ces responsables peuvent être chargés par d'autres tâches pédagogiques non citées.

## **Appendix 2: Missions of Deputy Dean in charge of Studies and Student related Matters (Translated, English version)**

The vice-dean in charge of studies and student-related issues has the following tasks:

- Ensure the management and follow-up of registrations of undergraduate students.
- To follow the progress of teaching activities and to take or propose to the dean any measures for their improvement.
- Maintain students' data and statistics.
- Process and disseminate educational information for the benefit of students.

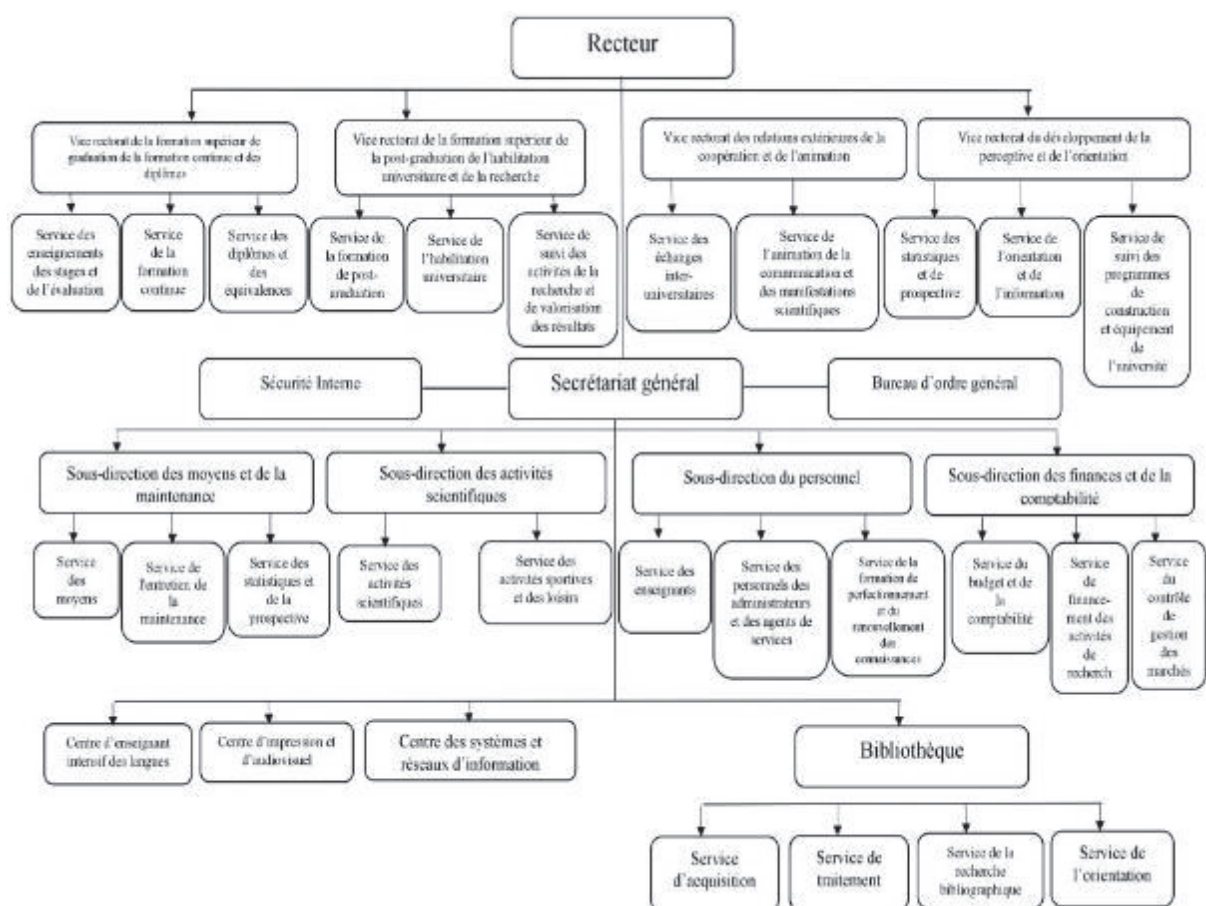
The vice-dean in charge of studies and student-related matters is assisted by:

- The head of students' affairs department
- The head of the teaching and evaluation department
- The head of the statistics, information and guidance service

**Appendix 2.a: Missions of Deputy Dean in charge of Studies and Student related Matters (Original, French version)**

11 Chaïbane 1425 26 septembre 2004	JOURNAL OFFICIEL DE LA REPUBLIQUE ALGERIENNE N° 62	19
<p>— d'entretenir le fonds documentaire de la bibliothèque centrale et à la mise à jour constante de son inventaire ;</p> <p>— de mettre en place des conditions appropriées d'utilisation du fonds documentaire par les étudiants et les enseignants ;</p> <p>— d'assister les enseignants et les étudiants dans leurs recherches bibliographiques.</p> <p>Elle comprend les services suivants :</p> <ul style="list-style-type: none"> <li>— le service de l'acquisition ;</li> <li>— le service du traitement ;</li> <li>— le service de la recherche bibliographique ;</li> <li>— le service de l'orientation.</li> </ul>	<p>— de mettre en œuvre les programmes de perfectionnement et de recyclage des enseignants ;</p> <p>— de suivre le fonctionnement du conseil scientifique de la faculté et conserver ses archives.</p> <p>Le vice-doyen chargé de la post-graduation, de la recherche scientifique et des relations extérieures est assisté par :</p> <ul style="list-style-type: none"> <li>— le chef de service du suivi de la formation de post-graduation ;</li> <li>— le chef de service du suivi des activités de recherche ;</li> <li>— le chef de service de la coopération et des relations extérieures.</li> </ul>	
<p><b>CHAPITRE 2</b> <b>DE LA FACULTE</b></p>	<p><b>Section 2</b></p>	
<p><b>Section 1</b></p>	<p><b>Du secrétariat général de la faculté</b></p>	
<p><b>Art. 22.</b> — Le vice-doyen chargé des études et des questions liées aux étudiants a pour tâches :</p> <ul style="list-style-type: none"> <li>— d'assurer la gestion et le suivi des inscriptions des étudiants en graduation ;</li> <li>— de suivre le déroulement des activités d'enseignement et de prendre ou proposer au doyen toute mesure en vue de leur amélioration ;</li> <li>— de tenir le fichier nominatif et statistique des étudiants ;</li> <li>— de recueillir, traiter et diffuser l'information pédagogique au profit des étudiants.</li> </ul> <p>Le vice-doyen chargé des études et des questions liées aux étudiants est assisté par :</p> <ul style="list-style-type: none"> <li>— le chef de service de la scolarité ;</li> <li>— le chef de service des enseignements et de l'évaluation ;</li> <li>— le chef de service des statistiques, de l'information et de l'orientation.</li> </ul>	<p><b>Art. 24.</b> — Le secrétariat général de la faculté est chargé :</p> <ul style="list-style-type: none"> <li>— de préparer le projet de plan de gestion des ressources humaines de la faculté et d'en assurer l'exécution ;</li> <li>— d'assurer la gestion des carrières des personnels de la faculté ;</li> <li>— d'assurer la gestion et la conservation des archives et de la documentation de la faculté ;</li> <li>— de préparer le projet de budget de la faculté et d'en assurer l'exécution ;</li> <li>— de promouvoir avec les structures concernées du rectorat les activités scientifiques, culturelles et sportives au profit des étudiants ;</li> <li>— de gérer les moyens meubles et immeubles de la faculté et de veiller à leur entretien et à leur maintenance ;</li> <li>— d'assurer la mise en œuvre du plan de sûreté interne de la faculté.</li> </ul>	
<p><b>Art. 23.</b> — Le vice-doyen chargé de la post-graduation, de la recherche scientifique et des relations extérieures a pour tâches :</p> <ul style="list-style-type: none"> <li>— de suivre le déroulement des concours d'accès à la post-graduation ;</li> <li>— de prendre ou proposer les mesures nécessaires pour assurer le fonctionnement des formations de post-graduation ;</li> <li>— de veiller au déroulement des soutenances de mémoires et thèses de post-graduation ;</li> <li>— de suivre le déroulement des activités de recherche scientifique ;</li> <li>— d'initier des actions de partenariat avec les secteurs socio-économiques ;</li> <li>— d'initier des actions en vue de dynamiser et de renforcer la coopération interuniversitaire nationale et internationale ;</li> </ul>	<p>Le secrétariat général de la faculté auquel est rattaché le bureau de sûreté interne, comprend les services suivants :</p> <ul style="list-style-type: none"> <li>— le service des personnels ;</li> <li>— le service du budget et de la comptabilité ;</li> <li>— le service de l'animation, scientifique, culturelle et sportive,</li> <li>— le service des moyens et de la maintenance.</li> </ul> <p><b>Art. 25.</b> — Le service des personnels comprend les sections suivantes :</p> <ul style="list-style-type: none"> <li>— la section des personnels enseignants,</li> <li>— la section des personnels administratifs, techniques et agents de service.</li> </ul>	
	<p><b>Art. 26.</b> — Le service du budget et de la comptabilité comprend les sections suivantes :</p> <ul style="list-style-type: none"> <li>— la section du budget,</li> <li>— la section de la comptabilité.</li> </ul>	
	<p><b>Art. 27.</b> — Le service des moyens et de la maintenance comprend les sections suivantes :</p> <ul style="list-style-type: none"> <li>— la section des moyens,</li> <li>— la section de la maintenance.</li> </ul>	

### Appendix 3: Algerian Universities' organigramme (Original, French version)





## Appendix 4: Ministerial decree about how the participants are appointed to the role (Original, French version)

28 Rabie Ethani 1429 4 mai 2008	JOURNAL OFFICIEL DE LA REPUBLIQUE ALGERIENNE N° 23	23
<ul style="list-style-type: none"><li>— responsable de l'équipe de la filière de formation,</li><li>— responsable de l'équipe de la spécialité.</li></ul> <p>Art. 59. — Le nombre de postes supérieurs prévus à l'article 58 ci-dessus est fixé par arrêté conjoint du ministre chargé de l'enseignement supérieur, du ministre chargé des finances, du ministre concerné, et, le cas échéant, de l'autorité chargée de la fonction publique.</p>	<ul style="list-style-type: none"><li>— de proposer toute mesure d'amélioration du programme de formation de la spécialité,</li><li>— de promouvoir et de dynamiser les mécanismes d'insertion professionnelle des diplômés,</li><li>— de proposer les mesures pédagogiques pour le bon fonctionnement des spécialités de la formation supérieure de graduation.</li></ul>	
<p>Chapitre 1er Définition des tâches</p>	<p>Chapitre 2 Conditions de nomination</p>	
<p>Art. 60. — Le responsable de l'équipe du domaine de formation est chargé :</p> <ul style="list-style-type: none"><li>— d'animer les travaux de l'équipe du domaine de formation,</li><li>— de proposer le programme pédagogique des parcours de formation,</li><li>— de prévoir les passerelles entre les parcours de formation en vue de l'orientation progressive des étudiants,</li><li>— de mettre au point des méthodes pédagogiques adaptées,</li><li>— d'organiser l'évaluation des formations et des enseignements,</li><li>— de veiller à la cohérence des parcours et de se prononcer sur l'opportunité du maintien ou de la modification d'un parcours de formation,</li><li>— de veiller à la cohérence globale des stages prévus par la formation,</li><li>— d'assister le chef de département dans la gestion pédagogique de la formation supérieure de graduation.</li></ul> <p>Art. 61. — Le responsable de l'équipe de la filière de formation est chargé :</p> <ul style="list-style-type: none"><li>— d'animer les travaux de l'équipe de la filière de formation,</li><li>— de proposer la liste des spécialités composant la filière,</li><li>— de proposer l'ouverture ou la fermeture de spécialités dans la filière,</li><li>— de suivre la mise en place du tutorat dans le premier cycle,</li><li>— de mettre en place une démarche de réalisation et de suivi des stages,</li><li>— de proposer les mesures pédagogiques pour le bon fonctionnement des tronc communs de la formation supérieure de graduation.</li></ul>	<p>Art. 63. — Le responsable de l'équipe du domaine de formation est nommé pour une période de trois (3) ans, renouvelable une fois, parmi les professeurs ou les maîtres de conférences classe A sur proposition du responsable de l'établissement, après avis du conseil scientifique, par arrêté du ministre chargé de l'enseignement supérieur ou, le cas échéant, par arrêté conjoint avec le ministre concerné.</p> <p>Art. 64. — Le responsable de l'équipe de la filière de formation est nommé pour une période de trois (3) ans, renouvelable une fois, parmi les maîtres de conférences classe A et B et les maîtres-assistants classe A, par décision du responsable de l'établissement, sur proposition du doyen de la faculté, du directeur de l'institut ou du chef de département, après avis du conseil scientifique de la faculté, de l'institut ou de l'école.</p> <p>Art. 65. — Le responsable de l'équipe de spécialité est nommé pour une période de trois (3) ans, renouvelable une fois, parmi les enseignants chercheurs justifiant au moins du grade de maître-assistant classe A, par décision du responsable de l'établissement, sur proposition du doyen de la faculté, du directeur de l'institut ou du chef de département, après avis du conseil scientifique de la faculté, de l'institut ou de l'école.</p> <p>Art. 66. — La composition et les modalités de fonctionnement de l'équipe du domaine de formation, de l'équipe de la filière formation et de l'équipe de spécialité sont fixées par arrêté du ministre chargé de l'enseignement supérieur.</p>	
<p>Art. 62. — Le responsable de l'équipe de la spécialité est chargé :</p> <ul style="list-style-type: none"><li>— d'animer les travaux de l'équipe de la spécialité,</li><li>— de veiller à la réalisation des objectifs de la formation dans la spécialité dont il a la charge,</li></ul>	<p>TITRE IV CLASSIFICATION DES GRADES ET BONIFICATION INDICIAIRE DES POSTES SUPÉRIEURS</p> <p>Chapitre 1er Classification des grades</p> <p>Art. 67. — En application de l'article 118 de l'ordonnance n° 06-03 du 19 Joumada Ethania 1427 correspondant au 15 juillet 2006, susvisée, la classification des grades relevant des corps des enseignants chercheurs est fixée conformément au tableau ci-après :</p>	

## Appendix 5: Sample email response from department leader regarding a query about MLs' current positions

Dear Miss Soumia,

[redacted] wasn't at the department today so I asked [redacted] and [redacted] instead.

It turned out that the hierarchy is the same across all Algerian universities, yet you should include the two vice deans as well, since they are involved in the leadership of our department.

Whether those in charge have any impact, it is as [redacted] put it "No one knows what they are doing or the exact requirements of their role".

Yet, for pedagogical support for teachers, [redacted] told me it's either her or the head of the department.

As far as [redacted] is concerned, here are the current holders of each position.

Vice doyen chargé de la pédagogie: [redacted]

Vice doyen chargé de la Post-Graduation: [redacted]

Chef de département: [redacted]

Adjoint de chef de département chargé de la pédagogie: [redacted]

Adjoint de chef de département chargé de la Post-Graduation: [redacted]

Chef de domaine : [redacted]

Chef de filière: [redacted]

Responsable de spécialité: [redacted]

Responsable master linguistique: [redacted]

Responsable master littérature : [redacted]

Responsable master didactique: [redacted]

For what each position entails, I've been told that there are official documents specifying everything, [redacted] promised me that she'll send them to me, if she does I'll forward them to you.

I hope I didn't forget anything.

Best regards,

Dr [redacted]



## Appendix 6: Middle leaders survey (English version)

### University Middle Leaders Survey

#### ACADEMIC MIDDLE LEADERS IN HIGHER EDUCATION

My name is Soumia El Mestari and this study is about leadership perceptions and roles of EFL academic middle leaders in the English Language Departments in Algeria.

The data is being collected for a research project in partial fulfilment of the requirements of a doctorate degree at the University of Northampton and Regent's University London, UK. You are invited to take part in this survey, because of your role as an academic middle leader in the English Language Department.

The survey is divided into **4 parts** and it consists of a total of **24 questions**. It should take between **15 and 20 minutes to complete**. This survey was approved by the University of Northampton Ethics Committee. The responses will remain anonymous to readers and confidential to other participants working as middle leaders within your institution as well as in other institutions as indicated in the **consent form** and **participants' information sheet**. I appreciate the time and effort that this takes and thank you in advance for your cooperation and your contribution.

**Note:** For the purpose of this survey, **middle leadership in Higher Education**: "comprises roles that are closely associated with some form of delegated administrative and managerial responsibility, and involves direct accountability to a line manager, a person occupying a far more significant leadership role" (Branson, Frankin and Penney, 2015, p. 2)

Should you have any questions or concerns regarding this survey or any of its questions, please do not hesitate to contact me or my supervisors at the following email addresses:

**First supervisor**, Dr Assia Slimani-Rolls: [Rollsa@regents.ac.uk](mailto:Rollsa@regents.ac.uk)

**Second Supervisor and Director of Studies**, Dr Cristina Devecchi:  
[Cristina.Devecchi@northampton.ac.uk](mailto:Cristina.Devecchi@northampton.ac.uk)

**Student email:** [soumia.elmestari@regents.ac.uk](mailto:soumia.elmestari@regents.ac.uk) / Tel : **0542 475 544**

Please return your completed survey to me within 3 working days from the day you receive it.

## PART 1 - About you as an academic

Part 1 of this survey is about you as an academic in the English language department (ELD) and it consists of 9 questions.

1. What is your highest qualification? Please tick in (✓) next to the relevant answer

- PhD
- Magister (classical system)
- Master's (LMD system)
- BA (Licence)

2. What other professional qualifications do you have, if any?

Habilitation

3. What course level do you teach? Please tick (✓) all that apply

- Undergraduate
- Graduate
- Postgraduate
- Other

4. How many hours do you teach per week on average? Please tick in (✓) next to the relevant answer

- 1-5
- 6-10
- More than 10 hours
- No teaching

5. How many years have you worked in Higher Education? Please tick in (✓) next to the relevant answer

- 1-5
- 6-10
- 11-15
- More than 15 years

6. How many years have you worked in Higher Education as an academic middle leader? Please tick in (✓) next to the relevant answer

- 1-5
- 6-10
- 11-15
- More than 15 years



7. How many Higher Education institutions have you worked in as a middle leader? Please tick in (✓) next to the relevant answer

- Only the university I am working in currently
- 1 other university
- 2 more universities
- 3 more universities
- More than 3 universities

8. What is your current position in the university? Please tick in (✓) next to the statement which applies to you

- Head of Department
- Head of Speciality BA
- Head of Speciality MA
- Head of English Language Subject
- Deputy Head of Department in charge of pedagogy
- Tutoring Coordinator
- Vice Dean
- Other

8.a. if you selected other, please specify:

President of the Scientific Committee of the department

9. What does your leadership and management functions consist of in ELD? Please tick (✓) all that apply

- Setting a direction
- Aligning people
- Motivating and inspiring
- Implementing the university/department regulations
- Planning and budgeting
- Organising and managing
- Problem solving

9.a. If you have other roles, please write them in the space provided below

Managing and dealing with  
the scientific side of the dept;  
PhD theses and Scientific events

## PART 2 - About your perceptions of department leadership and your role as an academic middle leader

Part 2 of the survey is about your perceptions of department leadership and your role as an academic middle leader in ELD and it consists of 9 questions.

**10. Do you consider yourself to be working as a leader?** Please tick in next to the relevant answer

Yes

Not sure

**11. Does the university consider you to be working as a leader?** Please tick in next to the relevant answer

Yes

Not sure

**12. Please indicate your agreement or disagreement with the following statements concerning "leadership in university".**

Please select only ONE answer per row

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Leaders should discuss organisational changes with staff before taking action	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Leaders should recognise staff achievements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Leaders should enable staff to develop their skills and ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Leaders should direct staff and monitor performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Leaders should share and distribute power	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Leaders should set the vision and strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



**13. Please indicate your agreement or disagreement with the following statements about "the practice in your institution".**

Please select only ONE answer per row

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Innovative ideas of teaching and learning English are discussed with senior leaders	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Middle leaders influence teaching and learning in English language department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Self-reflection on practice is promoted in English language department among leaders and lecturers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Lecturers and middle leaders are given opportunities for continuing professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**14. Please rank the following attributes in order of importance to you as a middle leader? 1: (Not important at all) 4:(Very important)**

Please select only ONE answer per row

	1	2	3	4
Spending time and energy to ensure that people I work with adhere to the principles and standard agreed on	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Imagine possibilities and appeal to shared aspirations and dreams within the department	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pursue innovative ways to grow and improve the work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Build trust and develop co-operative relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Create a spirit of community by praising colleagues and show appreciation for the accomplishment of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Having academic credibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Having interpersonal and relational skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Being a role model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

15. Please rank the following skills in order of importance for you as a middle leader? 1: (Not important at all) 4:(Very important)

Please select only ONE answer per row

	1	2	3	4
Creating a collegial work atmosphere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Time management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Clear sense of direction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Diplomacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Personal integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Enquiry and problem solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Lecturer's consultation and the recognition of their voice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Recognition and management of my emotions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

16. Please rank the following knowledge types in order of importance for you to know as an academic middle leader? 1: (Not important at all) 4:(Very important)

Please select only ONE answer per row

	1	2	3	4
Knowledge about oneself including capabilities, character, feelings or motivations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Knowledge about people I work with at the university	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Knowledge about educational practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Conceptual knowledge about leadership and management within the university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Knowledge about the university where I work including policies and procedures implemented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Knowledge about the department position where I work as a unit within the larger university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**17. What are the challenges that you face in your role as an academic middle leader in Higher Education?** Please tick in next to the relevant answers

- Changes in government policy
- The lack of financial and other resources
- Competition in the sector
- Internationalisation of the sector
- Performance of the university and maintaining standards in teaching and research
- Growing research capacity and capability
- Institutional identity
- Meeting students' and staff's expectations
- Supporting staff
- Creating high performance organisation culture
- University Hierarchy
- The lack of budgeting control
- Other

**17.a. Please write below other challenges, if any, faced in your role as an academic middle leader**



**18. In your view, is there anything that would improve leadership within Higher Education?**

- Choice of leaders
- Training in management skills

### **PART 3 - About your Continuing Professional Development (CPD)**

Part 3 of the survey is about your CPD as an academic middle leader and it consists of 3 questions.

**19. Did you receive training to support your current leadership role?** Please tick in the box (✓) next to the relevant answer. If your answer 'Yes' please respond to questions 19.a, b, c and d or continue to question 20

- Yes
- Not sure

**19.a. When was the last time you received your training?** Please tick in the box (✓) next to the relevant answer

- Between 1-6 months
- Between 6 month and 1 year
- In the last 5 years
- In the last 10 years
- In the last 15 years or more

**19.b. What type(s) of continuing professional development (CPD) help you in your role as an academic middle leader? Please tick the type (s) of CPD you have received**

- Workshops
- Conferences
- In-house training
- Scholarships
- Secondment
- Learning through critical incidents in the job
- Learning through the influence of significant people in the job
- Self-learning
- Learning through mentoring
- Learning from the participation in networks in my job
- Reflection on practices
- Learning from practicing a leadership role

**19.c. Please give below details about who provided the training that helped you in your role?**

No one

**19.d. Could you please give below examples on the impact of CPD on your leadership role and any future training you will have?**

**20. Please indicate your agreement or disagreement with the following motivational factors in your job as an academic middle leader**

Please select ONE question per row

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Challenging work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Being autonomous	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The availability of growth opportunities to develop skills and knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Respectful treatment by other colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Working along with an inspiring leader or line manager	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Working with inspiring colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
High basic salary	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performance-related payment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clear career advancement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Job security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Formal recognition of my achievements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Engaging with students

Contributing to society



**21. Please indicate your agreement or disagreement with the following statements regarding barriers of career progression in relation to work-life balance**

Please select only ONE answer per row

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Unrealistic administrative workload	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Workload due to staff shortage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The challenge of workload management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A workaholic department culture where I work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Having family responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maternity career breaks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unwillingness to sacrifice family life for my career	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Part 4 - About your demographic information

This last part of the survey is about your demographic data and it consists of 2 questions. Question 24 is about the degree of role satisfaction.

22. What is your Gender?

- Male
- Female
- Prefer not to say

23. Which of the following suggestions describe your age? Please tick in the right box

- 25-34 years old
- 35-44 years old
- 45-54 years old
- 55-64 years old
- 65-74 years old
- 75 years or older
- Prefer not to say

24. Now that you have answered the questions, how satisfied are you with your role as a middle leader? Please tick in (✓) the box to indicate the degree of satisfaction

- Extremely satisfied
- Very satisfied
- Moderately satisfied
- Slightly satisfied
- Not at all satisfied

24.a. Please add any comments for the answer selected above

Thank you very much for your time and cooperation in completing this survey!

**Note:** This survey represents stage one of the research. In stage two, I will be conducting semi-structured interviews with academic middle leaders. If you are interested to being involved further, please leave your contact details and you will be contacted to arrange a suitable time for a follow-up interview.

Please leave your **contact information** below:

**Name:**

**Phone:**

**Email:**

## Sondage de Leaders Universitaires Intermédiaires

---

### Leaders Intermédiaires Académique dans l'Enseignement Supérieur

Je m'appelle Soumia El Mestari. Cette étude porte sur les perceptions de la leadership et les rôles des leaders intermédiaires dans les universités et spécifiquement en relations au départements de langue Anglaise en Algérie.

Les données sont collectées pour un projet de recherche répondant partiellement aux exigences d'un doctorat de l'Université de Northampton et de ~~Regent's University~~ de Londres, au Royaume-Uni. Vous êtes invité à participer à cette étude en raison de votre rôle de leader universitaire intermédiaire. Le sondage est divisé en 4 parties et comprend 24 questions. Cela devrait prendre entre 15 et 20 minutes.

Ce sondage a été approuvé par le comité d'éthique de l'université de Northampton. Les réponses resteront anonymes pour les lecteurs et confidentielles pour les autres participants occupant de leader intermédiaires au sein de votre institution ainsi que dans d'autres institutions, comme indiqué dans le formulaire de consentement et la fiche d'information du participant. J'apprécie le temps et les efforts que cela prend et je vous remercie d'avance pour votre coopération et votre contribution.

**Nota:** Aux fins de ce sondage, la leadership intermédiaire dans l'enseignement supérieur : « comprennent des rôles étroitement associés à une forme de responsabilité administrative et de gestion déléguée, et impliquent une responsabilité directe envers un supérieur hiérarchique, une personne occupant un rôle de leadership beaucoup plus important » (Branson, ~~Frankin~~ et Penney, 2015, p. 2).

Si vous avez des questions ou des préoccupations concernant ce sondage ou l'une de ses questions, n'hésitez pas à me contacter ou mes encadreur aux adresses électroniques suivantes :

1<sup>er</sup> Encadreur, Dr Assia Slimani-Rolls; [Rollsa@regents.ac.uk](mailto:Rollsa@regents.ac.uk)  
2<sup>eme</sup> Encadreur et Directeur des Etudes, Dr Cristina ~~Devecchi~~  
[Cristina.Devecchi@northampton.ac.uk](mailto:Cristina.Devecchi@northampton.ac.uk)  
L'étudiant, [soumia.elmestari@regents.ac.uk](mailto:soumia.elmestari@regents.ac.uk) / Tel : 0542 475 544

|

## PARTIE 1 – À propos de vous en tant qu'académicien

1. Quelle est votre plus haute qualification ? Veuillez cocher (✓) à côté de la réponse pertinente

- Doctorat
- Magister (système classique)
- Master (système LMD)
- BA (Licence)

2. Quelles autre qualifications professionnelles avez-vous ?

3. Quel niveau enseignez-vous ? Veuillez cocher (✓) tout ce qui s'applique

- Premier cycle (Licence)
- Deuxième cycle (Master)
- Troisième cycle (Doctorat)
- Autre

**4. Combien d'heures enseignez-vous par semaine en moyenne ?** Veuillez cocher (✓) à côté de la réponse pertinente

- 1-5 heures
- 6-10 heures
- Plus de 10 heures
- Je n'enseigne pas

**5. Combien d'années avez-vous travaillé dans l'enseignement supérieur ?** Veuillez cocher (✓) à côté de la réponse pertinente

- 1-5
- 6-10
- 11-15
- Plus de 15 ans

**6. Combien d'années avez-vous travaillé dans l'enseignement supérieur en tant que leader intermédiaire ?** Veuillez cocher (✓) à côté de la réponse pertinente

- 1-5
- 6-10
- 11-15
- Plus de 15 ans

**7. Dans combien d'établissements d'enseignement supérieur avez-vous travaillé comme leader intermédiaire ?** Veuillez cocher (✓) à coté de la réponse pertinente

- Seule l'université dans laquelle je travaille actuellement
- 1 autre université
- 2 autres universités
- 3 autres universités
- Plus de 3 universités

**8. Quelle est votre position actuelle à l'université?** Veuillez cocher la case correspondant à votre position

- Vice-doyen
- Chef de spécialité BA
- Chef de spécialité MA
- Chef de filière
- Adjoint chef de département
- Coordinateur de tutorat
- Chef de département
- Autre

**8.a** Si vous avez choisi autre, veuillez spécifier

**9. En quoi consistent vos fonctions de direction et de gestion par rapport au département de langue Anglaise ? Veuillez cocher tout ce qui s'applique**

- Définir une direction
- Aligner les ressources humaines
- Motiver et inspirer
- Mise en œuvre du règlement de l'université/département
- Planification et budgétisation
- Organiser et gérer
- Résolution de problème

**9.a. Si vous avez d'autres fonctions, veuillez les noter ci-dessous**



**PARTIE 2 – À propos de votre perception de la direction du département et de votre rôle en tant que leader intermédiaire**

**10.** Vous considérez vous comme un leader dans votre établissement ? Veuillez cocher (✓) à coté de la réponse pertinente

- Oui
- Pas sûr

**11.** Est-ce que l'université vous considère comme un leader ? Veuillez cocher (✓) à coté de la réponse pertinente

- Oui
- Pas sûr

**12. Veuillez indiquer votre accord ou désaccord avec les énoncés suivants concernant « le leadership à l'université ».**

	Fortement <u>en</u> désaccord	En désaccord	Neutre	D'accord	Fortement D'accord
Les leaders devraient discuter des changements organisationnels avec le personnel avant de prendre des mesures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Les leaders doivent reconnaître <u>les réalisations</u> du personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Les leaders doivent permettre au personnel de développer ses compétences et ces idées	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Les leaders doivent diriger le personnel et surveiller les performances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Les leaders devraient partager et distribuer le pouvoir	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Les leaders devraient définir la vision et la stratégie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Veuillez indiquaz votre accord ou désaccord avec les énoncés suivant concernant la pratique dans votre institution.

	Fortement <u>en désaccord</u>	En désaccord	Neutre	D'accord	Fortement d'accord
Des idées novatrices d'enseignement et d'apprentissage de l'Anglais sont discutées avec la haute direction de l'université	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Les leaders intermédiaires influencent l'enseignement et l'apprentissage dans le département d'Anglais	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L'autoréflexion sur la pratique et encouragée dans le département d'anglais parmi les leaders et les enseignants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Les enseignants et les leaders intermédiaires reçoivent des opportunités de formation professionnelle continue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**14. Veuillez classer les attributs suivants par ordre d'importance pour vous en tant que leader intermédiaire : 1 : (Pas du tout important) – 4 (Très important)**

	1	2	3	4
Consacrer du temps et de l'énergie pour faire en sorte que les personnes avec les quelle je travaille adhèrent aux principes et aux normes ayant déjà fait l'objet d'un accord	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Imaginez des possibilités et faites appel à des aspirations et à des rêves communs au sein de l'université	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poursuivre des moyens novateurs de croissance et d'amélioration du travail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Construire la confiance et développer des relations de coopération	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Créer un esprit de communauté en rendant hommage aux collègues et montrer l'appréciation pour l'accomplissement des autres	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Avoir une crédibilité académique	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Avoir des compétences interpersonnelles et relationnelles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Etre un <u>modèle</u> de rôle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. Veuillez classer les compétences suivantes par ordre d'importance pour vous en tant que leader intermédiaire ? 1: (Pas du tout important) 4:(Très important)

	1	2	3	4
Crée une atmosphère de travail collégiale	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gestion du temps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
La planification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Un sens d'orientation claire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
La diplomatie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Les compétences en communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intégrité personnelle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enquête et résolution de problème	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consultation des enseignants et reconnaissance de leur voix	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reconnaissance et gestion de mes émotions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**16.** Veuillez classer les types de connaissances suivants par ordre d'importance pour vous en tant que leader intermédiaires : 1: (Pas du tout important) 4:(Très important )

	1	2	3	4
Connaissance de soi, y compris les capacités, le caractère, les sentiments ou les motivations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connaissance des personnes avec qui je travaille à l'université	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connaissance des pratiques pédagogiques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connaissance conceptuelle de leadership et gestion au sein de l'université	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connaissance de l'université ou je travaille, y compris les règlements et procédures mises en place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connaissance de la position de mon département ou je travaille comme unité au sein de la grande université	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**17. Quels sont les défis auxquels vous êtes confrontés dans votre rôle de leader universitaire intermédiaire dans l'enseignement supérieur?** Veuillez cocher (✓) à côté de la réponse(s) pertinente

- Changements de politique gouvernementale
- Le manque de ressources financières
- Concurrence dans le secteur
- internationalisation du secteur
- Performance de l'université et respect des normes en matière d'enseignement et de recherche
- Accroître la capacité de recherche
- identité institutionnelle
- répondre aux attentes des étudiants et du personnel
- Soutenir le personnel
- Créer une culture d'organisation performante
- Hiérarchie universitaire
- L'absence de contrôle budgétaire
- Autres

**17.a.** Veuillez mentionner ci-dessous les autres défis que vous avez rencontrés dans votre rôle de leader intermédiaire universitaire.

**18.** À votre avis, y a-t-il quelque chose qui améliorerait le leadership au sein de l'enseignement supérieur?

### PARTIE 3 – À propos de votre développement professionnel continue (DPC)

**19.** Avez-vous reçu une formation pour soutenir votre rôle actuel de leader? Veuillez cocher (✓) à côté de la réponse appropriée. Si votre réponse est "Oui" répondez s'il vous plaît à questions 19.a, b, c et d ou continuez à la question 20

- Oui
- Pas sûr

**19.a** A quand remonte votre dernière formation? Veuillez cocher (✓) à côté de la réponse pertinente

- Entre 1-6 mois
- Entre 6 mois et 1 année
- Au cours des 5 dernières années
- Au cours des 10 dernières années
- Au cours des 5 dernières années



**19.b.** Quel (s) type (s) de développement professionnel continu (DPC) vous aide dans votre rôle de leader intermédiaire universitaire? Veuillez cocher le (s) type (s) de DPC que vous avez reçu

- Ateliers
- Conférences
- Formation interne
- Bourses d'études
- Affectation
- Apprentissage par des incidents critiques au travail
- Apprendre grâce à l'influence de personnes importantes dans le travail
- Auto-apprentissage
- Apprendre à travers l'encadrement
- Apprendre de la participation aux réseaux dans mon travail
- Réflexion sur les pratiques
- Apprendre de la pratique d'un rôle de leadership

**19.c.** Veuillez donner ci-dessous des détails sur la source de la formation qui vous a aidé dans votre rôle?

**19.d.** Pourriez-vous donner ci-dessous des exemples d'impact du DPC sur votre rôle de leadership et les prochaines formation que vous allez avoir ?

20. Veuillez indiquer votre accord ou votre désaccord avec les facteurs de motivation suivants dans votre travail en tant que leader intermédiaire universitaire

	Fortement en désaccord	En désaccord	Neutre	D'accord	Fortement d'accord
Défier le travail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Être autonome	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
La disponibilité d'opportunités de croissance pour développer les compétences et la connaissance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Traitement respectueux par d'autres collègues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Travailler avec un leader inspirant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Travailler avec des collègues inspirants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Salair de base élevée	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paiement lié à la performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Avancement de carrière clair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
La sécurité de l'emploi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reconnaissance formelle de mes réalisations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Venir en contact avec les étudiants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contribuer à la société	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**21. Veuillez indiquer votre accord ou désaccord avec les énoncés suivants concernant les obstacles à la progression de carrière par rapport à la conciliation travail-vie**

	Fortement <del>en</del> désaccord	En désaccord	Neutre	D'accord	Fortement d'accord
Charge de travail administrative irréaliste	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Charge de travail due au manque de personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Le défi de la gestion de la charge de travail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Une culture de bureau qui <del>reigne</del> dans mon <del>department</del>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Avoir des responsabilités familiales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pauses de maternité	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Refus de sacrifier la vie familiale pour ma carrière	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## PARTIE 4 – À propos de vos informations démographiques

22. Quel est votre sexe?

- Homme
- Femme
- Je préfère ne pas répondre

23. Laquelle des suggestions suivantes décrit votre âge? Veuillez cocher la case appropriée

- 25-34 ans
- 35-44 ans
- 45-54 ans
- 55-64 ans
- 65-74 ans
- 75 ans et plus
- Je préfère ne pas répondre

24. Maintenant que vous avez répondu aux questions, à quel point êtes-vous satisfait de votre rôle de leader intermédiaires? Veuillez cocher (✓) la case pour indiquer le degré de satisfaction

- Extrêmement satisfait
- Très satisfait
- Modérément satisfait
- Légèrement satisfait
- Pas du tout satisfait

**24.a.** Veuillez ajouter des commentaires pour la réponse sélectionnée ci-dessus

Je vous remercie beaucoup d'avoir remplie ce sondage et pour votre temps et votre coopération !

**Note:** Ce sondage représente la 1ere étape de la recherche. Au cours de la deuxième étape je vais mener des entretiens semi-structurés avec des leaders intermédiaires. Si vous souhaitez participer, veuillez laisser vos coordonnées et nous vous contacterons afin de convenir une date pour un entretien.

S'il vous plait, veuillez laisser vos coordonnées ci-dessous

**Nom:**

**Téléphone:**

**Email:**

## Appendix 6.b: Survey translated in Arabic

### استبيان للقيادة الوسطى في الجامعة

#### القادة الوسطاء في التعليم العالي

اسمي المستطاري سمية و هذه الدراسة هي حول مفاهيم القيادة و ادوار القادة الاكاديميين الوسطاء في قسم اللغة الانجليزية كلغة أجنبية في الجزائر.

المعلومات ستجمع لأجل بحث علمي لتكملة شروط الحصول على شهادة الدكتوراه بجامعة the University of Northampton و جامعة Regent's University London بالمملكة المتحدة. انتم مدعوون للمشاركة في هذا البحث نظرا لدوركم بالجامعة كقادة اكاديميين وسطاء بكلية الآداب واللغات و الفنون.

هذا الاستبيان مقسم الى 4 اقسام و يتكون من 27 سؤال. الوقت الذي سيأخذه هذا الاستبيان يكون ما بين 15 و 20 دقيقة لتكتمله و الذي بدوره قد وافقت عليه لجنة أخلاق البحث العلمي بجامعة the University of Northampton. الاجابات على هذا الاستبيان ستبقى مجهولة لقراء هذا البحث و سرية للمشاركين الاخرين الذين يعملون كقادة اكاديميين وسطاء بجامعتكم و جامعات أخرى مشاركة في البحث كما هو موضح في نموذج معلومات المشاركين في البحث و نموذج الموافقة على الاشتراك في البحث. أنا أقدر الوقت و الجهد الذي يتطلبه هذا الاستبيان و أشكركم مقدما على تعاونكم و مساهمتكم في هذه الدراسة.

ملاحظة : لغرض هذا الاستبيان، يقصد من القيادة الوسطى في التعليم العالي : "تتمثل في أدوار التي ترتبط ارتباطا وثيقا بشكل من أشكال المسؤولية الادارية و التنظيم المفوض و تتضمن مساهمة مباشرة الى مدير مباشر، أي شخص يشغل دورا قياديا أكثر أهمية" (Frankin ،Branson و Penny ،2015، ص. 2).

إذا كانت لديكم أسئلة أو استفسار بشأن هذا الاستبيان أو أي من أسئلته فالرجاء الاتصال بالطالب أو المشرفين على عناوين البريد الإلكتروني التالية :

الأستاذ المشرف الأول، Dr Assia Slimani-Rolls; Rollsa@regents.ac.uk  
الأستاذ المشرف الثاني و مدير الدراسات، Dr Cristina Devecchi ; Cristina.Devecchi@northampton.ac.uk  
العنوان البريدي للطالب و رقم الهاتف: 0542 475 54 / Tel : [soumia.elmcstari@regents.ac.uk](mailto:soumia.elmcstari@regents.ac.uk)

يرجى إعادة الاستبيان المكتمل للطالب في غضون 3 أيام عمل و ذلك من يوم استلامكم له.

## الجزء الاول- عنكم كأكاديميين

الجزء الاول من هذا الاستبيان هو عنكم كأكاديميين في قسم اللغة الانجليزية ويتكون من 9 اسئلة.

1. ماهي أعلى مآهلاتكم الأكاديمية؟ يرجى وضع علامة (√) بجوار الاجابة الملائمة

- دكتوراه
- ماجستير
- ماستر
- ليسانس

2. ماهي المؤهلات المهنية الاخرى التي لديكم؟ يرجى ذكرها في الفراغ أدناه

3. ماهو المستوى الدراسي الذي تدرسونه؟ يرجى وضع علامة (√) بجوار الاجابة أو الاجابات الملائمة

- مراحل ما قبل التخرج (Premier cycle)
- مستوى التخرج (Graduation)
- مستوى ما بعد التخرج (Postgraduation)
- اخر



4. كم من ساعة تدرسون في الاسبوع؟ يرجى وضع علامة (✓) بجوار الإجابة الملائمة

- ساعات 1-5
- ساعات 6-10
- أكثر من 10 ساعات
- لا أدرس

5. كم سنة عملتكم في التعليم العالي؟ يرجى وضع علامة (✓) بجوار الإجابة الملائمة

- سنوات 1-5
- سنوات 6-10
- سنوات 11-15
- أكثر من 15 سنة

6. كم من سنة عملتكم في التعليم العالي كقائد أكاديمي وسط؟ يرجى وضع علامة (✓) بجوار الإجابة الملائمة

- سنوات 1-5
- سنوات 6-10
- سنوات 11-15
- أكثر من 15 سنة

7. كم عدد مؤسسات التعليم العالي التي عملتم فيها كقائد أكاديمي ووسط؟ يرجى وضع علامة (✓) بجوار الاجابة الملائمة

فقط الجامعة التي أعمل بها حاليا

1 جامعة أخرى

في جامعتين أخريين

في ثلاث جامعات أخرى

في أكثر من ثلاث جامعات

8. ماهو منصبك الحالي في الجامعة؟ يرجى وضع علامة (✓) بجوار الاجابة الملائمة

رئيس قسم

رئيس اختصاص ليسانس

رئيس اختصاص ماجستير

رئيس شعبة اللغة الانجليزية

نائب رئيس القسم مكلف بمسائل تربوية

مناق الدروس الخصوصية

نائب(ة) العميد

اخر

8.أ. اذا قمتم بانتقاء "اخر" يرجى تحديد منصبكم بالجامعة أدناه

9. في ماذا تتمثل وظائفكم القيادية و الادارية في قسم اللغة الانجليزية؟ يرجى وضع علامة (√) بجوار الاجابات الملائمة

- المساهمة في تحديد الاتجاه
- مواعاة الاشخاص
- الالهام و التحفيز
- تنفيذ أنظمة الجامعة/القسم
- التخطيط ووضع الميزانية
- التنظيم و الادارة
- حل المشكلات

9.أ. اذا كان لديكم أدوار أخرى، الرجاء اضافتها في الفراغ أدناه

الجزء الثاني – حول تصوراتكم و دوركم لقيادة قسم اللغة الانجليزية كقائد أكاديمي وسط

الجزء الثاني من هذا الاستبيان يدور حول تصوراتكم لقيادة قسم اللغة الانجليزية و دوركم كقائد أكاديمي وسط

10. هل تعتبرون نفسك كقائد؟ يرجى وضع علامة (√) بجوار الاجابة الملائمة

- نعم  
 لست متأكد

11. هل تعتبركم الجامعة كقائد؟ يرجى وضع علامة (√) بجوار الاجابة الملائمة

- نعم  
 لست متأكد

12. يرجى الإشارة الى موافقتكم او عدم موافقتكم على البيانات التالية و المتعلقة بالقيادة في الجامعة

يرجى الإشارة الى اجابة واحدة في كل صف

	أوافق بشدة	أوافق	حيادي	لا أوافق	أختلف بشدة
يجب على القادة مناقشة التغييرات التنظيمية مع الموظفين قبل اتخاذ أي اجراءات	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
يجب على القادة الاعتراف بإنجازات الموظفين	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
يجب على القادة تمكين الموظفين من تطوير مهاراتهم و أفكارهم	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
يجب على القادة توجيه الموظفين و مراقبة الاداء	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
يجب على القادة مشاركة و توزيع السلطة	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
يجب على القادة وضع رؤية و استراتيجية	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. يرجى الإشارة الى موافقتكم أو عدم موافقتكم على البيانات التالية المتعلقة بالممارسة بالموسسة

يرجى الإشارة الى اجابة واحدة في كل صف

	أختلف بشدة		أوافق بشدة	
	لا أوافق	حيادي	أوافق	
تتم مناقشة أفكار مبتكرة لتعليمية اللغة الانجليزية مع القيادة العليا بالجامعة	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
القيادة الاكادميين الوسطاء يقومون بالتأثير على التعليم و التعلم بقسم اللغة الانجليزية	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
يتم تشجيع التفكير الذاتي عن الممارسة في قسم اللغة الانجليزية بين القادة و الاساتذة	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
يتم اعطاء الاساتذة و القادة الاكادميين الوسط فرصا للتطوير المهني المستمر	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



14. يرجى ترتيب السمات التالية حسب أهميتها لكم كقائد أكاديمي وسط : (1) غير مهم على الإطلاق – (2) مهم جدا

يرجى الإشارة الى اجابة واحدة في كل صف

	1	2	3	4
تكريس الوقت و الطاقة لضمان التزام الأشخاص الذين أعمل معهم بالمبادئ و المعايير المتفق عليها	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
التفكير باحتمالات لحدب طموحات و الاحلام المشتركة داخل القسم	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
متابعة طرق مبتكرة للنمو وتحسين العمل	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
بناء الثقة و تطوير العلاقات التعاونية	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
خلق روح العمل الجماعي من خلال مدح الزملاء و اظهار التقدير لانجاز الآخرين	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
وجود المصادقية الاكاديمية في العمل	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
وجود المهارات الشخصية و التواصلية	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
كوني مثال يحتذى به	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. يرجى ترتيب المهارات التالية حسب أهميتها لكم كقائد أكاديمي وسط : (1) غير مهم على الإطلاق - (2) مهم جدا

يرجى الإشارة الى اجابة واحدة في كل صف

	1	2	3	4
خلق جو عمل جماعي	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
تنظيم الوقت	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
التخطيط	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
مهارة التوجيه الواضح	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
الدبلوماسية	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
التواصل مع الغير	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
النزاهة الشخصية	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
الاستيضاح و حل المشاكل	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
استشارة الاساتذة و الاعتراف بصوتهم	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
الاعتراف و تنظيم مشاعري	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



15. يرجى ترتيب أنواع المعرفة التالية حسب أهميتها لكم كقائد أكاديمي وسط : (1) غير مهم على الإطلاق - (2) مهم جدا

يرجى الإشارة الى اجابة واحدة في كل صف

	1	2	3	4
معرفة الذات بما في ذلك القدرات، الشخصية، المشاعر و الدوافع	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
معرفة الاشخاص الذين اعلم معهم في الجامعة	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
المعرفة باممارسات التعليمية	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
المعرفة المفاهيمية حول القيادة و الادارة داخل الجامعة	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
معرفة الجامعة حيث اعلم بما في ذلك السياسات و الاجراءات المطبقة	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
المعرفة بموقع القسم الذي اعلم فيه كوحدة داخل الجامعة	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. ماهي التحديات التي تواجهونها في دوركم كقائد أكاديمي وسط؟ يرجى وضع علامة (√) بجوار الاجابة الملائمة

- التغييرات في السياسات الوزارية
- نقص الموارد المالية و غيرها
- المنافسة في القطاع
- عولمة و تدوير القطاع
- أداء الجامعة و المحافظة على المعايير في التدريس و البحث
- تزايد القدرة البحثية
- الهوية المؤسسية
- تلبية تطلعات الطلاب و الموظفين
- دعم و تشجيع الموظفين
- خلق ثقافة تنظيم عالية الاداء
- التسلسل الهرمي للجامعة
- عدم وجود مراقبة الميزانية
- اخر

17. يرجى اضافة تحديات اخرى ادناه ان وجدت و التي تواجهونها في دوركم كقائد اكلاديمي وسط

18. من وجهة نظركم، هل هنالك أي شيء من شأنه تحسين القيادة في التعليم العالي؟

### الجزء 3 - حول التطوير المهني المستمر

19. هل تلقيتم تدريباً لدعم دوركم القيادي الحالي؟ يرجى وضع علامة (✓) بجوار الاجابة الملائمة. اذا كانت الاجابة نعم يرجى الاجابة على الاسئلة أ، ب، ج، د أو الاستمرار الى السؤال 20

نعم

لست متأكد

19. متى كانت اخر مرة تلقيتم فيها تدريباً لدعم دوركم القيادي الحالي؟ يرجى وضع علامة (✓) بجوار الاجابة الملائمة

ما بين 1-6 أشهر

ما بين 6 أشهر و سنة

في اخر خمس سنوات

في اخر 10 سنوات

في اخر 15 سنة او اكثر

19. ب. ما نوع أو أنواع التدريب المهني الذي ساعدكم في دوركم كقائد أكاديمي وسط؟ يرجى وضع علامة (✓) بجوار الإجابة الملائمة

- ورش عمل
- المؤتمرات
- تدريب منزلي
- المنح الدراسية
- النداب الموظفين
- التعلم من خلال الحوادث الحرجة في العمل
- التعلم من خلال تأثير الأشخاص المهمين في العمل
- التعلم الذاتي
- التعلم من خلال دوري في التوجيه
- التعلم من المشاركة في نقاشات مع زملائي
- التفكير الناجم عن الممارسة
- التعلم من ممارسة دور قيادي

19. ج. يرجى الكتابة أدناه عن تفاصيل عن مصدر التدريب الذي ساعدكم لدوركم كقائد أكاديمي وسط

19. د. يرجى تقديم أدناه أمثلة عن تأثير التدريب الذي تحصلتم عليه على دوركم القيادي أو أي خطط للتدريب في المستقبل

20. يرجى الإشارة الى موافقتكم او عدم موافقتكم على العوامل التحفيزية في عملك كقائد أكاديمي وسط

يرجى الإشارة الى اجابة واحدة في كل صف

	أوافق بشدة	أوافق	حيادي	لا أوافق	أختلف بشدة
تحدي صعوبات العمل	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
تحقيق الاستقلالية	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
توفر فرص تطوير المهارات و المعرفة	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
الاحترام من طرف الزملاء الاخرين	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
العمل جنباً الى جنب مع قائد ملهم	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
العمل مع زملاء ملهمين	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
راتب عالي الحصول على راتب متعلق بالأداء	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
تقدم وظيفي واضح	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
الامن الوظيفي اعتراف رسمي بإنجازاتي	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



20. يرجى الإشارة الى موافقتكم او عدم موافقتكم على العوامل التحفيزية في عملك كقائد أكاديمي ووسط

يرجى الإشارة الى اجابة واحدة في كل صف

	أوافق بشدة	أوافق	حيادي	لا أوافق	أختلف بشدة
تحدي صعوبات العمل	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
تحقيق الاستقلالية	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
توفر فرص تطوير المهارات و المعرفة	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
الاحترام من طرف الزملاء الاخرين	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
العمل جنبا الى جنب مع قائد ملهم	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
العمل مع زملاء ملهمين	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
راتب عالي الحصول على راتب متعلق بالأداء	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
تقدم وظيفي واضح	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
الامن الوظيفي اعتراف رسمي بإنجازاتي	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

التحاور مع الطلاب

المساهمة في المجتمع

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

الاستراتيجية العامة للتربية المهنية

21. يرجى الإشارة الى موافقتكم او عدم موافقتكم على البيانات التالية بخصوص حواجز التقدم الوظيفي التي تتعلق بالتوازن بين العمل و الحياة

يرجى الإشارة الى اجابة واحدة في كل صف

	أوافق بشدة	أوافق	حيادي	لا أوافق	أختلف بشدة
العبئ الناجم عن العمل الاداري الغير واقعي	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
عبئ العمل بسبب نقص الموظفين	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
التحدي الناجم في ادارة عبئ العمل	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ثقافة عبئ العمل في القسم الذي اعلم به	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
تحمل المسؤوليات العائلية	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
اجازات الامومة	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
عدم الرفع في تضحية حياتي الاسرية من اجل مهنتي	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



الجزء 4 - حول المعلومات الديمغرافية الخاصة بك

22. ماهو جنسكم؟

- ذكر
- أنثى
- أفضل عدم الإفصاح

23. أي من الاقتراحات التالية تصف سنكم؟

- سنة 25-34
- سنة 35-44
- سنة 45-54
- سنة 55-64
- سنة 65-74
- سنة أو أكثر 75
- أفضل عدم الإفصاح

24. ما مدى رضاكم عن دوركم كقائد أكاديمي وسط؟ يرجى وضع علامة (√) بجوار الاجابة الملائمة

- راضي للغاية
- راضي جدا
- راضي بصورة معتدلة
- راض قليلا
- غير راض تماما

24. الرجاء اضافة أي تعليقات للاجابة المحددة أعلاه

شكرا جزيلاً على وقتكم و تعاونكم في ملئ هذا الاستبيان !

ملاحظة : يمثل هذا الاستبيان المرحلة الأولى من البحث. في المرحلة الثانية ستجرى مقابلات مع القادة الأكاديميين الوسطاء. اذا كنتم مهتمون بالمشاركة في المرحلة الثانية من هذه الدراسة، يرجى ترك معلومات الاتصال الخاصة بك و سيتم الاتصال بك لترتيب وقت مناسب لاجراء مقابلة معكم.

يرجى ترك معلومات الاتصال الخاصة بك ادناه :

الاسم و اللقب :

رقم الهاتف :

البريد الالكتروني :

## **Appendix 7: Interview schedule (English version)**

### **1. Academic Middle leaders' leadership and management roles**

- a- Could you tell me your current position?
- b- How have you been selected your current position?
- c- What are your roles and responsibilities in the department?
- d- What does your leadership and management represent to you in your university?
- e- How has your role and responsibilities changed from being a lecturer to an academic middle leader in HE?
- f- What are the challenges that you faced in your role as an academic middle leader in relation to your line manager and other people you work with?
- g- How ready were you when change is implemented in the university?
- h- Have you been involved in the decision-making process that preceded the change in your department?
- i- How far do you think organisational change affected your role and responsibilities?

### **2. Skills, knowledge and attributes of the academic middle leader**

- a- What professional skills and competencies are important in your role as an academic middle leader?
- b- In your opinion, what is the essential knowledge requirement in your current position?
- c- How these skills and competencies have developed over time in your role?
- d- In your opinion, what are the essential attributes for academic middle leaders in HE?
- e- What practices do you do in motivating and supporting lecturers?

### **3. Leadership development for academic middle leadership roles**

- a- What factors that facilitated your professional development to undertake your position as an academic middle leader?
- b- Could you mention any professional development and training that you have received for your current role?
- c- In your view, what would improve leadership and management in higher education and university department in particular?
- d- Finally, is there anything you would like to add?

## **Appendix 7.a: Interview Schedule (French version) 1. Introduction**

- Le but et objectifs de l'étude
- Formulaire de consentement
- Fiche d'information des participants a la recherche
- L'anonymat des participants

### **2. Les rôles de leadership et de gestion des leader universitaires intermédiaires au sein du département universitaire**

- a- Es que vous pouvez me parler sur vous et votre position ?
- b- Es que vous pouvez me dire comment avez-vous été sélectionné pour votre poste actuelle de vice doyenne ?
- c- Quels sont vos rôles et responsabilités dans le département ?
- d- Que représente votre leadership et votre gestion pour vous dans votre université ?
- e- Comment votre rôle et vos responsabilités ont-ils changé de passer d'une enseignante à vice-doyenne ?
- f- Quel sont les défis auquel vous avez été confronté dans votre rôle actuel par rapport avec votre supérieur hiérarchique, et aux autres personnes avec lesquelles vous travaillez ?
- g- Dans quelle mesure étiez-vous prêt lorsque le changement est mis en œuvre à l'université ?
- h- Avez-vous été impliqué dans le processus de prise de décision qui a précédé le changement dans votre champ de responsabilité ?
- i- Dans quelle mesure le changement organisationnel a-t-il affecté votre rôle et vos responsabilités ?

### **3. Compétences, connaissances et attributs du leader intermédiaire académique**

- a- Quel sont les aptitudes et les compétences professionnelles importantes dans votre rôle ?
- b- Quel sont les types de connaissances essentielles dans votre rôle ?
- c- Comment ces aptitudes se sont-elles développées au cours du temps dans votre rôle ?
- d- Quel sont les attributs essentiels dans votre rôle ?
- e- Est-ce qu'il y a des pratiques que vous faites pour motiver les enseignants ?

### **4. Développement du leadership pour les rôles des leaders universitaires intermédiaires**

- a- Quel sont les facteurs qui ont aidé votre développent professionnel de votre rôle de leader universitaire intermédiaire ?
- b- Pouvez -vous mentionner des formations que vous avez reçu pour votre rôle actuel?
- c- Selon vous, qu'est-ce qui pourra améliorer le leadership et la gestion dans l'enseignement supérieur et le leadership départemental en particulier?
- d- Enfin, y a-t'il autre chose que vous voudriez peu être ajouter ?

## Appendix 7.b: Interview Schedule (Arabic version)

### أسئلة المقابلة شبه منظمة مع القادة الأكاديميين الوسطاء

#### 1. المقدمة

- الغرض من الدراسة
- استمارة موافقة مقابلة البحث
- ورقة معلومات المشاركين
- عدم الكشف عن الهوية

#### 2. أدوار القادة الأكاديميين الوسطاء في القيادة و الإدارة

- أ. هل يمكن أن تخبروني عن نفسك وعن منصبك الحالي؟
- ب. كيف تم اختيارك لمنصبك الحالي بالكلية؟
- ت. ماهو دوركم كقائد أكاديمي وسط في قسم اللغة الانجليزية؟
- ث. ماذا يمثل لكم دوركم القيادي و الاداري في الجامعة؟
- ج. كيف تغير دوركم ومسؤولياتك من كونك محاضرا إلى قائد أكاديمي متوسط؟
- ح. ما هي التحديات التي واجهتكم في دوركم كقائد أكاديمي وسط فيما يتعلق بمديرك المباثر والأشخاص الآخرين الذين تعمل معهم؟
- خ. ما مدى استعدادكم عندما يتم تطبيق التغيير في الجامعة؟
- د. هل شاركتكم في أخذ القرار الذي سبق التغيير في محور ادارتكم؟
- ذ. الى اي مدى تعتقد ان التغيير التنظيمي قد أثر على دوركم و مسؤولياتكم؟

#### 3. المهارات والمعرفة وسمات القائد الأكاديمي الوسط

- أ. ما المهارات والكفاءات المهنية المهمة في دوركم كقائد أكاديمي وسط؟
- ب. في رأيكم، ما هي المعرفة الأساسية في منصبكم الحالي؟
- ت. كيف تطورت هذه المهارات والكفاءات مع مرور الوقت في دوركم؟
- ث. في رأيك، ما هي السمات الأساسية للقادة الأكاديميين المتوسطين في التعليم العالي؟
- ج. ما هي الممارسات التي تقوم بها في تحفيز ودعم أساتذة اللغة الانجليزية؟

#### 4. تطوير القيادة لدور القيادة الأكاديمية الوسطى

- أ. ما هي العوامل التي سهلت تطويركم المهني للأخذ بمنصبكم الحالي؟
- ب. هل يمكنكم ذكر أي تدريب أو ممارسات مهنية لأجل دوركم الحالي؟
- ت. في رأيك ، ما الذي من شأنه تحسين القيادة والإدارة في التعليم العالي و قسم اللغة الانجليزية على وجه الخصوص؟

ث. أخيرا ، هل هناك أي شيء تودون

إضافته؟

## Appendix 8: Sample of research field notes in Universities: A, B and C.

### University A

19/9/2019

- The vice dean of scientific research is in charge of helping the teachers in training and professional development and the vice dean of pedagogy. (that didn't appear in the interviews tho)
- - Head of speciality of Didactics for MA students was newly appointed when approached to take part in the study.
- M: 'the situation is getting worse in terms of workload and the lack of financial support in which we work extra for free; PhD viva examination and chairing of doctoral vivas' these are genuinely things we are not paid for.
- La: the authority of appointing and decision making come from the dean. The middle leader is more concerned with the coordination.
- Oul, HoD: heads of specialities don't do their job despite the fact of having official roles from the ministry.
- O: my job is more management than pedagogical. There are challenges in terms of work-life balance in relation to spending time with family and friends.
- O: I had a work experience as consecutive interpreter in Shariqa channel 2. From 2002 - 2003, teacher for grade 10 (4<sup>th</sup> year middle school) and 11 (2<sup>nd</sup> year lycee), I worked at the American university as a teacher of interpretation, these prepared me to move forward in my career and take HoD role because I gained expertise and mostly known many people.
- O: Head of Field of Studies, 'my tasks are mostly related to supervision, we work with the ministry through CPA – maybe he meant CPND [commission pedagogique national du domaine] because I couldn't find anywhere meaning of the acronym

4/11/2019

- B: things are getting worse in the department and this is due to the recruitment policy from the dean of the faculty. Administrative staff have been working for 5 years and they haven't been recruited and this create a problem.

### University B

23/09/2019

- M: Deputy head of department in charge of post-graduation. What are you expected results? In the department there are cultural problems or behavioural problems (Interpersonal). That is, the thinking of students, students' perceptions about the administration in which there is a lack of trust towards the educational leader and teachers. At the undergraduate level, there are mostly difficulties with the students and not post-graduates.

- M: I don't find knowing about concepts of leadership and management important. I find learning from significant people in the job very significant.
- The experience of teaching is very important in this job but a teacher and administrator at the same time is hard. Working outside of job hours is something a middle leader do, for example in holidays and weekends.
- Concerning teachers, there are difficulties that can be sorted sometimes for e.g. concerning timetables, but it is not an easy task to satisfy everyone.

22/10/2019

- **Head of Field of Study and tutoring coordinator at UB**

Well concerning your question the domain is part of administrative structure it concerns the pedagogical management of the LMD. however the tutoring is a program established in order to inform help and guide the students during their university cycle. It exists in UK most of time doctorate students or master students are working as tutors their .

## University C

24/3/2019

- Due to unwillingness of academics to take the position of deputy head of department in charge of pedagogy, the HoD and her deputy in charge of postgraduation, both take responsibility for this position at the same time.
- The visit to the 3<sup>rd</sup> research site was beneficial in terms of getting familiar with the university, its staff and the university department. I was able to collect names of the MLs and submit my permission to access letter to the HoD. Due to the busy period as it is the start of the academic year, I have been asked to come another time to collect the permission letter in which the HoD had to consult the dean of the faculty. However, I asked for contact number to be able to call the department prior to my next visit. Overall, an updated list of the current MLs names in University C department was a good start to know my participants, to send emails to those that I did not know about before and then plan for the next visit.



## **Appendix 9: Participants' profile**

### **Amine:**

He has been in the position of Deputy Dean in charge of Studies and Students' Related Matters for five years. At the Faculty of Foreign Languages where ELD is based, he worked as a part time lecturer in translation and foreign languages (Spanish and English). At the same time, he has worked as administrative assistant, supporting the administrative teams due to his knowledge of Microsoft Excel including PivotTables, VLOOKUP, INDEX and MATCH, and Data Tables when the soft computer programmes were novel in the University where he was working. His expertise in Microsoft programmes were acquired due to other work experiences he had such as working in foreign companies in Algeria and as a manager of internet café. Before his current position as Vice-Dean, Amine was Head of Department of translation and interpretation at the Faculty of Foreign Languages for two years. Afterwards, he was appointed as Deputy-Dean of Postgraduate Programme and Scientific Research for one year. Regarding leadership and management training, Amine did not attend any preparatory training which could facilitate the performance of his role. The main source for his expertise was on the job. Alongside his leadership and management responsibilities, Amine continued to be university lecturer of English, Spanish and translation courses.

### **Ibrahim:**

He has been in the position of Head of Field of Study of Foreign Languages (English, German, and French) for seven years. He has been a university lecturer for more than fifteen years. He has been lecturing TEFL and oral discourse and globalisation issues courses for 5 years. He had completed his Masters degree at UK University. Due to his PhD in TEFL and Applied linguistics, Ibrahim supervises Doctoral theses in TEFL and Applied Linguistics. Before his current middle leadership position, he has been Head of English Language Department for a period of 4 years.

### **Samir:**

Samir has been in the position of Head of English Language Department for 3 years. He has been a secondary school teacher for eighteen years. He has PhD in Linguistics and Translation and over fifteen years of experience as a university lecturer. Besides his experience in teaching, he also worked as an interpreter for a TV channel in the UAE.

### **Fatima:**

She is the deputy head of department in charge of Educational Matters and has been in this position for seven years. Fatima has M. Ed. in TEFL and Educational Psychology and currently preparing her doctoral thesis in Applied linguistics. At the English Language Department, she lectures courses such as Research Methodology, Written expression and oral discourse and globalisation issues. Before starting her career as a university lecturer and middle leader, she worked as secondary school teacher for ten years.

### **Nada:**

Her middle leadership position in English Language Department is Head of Speciality of Didactics for MA degree. She has been in this position for less than one year. Nada has been a University lecturer for ten years after her obtention of M. Ed. in linguistics. At the time of interviewing her, she was preparing her doctoral thesis in Linguistics and Globalisation. In terms of leadership and management experience, Nada did not have any prior experience or preparation to the role as she was appointed.

### **Nassima:**

She is Deputy Head of Department in charge of Postgraduate Programme for three years in the position. Nassima has been a lecturer at University for twelve years teaching English Literature and Cultural Studies. In addition to

her teaching role, she supervises Bachelor and Masters students. She has M. Ed in linguistics and currently preparing her doctorate thesis in comparative literature.

**Bilel:**

He is Course Director at the English Language Department and has been in the position for three years. Bilel hold an M. Ed. In Educational Psychology and has been working as a University lecturer for six years. He teaches Psychology, Psycholinguistics, Cognitive Psychology and Linguistics courses within Masters program. He is preparing his doctoral thesis in Educational Psychology. He supervises Bachelor and Masters students of English language. Besides his knowledge of TEFL and Educational Psychology of EFL learners, Bilel had a prior experience in administration and a degree in accounting and finance which helped prepare him for his career as an academic middle leader.

**Hamza:**

He is the Head of English Language Department and has been in the position for three years. Hamza have a PhD in Applied Linguistics and TEFL and have been a University lecturer for ten years. Prior to joining the university as a lecturer, he taught English in secondary school for seventeen years. He supervises Masters and Doctorate students.

**Karim:**

He is Deputy Head of Department in charge of Postgraduate programme and Scientific Research and has been in the position for five years. Karim has been a University lecturer for six years. He teaches English Literature and Civilisation. He started as part time lecturer for two years and later as full-time lecturer. He holds a PhD degree in Didactics of Literary and Civilisation texts. In addition to his teaching and administrative job, he supervises Masters students. Concerning the preparation to leadership and management role, he learned in the job after his appointment.

**Mourad:**

He is Head of Bachelor programme at the English Language Department and has been in the position for one year. Mourad hold PhD in ESP (English for Specific Purposes). In addition to his role as a middle leader, Mourad worked as full-time university lecturer for seven years and he supervises Bachelor and Masters students' dissertation and work as PhD theses examiner.

**Lamia:**

Lamia is Department Scientific Committee Chair and has been in the position for one year. She holds a PhD degree in English Literature and Civilisation. She has been full-time university lecturer for eleven years and supervises Bachelor and Masters students' dissertations in her field of expertise. Regarding leadership and management roles, Lamia worked as TEFL Course Director for three years and then as Head of English Language Department for tow years which helped her gain the knowledge and experience of the running of ELT department.

**Randa:**

She is Head of Masters Programme, and has been in the position for one year and six months. She is full time University lecturer and hold a PhD degree in English for Specific Purposes. Randa has taught English in Secondary School for twenty-three years in the past before pursuing her career in Higher Education to be a lecturer with seven years of Experience. Although she found the job of a middle leader in parallel with teaching challenging, she took the opportunity to learn more and aim for career progression in academia. She also supervises Bachelor and MA students' dissertations and work as an examiner for doctoral theses.

**Abbes:**

He is Course Director at the English Language Department and has been in the position for three years. Abbas has been a full-time university lecturer for seven years in charge of Applied Linguistics, oral and written expression courses. Abbas has a particular interest in teacher training and continuing professional development research which helped him in his middle leadership role and was the main source for his professional learning that occurred by practicing his day-to-day duties. As for his academic qualifications, Abbas holds a PhD in Applied Linguistics and TEFL which fit with the demands of the English Language Department.

**Bahia:**

Bahia is Deputy Dean of Postgraduate Programme, Scientific Research and External Relations and she has been in the position for four years. She has twelve years of experience as a university lecturer with a PhD degree in Educational Psychology. Before starting her career as an academic, Bahia taught English in Secondary School for twenty-one years. She supervises Masters students' dissertations and doctoral thesis at the English Language Department and work as an internal and external examiner for doctoral theses. Bahia did not have any formal training or preparation to her middle leadership role in which she learned in the job. However, she participated in many local and international events, such as seminars, conferences and workshops that helped her develop her academic knowledge and expertise.

**Leila:**

Leila is Deputy Dean in charge of Studies and Students' Related Matters and has been in the position for eleven years. She holds M. Ed. In Didactics of Spanish. In parallel with her middle leadership position, she is full-time lecturer of Spanish at the Faculty of Foreign Languages and Arts and supervises Masters students' dissertations. Leila has worked as Secondary School Teacher, Head of Spanish Language Department and Vice Dean of Postgraduate Programme, Scientific Research and External Relations. Concerning formal training to the position that Leila did, was a one-week programme for senior management that she took part of due to the availability of a place in which her colleague was on sick leave.

**Nadia:**

Nadia is Head of Department of English Language and has been in the position for three years. She had work experience in secondary education where she taught English. She has M. Ed. in Linguistics and preparing her doctoral thesis in the same subject. Nadia is a university lecturer in parallel to her middle leadership role.

**Ramy:**

Ramy is Head of Speciality of American and British Literature and Civilisation for Masters Programme at the English Language Department and has been in the position for thirteen years. He did his Masters and PhD degrees in UK universities. Ramy has an overall thirty-five years of experience as a university lecturer. He had supervised Masters and Doctoral theses and work as a visiting scholar in different universities in Algeria.

**Rania:**

She is Deputy Head of Department in charge of Pedagogy and Postgraduate programme. Rania had to fill in the position of Postgraduate programme at the same time due to lack of an academic member of staff. She has been taking charge of these two positions for three years. At the same time, she works as full-time university lecturer.

**Wassila:**

Wassila is Head of Doctoral Programme at the English Language Department and has been in the position for five years. She has PhD in Sociolinguistics and Gender Studies. As part of her academic journey and career, she designed Masters and PhD programmes in her area of expertise. She works as Head of Research Unit in the UK and has been active in terms of organising workshops and seminars both at the local and international levels. Wassila has been a university lecturer for eighteen years and supervised Masters and doctorate dissertations. In addition to her academic career, Wassila has worked as an English teacher at an oil and gas company in Algeria.

**Appendix 10: Request letter for data collection to the faculty Dean – University A  
(Arabic version)**



**طلب اذن للقيام بجمع بيانات بحث**

**موضوع البحث:** دراسة حول دور المسيرين الوطاء في قسم اللغة الانجليزية: دراسة حالة ثلاث جامعات جزائرية

**Leading from the Middle: Investing the Roles of Algerian Academic Middle  
Leaders in Three Universities**

الى السيد العميد

أنا الطالبة المستاري سميرة بشرفني التقدّم اليكم بطلبي هذا ملتمسا الحصول على ترخيص القيام ببحث حول دور المسيرين الوطاء في تعليمية اللغة الانجليزية و هذا بقسم اللغة الانجليزية بجامعة مستغانم عبد الحميد ابن بائيس و جامعات أخرى في الغرب الجزائري كتحضير لشهادة الدكتوراه بجامعة Northampton و Regent's University London بالمملكة المتحدة و هذا كجزء من منحة دراسة من وزارة التعليم العالي و البحث العلمي بعد تخرجي من جامعة جباتلي البابس بسبدي بلعباس.

كجزء من البحث سأقوم باستعمال استبيانات و لقاءات مع المسيرين الوطاء مثل رئيس قسم اللغة الانجليزية و مساعديه و كذلك لقاءات مع عينة من الاساتذة بنفس القسم. الغرض من الاستبيانات و اللقاءات مع المسيرين الوطاء لقسم اللغة الانجليزية هو للاستعلام حول آراءهم عن المعرفة، المهارات و السمات التي يحتاجها دورهم و كذلك آراءهم عن ادوارهم في تعليمية اللغة الانجليزية.

انني عى استعداد لاحترام جميع قوانين الجامعة في مدة زيارتي لجامعتكم و أملّي سبدي الرئيس المحترم أن يلقى طلبي هذا بالإيجاب و تقبلوا مني خالص الاحترام و الشكر.

امضاء

## Appendix 11: Request letter for data collection (Original English version)



### Permission Letter for Conducting Data Collection

**Title of the Project:** *Leading from the Middle: Investigating the Roles of Algerian Academic Middle Leaders in Three Universities*

To whom it may concern,

I wish to inform you that I am undertaking a doctoral research on the role of the middle leaders (MLs) in Algerian universities as a preparation for PhD degree at the University of Northampton and Regent's University London (United Kingdom) under the supervision of Dr Assia-Slimani ~~Rolls~~ and Dr Cristina ~~Deyecchi~~.

In this regard, I will be using surveys and interviews with academic middle leaders (Deputy Deans, Course Director, Head of Department and their deputies and Heads of Specialities). The purpose of the survey and interviews is to enquire about the views on how middle leaders perceive their academic roles and responsibilities, the strategies that they employed to build the practise of effective leadership and management activity and possible challenges they encounter in their position.

All data collected throughout the research will remain anonymous to readers and confidential to other participants working as middle leaders in other institutions.

Therefore, may I request you to kindly grant me permission to conduct surveys, and interviews with academic middle leaders.

If you need to know further information about the project please feel free to contact me.

Thanking you and with warm regards.

Yours sincerely,

**Researcher:** Soumia El Mestari

**Contact details:** [s17004422@regents.ac.uk](mailto:s17004422@regents.ac.uk)



## Appendix 12: Request letter for data collection to the Head of Department– University B (English version)



### Permission Letter for Conducting Data Collection

**Title of the Project:** *Leading from the Middle: Investigating the Roles of Algerian Academic Middle Leaders in Three Universities*

To the Head of Department,

I wish to inform you that I am undertaking a doctoral research on the role of the middle leaders (MLs) in Algerian universities as a preparation for PhD degree at the University of Northampton and Regent's University London (United Kingdom) under the supervision of Dr Assia-Slimani Rolls and Dr Cristina Devecchi.

In this regard, I will be using surveys and interviews with academic middle leaders (Deputy Deans, Course Director, Head of Department and their deputies and Heads of Specialities). The purpose of the survey and interviews is to enquire about the views on how middle leaders perceive their academic roles and responsibilities, the strategies that they employed to build the practise of effective leadership and management activity and possible challenges they encounter in their position.

All data collected throughout the research will remain anonymous to readers and confidential to other participants working as middle leaders in other institutions.

Therefore, may I request you to kindly grant me permission to conduct surveys, and interviews with academic middle leaders.

If you need to know further information about the project please feel free to contact me.

Thanking you and with kind regards.

Yours sincerely,

**Student:** El Mestari Soumia

**Contact details:** [soumia.elmestari@regents.ac.uk](mailto:soumia.elmestari@regents.ac.uk)

### Appendix 13: Sample (I) Participant's Interview transcript

Date and time	participant	Gender	Position	Institution	Department/Faculty	Interview Duration 01:08:50
11 November 2019	Ibrahim	M	Head of Field of Studies "Foreign Languages"	'A'	Faculty of Lettres, Language and Arts	01:13:06

#### Interview Transcript Original Version (French and English)

Speaker	Transcript
<b>S</b>	In the UK they work a lot with these tools (audio recorder) so we learnt to use them...
<b>Ibrahim</b>	<p>The problem with our institution, why the idea or the concept of leadership in school management or in whatever you call it is not really authentic as we can see in the USA or Britain for example not even like in France...we have inherited more from France...so that's why we are more like France but less than France if I may say...</p> <p>If you take for example in the states, you have university and the society and institutions and companies (economic companies)...there is a coordination...there is a collaboration between them, okay...I mean outside life exist in university and the university has a look at outside life but here it is almost an isolation that's why the problem is we are more isolated ...just to give you an example...we are a department belonging to a faculty and the faculty is mostly managed by the rectorate and the rectorate is managed by the ministry of HE and scientific research so we have the rules coming from the ministry to the faculty and then disseminated through different rectorate until it arrives to the department...and we have just to comply to it and to execute it and to obey almost..</p> <p>So, you don't have your own ground or your own area where you can bring your own initiative according to the environment, according to your society (by society I mean where the department is situated)</p>
<b>S</b>	<b>Do you mean the community within the department?</b>
<b>Ibrahim</b>	Yes, exactly and we can speak even about the district where the department is situated, I give you an example; there is the university just opposite the school but there is no bridging between them...the example of l'habitat (previous faculty of languages in SBA) we had next to it the CEM (middle school) and opposite to it we had lycee (secondary school) and some metres further we find the primary school...so the primary school next the pupil will go to the CEM then he will move to the secondary school then he will move to the university ... there is no bridges between them
<b>S</b>	<b>Who do you think can provide the bridging as you are saying between these institutions?</b>
<b>Ibrahim</b>	I think it is the decision makers, I mean it is at the level of the ministry at the level of even higher authorities of the country, I mean because they have adopted a direct economical policy they have the same thing for research and for HE maybe not for research but for HE...everything is dictated it is in the form of decisions, in the form of rules...in a form of what do we call 'les instructions' (instructions)
<b>S</b>	<b>So maybe there isn't a discussion or agreement on this?</b>
<b>Ibrahim</b>	Yes, everything is directed from up. Okay? It comes from Up-down and we have just to execute to obey rules. Now concerning the management for scientific research of course there is more room left to ...here it depends on the teachers on those who work in the institution ...some they are very active ...they are very

	intelligent...they take more risks ...they have more self-confidence, if I may say to enhance or to develop scientific research and I always give the example of Tlemcen because I work a lot with them...they have better environment for research
<b>S</b>	<b>As you mentioned the decisions are top-down in our country, but you mentioned for example (X) university. Why do you think there are these differences in terms of cooperation and enhancing scientific research by making internal decisions?</b>
<b>Ibrahim</b>	<p>That's why I made the difference concerning management of the administration and what you are speaking about leadership, we are taking both of the administration and scientific research (the participant is making a distinction between administrative responsibilities and opportunities for scientific research in the university)</p> <p>Concerning administration, they have to comply to these rules that come from up so even sometimes if you want to do something, you can't it is not allowed by the law. Although sometimes it takes time to be revised, but by the time there will be much harm on the institution, so you have to wait</p> <p>But concerning research, we don't have the right as scientists or as teachers to say well...it comes from up. But, concerning administration that's okay if you have to take instead of having or selecting 80% you select maybe 50% (concerning students' enrolment) that's the rule to have to comply to it.</p> <p>But concerning the content of teaching, the time tables, coordination between them, developing syllabuses or whatever, here it depends on the human component of that institution that's why for example if we take (X) as an example if you compare it with (Y) there is a difference</p> <p>For example, they started tutorat (tutorship) and they are still doing it...we have not started yet!</p>
<b>S</b>	<b>Even though the tutorat programme comes from the ministry, it is as the educational policy entail, so why this university didn't do it?</b>
<b>Ibrahim</b>	<p>Yes, because they have not this initiative and they don't have this...sometimes it is more about the willingness. Here they didn't have this will to do it as you said you just have to present the lecture and then go to the parking to take your car and leave. Some teachers meet in the parking, they meet outside but never in a common room where they can discuss programs, etc (talking about the lack of teachers will to engage in tutorship programme presented by the ministry. The teachers main job is to teach and leave the department)</p> <p>Let me give you an example about the management and administrative management and the leadership. In University (X) , they don't have a problem of head of department, it is every 2 years you have a head of department, whereas here I worked as a head of department for 7 or 8 years because no one wanted to replace me so I was obliged to carry on doing ti although I had other things to do concerning scientific research, concerning my work, etc. but no body wanted to take the turn. So, then there is Dr (X) and then (X) had problem with management concerning the rectorate because they wanted to impose on us the number of MA students so there was a kind of conflict...he simply resigned from the job although it was not accepted but later we found one a young one (X) and he was not even permanent even though he was qualified...he was just starting his career and I went to the dean that time and said look we have a problem of head of department and no one wants to take the position and I can suggest someone, (X) and he is not permanent ...he said but we can't etc. but there was no body, no one wanted to take the position, so he said okay but help him, I said of course I will help him and he became HoD.</p> <p>So, just to show you that those who came after us they don't want to work they don't want to take the responsibility that's why I told you there are some requirements and one of them is sense of responsibility and we don't have it among the generation coming now...they don't care</p>



<b>S</b>	<b>What is the reason behind this in your opinion?</b>
<b>Ibrahim</b>	<p>In Algeria for example the HoD is also a teacher so you don't have someone who is specialised in administration to manage the department so as a teacher he doesn't have 'des prerogatives' (prerogatives) he doesn't have power on his colleagues because they are his colleagues for example, if they were absent or they don't do their work correctly or ...as someone who had an experience as HoD, most of the problems I find were with the colleagues and they are friends at the same time...there are no laws or regulations that manage the relation so you just need to have a good relationship- human relationship.</p> <p>So that's why I lasted a long time as a head of department and even later after bouadjaj when he wanted to be dismissed, he asked me if I can come back...but I can't. he said that I am the only one who can because of your relationship. So, there is nothing that oblige you to take decisions against teacher sometimes if the teacher doesn't come, he will tell you if I were you and please...(talking about teachers and their lack of prerogatives to take the leadership and management role. This is due to lack of power over colleagues and the human relationship side is important for people in the department to trust you. This is one of the reasons teachers don't take a leadership role)</p> <p>You find more problems with your colleagues than with the students, management and time tables, etc so you have too many things to manage and at the same time you teach and of course you can always speak about money – you are not paid a lot for that so colleagues they put things on the wait and say well if you have nothing to gain for that so why are you doing it (here he talks about the small salary gained from middle leadership role and how academics consider it a burden as there isn't reward behind it).</p> <p>But I think that the grant is about 16 000 DA, la prime yes. That's all. And the work also is really exhausting because you work as a teacher, you work at home, now that we have everything( speaking about technology and internet), you receive the regulations from up (the ministry) so you have so much to do. So that's why no body is encouraged to do that, neither for money nor from relationships you have less time for your family for your hobbies if there are any hobbies.</p>
<b>S</b>	<b>Do you think this has an impact on your academic duties?</b>
<b>Ibrahim</b>	<p>This is true because it reminds me that I was the last one to be promoted as a professor because all the time is taken by the administration 'on est boufer par l'administration' and that's what Prof 'M' asked me in one of the vivas: and how about you? I said well I am still...ah he said because you are HoD , he said look if you carry on as a HoD you will never defend your thesis so you have to think about yourself and your doctorate thesis and devote to it certain time...he gave me a very good idea...take one day and say this is for my doctorate thesis and you don't go to your office as HoD and work on your research...I said I will try but you can't sometimes, they call you on the telephone...there is a problem to sort out with the student.</p> <p>So, I didn't have time neither to write nor to publish and this is very important publications even in Britain it is really important is to publish as they say 'publish or perish' so the promotion of professorat (professorship) is 5 years after the doctorate: if you take my CV you find 2015 you find 5 publications then I started publishing so I had to hurry up to prepare my file for the professorat in 1 year so this is just to tell you that thanks god the hand of these people that accepted me in these conferences and do on but imagine someone who have difficulty in publishing or ...he will sacrifice his promotion for the department</p>
<b>S</b>	<b>You speak about yourself being an academic and how the administration was a barrier to progress?</b>
<b>Ibrahim</b>	Yes, a barrier it takes all your power and energy
<b>S</b>	<b>How about your role now as Head of Field of Study?</b>
<b>Ibrahim</b>	This position is much better it is more pedagogical (more pedagogical than administrative)
<b>S</b>	<b>This question is about you as Head of Field of Study of Foreign Languages in relation to departmental leadership If you can tell me about your current position?</b>
<b>Ibrahim</b>	<p>As an academic I am teaching two modules that I supervise, TEFL and oral discourse and globalisation issues. I don't have problem in assuring these modules because I might say that I have been teaching them for about 3-5 years.</p> <p>As responsable de Domaine (head of domain) again I might say that it is much lighter than before as HoD because we have meeting...again this come from up so nothing is done really authentically...nothing that they can think to do research on. for example, the use of textbooks, if we speak about English or Arabic,</p>

	<p>the use of the content, syllabus, design, etc or research in secondary schools or primary schools to bridge the gap these they come from up (what the ministry ask for experts to do research on) if you have a project include some doctorate students with you; LMD, so that you can have a project so the project would be more theoretical that practical than something that is used in the school across the street here and this is just for money because they are paid for that.</p> <p>So they have a grant every month which is gathered every year and it is a good sum of money. And at the end, the result they have to give 50 pages which will go to the drawer to an office in the ministry of HE that's all. and look at the pages they have to sign, this is more formal there is nothing really scientific...(speaking about academic staff with the dean that were in the room were the interview took place. Administrative documents were being signed by academic members of staff).</p> <p>Beack to HoD, we have meetings 3 times a year nationwide sometimes in boumerdass and sometimes in Blida our CPND (commission pedagogique nationale de domaine) so our domaine is LLE (Lettres et Langues Etrangere) it is not only Egnlish but there are English, French, Spanish, German and even Turkish.</p> <p>We meet to discuss syllabus and to discuss also at the level of the licence and level of masters okay...and we kind of coordinate our programs so that we have une harmonisation de tout les programmes (quality assurance) to allow mobility between universities if someone is for example registered in SBA he can study 1 month in SBA and finish in Gherdaia or in Algiers or whatever...so we finished with the licence what we call 'la mise en conformite' (harmonisation) now we have 1 licence because at the beginning of the LMD we had different licences and everyone has his own licence (not harmonised programme) so we thought it would be better to unify the program and for the MA we are still doing it.</p> <p>So concerning here in the department I have just a kind of a title, when there is a commission concerning the selection of students who will register for the masters and since I am head of Domaine I will supervise the one in English, in French and the one in German. But here again it's formal...I just come and sign, how many students have we taken, how many groups and I have to sign at the end.</p>
<b>S</b>	<b>Can you tell me how you have been selected for the role?</b>
<b>Ibrahim</b>	<p>A designation by the dean because at that time, I was perhaps the most... The needed one for ...because at that time it was the beginning of this role (first time the ministry designated Head of domains across the country) of course next time they will have another one because I don't have the right to stay for 2 mandates so at that time they need it urgently someone in LLA (Lettres et langue arabes) in arts and in LLE (langues etrangeres) so the only one who was in the list after the HoD, at the time I had just left HoD position so they said well you leave the department but you will be head of domain so I said okay</p> <p>And since the position is less busy so I accepted. I was designated but later now that we have more experience, it will be for the fillieres et specialites...teachers and members of the staff they propose themselves ...they will be informed about that, they will propose themselves and it is the scientific council of the university which will debate and choose...this is how they are chosen, fillieres et les specialite et plus tard le domaine.</p> <p>When I will finish my mandate next year 2020, we will ask people who are willing to take the post so we will have names and we will discuss them in conseil scientifique (scientific council of the university)</p>
<b>S</b>	<b>Can you tell me what does your role consist of in relation to ELD?</b>
<b>Ibrahim</b>	<p>For the department it is mostly to supervise what is done by repsonsable de fillieres et les specialites so concerning BA we try to make a common programme for each subject matter not module because now it's not a module. And for the MA, the same thing also we have the selection of the students who are oriented towards the different MA programs that we have; linguistics, didactics and literature, so I kind of supervise them.</p>

	<p>At the national level, we meet to work on the programs, on the syllabus as I said before in order to 'harmonisation des programmes' in the departments of English.</p> <p>I also attend meetings with them CPC meetings with what we call 'l'equipe de formation' (training course team) in this team, you need to have head of domain, head of subject and heads of specialities.</p> <p>Responsible de filliere we have two 1 for the licence and 1 for the English language (BA and MA) il y a deux, chef de filliere as chef de filliere de langue anglaise.</p> <p>And we have specialities; (B) for didactics, (M) for linguistics, (G) for literature.</p> <p>The ambiguity is in the filliere, that's why there has been 1 step in the other's role. At the beginning we have (K) responsable de filliere and then they said no, filliere de la licence et la filliere Anglais which means filliere anglaise ca sera (K).</p> <p>And within the MA we have three MA.</p> <p>So, I attend with them l'equipe pedagogique, sometime we call it l'equipe de formation (training course team) and we come up with some instructions like for the selection or for the results of the BA or MA and then at the end we sign papers</p>
<b>S</b>	<b>Can you tell me what leadership and management represents to you in the university?</b>
<b>Ibrahim</b>	<p>I learned a lot in this role, I contributed a lot to mise en conformite because this is 2<sup>nd</sup> mandate, yeah</p> <p>There has been a kind of administrative fault they had to stop it in 2016 and they forgot so now that you are in you carry on. But I learned really a lot for the harmonisation in my first mandate and for the mise en confirmite for BA and armonisation for MA.</p> <p>The most thing that I like is the meetings with others in the same position from other universities around the country, oum bouagui, tizi ouzou, annaba, they are very interesting people. More interesting than the ones we have here.</p> <p>You learn a lot when you stay with them for 2 to 3 days...you concentrate a lot ...24 h a day, we spent 2 – 3 days in a hotel working together so this give more time to know about it and to work on many things concerning the content, concerning the objectives, concerning all of these</p>
<b>S</b>	<b>Can you mention how the role changed from being a teacher to a middle leader?</b>
<b>Ibrahim</b>	<p>I have gained more experience, I have more maybe I can say it with humility, I gained more knowledge.</p> <p>Perhaps this role has given me more information more knowledge than my colleagues and sometimes I am surprised in informal discussions with colleagues, they don't know much things about the LMD about the credits, how things ...they teach and leave...when I speak to them, they don't understand what I say in the CPC meeting some terms.</p> <p>I think it has taught me a lot, I don't regret being designated by the dean</p>
<b>S</b>	<b>What is the reason those colleagues don't know about the LMD?</b>
<b>Ibrahim</b>	Because they don't care. They just teach subject; verb object and they go out. They teach do their exams and that's it
<b>S</b>	<b>There are resources about the LMD in the ministry website, why do you think the reason behind the ignorance about the system?</b>
<b>Ibrahim</b>	Oh yes, especially the LMD.

	<p>Lately, one of my roles is to establish tutorat here in the department because the rectorate asked us to do so I noticed that they don't know anything about tutorat although tutorat is something that you don't have to study at university to know about it. It is something that is done everywhere in the world. So, you know how it goes.</p> <p>So, when I spoke to colleagues in German department, they thought that it is a course, module or subject matter that you have to teach. For example, they give them more remedial work in grammar and in writing. I said, you can't you have to accompany the student to guide them to supervise them, to show them how to live as university students first as they are beginners (1<sup>st</sup> year) then, in the second semester if they have problems with methodology, yeah, but not in technical modules so they were asking what ma I going to teach them. I said it is not about the teaching it is more about accompanying the students and guiding them.</p>
<b>S</b>	<b>Is the tutorat out of their teaching hours?</b>
<b>Ibrahim</b>	<p>Yes, and that's the fear. Because they believe that students will not be motivated because there is no exam after that, and they are not rewarded for that or so they might be absent in these tutoring sessions.</p> <p>Here again I must say that I learned a lot. I mean when I speak to them I am astonished that they as you say they don't go to the website and learn so I have to give some documents about tutoring all the documents since I couldn't have meeting with them to explain. Teachers are more relaxed if they have something to work with under their hands, text book or they have something to do to guide themselves. But when you ask them something to do from their own initiative, they don't know.</p>
<b>S</b>	<b>Can you mention some of the challenges faced in your role as a middle leader?</b>
<b>Ibrahim</b>	<p>There are no challenges in regard to the colleagues for instance, they respect me a lot and when we speak usually, we speak about the content for example gradation in the programs, and things like that. The evaluation for example, but ti is more from the administration and the regulations, you find yourself tided, you cannot move, for example if they give you to do a content related to the number of credits. For example, now we have 9 credits for methodology unit, so it is 9 you can't go beyond that. So 9 credit means the number of coefficient related to it and the number of teaching hours is related to it. So, you say well I need to do that in 7 hours, no you can't it is 6 hours. The ysay what's the difference between 6 and 7 hours. Because in the end we must have something like 125 hours, you can't go beyond that.</p> <p>You find yourself a bit in the middle.</p>
<b>S</b>	<b>How about challenges in relation to the line manager?</b>
<b>Ibrahim</b>	<p>I don't have any problems, as you can see, he hugged me, so no problem. But again, he sometimes would say that these are the rules and we have to comply to them, when he say what did you prepare, I say well we have to do it in 3 weeks. We have deadlines these are the problem we can have. But humanly, it's alright.</p>
<b>S</b>	<b>How ready were you when change is implemented in relation to your role?</b>
<b>Ibrahim</b>	<p>Of course, I am ready as long as it is good and positive for the life of the department for scientific research for the country, I am open to that. The only problem as I told you, we are not really ready for it to come soon because it will come only if the top changes (ministry decisions). Because as long as the top carries on injecting us these rules and ordering us 'on est pas sortie de l'hoberge' we have to do it. So ,the change, we are ready for the change as long as it is positive and if they asked us to do it in the same way they asked us to do it for 'mise en confirmite' for the licence and the harmonisation. We will, of course and we can take the challenge and do it but if they give more initiative</p>
<b>S</b>	<b>Have you been involved in the decision-making process that proceeded the change?</b>

<b>Ibrahim</b>	<p>No, never it is more formal superficial things like ...as I told you programs, content, modules but not really things concerning what I call the real, the real change or the real reform like as I told you I have always complained about the gap between secondary school and university, we don't have we have a large gap 'un goufre' they don't know what is going on in the school across the street (talking about the previous faculty of languages) they don't know which text books are used. They used to eb a training session which has been omitted, now they don't, we have a memoir and these students have no idea what university is like.</p> <p>That's why I insisted on the role of tutoring, because pupil come from the secondary school to another world, they come to university, an institution different from secondary school. They are usually accustomed or guided and taking care of because in secondary school everything is structured, stakeholders; parents, 'l'academie', everything is structured I mean in secondary school if the teacher is absent, everybody will know that he was absent, so it is well ordered and everything is reported to 'l'academie'.</p> <p>Whereas when they come to the university, they don't know whether the teacher will come or not, the timetable is not ready or changes very often, they are completely lost.</p> <p>Some students are demotivated, so you have pupils coming from 'terminale' worked hard for their baccalaureate to come to the university, at the end, they are completely disappointed with the university, deceived; is this the university I wanted to go to? And sometimes they see that the teachers are less competent than the ones they had in secondary school, it is amazing so really this what I witnessed and without speaking about the absence of teachers and strikes like today, you see.</p> <p>Before the establishment of LMD and tutoring, ma prise de contact... always I devoted I whole session on this, just to keep them motivated and I explained to them, they have to rely on themselves, the university gives them only the infrastructure, the rooms, the light, registration, exams to do, that's all (speaking about the students and how they should be autonomous in which the university does not provide learning support)</p> <p>80%, they should rely on themselves especially nowadays with internet, I told them (students) those who work on their own, and it is also to develop learner autonomy ' the learner autonomy', because if they rely on the teacher they will be lost and they won't learn whereas if they work on their own and of course with the facilities offered by the university (library)...I always tell them, you all are going to have your degrees but diploma A and diploma B is not the same; someone that work a lot at home and someone that does not, it is not the same.</p> <p>Because if there is any contest or an exam, they will not rank the same; so if they have to go abroad and have to sit for an exam they will not all perform the same, so this is the point...</p>
<b>S</b>	<b>What are the skills and competencies that you think are important in your role?</b>
<b>Ibrahim</b>	<p>Most of ti, it is human relationships, I mean you have to have good human relationship, because you have to be patient also to work with different people from 3 different departments: here we have 3 different chef de fillieres, 3 departments with different specialities, and you have the problem of wide patient because as I said before, so you have to explain, so you have to explain something and repeat and so it's part of your role.</p> <p>Diplomacy, you have to be very diplomat</p>
<b>S</b>	<b>What are the knowledge requirements that you think are important in your role?</b>
<b>Ibrahim</b>	<p>For the domain (foreign languages) it more about the content of the modules 'subject matters' for e.g. if you take the different units 'fundamental units' like what has to be taught, what has to be given more credits, for e.g. in didactics you have more about Educational psychology, it is about psycholinguistics...</p>

	<p>In literature, you have literature, teaching literature so this is regarding the content, I learnt a lot and I also learn a lot not about the regulations but these calculated things such as credits, module and debts, coefficients, the evaluation 'continuous evaluation', so I learnt a lot about that.</p> <p>Although, I must say that I learnt about this even before the LMD system because I used to do it, but I learnt more, I consolidated my knowledge in this area but I am sure that those who go through this responsibility will learn; that's why I am for taking this responsibility every year (speaking about the importance for someone to take this responsibility due to the opportunity of learning about the administration and the university)...</p> <p>I told my colleagues in Tlemcen, I said: you are really good, I mean you do it every year for the HoD so I really encourage people to take these roles of 'head of subject', 'head of domain', 'HoD', because you learn, it gives you more and more and more experience, so you know what you are working in, whereas if you stick to your content module, there is no advance in knowledge...</p>
<b>S</b>	<b>What are essential attributes that are important in your role?</b>
<b>Ibrahim</b>	I think we mentioned relations with people, diplomacy, patience, intelligence, maybe; because you need sometimes to be intelligent in choosing some aspects of programmes, when it comes to the technical domain (speaking about being intelligent specifically in terms of aspects of the programmes)
<b>S</b>	<b>Are there any practices you do in motivating and supporting lecturers?</b>
<b>Ibrahim</b>	<p>This was when we were preparing some of the programs, in order to make them...to collaborate in order to have kind of uniformity in the programmes but we don't have much work together, because it's not regular I mean, everyone works on his own but only when it comes to do things like that when they are asked by the ministry as I said when it comes from the top, when the ministry ask: ' now prepare this for us' then, I can gather them and speak with them but not many of them...</p> <p>But the difficulty is in contacting and gathering them and have meeting, sometimes it's not easy (the meetings held with the teachers were about the uniformity of the programmes being taught - the participant also speaks about the meetings held with teachers only if the ministry asks to disseminate information)</p>
<b>S</b>	<b>What are the factors that facilitated your professional development?</b>
<b>Ibrahim</b>	<p>Maybe it is the fact that I have good contact with my friends (colleagues) that's all and this is perhaps why, as I told you before, the dean designated me, that's all...</p> <p>Maybe the older, most experience between brackets, perhaps.</p> <p>So the easy contact I have with my friends, they are all my friends; women, we spoke about culture earlier, I have more facilities in communication with women, I am more open. You can take the e.g. of prof Bedjaoui, bouhafs, benaissi</p> <p>Prof B sometimes when we joke she found herself obliged to say he is the cousin of my husband, I say no it just a question of culture, I belong to a generation that is perhaps not less taboo, less prejudice and stereotypes, more French culture; I am more French culture oriented than Arabic culture</p>
<b>S</b>	<b>Is it sort of trust between you and your colleagues?</b>
<b>Ibrahim</b>	Yes, exactly...I am not between brackets extremist, I mean easy going, cool; whatever you call it... So that helped me a lot, I can make jokes, I put everyone at ease when dealing with colleagues 'women and men', because sometimes you can have problems with women, but I personally don't find any problems with women because I am easy going ...
<b>S</b>	<b>Were there a specific training for your role?</b>
<b>Ibrahim</b>	<p>No, not really, no</p> <p>I wish we had, because this would perhaps train people, prepare them, invite them..</p> <p>As we spoke before, make them willing to take the role because if you ask them: will you do a training in order to take a specific role? In this case, if you ask them thenm maybe they will (speaking about providing the training to have people willing to be a middle leader).</p> <p>But like this, they learn on the ground, and this is what I did. Sometimes when you ask someone to be head of domain or HoD, one of the things that make them perhaps reluctant is the lack of experience; what am I going to do? what should I do? What's my duty, so they are a little bit anxious, this perhaps make them</p>



	<p>reluctant, but if you do a kind of training like this every year or at the start of the year for those who want to be head of subject or head of domain; they have a training for few weeks or something, then, they become ready</p> <p>I noticed that with women; most of them, they would ask me: but what does it consist of? What should I do? So, they are really anxious, they know they prefer to teach, they teach and they go home</p>
<b>S</b>	<b>What do you think would improve leadership and management in the university?</b>
<b>Ibrahim</b>	<p>First, as I have told you, it has to come from the top, the higher authorities because educational management, first it has to obey to certain policy, sometimes they have their own policy (speaking about ministry's policies) ...</p> <p>Some countries it comes from different political parties (difference of Algerian HE from other contexts), if they are in power and have their own reform and policy but here it is more dictated; this is the way we wanted to do things, perhaps they have an objective behind that, either to make us knowledgeable or perhaps to make us ignorant (speaking about the ministry policies); it depends on the policy, so it has to come from the top, once they give us the initiative, as I was speaking earlier about decentralisation in the management domain (administration) and in the scientific domain (research).</p> <p>once they give us this autonomy, then people can bring their own potential to change, to produce, to enhance, to develop and so on...</p> <p>As long as they give us one way of thinking, they can't go out of this (speaking about the dictated regulations provided by the ministry as a barrier to change and for academics to bring their own initiatives)</p>
<b>S</b>	<b>Here when we look at our current system, it calls for autonomy and change? Don't you think there is a contradiction</b>
<b>Ibrahim</b>	<p>Yes, because as I always say it, the LMD has been Algerianised</p> <p>So, it has been emptied from its soul as we say. Lmd is mobility...</p> <p>I tell you something, at the beginning, the lmd was supposed to obey to the demand of the area where you live; for e.g you can have a licence (BA) in El Baid which is different from licence in SBA, okay? MA in SBA, would be different from MA in Bechar, okay?</p> <p>Because they don't have the same needs, even not the same people or geography, different area...</p> <p>So, it was for e.g. for evaluation, we had an evaluation every semester, okay? There was no compensation between semesters – they made the compensation for the whole academic year and this is wrong! (speaking about compensation of grades between the first and second semester)</p> <p>This is one of the algerianisation of the LMD system.</p> <p>Second, for the mobility, you were supposed to start your LMD here and then, you can finish it somewhere else, but, we found that it is not possible because they don't have the same modules (speaking about mobility between different Algerian HE institutions based on the degrees they offer – mobility is not possible)</p> <p>So now with uniformity, and 'mise en conformite' it is possible but still it has become somehow like lycee (secondary school) – 'mise en confirmite' has been done just to give the ministry, the authority and also the supervision and the monopoly of these programs, but not for the mobility, okay?</p>
<b>S</b>	<b>Do you mean mobility, within Algeria? Or abroad?</b>
<b>Ibrahim</b>	<p>Even with other countries, with France or Spain or whatever.</p> <p>This was the objective or the aim of the LMD at the beginning, I mean Europe but in Algeria had to do it (the LMD), but we noticed 10 years after or more that it has been reduced, reduced, reduced until it has become like lycee (Secondary school) and even less than the classical system.</p> <p>The lmd system also encourages the autonomy but we have found that there is no autonomy because there is no relationship or links with the outside world because when you are related to the outside world, the student can go and work and can find opportunities and develop his skills of investigation or methodology but here the student has just a programme to finish, memorise and respond to the exam</p>

	<p>paper and that's it! And at the end the student is given a degree, when he goes to school to teach, he finds a different world, it has nothing to do with what he studies (Shakespeare for e.g.) so he will be completely lost.</p> <p>Whereas in other countries when they speak about leadership or management, they try to find the relationship between other institutions, a museum can be considered as an institution, kindergartens or nurseries...</p> <p>Because the lmd, the philosophical underpinnings is to find the bridges or links; for e.g. let's take the French department, perhaps, the student does not want to teach French in secondary school but have a jib in a nursery, okay? So why not</p> <p>We can facilitate the link to that profession in order to, develop what she can do, okay?</p> <p>This will be very important.</p> <p>So, at this we have not, we have confined the lmd to the department, somewhere in sid djilali in a building of 7 floors and that's it. Courses, lectures, exams, degree and that's it.</p> <p>So, people come to the department and go, there is no life if you noticed. If there were life, I mean we would have the students no speaking about the teachers who would develop their potentials but also the students that bring their potential, you can have people who would practice sports, who write...etc.</p> <p>So, the university is confined to programs, exams, and that's it.</p> <p>And this is not the philosophy of the LMD because you can start something, the LMD you can start something and then do something else for e.g. you can have a degree to teach and then you want to be a guide in the museum where you need English (speaking about the mobility that the LMD is supposed to provide to English in which they can change profession with ease).</p>
<b>S</b>	<b>Could you please elaborate more about the limitations of the LMD?</b>
<b>Ibrahim</b>	<p>The lack of flexibility and to encourage the students' talents. If the students is gifted in something, or talented, he is going to develop it, okay?</p> <p>whereas if you limit him or her in something, here you are killing his initiative and what he wants to be...and this is also in technology department, it is even worst</p> <p>and here again, when you asked me about what head of domain post brought you, I had also exchanges with other domains, with technology for example, they do their first and second year and then they are oriented in the third year; the same way as I told you, like in the lycee from 2<sup>nd</sup> to 3<sup>rd</sup> year (terminale) and in this case they are oriented through internet, what we call 'the progress'...and the one in charge of technology 'head of domain' who used to be rector a long time ago, he told them in the ministry, this is not progress, this is a regress ...</p> <p>so, this is not LMD, they studied two years and then they are oriented according to the grades they have nad in technology they have many specialities, imagine not like in English department, they have many...</p> <p>so, imagine the student is not going to like the speciality where he is going to oriented, okay?</p> <p>So, this is really killing the gift or the talents, potentials students have. And nowadays, students start really young at the age of 18 and it is 3 years for BA degree and it is the age where the learner is at his own potential, so he can really become a genius or become completely faded, the university is killing his motivation and willingness and it's a pity, because at the end, you find a brilliant student at the same rank as the slow learner sitting for an exam...and here again it depends on the subject (exam question) and how it is asked and this is not fair</p>



## Appendix 14: Sample (II) Participant's Interview transcript

Date and time	participant	Gender	Position	Institution	Department/Faculty	Interview Duration 01:08:50
22 October 2019	Abbes	M	Course Director	'B'	Faculty of Lettres, Language and Arts	00:49:32

Speaker	Transcript
<b>S</b>	<b>Can tell me about yourself and your current position ?</b>
<b>Abbes</b>	Myself in terms of academic achievements or only related to administration?
<b>S</b>	<b>About you as an academic and your role in the current position?</b>
<b>Abbes</b>	So, administrative tasks or positions in the Algerian university in general are not separate positions from teaching, so all the positions you see here, starting from the dean, till head of sections, HoDs are all of them are teachers...okay...they are teachers in those departments there are designed or appointed on the top of them...so... I am basically a Dr in applied linguistics and TEFL so I am in charge of modules like applied linguistics since it is my area of speciality. And at the same time I have some basic modules like writing and sometimes, oral expression, it depends on my teaching load...in each year...I am interested in teacher training because my Magister dissertation which is equivalent to masters was about the teacher training during the classical system...the old system that was implemented in the Algerian university...then, after the advance of the LMD system which is a new system after the reforms that were noticed by the Algerian university starting from 2004...I have again replicated nearly the same work in my doctoral thesis to see the changes that were brought to the Algerian university in terms of teaching English through the LMD system...okay...so this is in general, my area of interest...so since I am more interested in didactics and pedagogy, I was selected by the dean to be the head of section...in addition to my personal qualifications
<b>S</b>	<b>This leads us to the next question which is about how have you been appointed for the role?</b>
<b>Abbes</b>	Nice. So, as I started in the beginning, administrative positions in Algeria are not positions let's say to be recruited on...like we see in some universities...mainly in the Anglosaxon system, okay, for e.g. if they need a dean, they are going to recruit a dean...or they are going to recruit a head of section who is mainly in charge of the administration of that institution...here no, here we are originally just teachers and we are selected and you will have an additional role in addition to the primary role which is teaching, which will be administration. So, it is a selection from the employer or the superior here, in my case I am selected by the dean...maybe the dean is selected by the rector or chancellor...or minister, we don't know. But me at my level, me and HoD normally we are selected by the dean okay...and of course there should be an agreement between the dean and the rector so it is a matter of selection, not recruitment, okay.
<b>S</b>	<b>What does your role consist of as an academic leader in the department? You mentioned for instance the importance of being a teacher to occupy such position and how it helps in this position...</b>
<b>Abbes</b>	Okay, the idea of selection in Algeria has a positive side and a negative side so let's focus on the positive side. No one outside of the department is going to govern, so the department is going to be governed by one of its members, okay. We are not going to recruit someone outside of the department to be the head of all teachers. So, the head is a colleague on a primary bases, then he is selected to be the head of section. So, first we are aware of all what is happening as teachers; by happening I mean all the needs of students all the needs of teachers...programmes, curriculum in

	<p>general...syllabus design, okay. We have an idea about what is happening, so like that in my position, the first thing we do is the administration of modules on teachers, okay. So, we study each year in order to form a time table, so teachers are asked to form teams of modules, each team is let's say headed by a coordinator, so I get in touch with the coordinators to know who are the members of his team and what is the syllabus that are going to work with, okay...and starting from that we make time tables. This is the primary, so the primary duty let's say is time tabling, not just making a calendar of work but time tabling and seeing the content of modules, being the coordinator between all the syllabus designers and all content of modules and checking if these teams are respecting the primary of the basic let's say skeleton of the programme provided by the ministry, okay. The ministry doesn't provide the full programme, well detailed programme but just the headlines, modules with coefficients, with credits and later on we fill in the content of each module...okay. So, my job is to coordinate and to check what is happening inside modules, teams, what is happening in team modules...</p>
<b>S</b>	<b>Can you tell me more about team modules and who are in charge? Are they teachers?</b>
<b>Abbes</b>	<p>Yes, of course. We have a module of writing, just an e.g. it is called comprehension and written expression, so it is related to rhetorical skills...for e.g. we have 10 groups of writing, imagine that we have for each group, we have 1 teacher, so we will have 10 teachers, okay. Now to check that those teachers are following the same programme, are doing the same ways of assessment or evaluation, doing the same exams to let's say assure the same quality learning for all the groups, we appoint a coordinator between the 10 teachers, but the coordinator is none of the 10 teachers, he is going to coordinate in his team...they first make a design of the syllabus, then they design evaluation and assessment and they see let's say the progress of lectures...so the teacher is one of the teaching staff of that module. Now, me I don't see those members of each team, now in my position I have for example, in the first year I have 11 modules or 12 modules on each module I have 1 coordinator, so for me I will get in touch with each coordinator to see each modules' progress, okay, before time tabling, lectures and before time tabling also exams, so we cannot make an exam unless we know that all groups are doing the same thing, they are in the same level and the programmes are finished and like that we can make an exam.</p>
<b>S</b>	<b>For how long do you do the evaluation of the progress?</b>
<b>Abbes</b>	<p>So, we do the first meeting before the beginning of the year. So, we receive the students, we make the first meeting to talk about this year's programme, if something to be added, if something to be changed and so on, so the programme is established before the coming of students. Okay. From time to time, sometimes it is monthly, sometime 1 in two months we make another meeting to see if they are at the same level, if teachers are working at the same level, I mean in terms of chronology, if for e.g. all of them are achieving 50% of the programme and we make a final meeting before the exams, if all of them arrive to 100% of the programme with its evaluation and assessment, I mean continuous evaluation, before making the exam, okay. If they are all of them in the same line, to give the same chances to all students, we make the exams, so it is something continuous, this is for 1 semester and the same thing is going to be done for the second semester.</p>
<b>S</b>	<b>What does your leadership and management represent to you in your university?</b>
<b>Abbes</b>	<p>I don't think that things would go smoothly without coordinators, so this role of being a coordinator between teachers (teachers coordinators) I don't say it's controlling but at least it is assuring to not use the time control it assures a good progress and fluent progress of the lectures, so it is something very important, it is vital...as if you have a machine and it is working, and there is a tech man who is seen that every part of the machine is doing it's job on its side...so we expect problems before they happen to not make any, let's say anything that we are going to interrupt the lectures or problems for e.g. a teacher who is ill and we are going to find a solution by making make-up sessions, just at the end we assure that all students had their right of lectures in an equal way, same topics in exam, etc. okay. So, I don't think that things are going to work in a good way without a brain, by brain, I mean someone who is thinking above all the team, okay. This is the importance of someone who is looking from upstairs, okay, to see what is happening in the field.</p>
<b>S</b>	<b>How has your role and responsibilities changed from being a lecturer to an academic middle leader in HE?</b>

<b>Abbes</b>	Okay, being a colleague and at the same time you find yourself in a position of being a boss if I may use the term boss, because we have many bosses here...being a boss with someone who is your colleague is something really sensitive, because sometimes, you should be firm in some situations and sometimes you find yourself a colleague maybe suffering from the same problem that other colleagues are suffering from...I don't know we have many problems here, at the level of the Algerian university okay...sometimes with the students, sometimes with the equipment, okay, so to be let's say, one foot in one side and the other in another side it's not really easy...it's not easy for me but it's easy for the others to accept it...that colleague now, is making orders or strength to control or trying to ...so it is not something easy...so the personality, my personality is not going to change but it will have two facets, okay...what I need in terms of personality as a teacher is not the same as a leader...it's not the same, okay...though there are many things to be shared for e.g. problem-solving, you can solve problems either as a teacher or as a leader, but if it is not solved as a teacher...but as a leader you should do it, it is your job...you should find something, okay...I can give you an e.g. sometimes there are jobs that can be, when they are made by someone, so it's okay, the others are not going to be asked to do them, okay, like teacher...if someone of those teachers designed a syllabus, okay...I am not going to ask all the teachers, they are going to follow the same syllabus, okay. So it is a team, one can represent the team or can be the spokesman of the team, but now being a leader, you should make the initiative to solve-problems, you should make critical thinking, you should be open minded to all types of mentalities let's say and ways of communication and so on in order to solve problems...so sometimes I find myself in totally different positions and situations.
<b>S</b>	<b>What are the challenges that you faced in your role as an academic middle leader?</b>
<b>Abbes</b>	The challenges here that sometimes responsibilities are not clear. Okay, sometimes a problem is happening in the department, we don't know who is the responsible teacher or official to take care of that problem...sometimes responsibilities are not clear...there is no clear cut...it is your...sometimes I say to my superior this is your job...sometimes he tells me no, this is your job...and sometimes there happen some kind of struggle or misunderstanding because sometimes, it is not really clear in which side is the problem, or the issue or the topic if it is not a problem, okay...this is one thing. Sometimes, if you have a senior leader, of course we have a head of department, we have a dean, sometimes you don't agree on the same points, okay...me I see sometimes myself closer to the field, I see solutions that are sometimes not accepted by...I maybe wrong, okay, I am not saying...but sometimes I feel that my view to the topic or to the problem was better, but just was not applied because there is a superior who didn't see it in the same way, sometimes you don't have really...let's say your responsibility scope is not that large in order to make all the changes that you want or all the solutions that you want. Also, there is what I call, resistance to change; sometimes I find a superior who is I don't know maybe 15 years older in terms of experience than you, or 20 years older in terms of experience to you...sometimes they don't accept changes that you suggest with no reason, or let's say, with no logical reason...I feel that there is some resistance to change, especially if I talk about myself, coming from a new generation of teachers, okay. So, these are the challenges that we face.
<b>S</b>	<b>How ready were you when change is implemented at the university?</b>
<b>Abbes</b>	Okay, now this is happening this week, this week we have received something very urgent and very new, saying that we should make these modifications, we should alter this in the programme, we should do this but it was sent 1 month after the commencement...so I can say that no one was ready for this and no one was expecting this. Now, being ready is related to expecting something...now if we expect a change, we are ready to do it, okay. Btu sometimes since decisions are made top-down, it means that the ministry is going to dictate things on...and few times you will find that suggestions and modifications are made at the level of, let's say, the basic institutions or the departments, or by teachers, it means, bottom-up but it is the reverse, so sometimes we receive things that are urgent and not expected, at that time it is very difficult to...and we are obliged to follow them, regarding the system here, so if it is expected, it's okay...sometimes politics plays a great role in our job, though we seem far from the ministry or the government but we always when there is change at the level of the ministry, we expect something will happen...okay, so to say that we are ready or not...if we are expecting things to happen, yes, we are going to prepare ourselves to make things better, sometimes things are dictated in a way that we find it very difficult to apply it.

<b>S</b>	<b>Have you been involved in the decision-making process that preceded the change in your department?</b>
<b>Abbes</b>	Of course, I don't say that it's always top down...I said most of them are top-down decisions...sometimes there are local decisions that of course I should have a share in them like date of exams, programmes, I told you like syllabus design, curriculum design, like events...I have good part of decision making, but sometimes, the most important ones are made at the level of the ministry, we have no share...sometimes it is even the dean who doesn't have any share in any decision made. It depends on the type of the decision, how big is the decision. Locally, at the local level, of course I have a share in the decisions made, okay...but they don't change really a big thing, maybe it's a date or something like that.
<b>S</b>	<b>Can you mention some examples?</b>
<b>Abbes</b>	Okay, I have a decision in the dates, timetabling, dates of exams, date of make-up sessions or make up exams, dates of vivas, okay...so the internal planning of the department, I have a share in it. For e.g. in the orientation of students in masters level, okay
<b>S</b>	<b>Does this orientation come at the start of the year?</b>
<b>Abbes</b>	Yes...we have to choose for e.g. supervisors for students, tutors, we make decisions in agreeing on modules teams, okay...we see sometimes the profile of the teacher if ti is going to go in a good way with the module taught, okay...so we have a range of decisions that we can make...but change or decisions, leading to change are difficult okay to be honest.
<b>S</b>	<b>How far do you think change affected your role and responsibilities within the university department?</b>
<b>Abbes</b>	Yes, we take the e.g. of the top-down decisions that are made sometimes suddenly and they affect us a lot, sometimes, you find yourself blocked...many people in my position, even sometimes they ask for being dismissed...they cannot afford the number of unexpected and newly emerging decisions, and sometimes you cannot manage the situation, okay...so sometimes they are very difficult to be manages, or you find yourself doing solutions that are temporary, not permanent solutions, this is what I hate in my job, when I only find temporary solutions and not permanent ones...because of the constraints, imagine that this week they added a new module in the middle of the year, okay, and I am obliged to find teachers for that module, okay...every teacher has his full teaching load, okay so here I ma going to invite teachers to have extra hours to get the new module, not all teachers are going to accept to have additional hours in addition to their primary timetable, because change was not expected, so you find yourself in between of this sides of administration, teachers, superiors and so on...sometimes, you cannot manage, okay.
<b>S</b>	<b>What professional skills and competencies are important in your role as an academic middle leader?</b>
<b>Abbes</b>	My role as leader?
<b>S</b>	<b>Yes please, could you think of the skills that you consider essential to your profession as a leader?</b>
<b>Abbes</b>	Okay, as I told you in the beginning, responsible let's say responsibility positions are based on selective approach, they are selected, most of the time on their personal skills (interview interrupted). So the main skills that we should insist here on are personal skills, to be open minded to communication with teachers, because most of the duties are based on communication with teachers, coordination, communication, syllabus discussion, all of them they are based on communication, so if you don't have a great communicative skills, how to convince people and

	persuade them on many things and even with students...we are insisting mainly on the role of teachers but also we have a big role with students, okay. So, you cannot...in addition to time management, commitment, let's say the sense of responsibility to the intuition you are working for, because we don't have really a big benefit from being leaders, to be honest, just the matter that you are working in your institution and you want the best for your institution, so it motivate people to have such kind of leadership positions, you need other knowledge...of course you should be computer literate...
<b>S</b>	<b>In your opinion, what is the essential knowledge requirement in your current position?</b>
<b>Abbes</b>	Yes, so you should have timetabling knowledge, time management knowledge, you should be computer literate because you have plenty of things to do using the computer...in my position I was selected because I am a specialist in didactics, so my position is related a lot to pedagogy, okay...someone like me with a doctorate in applied linguistics and TEFL is better to have such position in an EFL institution, okay because you know the problems of pedagogy of a foreign language ...you have knowledge about syllabus design, curriculum design, quality assurance, so all these things are part of my doctoral thesis so the selection was based on that bases and sometimes you go to other departments like mathematics for e.g. in a scientific department, sometimes, few people may have this knowledge of pedagogical issues, okay, that we have the chance and we are lucky to study them at the level of the department. And sometimes they gain things...these things through experience, okay...so my experience they start knowing okay the programmes and things like that, okay...so if I talk about this position, it requires both personal and let's say academic skills
<b>S</b>	<b>How these skills and competencies have developed over time in your role?</b>
<b>Abbes</b>	Of course they are going to develop, because practice is something and theory is something else...okay. Being a teacher and being someone who coordinate between teachers or, is not the same thing. Although you are talking about the same topic, a football player and a coach in the team, they are talking about football but they are seeing the game from different angles and from different ways, okay...can you repeat the question?
<b>S</b>	<b>How did the skills develop?</b>
<b>Abbes</b>	Yes, development of these skills and sometimes, you know widdowson's dichotomy, sometimes you learn, you practice from theory...sometimes you theorise from practice...there were many things that we didn't know before being here, but by practice, we have discovered and we have made theories, starting from new experience...okay, so we have learned many things and we have developed things and we have seen things from a concrete point of view, okay...not only theoretical.
<b>S</b>	<b>What are the essential attributes in your role?</b>
<b>Abbes</b>	So as i said to be a good talker, to be a good speaker, to have good communicative skills, to how to convince, to persuade people, okay. To be a problem-solver to have creativity in many domains, to make change, to make innovations and to be patient in order to deal with...like in our department, we have more than 60 teachers, okay...we know that we are human beings, we have different ways of communication, we have different ways of thinking, so, to be able to communicate with all those people and coordinate between all those people really requires a gerat patience from the leader, okay. If you are not patient, you cannot stay one day in your office because you see everyday many issues, okay...now at the same time, you have, like in our department, we have nearly or more than 2000 students, each student sometimes with a specific problem or a specific need, okay, so in order to have all these things in mind together, okay...you have to have an open mind.
<b>S</b>	<b>Are there any practices you do to motivate and support the lecturers?</b>
<b>Abbes</b>	Of course, yeah...being the coordinator between the coordinators of each modules and it is part of my job to attend what we call modular meetings, okay...that are held from time to time...of course you should motivate your staff okay...you should motivate them, you should show them the aims and the goals of the AY and you should motivate them on how to achieve or in order to achieve those goals in the times designed for...you should motivate them to finish the programme in each level, motivate them to make the exams...okay, so motivation is something that we cannot make things work without...if motivation doesn't work, sometimes you should be firm, you should go to orders,

	for e.g. we have deadline, okay...so the deadline of correcting papers is that day so you should be firm if motivation cannot work alone
<b>S</b>	<b>What are the factors that have helped your professional development for your current role?</b>
<b>Abbes</b>	Okay, number 1, I have said that we are motivating students but sometimes, no one is motivating you to stay at that position...I think if you go to...and I can make it a challenge here....if you go to any official...any HoD and ask him..he will say that, if I find a way how to stop, how to dismiss, they will dismiss, we are not really motivated for the jobs we are doing...there is no motivation, neither psychological, nor material motivation, for e.g. if you see how much people earn after their administrative job, it is nothing in comparison with their salaries, okay. There is no training, now we don't talk only about money or being payed for doing something, but if you want really, in addition to motivation and so on, be it material or psychological, if really to have better results in terms of administration and in terms of leadership. You should provide training and I think that it's really the leaders' right to be trained on leadership, if you really see that the raw material of that person, can be shaped into a good leader so you should train him or her on leadership. So, there is no training on this position, okay...you are selected on your basic knowledge and by time you will get experience and you will learn more. There is no training, okay, so training and motivation are things that are really...and also, having larger scope of decision, okay...sometimes you find yourself limited, you are just a mirror of others' decision making.
<b>S</b>	<b>Do you mean the challenge is in the power of making decisions?</b>
<b>Abbes</b>	There is just a small power, not to say there is no power, but there is small power, I call it as a scope...you cannot do things beyond that scope though the decision maybe good for you or the institution, okay.
<b>S</b>	<b>So you mentioned that there haven't been specific training. Was there any specific training for your role?</b>
<b>Abbes</b>	Yes training and motivation...my training was mainly academic, based on my academic profile, I was selected, there is no training for this position, okay...there is no training, neither pre-service or in-service training, okay.
<b>S</b>	<b>In your view, what would improve leadership and management in higher education and ELD in particular?</b>
<b>Abbes</b>	If we take care of all the points I told you, training, motivation, you call it power, I call it scope of decision, larger freedom let's say in making decisions, okay...training be it in-service or pre-service, if we guarantee this things, it will be better.
<b>S</b>	<b>Is there anything else you want to add?</b>
<b>Abbes</b>	Okay, if i suggest something, i would suggest something on the approach of selecting leaders, i said that it has a positive side which is that the leader of a team is one member of that team, now i am a teacher and i am leading my colleagues, i think that in the Algerian context, it is better than having 10 teachers lead by someone outside of their speciality, or...it is not easily accepted to be lead by someone who is a 'stranger' from the institution, this is a good thing in Algeria...teh bad side of this is that, you may find resistance to that person who was yesterday a colleague, today he is a leader, because he was just selected by the dean or by the rector, okay. Tehre maybe other people who are motivated for that position, but they were not selected by the dean, now if we open this as a type of recruitment, we open the chance to everyone to be a candidate for the position, then, we study CVs and so one, i think if that one is not selected, he is going, or she is going to be less angry if i can say and he is going to accept...you're going to say, okay, i have given my name as a suggestion, itw as not selected better than the doors were close and that person was selected, okay. Sometimes, i am saying this through my experience, sometimes you cannot convey a message not because the message is not clear but sometimes there is a resistance to understand that message, because maybe that teacher was dreaming to have that position...now we are talking about some human nature problems, okay. Now, to be in between okay, so there is a selection but based on a number of candidate who provide or suggest their name, okay...you make a suggestion, and the, you make a selection, it would be better, okay
<b>S</b>	<b>Do you think that people might apply, if there is an open recruitment ?</b>
<b>Abbes</b>	Yes, tehy are going to be motivated if we link this 'type of recruitment', if it is related to or what we have talked about before, if they are assured ; motivation, material and psychological motivation and



	<p>training okay, those three points that i have mentioned, in addition, if they are assured, i think that many people are going to apply for such a position, okay. I think that there are many people who have this sense of leadership in their minds okay, in their lifes, in their families, they like to be leaders. You can see a group of children playing, you feel that one of the mis going to be a leader...he makes order, he says, let's go play there...okay, leadership is sometimes intrinsic in some people, many peopel have the right to be ambitious to be a leader or a responsible an official, in any institutions so we cannot deprive people from the dream of being an official or being highly ranked in an institution, so i am sayign that i am in this position...but i am admitting that all the teachers have the right to be here, if they want for e.g. okay, they are all selected and itw as an honour to be selected by the dean, okay, but i am talking objectively about this topic, we study CVs and we study...okay, personal side of each candidate and we select...in addition to motivation and training and so on, okay...like that you are going to have people who wants to be leader, nowadays there are lots of teachers in the Algerian university, they don't want ot be in the administration because it has many problems with less benefits, and this is the human nature, okay. You should be rewarded for something you do, at least psychologically...when something is good is done we hope that you say, yeah it's good. When something bad is done, a mistake and mistakes also are part of human nature, you find yourself backed by your boss, let's say, okay let's solve it in this way. So, but here sometimes you find that when it is good no one cares and whn it is bad everyone care...so this is my comment if i maya dd a comment at the end of this</p>
<b>S</b>	<b>Spekaing of training, what would you suggest ?</b>
<b>Abbes</b>	<p>Okay, it depends on the level, sometimes there are many things to learn from experienced leaders, they can do things local and we are in the era of globalisation, so why not to send teachers to a scholarship, to go outside and do training in terms of administration to see how big universities, how well ranked universities in the world are working in terms of administration, to see different philosophies of administration, the French administration is not like the American administration is not like the British administartion, okay...so send people here and tehre to have a hybrid of ideas...you may here cerate something new and innovative and maybe flourishing in the future.</p>
<b>S</b>	<b>Thank you very much Mr A for your time and .</b>
<b>Abbes</b>	You're welcome, it was a pleasure.

## Appendix 15: Project ethical approval certificate

### University of Northampton

Dear Soumia

Application ID: ETH1819-0006

Project title: A case study of EFL middle managers in Algerian universities and their impact on the academic work

Lead researcher: Miss Soumia EIMestari

Thank you for your recent revised application to the Research Ethics Committee. The application and responses to queries were considered on the 23rd of November 2018. The decision is:

Approved

We are happy to confirm that your application can be approved with immediate effect. Congratulations on reaching this stage. We wish you all the best for your project.

Please update the Committee via Gateway if you need to make substantial changes or additions to the approved project.

Yours

John Horton



---

**University of Northampton**  
**University Drive**  
**Northampton**  
**NN1 5PH**

Switchboard **01604 735500**  
Study Enquiries **0300 303 2772**  
Study Email **study@northampton.ac.uk**  
Web **northampton.ac.uk**

---

A charity providing undergraduate and postgraduate degrees and diplomas  
Vice Chancellor **Professor Nick Petford BSc PhD DSc FGS FRSA**



## Appendix 16: Participants' consent form



### Participant Consent Form

**Title of the Project:** *Leading from the Middle: Investigating the Roles of Algerian Academic Middle Leaders in Three Universities*

Having read the information contained in the **information sheet for participants**, I, the undersigned, confirm that:

(Please circle the boxes you agree with)

To whom it may concern,

1.	I have been fully informed about the aims and purposes of the research project, as provided in the participant information sheet.	Yes	No
2.	I have been given the opportunity to ask further questions about the project and my participation and have them answered.	Yes	No
3.	I voluntary agree to participate in the project	Yes	No
4.	I understand that if I chose to participate in the interviews, I will be audio recorded.	Yes	No
5.	I understand that my participation in this research project is voluntary and I'm free to withdraw at any time without giving any reasons and without being penalised.	Yes	No
6.	I understand that names of university staff must be kept anonymised	Yes	No
7.	I understand that I have the right to withdraw from the research after I have received the transcript of the interview ( <u>up</u> to 1 week after the interview)	Yes	No
8.	The procedures regarding confidentiality and anonymity have been clearly communicated ( <u>e.g.</u> use of alternative names, pseudonyms) to me	Yes	No
9.	The use of data in research, publications, sharing and archiving has been	Yes	No

	explained to me.		
10.	I understand that other researchers will have access to the publication of results after the Ph.D. thesis is published.	Yes	No
10.	I, along with the researcher, agree to sign and date this informed consent form	Yes	No

**(Please fill in and sign)**

Signature: .....

Date: .....

**Student:** Soumia El Mestari

Tel:

Email: [S17004422@regents.ac.uk](mailto:S17004422@regents.ac.uk)

**Supervisory team:** |

Director of Studies: Dr. Cristina Devecchi, Faculty of Education and Humanities

Email: [Cristina.Devecchi@northampton.ac.uk](mailto:Cristina.Devecchi@northampton.ac.uk)

1<sup>st</sup> Supervisor: Dr. Assia Slimani-Rolls, Regent's Institute of Language and Culture

Email: [Rollsa@regents.ac.uk](mailto:Rollsa@regents.ac.uk)

2<sup>nd</sup> Supervisor: Dr. Dr. Cristina Devecchi, Faculty of Education and Humanities

## Appendix 17: Participants' information sheet



**Title of the project:** *Leading from the Middle: Investigating the Roles of Algerian Academic Middle Leaders in Three Universities*

### PARTICIPANT INFORMATION SHEET

Dear Middle leader,

My name is Soumia El Mestari and I am undertaking a doctoral research on the role of middle leaders (MLs) in Algerian universities as a preparation for PhD degree at the University of Northampton and Regent's University London (United Kingdom).

Leadership and management in higher education have gained the attention of researchers from all around the world, particularly in western countries. The present study investigates the roles and responsibilities of university MLs in the light of change effecting Algerian HE sector, challenges encountered in the role and their leadership learning journey. The topic has not been explored widely in the North African and Algerian context and therefore this study is innovative in its focus and in the recommendations it will provide.

The research will include a survey and semi-structured interviews with academic MLs (Deputy Deans, Course Director, Head of Department and their deputies and Heads of Specialities). You are invited to take part in a semi-structured interview to express your views about your management and leadership roles in the university department. The interview will be audio recorded and it will take 45 to 50 minutes; A consent form will be provided to be signed in order to ensure your participation as well as the right of withdrawal from the research. All data collected throughout the research will remain confidential to the researcher



and no participant will be named in any written reports or publications. Participants are free to withdraw at any time of the research without reason or penalty.

The research is conducted under the direction of my PhD research supervisors, Dr Assia-Slimani Rolls from Regent's University London and Dr Cristina Devecchi as director of studies and second supervisor. This research project has received full ethical approval by the University of Northampton Research Ethics Committee.

Thank you for reading this document and If you need to know further information about the project please feel free to contact me, or my supervisors I will be always available and happy to reply.

Yours sincerely,

**Student:** Soumia El Mestari

**Contact details:** [soumia.elmestari@regents.ac.uk](mailto:soumia.elmestari@regents.ac.uk) Tel: 0542 47 55 44

**First supervisor,** Dr Assia Slimani-Rolls: [Rollsa@regents.ac.uk](mailto:Rollsa@regents.ac.uk)

**Second Supervisor and Director of Studies,** Dr Cristina Devecchi:  
[Cristina.Devecchi@northampton.ac.uk](mailto:Cristina.Devecchi@northampton.ac.uk)