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A Case Study of Initial Teacher Training Colleges in Israel

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Dedicated to my mother who did not live to see me starting school, and who lives deep and dearly inside me.

Acknowledgments

How to Facilitate Effective Transition into the Head of Department Position

A Case Study of Initial Teacher Training College in Israel

Abstract

This research is a case study, comprising three subjects, in "Oranim," an Initial Teacher Training College (ITTC) in Israel. It concentrates on the socialisation process of beginning Heads of Departments (HoDs), and draws primarily on two areas: educational management and professional development. It seeks to provide a better understanding of the difficulties experienced by beginning heads in the college, and to suggest support strategies based on the data collected and the theories implied that could potentially help new entrants in the transition from teaching to headship.

The following steps will provide a clearer view of the themes discussed:

1. Identifying the specific features of colleges's academic management and the demands they make on ITTCs HoDs.

2. Studying the HoD's role and determining the difficulties deriving from the gaps between the official definition and the individual's perception.

3. Examining difficulties within the socialisation process stemming from the entry stage and the institutional work patterns.

4. Seeking ways to facilitate the entry stage.

The research findings reinforced the premise that those experiencing the difficult entry stage paid a painful price in terms of the cultural tension within the institution and the role ambiguities deriving from it and from local management kibbutz-like culture. The lack of structured preparations and attentive support was significant during their induction period.

The study identified specific areas to be re-considered and suggested ways of facilitating a more effective transition into the position. The discussions regarding management roles, organisational culture and characteristics of developmental stages are assumed to be common to new entrants in educational and other institutions, thereby make the study findings and conclusions applicable to wider contexts.

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CHAPTER 1: INTRODUCTION

This research is a case study involving three subjects. It concentrates on the socialisation process of beginning Heads of Departments (HoDs) regarding their roles. It is aimed at shedding some light on the specifications of academic middle management positions in Initial Teacher Training Colleges (ITTCs), highlighting inhibiting and promoting factors during the induction period, and suggesting supportive directions to facilitate the transition into this position.

Obtaining a clearer view of the themes discussed involved the following steps:

1. Identifying the specific features of colleges' academic management and the demands they make on ITTC managers.

2. Studying the actual filled position, and exposing reasons for the gaps between the official job description and the individual's perceptions.

3. Examining the difficulties and inhibiting factors within the socialisation process stemming from the entry stage and the institutional work patterns.

4. Seeking ways to help facilitate the entry stage.

The theoretical framework of the research draws mainly on two areas: educational management and professional development. Educational management focuses on the issue of academic management in institutes of higher education and relates it to ITTC management. It discusses the issues of middle management roles and organisational culture as they relate to kibbutz culture. Regarding the subject of professional development, I am applying socialisation theories and focussing on the beginning stages and support issues.

The study takes place at "Oranim," an ITTC in Israel that is affiliated with the national Kibbutz Movement. The naturalistic paradigm was chosen as it sought to study the researched reality from the incumbent's point of view. The qualitative approach and the tools selected will enable achieving this aim in the best possible way (Yin, 2003). This study involves a sample of three participants from one college who matched the criteria of being beginners (Bolam et.al. 2000) at the time of the data collection. The strengths and weaknesses of the narrow sample were carefully considered.

I am serving as Head of the Pre-service College Division to which the researched department heads belong. I work together intensively with the participants on a daily

basis. Two of the research subjects were in the first year of their position at the time of my predecessor's incumbency, and one was working in this capacity in parallel to my entry as division head. The issue of subordinate relations was taken into account and openly discussed with the participants. I was very careful not to misuse this delicate situation.

My main interest in this study was to find ways of improving the feelings and functioning of HoDs during their socialisation process and to improve the support given to them by the organisation. By improving their functioning, I intended to enable them to concentrate on issues concerning students and teacher education rather than on investing considerable energy into trying to decode the system's regulations, procedures and culture. I was also interested in promoting the recognition of academic middle management at ITTCs as a profession, a task that required following the sequence and steps mentioned above.

The case study is descriptive in terms of its aim to describe a specific reality, and comparative regarding the analytical process it compares among the research subjects. It is intrinsic in the sense of its original internal aims but extrinsic with respect to its assumed applicability to wider contexts. I defined the case as an instrumental one since my major aims are practical (Yin, 2003; Stake, 1994).

Prior to this study, I conducted a trial pilot case study aimed at scrutinising the suitability of the suggested method and tools and examining the contents on which to focus. The trial case study indicated that both the selected tools and the suggested contents should be used and expanded on. It suggested that role ambiguities and a lack of both preparation and support systems were predominant, representing inhibiting factors during the socialisation process. The ambiguities were related to the cultural tension within the institution, the vague job definition and local work patterns. Features of kibbutz culture appeared to leave a prominent imprint and have a strong influence on management style. The lack of support systems was related to the lack of formal and informal, external and internal, programmes.

Based on my experience and encounters with peers from other colleges, as well as on written material (Harding, 1990, 1991; Knight and Trowler, 2001; Ramsden, 1998), my premise is that other academic systems are coping with similar problems. Thus, I believe that despite the specifications of this study, many aspects of the issues discussed should be relevant and the practical suggestions partly applicable to other colleges in Israel, and to similar and other systems elsewhere. The combination of

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ITTC management characteristics with kibbutz attributes seems to be unique to this type of research.

Initial teacher training in Israel takes place in universities and colleges. Universities in Israel qualify teachers for junior and senior high schools, and their main interest lies within disciplinary knowledge domains. ITTCs prepare teachers mainly for early childhood and primary school systems. The leading attitude is holistic and inclusive. There are approximately 50 ITTCs in the country, varying in size and spirit mainly according to geographical location, political, religious and ethnic orientations.

Prominent changes taking place in Israel in recent years have had a significant influence on the position and status of ITTCs. An ongoing deterioration is occurring in the status of the teaching profession, causing a serious decline in student enrolment. Severe governmental budget cuts are being made and the survival of colleges relies mainly on student tuition. While colleges must survive under almost impossible conditions, they are accused of both admitting students having inadequate standards and of failing to equip them for the profession (Ben-Peretz, 2001). In addition, the Ministry recently announced its intention to reduce the overall cost of teacher education by cutting down the number of ITTCs, forcing each to make efforts to prove its quality and justify its existence (Ben-Peretz, 2001). Different ways of coping with the problems are constantly being suggested and are contributing to the feeling of confusion and uncertainty among teacher educators (Caro, 2003). The frequent political changes in the Ministry of Education do not help in establishing ongoing programmes and in achieving the stability needed for long-term planning. These difficulties are forcing senior management to become more external and politically and marketing oriented, and middle management is being called on to take over internal leadership. This process is occurring without the preparation required or a controlled change in job definition.

Prominent changes are also evident in the local educational system. The increasing diversity of schools is contributing to the complexity of defining the profession's demands. It is also highlighting the debate regarding the issue of obligatory professional teaching standards. A formal definition does not exist in Israel, and the burden of creating, adapting and constantly updating it lies on the shoulders of the college's position holders. Entering new positions in such turbulent times is especially difficult.

Managerial roles in ITTCs obviously need careful re-thinking. Systematic research has not been carried out in Israel regarding college management positions, nor has any official support system been offered to them up until recently. The lack of both is noticeable among beginners; they seek support, which is currently available only on a relatively sporadic, intuitive and individual basis. This reality caused difficulties and simultaneously posed a challenge for my research work. The findings of this study are likely to serve policy makers and potential support providers on both institutional and state levels in their efforts to better plan the support for new entrants and incumbents in ITTCs and other organisations.

Leadership and management are interrelated and interwoven in HoD roles, therefore, despite the widespread proposed differences between them (Nisan, 1997; Gronn, 1999; Knight and Trowler, 2001; Middlehurst and Elton, 1992; and others), I use both terms for the same meaning and purpose.

CHAPTER 2: LITERATURE REVIEW

The literature review of this study will lay the foundations for the theoretical framework of the research. I will apply the relevant theories referring to the questions and issues discussed throughout the study.

The small number of research studies in the area of ITTC management in Israel and the similarities of ITTCs to educational institutes in Israel and other countries, brings me to draw on studies about schools and universities from the literature review. Instructional and professional development support needs by managers in these institutes should be very similar. The changing importance and character of middle management's task is also apparently influenced by related factors.

I will open the literature review by emphasising several internal and external changes affecting the academic world and its leadership, including ITTCs. This introduction will present the working environment within which academic management functions. I will then investigate three areas that the research draws upon: academic management, middle management and beginning managers. The first area will address issues relating to the first research question, which seeks to identify unique features and role demands characterising ITTC management. The second area will relate to role theory and focus on middle management roles, laying the foundation for discussion regarding the second research question. This question discusses the official role description, the personal perception and the ambiguities deriving from the gaps between them. The third area will concentrate on the socialisation process and support issues relating to the third and fourth research questions. I will relate the literature to the reality faced by beginners in the researched site.

2.1. Influential Changes Affecting the Academic World

Institutes of higher education are influenced by external and internal changes. The turbulent reality and increasing responsibilities delegated to academic managers call for a re-examination of the unique features of managerial roles.

In the introduction to his book, "Learning to Lead in Higher Education," Ramsden (1998, p. 3) states that:

"We have seriously underestimated the power of leadership in higher education... Higher Education is going through a revolution. There are more students, much less public money, and steadily greater pressure from employers and students for universities to be more accountable. At the same time, lecturers face job insecurity and confront bigger workloads, while universities are forced to become more efficient and business-like".

In an electronic survey he conducted in 1996 in five countries, Ramsden describes the picture portrayed by academic position holders. He asked the participants to cite three challenges that academic leaders would have to face during the years 1997-2005, the most prominent of which were the following (pp. 6-7):

1. Maintaining quality with fewer resources.

2. Managing and leading during a time of rapid change.

3. Turbulence and alternation in the higher education environment.

4. Changes in student numbers and types.

5. Balancing one's own academic and management demands.

The internal and external factors are practically indistinguishable since they are inter-related. They reflect a growing anxiety regarding a largely influential external set of changes.

Another source of difficulty regarding the need to function under conflicting priorities stems from conflicting values. Middleton (2000) expands on this, focussing on the lack of theoretical explicitness regarding the influence of market forces on 'modernisation' in higher education and calls for theoretical clarification. Combining conflicting values and a lack of theoretical frameworks to lean on is another obstacle facing leaders. Ramsden (1998) suggests carefully reading the new map and ensuring proper managerial preparations in order to be well prepared to cope with this complex reality.

Bowen (2001, p. 602a) opposes this attitude and is very critical of those trying to adjust to the changes. He rejects these tendencies and protects the values on which institutes of higher education are based. He claims they are following the trends and processes of the world outside them, and that the two cultures – academic and political – definitely conflict. He warns of the impact of surrender of the academy to political powers:

"We are dealing with conflicting cultures: one is the freethinking academy where intellectual risk-taking, critical thinking, debate and challenging both authority and convention are commonplace. The other culture, the political, is Clauswitzian, i.e., war by other means... Politics search not for truth, but for victory... The academic on the other hand, explores the murky grey area... While the academic culture thrives for ambiguity, the political depends on eliminating ambiguity. The two are so unlike that they should be kept apart. The academic will always lose to the political if contest for dominance occurs."

Bowen (2001a) outlines a very dichotic picture meant to help preserve academic values. This could cause a dangerous blindness that might fail to see the changes around it and make the preparations necessary to cope with them (Ramsden, 1998).

The changing reality described by Ramsden (1998), the lack of theoretical explicitness mentioned by Middleton (2000) and the values noted by Bowen (2001a;b) are reflected in the internal tensions prevailing between senior and middle management in Israeli ITTCs. The first, being more economic-oriented, represents the need to survive, urges lowering admission standards and reducing tuition, and tends to adopt the political and marketing language. The second, representing the educational mission, struggles to remain loyal to professional considerations adhering to their inherent values. In a way, the tension between them is an expression of the struggle between the two cultures mentioned by Bowen (2001a;b) and Middleton (2000).

Edwards (in Ribbins, 1997, p. 165), a faculty member holding a senior management position at Cambridge University, chooses to look at the bright side of things:

"I'm not sure it's harder to be effective because the internal changes are now happening more rapidly. People accept that they're happening more rapidly. In that sense I think that the way that the world has changed has made it easier to be more effective. To the extent that we are struggling with what we see as adverse pressure from outside, in that sense we're actually becoming a really efficient and effective institution..."

This view also finds expression in the changing awareness within Israeli ITTCs. The notion that clinging to nostalgia will not lead anywhere and things will not be the same is penetrating the system. Thoughtful use of resources is crucial for the existence of each college (Caro, 2003). This situation also enhances the creation of innovative programmes. Therefore, we can agree with Edwards and say that compulsions might have positive outcomes.

Researchers suggest several ways of coping with the changing circumstances. Some call to protect and preserve the uniqueness of the academic culture by sharpening the differences between the values and commitments of the different worlds (Bowen, 2000a, 2001b; Middleton, 2000; Gleeson and Shain, 1999); others stress the crucial role of professional management (Bone and Bourner, 1998; Ramsden, 1998; Middlehurst and Elton, 1992). Few see it as a potential lever for promoting the institution's goals and improving its efficiency (Ribbins, 1997). A balanced combination of attitudes might help institutes of higher education in their attempt to address the new realities without giving up their identity, but this will probably not spare the pain of change and parting from certain values and traditions.

The changes mentioned by researchers (Middlehurst and Elton, 1992; Middleton, 2000; Ramsden, 1998; Bowen, 2001a) reflect the conflicting reality faced by management in institutes of higher education, dictate conceptual changes, and impose constraints and uncertainties on incumbent and prospective position holders. The fact that they are not properly qualified to fulfil the roles and tackle the challenges is becoming increasingly evident.

2.2. Academic Management

The previous section outlined the wider context of action within which institutes of higher education function. We will now more closely examine features and demands characterising academic management.

Academic management was, and still is, a relatively neglected area. Due to rapid internal and external changes in recent years, there is an urgent need to alter the picture (Ramsden, 1998). Several explanations regarding the roots of this neglect are offered as well as certain dimensions distinguishing it from management in other educational institutions (Bone and Bourner, 1998; Trowler and Knight, 1999; Knight and Trowler, 2001; Middlehurst, 1993; Ramsden, 1998). They advocate for focussed preparation and support programmes based on the specific theoretical and practical body of knowledge.

I will present two arguments below. The first refers to the first research question discussing the uniqueness of these roles, and the second to the third and forth questions dealing with difficulties and support needs attributed to the entry stage.

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a. Academic management is not yet recognised as a distinct profession

Ramsden (1998, p. 4) describes the poor situation of academic leadership as a profession, explaining its roots:

> "There are two dangerous myths of academic life related to academic leadership. One is that management is an intrusive and unnecessary activity, which confines academic freedom and wastes the talents of a leader such as a head of department in trivial administrative tasks. The other is that academics are a fundamentally unproductive group... there is far too much unprofessional academic leadership... at all levels of universities."

Edwards (in Ribbins, 1997) expands on this saying that research and management require different orientations. The first is an individual, lonely and rather narrow activity while the second involves intensive encounters with a diversity of people and issues. The adjustment to the change is rather demanding and not everyone is willing to pay the price of giving up part of his/her research activity for a temporary job. This effort might seem unrewarding in a reality within which management capabilities are not associated with professional success and thus do not justify investment in their development.

The first and foremost identity of a faculty member is that of a researcher (Ribbins, 1997; Ramsden, 1998). Middlehurst (1993, p. 154) writes that:

> "Most universities seek institutional and departmental leaders who have (at least) a credible academic reputation."

One of the most important criteria for management candidates in the academic world still is research competency even though additional skills required might be quite different. The positions do not attract faculty members, who frequently experience feelings of sacrifice and loss while being "forced" or nominated to fulfil managerial tasks (Ramsden, 1998; Edwards, 1997; Gmelch and Miskin, 1995).

Despite the fact that ITTCs are academic institutions, they resemble the school system more in terms of the managerial aspect. Headship is generally a desired position perceived as being a challenging opportunity to promote educational ideas and realise professional and individual goals. ITTC managers and school head-teachers usually consider these tasks to be the peak of their careers (Fuchs, 1995; Barkol and Kupferberg, 2001). Keinan's (1999) comparison between university and Israeli ITTC cultures might shed some light on their differences. She argues that the

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characteristics of college culture are affiliated with human relationships while those of the university stress the knowledge domain. The college concentrates on the learner, his/her personality and needs; the university focuses on preserving, transferring and creating new knowledge. Kfir (1999) notes that in addition to acquiring a knowledge base, ITTCs pay special attention to the process of becoming a professional and responsible for the well being of other human beings. Due to this holistic attitude and the nature of the profession being studied, college leadership becomes a much more inclusive role, far exceeding the level of academic chairing.

Edwards (in Ribbins, 1997) disagrees with this distinction, arguing that the main interest of universities is also the student and his/her education. However, the differences in managerial orientation might explain the differences in status and attractiveness of managerial roles. It also highlights the cultural differences between the two organisations.

Middlehurst and Elton (1992, p. 256) suggest changing the status of the profession in institutes of higher education through deliberate preparations based on theoretical foundations:

> "Each profession ought to establish its own theory and tradition of management and train its people in management as part of their professional duty."

They argue that institutes of higher education should pay serious attention to their special features while planning the manager's education, stressing aspects of organisational culture as areas to be studied. Gmelch and Miskin (1995, p. 130) are apprehensive that this goal is far from being achieved, noting quite bitterly that:

> "Academicians study many other professions but seldom investigate their own."

Bone and Bourner (1998) also express scepticism regarding the chance to change the picture due to the lack of interest on the part of university's senior management. Ramsden (1998) presents a rather optimistic point of view claiming that since scholars are well trained in critical thinking, reflection and systematic planning, they have the potential of becoming good managers once the importance of these roles gains wider and deeper recognition within the academic environment.

The Israeli MOFET Institute (Research, Curriculum and Programme Development for Teacher Education) realised the need for and lack of such a

programme. Since the year 2000, it has offered a course specially designed for ITTC leaders. Despite a survey carried out among ITTC position holders prior to the course's design (Zimchi, 1999), the course was shown to be mostly business and knowledge base orientated rather than educational and culture oriented. The survey's recommendations were barely expressed in the course contents, and the unique body of knowledge was apparently not yet well based or appreciated (MOFET, 2000). A more systematic relationship to academic management specifications is therefore required.

b. Academic management has unique features

Academic management has characteristics common to other educational organisations. However, a few features unique to institutes of higher education, including ITTCs, are worth paying attention to (Ramsden, 1998; Knight and Trowler, 2001; Middlehurst and Elton, 1992; Bowen, 2001a;b).

Characterising the managerial task in institutes of higher education, Edwards (in Ribbins, 1997, p. 165) notes the importance of academic background but states:

> "You have to turn your mind from tax law about some entrepreneurial activity one day, to equal opportunities legislation, to the rules for the new Student's Union or excess payment or whatever... You can't really regard yourself as anything but a chief executive."

The core essence, meaning the complexity and fragmentation of the task, as well as the combination of administrative and leading tasks, resembles the head-teacher's role. The differences are reflected in the contents, the organisational cultures, the characteristics of the human encounters, and the need to continue researching or experiencing feelings of loss for neglecting or giving it up. In the context of ITTCs, the additional issue of dual professional commitment to two systems also applies. The dilemma of managing and researching and the differences in contents is obvious. Therefore, I will now expand on these issues in terms of the first research question: the characteristics of the human encounters, the dual obligation to two different systems, and the management's uniqueness.

Head-teachers invest considerable time and energy in encounters with children and parents, whereas academic managers deal primarily with adult learners and scholars in different professional developmental stages. Human encounters usually involve a high degree of emotion, but no doubt the head-teacher's audiences are more

sensitive. Therefore, the encounters are usually more intense and urgent. The academic leader is less stressed and generally not compelled to provide immediate answers to critical situations. Two surveys aimed at categorising and scaling the challenges head-teachers (Friedman, 1997) and university leaders (Ramsden, 1998) face showed that the first group gave priority to team leading, stress and conflict managing, while the second placed managing budgets at the top. This picture strengthens my previous argument about the main issues bothering leaders from both sectors but might also mean that research funding is vital and crucial for the university's survival, existence and development.

Another unique and influential factor of ITTC's managers is the need to be deeply involved simultaneously with two systems: the ITTC system and the school system. The systems vary yet depend heavily on each other. The ITTC leader is called upon to establish mutual constructive work relationships in complex conditions and is very often forced to include conflicting considerations in his/her decision-making stemming from the dual commitments.

The third, perhaps most prominent distinctive factor, is organisational culture. Schools, universities and ITTCs have unique cultural features deriving from their different origins, aims and teaching orientations (Kfir, 1999; Keinan, 1999; Middlehurst and Elton, 1992; Avdor, 2001). Beyond the uniqueness of each organisation lie common features characterising the culture of institutes of higher learning, distinguishing it from school culture. Researchers agree that academic management should step foreword from an intuitive-based function to a more professional one (Trowler and Knight, 1999; Knight and Trowler, 2001; Ramsden, 1998; Bone and Bourner, 1998). Policy makers and staff members must realise the importance of the managerial role and not consider it to be second best (Ramsden, 1998; Bone and Bourner, 1998) or represent a hurdle in academic careers. The new step towards professionalism should be based on careful scrutiny of the contextual map and on relevant theoretical and practical bodies of knowledge (Middlehurst and Elton, 1992). This knowledge should be disseminated to prospective and incumbent leaders in a well-planned manner. Further research regarding the specific aspects of academic management among position holders and scholars is required (Bingham, 1995; Ramsden, 1998; Trowler and Knight, 1999). It should be in the interest of the incumbents and the organisations to help define the issues to be studied.

2.3. Middle Management Roles

Hall (1997, p. 61) states that an "understanding of the roles helps us make sense of everyday world." From the functionalists' point of view, the institutional definition of the role should determine and predict behaviour. The interactionist perspective leaves more room for organisational flexibility and individual interpretation, suggesting that:

> "Defining someone's role as 'management' depends on a combination of the role-holder's own perception, other's expectations and their formal job description" (Hall, 1997, p. 65).

Hall attributes the increasing difficulty in defining roles in educational organisations to a number of reasons: diversity of goals, changing professional self-perception, relations with state authorities, post-modern age, etc. All are sources of ambiguities and uncertainties that pose difficulties and set individual challenges for position holders in educational institutions. For reasons mentioned above, middle management roles seem to be especially affected by this shift in attitudes.

Taylor (2000, p. 26) precisely describes the vague situation and status of middle management in institutes of higher education:

> "Middle managers, in general, do very important work for their institutions. They are interpreters and implementers of policy. They influence senior-level staff in decisions to their area of expertise within the institution. They are often called upon to be strategic planners, creative problem-solvers, and decision-makers. Middle managers make decisions that are relevant not only to the operation of their particular units but also to the general function of their institutions. However, the power, influence, and decision-making abilities are limited by their positions in the organisational hierarchy."

Two arguments concerning this managerial layer may be described below:

a. *Middle management becomes a central factor in educational organisations. The centrality has not yet found expression in professional recognition and managerial definition.*

The internal and external changes within educational systems, including institutes of higher education, influence the increasingly important and changing role of the various managerial positions. The changes in these positions have not yet penetrated

the system, and position holders function under ambiguous definitions, lacking professional recognition and status (Avisar et al., 2002; Busher and Harris, 1999; Harding, 1991; Bennett, 1999; Gleeson and Shain, 1999; Knight and Trowler, 2001).

All managerial levels undergo transitions, experience a lack of balance and clarity, and need to reconstruct identities (Trowler and Knight, 2001). Senior management is forced to adopt new task orientations and give up part of its traditional duties; middle management must fill in the space and build a new concept for its role (Busher and Harris, 1999; Trowler and Knight, 2001; Gleeson and Shain, 1999; Wise and Bush, 1999; Joyce, 2000; Hannay and Ross, 1997). Middle management took over many new responsibilities without receiving professional recognition (Harding, 1990). A distinct unsuitability exists between the centrality of these roles and their status both within the organisation and outside it (Taylor, 2000).

Management issues received very little attention in the context of Israeli ITTCs. Zieden (1992) states that ITTCs, which used to be intimate institutions based on informal relations, have undergone organisational and cultural changes in recent years that have influenced the complexity and nature of middle management roles. She notes that they lack basic organisational and administrative knowledge and have no appropriate frameworks to acquire them. In a paper presented in the MOFET Institute dealing with the ITTC HoD's role, Avisar et al. (2002) emphasised the confusion of the job definition and a lack of awareness among senior management regarding its scope and comprehensiveness. The term middle management is not familiar in the local discourse, thus awareness of its characteristics is only beginning to surface. Glover and Miller (1999) argue that a lack of clarity in job definition and in expectations is a source of stress within organisations. Functioning under stress is usually less effective and can be considered an inhibiting factor for incumbents. Taylor (2000, p. 26) sounds very critical regarding the conditions under which academic middle managers must function:

> "Senior management often does not pass enough information about policies to fully support implementation decisions by middle managers." Further on he claims that "the typical higher education middle manager is expected to get the job done well, quickly, and at low cost, despite management complexity." Joyce (2000, p. 50) adds to this: "governance confusion is a unique aspect of the academic environment."

This description, bitter as it may sound, reflects a lack of correlation between the heavy responsibility and the poor conditions to fulfil it. Since senior managers previously performed many tasks delegated to today's middle managers, they likely judge things based on their own experience, which could have taken place under completely different circumstances. Their difficulty in fully delegating some duties to middle managers might be one of the reasons for the prevailing ambiguous situation of fulfilling responsibilities without yet having the independent authority.

Gleeson and Shain (1999) and Hall (1997) see the positive side of the obscure situation, arguing that role ambiguities leave room for individuals to create their own style.

Ramsden (1998), being also less critical of the situation, claims that this picture might be attributed to the collegial culture of the academy, namely the tendency to smoothen hierarchy, or to the fact that academic management is not yet fully recognised as a profession. However, he claims that it cannot justify the neglect of job clarification among position holders on all levels.

Professional support and appropriate preparation can be supplied if the task demands, the contexts of action, and the individual's support needs are well understood and defined. Glover and Miller (1999, p. 334) are very precise in this respect, warning that a lack of professionalism leads to intuitive functions where "action matches the situation" and is not attentively planned. Ramsden (1998, p. 5) stresses the urgent need for this:

> "Now more than ever heads of departments stand at the three-way between the world external to the university, the people who constitute its senior management, and its academic and support staff. Heads must look to the future and survive the present... most of these staff require new skills, and more knowledge, development and support is not a question. Leadership is about learning."

The responsibility for facilitating professional support, like striving for organisational clarity and a better understanding of the dilemmas behind the roles, should be in the interest of both sides – the organisation and the individuals (Trowler and Knight, 1999).

b.   Middle managers are caught in the middle between layers and systems.

Busher and Harris (1999) suggest that the tensions between the different job functions are potential stresses or challenges. They note that policy interpretation might be a source of disagreement between policy makers and policy implementers in times of conflicting tendencies. The vision of middle managers might differ from that of senior management's expectations and the question of dual loyalties is difficult to resolve. Different position holders might judge some performance aspects differently, and satisfying two-directional representation might become very complex to achieve.

Gleeson and Shain (1999) enhance some of the points suggested by Busher and Harris, claiming that the middle management role is contradictory and incumbents are squeezed in the middle. They are expected to be mediators of change without getting the needed support, and are criticised at both ends. The problem might be even more complex if the position holder keeps on teaching while retaining teaching commitments together with managerial ones. Bennett (1999) adds that decision-making is often based on moral and ethical aspects, frequently causing strong ambivalent and vulnerable feelings.

The situation in Israeli ITTCs is very similar and HoDs very often sense "loneliness at the top." Senior management is mainly economic- and market-oriented. Their subordinates pull in other directions and accuse them of surrendering to pressure and abandoning basic values and commitments. Other contradictions are concerned with expectations to create attractive programmes that often do not comply with the profession's needs as they perceive them. They are also called to reduce expenses while students' needs call for wider support. In some cases, they are pressured by senior management to accept inappropriate candidates for financial reasons. They are also frequently caught in the middle between the two educational systems they are obliged to. The gap between their professional worldview and the external compulsory programme guidelines is another source of frustration. ITTC HoDs have a diversity of responsibilities and a relatively low level of defined and clear authority.

Issues connected with organisational and functional clarity are vitally important for beginning managers. This group has special characteristics and its needs are worth discussing in the context of this research. I will expand on this topic in the next section.

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2.4. Beginning Managers

The socialisation process occurs along two inter-related parallel lines: socialisation to the role and socialisation to the organisation (Weindling, 1999). The first involves identity reconstruction and the second requires acquiring an understanding of the institution's structure and culture. The role and the organisation are bound together and influenced by each other.

Beginning managers are an especially sensitive group for two reasons: they are simultaneously compelled to function and study the new position meticulously, and they enter a new status at the middle of their personal and professional lives. These sensitivities combine the urgent need for support having great potential for identifying the system's failures. The organisation and the individual would benefit from the situation if the process is perceived as being constructive and beneficial (Bone and Bourner, 1998).

The issue of beginning stages of headship draws on the broader issue of professional development. I will relate here primarily to the points of views emanating from socialisation theories, (Gronn, 1999; Weindling, 1999; Fuchs, 1995; Bullock et al., 1997; Bennett, 1997; Whitaker, 1997; and others), and discuss their relevance to the situation in Israeli ITTCs. I will argue that despite their extensive experience in other areas, academic managers entering new positions need to reconstruct their professional identity and experience developmental stages, and their specific needs should be more accurately identified and addressed (Ramsden, 1998; Ribbins, 1997; Weindling, 1999; Middlehurst, 1993).

a. New academic heads experience identity change and undergo professional development stages

Transitional situations very often involve the need to reconstruct former identities, especially if the difference between the new and old position is prominent. Gronn (1999) claims that the identity is in a dynamic state of change and is especially vulnerable during the transformational stages. Eraut (1999) agrees with this claim and they both note the importance of building self-evaluation and self-confidence during the beginning stages. Gronn adds the difficulty of bridging the gap between the high expectations made of beginners and their temporarily low self-esteem.

Ramsden (1998, p. 241) states an important contribution regarding the understanding of the essence of the identity change while going from teaching to headship. Table 1 presents the quality of differences between the two positions and illustrates the prominent changes experienced by the beginner:

Table 1: Transitions of an academic to the head of an academic department

Academic	Head of Academic Department
Autonomy	Accountability
Focused tasks	Fragmented, short, variable tasks
Solitary or small team work	Social and large teamwork
Explaining and professing	Persuading and influencing
Private	Public
Freedom	Restriction
Little control over resources	Considerable control over resources
Little administrative support	More administrative support
Working without a secretary	Working with a secretary
Being supervised/self-supervised	Supervising others
Thinking	Doing
Writing papers	Writing memos
Little internal power	More internal power
Considerable control over time	Very limited control over time
Looking out for yourself	Responsible for others
Specialist academic	Generalist manager and leader

The difference between the two orientations is evident, and the need to change ways of thinking and acting is prominent. Joyce (2000, p. 48) notes the difficulty in making the change as diverting from a lack of support, claiming that the transition frequently occurs in the university "without any type of formal or informal training," reflecting the minor importance afforded to managerial tasks. This is even enhanced by the fact that learning is the central issue in these organisations.

The notion of identity reconstruction is strongly bound by theories of developmental stages, stressing the individual's changing function within his/her context of action. Gronn (1999) believes that the recognition and awareness of the existence of developmental stages might help candidates accept them as unavoidable

elements inherent to any new position. It might also help reduce feelings of frustration and a sense of isolation. He suggests that exposing issues related to entry stages should be considered in the planning of support programmes. He argues that stages cannot be skipped and only when an individual gives up his/her previous identity can he/she fully adopt the new one. This argument might mean that external help, professional and effective as it may be, can ease but not prevent the difficult internal process of new identity consolidation.

Reviewing several socialisation theories, Weindling (1999) suggests six stages of transition through headship. It is interesting to note that according to Weindling's careful timing and duration assumptions, three out of the six stages occur during the first year, reflecting the intensive transitions the incumbent undergoes. Ramsden (1998) suggests that despite the assumption that any new position holder undergoes developmental stages, it is likely that they will be shorter for academic managers due to their previously acquired skills and experience.

Fuchs (1995) mentions socialisation theories as being another aspect, describing four perspectives of examining stage theory, each stressing a different angle of professional life: psychological, professional, sociological and psycho-sociological. She claims that they should all be seen as complementary rather than competing. The psychological perspective views development as being linked to personal needs, interests, history and development (Ouston, 1997; Gronn, 1999; Fuchs, 1995). The professional perspective stresses development as involving knowledge, skills, insight and educational worldviews (Bone and Bourner, 1998; Trowler and Knight, 1999; Knight and Trowler, 2001; Silberstein, 1998). The sociological perspective views development as an outcome of the relationships and occurrences involving the individual with his professional and personal environment (Fuchs, 1995; Weindling, 1999). The psycho-sociological perspective examines the process through central stages and motives in professional development. All the proposed perspectives involve changes in the individual's performance, self-perception and identity.

Researchers discussing the issue of professional identity reconstruction believe that identities can and should be deliberately influenced. Their suggestions for ways of influencing vary in content but essentially have the same position – identity reconstruction occurs and should be carefully supported (Nisan, 1997; Knight and Trowler, 2001; Trowler and Knight, 1999; Gronn, 1999; Fuchs, 1995, 1998; and others). Nisan (1997, p. 41) stresses the ideological-psychological perspective,

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arguing that a direct encounter with reality is crucial during identity formation and thus the process is intensified via the direct encounter with the real world. Trowler and Knight (1999) agree, saying that the process involves individual and organisational reconstruction, and both identities are influenced by the configurations. Gronn (1999) argues that identities develop through significant interaction and affords great importance to the first encounter between the aspiring leader and his/her followers. Nisan (1997) calls for deliberate efforts in influencing the construction of leaders' identity by strengthening their educational worldviews. He argues that professional identity is the main vehicle for making judgements, without which decisions might be made under pressure, be sporadic, or involve personal interests. All this points to the need to pay deliberate attention to the process of acquiring and enacting the new educational identity. Support programmes should be based on the premise that common features and differences exist between individuals and institutions, and thus the plan should include local as well as external components. The identification of individual needs, job demands and particular organisational culture and structure should find expression in the proposed combination (Bone and Bourner, 1998).

b.   Beginning heads need deliberate support

Researchers have varying views of the support needed during the first stages (Nisan, 1997; Bone and Bourner, 1998; Eraut, 1997; Bennett, 1997; and others). The differences derive mainly from the different lenses through which development is observed, the organisation role, and suggested ways of supporting the socialisation process.

The fact that academic leadership is not yet widely and fully recognised as a profession (Ramsden, 1998; Bone and Bourner, 1998; Knight and Trowler, 2001) has implications on the provision of support. It is assumed that the more accurate the identification, definition and way development is perceived, the easier the search for the appropriate systems (Bone and Bourner, 1998; Fuchs, 1995).

A logical connection exists between the way development is perceived and the recommended support. Those viewing the process as being identity-building centred will likely advocate for individual-oriented programmes such as mentoring (Nisan, 1997; Bolam et al., 1995; Karniely et al., 2000; Fuchs, 1998). Bolam et al. (1995) discuss the effectiveness of mentoring programmes and make recommendations for

forceful mentoring, focussing primarily on enabling mutual and flexible work relations. Karniely et al. (2000) and Fuchs (1998) join this direction in their reports on head-teacher's mentoring programmes in Israel that stress the individual, open, flexible and planned mentoring model as being essential.

Daresh and Playko (1992) examined the suitability of a teacher induction programme and suggested making modifications for managers in terms of socialisation theories and role components. They pay special attention to the less traditionally needed skills. In another paper, Daresh (1994) examined critical skills for beginning leaders meant to help design induction programmes. The leading tendency inclined towards self-awareness and understanding of the role demands and components.

Researchers advocating the instrumental perspectives base their suggestions on the knowledge and skills needed and suggest ways of acquiring them (Jarvice, 1997; Eraut, 1997; Ribbins, 1997; Bennett, 1997; Bone and Bourner, 1998; Trowler and Knight, 1999). They do not separate the individual socialisation process from the organisational one, viewing it as being dynamic and mutually influential. The contextual aspect is gaining stronger presence (Bolam et al., 2000; Ramsden, 1998; Bush, 1997; Nisan, 1997; and others). The attitude deriving from the sociological point of view stresses the need to study organisational culture, micro-policy and behaviour, which are central components of professional socialisation (Weindling, 1999; Bone and Bourner, 1998; Middlehurst, 1992, 1993; Trowler and Knight, 1999).

Middlehurst and Elton (1992, p. 256) cite an important contribution regarding institutes of higher education, noting autonomy as being central to academic leaders' professional development. This component is fundamental for sharing the development of culture, values and vision. The culture is a collegial one, involving all members in the activities and encouraging individuals to be creative. They view the leadership role as being responsible for interpreting the complex reality, building a sense of commitment to cope with external and internal crises, and striving for the promotion of the university's aims and vision. This attitude gives priority to the internal frameworks of acquisition such as open peer discussions. Bone and Bourner (1998) and Trowler and Knight (1999) reinforce this trend, recommending focussing on organisational topics rather than on structural functionalist perspectives. They direct attention to the co-existence of sub-cultures within the organisation and suggest focussing on them.

In order to plan the support, it is necessary to determine the distinguishing and common factors within the sub-cultures and the middle managers as a group. The picture regarding Israeli ITTCs is rather neglected from this point of view. Large colleges offer no support for position holders; the only support offered is external, not compulsory and mostly instrumentally-oriented. Despite the fact that the ITTC manager's professional status is similar to that in school, the situation regarding institutional support resembles the one described above in universities. It is worth noting here that Israeli management courses are compulsory for head-teacher candidates but not for prospective ITTC or university managers. The universities and colleges offer courses for head-teachers but none for their own staff.

One can discern that the overall suggested directions require listening more attentively to an individual's particular needs during the job acquisition and supporting identity consolidation. Preparation and support strategies are likely to be more appropriate and helpful if individual, cultural and contextual considerations are taken into account. They would promote identity reconstruction if the support is balanced and includes personal, educational, cultural and even ideological issues as well as instrumental ones. The difficulty in identifying, defining and implementing them, combined with their illusive and individual nature, present a challenge for designers of such programmes.

I have reviewed two major issues as theoretical foundations for this study – academic management with emphasises on middle management roles, and professional development with emphasises on the entry stage. Both were examined with respect to institutes of higher education and ITTCs. I emphasised the complex reality in which academic management functions, the ambiguities in role definition, the lack of professional recognition, proper preparation, and support for beginners. This will lead me to the next chapter, in which I will present the research questions deriving from it and from my pre-conceived ideas.

CHAPTER 3: RESEARCH QUESTIONS

The literature reviewed for this study showed that academic management in institutes of higher education, including Israeli ITTCs, had not been widely enough studied and had not developed the needed theoretical knowledge essential for any profession. Therefore, I sought to gain a better understanding of its unique features through my context.

Studies reviewed for this work argue that middle management roles lack clear definitions and are not afforded the appreciation they deserve considering their centrality in the context of the significant changes institutes of higher education undergo. Finer scrutiny of these roles is required for the purpose of clearer role fulfilling, appropriate role definition and professional recognition. This navigated me in my attempt to understand the origin of role ambiguities in the researched site.

From the literature review, we see that managers at all levels experience difficulties characteristic of entry stages and they require appropriate support during their socialisation process. The intensity of this support is influenced to a great extent by attributes specific to the contexts of their job. I strove to better understand the reasons underlying the difficulties experienced by HoDs in my college and to identify support strategies having good potential to help facilitate the process.

Obtaining a clearer view of the themes will involve the following steps:

1. Identifying the specific features of ITTC's academic management, the demands they make of ITTC managers, and the difficulties stemming from them. This part will lay the foundation for understanding the very essence of the role.

2. Studying the personal role perceptions of local HoDs, examining the official job description and emphasising the characteristics and ambiguities of the difficulties the job might pose to position holders in general, and during the entry stage in particular.

3. Examining the difficulties and inhibiting factors within the socialisation process stemming from the entry stage and the institutional work patterns.

4. Seeking ways to help facilitate the entry stage.

These pre-conceived aims, combined with my past experience, the pilot study findings, and ideas from the literature reviewed, led me to define the following four research questions:

1. *What are the specifications of ITTC management in Israel?*

This question will take an inclusive look at the complexity of ITTC management. It is based on the assumption that the holistic character of the profession, the specific needs of the students and the co-existence of two different cultures – university and seminary – under one roof, might pose specific demands, challenges and difficulties to position holders. How they perceive and actually implement the management is very significant in identifying their difficulties, particularly during the entry stage.

2. *How do new ITTC HoDs experience their roles?*

The second question directs attention to the specific job aimed at gaining a better understanding of the role as actually filled and formally defined. It is based on the assumption that an unclear job description might create uneasiness and serve as a hurdle to efficient functioning. It might also cause difficulties in making the best use of responsibility and authority. The existing job definition is vague and fails to portray a comprehensive picture of the actual position.

This main research question includes three sub-questions:

a.   What message does the formal job description convey?

b.   What is the position holder's job perception?

c.   What are the reasons for the gaps and the role ambiguities?

These sub-questions are based on the assumption that ambiguities, deliberate or unintentional, exist in the formal job description. These ambiguities might be the outcome of random inattentive development, basic differences between the two definitions, or deliberate policy. Personal styles and interpretations by senior management and other incumbents, both in the past and the present, might also be influential. Some ambiguities might be inhibiting factors both during the induction process and in the current job.

3. *What are the difficulties beginning HoDs face during their socialisation process?*

This question focuses on one significant period of the HoD's incumbency – the entry stage. It will play a crucial role in attempting to suggest operational steps. The question is based on the assumption that beginning heads at ITTCs face specific difficulties, some of which are characteristic to the entry stage and the others are

derived from organisational management patterns. The distinction between the two might help both sides: the individuals would become more aware of the process they experience, and the organisation might gain a better understanding of the existing work patterns and the changes needed to support the newcomers and improve their job functioning.

The following sub-questions will focus on identifying the origins of the difficulties:

a. What are the difficulties deriving from the entry stage?

b. What of the difficulties deriving from existing work patterns and institutional management culture?

4. *What might be supportive during the socialisation process?*

This final question will seek to define and suggest accurate support strategies and lay the foundation for the study's conclusions. The question is based on the premise that support should be in the interest of the individuals and the institution. Different support sources are likely to involve personal and common aspects, and comprise formal and informal components. It is assumed that a well planned and well designed programme will likely make a great difference both morally and functionally. In seeking to identify the existing and appreciated support sources, and to emphasise missing and recommended ones, I will examine the following two sub-questions:

a. What are the existing support sources?

b. What are the suggested support sources and strategies?

These questions are based on the assumption that even though some difficulties seem unavoidable, there are ways of facilitating and cushioning the entry stage. Both sides should take part in the programme's design. The newcomer's fresh outlook might be very beneficial in identifying organisational shortcomings.

Figure 4 reflects the development of this study from the more general view to very particular operational suggestions. Each stage lays the foundation for the next.

Figure 4: The developmental stages of the study

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┌─────────────────────────────────────────────────────────┐
│   Characteristics and demands of ITTC management in Israel │
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                              ▼
        ┌─────────────────────────────────────────────┐
        │   ITTC HoD's Role perception and role ambiguities │
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            ┌─────────────────────────────────┐
            │     HoD's entry stage difficulties  │
            └─────────────────────────────────┘
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              ┌───────────────────────────┐
              │     Support possibilities    │
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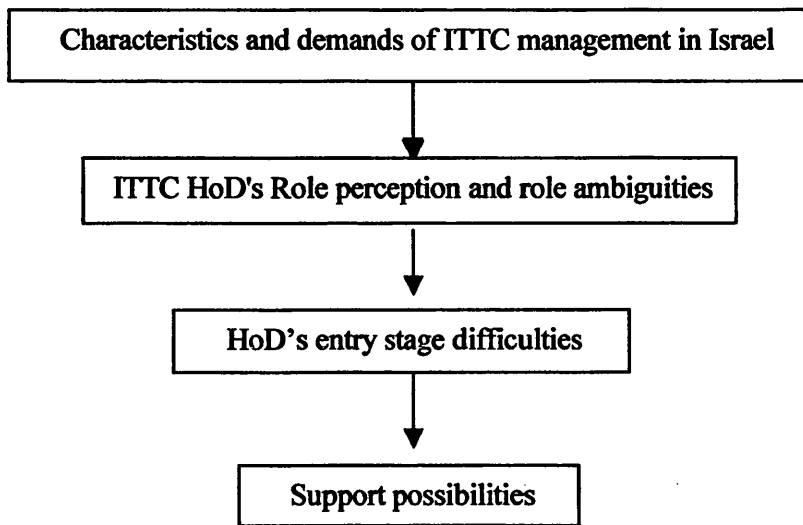
In the next chapter, I will describe the research methodology and design that derive from these research questions and aims.

CHAPTER 4: RESEARCH METHODOLOGY AND DESIGN

In this chapter, I will present the considerations for choosing the research approach, the research tools and the data analysis methods. I will also explain the research design as well as dependability, trustworthiness and ethical issues. I will conclude the chapter outlining the theoretical framework supporting this study and the conclusions stemming from it and from the data.

Figure 5 illustrates the chapter's basic structure:

Figure 5: Sequence of methodology presentation


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                  ┌─────────────────────────┐
                  │     Leading Approach     │
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                  ┌─────────────────────────┐
                  │ Case Definition/Unit of Analysis │
                  └─────────────────────────┘
                               │
                               ▼
                  ┌─────────────────────────┐
                  │      Research Sample     │
                  └─────────────────────────┘
                               │
                               ▼
          ┌─────────────────────────────────────┐
          │ Research Tools and Research Design   │
          └─────────────────────────────────────┘
          /                    │                 \
         ▼                     ▼                  ▼
  ┌───────────┐        ┌──────────────┐    ┌─────────────┐
  │ Interview │        │  Narrative   │    │  Documents  │
  └───────────┘        └──────────────┘    └─────────────┘
                               │
                               ▼
                       ┌──────────────┐
                       │  Chronology  │
                       └──────────────┘
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                       ┌──────────────┐
                       │ Data Analysis │
                       └──────────────┘
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                  ┌─────────────────────────┐
                  │  Connections to Theories │
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          │ Dependability and Trustworthiness    │
          └─────────────────────────────────────┘
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                  ┌─────────────────────────┐
                  │  Ethical Considerations  │
                  └─────────────────────────┘
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                  │     Data Presentation    │
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  ┌─────────────────────┐          ┌──────────────────────┐
  │ Common Presentation │          │ Personal Presentation │
  └─────────────────────┘          └──────────────────────┘
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  ┌─────────────────────────────────────────────────────────────┐
  │ Summary, Conclusions, Recommendations and Personal Reflections│
  └─────────────────────────────────────────────────────────────┘
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4.1. Leading Approach

The leading approach of this study is a naturalistic one. Qualitative inquiry gained recognition as a significantly contributing approach for educational research due to its potential to capture and reflect cultures, thoughts, developmental processes, knowledge and beliefs comprising a phenomenon, and the individuals playing a role in it (Hazan, 2001; Sabar-Ben-Yehoshua, 1990, 2001; Dayan, 1999; Denzin and Lincoln, 1998). Professionals emphasise the need for qualitative research as an additional perspective and paradigm to the positivist paradigm that uses different tools and ways of looking at things (Bolam, 1999; Gronn, 1999; Ribbins, 1997; Siegrist, 1999; Bryman and Stephens, 1996; Gronn and Ribbins, 1996). Denzin and Lincoln (1998, p. 11) end the chapter that distinguishes conciseness between the two approaches by saying:

> "Qualitative researchers use ethnographic prose, historical narratives, first-person accounts, stills photographs, life histories, fictionalised facts and biographical and autobiographical, among others. Quantitative researchers use mathematical models, statistical tables, and graphs, and often write about their research in impersonal, third-person prose."

Qualitative research seeks the particular rather than the objective. Broad generalisations do not lie at the focus of its interest even though they might be attained when issues common with other realities are discussed (Yosifun, 2001).

The strengths of qualitative methods may also represent their weaknesses. Critiques point to the individual character of the qualitative approach, its difficulty in generalising, and the problems of reliability, validity and consistency (Denzin and Lincoln, 1998; Yin, 1985, Simons, 1996; Atkinson and Delmont, 1993). Advocators of this approach stress the different aims and emphases of the two approaches, as well as the need to be especially careful and strict in planning, conducting and reporting the research in order to avoid or diminish these potential hurdles (Sabar-Ben-Yehoshua, 2001; Denzin and Lincoln, 1998; Yin, 1985; Stake, 1994).

This study discusses issues related to educational management, a field involving individual, organisational and social experiences calling for this type of approach (Gronn, 1999; Ribbins, 1997).

The decision to use the case study method for this research derived from the strengths of this strategy and its relevance to the researched reality:

"The case study method allows investigators to retain the holistic and characteristics of real life events such as individual life cycles, organisational, meaningful and managerial processes" (Yin, 2003, p. 2).

It was also selected due to the type of research questions posed, the extent of control I had on the researched events, and the focus on contemporary events (Yin, 2003).

4.2. Case Definition – Unit of Analysis

This case is defined as the socialisation process of the roles of three HoDs within one Israeli ITTC. Stake (1994) provides a very broad definition for a case that complies with this phenomenon. He argues that it is a particular issue, a bounded system that has been chosen for study to understand its uniqueness. It investigates instance in action. Atkinson and Delmont (1993) criticise this definition, noting its vagueness, generality and neglect of theoretical issues. I adopted Stake's definition, keeping the warning by Atkinson and Delmont in mind.

Yin (1993, p. xi) expands on Stake's definition, setting three essential criteria for the method's appropriateness:

> "a) Define topics broadly and not narrowly, b) cover contextual conditions and not just the phenomena of study, and c) rely on multiple and not singular evidence."

These criteria match my research and justify my choice of the case study method. The topic is defined as an inclusive process involving a diversity of factors within the researched site, in parallel to the cultural as well as practical and institutional components. It relies on three subjects and various database sources.

The research is a case study (Stake, 1994; Yin, 1985; Yosifun, 2001) involving three subjects. It took place in one specific organisation. Yin (1993, p. 33) bases the reasoning for using several subjects on "replication logic rather than sampling logic" and on the assumption that the findings will repeat themselves and provide a sounder evidence base. It was assumed that the involvement of several participants would enrich the picture with diverse points of view, experiences and expressions regarding the process (Yosifun, 2001). Indeed, they created an interesting puzzle of the organisation and its role, the socialisation process and the support needed. Yin (1993)

raises the issue of access to the researched site as being important in the decision made regarding carrying out a case study research. My convenient access to the researched site played a significant role; I did not need to make great efforts in studying a new reality and in creating mutual trust, and was thus able to go straight to the point. Considering my tight schedule, this was a tremendous advantage. Ethical considerations regarding this situation will be reviewed later.

The fact that the researcher was involved as one of the main research tools (Yosifun, 2001) was also meaningful for me. I am very familiar with the researched roles and site. The intensive dialogue I conducted with the participants during the various stages of the study was important; it induced a mutual stimulation, made better use of our experiences and helped gain a better understanding of the topics we are all affected by, involved and interested in.

I defined this case as a descriptive study, serving "as a means of understanding complex human situations and human interactions" (Simons, 1996, p. 226), but it can also be viewed as a comparative one regarding the comparison made between the different participants (Yin, 1985). In both cases, it aimed at describing a certain phenomenon within a certain reality with the purpose of attaining a better understanding to improve functioning (Yin, 1993). For this very reason, I defined it both as an intrinsic and an instrumental case study. Here again, the original motivations were intrinsic but the assumed wider applications broadened its relevance to other contexts. Stake (1994) notes that no discernible differences exist between the two and they are usually inter-related. He defines the intrinsic aspect, saying that:

> "It is not undertaken primarily because the case represents other cases or because it illustrates a particular trait or problem... but because this case itself is of interest... the study is taken because of intrinsic interest in it"(ibid, p. 2).

He brings similar reasoning to the instrumental aspect:

> "A particular case is examined to provide insight into an issue or refinement of a theory... it plays a supportive role in facilitating our understanding" (ibid, p. 3).

Researchers note the limitations of case study research, most of which are common to qualitative methods. Limitations and dangers should not be ignored and careful attention should be paid to minimise them (Simons, 1996; Atkinson and

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Delmont, 1993). They also mention the excellent writing skills needed to prepare a case study report (Yosifun, 2001; Alpert 2001). I assume that any attempt, regardless of the approach used, to convey particular experiences to those who did not partake in them requires superior communication skills. These potential hurdles call for careful planning while keeping the prospective reader in mind (Yin, 1985).

Yin (1985) relates to the importance of the pilot case study as part of the preparations aimed at refining the case plan. My pilot case study involved one subject. It dealt with the potential methods to be used and the issues to be expanded on. It helped me to be more careful and focused regarding the data collection and to recommended potential analysis strategies. In conclusion, the case study method, the chosen research tools and the specific contents justified a more comprehensive project.

4.3. Research Sample/Participants

The research sample comprised three beginning HoDs who were selected according to the following four criteria considered essential for this research:

1. They had become beginning HoDs within their three first years (Bolam et al., 2000).
2. They worked at the researched site (Stake, 1994).
3. They were very willing to participate in the research (Yin, 1985).
4. They were deemed to have good potential for making significant contributions to the issues researched (Elbaz-Lubitch, 2001).

Three new HoDs (out of five holding this position in the college division) matched these criteria:

1. Head of the Primary Education School – in the middle of her third year in the position.
2. Head of the Special Education School – in the middle of her third year in the position.
3. Head of the Early Childhood Education School – in the middle of her second year in the position.

Several advantages in making this choice may be cited, such as reducing the influence of personal relationships and avoiding the potential for bias in the selection process. Attentive selection might have resulted in the loss of important information.

Expanding the sample of colleges was considered. Including other colleges in the study might contribute to a generalisation of the findings and make the research relevant for wider audiences on the one hand, but make it more complicated to carry out and less specific for our case, on the other. Increasing the sample of colleges might also have involved adding more contextual variables. I felt that a more focused study might help enhance the issues discussed (Stake, 1994) and make a greater contribution towards improving individual and institutional functioning.

4.4. Research Tools

Yin (1985, 1993, 2003) claims that using various data collection tools is one of the most essential criteria for case study research. Three tools were chosen for the data collection in this study: semi-structured interview, narrative writing and written documents. Even though observations are usually considered to be a very common tool for case study data collection (Sabar-Ben-Yehoshua, 1990; Yosifun, 2001; Cohen and Manion, 1980; and others), I thought that my specific conditions did not favour its use. The fact that we all work together on an intensive daily basis would oblige the creating special artificial settings that might cause uneasiness or interfere with the routine work schedule. Keeping a dairy or writing notes could probably serve as another important data source. The fact that at the time of the data collection I was a complete new entrant myself, experiencing induction stage left no space for me to do that.

I chose the interview as the main research tool since I felt that a well-planned semi-structured interview would enable and enhance open mutual dialogue, vital for the flow of information, and would make the best use of the limited time available (Sabar-Ben-Yehoshua, 1990). Striving to create a peer dialogue combined with the limited scope of the sample excluded the idea of using the survey or questionnaire as research tools since they are less reciprocal and lack the spontaneous possibility of responding and changing directions according to the topics that were raised.

The three tools chosen were planned to complement each other, balance between the data collected in a direct and indirect manner, use data influenced by me to a

greater or lesser extent, incorporate personal and more objective sources, and include structured and less structured sources. I did not want to lose the free, fresh individual perspective each participant could contribute to the study, and at the same time, wanted to bring my experience, my interests and myself into the discourse. The combination of free narrative writing and semi-structured interview written for this research, together with the institutional documents prepared for other occasions, provided me with a broad enough basis for triangulation, dependability and reliability evaluations.

4.4.1. Semi-structured interview

Different kinds of human interactions are central to this study, and the main source of evidence of this was the interview. Yin (1985) argues that a focused interview has limited and more defined aims, makes good use of the available time, and provides specific information. He affords priority to the open-ended, semi-structured interview in a case study, noting that despite its natural and dialogical character it has aims known to both sides.

The personal nature of the interview requires paying careful attention to the preparation phase, including planning the questions and creating the right atmosphere (Measor, 1985; Burgess, 1985; Arksey and Knight, 1999; Sabar-Ben-Yehoshua, 1990). I planned the questions meticulously, including issues central to the study's aims and research questions, leaving room for others to be raised during the session. Since I had several pre-conceived ideas, the questions were aimed at attaining information about three main issues:

1. The special features of the HoD's job in ITTCs (addressing the first and the second research questions).

2. The meaning of being a beginner and the support needs (attaining information about the third and fourth research questions).

3. The expression and influence of the institution's management culture (intended to examine the influence of kibbutz culture on college management culture).

(See list of planned questions in Appendix 1)

I informed the interviewees that I might change, omit or add questions and issues during the course of the interview and invited them to do the same. Both sides

perceived the dialogue as being an important means of openly expressing thoughts and experiences and a potential opportunity to foster an understanding of the issues discussed.

Three possibilities regarding the interview procedure were presented to the participants:

1. Present the main issues and let the interviewee talk freely about them.

2. Read all the questions at one time and let the interviewee discuss subjects of her own choice.

3. Follow the planned order.

All of the interviewees preferred to start by following the pre-planned questions and both sides were extremely flexible during the sessions. The interviews were all very comprehensive and supplied me with extensive and meaningful data, therefore I saw no reason to hold a second round.

Two interviews took place in my office at the end of the working day when the "corridors" were more or less empty. Due to temporary security limitations, the third interview was held in my home. In all three cases, the atmosphere was simultaneously friendly, collegial and task-oriented. All of the participants were interested in the issues I raised and in genuinely sharing their experiences. They admitted that actually talking about these issues helped them sort out and organise their own thoughts.

Validating the data collected in an interview is a complex issue. Measor (1985) suggests several strategies: building good relationships, using triangulation with different sources of evidence, determining the number of interviews, and relying on the researcher's intuition. She notes that the latter is essential but not enough as scientific evidence. I felt that the kind of working and personal relationships we had was of great value to the study. The participants were very open, co-operative and interested in the study.

Sabar-Ben-Yehoshua (1990) describes the limitations of this tool, noting that it is difficult to organise the information to be analysed since problems of validity and reliability are involved, and the interviewer's personality, attitudes and experience might be too influential. I was very aware and cautious of not getting involved or expressing my own opinions during the interviews but I assume that some extent of influence was unavoidable, especially in the form of physical gestures.

I paid special attention to the issue of keeping accurate records during the interview. Every method (tape-recording, video-taping and note-taking) has its

limitations and advantages (Sabar-Ben-Yehoshua, 1990) and I used a combination of the three: I tape-recorded the interviews, took notes during the interview and wrote a description of my general impressions immediately after the session. I recorded the special gestures, tones of voice, atmosphere and informal dialogue we conducted before and after the interview. The interviewees were all informed of this and they provided their consent.

4.4.2. Narrative writing

Narrative writing aims at understanding an individual's actions and human phenomena as they occur. It stresses the individual's voice and points of view (Elbaz-Lubitch, 2001; Sabar-Ben-Yehoshua and Dergish, 2001). Elbaz-Lubitch (2001) enlightens a point that was especially meaningful for this case. She notes that the unique contribution of this type of writing lies in its proximity to the educational agents, their encounters and their individual significance. The fact that narrative writers collaborate with a researcher and both sides devote time towards gaining a better understanding might make a meaningful contribution to the researched field.

The participants in my study were all very willing (even eager) to write about their experiences. One even gave me her personal diary she had kept during her entry stage. The style, content, centrality and intensity of emotions, as well as the extent of openness, varied.

Elbaz-Lubitch and Dergish (2001) review several ways of collecting narratives. In my research, one participant wrote it prior to the research and the other two intentionally for it. My initial aim was to obtain material free of any influence and interest on my part. For this reason, the participants were asked to prepare their narratives before the interview. I gave them very general and open instructions, asking them to write about their experience during the first year in the position. I only suggested that they include significant events to illustrate their stories and help the reader understand the points that were raised. While conducting the pilot study, the first participant and I discussed the possibilities of me reading the narrative before or after the interview. Abiding by my initial intention to attain different points of view free of mutual influences, we agreed on the latter and I did the same with the other two participants.

Connelly and Clandinin (1990) and Elbaz-Lubitch (2001) note that the story-teller's authentic first-hand voice adds important knowledge and might influence processes of change. The knowledge gained from this research is not meant to predict behaviour, rather to supply helpful information to ensure better performance.

Data analysis of narratives has the characteristics of a qualitative data analysis. Sabar-Ben-Yehoshua and Dergish (2001) schematically divide the approach into two: the first concentrates on the story's form and structural point of view and the second on its content. The main analysis method I used for the narrative was content analysis. I also used several different strategies according to leading motives and personal writing styles (Alpert, 2001; Sabar-Ben-Yehoshua and Dergish, 2001). Yael and Liat made extensive use of metaphors to illustrate their uneasy feelings as beginners. Yael also used question marks a great deal, which reflected her serious hesitations regarding her basic suitability to lead and her personal management style. Liat expressed critique using direct speech. I found repeated words and phrases in Shiri's diary that reflected the centrality of the authority issues in her experience as a beginner.

Critiques of qualitative methods accuse narrative writing of not being systematic enough and being an art of subjective impression rather than a clear and logical inquiry. They say that closeness between the researcher and the researched subjective might interfere with the analysis process and lack the distance needed to prevent biases. They argue that the story's uniqueness might make any attempt for broader generalisations irrelevant (Elbaz-Lubitch, 2001; Sabar-Ben-Yehoshua, 2001). I paid careful attention to these aspects, and found that the combination of a focused topic and open instructions navigated these two writers to the issue discussed on the one hand, and left space for individuality on the other. On the whole, the narratives reinforced issues expressed later in the interviews. They provided me with personal highlights rather than with different directions.

4.4.3. Written documents

In spite of the sometimes bureaucratic and "dry" character of written documents, a variety of written materials can provide important information about many researched aspects. Documents are written texts relating to aspects of social life, representing unique sources of information and serving as complementary materials

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(Stake, 1994; Denzin and Lincoln, 1998; Hitchcock and Hughes, 1995). Stake (1994) notes that document are on the same level as observations and interviews. This argument is especially important for my case since I did not use any type of observation.

Three kinds of written materials served as sources of evidence in this study. Unlike the interview and the narrative, the process of choosing them was long, and I kept including and excluding items along the way, following the changing considerations regarding their potential contribution. In the end, I decided on these described below:

1. The official institutional job description of HoDs appearing in the College Regulations Handbook (2002), which reflected the job as defined by the institution. It was important to confront and compare it with the incumbent's job perceptions and role ambiguities.

2. A position paper (2000) written by the Division Board as part of a re-definition of the HoD's role and the administrative support needed. This paper reflected the situation at the time when the research was carried out and emphasised the desired changes as perceived by the position holders. The poor support provided to position holders at that time was an indication of the institutional job perception.

3. The curriculum vitae of the participants written for institutional promotion procedures, which contains an individual's personal and professional histories as well as his/her worldview. It was considered to serve as a complementary document for the individual's job orientation.

In my attempt to stick to the main issues of this study, I reduced the number of written documents and concentrated on those having the potential to shed some light on the very essence of the job definition and role perception. At the time, I was involved in writing the institutional job description and the Division's position paper. I was rather surprised to discover how many things I did not see or understood then, being a beginner in my own position as Head of Division. I was very careful to rely on the text (data) and not on my opinions or assessments.

Hitchcock and Hughes (1995) and Stake (1994) discuss the complex questions involved in using this resource and the challenges of analysing the materials. Ethical aspects, such as permission from the individuals involved, should and were carefully followed (Connelly, Clandinin and He, 1997; Sabar-Ben-Yehoshua, 1990; Burgess, 1985). In my case, this concerned only permission to use the CVs of the participants,

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who were all willing to submit them to me even though the promotion committee meetings were highly confidential for obvious reasons.

I used a content analysis with all three documents. For the institutional role definition, I added an analysis of the different words expressing the varying extents of responsibility and clarity (see Appendix 2).

4.5. Chronology

Yin (1993, p. 35) differentiates between a "one-time data collected effort... or a more extended data collection period" stating that:

> The first mode is not likely to permit direct, on-site observation of key events; much of the critical information must be collected through interviews and documents."

I define this case as a "one-time data collected effort" even though the process of actually writing the study was long and continuous, and time played a significant role in identifying and crystallising its leading questions and issues.

The order of the data collection only mattered regarding the interview and the narrative writing. The narrative was written before the interview to maintain authenticity and avoid influence by the interviewer. The documents were not written intentionally for this research. Except for the CVs, they were common to all of the participants and were thus analysed in parallel or prior to the individual analyses. A data analysis of the interview and the narrative was made for each participant separately followed by a cross analysis. The data presentation involved a combination of the group and individual presentations. The findings of the document analysis were correlated with those of the other two tools. Ideas concerning the findings emerging from the personal data were shared occasionally with each participant. A comprehensive presentation was made at the end of the data analysis process. Methodological issues and problems were discussed continuously with peer researchers. The following table presents the data sources, tools and process of collection and analysis:

Table 2: Data tools, sources, collection and analysis

Tool	Data Sources	Collection Timing	Analysis Remarks
Institutional job description	College regulation handbook	March 2002	Common to all subjects, was analysed on June 2002, before the personal analyses
Division position paper	Division papers (protocols)	March 2002	ditto
Narratives (two free writing pieces written for the research and one diary written for personal reasons)	Research subjects	Requested at March 2002, handled on April 2002 (before the interviews)	Individual narrative analysis was followed by cross analysis with other sources and with the other subjects
Semi-structured interviews	Research subjects	April-May 2002	ditto
Curriculum Vita	Research subjects	August 2002	Ditto - (Was added to data during the analysis process to enhance understandings that were found in other data sources).

4.6. Data Analysis

Since this case study involves three subjects, the data analysis was made on two levels – individual and collective – with the aim of creating an institutional picture, thus the individual participants served primarily as a source for it (Yin, 1993). The institutional written documents were common to all participants; the narratives, interviews and CVs were personal. The nature of relationships among the different sources was basically complementary and thus the order of the analysis did not matter to a large extent. All of the materials were reviewed and analysed before discussing each question. Each question required concentrating on different sources or paragraphs within the materials.

The main tool used for the data analysis was content analysis (Strauss and Corbin, 1990; Gibton, 2001; Harel, 2000). The unit of analysis was a paragraph/topic, except for the job description, for which I found that words and phrases were more suitable (Elbaz-Lubitch, 2001). In cases where it was important to show frequency or centrality of certain components, I noted the occurrence of appearance (of leading words, issues, etc.). As mentioned in the narrative section, in addition to the content analysis, different analysis strategies were chosen based on the character, structure or

writing style of each participant. The exposure of personal expressions and the need to determine appropriate ways of analysing the different materials challenged my creativity (Alpert, 2001).

The first level of content analysis of each participant's materials was open coding. I clustered central issues relating to my initial questions/field of interest from a long list of topics appearing in this stage. I grouped them in the second stage, looking for more inclusive subjects reflecting the connections between the categories, and created clusters of related issues. The third stage involved determining the core category (or categories). Some of the issues grabbed my attention while relating to the research questions and I sought theories to reframe or explain them (Yin, 1993; Gibton, 2001; Harel, 2000).

In the second stage, I outlined the institutional picture and concentrated on the research questions. I looked for relevant materials/paragraphs/expressions in the personal data. For each question, I sought issues common to the participants and created a combined figure of significant factors raised by them. This stage was challenging for me since I occasionally had to exclude data that seemed important for the general picture but appeared in only one case, or include data on which different emphases were placed in the different cases. I aimed at outlining the general picture without blurring the individual ones thereby stressing the emphases and centrality of the expressions/appearances.

Triangulation in this study had three layers: 1) between the data collected from the different tools of each research subject; 2) between the three cases; and 3) between the institutional and the personal materials. Triangulation between the tools was relevant mainly regarding the narrative and the interview. In all cases, the picture was stronger and it reinforced and enhanced personal leading issues. Triangulation between institutional role description and personal perceptions reinforced the sense of ambiguity, but it was the literature (Hall, 1997; Bush, 1997) that helped in clarifying the essential differences between the two perceptions and the origins of the ambiguities.

Triangulation between the subjects was based mainly on the use of common research tools and questions in the interview. Repetition was used to widen the base for generalisations, conclusions and suggestions (Yin, 1993). In some ways, the questions determined the categories for the first stage of the content analysis. The variation in answers, as well as the freedom to raise new issues during the interview,

resulted in personal nuances on the one hand, and enabling comparisons to be made on the other.

The combination of individual and institutional sources played an important role in enhancing the ways of examining the general picture, in distinguishing the particular from the institutional, the unavoidable from the cultural. Originally, and more so during the study, the materials exhibited complementary relationships rather than contradicting ones, and triangulation served to illustrate the differences. Here again, the theoretical background (Bush, 1997; Hall, 1997; Geertz, 1973; Dar, 1995) helped in clarifying basic structures, local constraints and cultural influences.

4.7. Connections to Theory

Yin (1993, p. 38) claims that theory plays a central role in case study design:

> "A theory is simply an *a priori* explanation of why some educational phenomenon might have occurred the way it did."

My familiarity with the theoretical base as well as my personal experience helped me make the assumptions and phrase the leading questions of this study (Yin, 1993). It did not, however, impose a particular analysis process (Gibton, 2001; Harel, 2000). Throughout the study, I moved back and forth between the data and the literature, seeking a unique appropriate path for the data analysis in order to provide me with theoretical frameworks to explain the findings. The literature and my previous experience both helped in achieving the theoretical sensitivity essential for adding meaning to the information gathered (Harel, 2000).

According to Strauss and Corbin (1990) and Gibton (2001), linking the research findings to theory is the final stage of the data analysis, the stage that diverts weight from the particular (the emic) to the more general (the etic). Both guide the study from the first steps of getting to know the field of interest to the stage of creating theoretical frameworks based on the data collected (Strauss and Corbin, 1990; Gibton, 2001; Harel, 2000). Yin (1993) argues that the unique combination of theories used in a certain research is in fact the theory of the researched issues.

Figure 6 presents the combination of theories that supported this study:

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Figure 6: Theoretical framework of the research


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                    ┌──────────────────────────────┐
                    │  Theoretical Research Framework │
                    └──────────────────────────────┘

┌──────────────┐        ┌──────────────┐        ┌──────────────┐
│ Qualitative  │◄─────► │  Educational │◄─────► │ Professional │
│ Approach     │        │  Management  │        │ Development  │
└──────────────┘        └──────────────┘        └──────────────┘

┌──────────┐      ┌──────────┐  ┌──────────┐   ┌────────┐  ┌────────┐
│  Case    │      │ Academic │  │  Middle  │   │ Entry  │  │ Support│
│  study   │      │management│  │management│   │ stage  │  │ issues │
└──────────┘      └──────────┘  └──────────┘   └────────┘  └────────┘

┌──────────────┐  ┌──────────┐  ┌──────────┐   ┌──────────────┐
│ Descriptive  │  │  ITTC    │  │  Role    │   │ Socialisation│
│              │  │management│  │  theory  │   │   theory     │
└──────────────┘  └──────────┘  └──────────┘   └──────────────┘

┌──────────────┐  ┌──────────────┐           ┌──────────────┐
│ Intrinsic,   │◄►│Organisational│◄─────────►│  Induction   │
│ instrumental │  │  culture     │           │  process     │
└──────────────┘  └──────────────┘           └──────────────┘
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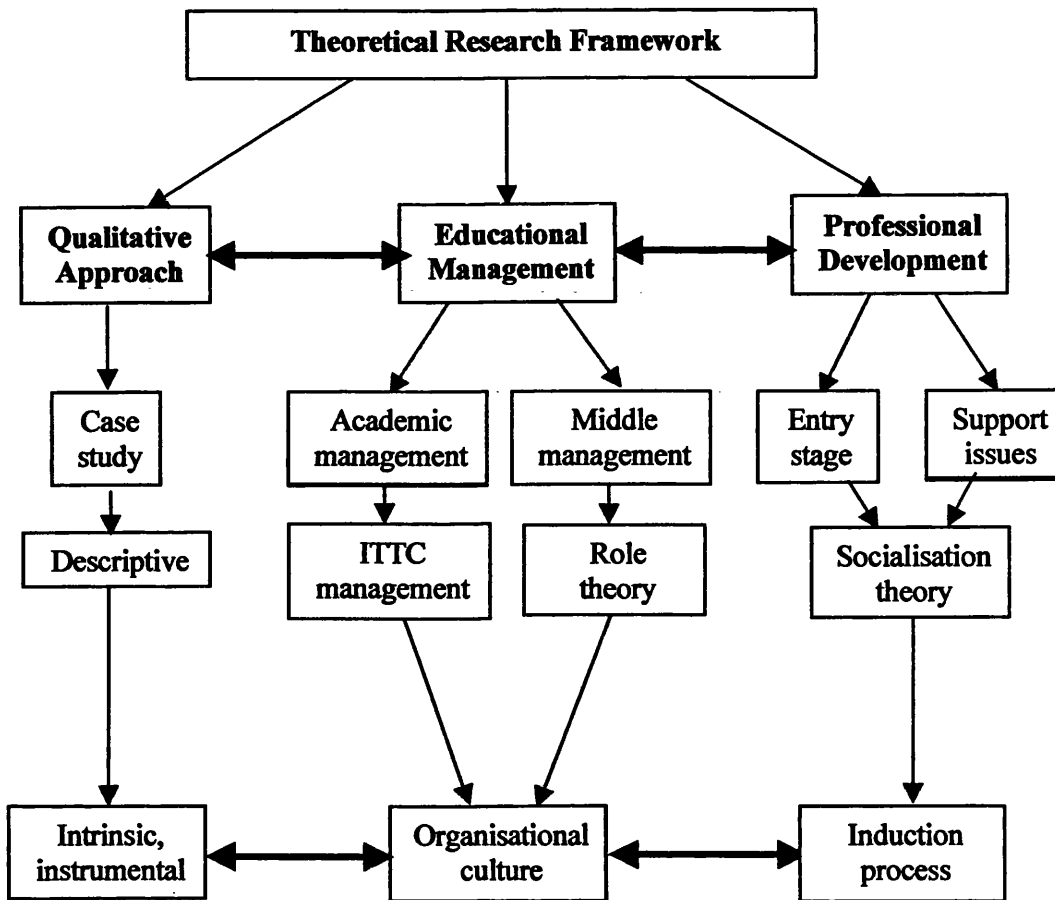
The research approach chosen is essential for the content of this study and this figure therefore contains the method and the contents. As seen above, I did not claim to create a new grounded theory, rather I related the findings to the knowledge accumulated in the areas discussed and created a unique combination comprising the theoretical framework of this research. My unique contribution lies in clarifying the factors playing a role in a certain arena, the connections between them, and recommending ways of tackling the challenge of improving the socialisation process more attentively and efficiently.

Yin (1993, p. 38) notes that:

> "The theory becomes the vehicle for generalising the results of the case study... Case study research should be used to expand our understanding of theoretical preposition... where (a) the context is important and (b) events can not be manipulated."

I made the generalisations leading to the conclusions and the subsequent actual suggestions very carefully. The professional encounters I conducted during the study period indicated a high relevancy in similar institutions within the Israeli context. The literature (Weindling, 1999; Harding, 1990, 1991; Burke and McKeen, 1994; Smith 2002) points to potential wider applicability of certain components to educational and other organisations both within and outside the country.

4.8. Dependability and Trustworthiness

Yin (1993) talks about the components constituting construct internal and external validity and reliability in case studies. Relating to construct validity, he mentions the use of multiple sources of evidence, arguing that internal and external validity can be achieved:

> "Through the specification of the unit of analysis... and through the specification of theoretical relationships, from which generalisations can be made" (ibid, p. 40).

Reliability can be achieved:

> "Through the use of formal case study reports and the development of case study database" (ibid, p. 40).

All these conditions were followed carefully in this study. I used various sources of evidence, defined the unit of analysis and attributed it to the theoretical framework. Attention was paid to differences between the database and the data report.

Yosifun (2001) argues that the issue of validity and reliability in qualitative research is essentially different from that in quantitative research and thus different terms are applied to describe them. She suggests that the terms "dependability" and "trustworthiness" are more appropriate for a case study research than "validity" and "reliability." The first indicates the ability to rely on the data collected and is concerned with the researcher's skills and awareness of possible biases; the researcher uses strict research procedures ensuring the intrinsic and extrinsic construct validity and openly presents his/her considerations and sequences (Yin, 1993).

Case study researchers suggest several ways of reinforcing dependability and trustworthiness (Yin, 1993; Sabar-Ben-Yehoshua, 2001; Yosifun, 2001) among which I used the following:

1. Different information sources and tools to collect the data and support the assumptions that were raised.

2. Three research subjects to broaden, deepen and diversify my database.

3. Repeating logic, asking similar questions in the interviews and giving similar instructions for the narrative writing in order to achieve a broader database for the generalisations.

4. The analysis process was systematic, transparent and open to participants, peers and other researchers, and was examined and criticised by them. In general, the participants accepted my suggested interpretations and in one case, even broadened my interpretation. At times they were surprised with the intensity reflected by the text or by my interpretations but did not reject it. Experienced researchers made contributing remarks mainly regarding the methodological issues.

5. Interpretations of the data and findings, which were constantly re-examined with regard to the relevant literature.

6. In different stages I presented some of the findings to the participants and tutors in the ITTC middle managers course. The questions raised were openly discussed both with the course participants and their tutors. The overall response to the directions I suggested was accepted with enthusiasm.

Extensive research experience, good sense and reliable data collection skills are central factors in attaining dependability and trustworthiness (Yosifun, 2001). My new position in research no doubt represents a drawback in this respect. My language limitation is another inhibiting factor diminishing the possibility of expressing cultural nuances more accurately.

4.9. Ethical Considerations

Ethical aspects had to be considered very carefully in this study for several reasons:

1. The participants and I work at the same site and have subordinate relations. I had to be very careful to avoid the inherent desire to "please the boss."

2. Two of the participants were in their entry stage during my predecessor's incumbency and the tendency to criticise one's former position holder had to be carefully controlled (Gronn, 1999). One participant entered her new position during my incumbency and replaced me in my former position as HoD. Special attention had to be paid to creating an open atmosphere enabling criticism to be raised in this case.

3. Seniorer position holders usually "attract fire," being representatives of the authorities. Efforts to avoid personal vulnerability on my part had to be ensured.

4. Familiarity with the researched site could avoid inquiring about the obvious (Karniely, 2002). Special thought had to be given to openness to new interpretations of that considered to be known (Sabar-Ben-Yehoshua, 2001).

5. The availability of the participants could obscure the borders between work and study activities (Sabar-Ben-Yehoshua, 1990) and cause a misuse of time and institutional resources. I carried out all of the study activities after working hours.

6. The temptation to use information collected in informal encounters and occasions required strong self-discipline and restraint. I was especially aware of relying on the data collected using the pre-planned tools (Yin, 1993).

7. The temptation to attain desired information suitable for the researcher's pre-assumptions could influence the interview's questions and conduction to a great extent (Sabar-Ben-Yehoshua, 1990). I defined the issues to be studied, carefully prepared the interview questions and left the stage open to the interviewees.

Sabar-Ben-Yehoshua (2001) makes three relevant remarks regarding personal involvement in the study of culture. She notes that the qualitative researcher brings with him/her his/her own values, biases and understandings. His/her internal knowledge might appear to be very beneficial, and since ethnography is concerned with unconscious norms and values, the insider might lack the insight needed to identify them and suggest theoretical framework. She also warns about avoiding questioning the familiar and becoming one's own key informant. All these factors played a role, to different extents, during the research process of this study and had to be constantly examined. Sticking to the data and procedures were central strategies in avoiding potential hurdles (Yin, 1993). Familiarity with the broader context helped in understanding the more particular aspects and since I did not avoid inquiring about what was considered to be familiar, I had the privilege of learning a great deal about my own culture.

Dushnik and Sabar-Ben-Yehoshua (2001) mention three clusters of ethical issues in qualitative research: informing consent, privacy and anonymity, and reciprocity and collaboration. The researcher becomes very involved in the participants' lives and is therefore committed to developing high standards of ethical codes regarding privacy and methodological procedures. They note that the researcher should develop a great sensitivity to the social and cultural structures within which he/she works in order to avoid bias and uncontrolled influence. I used several strategies to avoid these traps:

1. I changed the names of the participants.

2. I reminded the participants to re-consider the extent of exposure in their narrative pieces before handling them to me. I was especially careful with the diary.

3. I ensured confidentiality both in oral or written presentations inside and outside the country.

4. I deliberately did not use observations in order to lessen the sense of "invasion" by the "big brother."

5. I carried out the research activities, such as the interviews and the discussions, only in pre-arranged meetings after working hours.

6. I discussed the interpretations with the participants after each analysis stage.

7. I paid special attention to the delicate situation of subordinate relation and even though I cannot point to concrete steps, my constant self-awareness played an important role.

I feel that the common reality we shared set high ethical challenges and enabled me to simultaneously see, understand and better analyse the personal, cultural and institutional attributions.

4.10. Data Presentation

The data presentation was organised around the research questions (Yin, 1985) and was made in a "question-and-answer format" (ibid, p. 129), based on a cross-case analysis and structured in a linear-analytic manner, meaning that:

"The sequence of the subtopics involves the issue or problem being studied, the method used, the findings from the data collected and analysed and the conclusions and implications from the findings" (Yin, 1984, p. 132).

The case study had institutional, intrinsic and instrumental aims, thus emphasis was placed on portraying a common picture. Personal expressions were highlighted when differences among the participants were prominent. The data collected from the personal materials enabled me to present each participant's singular characteristics separately and stress their unique and particular perspectives of the researched issues. The cross-subjects analysis and the institutional documents enabled me to suggest common perceptions and concepts related to the research questions and the literature reviewed.

Researchers recommend systematic steps for data presentation, emphasising a combination of strictness and creativity in writing and presenting the data analysis report (Gibton, 2001; Sabar-Ben-Yehoshua, 1990; Arksey and Knight, 1999; and others). My data presentation included the use of different forms, assuming that each would contribute to understanding the story I had to tell. "Packing" the findings into figures or flow charts helped organise and crystallise the information gathered and showed connections between the various components comprising each issue. Using quotations added authenticity and provided a broader base for my suggested interpretations. Using narrative style to describe the findings helped attain an overview and limit the details. Connecting the findings to the theoretical framework significantly contributed to clarifying and providing a better understanding of the issues discussed. The question-and-answer format aimed at focusing separately on different parts of the researched reality and enabled the reader to trace how I put the different puzzle pieces together to form one complete picture.

4.11. Summary, Conclusions, Suggestions and Personal Reflections

The summary of the research outlined the "story" of this case as a whole, showed the different aspects exposed during it and highlighted theoretical origins upon which it relied. The conclusions pointed to practical steps to be considered. Since things kept occurring during the study period and the study was an instrumental one, I found it helpful to mention the steps already taken during the time I conducted this research. I closed with an epilogue in which I brought the more personal reflective part of the process that I, as an involved researcher, went through while carrying out this study.

Summarising this chapter, I can say that the research approach and design and the selected tools appeared to be most appropriate in terms of achieving the theoretical and practical aims of the research. Several potential weaknesses were mentioned above, such as the small-scale research sample of participants and colleges, personal involvement, subordinate relations, my poor research experience and language limitations.

The strengths of the study seem to compensate for its weaknesses to a great extent. The tools selected, especially the semi-structured in-depth interview, supplied me with extensive data due to the participants' collaborative attitude and the interest they took in the case. Thus, albeit the small sample, I had a wide database to rely upon. My personal background and involvement and my good relationships with the research subjects helped in making the best use of smooth access to the researched site and the limited time available. It also enabled me to be more focused regarding the issues discussed, both theoretically and practically. Language skills and research experience remained significant areas requiring improvement but they may also be viewed as contributing to a beginner's comprehension.

Chapter 5: Context of the Research

Several contextual issues will be reviewed in this chapter, before the finding presentation and the discussion, in order to provide the reader with a general orientation of the research environment and the research subjects.

5.1. Initial Teacher Training Colleges in Israel

Israeli ITTCs won academic recognition in 1981 and have since been awarding a graduation certificate. The Israeli Council for Higher Education formulated guidelines for B.Ed. degree studies in ITTCs aimed at ensuring academic standards. All ITTCs are obliged to design their programmes according to given guidelines, and consequently with the many advantages that academic recognition has brought to the profession, the extent of autonomy, flexibility and uniqueness was significantly reduced.

ITTCs operate under two authorities: the Israeli Council for Higher Education, and the Ministry of Education. They are also closely affiliated with the school system. Figure 1 elucidates this situation:

Figure 4: Ministry of Education bodies affiliated with ITTCs
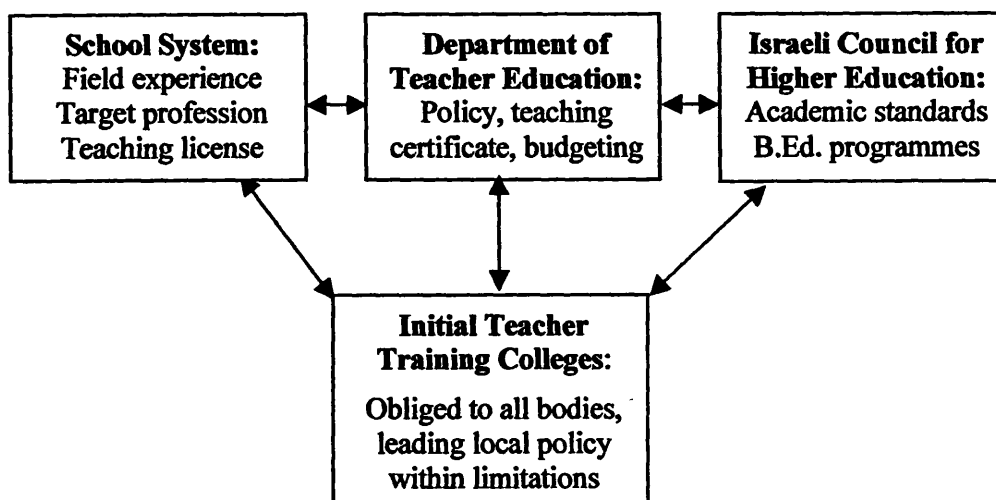
All bodies belonging to the Ministry of Education, the Israeli Council for Higher Education and the school system have much greater autonomy; the first, by law aimed

at protecting academic freedom; and the second, due to two parallel processes, decentralisation and school autonomy tendencies.

5.2. "Oranim" Academic College of Education: General Description and Structure

The "Oranim" Academic College of Education, which was founded in 1951 by the Kibbutz Movement, is located in the northern part of Israel. Initially it was aimed at preparing teachers to be educators committed to the kibbutz's ideological concepts and values. Today, it is the largest college in the country serving more than 5,500 pre- and in-service students attending a variety of programmes. The college offers B.Ed, B.A. and B.Sc. degrees and is about to launch a M.Ed. degree programme. Its students and staff members represent Israel's ethnic and religious diversity (Oranim Handbook, 2002). The College head is elected by the Board of the Kibbutz Movement and is a kibbutz member. The kibbutz is a collective community on which all systems - economical and social - are run on a co-operative base.

Among other things, Oranim is well known for the warm and indirect relations prevailing among its staff members and students. The classes and workshops do not contain more than 30 students, thereby enabling personal acquaintances to develop and open dialogues to be held between teachers and students.

In order to provide a general idea of the various divisions and their affiliated departments, I will present Oranim's academic structure in Figure 5:

Figure 5: Academic structure of Oranim

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                    ┌─────────────────────────┐
                    │   General Management    │
                    └────────────┬────────────┘
                                 │
                                 ▼
                    ┌─────────────────────────┐
                    │    Academic Council     │
                    └─────────────────────────┘
                   ╱             │             ╲
                  ▼              ▼              ▼
      ┌──────────────────┐ ┌──────────────┐ ┌──────────────────┐
      │ In-service and   │ │ Secondary    │ │ Early Childhood  │
      │ M.Ed.            │ │ and High     │ │ and Primary      │
      │ Division         │ │ School       │ │ School Division  │
      └────────┬─────────┘ │ Division     │ └────────┬─────────┘
               │           └──────┬───────┘          │
               ▼                  ▼                   ▼
      ┌──────────────────┐ ┌──────────────┐ ┌──────────────────┐
      │ In-service       │ │ Disciplinary │ │ Inclusive        │
      │ Courses and      │ │ Oriented     │ │ Oriented         │
      │ M.Ed. Programmes │ │ Departments  │ │ Departments      │
      └──────────────────┘ └──────────────┘ └──────────────────┘
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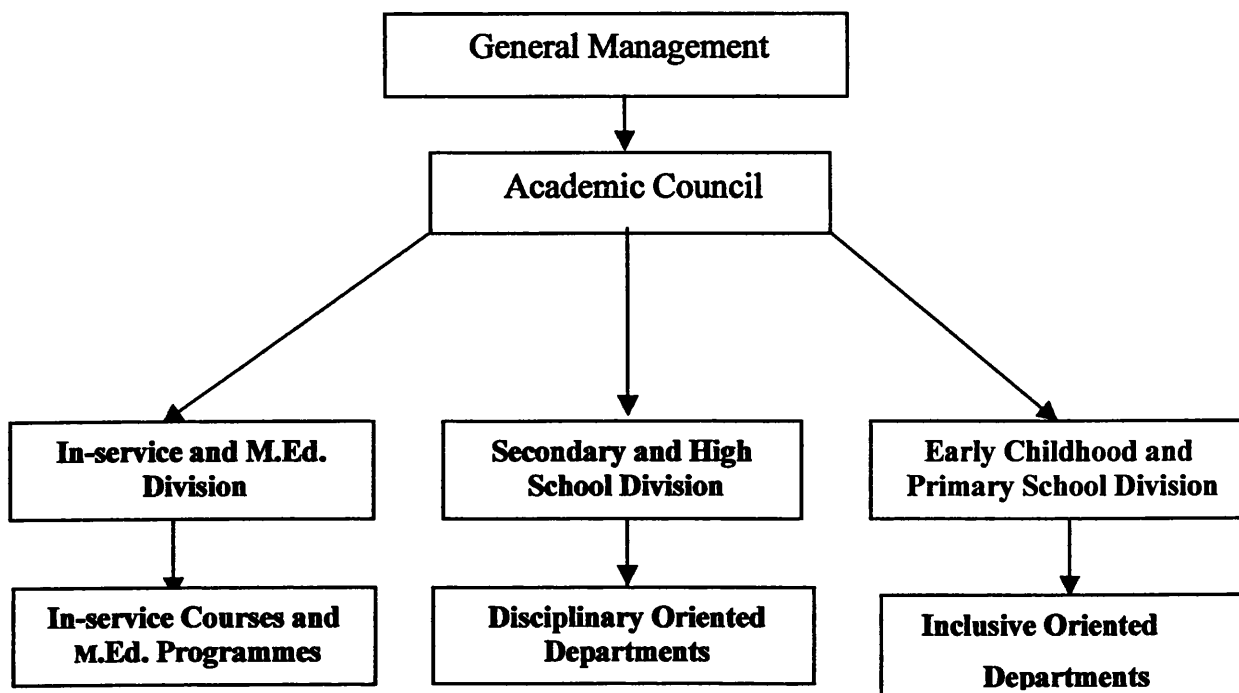
The case study will discuss the position of Heads of Department in the Early Childhood and Primary School Division.

5.3. Role Description of Heads of Departments at Oranim

The term Head of Department (HoD) refers to the head of a school that qualifies for a certain profession, such as early childhood or special education. There are five departments of this kind in the College's Primary School Division. The Department Head position is a full-time job.

Oranim's Academic Council elects the HoDs. The job description involves several responsibilities, mainly academic-pedagogical ones. An incumbent's accountability and responsibility encompasses almost all aspects concerning the department, either directly or indirectly. The individual holding this position is expected to maintain routines and initiate innovative programmes aimed at improving teacher education and attracting more students.

The HoD works within two intensive frameworks – the Division's management Board and the Department's leading staff. He/she also participates in most

institutional academic forums. The division management meets regularly every fortnight, and discusses current management matters and central issues pertaining to teacher education subjects common to all departments. The departmental leading staff meets once a week and discusses professional issues concerning the department's programmes. The Heads of Division, Heads of Department, the Department's leading staff and the Division's secretariat are located on the same floor, thus enabling intensive, planned and spontaneous encounters, as illustrated by Figure 3:

Figure 6: Physical work environment of Heads of Department

Division secretariat	Bedouin Staff	Elementary School Staff	Early C. Staff	Special E. Staff	Head of Educ. Studies	
Entrance Lobby, Waiting Room						
	Division Head	Bedouin Head	E. C. Head	E. S. Head	S. E. Head	Field E. Head
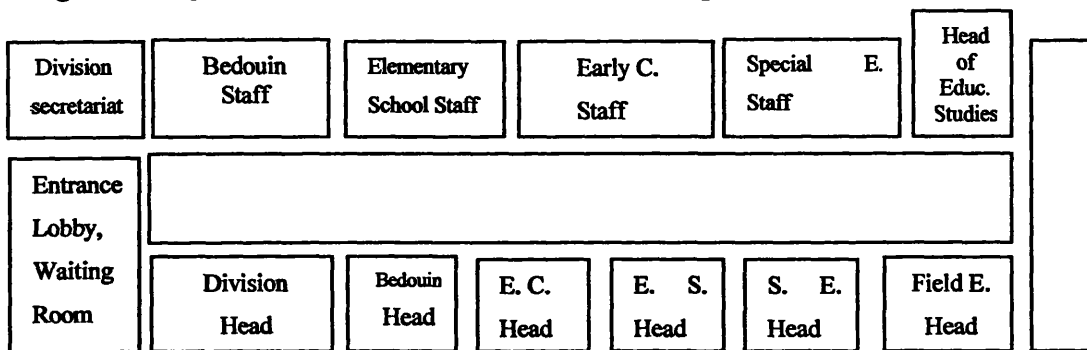
5.4. Preparations and Entry into Headship

When a position is about to become available, the Head of Division announces the date of elections and the job demands. Potential candidates submit their names and CVs to the Head of Division and their applications are reviewed by the Division's Board. The Division submits its recommendations to the College's Academic Council for a vote. Elections take place one year in advance to provide a one-year overlap period for the prospective HoD. The actual implementation is carried out internally; there is no institutional pattern or written material to rely upon. External professional courses for academic-pedagogical management in ITTCs have been offered starting in the year 2000; they are not pre-requisites for nomination.

In the next chapter, I will present the theories supporting this study. Following the research organisation, questions and design, I will proceed from the more general – the contextual environment and the management roles and cultures – to the more

specific – the entrant's difficulties and support needs. The literature review will discuss several fields of interest comprising the theoretical framework of the study.

5.5. The research subjects

I will present here a short "identity card" of each of the research participants. A more detailed picture will be drawn at the end of the next chapter.

Yael

Yael was born in 1953 on one of the first kibbutzim in the Jordan Valley. Her parents were pioneers who helped found the kibbutz and lived there all their lives. After getting married, she left the kibbutz and has lived ever since in a city in the northern part of Israel.

Yael completed her Bachelor's in Education and Jewish Studies and her Master's in Education, Curriculum Development and Teacher Education at Haifa University. She took her Ph.D. at the Institute of Education in the University of London and researched the effectiveness of in-service courses.

Yael was a schoolteacher on the kibbutz for five years. In 1982, she started working in Oranim, beginning her second career as a teacher in pre- and in-service courses. While staying in London, she was head-teacher of a Zionist Federation Educational School. Since 1999, Yael has been Head of the Department of Primary School Education in Oranim. She is also Head of the Forum of Colleges for Primary School HoDs.

Liat

Liat was born in Germany in 1946. Her parents were war refugees who immigrated with their family to Israel when Liat was three years old. When Liat was 10, they moved to a kibbutz situated in the Beit Shean Valley, and she has been living there ever since.

Liat completed her Bachelor's in Educational Management and Jewish Studies at the Tel Aviv Kibbutz Seminary and her Master's in Didactics at Hebrew University in Jerusalem. She was a schoolteacher on her kibbutz for 16 years and a head-teacher for 10 years. During that time, she initiated unique co-operation with a school for autistic

children. Liat has been working in Oranim since 1995. She started as a teacher and in 1999 was nominated as Head of the Special Education Department.

Shiri

Shiri was raised on one of the first kibbutzim in the Yizrael Valley. Both her parents arrived in Israel as children and chose a pioneering way of life as young adults. Shiri left the kibbutz in 1980 and has lived ever since in a communal settlement.

Shiri was a kindergarten and schoolteacher. She completed her Bachelor's in Teaching and Special Education at the Tel Aviv Kibbutz Seminary and her Master's in Special Education and Counselling at Haifa University. Shiri worked as a kindergarten and school teacher for 20 years. For three years she was Head of the Early Education System on her kibbutz. Since 1991, Shiri has been teaching in Oranim's Early Childhood Department. She was head of the programme for Russian immigrants who took courses in the college and for Bedouin Early Childhood Studies. In 2000, she was nominated to head Oranim's Early Childhood Department.

CHAPTER 5: FINDINGS AND DISCUSSION

5.1 Introduction

The findings of this study will be discussed with respect to the research questions and the relevant literature. I will first present the case study in its entirety, followed by relevant sections from each subject, and then discuss the individual participants. I sought to create a multi-coloured picture to reflect the whole and its parts, and in so doing, portray a general picture without neglecting the individual and particular aspects and points of view. The limited scope of this study cannot provide the institutional and individual views the broad stage they deserve. While presenting the individual research subjects, I will not follow the research questions, rather some of the central themes of this research, adding some personal ones as well.

The data presentation is organised around the research questions and is made in a "question-and-answer format" (Yin, 1985, p. 129) based on a cross analysis among the subjects and structured in a linear-analytic manner. In order to guide the reader through the study's findings, I will present a flowchart of the research questions. The order of questions presents an ongoing process, starting from the more general context – the meaning and implications of academic management in Israeli ITTCs – to the more specific features, such as job perception and description, entry stage difficulties and support needs.

The research questions guiding my findings and the subsequent discussions are presented in Figure 7:

Figure 7: Flowchart of research questions

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┌─────────────────────────────────────────────────────────────────┐
│ 1. What are the specifications of academic management in Israeli ITTCs? │
└─────────────────────────────────────────────────────────────────┘
                                │
                                ▼
┌─────────────────────────────────────────────────────────────────┐
│ 2. How do new Heads of Department experience their role?          │
└─────────────────────────────────────────────────────────────────┘
        │                       │                       │
        ▼                       ▼                       ▼
┌──────────────────┐  ┌──────────────────┐  ┌──────────────────┐
│ 2.1. What message │  │ 2.2. What is the │  │ 2.3. What are the │
│ does the          │  │ position holder's│  │ reasons for the   │
│ institutional job │  │ perception?      │  │ gaps and the role │
│ description convey?│  │                  │  │ ambiguities?      │
└──────────────────┘  └──────────────────┘  └──────────────────┘
                                │
                                ▼
┌─────────────────────────────────────────────────────────────────┐
│ 3. What are the difficulties beginning HoDs face during their     │
│ socialisation process?                                            │
└─────────────────────────────────────────────────────────────────┘
            │                           │
            ▼                           ▼
┌──────────────────────┐    ┌──────────────────────────────┐
│ 3.1. What are the    │    │ 3.2. What are the difficulties│
│ difficulties deriving│    │ deriving from existing working│
│ from entry stage?    │    │ patterns and institutional    │
│                      │    │ management culture?           │
└──────────────────────┘    └──────────────────────────────┘
                                │
                                ▼
┌─────────────────────────────────────────────────────────────────┐
│ 4. What might be supportive during the socialisation process?     │
└─────────────────────────────────────────────────────────────────┘
            │                           │
            ▼                           ▼
┌──────────────────────┐    ┌──────────────────────────────┐
│ 4.1. What are the    │    │ 4.2. What are the suggested   │
│ existing sources of  │    │ support sources and strategies?│
│ support?             │    │                               │
└──────────────────────┘    └──────────────────────────────┘
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6.2. Research Question 1: What are the Specifications of Academic Management in Israeli ITTCs?

As presented in the literature review and in the context of this study, academic ITTCs in Israel are part of institutes of higher education but at the same time are unique. This uniqueness influences management requirements and plays a significant role in the position holder's function and sense of satisfaction. I will present the picture here from the points of view of three participants in response to my request to describe these specifications.

In order to provide a detailed picture of the special management components of ITTCs, I isolated features identified in the case study and unique to college management and made an analysis of the individual written materials relating to this subject. In the second stage of the analysis, the axial coding, I sought connections between the various categories and found three clusters of subjects: a) subjects relating to the college structure and culture; b) subjects relating to the nature of the mission; and c) subjects relating to the nature of the human interactions. These clusters represent different domains that simultaneously influence the managerial role and point to potential sources of difficulties. The identification is meaningful for achieving a better understanding of the essence of the specific managerial role. Figure 8 presents the domains characterising the ITTC's managerial role:

Figure 8: Unique features of Oranim management
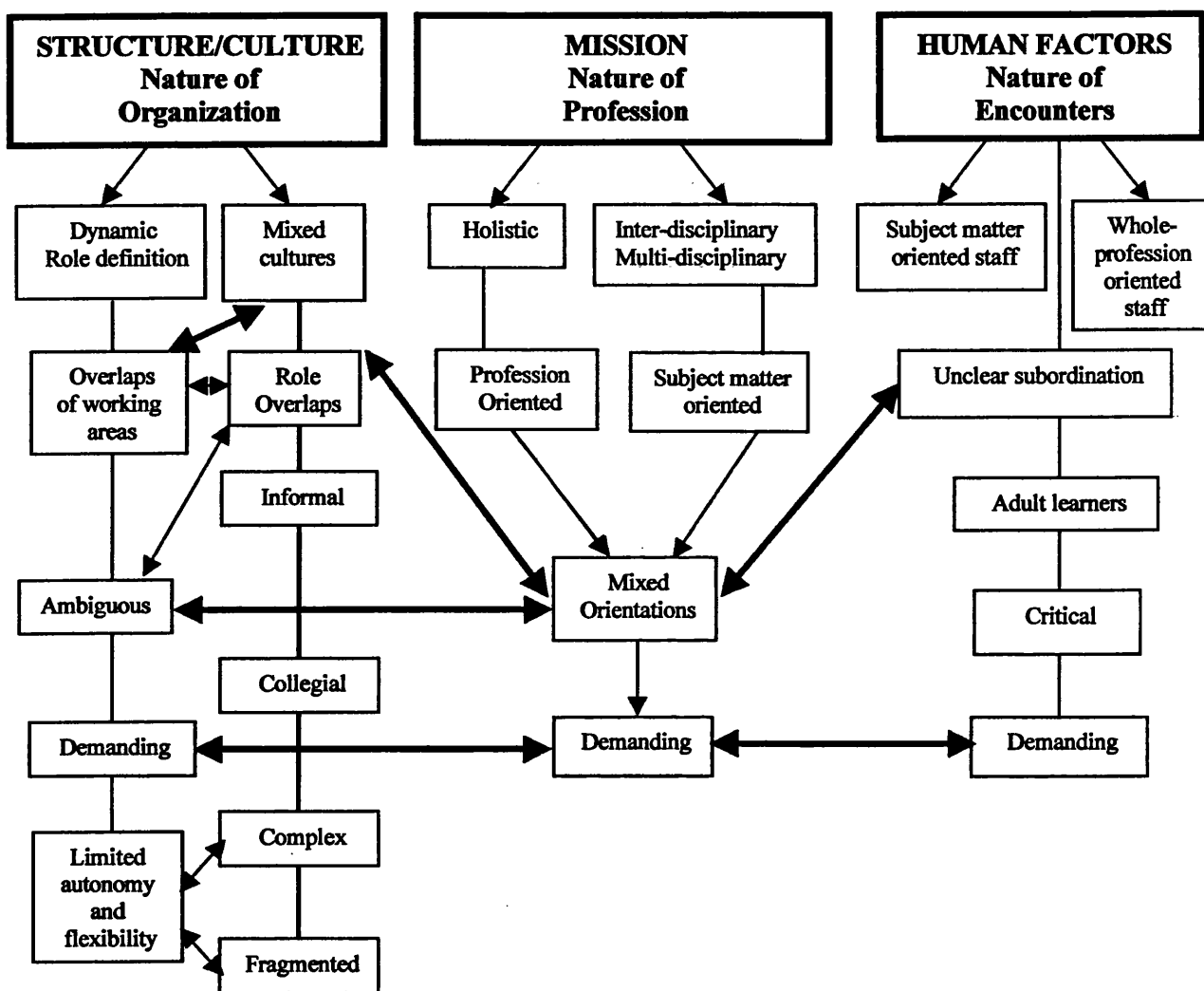
Many possible inter-relationships exist between the different categories emerging from the data. In the context of this study and the first research question, I will expand here on three issues – the co-existence of two cultures and the nature of demands made on ITTC HoDs. The demands deriving from the inclusive nature and multi-dimensional knowledge base of the profession; and the demands deriving from the personal encounters of the HoDs. I will briefly discuss the issue of role ambiguities and relate them mainly to the clash between the two cultures. Greater attention will be paid to this subject in the second research question dealing with role demands.

6.2.1. The nature of the organisation deriving from the co-existence of two cultures

The data collected from the three subjects in this study clearly point to the influence of the co-existence of two different cultures acting in one college. The co-existence of the holistically-oriented teaching seminary and the disciplinary subject matter-oriented cultures provides a significant source of tension and ambiguity regarding the role of department management. Oranim received academic recognition in 1991, obliging a quick and massive recruitment of higher degree disciplinary academic staff. These new staff members had no previous teaching experience and sometimes even no sense of commitment to teacher education, and the college underwent significant educational and organisational change. The current situation is marked by tension within the different groups of college staff and overlaps in managerial jurisdictions. Since academic recognition depends upon the academic profile of the staff, senior degrees and academic achievements are greatly appreciated by senior management, and the relatively new group of staff members gained a higher status than the traditional seminary one. This new reality caused notable difficulties in this respect.

The interviewees mentioned two aspects affiliated with the tense situation. The first related to the issue of hegemony (responsibility) of the programme as a whole, and the second to the limitations of implementing integrative attitudes within a fragmented reality. The first reflects role ambiguities and overlaps, the second the clashing perceptions within the organisation.

Liat rather angrily expresses her frustration regarding the limitations emanating from the contradictory situation. She raises two points: the unclear actual responsibility for the entire programme and the difficulties in implementing the holistic attitude in a disciplinary-oriented system. She asks:

> "Whose task is it to read the disciplines and the arts curriculum? On the one hand, it is as if I am in charge of everything and on the other, I don't review the curriculum. A discrepancy exists here. This issue must be more clearly defined" (interview, p. 11).

In another place she illustrates the issue of manoeuvring limitations with a concrete example:

"I am dying to plan a learning unit that would be taught in one lecture hall that would be divided into three areas enabling students to move and experience different aspects of special education, creating some kind of integration..." Question: And what prevents you from doing this? Answer: "The complexity of the system. I have no control over the working schedules" (interview, p. 13).

Yael also sounds angry and asks:

"What does inclusive responsibility by the department mean? Does it refer to the taught material? After all, I have very little influence on the curricula of the different subject matter and even less on the studies" (interview, p. 7).

Shiri is the only one to accept this as fact without expressing any criticism.

In discussing parameters distinguishing Israeli university culture from that of ITTCs, Kfir (1999) places at the centre of her arguments the commitment of ITTCs to a person as an entity being prepared for a holistic profession. In a position paper analysing the academic process of Israeli ITTCs, Kfir (1999) and Keinan (1999) state that, unlike university faculties concentrating primarily on the transfer and creation of knowledge, ITTC faculties are more concerned with the integration of different knowledge domains. Karniely (2000) attributes the current lack of cohesion within the programme taught to the outcomes of the rapid process of converting teaching seminaries into academic colleges. She argues that the disciplinary attitude placed too much weight on the programme, claiming that the situation today must be re-examined and deliberate efforts be made to attain the cohesion essential for such a profession. Despite the voices calling to strengthen the integration of the programme in ITTCs, our interviewees pointed to a fragmented system lacking the flexibility, the extent of control and the connections among the different parts, all of which are vital for implementing their holistic view.

Position papers mentioned in the literature review that dealt with the differences between universities and ITTCs in Israel (Dror, 1999; Kfir, 1999; Keinan, 1999) reflect the cultural struggle discussed above. They express the need to reduce tensions among and within the different institutions of higher education and to consider the unique contribution each culture brings to teacher education.

In the chapter discussing the context of this study, I mentioned the influence of the academic process on the extent of the autonomy. The compulsion to follow the guidelines of the Israeli Council for Higher Education turned the very holistic and coherent programme into a somewhat alienated and fragmented one, significantly reducing the possibilities of manoeuvring.

Another parallel process influencing the sense of alienation is worth mentioning in this context. The smaller-sized teaching seminaries had better conditions for implementing the holistic attitude than today's larger comprehensive colleges (Dror, 2002). Therefore, the present fragmentation could be attributed both to the subject-matter orientation and the organisational growth (Caro, 2003). Needless to say, despite criticism about the present situation, both trends − academic turnabout and college growth − had important contributions to teacher education in Israel. The desired integration may be achieved partly only via a strong commitment to the profession as an entity and fostering co-operation among the college's different position holders and staff members. Both rely heavily on the specific HoDs.

6.2.2. The nature of academic demands deriving from the nature of the mission

Another component distinguishing HoD management from that within other educational frameworks, including institutes of higher education, is the nature of academic demands deriving from the specific role perception and the target profession. All three interviewees stated the need to constantly remain up-to-date academically regarding the design of new academic programmes as being a central component in their tasks. Yael noted the extent of being occupied with it and the sense of responsibility for curriculum design:

> "There is an academic element involving extensive curriculum design activity... We deal with programmes, teaching strategies, changes and teacher guidance" (interview, p. 3). "This means thinking how this department should look like and what it means to be a primary school teacher..." (interview, p. 6).

Liat stresses the overall inclusive view of the program she is obliged to:

"You are in charge of the perception of the whole, in fact, you are the only one who knows what is in all of the sections; maybe not just you, but only you can look at it from a distance. Each person might know better than you the specific point he/she is at, but you are the only person who has a view from the top, who understands it better... I can see more profoundly all the connections, the contexts, how it is being built, if there is some gradual logic or not" (interview, p. 3).

Later on, while explaining the essence of her job she says:

"I think it means being an integrator of what the field says and what the academic side represents... I can make interesting connections; I can secure them... Sometimes I translate dissatisfaction into new actions being taken" (interview, p. 5).

Shiri expands on the demands made of position holders and stresses the need to be theoretically up-dated:

"I must keep very up-to-date academically speaking... Working in an academic college you have to be familiar with the academic knowledge" (interview, p. 3). "I think the HoD is in charge of the curriculum and is responsible for connections with the subject matters in order to bridge the ties between age (of the target profession) and disciplines" (interview, p. 4).

Considering the multi-disciplinary nature of the profession, the emerging picture points to a need for becoming familiarised with a wide range of knowledge domains and educational realities. One can argue that these are required for any educator. Smith (2002, p. 19) summarises the distinctions, noting that "findings show extensive similarities in the professional knowledge of teachers and teacher educators." She claims that the distinctions occur mainly regarding the knowledge level, the articulating reflectivity level, the knowledge of writing curricula, familiarity with the educational system, and an understanding of how to teach children and adults. The ability to master these areas requires high meta-cognition levels and broad enough theoretical bases in the diverse academic and practical fields.

Despite the fact that all three interviewees mentioned the academic aspect as being central to their role, the meaning in this case is not personal involvement with research. They all talked about the need to be academically up-dated in order to be able to design appropriate programmes and engage in academic encounters with their peers. Unlike university managers, they did not cite the simultaneously carrying out managerial tasks and being personally involved with research (Ramsden, 1998;

Ribbins, 1997; Knight and Trowler, 2001). Unlike university faculties, the first identity of this study's participants is not research (Caro, 2003). HoDs in Oranim perceive themselves, first and foremost, as professional practice experts and educational leaders. From the interviewees' CVs and the fact that they had reached senior positions in the educational system outside the college and spent most of their professional careers outside the academic world, one can gather that they are relatively less research-oriented. Yael, the only one with a Ph.D. degree, expressed regret over giving up her research plans after taking on a managerial position. She did not feel she could do both in light of the demanding job.

6.2.3. The nature of encounters with students and staff

The unique characteristics of current encounters with ITTC students represent a certain difficulty regarding the ITTC HoD's role. The holistic view of leadership in teacher education includes the aspect of ongoing, daily inter-personal encounters with students. The HoD is usually expected to deal with an individual's specific issues and problems and is perceived as a role model primarily in conflicting and demanding situations. In many cases, he/she is expected to combine simultaneously understanding, empathy and authority. Yael expresses these dilemmas very passionately, tying in the problems she faced with her entry stage difficulties:

> "...Right at the outset, I felt an invasion of students attracted to the system changes and the like... I was not prepared for this and had hesitations: How should I act with them? On the one hand I wanted to be nice to everyone, but on the other hand I felt that they were swallowing me up. I became angry with their demands and could not define borders in this respect. I remember not knowing where I stood on this issue. I started and didn't stop for a minute until late in the evening. It was just terrible and I could not stop. From time to time I took myself aside and examined myself in this situation. The same thing with teachers..." She continued: "what should a managerial image be like? What kind of relationship should he/she have with the students and the teachers? Is it possible for someone to determine such a thing for someone else?" (interview, p. 5).

In the narrative piece, she wrote in this context:

> "I am stunned by the demands of the students and cannot find a 'quiet moment' for myself. I am aware of the overpowering effect they have

on me and cannot stop them. I will have to decide on the nature of my relationships with the students" (narrative, p. 1).

Shiri notes the gravity of this responsibility:

> "First of all, the HoD is the most important address for the student... he/she also represents the supreme authority regarding a student's assessment" (interview, p. 4).

Liat expresses the centrality of the student from another point of view, initiated and motivated by her job perception. She puts the student at the centre of her commitment to her own personal role definition:

> "I see the students as being very much a part of my job. I listen to what they say, try to adapt the programmes to their needs... to adjust the expectations to the abilities, to the needs of the profession... This part of programme adjustment, of being attentive, of being their right hand"... And another aspect: "I think that a very important part is dismissal. I have the extremely difficult job of telling a student that he/she is dismissed and I must cope with this..." (interview, p. 4). "Through my close relationship with the student, I can know who he/she is, especially professional-wise..." (interview, p. 5).

She adds the aspect of the adult learner, his/her accountability and the marketing obligations of the job:

> "If an adult complains or is dissatisfied or something goes wrong, you must take it very seriously. I cannot say to myself 'so, she is not satisfied, what can I do?' she is my client ... It is also our reputation. If she will go to the field unprepared I will feel as if it is our failure". (interview, p. 4)

In a position paper written by Silberstein (2002, p. 20), one of the most distinguished professionals in teacher education in Israel, it is suggested that the term used by Feiman-Nemser (2000) "educative mentoring" be adopted for the ongoing role model and for following-up on relations characterising the educational staff-student encounters in ITTCs. He claims that the starting, and most important, point of this term is the continuing educational process. In this sense, the HoD is the only person accompanying the student throughout his/her four years of pre-service professional development. The need to combine personal and academic competencies, to serve as a role model in personal encounters, and to use continuing formative assessment throughout the educational process places heavy demands on position holders.

I should add in this context that many of our students come from authoritative families or schools (Caro, 2003). In many cases they did not experience mutual inter-personal communication patterns in former frameworks and found it difficult to adjust to the college's dialogical style of encounter that HoDs try to establish. The need to manoeuvre between what is believed to be the right role model and the actual audience's features might sometimes be very demanding and frustrating for position holders.

Encounters with staff members were characterised by the research subjects as lacking clarity regarding hegemony on teaching program. The interviewees attributed it to the ambiguity deriving from the mixed management structure and culture.

The findings of this stage intended to lay the foundation for understanding the work context and contents of the researched HoDs in both managerial and educational respects. The picture emerging from the data pointed to four major characteristics:

1. There are discernible tensions and role ambiguities deriving from the co-existence of two different cultures in one place.

2. There is a difficulty in implementing the holistic attitude of the HoDs into a complex and fragmented system.

3. The need to comprehend and master the various practical and theoretical knowledge bases appears to be very demanding.

4. The contradictory nature of inter-personal encounters posed difficulties for position holders.

The need to function within a multi-cultured environment, causing tension and role overlap to develop, to be familiar with a diversity of contents and contexts, and to wear different hats during daily human interactions characterise the ITTC management's role. These, together with deep commitment to the students and the mission, place high demands on position holders.

The marked changes the researched college underwent while gaining academic recognition were not accompanied by serious organisational thought, thus the institution keeps implementing two parallel role systems simultaneously. One serves the commitment to the holistic attitude represented by the HoDs, and the other reflects the commitment to the disciplinary knowledge base represented by the college academic and subject matter heads. Overlaps and confusions are almost unavoidable in this reality.

In the next section I will examine the situation from this perspective more closely. Emphasis will be diverted from the influence of the nature of the profession and the ITTC academic culture to the influence of the nature of the organisational structure. This will enlighten the conditions for fulfilling the job described above.

5.3. Research Question 2: How do new Heads of Department experience their roles?

The findings relating to the first question described the main specifications of academic management in ITTC in Israel. Among other things, the position holders emphasised factors related to institution culture, structure and role ambiguities. In order to attain a better understanding of the role, the context of action and the reasons for the difficulties that position holders experience, I examined certain aspects of this issue that will address the second research question, which focuses on role description, perception and ambiguities. I looked into the official job description and explored the position holder's job perception. I wanted to study the roots underlying the gaps between the two perspectives and highlight the difficulties created by them.

I divided this question into the following three sub-questions:

a.   What message does the official institutional job description convey?

b.   What is the position holder's job perception?

c.   What are the reasons for the gaps and the role ambiguities?

In order to gain a better understanding of the message conveyed by the institution, I analysed the official institutional job description as presented in the College Regulation Handbook. I examined the use of words describing different extents of responsibility and authority (see Appendix 2). In order to obtain the position holder's perception, I reviewed a position paper that was based on personal task analyses. I also analysed the paragraphs referring to this subject in the interviews and narratives. In my attempt to gain a better understanding of the reasons for the gaps between the institutional definition and individual implementation, I compared the two points of view and sought to identify the reasons behind the differences. I also applied role and organisational theories (Hall, 1997; Bush, 1997, 1995). I will present

the findings of the three sub-questions and discuss the issues emerging from the picture that evolves as a result.

6.3.1. What message does the official institutional job description convey?

Despite the fact that Oranim was established in 1951 and has since been divided into departments (Dror, 2002), no official job description of HoDs was included in the College Regulation Handbook up until the year 2000. The only positions to be defined were senior position roles. I can suggest several reasons for this:

1. Reminiscence of the small-sized and less comprehensive institution.
2. Tendency for informal relations and slack definitions attributable to the kibbutz culture.
3. Lack of awareness of the importance of the middle management layer.
4. Lack of attention paid to managerial issues.

I assume that not one of these reasons alone is responsible, rather a combination of all four.

Examining the words and phrases describing the areas of responsibilities and nature of relationships between the domains of action and their definition reveals interesting nuances in the extent and clarity of responsibility. The general introduction preceding the detailed description defines the job as the "inclusive responsibility of all the academic and administrative activities in the department" (Academic and Administrative Regulation, 2002, Appendix 15). In the subsequent detailed description, eight different words and phrases are used to express the varying extents of responsibility. Table 3 illustrates the number of expressions used in this paper, the areas of responsibility and the extent of responsibility, referring only to internal college activities:

Table 3: Use of words and phrases in the official job description

Phrase/Word	Area of Responsibility	Actual Meaning
1. Direct responsibility (1)	Leading staff.	Actual responsibility for planning and implementing all staff activities.
2. Responsibility (3)	Staff meetings and staff development. Staff recruitment and assessment.	Actual responsibility for planning and implementing all staff activities.
3. Inclusive responsibility (5)	All activities of the department. Admission. Student follow-up. Curriculum. Field experience.	Overall (general) and co-responsibility for planning and implementing.
4. Co-ordination (1)	Programme change and design	Expected to initiate but cannot decide alone.
5. Participation (1)	Dismissal and promotion of staff members.	Participates but does not necessarily initiate or decide.
6. Being a member (1)	Division management. College forums.	Participates but does not necessarily initiate or decide.
7. Reporting (1)	Staff performance.	Informs senior position holders
8. Being in touch (2)	Teaching staff. Educational system.	Be familiar with, co-operates.

Examining the use of the words with respect to the content of actions reveals several things:

1. This paper contains 14 references to different domains and extents of responsibilities. Eight different phrases are used to describe and define them.

2. The terms "direct responsibility" and "responsibility," which express the highest extent of autonomy, are used only four times and only with regard to the departmental leading staff.

3. The term "inclusive responsibility," which seems to be the most indistinct phrase, is used in issues constituting the core of the role. The implicated co-responsibility might point to grey areas, within which responsibility and authority among partners are unclear, and to the position holder's dependence on various academic and administrative organisational functions. This phrase gets the highest score of use (5) and might reflect the origins of the awareness of role ambiguities or even role conflicts and overlaps.

4. In four of the eight phrases described above, the HoD serves more or less as a department representative.

It is interesting to note that, as beginners, neither was I, the author of this paper, nor any of the readers, including all of the HoDs, aware of this situation at the time. As we will see later in the more personal materials, the intuitive feeling prevailed at certain junctions but was not fully understood or discussed among position holders.

The relevant texts of the interviews and narratives reflect the way beginning position holders felt with the situation. When asked in the interview how she perceives her position, Yael relates directly to the phrase "inclusive responsibility":

> "What does 'inclusive responsibility' mean? This is a very problematic issue that was unclear in terms of domains and definitions as well as the required activities. What does 'inclusive responsibility' mean for the HoD? After all, I have only a small chance of influencing the curricula in the disciplines" (interview, pp. 6-7).

While Yael relates to the unclear responsibility and lack of authority regarding the discipline studies, Liat adds the component of system structure and function:

> "Things are unclear because it is someone else's duty and rightly so, therefore why must I take the responsibility? I think that an ambiguity exists in this respect; it should have been clarified" (interview, p. 12).

Yael notes overlaps as another source of ambiguity:

> "There are other position holders in the college whose duties partly coincide with mine" (interview, p. 2).

Shiri is the only one who attributes the ambiguities more to the entry stage rather than to the organisational lack of clarity. Generally she accepts the situation:

"It was not clear to me in the first year... some things were unclear to me until I experience them and failed. I couldn't really explain it to myself... Here and there you have to advance gradually, also your authorities and their superiors; this must be clarified" (interview, p. 5).

She claimed that things became very clear to her in the second year:

"In my present stage, I know very well about what to consult, what I can decide on my own... it is very, very clear" (interview, p. 12).

The job description analysis and the position holders' expressions can lead to several interpretations of the message conveyed by the official job description. Yael and Liat claim that the job description conveys conflicting messages – overall responsibility on the one hand, and limited autonomy on the other. In her essay "Management Roles in Education," Hall (1997) states that job description can be seen as an inclusive definition leaving considerable room for personal and diverse interpretations. The quotations of two of our participants, reinforced by the tone they used, showed that the lack of a clear definition of authority and responsibility was confusing and served as an inhibiting factor for the beginner entering a management position. They were a source of anger and frustration for two participants, who attributed it to improper management culture. Another accepted it as an unavoidable stage of learning. The picture portrayed in the official job description may also be viewed as a shared and co-operative management system (Hall, 1997) or simply as lack of attention paid to certain details. Its interpretation depends on the eye of the beholder or the interpreter, as well as on the working relations and perception of the actual position holder in a certain stage at a certain time.

Bush (1997, p.63) adds another aspect to the personal aspect:

"The notion of 'creation' is significant because it serves to stress the potential for managers to restructure the organisation to meet changing requirements... there is a tension between the focus on the structure and the individual characteristics which people bring to the organisation."

The implications of this reality and Bush's (1997) and Hall's (1997) explanations for the potential advantages of the gaps lead me to conclude that the gaps and differences between the official definition and the individual perception are inherent to the situation. Despite the difficulties they might represent for position holders, especially new ones, they should not be seen only as inhibiting factors. On the

contrary, they can serve as levers for developing individual interpretation and personal identities within the less strict, ill-defined framework. An awareness of the inherent differences between the two perspectives implies that improving the function and satisfactory feeling of incumbents, new entrants and others call for holding constant open dialogue among position holders. This dialogue is essential for sorting out ambiguities and overlaps. Middlehurst and Elton (1992, p. 254) define it as the "check and balance" management strategy, claiming that this pattern is characteristic of institutes of higher education. Following Bush (1995) management theories we might attribute it to a combination of collegial and cultural models operating simultaneously within the college.

In the next sub-question, I will focus more closely on job perception as seen through the eyes of the position holders. An analysis of their points of view will provide me with a better understanding of the difficulties they cope with and their origins.

6.3.2. What is the position holder's role perception?

During the interviews, I asked direct questions aimed at gaining an understanding of the way the research participants perceived the essence of their roles. The issues also found expression in the CVs, in which the position holders were asked to present their professional worldviews regarding their actual jobs in the college, and in the Division Board Position Paper based on their self task analysis.

Not surprisingly, the central issues afforded the highest priority in all of the researched HoDs' role perceptions included the following: a) commitment to students; b) commitment to leading staff; and c) commitment to curriculum matters.

Apart from the common themes, each participant stressed different aspects of her role perception: Yael gave thought to the meaning of being a leader; Liat stressed her role as an integrator of all concerned players on the scene; Shiri expressed the need to create deliberate ties between theory and practice and to adapt them to the target audience.

Relatively little attention was paid to the overall institutional and external duties. This probably derives from the intensive efforts made by beginners to master the current management tasks in the entry stage (Bullock et al., 1997). In general, the interviewees reflected feelings beyond the actual systematic description of

components of their jobs. I can also attribute this to the very sensitive entry stage, in which the position holder concentrates on his/her immediate current commitments (Weindling, 1999), or to a personal relaxed atmosphere created in the semi-structured interview, enabling the exposure of personal feelings and pains (Sabar-Ben-Yehoshua, 2001). Figure 9 illustrates an overview of the role commitments as perceived by all of the research participants.

Figure 9: Central domains of commitment
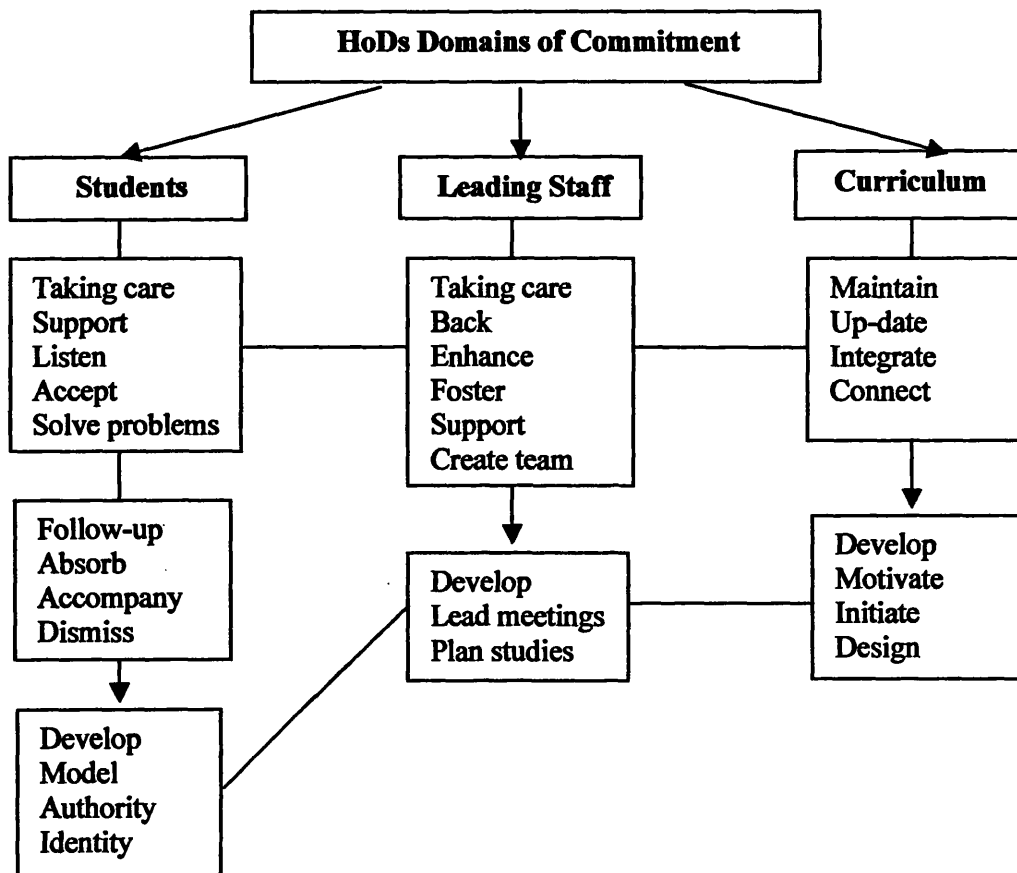
The left and middle boxes, which relate to students and leading staff, were perceived by the interviewee as being very clear to understand and operate. These domains encompass a large extent of autonomy and therefore leave considerable room for personal style and manoeuvring. The third – curriculum issues – which, in most areas, must be done through co-operation with others, was a source of ambiguity, anger and frustration. The list of verbs used in the model and the texts show that the

gist of the two columns relating to human interactions represents a very supportive attitude (listen, support, enhance, accept, accompany, model, back, foster, create team, etc.). In the curriculum boxes, the attitude seems to reflect a more leadership-like nature (initiate, motivate, design, up-date, etc). This picture reinforces my former claim regarding the unique characteristic of ITTC management. It also matches Keinan's (1999) description of the character of Israeli ITTC management style. The fact that promoting or being personally involved in research does not find expression in the role perception further re-enforces another distinction made in this study.

From the interviews, it appears that at the entry stage the exposure to the overall institutional level was simultaneously threatening, interesting and challenging. Participating in institutional frameworks as part of the job was not meaningful unless the position holder was asked to present issues for which she had not yet gained the required mastery. Gronn (1999) relates to the bewilderment caused by the need to reason issues within the entry stage when professional identity is still being reconstructed and is not yet crystallised. As noted in the literature review, Nisan (1997) adds in this context that without having conscious professional identity, decision-making is in danger of being led by sporadic and random consideration.

Yael and Liat were uncomfortable in these situations. Yael admitted that in the beginning she acted mainly according to intuition and was gratified to find out later that her intuition proved to be correct (interview, p. 4). Liat cited the embarrassing situation of having to report about her department when not yet being entirely familiar with it (interview, p. 6).

Another issue worth paying attention to in the context of gaps between the desired and the existing work patterns is concerned with the balance between current management duties and professional leadership. Writers dealing with academic and other management roles (Ramsden, 1998; Gmelch and Miskin, 1995; Ribbins, 1997; Knight and Trowler, 2001; and others) relate to the problem of dealing with the "urgent" issues and neglecting the "important" ones. This feeling might be enhanced with the additional demand for academic and professional up-dating, as mentioned by Shiri.

The introduction to the Division Board Position Paper (2000) pointed to a prominent shortage of time for thinking, professional up-dating and planning. This might indicate either the institutional work patterns or the individual's role perception, the first by supplying poor non-academic support, and the second by giving priority to

the open-door policy, or in general to student and staff needs as well as to the current management roles. In our case, the situation reflects institutional traditional work patterns more than intentional tendencies. The proof for this is that operational requirements to change the working conditions of HoDs were supported by senior management when the directions of the desired change were defined and carefully planned by the Division Board (Position Paper, 2000).

Hall (1997) refers to the tendency to delegate responsibility to non-academic staff as part of a significant change in management roles. She notes that it derives from the overload HoDs face and the desire to help them dedicate more time to the more professional dimensions of the role. She suggests that it is another potential source of role ambiguity. In our case, the changes took place more or less in parallel to the interviews and no expression for this kind of ambiguity was made. Shiri noted the need to study to utilise such support. In the next sub-section, I will examine the origins for role ambiguities more closely as assumed by the research interviewees.

6.3.3. *What are the reasons for the gaps and the role ambiguities?*

I previously mentioned the difference between official job description and actual role implementation. The job description defines, outlines and points to areas of responsibility, while the actual role implementation goes into the concrete details of practising it (Bush, 1997; Hall, 1997; Lifshitz, 1978). Thus, while in the first one finds "dry" concise descriptions, in the latter one can identify the spirit of action, personal values, preferences, styles and emphases. This logical explanation does not mean, however, that a sense of unsuitability between the official description and the actual implementation might not be experienced or identified by the individual position holder.

Several factors relating to this lack of suitability between the official definition and the actual implementation were cited by the HoDs of this research as creating feelings of dissatisfaction:

a. Overlaps of responsibilities regarding two of the institutional job descriptions (HoD and the overall institutional Academic Head).

b. Different interpretations by different position holders of the job description.

c. Different cultures influencing the job perceptions.

d. Traditional working and thinking patterns.

These four factors are inter-connected and presented in Figure 10:

Figure 10: Reasons for role ambiguities – position holders' perceptions

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                        ┌──────────────────────────────┐
                        │  Overlaps in Task Descriptions │
                        └──────────────────────────────┘
                                      │
                                      ▼
┌──────────────┐         ┌──────────────────────────────┐
│  Caused by:  │────────▶│    Different interpretations   │
└──────────────┘         └──────────────────────────────┘
                          │            │              │
                          ▼            ▼              ▼
              ┌──────────────┐ ┌──────────────┐ ┌──────────────┐
              │    HoDs      │ │Academic Heads│ │   Oranim:    │
              │Responsibility│ │Responsibility│ │Responsibility│
              │  for all     │ │  for all     │ │    not       │
              │ departmental │ │  academic    │ │clearly defined│
              │  activities  │ │  activities  │ │              │
              └──────────────┘ └──────────────┘ └──────────────┘
                     │                │                │
                     ▼                ▼                ▼
┌──────────┐  ┌──────────────┐ ┌──────────────┐ ┌──────────────┐
│ Derives  │─▶│HoDs inclusive│ │Other position│ │Institutional │
│  from:   │  │  perception  │ │holders subject│ │informal      │
└──────────┘  └──────────────┘ │matter        │ │tradition     │
                     │         │orientation   │ └──────────────┘
                     │         └──────────────┘        │
                     ▼                │                ▼
┌──────────────┐ ┌──────────────────────────────────────┐
│Influenced by:│▶│Traditions, working and thinking patterns│
└──────────────┘ └──────────────────────────────────────┘
                      │             │            │
                      ▼             ▼            ▼
┌──────────┐  ┌──────────┐  ┌──────────────┐ ┌──────────────┐
│Source for:│▶│ Tension  │  │ Frustration  │ │  Ambiguity   │
└──────────┘  └──────────┘  └──────────────┘ └──────────────┘
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Overlaps exist between the job descriptions for Academic Head and HoD regarding curriculum responsibility. The two sides offer different interpretations of their responsibilities, which are likely to derive from their different backgrounds and role perceptions. Due to the amateur and informal attitude towards management issues in Oranim, neither systematic discussion nor organisational counselling was made in recent years in the college regarding job definitions or institutional structure. Thus, issues of power struggles or goodwill of the position holders remained, leaving considerable room for different interpretations or feelings of anger and frustration.

I had previously discussed some of the difficulties influencing curriculum planning and implementation caused by the differences between two cultures living under the same roof. Here this is reflected organisational-wise. Later in this discussion I will expand on the cultural aspect in greater detail.

A lack of clarity deriving from overlaps in role definitions and differences in interpreting or understanding them might lead to a sense of ambiguity. Hall (1997, p. 61) opens the chapter discussing management roles in education by saying:

> "'Management roles' is a concept whose taken-for-grantedness belies
> its complexity... they provide a framework for action but do not
> determine it."

At least two issues are embedded in this opening – the problematic task of defining a complex role without becoming too trivial and the need to define clear job frameworks, and simultaneously leave it wide enough open for personal interpretations and adaptations. Hall (1997, p. 62) claims that the generality of the description is essential even though it can be a source of disagreement. In reviewing research studies examining management roles, she adds to this the inherent and essential differences prevailing in today's educational institutions that:

> "...generally show schools and colleges to be in a transitional state
> between bureaucratic certainties (including tightly defined structures,
> roles and responsibilities) and the post-modern uncertainties (in which
> boundaries are permeable, roles blurred and tasks constantly
> changing)."

In our case, the extent of the transitional situation increases as a result of a combination of the traditionally blurred job definition of the institution attributed to the kibbutz-like culture (Dror, 2002) with the post-modern trends mentioned by Hall.

Another factor playing a role in our case is implied but not mentioned directly by the research participants regarding the lack of clarity in the status of HoDs, or more generally, middle management positions. This situation is apparently related to two major factors: the present unclear situation of middle management in educational institutions on the whole (Taylor, 2000; Busher and Harris, 1999; Wolverton et. al., 2001), and in Israeli ITTCs in particular (Avisar et al., 2002). In the literature review, I already quoted Busher and Harris (1999, p. 306) who argue that in schools:

> "The distinction between middle and senior management remains blurred and leadership functions are still not adequately delineated or defined."

Avisar et al. (2002) relate to the situation regarding the middle management layer in Israeli ITTCs, arguing that the attempt to define academic-pedagogic positions to help improve the academic domain in the colleges has not yet borne fruit and has not been translated into practical reform that would help define job borders and responsibilities. They mention that different models of the HoD's role are being implemented in different colleges. They note that common to the various colleges' definitions are the heavy overload and the combination of carrying out both academic and current administrative roles inherent to the position. I will reiterate here that the term 'middle management' is still not entirely accepted in the Israeli educational discourse, finding expression in a lack of awareness and the minor importance afforded to this management layer.

Hall (1997) adds another possible source of ambiguity – the increasing part played by the personal aspect in post-modern management theories. She claims that, unlike the traditional functionalist theories, which placed the organisation's structure and goals at the centre and sought to predict personal and organisational behaviours, more recent perspectives on social life give centrality to individuals and the way they give meaning to the everyday world. In a way, the job description represents the functionalist view while the HoD's individual perception represents the inter-actional perspective. Hall (1997, p. 63) also expresses the distinction between 'role taking' and 'role making' as accepting the defined role and reconstructing it. She claims that both

are important: the first for "ensuring the smooth running of the organisation," and the second to "play them out according to their understanding of the purpose." Evidence for this process was discerned in the interview data of all participants. Hall argues that gaps might also derive from the attempt of the position holder to fulfil the role on his/her own. She notes the need to manoeuvre within an existing job description and the complexity of the task, which limits possible personal interpretation.

In the context of this study, I will again mention the absence of an official job definition for Israeli ITTC middle managers. This lacuna is enabling personal role-making on the one hand, and serving as a possible source of clashing and inconsistent expectations inhibiting attaining clarity on the other. Hall (1997, p. 64) also relates to this aspect:

> "An individual head of faculty's preferred management style may be at odds with senior management expectations of what is appropriate."

Earlier in the discussion I presented expressions of this gap, emphasising the differences between the expectations and interpretations of HoDs and Academic Heads of their responsibilities.

Middlehurst and Elton (1992, p. 254) suggest another explanation for the blurred reality of management in institutes of higher education:

> "In spite of the almost total absence of tight structure of management in traditional universities they have proved remarkably stable institutions"... 'The stability of such a system depends on constant adjustments and responses'..."Thus co-ordination is not provided by one omniscient and rational agent, but by the spontaneous corrective actions."

This description might serve as a positive type of explanation for the fact that in spite of the amateur non-professional attitude towards management issues in Oranim, the college functions well and in some aspects even flourishes. There were, and still are, a large number of committed staff members, the majority of which constitute the middle management layer that always take responsibility for making the required "checks and balances" (ibid, p. 254), as well as promote the goals of the college.

Knight and Trowler (1999) suggest an additional contribution to the understanding, or even acceptance, of role ambiguity in institutes of higher education. They stress the centrality of organisational tacit and informal knowledge, claiming that this sort of knowledge cannot be defined nor acquired through formal channels,

thus ambiguity is inherent in the roles of such organisations at least during the entry stage period.

This question examined the official job description and the HoD's personal role perception, seeking to understand the reasons for the gaps and ambiguities. The official job description appeared to be most inclusive. In some domains, it does not clearly define authority and responsibility, and overlaps with other positions are distinct.

The HoDs in this study perceive their roles as inclusive and holistic. They were very frustrated with the limitations that the fragmented system and the unclear institutional job definition determined for the implementation of their holistic attitude. They perceive their academic obligations as fulfilling their roles rather than their academic careers, and unlike university faculties (Ramsden 1998), they perceive the managerial role as being a professional promotion.

Role ambiguity could be attributed to the lack of attention paid to managerial matters combined with the mixed cultures and informal management style, and to basic differences between formal job definition and actual implementation (Hall, 1997). Understanding or accepting this differentiation was not discerned in the findings. The participants attributed differences in the formal and the implemented definitions mainly to local management pattern.

The ambiguities appeared to play dual roles: enabling freedom of action and lacking anchors to stick to during the socialisation process. I mentioned several factors contributing to role ambiguity: role overlaps, personal interpretation, work patterns, and local and institutional cultural features. I introduced two additional components attributed to institutes of higher education: being staffed with highly educated responsible team members and maintaining a broad level of tacit knowledge.

Organisational and role ambiguities create special difficulties for beginners who need a clear picture and plain instructions to guide them (Gronn, 1999). In the next research question, I will examine in more detail the difficulties HoDs in Oranim experience during the entry stage period. I will distinguish difficulties belonging to the socialisation process from those belonging to the local institutional management culture. I will do so primarily for strategic reasons, namely to direct the plan of support route that will enhance the professional characteristics stressed in the first question and the organisational aspect emphasised in the second, the cultural point of view.

6.4. Research Question 3: What are the Difficulties Beginning HoDs Face During their Socialisation Process?

Focus will be placed here on the entry stage. I will first present the difficulties HoDs experience during their socialisation period and then distinguish the ones characterising beginners as such, or in other words, the more universal or unavoidable from those conforming to characteristics of the researched site. Basically the needs of beginners deriving from any origin must be addressed equally. I assume that while those deriving from the entry stage should receive deliberate attention, usually limited in time, those deriving from the system's failures, drawbacks, culture or traditions would be more complicated to tackle. They will probably require the involvement of senior management staff and are thus less dependent upon, or controlled by, us, as division staff, or by me, as the Head of Division. Identifying them will provide a better understanding of organisational tacit knowledge and the local micro-politics that are both urgently essential for beginners and important for other position holders since they are basic for long-term, changing plans.

I will present the data collected from the personal narratives and interviews and discuss them in light of the socialisation and organisation theories. The narratives were written based on very general instructions with the aim of ensuring a personal point of view free from the interviewer's influence. During the interview, the interviewees were asked direct questions to obtain specific information relating to their entry stage. Understanding the difficulties of this stage and facilitating better support during the transition to the managerial role were the main aims of this research. Thus, eight of the total 13 planned questions were intended to attain information addressing the third and fourth research questions. Data from both tools were combined during the content analysis. Common features accumulating from the three cases will be presented in this section. Some of the themes did not appear in the material of all of the participants; different emphases were placed on some. Personal noticeable distinctions will be presented later in this study while portraying the individual cases.

On the whole, the beginning stages were saturated with strong emotional expressions, mostly uncomfortable in nature. Common to all was a sense of anxiety, expressed by feelings of being flooded, drowning in work, low self-esteem and

bewilderment. While performing the content analysis of the materials, I found three clusters of difficulties relating to inter-related domains of the socialisation process – personal, functional and institutional – as illustrated in the following figure:

Figure 11: Difficulties of beginning HoDs in Oranim
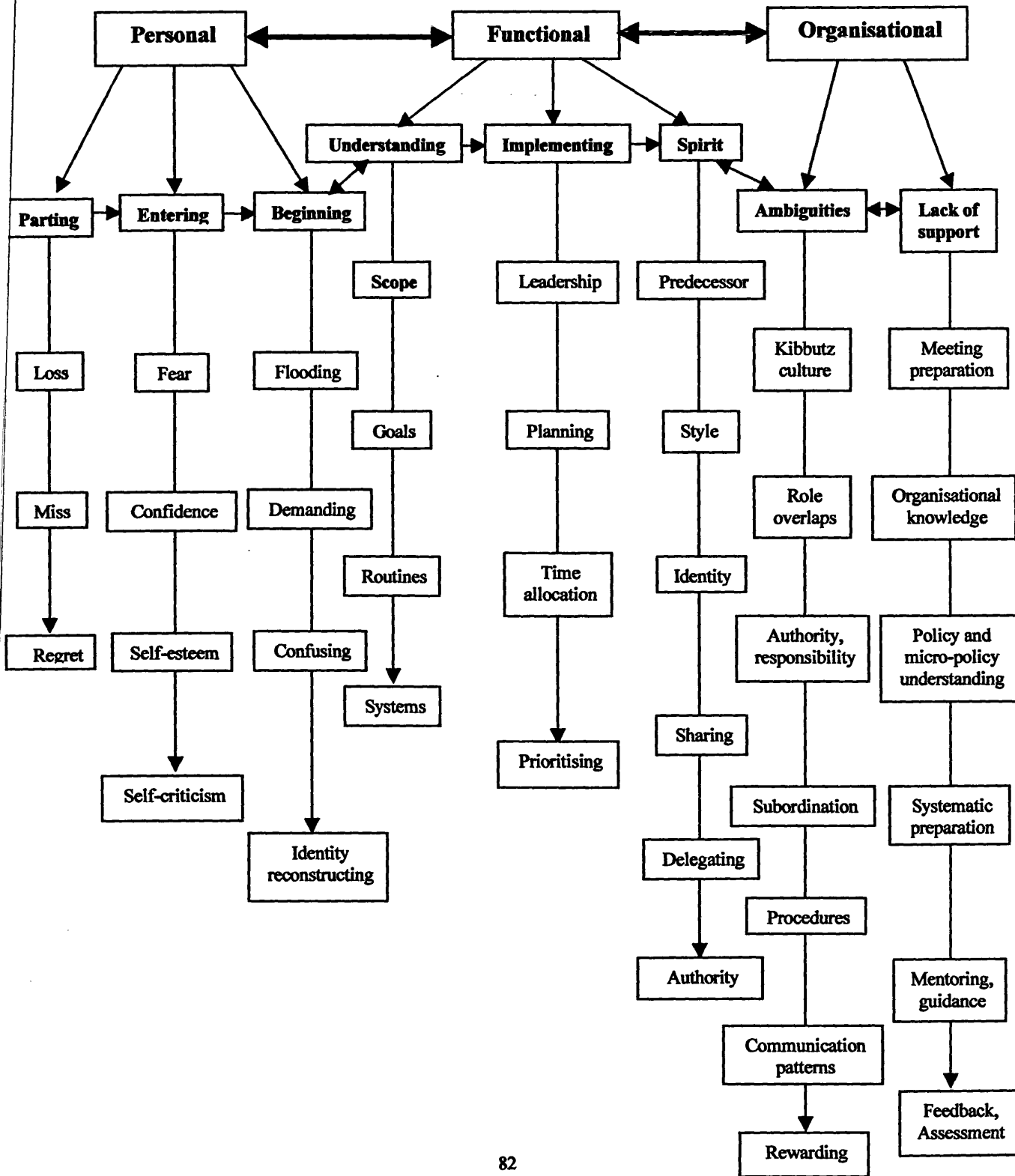
The personal aspect reflects the pain accompanying the state of giving up a known and safe position to embark on a completely new and uncertain adventure. The functional domain points to hurdles encountered along the path of acquiring the needed understanding, knowledge and establishment of personal style. The third cluster of difficulties diverts attention to the organisational lacunas and lacks in issues related mainly to work patterns, ambiguities and support.

My first impression from the interviews and narratives was that considerable anger and frustration were directed to the college, blaming it for most of the difficulties. The content analysis reflected a rather different picture. The number of categories found in the first stage of the analysis relating to the more universal characteristics of beginning managers in educational systems is much larger than the one in the college. Combining personal and functional difficulties into one category, I scored 38 beginners categories and only 22 institutional ones. Some categories could be attributed to both and are influenced reciprocally. During the interviews, I might have been influenced by the tone of the participants, who expressed specific difficulties relating to the organisation's drawbacks. The reason for this is that if deliberate and systematic thought would be given to structural and support issues, it could help soften the landing, whereas most of the personal entry stage difficulties were considered by them to be unavoidable. I will divert attention to the two directional arrows pointing to the reciprocal influence of all factors playing a role during the entry stage, in some cases making it difficult to determine the exact origin of the difficulty. In some cases, the quantity does not reflect the quality, and some organisational aspects labelled under one headline, such as organisational knowledge, transformation or communication patterns, are more comprehensive or central to the role than others classified within the more personal aspects.

In order to provide a sounder base to my conclusions and bring the authentic voices of the position holders into the picture, I will now present several of the expressions they used to describe the different difficulties they experienced. I will divide them into clusters, as illustrated in Figure 11, which represents the second stage of the content analysis – grouping and mapping connected issues and interrelations.

6.4.1. Personal difficulties

I grouped expressions in this category relating to the breach of inner equilibrium or balance during the entry stage. Feelings of loss, regret, fear, confusion, low self-esteem and overload are particularly discernable. Individual emphases are common to all of the participants, as are issues relating to the way they express their feelings. A relatively high rate of using metaphors stressing and sharpening a component within a certain phenomena (Inbar, 2000, 1997) was made. Another prominent component belonging to style of expression was the use of direct speech in connection with emotional subjects. The same was with the repeated use of leading words or expressions.

Yael used an impressively rich world of images to describe her feelings and emotional situation at the entry stage. The classification and analysis of contents she borrowed them from (see Appendix 3) contributed to our understanding (hers and mine) of the essence of the entry stage. She metaphorically described three types of physical and mental situations – location, bewilderment, and struggle or fight. The term struggle was expressed using army jargon and actions. She agreed with my suggestion that the three clusters reflect the situation in which a physical and mental change in one's location is a source of bewilderment and confusion, and that new situations lead to a kind of struggle to survive. My original assumption was that the army-like jargon reflected a kind of "technical" automatic functioning lacking the foundations needed for deliberate professional consideration (Nisan, 1997) to which she did not fully agree. Yael felt that it was more like a 'staying alive' war. I will present some examples:

> "Things you can see from here you can't see from there" (famous quotation from a Hebrew poem) (interview, p. 1) and "this room" (interview, p. 1) to describe her different job. She goes on to describe her feeling of getting lost: 'a flood of question marks indicating a very heavy feeling" (interview, p. 4) and "this labyrinth... if someone would walk with me a bit in this labyrinth... some signposts, a few directions" (interview, p. 10). Regarding the use of army jargon expressing the situation of survival, she says: "I feel that I am standing at the head of some camp that I did not feel I represented" (interview, p. 2) and "towards the other hills that need to be conquered" (interview, p. 3).

Liat uses images expressing her mental situation in a very clear, metaphoric manner. She also borrows various known phrases and sayings:

"A great fear fell upon me and I see no saviour" (narrative, p. 1), "I had feelings of groping in the darkness" (narrative, p. 1), "it was like jumping into unknown waters, without knowing their depth and who lives in them" (narrative, p.1), "all this matter of wearing a hat and there you are" (narrative, p. 11), and more.

Shiri did not make extensive use of metaphors but those she did use were very similar to her colleagues in terms of their spirit. She talks about:

"...chasing things" (interview p. 5), "I was drowning" (twice, interview, p. 5), and "a feeling of lots of adrenaline" (interview, p. 2).

Direct speech, usually accompanied by question marks, was another common way to stress moments, junctions and feelings saturated with a beginner's excitement, hesitations and even regret. According to Yael:

"Is it a mistake? Is it second best? How do I perceive myself? How do others perceive me? How should I present myself in front of the council? Do I really want it?" (narrative, p.1).

Liat says:

"I do not want to be a manager anymore... where will I go?" (interview, p. 2), "I asked her 'how did you have the wisdom not to take this job?'" (interview, p. 6).

Shiri says something very similar:

"...in some places I asked myself 'why did you agree to take this job?'" (interview, p. 2), adding on a personal note, "I am very concerned with establishing my position as a manager" (interview, p. 3).

A more comprehensive look into the personal emphases in the individual materials shows that Liat stresses the problem of temporary loss of confidence, Yael has serious hesitations regarding her suitability and competence to fulfil such a job, and Shiri struggles to establish her new status among her leading staff. Personal difficulties influence and are influenced by functional ones. In many ways they blend in with each other and several issues common to both may be identified. The distinction comes mainly to identify the source or to stress the centrality of a certain factor.

6.4.2. Functional difficulties

Several issues associated with difficulties in coping with demands of the job at the entry stage appear in the individual material of all three participants. In general, the participants pointed to specific difficulties related to time management, prioritising and understanding the very essence of the job. The overall feeling is of an enormous workload preventing the new position holder from discerning between the "urgent" and the "important." Everything appears urgent and there is no time to think or plan. Despite an overlap period with a predecessor, there is still a lack of either information or clear organisational frameworks. Position holders noted that the overlap period helps mainly with regulations and schedules; it does not help with the need to find one's own way. Thus, establishing a fully active individual management style is another concern common to all of the participants. Yael says:

> "One of the greatest difficulties is that from the very beginning, everything is so intensive that it leaves no time to think and plan" (interview, p. 6).

Shiri adds:

> "One day follows the next, one assignment follows the previous one. I find myself starting each day with a mountain of assignments" (narrative, p. 5), and "very little time is left for long-term planning, thinking, reading up-to-date materials and papers" (narrative, p. 7).

Yael also relates to the difficulty in the transition from teaching to managing:

> "All of a sudden everything was open and I had to do it all alone" (interview, p. 2). "You have no anchors... you must create your own" (interview, p. 2).

Relating to the problem of prioritising and creating one's own identity, Yael says:

> "This whole subject of how much weight to devote to things, they all seem important... this is something that you must learn on your own, the way, the uniqueness and the unique colour I give it must be personal" (interview, p. 11).

She adds another essential element of personal learning related to organisational tacit knowledge:

"You must get to know the acting souls, to learn how to turn to different people, to know with what to turn" (interview, p. 11).

Liat expresses difficulty in suddenly having to participate in various committees and meetings without really knowing what they are about:

"All the time I followed M. and the others asking 'What committee are we going to now? 'What exactly is its task?' ...so that I would know how to steer" (interview, p. 7).

In the narrative piece, she expresses this more clearly:

"The roles of the game were not known... the information was not manifested or written" (narrative, p. 1).

Here, too, functional difficulties are not only related to personal ones but also strongly bound with institutional ones. This is especially prominent when the lack of a systematic way of transferring internal organisational information, and inducting and supporting patterns for new position holders are involved. Later on, in the section discussing the difficulties deriving from organisational work patterns, I will focus on these aspects.

The mapping of the data collected regarding the personal and functional aspects brings me back to a re-examination of the socialisation theories and developmental stages discussed in the literature review (Weindling, 1999; others). This research did not place emphasis on the contents of action at the entry stage. Rather it stressed the state of mind and personal experience of the beginner, concentrating on the essence of the induction stage. The theme will be discussed with regard to institutes of higher education.

I will start this discussion with a comment concerning the duration of the entry stage. To begin with, I adopted the suggestion by Bolam et al. (2000) to consider the first three years as the beginning stage and chose the research participants according to this criterion. Data from the interviews showed that all three participants thought this stage to be more or less two years in length. Liat and Yael said that during the third year they did not learn anything new and felt safe in their jobs. Shiri indirectly mentioned that at the end of the second year, the procedures of functioning were known and clear enough for her.

In his paper "Stages of Headship," Weindling (1999) reviews several variations of the stage's nature and duration. In some cases, the duration is not specified and emphasis is placed on the characteristics of each stage; in others it is suggested with reservation. Weindling (1999, p. 100) concludes by saying:

> "Clearly the time period attached to each stage must be treated as approximation." He adds, "it is likely that different heads may move at different speeds."

Relating to Parkay and Hall's (1992) study, Weindling (1999, p. 92) notes that basic assumptions are that:

> "Not all start at stage 1... principals might operate at more than one stage simultaneously."

Examining the characteristics of the beginning stages that Weindling suggests in light of the findings of this research, Oranim HoDs did not skip the first stage and had strong feelings about it. I believe that their previous managerial experience and the fact that they "grew" in the department they managed helped shorten the period. Weindling (1999, p. 99) calls the second year "reshaping." He attributes the accumulated confidence to the fact that the beginners had already "experienced a complete annual cycle" and equipped the structural domains of the job. This suggestion agrees with Bolam et al. (2001) regarding the order of changes introduced by beginning heads. Weindling (1999), Bolam et al. (2001) and Gronn (1999) claim that curricular changes usually come later. In our case, beginners had to face them much earlier, and two of them admitted that at that stage they hardly understood what they were doing.

Earlier in this study I noted findings showing that, despite my first impression that the anger and blame for the entry difficulties was directed primarily to the institution, the data analysis indicated that more difficulties (or at least a larger number of categories) derived from the basic sensitivity of the period. Gronn (1999, p. 143) analyses several aspects affecting the succession phase, concluding:

> "From all points of view, but especially from that of the aspirant leader
> and prospective position holder, succession processes are fraught with
> all manners of unknowns, uncertainties and possibilities."

All three participants felt that the "unknown" and the "uncertain" threatened them during the entry stage. Liat was the only one to also cite the potential

possibilities of professional development within the "darkness" of the chaos. Shiri and Yael admitted this only much later.

Gronn (1999, p. 175) also details the feeling of vulnerability of the self-image deriving from the march into unknown territory:

> "The reality is probably that most newcomer leaders commence with a varying mix of confidence and apprehension."

I can point to a diversity of expressions describing the sense of weakness, bewilderment, regret, lack of confidence and hesitation about personal suitability and self-criticism common to Oranim's new position holders. Middlehurst (1993, p. 167) notes "sense of self-worth" as being one of the central ingredients of leadership in institutes of higher education. One should be aware of the temporary, but noticeable and rather shaky, balance in the sense of self-worth experienced by heads during the entry stage. This situation reaches its peak when expectations from the beginner are especially high. All participants expressed the extremely onerous feeling of being under examination within the sensitive state of the beginner's world.

The entry stage of the HoDs in this study did not last three years but rather blended in with other stages, such as "taking hold," "reshaping" and "refinement" (Weindling, 1999, pp. 98-99) that occurred simultaneously. The position holder's ability to cope with this combination and the complex change can be attributed to several factors, including previous experience, personality traits, and internal and external organisational circumstances and necessities (Weindling, 1999).

I labelled the other cluster of difficulties emerging from the data as functional, relating to the difficulty of fully comprehending the scope of the job, prioritising time and efforts allocated to different duties, and delegating and sharing responsibilities. The research participants' feelings about being flooded could be attributed, among other reasons, to difficulties in sharing and delegating responsibilities while filling the new position. In discussing management learning, Bullock et al. (1997) relate to the difficulty of delegating among three different sub-groups of managers: established-in-position, new-to-position and new-to management. My research participants fit into the new-to-position group since they had all fulfilled other managerial roles before entering their present positions. Bullock et al. (1997, p. 55) found that the:

"...reasons for this seemed to be rooted in an aspiration for status and influence which, at this career stage, was consonant with the leadership of current practice."

The writers also mentioned the need to prove oneself in a new position, learn what can be delegated before delegating, and hesitate before burdening colleagues. The need to reinforce status among the departmental leading staff was cited by one of the position holders. The other two related to senior managers. They felt very safe with the leading staff, with whom they primarily shared responsibilities. I therefore agree with the other reason behind this difficulty – the need to fully understand the job before delegating parts of it and even rejecting the idea for fear of the need to devote time for providing explanations during especially busy periods. The very slow rate of HoDs learning to take advantage of help from their new associate staff reinforces my assumption that delegation and co-operation requires psychological readiness and time.

Trowler and Knight (1999, p. 180) examined the issues of organisational socialisation and induction in universities, and made an important contribution to the understanding of the co-operation between the individual and the organisation at the entry stage. They criticise Merton's (1968) theory, according to which:

"Social structures are given analytical priority over individual action, individuals are conceptualised as largely determined by the social context in which they find themselves."

They claim that the process of organisational socialisation is a more complex and reciprocal one, mutually influenced by the acting sides (ibid, p. 178):

"We define it as the accommodative process which takes place when new entrants to an organisation engage with aspects of the cultural configuration they find there. This engagement is often tacit, unrecognised by those involved, yet it has important consequences for both the new entrant and the organisation."

The influence of the organisational characters and the lack of knowledge and understanding of the institutional tacit and exposed features on the socialisation and induction process were most evident in this study. I will therefore examine the organisational side more closely. Due to the limited scope and focus of this study, I will not examine the influence of the specific beginners on Oranim. The influence of

organisational culture on the induction process will be the next focus of this discussion.

6.4.3. Organisational difficulties

As previously mentioned, difficulties having organisational origins were often described angrily by position holders. Ambivalent feelings were directed to kibbutz management culture as being responsible for quite a few of the work patterns criticised by the interviewees. I could identify the combination of emotional attachment to its roots and values with the mature understanding of its drawbacks. This issue is worth mentioning for at least three reasons:

1. The research participants and the researcher were all raised on a kibbutz and are "products" of its education and culture.

2. All graduated from Oranim (then a teaching seminary), worked on a kibbutz as school or kindergarten teachers/head-teachers, and have been working in the college as teacher educators for 8-20 years.

3. The college head and most of the Board members are kibbutz members.

An accurate distinction between the origins of the organisation's characteristics, those emanating from its kibbutz spirit, those belonging to Israeli culture or those depending on the individuals representing acting souls requires deeper scrutiny. I will relate here to the picture seen and interpreted by the research participants, drawing on paragraphs relating to organisational difficulties in the narratives and in answers to three of my direct but open questions. Each interviewee was asked in the first question to characterise her first period, describe the less and more difficult experiences in the second, and try and determine their origins (personal sensitivities, predecessor's management patterns, institution's management style, etc.) in the third.

The right side of Figure 11 shows two central issues perceived by the participants as being inhibiting factors in their socialisation process – organisational ambiguities and lack of systematic support. In the last question, I will expand on the issues relating to support and here I will concentrate on the organisation's ambiguities noted by the participants.

On the whole, the picture emerging from the data can be seen as being either far from flattering or astonishing. Management seems to be rather randomly controlled with a great deal of incomplete and unclear regulations and work patterns. Jobs are

not clearly defined, responsibility and authority are not known to the position holders or the subordinators, the committee's task is not apparent, and meeting preparation is not done systematically. Communication channels and information distribution are other issues left to intuition and goodwill. Induction is up to the newcomer and the predecessor, and there are no obligatory instructions or procedures to follow except at election time. And, yet, as previously mentioned, the place works and even flourishes. The picture will fail to reflect the reality if a closer look at the prices beginning HoDs must pay is not taken. However, focussing on the beginner's difficulties might be unfair within the framework of the overall picture. I will enlighten the brighter sides both by discussing the existing available support sources and the inherent advantages of this informal, somewhat unorganised, place.

I have put kibbutz culture at the top of the list of organisational factors since it was referred to frequently by all of the interviewees and was considered to be a source of "feeling at home" and a means of identifying "familiar illnesses." They attributed many of the work and thinking patterns to it.

Answering my one single question about a possible relationship between kibbutz culture and the existing reality in Oranim attracted a great deal of 'fire' and induced the participants to provide many connections and explanations. Liat makes many analogies, expressing her ambivalent feelings:

> "Look, it again has two sides. On the one hand, it gives a great deal of freedom... nobody inspects. You are free and all you have to know are the things you have to report about or somehow follow your guidelines. You must have goals and prove that you have achieved them... this does not exist... because it is all very amateurish; this is a bit like being on a kibbutz. Things do not follow clear regulations... we must learn to stick to regulations... And all this 'sidewalk' communication is very kibbutz-like... It is very nice that the relationships are informal and not established only hierarchically, but on the other hand this does not mean that we must make room for chaos... borders of each one's role must be defined much more clearly. It helps..." (interview, p. 11).

Yael expands on these issues:

> "I think that some things are very typical of Oranim... the subject of 'sidewalk' communication, which is very typical of the kibbutz, was also common in Oranim. Many things said during casual encounters should be said or even recorded in a more orderly fashion. Maybe it suited me and the way I grew up but it interfered and was wrong... I think that if many more things would have been institutionalised, it

could have helped me organise myself... also the ambiguity regarding who is exactly responsible for what... this is not very clear (interview, p. 8). Moreover: "this is part of the Oranim culture that has good things in it, the informal and friendly part, but I do not know if it is proper management" (interview, p. 9).

Yael expresses the most ambivalent feelings regarding this culture. In another place, while explaining her personal difficulties, she says:

"The fact that Oranim is the way it is helps me, or, how can I explain it? I enter niches that are suitable for my character" (interview, p. 12).

Shiri also notes things like hierarchical order that were not clear enough, attributing them to kibbutz tradition:

"We must learn to manage according to clear regulations" (interview, p. 11).

She raises another issue, typical of the kibbutz way of thinking, the non-existent link between effort and reward:

"First of all you do what you have to do; it does not occur to you to raise the issue of reward" (interview, p. 10).

No doubt this is one of the key factors in understanding the success of the place and the link between this success and kibbutz culture. Work is a supreme value, especially if it is related to public service. People are utterly dedicated to their mission regardless of their work conditions.

Despite the centrality of this issue, other issues such as job definition, lack of information, and the absence of clear regulations in many organisational domains were mentioned in other contexts. They may or may not be attributed to specific cultural aspects. I will extend the discussion of this subject to several aspects of culture theory and highlight unique features rooted in kibbutz culture. I will discuss the support issues very briefly here but expand on them with regard to the last research question.

In the second question of this research, I discussed some aspects relating to roles and role theory. In this section, I will refer to the organisation as a culture. The findings of this research showed that the position holders attributed a significant part of their entry difficulties to particular work patterns and local management culture. In

discussing the influence of a specific management culture, I will first affiliate the meaning of the term 'culture' to the context of this study. I will discuss some features of the cultural aspects underlying kibbutz culture that are deemed meaningful in the context of Oranim.

The anthropological research genre gives significant centrality to the term culture. My study does not claim to be an ethnographic one, but since the findings led me to examine cultural aspects, I will draw on some ideas developed by anthropologists that are relevant to my context. In her essay "Anthropology in Education," Sabar-Ben-Yehoshua (2001) cites Goodenough's (1981) definition to the term culture. Goodenough argues that a society's culture is comprised of terms, beliefs and principles of action found and defined by a researcher at a certain place. These components are attributed to the members who participate in and belong to the researched context, meaning that ethnography ascribes culture to society. I will utilise this proposed definition in my case and state that Oranim is a distinguished community, a society using significant terms, holding certain cultural beliefs and acting according to common principles and norms, some of which are tacit and some openly manifested. Geertz (1973) broadens this reference saying that Goodenough (1981) argues that culture lives in the hearts and minds of human beings. He stresses the particular and the personal within the general description of a certain culture, warning about the tendency to outline a coherent cultural system. He claim that a good interpretation of one particular component of a phenomenon, be it a written text, personality or event, puts us at the heart of the researched culture.

At the beginning of this study, I tended to define the entry stage and the organisation as coherent phenomena. The different ways each participant experienced and exposed her outlooks changed my way of examining the issues and of the term 'culture,' making it much more complex. The participants attributed several local characteristics to kibbutz culture. The more prominent ones were concerned with informal communication patterns, amateur management and the absence of a link between effort and reward. The three are strongly inter-related and bound by the fundamental principles and basic values of kibbutz society, as is the importance of equality between members and the supreme value of work. Dror (2002, p. 18) outlines the vision of the founders of three kibbutz teaching seminaries. One issue is concerned with the management ideal of these institutions. Dror writes (free translation):

"Social and managerial wise, Segal strove to establish a structure of society in the seminary. This structure will resemble a kibbutz and a desired educational student's society. Constant contact will be maintained between teachers and students, between students and management. The only programme to be implemented will be the one to be agreed upon by both sides."

One can discern a strong tendency for social values such as co-operation and equality. Bar-Lev and Dror (1995, p. 259) combine these with the education for work:

"On the kibbutz, education for work was and is one of three basic and inseparable educational elements – society, learning and work. The kibbutz emphasises work as a Socialist-Zionist value, nourished on the one hand by traditional Jewish sources and on the other hand by theories of co-operation and equality."

Placing work as the supreme value showed prominent traces in the strong commitment of HoDs in this study to their jobs and the amount of work associated with them. They mentioned work overload as being problematic at the entry stage but not as an unjust or unrewarding demand. Only one participant noted the lack of a connection between effort and reward in a descriptive, rather than judgmental manner. Dar (1995, p. 227) anchors this attitude, saying that the ideal was:

"...to foster skills for communal lifestyle: playing down one's ego; investing in work and society with no direct material compensation; operating efficiently within dual relationships which are simultaneously task- and solidarity-oriented; and withstanding pressures that are engendered by reciprocal dependency, overlapping social network, and taut, but informal control."

The centrality of co-operation and equality and the kibbutz tendency to blur signs of status and hierarchy plays a role in the college's management style and work patterns. I previously mentioned that the participants in this research had ambivalent feelings regarding the self and the institution's hidden and manifested demand for endless investment and diligence, and the informal human relations sliding towards inappropriate management regulations. They appreciate their values but also criticise them and are aware of the high standards they set. It is interesting to note that kibbutz culture and education are still very influential, even though most of the students and the teaching staff are no longer kibbutz members and the kibbutz itself has changed considerably in these cultural values.

The institutional subjects emerged from the references made to the experiences that the position holders went through and the way they interpreted them. Regarding management structure, Bush (1997, p. 49) relates to the cultural aspect:

> "The concept of structure may be contrasted with that of culture which refers to the informal aspects of organisation."

In our case, the formal structure is dominated by the informal culture. In some domains, regulations do not exist and in others they are followed only moderately. This reality placed difficulties on the one hand, but left room for individual style and initiation, on the other. As noted earlier in this study, Hall (1997) claims that this is the positive side of role ambiguity. Bush (1997, p. 46) summarises several attitudes, affording varied importance to the centrality of management structure versus human relationships. He claims that both have a unique contribution:

> "Structure provides stability and predictability while people introduce human variables arising from their personality and unique experience."

I might agree with this as a concept but feel it is unsuitable for the stage of new identity configuration. When the new identity is not yet crystallised, clear structure can serve as an important external anchor in times of internal deliberations.

James (1999, p. 145) makes a very clear connection between lack of clarity and sense of anxiety expressed by the participants of this research:

> "Having responsibility without the requisite authority to achieve outcomes relevant to the primary task can lead to a high level of anxiety. Improving the clarity of organisational structure through a systematic analysis helps to give explicitness of authorisation and thereby reduces anxiety."

Oranim never apparently made this analysis and so things are improving quite slowly and not very systematically. The first ones to pay the price are the vulnerable beginners who must cope with the combination of beginner's basic uncertainties and the ambiguities of organisational structure.

The participants attributed two clusters of difficulties to management culture and structure (see Figure 11), whereby the sense of a lack of deliberate systematic support is embedded in both. As noted above, I will dedicate the final question to issues of support, which are also related to other organisational and cultural aspects found to be

influential in the socialisation process. I will make a few remarks here to emphasise the connections between certain organisational characteristics and the support they provide to beginners.

The only existing internal and official support system for beginners in Oranim is the overlap period during times of new elections. According to the regulation, the timing of the nomination is one year prior to filling the job. This is intentionally planned so that the newcomer will have the benefit of an overlap period. Aside from this and the official job description, no further instructions, materials or documents exist or are provided by the college. The predecessor and the newcomer conduct the overlap period according to their personal perceptions and circumstances. This reality is especially surprising if one considers the accumulated local and worldwide knowledge in the field of induction and the fact that the college runs a detailed programme aimed at accompanying the induction of new teachers and head-teachers – "the cobbler goes barefoot."

Several reasons are likely to lead to this situation:

1. Strong faith in the extent of personal responsibility of each position holder regardless of the available/unavailable support he/she will get. This faith is built on the supposition of the existence of high individual standards among staff members (Dar, 1995).

2. Strong faith in the power of informal support based on strong communal commitment and tendency for co-operation (Dar, 1995).

3. Low awareness of the importance of professional management including support by senior management position holders (Dror, 2002).

4. Lack of openness and confidence among new middle managers to expose weaknesses.

5. Lack of attention or unintentional neglect of managerial subject.

Variations in these factors were mentioned in other contexts in this research and appear to slowly create a clear picture of the institution.

Coleman (1997, p. 155) takes it almost for granted that:

> "An entrant to any new job goes through an induction process" and "the process is likely to be assisted by a degree of formal or informal mentoring..."

Unfortunately our picture is far from resembles this reality. In the next question, I will closely examine the existing and the desired support strategies available or considered necessary by the researched HoDs in Oranim.

6.5. Research Question 4: What Might Be Supportive During the Socialisation Process?

Basically every difficulty noted by the HoDs and presented in the previous question could be considered as indicators of the need for support. As this study intends not only to identify but also to suggest operative steps, detailed identification will serve as a basis for conclusions and operational suggestions.

Data relating to this question were collected from the narratives, the common Division Position Paper and the interviews. The narratives basically included descriptive indirect references that reflected the emotional situation, thoughts and feelings accompanying it and the urge for help. In the interviews, I asked direct questions in an attempt to understand what the more supportive experiences were during the entry stage, what was missing and what could be helpful. The position paper pointed to deficiencies in non-academic support and defined the desirable change in weight to be diverted to the different components of the role. The reality described emphasised the need to delegate current management tasks, especially administrative ones, to the assisting staff, which was very poor at the time.

An analysis of the narrative and interview materials was made in four steps:
1. Individual lists of categories relating to support issues were made.
2. The categories were grouped under "existing," "non-existing" and "desired" support sources.
3. The "non-existing" and "desired" categories were combined. They were classified and clustered into formal and informal sources.
4. A common picture from the themes mentioned by all of the participants was created and the individual expressions were marked.

The analysis demonstrates what is perceived as being supportive, what is desired, and what are the relationships between the existing and the non-existing formal and informal support sources. I will first present the common picture and then highlight the individual nuances. Figure 12 reflects the common picture emerging from the data:

Figure 12: Support sources

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                        ┌─────────────────┐
                        │ Support Sources │
                        └─────────────────┘
                        ╱                 ╲
              ┌──────────┐              ┌──────────────┐
              │ Existing │              │ Non-existing │
              └──────────┘              └──────────────┘
               ╱        ╲                ╱            ╲
        ┌────────┐  ┌──────────┐   ┌────────┐    ┌──────────┐
        │ Formal │  │ Informal │   │ Formal │    │ Informal │
        └────────┘  └──────────┘   └────────┘    └──────────┘
            │            │             │              │
      ┌─────────┐  ┌─────────────┐ ┌──────────────┐ ┌──────────────────┐
      │ Overlap │  │ Division head│ │Written materials│ │ Personal guidance│
      └─────────┘  └─────────────┘ └──────────────┘ └──────────────────┘
            │            │             │
  ┌────────────────┐ ┌─────────────┐ ┌─────────────────┐
  │Division meetings│ │Leading staff│ │Clear definitions│
  └────────────────┘ └─────────────┘ └─────────────────┘
            │            │             │
  ┌────────────────┐ ┌─────────┐ ┌───────────────────────┐
  │External courses│ │Peer HoDs│ │Communication patterns │
  └────────────────┘ └─────────┘ └───────────────────────┘
                         │             │
                  ┌─────────────┐ ┌──────────────────┐
                  │"Corridor" talks│ │Manifested procedures│
                  └─────────────┘ └──────────────────┘
                         │             │
                  ┌─────────────┐ ┌──────────────────┐
                  │ Predecessor │ │Meeting preparation│
                  └─────────────┘ └──────────────────┘
                         │             │
                  ┌─────────────┐ ┌──────────────────┐
                  │ Politeness  │ │Personal mentoring │
                  └─────────────┘ └──────────────────┘
                         │             │
                  ┌─────────────┐ ┌──────────────────┐
                  │Co-operation │ │ Internal courses  │
                  └─────────────┘ └──────────────────┘
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6.5.1. Existing and non-existing (desired) support sources

Figure 12 reflects a most interesting picture. There are very few available formal support frameworks. More are defined as needed, desired or recommended and are assumed by the position holders to be possible to establish.

Attention must be paid to the fact that the single modest request for personal guidance (appearing on the right side of the figure) is a very comprehensive one and can in fact include assistance in all of the job's domains.

The left side of the figure, presenting the existing informal support sources, reflects the great importance of two issues during the entry stage: human interactions and the physical conditions enabling them. Human interactions are divided into two kinds: professional and inter-personal. The professional encounters involve the acquisition of formal and informal required knowledge; the inter-personal encounters deal with a person's patience and willingness to help the beginner. Both were described as providing practical and emotional support. The physical structure of the division offices (see Figure 5) apparently plays an important role in the immediate, current availability of support. The open-door policy, which seemed to represent an inhibiting factor in the sense of time management (Division Board Position Paper, 2000), appeared to be very beneficial in terms of support. The same may be said of "side-walk" and" corridor communication." This was noted in the context of the previous question as posing a difficulty in terms of improper information distribution and inappropriate management (see Figure 11), and was defined here as being an important support source. This shows that a certain component might play contradicting roles and have more than one implication.

Liat describes in great detail the deficiencies, emphasising existing supportive factors:

> "The most important thing for me, which increases my motivation to do my job well, is the feedback meetings and feedback given each semester by M., the Head of Division. Feedback reduces the extent of uncertainty, clarifying the expectations of you" (narrative, p. 2).

She broadens her argument by saying that this is especially important considering the very specific institutional culture for which such systematic steps are not taken. Liat relates to non-existing support, explaining what she means by the need for

meeting preparation, citing two kinds: general, i.e., the need to have an idea of the committee task, and detailed, i.e., what is expected of you in each meeting. The other desired supportive idea she suggests deals with the beginner's needs to get an overview of the institutional goals and directions:

> "Someone must present an overview of Oranim, be able to analyse it... what Oranim is doing, what subjects were dealt with by the academic council over the years. Deliberate thought must be given to this and then it will be possible to prepare someone with a few key sentences" (interview, p. 15).

Liat argues that personal guidance should be provided to beginners by someone having an organisational psychology knowledge base.

Shiri adds more ideas aimed at helping the new position holder. I already mentioned her suggestion to help the beginner better utilise the potential of the assisting staff. She suggests doing this systematically, adding the benefit of an orientation tour in the college offices:

> "Maybe some type of orientation should take place... a tour with the functionary with whom he/she has to work to get to know him/her better" (interview, p. 9).

Another point she raises deals with the need to have HoD peer meetings that are less task-oriented and involve no managerial agenda:

> "I also keep saying that we should have meetings that will enable us to share the difficulties we have" (interview, p. 7).

Shiri notes that two external frameworks she participates in are very helpful for her. Both are taken in groups comprised of representatives from different colleges – an ITTC Managers Course and an ITTC Early Childhood HoDs Forum.

Personal differences among the participants were observed, possibly due to their different personalities, their different former experiences and differences in the departmental team with which each one works (Trowler and Knight, 2001). Liat and Yael mentioned that the leading staff provided the most help during the entry stage but represented the most difficult challenge for Shiri. Help was given to her by individuals but not by the group as a whole, and she had to work very hard to acquire her status.

6.5.2. Formal and informal support sources

New-to-position HoDs urge a more organised system and clear regulations to abide by; they see the lack of clear instructions as a hurdle on their way to study the job. Except for overlap, regulations, intentional support systems or systematic ways of transferring the organisational knowledge, hardly any exist institutional-wise. The informal support about which HoDs were notified was created incidentally or made available for circumstantial reasons. This points to the importance of this kind of support and to the crucial role tacit or informal knowledge and casual encounters play. Yael stressed the importance of formal and informal peer encounters, noting it is comforting to know that others experience similar difficulties:

> "...this forum as well as the fact that in the beginning my raising issues was legitimate. I saw that others were struggling with similar issues," and "in the first year it was really more what happened in the corridors" (interview, p. 10).

She said there were some very polite and co-operative individuals among the assisting staff, a "light at the end of the tunnel." Yael also mentioned the appropriate timing of formal management courses and that they would be more beneficial if taken during their in-service training.

The need for support is evident and how it is supplied does not seem to be easy to attain or define. Support cannot save the pains of learning. It also demands dedicating time during a period where time is lacking. And, last but not least, support is contextual and individual on both personal and institutional levels. The challenging question posed by Bone and Bourner (1998, p. 298) at the end of their essay on the development of university managers should motivate us to seek support within each of our contexts:

> "The key question raised is, if UK universities fail to develop their managers, will they be able to manage their development?"

The issue of support was significant during the entry stage. The findings showed that the organisation provides very poor planned support and the HoDs used or created informal frameworks of reference. Unlike recent tendencies to pay more attention to tacit and cultural organisational knowledge (Trowler and Knight, 1999; Eraut, 1997, Bennett, 1997), the participants of this study were eager to have much

more formal and well-organised support. This desire exposed the drawbacks of the local system, which lacked clear job definitions, procedures and work patterns so vital for beginners. The extensive use of informal support testifies to the extent and power of the collegial co-operative atmosphere mentioned above. Positively speaking, I can proudly say that the informal support the participants found within the college testifies to the inherent quality of human relations. However, much work still lies ahead to tackle the pioneering challenge of creating both formal and informal support frameworks on the way to job acquisition.

The discussion about the entry stage involves two related processes – induction and socialisation. Induction concentrates on "learning to walk" on one's own two feet. It is defined by Trowler and Knight (1999, p. 178) as:

> "Professional practices designed to facilitate the entry of new recruits to an organisation and to equip them to operate effectively within it."

The socialisation process marks the sense of belonging and identification with the job and the organisation where one works.

> "It is seen as a process by which individuals acquire the attitudes, beliefs, values and skills needed to participate effectively in organised social life" (ibid, p. 180).

They complement each other, have the same goals and stress different aspects of it. They also reflect the multi-dimensional situation the new position holder is involved in, as well as the comprehensive and different support needs deriving from it. In recent years, the tendency among writers is to make more room for aspects defined as "socialisation" in addition to the more traditional ones defined here as "induction." This tendency is a stage within a process that has not yet started in Israeli ITTCs and thus both components are required.

The data presented in this section relate to issues regarding support in general and the entry stage in particular. They are also relevant to the broader subject of professional development. Due to the limited scope, I will relate only to some, stressing aspects relevant to institutes of higher education including ITTCs. I will expand on several issues in the last chapter, where I make concrete suggestions.

A growing number of studies have been devoted in recent years to the essence of educational management, the kind of knowledge base it requires and various ways of acquiring it (Bullock et al., 1995, 1997; Eraut, 1997; Bennett, 1997; Oldroyd and

Hall, 1997; Coleman, 1997; Bone and Bourner, 1998; Trowler and Knight, 1999; Bush, 1997; Daresh and Playko, 1992; Bolam et al., 1995; Fuchs, 1998; Karniely et al., 2000; and others). The researchers basically agree that the complexity of the jobs, as well as the diversity in personal and contextual components, make it difficult to determine the common appropriate path or knowledge base to follow. It would however be helpful to examine Knight and Trowler's (2001) suggestion for this. They introduce seven forms of leadership and management knowledge and recommend ways of developing them: control knowledge; knowledge of people; knowledge of educational practice; conceptual knowledge; process knowledge; situational knowledge; and tacit knowledge. They do not underestimate any of the forms but find it necessary to place special importance on the sixth, situational knowledge. They stress the integrative nature of the acquiring process.

In another place, they relate to the different forms of learning, characterising staff members in institutes of higher education. Two of the suggested forms are rarely mentioned – reading and daily work practices. Their potential contribution is worth considering in the reality of tight budgets and schedules, as well as the lack of awareness among senior managers in institutes of higher education of the need for more structural frameworks of learning (Bone and Bourner, 1998).

Another subject agreed upon by researchers is the continuing nature of acquiring the required knowledge and the fact that the knowledge is comprised of formal and informal ingredients. The debate focuses mainly on the appropriate strategies and timing to acquire the knowledge and the weight of each component within the different professional stages. There is a tendency to give more weight to individual needs identification (Bush, 1997; Eraut, 1997; Trowler and Knight, 1999; Bone and Bourner, 1998) and informal strategies such as personal mentoring (Bolam et al., 1995; Coleman, 1997; Fuchs, 1998; Deresh and Playko, 1992). These tendencies are aimed at changing the emphasis placed on traditional courses to competence-based attitude, and stressing the inter- and intra-personal aspects as well as the informal, cultural and tacit organisational knowledge (Trowler and Knight, 1999; Eraut, 1997). Even though the participants of this case study noted the need for personal guidance, these tendencies in general did not find broad expression in the findings. On the contrary, the requested kind of knowledge noted as being necessary is the more structural and formal one. This difference derives from the fact that most of the researchers relate to desired changes in existing patterns while in the Israeli case, the

programmes just do not exist. Researchers take it for granted that the acquisition of skills and competencies is already there (Coleman, 1997) and now it is the more illusive, mostly cultural and personal-oriented components that must be developed and receive more attention and centrality.

Research studies relating to management issues, including induction programmes in institutes of higher education (Bone and Burner, 1998; Trowler and Knight, 1999; Knight and Trowler, 2001; Middlehurst, 1993; Ramsden, 1998), make several points relevant to this case. As noted previously in the literature review, they argue that minor importance is afforded to leadership development by senior management. Ramsden (1998) attributes this to the lack of awareness of its crucial role in the turbulent times faced by institutes of higher education and to the burden it imposes on position holders. Trowler and Knight (1999) and Knight and Trowler (2001) join him, noting that despite evidence from recent studies, and based on the need to invest in the socialisation and development of managers in institutes of higher education, they are quite pessimistic regarding the chance to change the current situation. Two main reasons are noted as being inhibiting factors: increasing external and internal pressure placed on senior management in institutes of higher education, and the tendency, or temptation, to claim that position holders in institutes of higher education are coping with the demands that these jobs require without support. Knight and Trowler (2001) warn that much more than just managing to cope is needed to tackle the challenge of effective management in institutes of higher education and it should be in the interest of every institution to promote these areas.

In light of this reality, some strategies noted by Knight and Trowler (2001, p. 173) as being potentially contributing are likely to be implemented mainly through greater awareness and intentional actions:

> "The development of a habit of reflecting and discussing the thoughts
> ...with others... exploring general ideas about leading and mean
> clarifying ones priorities and feelings about the discomforts of
> leadership work... parts of that might be done through case studies and
> another part might involve each participant speculating on the potential
> the literature has for their own practices in leading"...

Another support method feasible for our case is their suggestion:

"...to have a leadership mentor, who would be a volunteer with experience of leading and who is chosen by the leader to be" (ibid, p.173).

Trowler and Knight relate to the timing of the mentoring. They suggest that it should take place before entering the position, namely during the overlap period. At present, overlap in Oranim is the responsibility of the individuals leaving and entering a position. The individual leaving the position is assumed to be the one possessing the knowledge needed and therefore he/she should be the one to pass it on. Personal suitability or tensions deriving from the changes the two are going through (Gronn, 1999) are not considered. The suggestion to enable a choice regarding mentoring or to have more than one mentor (Trowler and Knight, 1999) could be beneficial on the one hand, but create tension on the other.

The arguments raised here are very applicable to the researched site. In general, local senior management does not perceive management to be a discernible profession (Gronn, 1999) tending to rely on the fact that HoDs are strongly committed to their roles (Dar, 1995). The college does not initiate internal courses or deliberate support, and each position holder sees himself/herself as being responsible for his/her professional development. The available external course concentrates primarily on functional aspects and thus local features defined by Trowler and Knight (1999) as being crucial for the socialisation process are neglected. A previous attempt to change the senior management view failed, and so it seems that middle management position holders will have to take responsibility for changing the situation and creating a systematic support network based on each specific identified needs. It will be relatively easy to produce the requested written materials. The challenge of changing the parts stemming from the organisational culture, such as work and communication patterns will be much more complex to tackle. It is assumed that securing financial support for the kind of consultant recommended by one of the participants will also be difficult. I will expand on the practical suggestions in more detail in the final chapter dedicated to these issues.
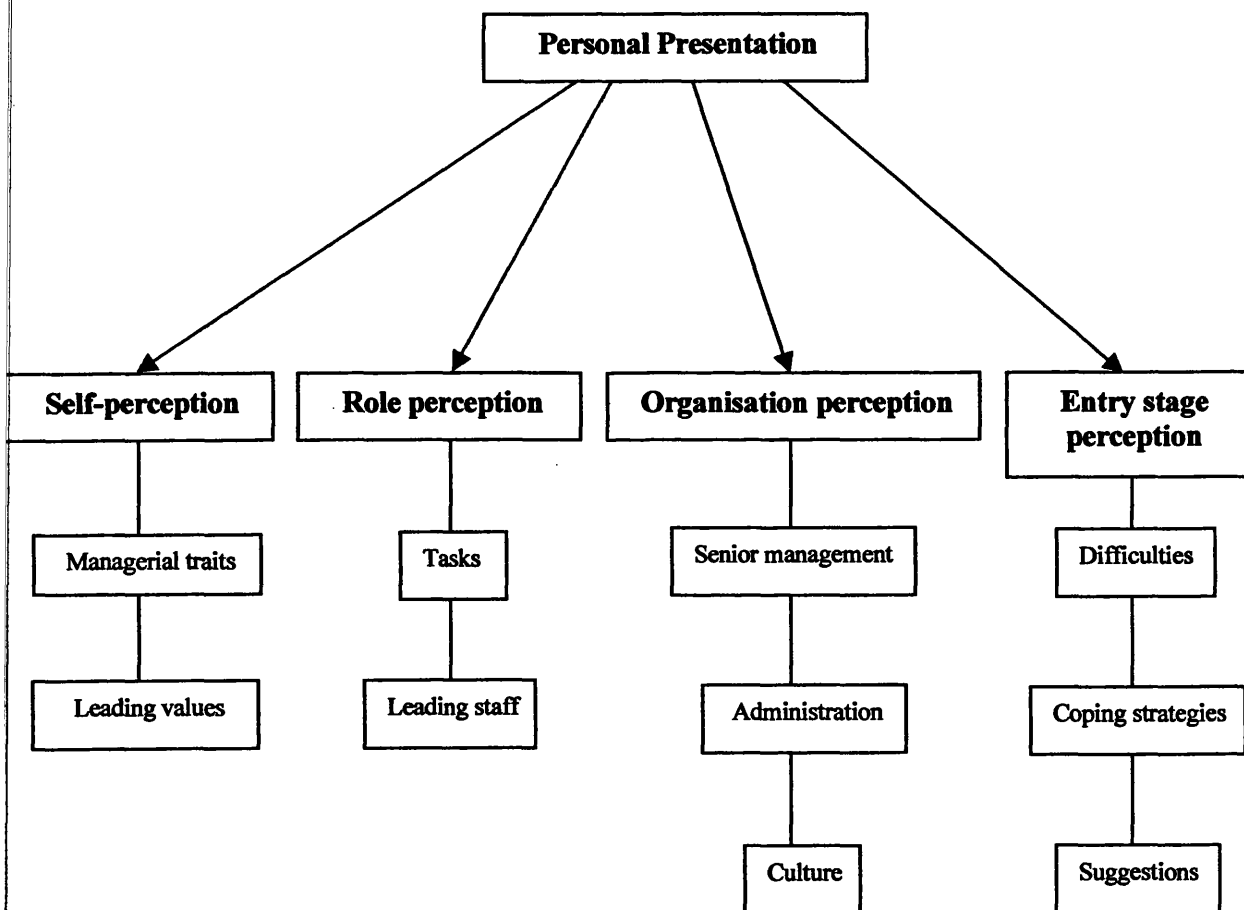
This case study examines the issues discussed through the individual's point of view. Organisational aspects were discussed mainly with respect to the individual's role. Before drawing conclusions and offering recommendations, I will dedicate a section to these individuals, my colleagues, the participants of this research with whom I have embarked on this challenging journey.

6.6. Personal Portrayals of the Research Participants

Up to this point, I have presented a profile of organisation as an entity. In this section I will give voice to the individual sounds. I will discuss each individual's self-perception, job perception, organisation perception and entry stage perception. I will also give room for personal expression/writing styles.

The database for this section will be based on curriculum vitae and other personal materials collected for this study. Figure 13 illustrates the contents of the presentation:

Figure 13: Participants individual presentation

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                        ┌─────────────────────────┐
                        │  Personal Presentation  │
                        └─────────────────────────┘
         ┌──────────────────┬──────────┴────────┬──────────────────┐
         ▼                  ▼                    ▼                  ▼
┌─────────────────┐ ┌─────────────────┐ ┌──────────────────────┐ ┌──────────────┐
│ Self-perception │ │ Role perception │ │Organisation perception│ │ Entry stage  │
└─────────────────┘ └─────────────────┘ └──────────────────────┘ │  perception  │
         │                  │                    │                └──────────────┘
┌─────────────────┐ ┌─────────────────┐ ┌──────────────────────┐         │
│Managerial traits│ │     Tasks       │ │  Senior management   │ ┌──────────────┐
└─────────────────┘ └─────────────────┘ └──────────────────────┘ │ Difficulties │
         │                  │                    │                └──────────────┘
┌─────────────────┐ ┌─────────────────┐ ┌──────────────────────┐         │
│ Leading values  │ │  Leading staff  │ │    Administration    │ ┌──────────────┐
└─────────────────┘ └─────────────────┘ └──────────────────────┘ │Coping strateg│
                                                 │                └──────────────┘
                                        ┌──────────────────────┐         │
                                        │       Culture        │ ┌──────────────┐
                                        └──────────────────────┘ │ Suggestions  │
                                                                 └──────────────┘
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The four titles suggested above address the four research questions from more personal points of view emphasising individual perspectives. Since the common portrayal is based on personal ones, this section is not meant to reveal new ideas but rather give voice to individual viewpoints in this study. Opening this window might also provide the reader with a closer glance at the database for my previous interpretations.

6.6.1. Yael

5.6.1.1. Self-perception

Yael stated that her personal traits played a major role in her difficulties. She had serious hesitations regarding her suitability to fulfil a managerial position and therefore it is very interesting to examine her personal perception. Her personal values are well expressed in a paper presented in the college's Promotion Committee:

> "My first obligation as an educator and teacher educator is above all to foster the growth of a human being, a human being having awareness and sensitivity to himself and to others. Beside this we must educate a humanistic educator who will know to help his pupils fulfilling and actualising the best of their humanism. An educator who will be able to expose his pupils to the treasures of the human culture and to encourage them to become involved and caring citizens" (CV, 2000).

This quotation mirrors Yael's values and priorities as a person and an educator, blending in personal and professional aspects.

Yael had not planned to take on a managerial role and expressed serious hesitation regarding the appropriateness of this step and her own personal suitability. The writing style of her 3-page narrative piece contains 34 question marks and considerable self-criticism:

> "During the nomination process I was bothered with questions such as 'Is it a mistake?' 'Is it second best?' 'How do I perceive myself?' 'How do others perceive me?' 'How should I present myself in front of the council? Do I really want it?' 'I have organising skills and good human relations – is that enough?'" (narrative, p. 1).

Yael places significance on the "baggage" one brings with him/her to the position. This correlates with my assumption regarding the influence of kibbutz culture that each of the participants experienced on today's management style. The

personal attribute Yael mentions as being inhibiting or problematic for such a position is her difficulty in settings borders, which affects her ability to organise time well, be more assertive in her encounters with students and prioritise.

Yael's written and oral materials reflect a prominent verbal ability. She expressed herself very easily and fluently, including an impressive number of colourful images (see Appendix 3). She used 29 metaphors in her narrative and 65 in the interview. This style was used in all contexts and seemed to be the domineering writing style. Yael's extensive use of question marks was also prominent. A total of 34 were noted on a 3-printed page document: six referred to self-image and personal suitability, 10 to leading staff, 13 to personal management style and 5 to other issues. No doubt this testifies to the serious hesitations Yael felt.

In light of her verbal ability, long breaks seemed very meaningful; they occurred mainly in the context of job definition and role ambiguities reinforcing her sense of bewilderment during her entry stage (see appendix no. 5).

6.6.1.2. Role perception

The paragraph Yael dedicates to presenting her educational worldview in her CV demonstrates how she perceives her job and the values related to it:

> "Those who are involved in teacher education should treat (the students) as adults, respect their former experience and help them create their professional identity... The teacher in a teachers college cannot relate only to the cognitive domain. As teacher educators, we must serve as models in pedagogical, didactical and especially behavioural and inter-personal areas... I see with great anxiety processes of emphasising the 'I' versus the 'we'... Serving as Head of the Department and the staff, I hope to foster and preserve the spirit of teamwork... I believe that without this, changes cannot be implemented..." (CV, p. 4).

One can very easily identify what Yael values most – the treatment of human beings as a unique entity entitled to humanistic respectful relations through co-operation and personal modelling. Even though Yael has strong hesitations regarding her leadership abilities, her devout commitment causes her to perceive her duty as an obligation towards leading in these directions. One also can identify here strong traces of kibbutz culture as described above.

6.6.1.3. Organisation perception

Unlike her clear role perception and very firm values system, Yael's organisation perception is very multi-faceted and reflects an ambivalent attitude towards management culture. At one point in the interview when I asked her to try and differentiate between the difficulties resulting from her own personality and that of those belonging to the organisational culture, she says:

> "I first want to say that it was difficult to separate since I grew in this place then got frightened when I realised this symbiosis... I am so identified with the place and its character that I cannot make the differentiation... The fact that Oranim is the way it is helps me, or, how can I define it? I enter a suitable niche with my character... It probably suits what I know and suits me. I do not know how I would manage in a different, more formal and much more organised institution. I do not know, I am not sure" (interview, p. 12).

Yael feels very safe with her leading staff even though occasionally she hesitates between a collegial co-operational style and an authoritative one:

> "As I grew in this team I find it difficult to 'command.' The positive side is the involvement; the problematic side is when it is necessary to distance myself and make judgements" (narrative, p. 2).

On the whole, Yael perceives the departmental leading staff to be a safe and supportive factor:

> "My place on the staff was very clear, very safe and I felt good with the way I was accepted, the room they gave me..." (interview, p. 8).

Senior management is perceived differently in different contexts. Yael is curious and happy to be exposed to the broader circles but is threatened by the demands they make on her. She is critical with the communication patterns, the lack of clear procedures, and the ambiguities regarding areas of responsibility, but appreciates the informal atmosphere and the inherent friendly relations.

6.6.1.4. Entry stage perception

Yael referred to the entry stage as being either a distinct confusion or a pronounced chaos. I identified seven issues accompanying Yael's transition stage:

Feeling of loss – Yael was not supposed to take over the position; she was nominated on very short notice and thus had almost no time to think it over and prepare herself. She had just completed her Ph.D., was enjoying writing and was considering continuing with her academic research. Several times she mentions feelings of regret:

> "I remembered how I enjoyed writing my master's thesis and how I neglected it and lost the momentum. I knew that if I wouldn't follow that direction this time I'd miss the opportunity... I still think that if I would have developed that direction, I could have fulfilled my potential better"... (interview, p. 4)

Suitability to the task – Yael expresses serious hesitations regarding her suitability to the managerial position. During the interview, she expresses controversial feelings: a desire to go back to being a "simple teacher," feelings of growth, satisfaction and interest from the broader circles she met.

Sense of surprise – Yael felt she had been "thrown into the water" (narrative, p. 1) without knowing what to do. She uses expressions like "I'm shocked" and "all of a sudden" or "maybe I am missing the important points from within the numerous informative details" (narrative, p. 2). Yael admits that despite her extensive experience as a teacher in the department she had no idea what headship means and notes more than once that "things one sees from here one can't see from there" (narrative, p. 1; interview, p. 1).

Compulsion to represent and lead – Yael sees an essential change in the need to represent a body, to lead it in new directions when hardly understanding what it is all about, and pretending that you are more than what you really are:

> "From the very first moment they mentioned Yael's department, I felt that it was not mine and I was not Yael anymore... I feel that turning to me comes from the job of representing a large body. I think it's a big change and I must learn to think like someone who considers the interests of an entire body"...(interview, p. 2).

Awareness of personal style – Yael is very critical and aware of herself. At the outset in her new position, she listened to her predecessor and adopted her style. Very soon after she felt she should find her own way:

> "I opened the admission interviews sticking to the instructions I received. I conducted the assessment meeting already in my own way. I felt terrible tension... I will have to establish relationships with my students more according to what suits me and less according to the instructions I received" (narrative, p. 1).

In spite of the lack of confidence and confusion, Yael stated she has personal "red lines" she will not cross, which find expression mainly regarding inter-personal discourses.

Self-managing – the transition from a teacher, having a clear and pre-planned schedule, to someone who has to decide about time management and prioritising was very hard for Yael. She relates to it in several contexts:

> "It might seem very simple; for me it was very problematic... All of a sudden... everything was open and I had to do it all alone; for me this was very difficult... this was something I didn't know I had to ask about... How much time to allocate to each issue? Time and weight? It meant planning your schedule on your own and this was very significant" (interview, pp. 1-2).

Benefits – the more shadowed part of the transition dominates Yael's picture. But when asked directly, she emphasises certain benefits, such as slightly alienating from the intensity of the leading staff, having her own room, and meeting more circles within the college:

> "Broadening the circle and looking at things differently, not only from a teacher's point of view... observing other teacher's classes... this was really a wonderful experience" (interview, p. 4). "I feel that I really grew up in those years regarding how I saw things, the way I accepted things, my reactions... no doubt some good things happened to me" (interview, p. 4).

However the "but" is always present. Yael paid the price of transition, claiming it had been an uncomfortable process. She defined the beginning stage as lasting up to two years. The entry stage, the encounter with reality, was especially difficult and sensitive for her. Yael was sure that some of the experiences within the stages are unavoidable, regardless of any given support. The support sources she mentioned

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included her leading staff, the Head of Division, formal and informal peer meetings, personal guidance, external courses and the goodwill of people in the organisation.

6.6.2. Liat

6.6.2.1. Self-perception

Liat's world and educational views are expressed very clearly in her curriculum vitae prepared in 2000 for the Promotion Committee:

> "In presenting my educational beliefs throughout the years, I find that not much has changed, and during my entire professional life I have lived with a deep conviction (perhaps an innocent one) that education can affect people. Yet, my idea is that in order to influence people the educator himself must live according to his beliefs and serve as a role model... this is the way I have run my life... I try to establish human relationships that will realise my humanistic worldview... the dialogues I hold are based on equality and reciprocity" (CV, p. 3).

Liat admits that she had not been too enthusiastic in accepting the position but was afraid of not being challenged by teaching for a long time. She expresses ambivalent feelings regarding that decision, since she prefers the depth of teaching to the width of managing. She was happy to combine both. She definitely prefers a collegial working style and is willing to pay the price of lowering her working pace for this.

Liat admits to being a slow learner and describes her entry stage in a dismal fashion. She places a great deal of responsibility on the organisation, but when asked about her part, says:

> "The part I ascribe to myself is a not too high a self-image when I enter a new place... the new place induces a lack of confidence. I appear as if I trust myself but I start very low and until I feel that I understand things well I hardly dare to say a thing... these are my weaknesses, as if it is forbidden to make a mistake" (interview, p. 8).

Liat states that she works very slowly and is very careful not to hurt people. She does not always think this is the right way.

Liat's most prominent personal writing style is her use of direct speech: I recorded 17 times in the interview, five about herself, four about a certain person and

eight (!) about the organisation as a significant entity. It was interesting to observe that all the direct sentences express criticism or anger, mostly regarding the lack of clear procedures or tolerance of the newcomer.

Liat's use of metaphors is not as extensive as Yael's. The 15 metaphors I found were divided more or less into two equal groups: nine expressed negative (difficult) experiences and seven described positive, more hopeful feelings. While listening to Liat, I was not fully aware of their strength and intensity; only when I reread and analysed them did I realise the power and sharpness of expression.

6.6.2.2. Role perception

Liat has a very strong opinion regarding job commitments. She perceives herself as being committed to her students and to the professional programme. She is also concerned with the institution's reputation, presenting it very clearly:

> "The students are my part. I provide them with an attentive ear to listen
> to what they have to say, I try and adapt the programme... adapt the
> expectations to the abilities" (interview, pp. 4-5).

She speaks differently about the department. On the one hand she feels limited by external and internal authorities and sees herself more or less as an integrator of needs, and on the other hand she says:

> "I definitely feel that I lead a policy; I lead, raise questions and work on
> concepts... but it is clear that you do not have the mandate to break
> through" (interview, p. 14).

Her attitude changed according to the context of the conversation and one could discern a mixture of conflicting feelings. With respect to relating to her work within the department she expressed great satisfaction and even pride; with respect to her actions or role within Oranim as a whole she expressed anger and frustration.

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6.6.2.3. Organisation perception and entry stage perception

I combined the two issues since Liat is very uneasy with Oranim as an institution. She is especially critical regarding the absence of absorption regulations. She describes the drawbacks very clearly and makes practical suggestions of how to cope with them. I found 37 phrases of criticism (see Appendix 6) and identified four main themes: lack of basic information (6); unclear regulations, procedures and definitions (12); inappropriate (amateur) management style (9); and unsupportive personal attitudes (10). Some of the phrases fitted into more than one group. She noted only four support sources – leading staff, peer HoDs, Head of Division and an internal management course. She made 10 very detailed suggestions for changing the picture, including personal strategies such as reflection, guidance, mentoring, analysing, and institutional ones such as meeting preparation and written materials. All the suggestions are internal ones. Liat places importance both on personal and co-operative strategies carried out in a peer group.

To say the least, the picture emerging from Liat's personal experience points to a great deal of room for improvement regarding the support a beginner needs and management patterns. In her eyes, the advantages of an informal and friendly atmosphere do not compensate for the disadvantages of what is lacking.

6.6.3. Shiri

6.6.3.1. Self-perception

In her CV Shiri writes:

> "I define myself as an educator (this is my profession). In my eyes an educator is a person having an extensive theoretical knowledge base, broad horizons and varied world knowledge. He/she is capable of seeing the other as a whole entity having unique needs. A person who is capable of conducting a dialogue that is based on equality with his pupils and enriches their emotional and moral world" (CV, p. 6).

Shiri kept a personal reflective diary during her entry stage period (two years). When asked to write a narrative for this research, she told me about it and suggested giving it to me. I expressed my deep appreciation for her offer but suggested that she read it again, give it additional thought and see if it was not too personal. I also

suggested she choose some paragraphs and give me only the ones she wishes. I left the decision up to her and did not push for quite a while. After a few months she decided to hand her diary over to me and added a paragraph relating to my specific request. The diary, more than 20 handwritten pages, is especially valuable for this research and I am most grateful for having it. Three issues appear prominently in it: time management, prioritising and establishing authority. I will expand on the first two when relating to Shiri's entry stage and expand on the authority theme here in the personal context. This component was also highly evident in the interview and seemed to play a central role in Shiri's self- and job perceptions.

The exact word "authority" appears 28 times in the interview but only eight times in its pure form in the dairy. On the whole, I found 40 occasions in the diary where Shiri used phrases such as "demonstrating self-confidence and leadership" (p. 4), "basing my status" (p. 4), "giving up democracy" (p. 15), "all these objections and struggles" (p. 16), "a clear say" (p. 19), and more. While I guided the interview and the orientation was a combination of personal and organisational directions, the content of the diary was Shiri's free choice.

Use of the word "authority" in the interview is illustrated below:

Table 4: Use of the term "authority" in Shiri's interview

Relating to herself	Relating to the leading staff	Relating to factors in the organisation	Relating to students
7	7	10	4

The picture emerging from the diary is completely different:

Table 5: Use of expressions related to authority in Shiri's diary

Relating to herself	Relating to leading staff (whole, groups and individuals)	Relating to internal and external factors
7	29	4

One can very easily see that Shiri is very troubled with her leading staff, which is the immediate team she is working with both on a daily basis and in general policy-making. Thus, her concerns could be very well understood. She gives direct expression to this at the end of her diary:

"I read what I wrote over time and noticed that I was very busy with my place with the leading staff, with my authority, with how I am perceived by it" (diary, p. 20).

Shiri is very open and frank and observes the picture clear-headedly. In some places, she claims to be responsible for the situation, and in others particular individuals of her leading staff.

Other expressions she uses make it clear that her place and status in the organisation play an important role for her. When asked in the interview how she perceives her job, she says:

"I am very busy building my place as a manager, nothing really creates authority. It is you who must prove all the time that you did not get it for nothing" (interview, p. 3).

And when treated as a head, she is very flattered:

"People say hello to me on the street, they know who I am. I am embarrassed when they see me as an authority. I needed that sense of authority, of leading. I have a great deal of satisfaction" (interview, p. 2).

6.6.3.2. Role perception

Not surprisingly, the first thing Shiri mentions regarding her job is:

"The responsibility for the development of the leading staff, the responsibility for the atmosphere within it" (interview, p. 1).

On the whole, she sees it as "a change in the extent of responsibility" (interview, p. 1). One must observe the entire system and make the right and necessary connections. Shiri notes that it is a very challenging job involving a diversity of audiences. She feels it is compulsory for her to be academically up-to-date. It is interesting to note that of the three, Shiri was the only one to say that she felt obliged to admission and marketing issues. This is especially interesting since her department is the largest of the three and she could be least worried. I can only assume that this reflects the fact that Shiri was the youngest in the position and the least critical of the organisation. When mentioning this to her, she said that it might derive from the fact

that she is not yet free enough to pay attention to the micro-politic matters within the college.

6.6.3.3. Organisation perception

Shiri diverted very little criticism to the organisation as such. In the diary she says:

> "I received positive feedback from my surroundings, my peer heads, the Head of Division and Oranim management" (diary, p. 8).

She notes that in the beginning it was very frightening to go to meetings but she learned to manage. She criticised only two things organisation-wise: one was related to the lack of a link between effort and reward, and the other to the lackadaisical management style:

> "I think that on the whole this matter of management culture and each one's authority in Oranim is not clear enough. This is something that belongs to the very kibbutz-like atmosphere that still exists in Oranim. This must be more institutionalised, the authority is not clear enough" (interview, p. 11).

But in another place, when asked to cite ambiguities within the college, she contradicts herself, saying:

> "I feel that there are many roads, some that I did not yet encounter, so I do not know the regulations. But I know that there is someone to turn to in order to learn the procedure" (interview, p. 12).

6.6.3.4. Entry stage perception

Shiri's entry stage perception correlates to her organisational perception and she takes a great deal of responsibility on her own. Shiri admits that she is not:

> "Built to work simultaneously on such and such and such things" (interview, p. 7).

In the beginning she says:

"I came every morning and didn't know where to start, I just attended to the 'urgent' and not the 'important'... I chased things for a year and a half" (interview, p. 5).

She notes that it was especially hard for her to manage and plan her time and to prioritise. But, accepting the situation, she says:

"Like a baby who learns to walk and has to fall... this flood in the beginning stage is unavoidable, as long as this is the job and it contains so many things, the flood and the confusion are unavoidable. It takes time until you learn to make time for planning" (interview, p. 10).

Several support sources served Shiri during her entry stage:

"In the HoDs forum I felt very comfortable, I felt at home here from the beginning" (interview, p. 6).

She thinks that the physical structure of the division is an important factor:

"The atmosphere and structure of the corridor is very helpful" (interview, p. 7).

In light of Shiri's difficulties to base her authority, it is interesting to note that she felt that when people came to consult with her and asked for her advice, she regarded this as support, proof that she is already perceived as an authoritative position holder.

Shiri's suggestion for support included peer meetings for discussing problematic situations, written materials about the different forums in the college, an orientation tour and guidance meetings with the departmental administrative staff. Unlike her two peers, Shiri afforded great importance to the external learning frameworks.

6.6.4. Summating Remarks

I considered the participants as representatives of a phenomenon and found that they even represented themselves within it. The personal prisms have both a complementary and differentiating character. On the one hand, they illustrate the complexity of the puzzle and show how different an individual's experiences in one place or period are, and on the other hand, they reflect common cultural features seen through different perspectives (Geertz, 1973). Yosifun (2001, p. 270) enlightens this kind of combination. She writes (free translation):

"A collective case study is a collection of specific cases from which few things are studied either through comparison, which stresses the generic, or by uniting, which emphasises the similar... Each person in the study is... a 'case'; each case and each process has its own significance and uniqueness."

Albeit their very similar backgrounds, education and professional histories, each of the three participants places different emphases on the origins of difficulties. Yael attributes most of entry difficulties to her personality, Liat stresses the inhibiting role of the organisation, and Shiri shows how meaningful one component such as leading staff can be. This fact affords importance to the very personal components called by Gronn (1999, p. 35) as "socialsation agents," leaving meaningful traces throughout the various stages and experiences of life.

Each participant has a different way of expressing or emphasising her core issues. Most have natural personal styles and the participants were using them unconsciously. These unique means served as torches leading my adventurous journey and forced me to seek the appropriate analytical approach for each case (Alpert, 2001).

Common to all the participants in this study is their kibbutz background, which is strongly expressed both in the personal leading values and in the individual and organisational management culture. They set high standards for themselves to be committed to serving as a role model for students and staff.

On the whole, the research findings re-enforced the pilot study directions suggesting that great importance is placed on two inter-related factors: culture and ambiguity. The cultural component was influential in terms of the two different academic attitudes, and the local management culture was affected by the kibbutz work pattern. Ambiguities were discerned due to the mixed managerial system and the tendency of letting things happen and balance themselves that could be attributed both to the institutes of higher education and kibbutz culture. Both components – culture and ambiguity – were found to be difficult for beginners to cope with and master, thus special thought should be given to planning the support to be provided.

CHAPTER 7: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

7.1. Introduction

This case study joins other research studies recently carried out with the aim of examining a certain phenomenon through the eyes of those experiencing it (Fuchs and Herzt-Lazarovich, 1996; Goodson, 1991, 1992; Shapira, 1993; Liblich, 1997; Muller, 1994; Barkol, 1997). Considerable room and importance are afforded to the personal voices and individual stories comprising the researched world. Three parties participated in the intensive, hidden and open dialogues throughout this journey: the storytellers, the listener/researcher and the researched site. It was taken for granted that each was influenced by the others. I tried my best to be an active listener and leave the front stage open to the stories and where they took place. Being a colleague, belonging to the site and researching it required a high level of awareness, restraint and openness.

This study took place in one ITTC in Israel and involved three beginning HoDs, all of whom were very willing to share their personal values, thoughts, feelings and reflections. They were remarkably courageous to expose their private inner worlds and expressed keen interest in the process and content of this study. Their collaborative attitude was especially beneficial in helping to gain a better understanding of the process they underwent. The aims of this research were to study the context of action, to identify promoting and inhibiting factors in the socialisation process of new HoDs, and to suggest ways of improving the support they received.

The specific management roles in Israeli ITTCs and elsewhere have received very little attention. This research reinforced the premise that those experiencing the difficult entry stage paid a painful price for that. I believe that the new understanding and the insights acquired in this study could significantly contribute to professional development and well being as well as to the efficiency of the organisations in which they work.

The need to weave the cloth from different threads was a complicated task. The unique hue and particular textures might have faded in the binding process. The limited scope of this research did not do it justice.

Some of this study's findings, especially those regarding organisational aspects, emphasised distinct relationships between work patterns and local management culture. This fact limits the possibilities for a broader generalisation. The evidence that these ties always exist is important to consider in any context. I believe that the more personal aspects, mainly those relating to entry stage difficulties, will be relevant for other beginning managers in Israel and elsewhere. The small sample size is another factor to consider in the context of generalisation. My presentation of the study's findings to Israeli ITTC managers proved to be very successful in the manner of relevancy. The practical implications will relate to the concrete situation of the researched site but the principles behind them might be applicable to other contexts.

This thesis reflects the situation as it was during the time of the data collection. Changes have taken place since, partly due to the results of this study and partly due to the prevailing circumstances. In this sense, the study exhibits some characteristics of action research (Zellermayer, 2001). Some of these changes will be reviewed briefly in this section.

As noted above two inter-related terms were prominent in this study – culture and ambiguity. The first research question dealt with the two academic cultures co-existing in the college, the second revealed the aspect of organisational culture, the third emphasised the influence of the kibbutz-like culture, and the fourth highlighted inter-personal culture. In all cases, this picture is marked by many kinds of ambiguities, some inherent to the issues discussed (Hall, 1997; Bush, 1997) and some typical of the researched site.

Figure 14 illustrates the development of this study, helping the reader follow my line of questions and the steps taken while making them. It describes the directions I took and presents the main findings and the theories I implied while trying to anchor the findings in frameworks of thought:

Figure 14: The research sequence
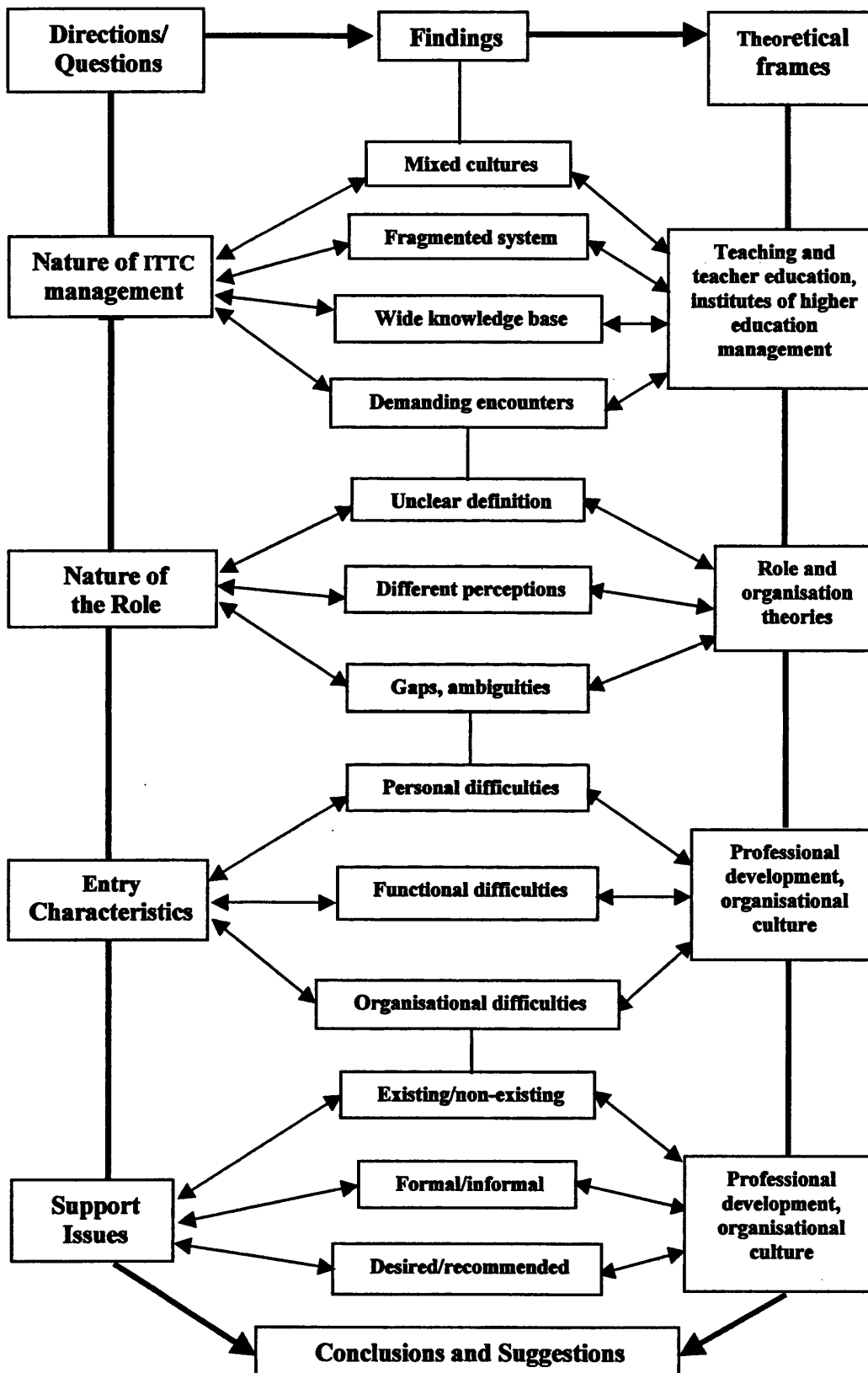
7.2. Summary of Findings

The first stage of this study examined the unique features of academic management in Israeli ITTCs and emphasised specific demands set by the profession. The findings of this stage aimed at laying the foundation for understanding the work context and contents of the researched HoDs in both managerial and educational respects.

The picture emerging from the data pointed to four major characteristics:

1. Two different cultures act within the organisation: the teaching seminary culture adhering to the holistic view of the profession, and the university culture following the subject-matter orientation. The two cultures do not always exist in unison within the institution. The managerial roles reflect this dualism and ambiguity.

2. There is a difficulty in implementing the holistic attitude in the fragmented and complex system.

3. The holistic nature of the profession means that it is based on different knowledge bases and fields, obliging a mastery of these worlds and imposing a heavy burden on position holders.

4. The interactive nature of the profession, its core essence being human relations, and the personal beliefs of the participants are focussed into one central place. The characteristics of the learners and the time constraints make the task complicated and difficult to fulfil.

The need to function within a multi-cultured environment, comprising mixed perceptions and subsequent role overlaps, the need to be familiar with a diversity of contents and contexts, and the need to serve as a role model through daily interactions set high demands for position holders.

The process of converting teacher seminaries into academic colleges in Israel in the early 1980s caused focus to be made on the combination of holistic-oriented and subject matter-based curricula. Position papers dealing with the issues of the differences between universities and ITTCs in Israel (Avdor, 2001; Dror, 1999; Kfir, 1999; Keinan, 1999) reflect the cultural struggle and express the need to reduce tensions among and within the different institutions, and to consider the unique contribution each culture brings to teacher education. Role ambiguities reflect the fact that the organisation did not pay attention to the structural changes necessary as part

of the transition. The demanding encounters reflect the gap between the incumbents' beliefs and values regarding the mutual dialogical nature of the profession and the students' characteristics deriving from their personal background and education.

In the second research question, I examined the official job description and the HoD's personal role perception, seeking to understand the reasons for the gaps and the ambiguities. The official job description appeared to be most inclusive. In some domains, it does not clearly define authority and responsibility, and overlaps with other positions are distinct. It reflects the fact that academic change was not accompanied by structural change and that low importance was afforded to managerial matters. Both are relevant to institutes of higher education and local management patterns.

Here too, as in the data collected for the first question, it was evident that the HoDs perceive their roles as being inclusive and holistic. Their main concern was for the students, the leading staff and curriculum planning. Their attitude is supportive and integrative. During the beginning stage, they concentrated primarily on internal departmental matters for which they had relatively extensive autonomy, according to the official job definition. They were very frustrated with the limitations that the fragmented system and the unclear institutional job definition had determined for the implementation of their holistic attitude in terms of the curriculum.

The participants in this study perceive their academic obligations as fulfilling their roles rather than their academic careers. The clash between a managerial role and an academic career finds very little expression (Ramsden, 1988; Ribbins, 1997), and unlike university faculties, the managerial role is perceived as being a professional promotion. This finding correlate with the differences between college and university cultures mentioned in the previous question (Keinan, 1999; Kfir, 1999).

In the context of this question, role ambiguity could be attributed to four major reasons:

1. Lack of attention paid to managerial matters.
2. Mixed cultures causing role overlaps.
3. Informal management style attributed to kibbutz culture.
4. Basic differences between formal job definition and actual implementation.

Studies on management structures (Bush, 1997) and management roles in education (Hall, 1997) stress the essential differences between formal definition and actual implementation. They place importance on protecting and preserving the

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frameworks on the one hand, and enabling personal interpretation on the other. Understanding or accepting this differentiation was not discerned in the findings. The participants attributed differences in the formal and the implemented definitions mainly to local management. Middlehurst and Elton (1992) relate to management style in institutes of higher education, noting the collegial and less formal style as characteristic of their management. Following the research participants' suggestions, I attributed their faith in the natural flowing relationship to the kibbutz-like culture. Dar (1995) notes this as being one of its leading values.

The ambiguities appeared to play dual roles: enabling freedom of action, and lacking anchors to stick to. This was significant in the induction and socialisation processes.

The third research question examines the difficulties experienced by the participants during their entry stage period. The findings showed that this period was highly sensitive and the expressions describing it were saturated with emotion, mostly uncomfortable in nature. Despite the assumption that considerable blame for the difficulties was directed at the organisation, an analysis of the findings indicated that they evolved primarily during the beginning stages. The participants discussed feelings of loss, fear, low self-esteem, flooding and confusion. They also reported functional difficulties caused by the need to study routines, manage time, prioritise, reconstruct identities and fully understand the scope and content of the job. Two kinds of difficulties were attributed to the organisation: slack local management style and lack of support, both due to a large extent to the kibbutz-like culture.

I examined entry stage characteristics in light of the professional development socialisation theories relating to managers in education (Weindling, 1999; Bullock et al., 1997; Eraut, 1997; Bennett, 1997) and institutes of higher education (Knight and Trowler, 2001; Trowler and Knight, 1999; Bone and Bourner, 1998; Ramsden, 1998). A strong similarity regarding the essence of the stages, as suggested by the researchers and the beginning managers, was prominent. The effect of the new situation was especially problematic for them, since all were experienced professionals who found it hard to be 'thrown' into situations like this at the peak of their careers. Despite their awareness of the unavoidable situation, the notion that the college provided no intentional support was very annoying and unacceptable to them.

Regarding the term culture and its theoretical implications, I relied mainly on the anthropological approach (Geertz, 1973; Yosifun, 2001; Sabar-Ben-Yehoshua, 2001),

and on studies discussing the unique characteristics of kibbutz culture (Dar, 1995; Dror, 2002). It was evident that managerial work patterns are rooted in the kibbutz's cultural features and values (Dar, 1995). The readiness to invest in work regardless of any type of reward, and the co-operative attitude obscuring social status and stressing informality and collegiality, find strong expression in local management style, for better or for worse. The vision of a teacher training college belonging to the kibbutz movement, as stated by one of the college founders, stressing equality and collaboration (Dror, 2002), still echoes today. The participants appreciated the advantages and 'felt at home' in this kind of atmosphere, yet criticised it at the same time.

The fourth research question examined the issue of support, which appeared to be very significant during the entry stage. The findings showed that the organisation provides very poor planned support and the HoDs used or created informal frameworks of reference. Unlike recent tendencies to pay more attention to tacit and cultural organisational knowledge (Trowler and Knight, 1999; Eraut, 1997; Bennett, 1997), the participants of this study were eager to have much more formal and well-organised support. This desire exposed drawbacks in the local system, which lacked clear job definitions, procedures and work patterns so vital for beginners.

The last part of the findings was dedicated to portraying the individual views. Despite the fact that all of the participants were born and brought up on a kibbutz, had similar professional backgrounds and fulfilled similar roles in the same institution, each had her own way of experiencing and expressing her personal views. The differences are likely to derive from their different personalities, previous work experiences and departments they headed (Gronn, 1999). In some cases, only the tones were different; in others an entire issue or attitude.

I implied theories of collective case studies (Yosifun, 2001; Yin, 1985) to examine the issue of the 'common' and the 'particular' in each research set. Every person in this study is a 'case' in the sense of uniqueness, but certain commonalties created a type of collective base. In a way, each participant is a 'product' of the social and cultural identities he/she experiences. In this sense, the study of the particular is also a study of the general (Yosifun, 2001; Geertz, 1973).

I cannot point to one leading theory that I implied throughout this study. The inclusive nature of the profession, the multi-dimensional role of the HoDs, and the constitution of the researched culture made it difficult to relate to one specific theoretical

framework. Various layers comprising different ingredients directed me to the different theoretical origins. The theoretical framework of the research drew mainly on two areas: educational management and professional development. Educational management focused on the issue of academic management in institutes of higher education and related it to ITTC management. It discussed the issues of middle management roles and organisational culture as they relate to kibbutz culture. Regarding the subject of professional development, I applied socialisation theories and focused on the beginning stages and support issues.

I tried my best to portray a picture of the particular 'home' in which we spend significant parts of our lives. In a way, this complex picture is a kind of theory inherent to this place (Yin, 1985; Bush, 1995). I believe that the critical feelings experienced in the stories reflect above all the devoted care we all share for this place.

7.3. Conclusions and Recommendations

I will combine the conclusions with the recommendations since the latter stem from the former. I will base them on an analysis of the research findings and the applied theories, following the research sequence and questions, aimed at supplying a broader foundation for understanding them. In some cases, the recommendations will address more than one research question.

- Findings relating to the first research question showed that deliberate action and activities should be taken to reduce tension between staff members belonging to the two cultures within the learning programme. These findings were supported by the literature review (Keinan, 1999; Kfir, 1999). The dialogue should be based on co-operative curriculum planning and an overall view of the needs of the profession, and benefit from the two points of view. HoDs should initiate and conduct the process.

- Position holders should constantly discuss the overlaps deriving from the co-existence of two cultures in order to clarify areas of responsibility, implement the holistic nature of the profession better and use managerial force more efficiently.

- Difficulties relating to student-HoDs encounters appeared to play a central role in the incumbent's sense of workload frustration. HoDs perceive students as

being vital but have difficulties in navigating encounters with them. The origins of these difficulties should be investigated through student-staff dialogues in order to better understand the students' points of view, adhere to the profession's values and reduce the demands made on position holders.

- The narrow knowledge base and scarcity of research studies on ITTC management suggested that practical steps should be taken to promote recognising the managerial profession in ITTCs. Special attention should be paid to middle management. Position holders should be encouraged to carry out research studies on various aspects of their jobs. The steps towards recognition should include internal and external 'marketing' activities.

- The role ambiguity discussed in the second research question, which was attributed to the essential difference between the formal job description and the actual implementation (Hall, 1997), only partially explains the situation. The research findings indicate that local management culture and work patterns play a central role in this aspect and careful clarifications of the managerial structure and institutional regulations are urgently required. Job definitions should be re-examined and overlaps and ambiguities elucidated. Regulations should be checked, written and openly manifested.

- The combination of a flat hierarchy characterising institutes of higher education (Ramsden, 1998), the tendency to rely on a system of "checks and balances" (Middlhurst and Elton, 1992), role ambiguities deriving from the co-existence of two cultures, ambiguities in role descriptions, and informal kibbutz-like management style apparently lack the anchors needed for beginners to adhere to. Personal mentoring could serve as an individual's scaffolds. An organisational consultant is urgently required to diagnose management structure with respect to the changes that have occurred in recent years.

- The third and fourth research questions focused on identifying difficulties and ways of better facilitating the transition stage. From the findings and the literature review, it was evident that a structured programme for preparation, entry and filling new positions should be designed. The programme should include formal and informal components, individual and group sessions, and internal and external courses (Bone and Bourner, 1998; Trowler and Knight,

1999). The responsibility for the programme's design and implementation should be shared by the beginners, their experienced peers and the Head of Division, who should supervise this process. Unlike the tendency presented in the literature to stress tacit and cultural knowledge (Middlehurst and Elton, 1992; Knight and Trowler, 2001), the findings of this research indicated the need for the more instrumental attitude. Strong emphasis should be placed on internal issues.

- Not all needs can or should be addressed. Some difficulties are unavoidable and the extent of awareness of their existence as well as the availability of informal support should make the difference (Gronn, 1999). The broad use and central role of informal support reported in this study testifies to this, on the one hand, and points to the need for creating frameworks especially dedicated to discuss current matters related to the role on the other hand. The literature reviewed strongly supports these directions (Trowler and Knight, 1999).

Further research is required on issues regarding the management structure of ITTCs, and the relationship of the perception of the profession and of management to middle management roles and management styles. The issue of the connection between the caring attitude and feminist management style should receive greater attention. The appropriateness of the caring attitude to students is another issue to be discussed. The unique body of knowledge required for ITTC management should be researched and more accurately defined. And last, but not least, the relationship between management and student performance received considerable attention in research regarding schools but was hardly discussed in terms of ITTCs, which, as previously mentioned, should serve as a role model for its graduates.

This research was conducted within a live and dynamic reality and thus intentional and unplanned changes occurred. I will briefly mention some of the steps initiated during the period this research was carried out that are concerned with the issues discussed in this study.

Actions aimed at reducing tension and enhancing collaboration among staff members and between staff and students (Research Question 1):

- Any significant change in the curriculum is discussed with representatives from all programme domains.

- Extra-curricular activities involve planning by numerous staff members and implementation by mixed staff.

- Meetings, including representatives from the Division's Board, staff members and students, are held in order to discuss norms of communication and expected behaviour on campus.

- Research regarding the issue of norms among students was requested from the college's Research Department.

- *Actions aimed at improving management issues (Research Question 2):*

- A forum of HoDs aimed at sharing issues they deal with was established. The forum has no current managerial agenda and discusses issues raised by HoDs.

- A meeting with the Academic Head to resolve job overlaps was held. Domains of authority and responsibility, as well as work procedures, were agreed upon.

- Regular periodical assessment meetings aimed at planning and following-up short- and long-term plans are held.

- Personal reciprocal feedback meetings aimed at giving and receiving feedback on functions are held regularly.

- Administrative and technical support for HoDs was significantly increased. The assisting staff members are very involved in the division's current and special activities, help reduced the load on position holders, and are included in the feedback and planning meetings.

- All meetings are prepared in advance with written materials or prepared sessions.

Actions aimed at improving the college's image and encouraging professional development (Research Questions 3 and 4):

- A course for local position holders was held, run by an organisational consultant and attended by all of the division's HoDs.

- Regular personal meetings with senior position holders aimed at informing, sharing and discussing issues on the division agenda are held.
- Position holders are encouraged to report about their department's activities in the college paper.
- Participation in external forums, courses and conferences in which the participants can represent their colleges and present their work is constantly encouraged.

Other means, such as written materials describing college structure, the task of each committee, admissions and other procedures, are in preparation and will be used for each new entrant or occasion. An accurate overlap and mentoring plan will be discussed with each entrant at the appropriate time.

7.4. Epilogue

I embarked on this journey at the end of my fourth year as Head of Department and having just been nominated Head of Division. The combined task of creating a new job and researching other ones was a great privilege for me, helping me process my previous difficulties and study my current ones. I was not fully aware of the process I underwent, matters appeared trivial to me, and it was mostly the enthusiasm of those with whom I shared my new understandings and insights that convinced me that I was making an important contribution to the management profession.

I came to this research out of frustration, anger, identification and empathy with other-individuals' pain, curiosity and their desire to prove how 'fair' they were in expressing difficulties and how 'unfair' and unnecessary their 'suffering' was. I naively believed that everything could look different and anything could be resolved if only we would do the 'right thing'... I was 'trapped' within my concepts and fury... I am in the process of completing this study with a sense of reconciliation and understanding, with a feeling that I can provide support not only out of emotional empathy but also by relying on greater comprehension and professional knowledge.

I have become much more tolerant and open in accepting ambiguous situations, different opinions, attitudes and styles. Despite the fact that I gained a better understanding of the origins of power struggles, I remained very intolerant regarding

aggression, 'imperialism,' and overpowering circumstances. I am aware of the fact that this is partly due to my sensitivity, rationalisation or justification of my own collaborative style, and partly to the sad notion that I am a poor player on these grounds and that it is becoming increasingly necessary in the jobs we fulfil.

My kibbutz education taught me that it is best to work in the shade. I keep learning the hard way about the importance of micro-politics and marketing to promote division matters and heightening the self-esteem of position holders. We enhance each other to 'strengthen weak muscles' and advertise the multitude of things we do.

And last, but not least, Israel is perpetually undergoing turbulent times. Peace, serenity and order are vital for any region to ensure that we have something clear and steadfast to abide by, and to be able to make predictions in this chaotic world. I hope to make a modest contribution by establishing well-organised work patterns within the division I run.

Culture, thinking patterns and habits are strong attributes and people find it hard to forego them for new ones. I believe that we should set our aims and directions and proceed towards them gradually, hand-in-hand. Moreover, we should stick to the 'possible' and befriend the 'impossible.' This philosophy navigated me through the challenge of initiating and implementing changes during difficult times.

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APPENDICES

Appendix 1: List of Pre-Planned Questions

The general direction of the study was determined at the outset and the interview questions were planned around it. I constantly refined the research questions (RQs) throughout my encounters with the data collected, thus the interview questions do not necessarily reflect the exact order of the final version of the research questions. I will note beside each interview question the research question it addresses. Some questions in the interview address more than one RQ. Larger number of questions in the interview was directed to RQs 3+4 as the main aim of the research was practical oriented. In the first five questions, I intentionally did not mention difficulties.

1. Could you say something about identity changes in the transition from teaching to management? (RQ3 – identity reconstruction and RQ1 – ITTC characteristics)

2. Based on your own teaching and managing experience in school, are there features unique to college management – if so, what are they? (RQ1 – special features of ITTC management)

3. How do you perceive your present position – can you define it? (RQ2 – role perception).

4. Can you characterise the first period in your position? (RQ3 – entry characteristics).

5. Can you recall certain things? What are the things you remember especially well? (RQ3 – a more detailed and specific look aimed at enlightening organisational aspects).

6. What were the more possible, less threatening things (please give concrete examples)? (RQ3+4 – diverting attention to organisational support sources).

7. Which of the difficulties can you attribute to yourself (the person you are, your past experience, etc.), and which to the way the institution is run (existing/non-existing support systems, predecessor management patterns, etc.)? (RQ3 – more focused identification of organisational culture and origins of difficulties).

8. What helped or inhibited you to get through these years? (RQ3+4 – sources of difficulties; existing and non-existing support sources).

9. Did the courses within and outside the college help? If so, how? (RQ4 – desired support sources).

10. Can you think of other sources of support you received? What would you recommend institutionalising as permanent regulations? (RQ4 – recommendations for support).

11. Which of the difficulties seem unavoidable to you? (RQ3 – identification of the origins of difficulties).

12. Do you think that the kibbutz culture is meaningful? What are its traces and expressions? (RQ1+2+3 – organisational culture influencing educational and managerial behaviours and affecting the socialisation process).

13. Would you like to add something that I didn't mention? (open question).

In each interview, additional questions were raised and reference made according to the flow of information and the issues discussed.

Appendix 2: Division Board Position Paper (December 2000)

This paper was written for internal purposes, as a basis for a College Board meeting discussing the improvement of support staff and technical support for the division's HoDs. Despite being a common paper, the fact that it was based on individual task analysis and personal reflections and suggestions made it helpful in attaining a better understanding of the role perception.

Role Definition of Heads of Departments (HoDs) in Primary and Early Childhood Divisions at Oranim ITTC

A former attempt to define the HoD's role was not translated into concrete reform that would define prioritising in the Hod's work and initiate administrative re-organisation to enable it.

HoDs in the college function in different ways. Common to all is a combination of administrative and professional tasks (which are related to the education process they are responsible for).

With the arrival of a new Head of Division, new questions about the HoD's role arose. HoDs were called upon to define what they should do in order to promote and develop the Department's and the Division's goals.

The Division Board, on which the HoDs are central members, is currently involved in the following processes:

1. Design of new programmes in the various departments.
2. Offering suggestions for new foci in the academic curricula.
3. Re-considering the role of educational studies in the different programmes.
4. Discussing the role of field experience and tutoring.
5. Rethinking college and educational system dialogues.
6. Defining the college learning resources and their role in educational programmes.

Serious debates on these issues require time for professional updating, thorough thought, interactions with position holders, implementation and follow-up. All this is required over and above current departmental management. According to the present situation, whereby the HoD functions as an administrator, the "urgent" pushes aside the "important."

Reform is requested in order to strengthen the HoDs as professional leaders (planners rather than administrators). This reform will redefine and distribute roles and responsibilities among HoDs and their support staff.

As a starting point for this process, HoDs were asked to document their routines for two weeks and analyse the resulting picture and implications emerging from it. The documentation and its analysis pointed to disproportional time allocation to current management issues (some that could be dealt with by others), and a constant lack of time for the professional dimensions of the role.

The HoDs' descriptions of the present situation may be summarised as follows: professional activities, such as meetings with teachers, meeting preparations and dealing with new initiatives are hampered by meeting co-ordination, phone calls, system changes, and so on. There is a sense of lack of control over time partly due to the "open door" policy (which is a positive managing value), and partly due to the compulsion to dedicate time to administrative tasks. Considerable time is wasted because of inefficient student follow-up systems. Most of the working day is dedicated to current matters, and the HoD can only start dealing with his/her "important" duties either in the evening or at home. Sometimes it seems that that the amount of work derives from the length of stay at work. Students and staff expect an immediate answer to every problem. The constant presence and the working patterns are messages that support this premise.

The following table illustrates the existing and the desired working patterns:

Dimension	Current Situation	Desired Support
Time	Lack of control. Random allocation. Dedicated mostly to "urgent" matters.	Planned schedule with "blocked hours." Filtering of calls and audiences. Working with support staff.
Administrative tasks	Correspondence. Filing. Meeting co-ordination. Phone calls. Academic follow-up. System problems.	Computerised support. Institutional communication system. Call filtering Student and staff "filtering." Meeting co-ordination and filing.
Audience acceptance	Unlimited "open door" policy for staff and students. Unplanned meetings.	Pre-planned filtering and co-ordination.
Planning, meetings with peers and professional up-dating	20-30% of the time in the college.	Approximately 50% of the time in the college. "Blocked" hours or days.

Appendix 3: Analysis of the Head of Department's Institutional Job Description

Head of Department (HoD)

Formal documents do not elaborate on the characteristics of narrative writing and therefore I thought that the more appropriate analysis unit would be words or phrases. I divided the analysis process of the document into the following three stages:

1. I marked all the words and phrases used to describe the different kinds of responsibilities, noting that different terms are used for different areas of responsibility.

2. I classified the phrases according to degree of independence and responsibility (or accountability).

3. I traced the connections between the terms used and the clarity/ambiguity of the discussed tasks.

Stage 1 – Terms Used to Express Responsibility

Head of Department – Role Description, Accountability and Authority

Academic and Administrative Regulation of "Oranim" – Academic College of Education, Kibbutz Movement – (written by Michal Golan, Head of the College Division, confirmed by the Academic Council in the year 2000).

Introduction

1. A department is an inclusive study framework in which students are qualified to work at a certain age and with certain knowledge domain specialisation.

2. The HoD has the *inclusive responsibility* for academic and administrative activity in his/her Department.

3. The HoD must have a doctorate degree. Special cases of a master's degree candidate will demand Academic Council approval.

4. The nomination process and incumbency period follow college regulations.

Role Description

1. The HoD has *inclusive responsibility* for the admission process and procedures.

2. The HoD has *inclusive responsibility* for academic achievement, follow-up and professional suitability.

3. The HoD has *inclusive responsibility* for the curriculum and other activities occurring in his/her department. He/she *is responsible* for creating and updating the professional concept on the basis of *on-going contact* and acquaintance with educational systems, Ministry of Education policy, and professional research. Programme changes will be *co-ordinated* with the Academic Head.

4. The HoD should *be in touch* with Department teachers.

5. The HoD has *inclusive responsibility* for field experience. He/she should *be in touch* with the Head of Field Experience and strive to develop practical models.

6. The HoD has *direct responsibility* for the development of the pedagogical leading staff member who serves as the integrator and co-ordinator of the different programme components. He/she *is responsible* for meetings and development in this respect.

7. The HoD *is responsible* for staff recruitment, induction and assessment. He/she must observe their lessons at least once every semester and *report* to Academic and Division Heads.

8. The HoD *takes part* in the decision of dismissal or promotion.

9. The HoD is a *member* of Division management.

10. The HoD is a *member* of college forums.

Stage 2 – Classification of Terms According to Extent of Responsibility

1. *Direct responsibility (1)* – complete responsibility for planning and implementation.

2. *Responsibility (3)* – complete responsibility for planning and implementation

3. *Inclusive responsibility (5)* – general responsibility, not necessarily responsible for implementation.

4. *Co-ordinates (2)* – might initiate but is able to decide by him/herself.

5. *Takes part (1)* – participates but not necessarily initiates, obliged due to the position.

6. *Member (2)* – participates but does not necessarily initiate, is obliged to do so in the position.

7.   *Reports (1)* – obliged to report to other position holders.

8.   *Be in touch (2)* – be familiar with and maintain professional contact.

The first two terms are the only ones standing for complete responsibility and yet they are present in the text only 4 times out of 15.

Stage 3 – Connecting Use of the Terms to a Sense of Clarity/Ambiguity and Action Domains

Examining the content and connection of the terms "responsibility" and "direct responsibility" to the specific domains shows that the two specific ones relate to the leading staff and the concept of education. Both are the core of the job and thus quantity does not necessarily represent quality.

Terms 5-8 are built into the task as the HoDs represent their departments in various forums.

The most comprehensive definition, "inclusive responsibility," seems to be the most unclear one, partly due to the fact that the task is common to more than one position holder and hierarchy is not clear enough.

Appendix 4: Yael's Use of Metaphors

During the interview, I noticed that Yael made extensive use of metaphors. While reading the protocol, I thought that tracing them might provide me with another way of examining how she perceives the transitional and reconstruction phase, captures the essence and the content of her job, and describes the local culture. Metaphors, quotations and images are a very cultural-bound component, and language nuances often get lost in the translation process. I did my best to express the spirit of Yael's words. I also found that some phrases are so deeply rooted in everyday and educational language that one fails to notice their metaphoric use or the field they were borrowed from.

The first step of the analysis was to mark the metaphors within the text in order to understand them within their context. The second was to try and determine whether the context indicates something and whether a pattern of their use may be identified. I found that the use was so wide that it likely represents a personal style rather than a connection with certain topics.

I also counted the times Yael used an image to describe a certain issue. I assumed that on top of the personal style of using metaphors, this might point to the degree of emotional intensity, the desire to stress something in a more powerful way or the need to clarify it in a different manner.

Of the 65 metaphors identified, 23 were used to describe the beginner, 16 the essence of the job, 13 the local culture and 6 personal style (some were included in two groups and some repeated themselves several times). It might be assumed that the main issue is the entry stage but I can also assume that it received more attention due to the sensitive state of re-definition, identity reconstruction and the situation of being self-concentrated and concerned. One can also assume that personal management style is not yet clear enough to be related to and topics of the pre-planned questions played a role too.

The third step was to determine whether the images used by Yael added another dimension to understanding the way she perceives the entry stage. I classified the metaphors according to the meaning of the words and the world of content they were borrowed from, which proved to be a very significant contribution to the picture. I

found three groups of images: 1) images using terms of location; 2) images expressing feelings of loss; and 3) images connected with army life.

These three themes might represent a sequential process – the beginner is situated in a new environment, he/she has no sense of orientation and experiences loss of direction, and the strategy he/she uses (unconsciously) is a kind of conformity. One can add to the army metaphors the use of "automatic pilot" functioning over time. I can also describe it as being a simultaneous process containing all three attributes congruently. While sharing my suggested interpretations with Yael, she said that the use of army jargon expressed her feelings of fighting a battle of survival more than automatic functioning.

List of Metaphors and their Meaning and their contexts

Yellow shadow stands for location images

███████████████████████████████████

███████████████████████████████████
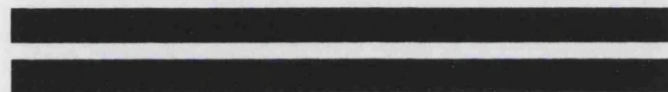
No shadow stands for others

1. "Things you see from here you don't see from there" (a quotation from an Israeli song) - the different location and view of the manager room

2. "This room" - the managers work space (territory, position)

3. "this place" - this post

4. ████████████ - guide me, mentor me

5. ████████████ - it was sudden, there was no gradation

6. ████████████ - no one supported me

7. "swimming in..." - feeling good and familiar

8. ██████████ - to make me do, to force me

9. ███████████ - haw courageous I'll be

10. "I stand here" - I'm in that position

11. "to step aside" - to leave everything

12. "to go back" - to regret, to take the former position

13. "here and now" - concrete things and thoughts

14. "my place" - my status

15. "this body" - this institution

16. ███████████ - to make it work, proceed

17. "different parts of this body" - different departments of the institution

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18. "the beginning of the way" - the beginning of the incumbency

19. "How many garden-beds you dug" - your daily output

20. ███████████████████████████ - the leading duty

21. ████ (Under my Command) - under my responsibility (an army slang)

22. ████████████████████ - headship of school/system

23. ████████████ - what I do with the department

24. ████████████████████████████████ - future plans

25. █████████ - the beginner's feeling

26. ████████████ - "

27. ████████████ - "

28. ████████████████ - where to begin

29. ██████████████████████ - "

30. ██████████████ - "

31. ██████████████ - "

32. ███████████████████ - of the doctorate thesis for academic writing

33. "I'm in a junction" - of decision making

34. ██████████████ - the students "ruled" me

35. "They took all the space" - the teachers used my torancy

36. "All of a sudden everything got different angles when I moved to another room and it's a metaphor"

37. "The view angle changed" - from headship position

38. ██████████ - in duty

39. ████████████████ - (a slang) to study thoroughly

40. "Hear and now" - the urgent and not the important

41. "████████████████ - when you are a beginner

42. ████████████ - "

43. "Inside this separated room" - with no staff around

44. "To widen the circle" - to be involved with more matters

45. █████████████████████ - to more authoritative with students

46. "Sidewalk's communication" - the communication in the organization

47. ████████████████████ - "

48. "Corridor's communication" - " and informal, familiar communication

49. ██████████████ - between the former and the present identities

50. ███████ - former head had

51. ████████████████████████████ - the safe feeling within the
leading staff

52. ██████████ - I have a support

53. ██████████ - the duty at the beginning

54. ████████████ - with helping people around

55. ███████████████████████████ - what would help

56. ████████ - directions

57. █████████████████ - how to decide on preference's order

58. "the unique color" - the personal style

59. ██████████ - the way one functions at the beginning

60. ██████████████████ - to learn to do new things

61. ███████████ - the (over) identification with the institution

62. "to enter the appropriate niche" - to find the way to manage in the organization

63. ██████████ - to go with the institution's style

64. "sectionalism" - formal style

65. "to flow" - to behave according to local reality

The following table presents that picture:

Table x: Worlds of content

Location images	expressions of Feeling of loss	Army connotations and jargon
1. See from here/there 2. This room 3. Stand at the head 4. At the head of the pyramid 5. Junction 6. Different angle 7. Direction to master 8. Separated room 9. Widened circles 10. Sidewalk communication 11. Corridor's communication 12. signposts 13. Find appropriate niche 14. This place 15. Step aside 16. Here and now 17. Took all the space 18. To go back 19. Very far 20. This body 21. Different parts of this body	1. Help to walk 2. Flooding 3. Terrible flooding 4. Sense of heaviness 5. Which thread's ends 6. Question marks 7. They draw me 8. They took all the space 9. Here and now 10. Labyrinth 11. Weight 12. Trail and error 13. symbiosis 14. be carried 15. find my way 16. flow with it 17. find the place 18. I was thrown 19. I had no back 20. Very narrow 21. How far to go 22. Walk with me 23. Beginning of the way 24. Question marks 25. Heavy feelings	1. Stand at the head 2. Under command 3. At the head of the pyramid 4. Hills to conquer 5. To think big 6. To put in the right place 7. Struggle 8. Fight 9. Look back to see who is behind 10. Having a back 11. strengthen other muscles 12. posh me 13. move it

Only 4 metaphors didn't fit into any group and were classified as "others." Some fit better in more than one category, and some were repeated and mentioned here only once.

Appendix 5: Silences in Yael's Interview

Yael is a very talkative and articulate person. She has strong positions regarding the themes she talks about. She is also very critical with herself and usually has sharp insights. I noticed that during the interview, she took long breaks to contemplate. I thought that it would be interesting to examine the subjects that took Yael more time to respond to and formulate her answer. While listening to the recording, I counted the seconds of silence and looked at the related themes. There were 10 pauses: four short ones (5-6 seconds) and six long ones (10-15 seconds). The connected themes were the following:

Discussed Themes	Short Breaks (5-6 sec.)	Long Breaks (10-15 sec.)
Blurs, ambiguities	1	
role description	1	2
Beginning stage	1	4
Support sources	1	

One should be very careful before jumping to conclusions but somehow the silences had a strong effect during the interview. I assume this also had to do with my efforts to let them be and not break them. I believe that they point to hesitations on Yael's part and to uncultivated areas that still need crystallising.

Appendix 6: Liat's Phrases of Criticism

Liat was very critical during her interview. In order to better understand the origins of her socialisation difficulties, I studied the objects of her criticism. I found 37 critical phrases, most of which related to lack of information (6), ambiguous regulations (12), amateur management (9) and lack of personal support (10). Some phrases fit into more than one category. All four areas belong to the style and quality of organisational function and reflect Liat's leading argument that organisational working patterns are central inhibiting factors during the socialisation process. The following categories and lists of expressions exemplify Liat's organisational perceptions:

Lack of Information
1. Not understanding the meetings.
2. I had no paper.
3. What is the committee's task?
4. A lot of information was not available.
5. You have no previous knowledge in the meeting.
6. There is no scheme.

Ambiguous Regulations
1. Not understanding the meetings.
2. The authority does not have the information.
3. One has to learn to follow regulations.
4. Everyone's role limitations must be more clearly set.
5. If I want to make an influence, it's not all that possible.
6. Things are vague.
7. Considerations are not shared enough.
8. There are no clear regulations for student complaints.
9. Things are not clear enough regarding both professional and organisational aspects.
10. The manoeuvring space is very narrow.
11. I don't take part in decisions that concern me.
12. You have no mandate to break through.

Amateur (Unprofessional) Management

1. I was expected to make a report but I did not know about it and did not collect material.
2. This is shallow.
3. There is no goal definition.
4. Everything is very amateurish.
5. It is a bit like being on a kibbutz. Things are not done according to clearly defined regulations.
6. You "patch" things together through sidewalk communication.
7. The system is "heavy."
8. You discuss things that were already done.
9. It is not serious enough.

Lack of Personal Support

1. You are judged.
2. Your image is very quickly determined.
3. You are an authority and have no information upon which to decide.
4. Nobody explains things to you.
5. Most of the people do not give you the "100 days of mercy."
6. You are not guided along during your first steps.
7. This system is not a supportive system for a newcomer.
8. They through to the water.
9. It is so obvious to people that you have to report.
10. I am accused of encouraging student complaints.

Appendix 7: Liat's Direct Speech Analysis

I noticed that Liat used direct speech during the interview. I got the impression that she did this especially when she got angry or excited. I marked the occasions of use and traced the addressee and the context. I found 17 occasions: 5 were diverted to herself, 4 to individuals in the organisation and 8 to the organisation as a whole. Those diverted to herself were connected with hesitations about role-taking and role-making. Of the 4 diverted to individuals, 1 was connected with role-taking and 3 with the individual's lack of tolerance. When Liat used direct speech sentences aimed at the organisation, they were always saturated with pain and disappointment. The following lists illustrate these classifications:

Diverted to Herself

1. I said to myself: "You did well."
2. I said to myself: "I don't want to be a manager any more."
3. I said to myself: "If I go home, what could happen? Nothing could happen."
4. I said to myself: "Hold on a moment. I have to decide what is important."
5. I cannot say to myself: "So she is not happy, what can I do?"

Diverted to Other Individuals

1. I said to her: "How did you have the wisdom not to take this role?"
2. I said to her: "Explain this slowly to me."
3. She took the position of: "Say as you do."
4. He said to me: "If you do not say what you want, you do not know what you want."

Diverted to the Organisation

1. If there was someone to say: "Just a moment, you are new."
2. I would say: "OK, give me at least '100 days of mercy'."
3. I was asking all the time: "To which committee are we going now?"
4. If someone would tell me: "You are doing well, keep up the good work!"
5. Someone could tell me: "Who put you here?"
6. What ought to be said: "We decided to do so and so."
7. It is as if someone asks me to: "Tell me exactly what's going in your class."
8. Someone has to say: "We are doing so and so."

Appendix 8: Shiri's Authority Expressions in Her Diary

It was very evident both from Shiri's interview and diary that her main concerns and difficulties during the entry stage lay in establishing authority with her leading staff. She used the word "authority" 28 times in the interview, only seven in connection with the leading staff. Her diary presented a different picture: I found 40 variations or related terms and expressions, 29 of which related to her leading staff (the entire team, small groups or individuals). The following list illustrates the centrality of this theme:

Authority Expressions Diverted to the Leading Staff

1. The staff is the least safe place for me.
2. I managed to have a clear authoritative say.
3. I want to combine authority and attentiveness.
4. I want people to realise that there is a new head, different but capable, leading the department.
5. I felt that the staff members already know that I am familiar with the job and I represent the college.
6. The conversation was very important for entering the role and basing my status.
7. I demonstrated self-confidence and leadership.
8. I feel that I have the power and competence to navigate the department.
9. According to my understanding, it requires a clear say.
10. I still don't feel safe enough as Head of Department with all the staff members.
11. I examined myself as a project manager.
12. The team respected each other's role and authority.
13. I feel that when there is no struggle, one can think and be creative.
14. I felt empathy with my opponents.
15. In some cases you must give up democracy.
16. A personal power struggle was involved.
17. It sharpened the loneliness of the HoD.
18. I tried to make an influence during my entry stage.
19. I think I failed because I was too careful.
20. I have a desire to delegate authority.

21. From my point of view, it may be said clearly: I am the head and I call the meetings.

22. The clear say stresses the authority.

23. This is the role identity.

24. It takes time to say clearly: "This is my job at the moment!"

25. I noticed that I was very busy with my position with my staff, with my authority, and with how I am perceived.

26. I will make suggestions and ideas together with clear decisions.

27. The staff members need a head.

28. I feel confident with the role.

29. I feel safe in leading.

Seven expressions relating to authority were diverted to herself and four to other factors.