LEBANESE AMERICAN UNIVERSITY

The Role of Empowerment in the Professional Development of Middle Managers:

An Exploratory Study in a Private School in Lebanon

By

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To Mrs. Ghada Semaan; for her sense of empowerment

and

her visionary leadership

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The Role of Empowerment in the Professional Development of Middle Managers: An Exploratory Study in a Private school in Lebanon

Manal Adada

Abstract

This study is conducted in a Lebanese private school that began an initiative for clarifying job descriptions for middle managers and empowering them in order to enhance their work performance. The study explores the effects of this initiative by eliciting views of middle and senior management on the role of empowerment in professional development and performance. The study follows a mixed methods approach in which qualitative and quantitative data complement each other so that weaknesses of one type are overcome by strengths of the other as the main research questions are addressed. Five instruments were used for data collection: a valid and reliable published questionnaire was administered to all 18 middle managers regarding the 3 forms of empowerment-psychological, discretion and leadership- as well as their professional development in light of their empowerment. Reflective journals by one middle manager on her empowerment and extensive mentoring by external expert, and by the researcher who is also a middle manager in that school, created a platform for devising interview items for the other participants. Data from a semi-structured interview with the school principal and from relevant school records and documents were cross checked with middle managers' data to enhance reliability of findings. Qualitative and quantitative data analysis yielded results that were grounded within the framework of self-determination, self-efficacy and empowerment theories and were compared to findings form the reviewed literature. Findings showed that middle managers perceived that empowerment enhanced their self-efficacy and performance but felt they needed a more rigorous professional development plan to prepare them for their roles and responsibilities as middle managers, and that their evaluations need to be linked to those.

Keywords: Empowerment, Middle management, Self-determination, Self-efficacy, Professional development.

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Chapter 1
Introduction

1.1 Overview and research context

Middle managers in schools are heads of departments and subject coordinators who are consequently expected to translate the vision of the school and diffuse decisions among their subordinates, whether administrators or teachers. These middle managers are in fact occupying managerial positions which require a range of authority and freedom in order to implement, monitor and assess all necessary procedures.

However, the main problem emerges usually in practice. The senior management is in all cases the ultimate source of power, and when middle managers need to project some kind of power to ensure efficiency, they are borrowing it from the senior management itself. In this transition of power, we witness a process of empowerment. Though empowerment of middle managers is indispensable, it may not be granted easily for fear this might diminish or take away part of the decision-making power that senior management tends to hold on to in some schools.

According to Short, Greer and Melvin (1994), empowerment takes place when the staff is encouraged and offered the opportunities to have the flexibility, the freedom, the choice yet the responsibility to participate in the decision making process. Empowerment is a creative way of distributing power (Murell & Meredith, 2000), and this distribution falls under the senior management's responsibility. Many questions may be asked in this regard: Is the senior management or the school

principal the only person in charge, and consequently responsible for the school effectiveness? In fact, sharing this responsibility with other persons in charge or as some institutions name them, the key persons, requires the senior management or the school principals to get them involved actively in the decision making process. In this case, the middle managers are those occupying leadership key positions within the institutions. Do middle managers appreciate this privilege and how do they perceive their empowerment? Are they trained enough to do their work? Are they evaluated and able to grow professionally after being empowered? According to Preedy, Benett and Wise (2012), successful organizations are characterized by involving, empowering and listening to those who are responsible for this success. Success is the *raison d'être* of every institution; therefore empowerment to all persons in key positions is highly needed.

The first chapter of the current study aims at explaining the study rationale and the incentives behind choosing to explore the status of middle managers in light of empowerment. It also presents an overview of the research context and purpose.

Students' wellbeing and the quality of their academic achievements have always been foremost among my personal interests. I started my first steps in the field of education as a school counselor and worked closely with students who had social, behavioral and learning difficulties. Then I moved ahead in the world of management by occupying the position of head of middle and secondary school in a private school, which is the site of this study and then got promoted to become the vice-principal of this same school. Senior management remains the role of the school principal who is the owner of the school.

While managing an educational institution, leaders spend endless time and effort in order to plan, implement and monitor major projects that enable the whole school to persist and evolve. Through time and as a result of interactions and encounters with all the partners at school – middle managers, parents, teachers and students - I started developing a new personal interest. In addition to the students' concerns, I began wondering about the real cause of schools' drawbacks or success. I gave more attention to analyzing the middle managers' responses in the context of the school's improvement plans and to their roles within this change. Moreover, I got more interested in understating the real role of the middle managers in the school improvement plan and whether they are simply executing the plans set by the senior management or they are contributing in defining the school strategic plan.

1.2 School profile and information

The school cited in this study is owned and managed by a Lebanese family. It is a private non –sectarian school which welcomes students from different backgrounds and various nationalities in its French and English sections.

The French section is partly accredited by the French Ministry of Education. It prepares its students for the French Baccalaureate as well as for the requirements of the Lebanese program. On the other hand, two programs are implemented in its English section; the Lebanese program and the High School program for the foreign students.

The school promotes openness and acceptance within an atmosphere of peace, harmony and tolerance especially that its students are from 19 different nationalities. 286 students in both sections was the total number of students in September 2015. With this reduced number of students in classrooms, the administration and the

teachers are given the opportunity to provide students with individualized quality education.

Along with the vice-principal, the head of middle and secondary and the head of the elementary school, the school principal (the owner) form the managerial body of the school. A number of councils (school council, primary school council, disciplinary council, and council of parents' delegates) exist and their members are re-elected yearly. They play a consultancy role in the decision making process.

The school vice-principal, the head of middle and secondary school (grade 6 to grade 12) for the two sections and the head of primary school (KG1 to grade 5) for the two sections work closely with the school principal. In addition to these three persons, 1head of accounting and human resources department, 2 administrative assistants, 1head of student's life department and all the subject coordinators form the middle management body. The number of subject coordinators varies from one academic year to another depending on the faculty turn over and the need of the school. The school vice-principal belongs in this case to the middle management and plays an active role in the act of managing the school with the school principal.

A three-year school project was elaborated in year 2013. This project drew the framework of the school management, identified the role of all its members and designated three main axes that define the school orientations: academic excellence, openness on national and international levels and promotion of school life.

These orientations geared the school towards a school improvement process which made the principal assign new tasks and responsibilities for all persons at the middle management levels and consequently wrote new job descriptions for each. These job descriptions identify their role in the school and grant them the legitimacy to get

more involved in the decision-making process. The middle managers occupy positions in the councils created at the school levels and these positions enable them to suggest and take decisions related to many issues considered important for the development and the improvement of the school: school curriculum, school calendar, school partnership and representation on national and international level, students' life and parental involvement. This participation triggered my curiosity to investigate the effectiveness of the role they are playing in this new process of engaging them.

1.3 Purpose / Rationale and Significance

This study aims at understanding empowerment in the world of educational leadership and specifically among middle managers. It explores how senior management perceives the empowerment of middle managers and how middle managers experience their empowerment. Moreover, this study examines the professional growth of middle managers in light of empowerment by investigating the condition of their evaluation as well as their professional development. The researcher's reflections about empowerment will serve the purpose of the study.

The study aims at answering three research questions:

- How does senior management perceive empowerment of middle management?
- How do middle managers view and experience empowerment?
- How are middle managers evaluated and professionally developed?

The current study is significant in the education leadership field as it examines the work conditions of an essential managerial group: The middle management.

The findings of the study will shed light on the forms and the quality of empowerment granted to middle managers and how both the senior and the middle management are experiencing the empowerment.

Finally, the recommendations of this exploratory study will help those interested in conducting research in the field of middle management and empowerment find new areas of studies whether on the implication of empowerment on the quality of middle managers' performances or ways of evaluating and developing those managers professionally.

1.4 Brief Overview of All Chapters

This thesis includes 6 chapters.

The first one introduces the overview and research context, the rationale and significance in addition to the purpose. Chapter two reviews the relevant studies related to the evaluation and the professional development in the context of empowering middle managers. Chapter three provides description of the procedures and methods that are used for this research, which includes data collection, classification and interpretation. Chapter four presents the results gathered from the different instruments used for the research. Chapter five provides a discussion of the generated results thus addressing the research questions and comparison of the findings to those of the literature review. Chapter 6 summarizes the study and provides an explanation highlighting recommendations for practice on managerial level for the school's management in order to further implement empowerment across the school. This chapter also lists the limitations of this research and puts forth a set of recommendations for further research.

All chapters are written in a way that answers the three questions of the current study. Particularly, chapter 2 gathers a variety of articles and studies related to the purpose of the study.

Chapter 2
The literature review

2.1 Introduction

This chapter presents a review of the literature in relation to the purpose of the study and to the research questions: How does senior management perceive empowerment of middle management? How do middle managers view and experience empowerment? How are middle managers evaluated and professionally developed?

The reviewed literature provides the conceptual framework for the study and helps in devising items for the research items.

The self-determination theory and the self-efficacy theory are used to set the theoretical framework of the study. Findings synthesized from articles and books discuss the role of empowerment in the professional world of middle managers. The cited references are studies conducted mainly in the United States of America, Canada and the United Kingdom. The search for local studies on empowerment resulted in one that examined the teachers' empowerment (Sadek, 2014) and another study that focused on the role of the subject leaders (Nammour, 2008). The content of this chapter addresses the concept of empowerment in the world of management by shedding light on its evolution through history and society. Moreover, this chapter defines the middle managers' roles within institutions in general and educational institutions in specific.

Furthermore, this chapter explores the requirements of empowerment on the mid - management level and identifies 3 forms of empowerment which guided the

construction of the questionnaire addressed to the middle managers selected for this study. Finally, the scope of the review tackles the issue of middle managers' evaluation as well as their professional development.

2.2 Self-determination theory (SDT)

The self-determination theory proposes that people are more likely better performers when they get the feeling that they are in full control of their actions and that they are doing the task, not because they will be rewarded, but because it was their own choice (Ryan & Deci, 2000). Moreover, the self-determination theory gives importance to the positive connections with others or in other words to the social context where the person is working or performing a certain task rather than the simple need of autonomy and the feeling of being able to do the job or what he / she is expected to do (Liu, Chen & Yao, 2011).

Furthermore, the SDT stresses the fact that people need to feel that what they are doing is directly and consistently related to their own interests and values which forms the intrinsic motivation. If the goals set are not related to their interests, they will become consequently meaningless to them. Therefore, the motivation will diminish and so will the performance (Sheldon, Elliot & Ryan, 2004).

In conclusion, this theory suggests that managers should not provide their employees with extrinsic incentives only. Managers are invited to pair the extrinsic incentives they create to their subordinates - which are mainly materialistic such as rewards and bonuses - with intrinsic incentives. Intrinsic incentives may be through allowing the middle managers to take on a task outside their normal work duties. This would allow them to feel like they have filled a need within the institution. Senior

management can reward middle managers by letting them make choices on how they want to complete their work and allowing them to set short-term and long-term goals for themselves. In other words, the interplay between the extrinsic forces acting on persons and the intrinsic motives and needs inherent in human nature is the territory of Self-Determination Theory (Meyer, Becker & Vandenberghe, 2004).

In the context of the current study, the concept of intrinsic motivation comes at the heart of empowerment since the SDT mainly invites the senior management to prepare the floor for its middle managers to get them more motivated and consequently to become better performers not simply by rewarding them but also by engaging them in the decision making process which will mobilize them, increase their energy and consequently increase their determination and commitment towards their job.

2.3 Self-efficacy theory

This theory is derived initially from the social learning theory (Bandura, 1977).

Self-efficacy is defined as a cognitive appraisal or judgment of future performance capabilities. In other words; self-efficacy is measured by the behavior and attitude underlying the performance; it is usually perceived as complementary to self-confidence. It is when the individual believes in his / her ability to perform, accomplish and succeed. This feeling of confidence generates the determination to face the threats and to transform them into challenges and consequently to achieve the goals.

Therefore, the behavior domain of interest should be carefully defined so that the assessment may take place. For instance, there is no entity called “career self-

efficacy" except as an umbrella term for self-efficacy beliefs with respect to possible career-related domains of behavior that could be postulated, for example, writing a resume, conducting an interview, writing minutes of meetings and planning for an event. In fact, this theory was mainly used in the domain of career development and initially studied in the frame of women's career development, which then became generalized in the domain of career development.

The four sources of efficacy information are "performance accomplishments (enactive mastery experiences), vicarious learning (modeling), physiological and affective states (emotional arousal, e.g., anxiety), and verbal persuasion or encouragement" (Betz and Hackett, 2006) (p4).

1- Performance accomplishments (enactive mastery experiences): Repetitive success helps build a strong sense of efficacy, while repetitive failure weakens it especially if it occurs before the sense of efficacy is well established. Through experiencing difficulties and overcoming them, people start believing that they have what it takes to succeed, emerge stronger from hardship.

2- Vicarious learning (modeling): It is by witnessing others succeeding through continuous and everlasting efforts, the individuals develop the confidence that they are also able to succeed if they follow the same path or model.

3- Physiological and affective states (emotional arousal): People usually rely on their emotional and psychological states in measuring their capabilities. They tend to attribute their poor performance to stress and tension or pain and fatigue. Therefore, eliminating job stress can contribute to better self-efficacy beliefs.

4- Verbal persuasion (encouragement): A person who is verbally persuaded that he has enough capabilities to achieve a certain task will more likely put more effort and develop himself to achieve it. However, persuasion alone might not be enough if we do not help these persons acquire the know-how and provide them with the required tools to achieve.

Hence, anxiety in this regard is a consequence of weak and low efficacy, but it can be part of the chain of causal influences; anxiety, influenced by low or weak efficacy may subsequently undermine performance as well as efficacy estimates.

An example of the importance of specifying the domain of behavior prior to self-efficacy assessment can be found in Taylor and Betz's (1983) initial venture into the study of career decision making. Taylor and Betz chose the theory of career maturity of John O. Crites as cited in Hansen (1974). They took Crites's five career choice competencies (self-appraisal, occupational information, goal selection, planning, and problem solving) as the definition of the domain of career decisional competencies. They then wrote items that seemed to reflect each of the five competencies and applied to those items the confidence response continuum by which Bandura originally defined self-efficacy. Traditional item analysis procedures were used to select the best items for each subscale, resulting in the Career Decision Self-Efficacy Scale.

This theory helped me to specify the behavior domain: the self-efficacy that middle managers perceive and have acquired in light of their empowerment. Moreover, the four sources of self-efficacy guided me in analyzing the answers of the middle managers when asked about their own perception regarding their empowerment.

The theories discussed previously are borrowed from the world of business management and applied in the context of educational management. The findings of the study will be discussed in the context of these theories in chapter 5 where they will be adapted to fit the educational sector requirements especially in terms of technical terms.

2.4 Empowerment and its dimensions

In the context of defining Empowerment, Spreitzer (2008) claimed that the term "Empowerment" has been frequently used in the world of management in the last two decades. It was initially used in the religious literature and it designated the fact of giving authority. Lincoln, Travers, Ackers and Wilkinson (2002) paired it with power and an increase in individuals' self-worth.

Initially, Bowen and Lawler (1992) believed that the main purpose behind Empowerment is to enhance the satisfaction of frontline employees. Afterwards, the reason behind having the need to empower subordinates went beyond the assurance of a simple job satisfaction. Studies showed that empowerment encourages employees to take initiatives and enables them to become problem solvers (Wilkinson, 1998). It also allows workers to access and master their self-autonomy and control. This leads them regain control over the circumstances of their daily life (Rappaport, 1995).

Moreover, Perkins and Zimmerman (1995) explained that Empowerment is not only one's feeling of self-efficacy, competency and being in control; it is also "a process by which people gain control over their lives and democratic participation in matters

related to their work and environment" (p.570). It includes engaging members of an organization in "collective decision making and shared leadership" (p.570). Empowerment allows the individuals to go through new experiences in their professional life; these experiences are mainly based on getting them more involved in making decisions related not only to their personal concerns and issues but to matters related to the whole institution where they work, for instance, decide on the school calendar, plan for parents meetings, organize science fair or preparing parental involvement plan.

Additionally, Fernandez and Moldogaziev (2013) studied the empowerment of employees and found that its practices aimed at promoting self-determination by having the ability of sharing information about goals and performance. It provides them the access to job-related knowledge and skills, and grants them discretion to change work processes which has positive and sizable effects on job satisfaction. Empowered individuals perceive themselves as having control over their work and relevant resources and may influence policy in their organizations. Therefore it is helpful to understand how senior management perceives the empowerment of its employees and especially those placed in midlevel positions. On other hand, it is also helpful to understand how the middle managers perceive this empowerment and whether they acknowledge its positive effect on their performance.

Petter, Byrnes, Choi, Fegan, and Miller (2002) defined Empowerment through seven distinct dimensions - power, decision making, information, autonomy, initiative and creativity, knowledge and skills, and responsibility - as described in the table below. At some point, the authors agreed that these seven dimensions overlap,

and they can change with respect to the context in which they are adopted and applied.

Power	To empower, managers must grant power to subordinates which allows them to complete their work.
Decision making	Subordinates who are empowered must be allowed to make decisions, with or without the input of management.
Information	Subordinates must have relevant information to carry out tasks for which they are granted discretion.
Autonomy	Empowered subordinates must have autonomy to work without constant supervision of managers.
Initiative and creativity	Subordinates who are empowered should take initiative and find creative ways to solve problems and complete tasks
Knowledge and skills	To be fully empowered, subordinates must have knowledge and skills for carrying out responsibilities.
Responsibility	Empowered subordinates must be accountable to others through a general sense of responsibility

Petter, Byrnes, Choi, Fegan, & Miller (2002). Dimensions and patterns in employee empowerment: Assessing what matters to street-level bureaucrats. *Journal of Public Administration Research and Theory*, 12 (4), p 382

Those dimensions are identified throughout my experience in the field of management and I believe that none of those dimensions is to be ignored; their intensity might differ from one person to another depending on character and experience but the complete absence of one of the seven dimensions might put the person in a problematic situation and might negatively affect his professional performance. These dimensions are at some point the criteria that can frame the professional development track allocated for persons in middle management positions, towards mastering the skills relevant to each of these dimensions. The

issue of professional development will be discussed later in this chapter and a reflection on what the literature had proposed in comparison to these dimensions could be of value.

On the other hand and according to Kanter (1977), the meaning of power within the mainstream empowerment research is viewed as productive, as it is situated away from domination. As in the social perspective, Kanter believes that "power" in the term empowerment describes the ability to make individuals act in order to finalize and accomplish.

Additionally, the concept of Empowerment was studied by the critical / postmodern theorists. In fact, they questioned the quality of power delegated to the empowered from their empowers. According to Collins (1996) and O'Connor (2001), the real power is owned by the top management. Therefore, the scope and type of participation has to be identified, otherwise the delegation of Empowerment can turn to be disempowering (Collins, 1996) especially when the empowered is depending on the empowerer in the decision making process. A last, Lincoln et al., (2002) concluded that "Empowerment is not the power itself, but a process by which the latter is only bestowed to an end or for a purpose" (p. 273).

2.5 Power vs Authority

This section is incorporated in the literature in order to clarify the potential misunderstanding that readers might fall in, between the meaning of power and authority. Osorio-Kupferblum (2015) attempts to identify the difference between Authority and Power; he described Authority as a property that persons or organizations own. In other words, authority comes with the job position itself.

Despite the fact that Authority also makes persons do actions they would not have done without the effect of authority, the real nuance exists in the fact that Power is the ability to do things oneself voluntarily and not because his position compels him to do; so, actions will be taken by choice without pressure (coercion) or the use of any force by the person possessing the Authority.

In our daily practices as leaders in educational institutions, assigning persons in new midlevel positions happens on yearly basis. As it will be explored throughout this study, it is obvious that the position of middle managers be it a subject coordinator or a head of department provides the person with authority of taking decisions and acting within the position's requirements. At a later stage, empowering these persons will help preserve and maintain this authority and to guide the middle managers in using it efficiently and constructively. Some experiences showed that even though some middle managers were granted the authority and were invited to exert their authority in light of their empowerment they were not able to preserve their authority and consequently failed in playing an effective role in the middle level position where they were assigned. Many reasons may contribute to this failure, mainly the lack of mastering managerial and leadership skills that will be discussed towards the end of the study.

2.6 Empowerment across disciplines and contexts

Empowerment emerged initially in religion and was expanded by sociology in the early 1970's. In these two disciplines, empowerment focused mainly on sharing the meaning of power. Once empowerment was introduced in psychology and social welfare, it started focusing more on fostering human welfare. Towards the end of the

20th century, empowerment was introduced in the world of management and led to a new focus: fostering individual's productivity (Bartunek & Spreitzer, 2006). Six disciplines were targeted in their study: Religion, Sociology, Education, Psychology, Social work and management. One finding of this study is that the meaning or the understanding of empowerment differs across disciplines, especially in the field of management. Management appeared less responsive than other disciplines when it comes to human welfare. In this line of thought, Barley and Kunda (2001) confirmed that societal shifts help researchers explain the shift to productivity-based meanings of empowerment which was affected by the major changes in the postindustrial world, more specifically in the light of technology progress. The management in the industrial world seems to be less concerned about the individual's well-being in comparison with their concerns of empowering individuals for the main purpose of improving the quality of the institution's productivity.

On the other hand, Silver, Randolph and Seibert (2006) were interested in identifying the differences while comparing empowerment in a for-profit and in a non-profit organization. The main findings claimed that the for-profit organization has clearly achieved and sustained empowerment and a commitment to continuous improvement because their focus was on leadership development, in which the knowledge and practice of empowering others was viewed as an important component.

Through time, three types of Empowerment emerged: (1) the psychological empowerment which gave a close attention to the intrinsic motivation and allowed employees to believe that they can do their work properly (Conger & Kanungo, 1988; Spreitzer, 1995); the discretion empowerment which is directly related to the concept of the discretionary authority at work, or in other words, is strictly limited

to the work autonomy (Chan & Lam, 2011; Kelley, Longfellow & Malehorn, 1996); (3) the leadership empowerment that goes beyond the employees' behavior and tackles the leaders' behavior which facilitates and encourages the employees in their performances (Arnold, Arad, Rhoades, & Drasgow, 2000; Eylon & Au, 1999).

The answers to the question related to the impact of empowerment on the employees' satisfaction and job performance came contradictory. While some researchers have promoted the positive impact of empowerment (Bowen & Lawler, 2006; Liao, Toya, Lepak, & Hong, 2009), others have doubted its effectiveness in practice (Argyris, 1998). This contradiction pushed the researchers to assess the factors that may play a role in the quality and intensity of the empowerment's impact. In fact, Hui, Au and Fock (2004) managed to prove through a study conducted in 42 different nations, that the effect of empowerment on employees' satisfaction is correlational to quality of the relationship (high power or low power) between the management and their subordinates.

2.7 Identity of middle managers through history

Determining the identity of the middle managers seems to be a complicated task. Mintzberg (1989) believed that middle managers are more than just mediators or linking persons between the senior management and the staff. They are expected to master certain skills in addition to the knowledge received from the senior management, who is required to be a problem solver (Delemstri &Walgenbach 2005). What they are expected to do is easily identified whereas the way they should perform is not, since many factors are involved while executing the strategic plan set by the senior management. Their daily interaction with the staff is of great

importance as it draws the framework of the staff's performance, and identifies the overall culture of the institution (Costas, 2012). In other words, the middle managers do not only translate the intended strategy by the senior management but also give it a certain specificity and meaning that is revealed for their own approaches (Bolagun, 2006).

Osterman (2008), in the introduction of his book *"The Truth About the Middle Managers"*, quoted the sociologist C. Writ Mills while describing the middle managers in the 1950's as they are the beltline of bureaucracy. Moreover, he viewed them as they are there to serve the decision, and to assist the persons of authority owned by the senior management only. By stating this, Osterman intended to portray what middle managers used to be back in time. By doing this, he was able to attract the attention of all readers and describe how senior management used to perceive middle managers with superiority and lack of recognition. Afterwards, he started shedding light on the shift that this managerial position has gone through.

In the second chapter of the same book, Osterman mentions the economic historian Alfred Chandler who wrote *"The visible man"* in which he gave great importance to the management in the economic growth. He believed that growth is attributed not only to the impersonal market and the benefits of the pricing system as most economists believe, but also to the effect of management. He finally voiced his confidence that middle management in specific has played a major role in facilitating the remarkable progress and efficiency in the American economy.

This move from the image of servants or assistants to heroes and facilitators is significant and capable of portraying the importance of middle management and led

us to raise an essential question: who are the middle managers and what are the roles attributed to them?

Osterman (2009) interviewed middle managers in two large firms in Boston, and asked about how they perceive their position as middle managers. According to his analysis, we could understand that middle managers see themselves as mediators, and he believes that the core task of the senior management has been pushed down and attributed to the middle management. In addition, middle managers were seen highly committed to their work for the simple reason that they once belonged to the hardworking group of good achievers, and used to do all the tasks within the institutions by themselves and were found successful.

In some studies, middle managers were accused of playing the role of resistance to change (McCabe, 2011). This resistance emerged in some cases when middle managers felt insecure and unable to express their personal beliefs. I see in this case resistance as an expected natural. Any person in a position of responsibility and power will feel trapped and unable to perform if he wasn't given the freedom to share his thoughts, which are mainly constructed through professional observations.

Moreover, Harding, Lee and Ford (2014) were able to explain this specific resistance while exploring the identity of middle managers. They found that the middle managers are perceived to be controlled and controllers at the same time. They can be resisted by their followers since they are introducing change, as they can be themselves resisters to the senior management's new strategies and decisions. Therefore, they came to a conclusion that middle managers should not only be stuck in the middle of a pre-set hierarchy but they need to constitute the hierarchy within which they are expected to execute efficiently for the good of the whole institution.

2.8 The role of middle managers in light of Empowerment

Klagge (1997) expanded the role of the middle managers by raising the following questions stated in his article "The leadership's role of today's middle manager":

> Is there a legitimate need in today's flattened organizations? What role might be left to middle managers in light of trends towards team-based operations? Can middle managers supplement the work of teams? How can middle managers complement the role of organizational leaders? How should middle managers respond to today's simultaneous calls for unity and diversity? (1996, p 1)

These questions are the results of the post-modern changes that occurred in leadership distribution and their effects on the classical role of the middle managers. Similarly, Floyd and Wooldridge (1994) guaranteed that twenty percent of the drawbacks in the world of management are due to the elimination of the middle management rank in many organizations. This elimination led to the absence of skillful members who are indispensable for the success of the organization. By eliminating this rank, the management reduced their expenses and diminished the bureaucratic layering, but on the other hand had less organizational creativity and innovation as well as less loyalty and commitment (Cappelli, 1992). Moreover, Stroul (1992) believed that middle managers are expected to play the role of a coach or a counselor within the institution. I am an advocate of this belief provided that the middle managers in question are adequately trained, knowledgeable and experienced in the field of coaching and counseling.

In fact, the middle manager is also perceived as a facilitator. This role requires important skills such as decision-making, work-planning, measuring progress and

rating team member performance (Brennan, 1992). Negotiating skills, people-skills, team-building skills, project management skills and motivational skills are also important skills suggested by Skagen (1992). The middle managers are also described as implementers. While executing the tasks attributed to them, they are eventually implementing the strategies and the organizational operations within the institution (Frohman & Johnson, 1992).

All of these tasks borrowed from the senior management justify the idea that middle managers' role is complementary to the role of the leaders. In fact, I support this statement and I also see the senior managers responsible for making the role of the middle managers more effective by being themselves facilitators and integrators vis a vis the middle managers. Briggs (2001) refused the notion that senior management are to consider the middle managers as transactional leaders who are expected to translate the senior managers' beliefs and their strategies into actions. As transformational leaders, they are expected to encourage collaboration and participative decision-making so that the role of the middle managers becomes active and participatory in defining the shape and the direction of the whole institution.

In this line of thought, Leader (2014) highlighted the role of middle managers in the strategic decision-making process of the institution. I believe that when transformational leadership truly occurs at the senior management level, it will lead to a transformational leadership on midlevel leadership as well. Therefore effective leadership is not restricted to senior level management.

Last, a vertical task component is identified for middle managers by Floyd and Wooldridge (1994) recognizing them as a link between the senior management and the staff. Moreover, Drucker (1993) claimed that the middle managers are also there

to manage not only their subordinates but also their bosses therefore he perceived the vertical task previously described moving in both directions for more efficacy.

After having a global understanding of the concept of empowerment across disciplines, and the role of middle managers in light of their empowerment, an essential question can be posed now: Why is it important to study empowerment in educational institutions?

As discussed earlier, Self-determination theory - SDT - implies that three universal psychology needs: competence, autonomy and relatedness are essential for optimal development and functioning. In addition, empowerment influences one's motivation to work by feeling autonomous in making decisions pertaining to one's work and results in one's improved feeling of self-esteem, job satisfaction and commitment (Sadek, 2014). The above concepts are also relevant in studies on middle management.

While conducting research to investigate how heads of departments in an educational institution behave in the context of their empowerment as evaluators of peers, Bullock (1998) found that those who were asked to monitor wished not to do the job since it causes them embarrassment. Earley and Fletcher-Campbell (1990) found that many middle managers occupying midlevel positions in schools refused to accept the fact that they are placed in leadership positions and that they are expected to assess and review the work of their colleagues. In this regard, Bennett (1995) conducted a study to explore head teachers' perception of middle management and surprisingly the participants' answers revealed that they prefer monitoring the performance of the teachers by checking their lesson plans and the students' exercise books rather than closely and directly monitoring their work. This shows that the middle managers in

the field of education recognize the importance of their job as monitors in order to assure an education of quality to their learners, but may think that they are not capable or do not have the power to monitor colleagues. I agree with the researcher concerning this insight especially that I have encountered many situations during which subject coordinators were able to identify some mishaps in the performance of the teachers under their responsibility by checking their preparations and their students' outcomes, but found it very difficult to face their subordinates and pin point their areas of weaknesses especially in the presence of the senior management. Some of them even did not abide by the professional integrity and went to an extent to conceal the mistakes of their subordinates and tried to resolve the issue away from the senior management's eyes. Dopson and Stewart (1990) claim that the advanced use of technology allows the senior management to monitor the performance of the employees without the need of the middle managers' follow-up. For this position to survive, the role of middle managers has to shift from an "operational" role to a "strategic" one, which includes decision making paired with execution (Floyd & Wooldridge 1994).

2.9 Professional development for middle managers

All the concerns mentioned above raise the question of professional development and how much the middle managers, or as named by Kauffamn (2014), the midlevel leaders, are getting the appropriate training to acquire and master those required skills. Kauffman's observations in the field of management led him to conclude that despite the belief of leaders that the middle managers' role is of great importance, they always tend to invest in the people occupying the front lines rather than allocating a certain attention and budgeting for the development of the middle

managers. Moreover, Nammour (2008) found out in a research addressing the role of subject leaders that these leaders are assigned in their positions based on their academic qualifications and previous positive experiences. They have all learned their profession on the job but they perceive their professional development as haphazard and unstructured.

2.10 Challenges for middle managers

Professional developers feel helpless in marketing and implementing professional development that tackles the middle managers' needs because organizational leaders do not recognize their importance. Kauffman stated the assumption of leaders as follows: (1) the skills leaders develop in the frontline roles will be sufficient when they move to middle management; (2) there are no good options for developing middle managers; and (3) midlevel leadership development does not directly address business issues. From my position at school, I have encountered these issues in my daily practices. Training sessions suggested by external agencies are mostly tackling skills relevant to the teaching body more than those required for managers and middle managers.

<u>The needed competencies for middle managers</u>

The Global leadership Forecast research conducted by the Development Dimensions International - DDI - in 2014 about the Middle Management tackled 13,000 leaders and 1,500 HR professionals. As a result, four critical midlevel leadership challenges were identified and accordingly a list of required competencies was developed as mentioned in the below table:

Midlevel leadership challenges	**Relevant competencies**
Managing horizontal integration in a complex organization - strategy execution requires midlevel leaders to maintain a strong network of partners and collaborators across functions, levels	• Cultivating networks • Influence
Leading and developing talent—Midlevel leaders must look beyond their direct reports and strategically identify and develop talent across multiple teams and critical roles under their direction	• Coaching and developing others
Making tough decisions about strategy execution—Midlevel leaders must consider cost, quality, timeliness, and resources as they make decisions about how best to execute strategy. They are in a unique position to observe and report instances where strategies need to be adjusted as they encounter realities at the operational level.	• Navigating complexity • Courage • Compelling communication

Source: Kauffman (2014). Outside looking in .*T+D, Training & Development*. 52-56

In the context of this research, an important question poses itself with respect to the middle managers' competencies: Are the general competencies required for any middle manager in any industry the same as the competencies required in the educational field?

In this regard, Adey and Jones (2000) research on the professional development for middle managers in secondary schools in England identifies the needed skills for middle managers for their professional development. Findings show that the middle managers' areas of needs are the following:

1- The understanding of the finance of the whole school and development of policies and priorities.

2- The development of department policies and budgets within the whole school framework.
3- The proper identifications of their subordinates' needs upon appraisal and the choice of the adequate professional development for them.

Based on these three areas, Adey (2000) developed a questionnaire to find how far the middle managers acknowledge the pertinence of these areas. The findings show that 57.4 % have never received any type of preparatory training before occupying their position as middle managers neither at the department nor at the school level. This result supports the fact that although the middle managers need to have a clear idea of what they are expected to do, they are not adequately trained to do so. They do most likely have the potentials but are not necessarily skilled enough to perform efficiently.

Moreover, Simkins, Colwell, Close and Morgan (2009) attributed the effectiveness of the professional development programs themselves to the in-school contexts. He believes that the quality of the school context can either promote the concept of the professional development programs than can reach all the faculty members or can drastically limit it. Thorpe and Bennett-Powell (2014) examined the needs of middle managers as perceived by them and found that they need coaching and mentoring.

2.11 Conclusion

In conclusion, middle managers are perceived as essential play makers in the world of management and leadership. Their empowerment falls under the major responsibilities of the senior management and their professional development is needed to preserve the efficiency of their intervention. Beck and Plowman (2009)

claimed in this regard that “middle managers contribute to a dynamic process of organizational interpretation in which multiple filters from throughout the organization help frame and enrich interpretations of rare and unusual events, which enables organizational learning.” (909).

All the cited references were chosen to match the purpose of the study and to answer the research questions; moreover, the content of this chapter will contribute in understanding and discussing the results obtained in the current research.

Chapter 3
Methodology and Procedure

3.1 Introduction

This chapter presents the research approach and the implemented procedures in order to fulfill the purpose behind conducting this study. This aim will be fulfilled through exploring the senior management as well as the middle managers' perceptions of empowerment. Three research questions were elicited from the aim of the research:

- How does senior management perceive empowerment of middle management?
- How do middle managers view and experience empowerment?
- How are middle managers evaluated and professionally developed?

The first section of this chapter presents the research design and the sampling methods used for selecting participants for the data collection. The second section explains the instruments that were used to collect the qualitative and quantitative data and measures taken to ensure the validity and reliability of the study. The third section illustrates the triangulation method used for analyzing the data generated from the three instruments.

3.2 Research design

This study is an exploratory study using mixed methods: quantitative and qualitative. The exploratory design was chosen in order to identify the significant areas and understanding of empowerment at the school as perceived by the senior management and the middle managers, and to explore how they both perceive the professional growth of middle managers in light of empowerment. It is "interested in

understanding the meaning people have constructed, that is, how people make sense of their world and the experiences they have in the world" (Merriam, 2009) p 38.

This exploratory design was adopted because the current study has aimed to discover things that are not based on any firm hypothesis at the beginning. Moreover, the mixed method approach uses the quantitative and qualitative approach within a single research project; it focuses on the link between the approaches as it emphasizes practical approaches to research problems. The linking between approaches through comparison promotes accuracy and validity. It is important to make a distinction between the quantitative and the qualitative approach: the quantitative approach presents quantitative data in the form of numbers that aim at providing objective measurement of observed events. On the other hand, qualitative approach presents qualitative data in the form of text or pictures that provide the basis of interpretations of the meaning they convey (Denscombe, 2007).

It is considered *sequential design* since it is used in an exploratory study. Fraenkel, Wallen, and Hyun (2012) explain that in an exploratory study "the researcher first collects the qualitative data and then uses the findings to give directions to quantitative data collection. This data is then used to validate or extend the qualitative findings" (p443). In this case, I based the study on my personal reflections that were presented in my journal, on the refection paper of one of the middle managers and on the responses of the senior management when interviewed and then moved to the quantitative data collected from a questionnaire addressed to all middle managers of the school.

As such, an online questionnaire was sent to all middle managers with closed ended questions in order to collect a significant amount of quantitative data about their

point of view regarding the form of empowerment granted to them and how they perceive their professional growth in light of empowerment.

3.3 Sample

The purposive sampling technique was used to enable the researcher to collect data that was required in order to address the research questions.

Purposive sample is appropriate to this study since it serves the researcher's purpose and objectives of discovering and gaining insight and understanding of a particular chosen phenomenon (Burns, 2000). The sampling in this case is also *convenience sampling* referring to the selection of cases which are the easiest to access under given condition (Flick, 1998). Purposive sampling was used to ensure that the chosen faculty members are informed about the school and the topic and thus are able to provide insight into the issues addressed.

The persons occupying the middle management positions are instructional and non-instructional staff: 18 middle managers across the school in both the French and the English sections completed the questionnaire. The middle managers of the school were of mixed gender and have several years of experience in addition to a difference in the level of qualifications held by each middle manager. Some are occupying administrative positions others are academicians and administrators at the same time. The subject coordinators were part of the sample. They represent the different disciplines at the school within preschool and elementary, middle school and high school. The questionnaire was written in the English language and translated to French and addressed to the head of preschool and elementary, head of middle and secondary school, head of accounting and human resources department,

head of library, head of purchase department, head of student's life department, two administrative assistants, and all the subject coordinators at school.

The interviewed school principal – who is at the same time the owner of the school - represented the senior management. Senior management played a participatory role in the study based on the fact that the empowerment cannot be granted to middle management except through the senior management as it is thoroughly described in the literature review. Both the vice-principal and the head of preschool and elementary wrote papers about their points of view concerning empowerment and shared some relevant personal experiences in this regard.

3.4 Instruments

The instrumentation included a questionnaire for the middle management and an interview with the principal. The questions aimed at identifying the forms of empowerment, the middle management's and senior management's perceptions of empowerment and of the role of empowerment in the professional growth of the middle managers. Furthermore, the 2 instruments have common items which are relevant to the research questions. These common items have been constructed to present the views of the members of the middle management and of the principal. The other instruments included: 1 refection paper, 1 journal and analysis of school documents and records.

As such, the exploratory design was best suited to this investigation because the results of both the qualitative and quantitative data were compared for common themes and then interpreted. By using the exploratory design, the participants were given the opportunity to identify and assess the forms of their empowerment:

psychological and discretion and leadership empowerment, and to reflect on the role of empowerment in their professional growth. In addition to these areas of study, the interview questions tackled the understanding that the senior management has developed about delegation of authority through empowerment and its implications on the performances of the middle managers in addition to their evaluation and their professional development as well.

The mixed methods approach helped the researcher cross validate the results of the interview and the questionnaire in addition to the interpretations obtained from the reflection papers of two of the middle managers and all the relevant existing documents.

3.5 Online questionnaire for middle managers

The use of questionnaire as an instrument of data collection is appropriate in this study since the intention is to collect descriptive information about middle managers' points of view regarding their empowerment and its role in their professional growth (Robson, 2000). This questionnaire was addressed to all 18 persons occupying middle management positions at the school. It was designed to collect information which can be used subsequently as data for analysis. It consists of a written list of questions distributed under three sections. Each section comprises questions that may measure the three forms of empowerment: the psychological, the discretion and the leadership empowerment. The three types of empowerment are described in the chapter designated for literature review.

After receiving a written electronic approval of permission from Dr. Henry Fock (see appendix 3), a researcher who conducted a study on middle managers' empowerment

and wrote with three other researchers an article entitled: "*Moderation effects of power distance on the relationship between types of empowerment and employee Satisfaction".* The questions used for this study are clearly stated in the article. The questions were incorporated in the first section of the questionnaire as it is assigned to learn more about the three forms of empowerment and how well the middle managers perceive each form of them. In this section, 3 questions are related to the psychological empowerment, 4 to the discretion empowerment and 8 questions related to the leadership empowerment. Besides the forms of empowerment, 7 questions are included in order to explore the way middle managers perceive the effect of empowerment on their own performance. The questionnaire provides the study with quantitative data that require quantitative analysis and representation.

The second section contains questions that tackle the process of evaluating the performance of the middle managers and the third section investigates the professional growth of the middle managers in light of empowerment

The questions used in this questionnaire are closed-ended questions designed according to the Likert scale. This questionnaire is an online questionnaire (Dernscombe, 2007). The details of how this questionnaire was administered will be explained under the section of procedures and data collection. This questionnaire was piloted as well before its administration to ensure its validity. A section about piloting is incorporated later in this chapter.

3.6 Interview with the school principal

In this study, an interview was conducted with the school principal as a representative of the senior management at the school.

The purpose behind interviewing the school principal was to have a thorough understanding of how empowerment is executed on middle management level and how senior management perceives the empowerment and its limitations. Moreover, the interview tackled the issue of evaluation and professional development plans set for the middle managers. Therefore, the use of interview is indispensable in this regard since it is used for the exploration of complex and subtle phenomena. The interview used is a semi-structured interview as it is designed to let the interviewee speak and elaborate on the issues raised by the interviewer.

Open-ended questions are prepared for the interview in order to channel the answers in relation to the three research questions. It is a one-to-one interview. Many advantages are perceived about this type of interview such as an easy scheduling and control in addition to the clarity of information for the simple reason that they are collected from only one source: the interviewee (Dernscombe, 2007).

Three considerations were listed by Tuckman (1999) where he invited users of questionnaires and interviews to be cautious of:

1- Respondents' cooperation while objectively completing the questionnaire or interview and not aiming at showing the best image of themselves.

2- Questions to be formulated in a way that they don't lead the respondents to the answer that the researcher aims at obtaining.

3- Researcher ensuring that the respondents know the exact answer to the questions and not what they assume they think or know.

The items of the questionnaire with the exception of those measuring the forms of empowerment and the interview questions were composed from the researcher's personal experience as a middle manager.

3.7 Documents and records

The use of school documents as instrument for data collection has many advantages: the researcher is no longer dependent on the readiness of the participants to provide her with the needed data, and the presence of the investigator in the context doesn't alter the content of the documents since these documents should have been present before the research took place (Merriam, 2009).

In order to assure an appropriate choice of documents, the researcher is expected to examine four essential criteria: the authenticity, the credibility, the representativeness and the meaning of the document (Dernscombe, 2007). The four criteria were respected since all the documents used for data collection and afterwards for analysis were taken from the official records of the school, with all the administrative references mentioned on them. Job descriptions for some of the middle managers, the school project where middle management was mentioned and records of professional development for the past five years are documents that contain relevant data to the research questions.

This table shows how the instruments used in this study are related to the three research questions:

Research Question	Instruments		
	Questionnaire	**Interview**	**Documents**
How does senior management perceive empowerment of middle management?	I have considerable opportunity for Independence and freedom in how I do my job.	Are there limits of empowerment mentioned in writing in any of the school official documents? If yes, specify where and give examples.	Job description
How do middle managers view and experience empowerment?	I have significant influence over what happens in my department/team.	How would the empowerment of middle managers affect the performance of the whole institution? Give examples.	School project
How are middle managers evaluated and professionally developed?	I receive from my superior written guidance to improve my performance.	How do you perceive the progress and development of middle managers?	Records of professional development

3.8 Reflection paper and researcher journal

A refection paper and my journal contributed to the data collection process in respect to the 3 research questions. The reflection paper was written by the head of the primary school who shared her experience in the context of empowerment since a French consultant was mentoring her during three consecutive years. This mentoring and coaching provided her with support, guidance and additional skills needed for the position she is occupying.

The researcher's journal was written by me - the vice-principal -. My close work with the school principal and with the middle managers enabled me to describe how empowerment is perceived from both perspectives. Moreover, my journal is

discussed in chapter 4 and this helped increase validity and reliability of the findings. My position and my role as the vice-principal endorses remarkable power and the discussion allowed me to understand how my role is perceived by others.

The inputs of these 2 papers enriched the collected data and enhanced the defensibility of the findings since "the validity revolves around the defensibility of the inferences researchers make from the data collected through the use of instrument" (Fraenkel, et al., 2012, p113). The information provided by both papers makes the findings of the research more accurate and supported by evidences.

3.9 Piloting the instruments

In order to examine the validity of the instrument, a pilot was conducted. Regarding the questionnaire, two questionnaires were sent to 2 persons occupying middle management positions and were excluded from the research in order to identify the clarity and the validity of the used questions and this took place before administering the questionnaires to all middle managers of the school. The answers were reviewed to identify the number of responses that were completed, left blank or simply misunderstood.

The results of the piloting advised me to be more specific while mentioning the term "supervisor" and it was replaced by the term "direct supervisor" which designates the immediate person to whom the middle managers refer to. It is beneficial to mention that the empowerment is transmitted from the senior management (the school principal) to the middle managers through 2 key persons: the vice principal and the head of primary school. These two persons represent the direct supervisor vis-à-vis the middle managers. On the other hand, the two key persons; the vice

principal and the head of primary school, are also considered as middle managers. My direct supervisor is the school principal and I am the direct supervisor of the primary school head. Moreover, the questionnaire was translated into the French language so that the middle managers of both sections will be able to understand the questions. Then, the French version of the questionnaire was sent to a teacher in the French section who read the translated questionnaire and ensured the clarity of the items. This piloting enhanced its validity.

As for the interview, the questions were given to the head of primary since her continuous interaction with the school principal and her participation at many strategic planning meetings enabled her to understand and internalize the vision that the senior management has developed towards the empowerment of middle manager. Therefore, she was asked to read them and check whether the questions composing the interview are understandable and clear. No questions were modified after piloting the interview.

3.10 Data triangulation (use of contrasting sources of information)

The use of triangulation in the social sciences goes back to Campbell and Fisk (as cited in Thurmond, 2001) who introduced and elaborated the idea of using different methods in order to collect data about one single phenomenon. Triangulation can produce increased confidence in research data, creating innovative ways of understanding a phenomenon, revealing unique findings, challenging or integrating theories, and providing a clearer understanding of the problem (Thurmond, 2001). The congruence found among the data collected from the different methods increases

the validity of the findings. Generally, triangulation is useful to improve accuracy and to provide the readers with a fuller picture (Denscombe, 2007). As it was defined by Fraenkel, et al. (2012), researchers are usually interested in the validity of the findings, their appropriateness, their correctness and usefulness. It is essential, according to them, to ensure the validation of the data collected. The triangulation or the use of different instruments to collect data about a specific issue in this case improves the credibility of the findings and therefore improves their validity.

In this study, the use of the four different instruments or methods of data collection - the online questionnaire addressed to the middle managers, the semi-structured interview conducted with the school principal and the school documents and records in addition to the two papers - assured triangulation and consequently increased the validity of the results.

Moreover, both quantitative and qualitative methods were used to study the same subject in order to determine if both types of data have one single understanding of the research problem under investigation.

3.11 Validity and reliability

It is important to mention that the use of mixed methods approach assures the accuracy and truthfulness of the findings. The quantitative method was used through the use of the questionnaire in order to have an input about the understanding that the middle managers have developed about their empowerment and its role in their professional growth. On the other hand, the interview with the school principal, the two reflection papers and the school records form the raw material of the qualitative method. The two methods and the cross triangulation of results assure the validity and the reliability of the results.

According to Merriam (2008), reliability can be defined by stating that if the study is repeated, the same results will be obtained. In other words, all the information collected through the use of all the instruments in addition to the review of literature will not vary if the study will be conducted again under the same conditions with the same participants. The triangulation of results in addition to the use of the mixed methods approach by comparing the findings helped me ensure the reliability of the study.

Moreover, the meaning of validity is simply being sure that the developed and used instruments are able to measure what they are intending to measure (Edmonds & Kennedy, 2012). In addition to that and as it was explained earlier, validity depends on the amount of evidence used by the researcher in order to support his interpretations (Fraenkel et al, 2012). The multiple instruments and the variety of data collected in terms of quality and sources assured the validity of the findings. Nevertheless, Most of the items used in the questionnaire were used in a previous study and were designed especially to identify the forms of empowerment applied at school; whereas the rest of the concepts that the questionnaire and the interview had tackled were clearly stated and formulated in order to avoid any bias or misunderstanding at the participants' level.

Additionally, the data used throughout the study are both primary and secondary in nature. The literature review is secondary in nature as the sources of information have been collected from online data base journals and books whereas the information about the school has been collected directly from the school and participants which is a primary source of information.

3.12 Ethical considerations

Many ethical issues were given the needed attention in this study: the ethical standards identified by the APA Ethics Code to protect the right and the welfare of the study participants, the review of the Institutional Review Board (IRB), the confidentiality and privacy and the use of informed consents (Zechmeister, Zechmeister & Shaughnessy; 2001).

All the references used for this study were carefully listed following the APA recommendations. The approval of the IRB was obtained; the approval of the school principal in order to conduct the study was assured before collecting any data. As it was agreed, the school's name remained confidential in addition to the names and demographics of the staff who participated in this study.

According to Merriam (2009), in research, ethical issues relate to ensuring the protection of all participants. Thus the researcher must ensure absolute confidentiality and security of any information that has been obtained. Therefore, all the participants were given the choice to participate in this study voluntarily, consents were signed and confidentiality was ensured to protect all the participants from any potential harm.

In addition, a written permission from the researcher Dr. Henry Fock was requested in order to include the items he used to identify the forms of empowerment. A copy of the permission is added to the appendices of the study (see appendix 3).

3.13 Procedure of data collection

The online questionnaire was sent to all the middle managers to their electronic mailing address as an attached document. The email included directions on how to

print out the questionnaire, fill it out anonymously and then leave it in the mail box in a sealed envelope in order to assure confidentiality and avoid subjectivity. And this occurred after obtaining the approval of the school principal and the clearance of the IRB committee. The participants were given 48 hours to answer the questionnaire. The cover page of the questionnaire includes the purpose of the study and assures confidentiality as it gives the middle managers the total freedom not to answer the questionnaire and refuse to participate. (see appendix 2).

A scheduled meeting was set with the school principal. The semi-structured questions are formally prepared in order to guide the process of the interview. The interviewee was given the space to express in depth her own beliefs and concerns regarding empowering middle managers.

After conducting the interview, I was able to access relevant documents such as job descriptions, school project, and records of professional development. The data relevant to each of the research questions was selected, explained and at last, compared to the findings of the three other instruments.

3.14 Data analysis

According to Merriam (2009), data analysis is the process of making sense out of the data. This process usually involves consolidation, reduction and interpretation of all what the research intended and was able to collect. This process requires the researcher to move backwards and forwards between the concrete collected items and the abstract theories and information discussed in the theoretical framework of the research. The meaning that the researcher gives to the data at the end is so called the findings.

As Merriam (2009) advises all the researchers, the raw data collected from the online questionnaire and from the interview with the school principal was coded and classified under categories – *category construction*. Only the data collected from the questionnaire were counted by frequencies using excel data entry sheets and presented as percentages.

Needless to mention, the categories should respond to the research questions.

On the other hand, the information mentioned in the two reflection papers and in the records and documents collected from the school and are perceived relevant to the research questions are also put simultaneously under the same categories.

Reflection papers by the head of primary school and by me who occupies the position of vice-principal described our personal experiences and perceptions about empowerment. The qualitative data elicited from the interview and the reflection papers were compared to the quantitative data collected from the online questionnaire. At last, the findings of the comparison were again compared to the data obtained from the interpretation of some of the relevant documents and records existing at school such as the job description, the school project and the records of professional development program.

After classifying the findings and comparing them, the analysis and interpretation come to answer clearly the questions of the research besides formulating suggestions and recommendations.

3.15 Conclusion

This chapter summed up the procedures and methodology that were used throughout the study. The research questions are directly related to the results obtained by both

qualitative and quantitative methods in order to observe the issue of empowerment on the middle management level. Since this relationship is respected consistently while designing the objectives of the instruments, all the information related to the research questions whether in the responses of the school principal, the responds of the middle managers, the content of the 2 papers or as found in the school records, were highlighted, summarized then compared.

Chapter 4
Data Results

This chapter presents the results of data generated from the four instruments used for data collection: the interview with the school principal, the questionnaire addressed to the middle managers, the reflection papers written by two middle managers as well as the relevant school records and documents.

Data results are used to address the 3 research questions:

- How does senior management perceive empowerment of middle management?
- How do middle managers view and experience empowerment?
- How are middle managers evaluated and professionally developed?

As it was clarified in chapter 2, empowerment is perceived to be the process of giving power to the persons by allowing them to play an active role within the institution. This empowerment can help them produce a positive change in the area under their responsibility whereas authority is the legal right to execute action given to them by their titles and positions.

In the current study, empowerment of middle managers means that senior management allows the middle managers to participate in the process of decision making and to provide them with the needed conditions in order to execute the decision they have taken within the frame of the school's vision, mission and objectives and in respect to their job descriptions and their position within the school administrative hierarchy.

4.1 Research question 1

In order to answer this question, I chose to conduct an interview with the school principal who represents solely in this case the senior management. The school principal answered the questions of the interview using the French language. The interview transcript was then translated in English language and reviewed by the school principal who approved on the translation to insure credibility. The English version of the interview transcript is reported in the appendices and commented on and analyzed in this chapter. Additional data answering the same question was identified in some of the school records and documents: The job descriptions, the school project - the document that describes the school administrative constitutions, all the councils created at the school and their functions - and the personnel handbook. Moreover, data from my journal are analyzed. In addition to this, quantitative data results of two questions from the questionnaire filled out by the middle managers are found relevant to the first research question.

4.1.1 The qualitative and quantitative results related to research question 1:

The table below represents some of the quantitative and qualitative data that was obtained from the four instruments previously mentioned and found relevant to the first research question.

	Qualitative data results			Quantitative data results
Research question	**Interview**	**School documents**	**Researcher's Journal**	**Questionnaire**
How does senior management perceive empowerment of middle management?	"The middle managers at school play a crucial role in the process of implementing and evaluating the school's objectives".	The general supervisor is a permanent member at the class council. He works towards the realization of the school vision and mission. He participates in the elaboration and the communication of the internal rules and regulations." "…to develop the participation of all members of the educational community in the daily school life. They or their representatives are directly associated to various councils."	"All the partners to get motivated and encouraged to take part of the school improvement plan especially that they are participating to the process of defining the strategy of the school." "I played a major role in communicating with all partners to get them involved in the process of running the elections. I wrote all the job descriptions of the persons in midlevel positions. I was behind creating the coordinators' council and setting its area of intervention in the context of empowerment"	83.33% of the middle managers agree that they are involved in the decision making, planning and evaluation process 100% of the middle managers are able to share their feeling of dissatisfaction with the senior management

4.1.2 Comments related to the quantitative and qualitative data addressing the first research question

Since this question is investigating and exploring the view of the senior management regarding empowerment and since the school principal is the only person representing the senior management, therefore, the data resulting from the interview conducted with her play a major role in the process of answering the first research question. However, data results from the other instruments validated her responses.

In fact, the school principal described the middle managers' role as crucial in the process of the school improvement since they are perceived to be the link between the senior management and the base. This description can be dangerous as a first answer, but later the school principal focused on the fact that through middle managers the school mission, vision and objectives are translated into actions and also monitored and evaluated.

When asked about the senior management's perception regarding the difference between power and authority, the school principal was able to differentiate between the two concepts and confirmed that the middle managers are given the authority to execute their role for the good of the school since the authority is a property given to the person along with the position allocated for him as it was explained in the literature review. The school principal views the need of limiting this granted authority in order to avoid falling into the subjectivity or in other words to prevent persons from taking certain decisions that they personally find suitable and appropriate to their own ways of thinking away from the school's mission, vision and objectives. Besides, the school principal stated that this limited authority is necessary so that the persons do not disregard the feedback for their superior.

According to her, this authority may be unlimited only if executed within the respect of others' space of performance.

In addition to the result synthesized from the interview with the school principal in this regard, the journal written by the school vice-principal supported all the data explained above and gave further explanation to the school principal's position.

I, as a vice-principal play a double role within the institution. I work closely to the school senior management and I am a member of the school middle management as well. This fact made my journal contribute to the findings of the current study. The power that my role endorses and my close interactions with the middle managers is positively perceived since the communication channels that I have established throughout my work at the institution yield a sense of confidence and credibility vis-à-vis the senior management.

Furthermore, mentioning the unsuccessful experience that the management went through when trying to empower some of the middle managers and assigning them as members of the school administrative council without identifying the role and the job descriptions of its members. This remarkable incident in the life of the school leadership and management mentioned only in the journal of the vice-principal highlights the importance of identifying the role and the scope of the middle managers performance while empowering them. According to my journal, a chaotic empowerment will definitely lead to a chaotic situation at the managerial level and therefore the limitation of authority as advised by the school principal turned to be highly recommended.

Going back to the school principal's interview, she believes decisions are considered as long-term decisions therefore middle managers and other partners have to be

involved in taking them and implementing them as well. This perception was found written and documented in many school documents and records: The school project, the job descriptions and the personnel handbook.

The "school project" – a nomination borrowed from the French system "*le projet d'établissement"*- is a document written under the supervision of the school principal. It explains the school mission, vision and objectives and it stresses on the participation of all partners of the school including the middle managers in the school councils: School council, primary school council, class council, cycle council, disciplinary council and the students' delegates council.

These councils give the chance to all partners to feel concerned about all the decisions that may be taken at school and give them the chance to take part in it. As it is described in the school project document, the school chooses to organize elections proper to each category of partners; among students, teachers and parents and the results of elections will define the persons who will participate in the councils created at the school level to reinforce the concept of a shared decision policy. These elections did not disregard any of the school partners and gave privileges for some of the middle managers. For instance, the "general supervisor" is a permanent member in the class council and definitely in the disciplinary council. The head of schools are permanent members in most of the councils and the coordinators had a council created just for them to draw the school educational strategies and to discuss all the pedagogical issues. Therefore, the middle managers play a role in putting in action the objectives mentioned in the school project since they participate in many of the school councils. Their role is not simply participatory but also according to the school principal, they are expected to monitor and evaluate

the process of its implementation. Additionally, the school principal described the middle manager as “the master of his territory”, the master who has the right to take decisions and to act in accordance to his rights.

The job descriptions of all the middle managers were written as a result to the school project. The job description format adopted by the school incorporates one section under the title of “job objective”. This section describes the position itself. In all the middle managers’ job descriptions, the middle manager whether a head of department or a subject coordinator was introduced as an essential partner in the implementation process of the school project. This designation translates in fact the involvement of the middle managers in the act of managing and identifying the orientations of the school as a whole.

The school principal emphasized the participation of middle managers in the process of decision making. According to her, this participation allows the middle managers to perform better but this participation has to be framed and monitored by the school through elected instances and councils that facilitate the participation and makes it more effective and more fair. More and above, the school principal believes that the participation of the partners and their empowerment played a major role in the improvement of the school culture and consequently enhanced the sense of motivation and belonging among all the school partners in general and at the middle management’s level in specific. In her turn, the vice-principal confirmed what the school principal has said about the participation and explained that she played a major role in encouraging the partners to participate in the elections as well organizing them. Moreover, the vice-principal stated in her journal that she

participated actively in writing the job descriptions for the middle managers: head of departments, administrative assistants and subject coordinators.

Regarding the personnel handbook, many clauses stated that the aim of the school is to encourage all personnel to participate in the decision making process by running for the elections organized by the school management.

On the quantitative level, though the questionnaire addressed to the middle managers aimed at understanding and exploring their own perception about their empowerment which is proper to the second research question of the study, two questions contributed to the findings relevant to the first research question. The majority of middle managers – 83.33% of them – confirmed that they are involved in the planning, the decision making and the evaluation occurring at school as it was presented in figure 1 which confirms what was qualitatively found. Moreover, the results presented in figure 2 show that all the middle managers – 100% of them - do have the possibility of sharing with the senior management their dissatisfaction. This confirms the existence of a constructive and a positive relationship between them and the senior management.

At last, the school principal believes that the empowerment of the middle managers has positive effects on the school as a whole since it makes the work more smooth and makes the middle managers get more involved and motivated. This specific opinion will be analysed in the frame work of the self-determination and self-efficacy theories in chapter 5.

In conclusion, common findings relevant to the first research question were identified and declined from the four instruments:

The qualitative and quantitative results obtained under this research question show that the senior management at the school gives a close attention to the position of middle management itself as it believes that the middle managers occupy a crucial position within the school hierarchy. The senior management believes that the middle managers are there to translate the vision and the mission of the school and they are expected to put in action the school objectives.

4.2 Research question 2

This question explores mainly how the middle managers perceive and experience their empowerment within the institution.

The questionnaire addressed to the middle managers contains a section that aims at collecting information related to the three forms of empowerment: The psychological, the discretion and the leadership empowerment which were presented and explained in chapter 2.

In addition, my journal as a vice-principal and the reflection paper of the head of the primary school contributed to the development of data answering the second research question.

4.2.1 The quantitative and qualitative results related to research question 2

The table below represents the results describing the view of middle managers regarding the 3 forms of empowerment in addition to the some of the statements mentioned in the reflection paper and the researchers in this regard.

	Quantitative results			Qualitative results	
Research question	**Psychological empowerment**	**Discretion empowerment**	**Leadership empowerment**	**Reflection paper**	**Researcher's journal**
How do middle managers view and experience empowerment?	94.44% of the middle managers strongly agree that they are confident about their ability to do the job they are expected to do whereas only 5.56 % agreed on this fact. None of the middle manager gave negative answers in this regard	61.11% of the middle managers strongly agreed that they are in control and 27.78% agree on this also but 11.11% express their disagreement regarding the issue of fully controlling all what happens in their departments.	When asked if the immediate supervisor explains to the members of the middle manager's group the decisions and the actions that he took, 72.22% strongly confirmed and 22.22% agreed whereas 5.56% of them disagreed on this statement.	"I can only thank the management of the institution for this singular opportunity that allowed me to better understand my job and allowed me to better perceive my positioning in the context of the educational community"	".. all the partners got motivated and encouraged to take part of the school improvement plan especially that they are participating in the process of defining the strategy of the school".

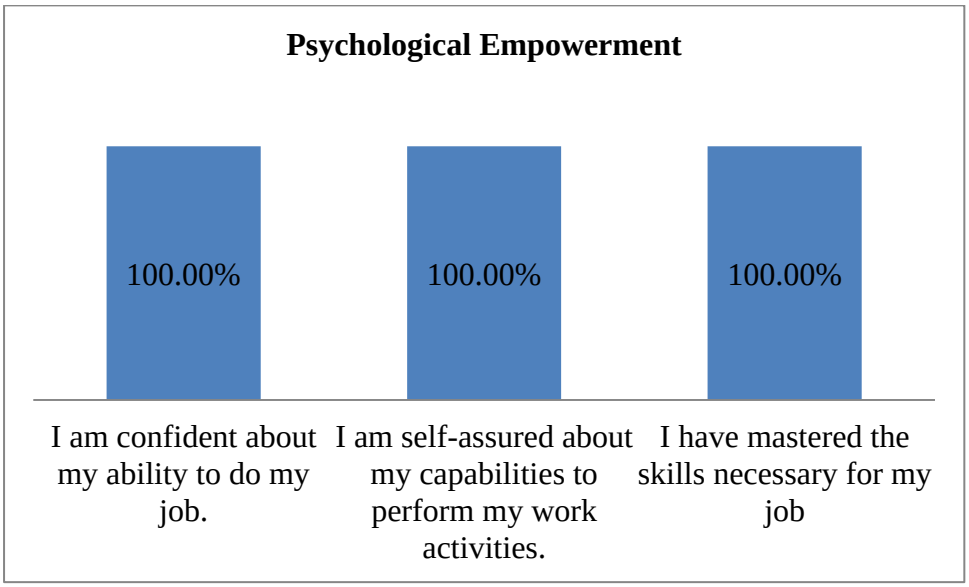
Concerning the results obtained from the questionnaire addressed to the middle managers, the answers about the three forms of empowerment were in general positive. In rare cases, few were the middle managers who disagreed on the statements proposed by the questionnaire. 11.11 % express their disagreement regarding the issue of fully controlling all what happens in their departments. The middle managers were not asked to justify their answers in the questionnaire but I believe that this feeling may emerge when the middle manager does not have a full autonomy or confidence of being able to control the work he is required to do. The most remarkable answers were those related to the decision making process and to the limitations of power. Most of the middle managers confirmed through their answers that they perceive themselves as involved in the process of decision making

and this happens when they feel that they have confidence in their own capacities to perform in alignment with their job's requirement, that they have control over what happens in their departments and that their immediate supervisor explains to the members of their group the decisions taken. Each of these three examples falls under one of the three forms of empowerment. Therefore, the tables below we created in order to represent the answers of all the middle managers regarding each of the three forms.

4.2.2 Representations of the findings in relation to the three forms of empowerment and their implications on middle manager's practices

The quantitative results represented below are those obtained from the questionnaire addressed to the middle managers and specifically under 2 categories from the Likert scale: "strongly agree" and "agree". The percentage result found under each category was summed up and used to infer the meaning that this sum may designate.

The psychological empowerment



Graph 1: The psychological empowerment

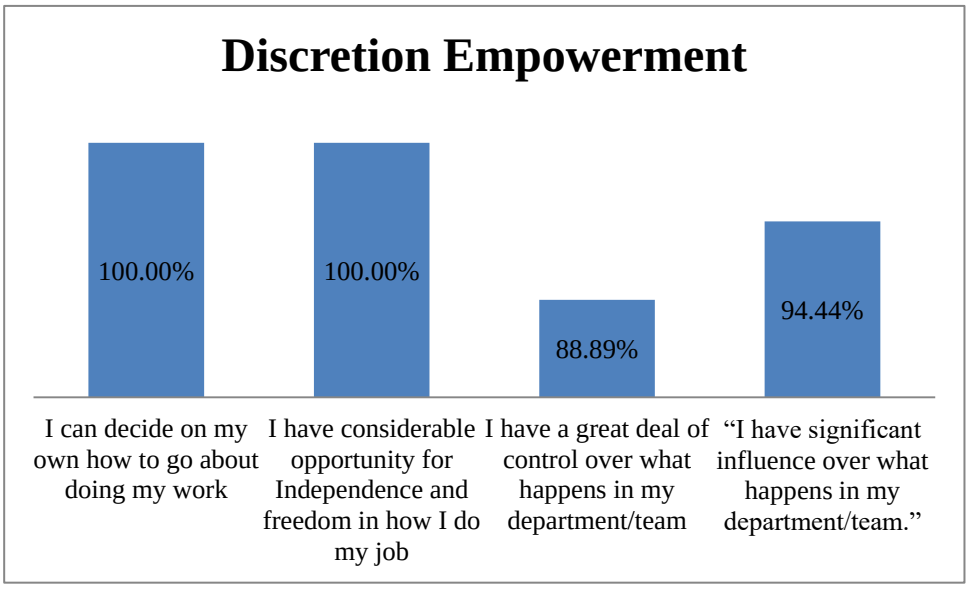
As the graph 1 shows, the psychological empowerment targeted 3 main aspects of the middle managers' empowerment: (1) Being confident about the ability to do the job, (2) being self-assured about the capability to perform the work activities and (3) mastering the skills necessary for the job.

All of the middle managers are confident about their ability to do the job they are expected to do and feel self-assured about their capability to perform their activities. This finding is of a great value especially when put in the frame of the self-efficacy theory which will be discussed in the coming section.

On the other hand, though 100% of the middle managers believe that they do master the skills required for them to do properly their job but the results related to the skills issue came lower in distribution - between the two adapted categories: 77.78% strongly agreed and 22.22% agreed - than the results related to the confidence and the self-assurance. This finding is interesting since the question discussed the

perception of the middle managers regarding their skills and the required skills for an effective empowerment are to be discussed under the evaluation and the professional development context.

The discretion empowerment



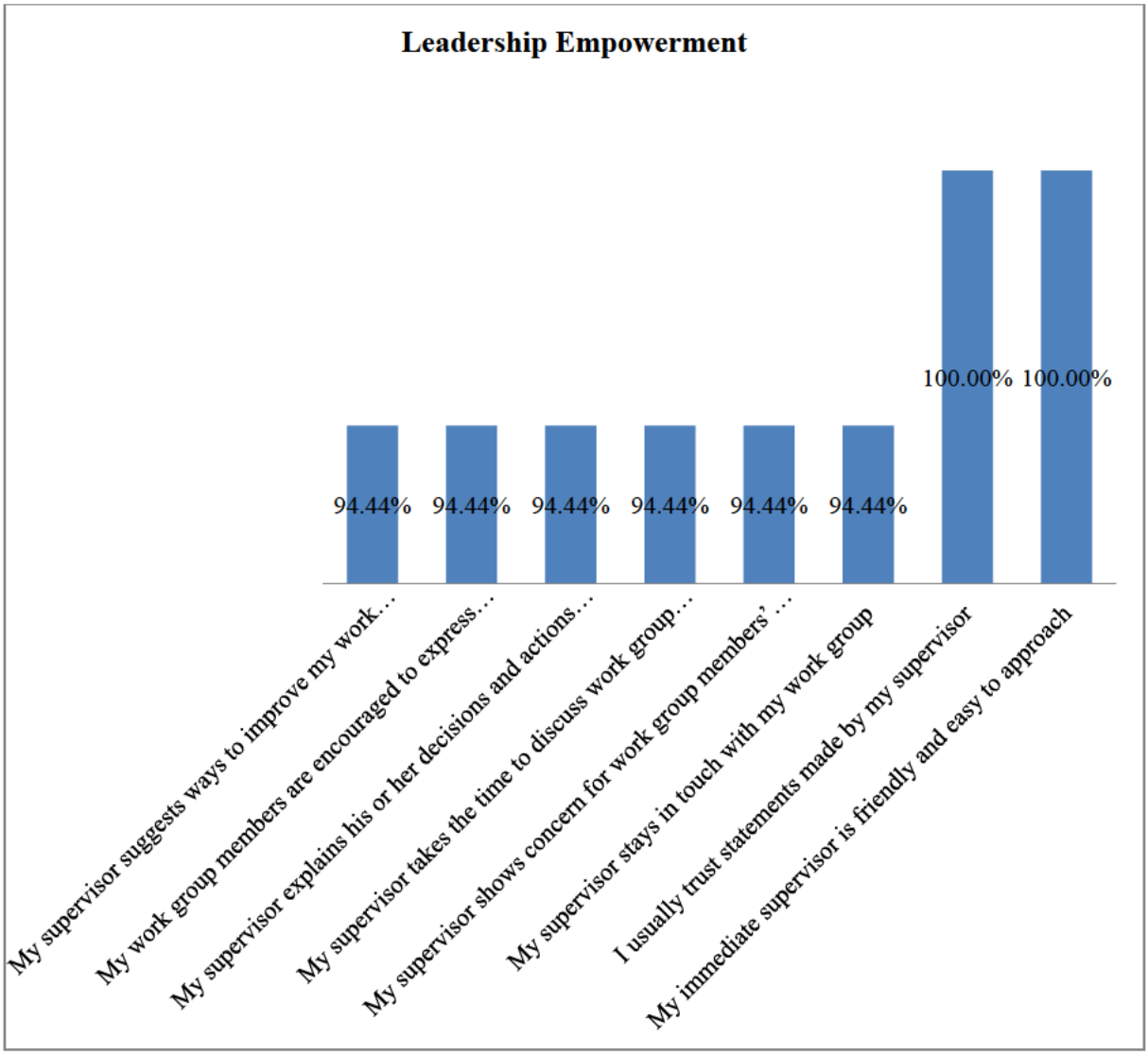
Graph 2: The discretion empowerment

As the graph 2 shows, the discretion empowerment targeted 4 aspects of the middle managers' empowerment: (1) Being able to decide how to go about doing the work, (2) having considerable opportunity for independence and freedom at work, (3) having control over what happens in the department and (4) having significant influence over what happens in the department. All the middle managers are confident about their ability to decide how to go about doing their work without referring to anyone and all of the middle managers confess that they are given enough opportunity to decide freely and independently on how to go about doing their work without referring to anyone. On the other hand, 61.11% of the middle managers strongly agreed that they are controlling all what happens in their

departments and 27.78% simply agreed – total of 88.89%. Moreover 50 % of them strongly believe that they have significant influence over what usually happens in their department and 44.44% - total of 94.44%. These results show that the middle managers positively perceived their discretion empowerment. This fact highlights their feeling of being in control and able to execute autonomously.

In comparison to the results obtained under the 2 forms of empowerment and taking into consideration only the responses under the two categories of “highly agree” and “agree”, we notice that the psychological empowerment is slightly better perceived by the middle managers than the discretion empowerment. Nevertheless, both forms are well perceived by the middle managers.

The leadership empowerment



Graph 3: the leadership empowerment

Last, the leadership empowerment, which is the third form of empowerment, targeted main aspects that explore the middle managers' perception regarding the behaviors of their immediate supervisor. Eight aspects were tackled in this questionnaire: (1) Suggesting ways to improve the work group's performance, (2) being encouraged to express ideas/suggestions, (3) explaining decisions and actions, (4) taking the time to discuss work group members' concerns patiently, (5) showing

concern for work success, (6) staying in touch with the work group, (7) trusting statements made by the supervisor and (8) being friendly and easy to approach.

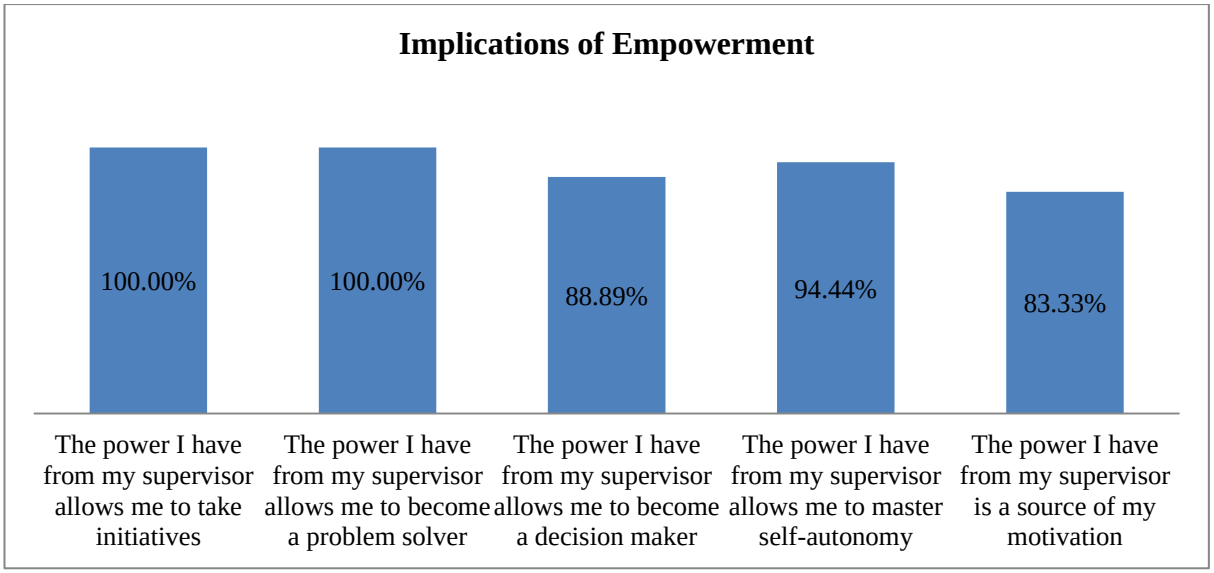
In this regard, the results under the “strongly agree” category and the “agree” category were as follows: 50% of the middle managers strongly confirm that their immediate supervisor suggests ways to improve the group’s performance and 44.44% agreed which is a total of 94.44%, 61.11% strongly believe that their group’s members are encouraged to express their opinions and 33.33% believe so as well which is a total of 94.44%, 72.22% strongly believe and 22.22% believe that their immediate supervisor do explain his decisions and actions which is a total of 94.44%. Moreover, 72.22 % of the middle managers strongly confirm and 22.22% confirm that their immediate supervisor takes the time to discuss work group members’ concerns which is a total of 94.44%, 83.33% strongly believe and 11.11% do believe that their immediate supervisor shows concerns about their group’s members which is total of 94.44%, 66.67 % of them strongly approve that their immediate supervisor stays in touch with the group members and 27.78% approved this fact too which is a total of 94.45%. Moreover, all the middle managers - 72.22% strongly trust and 27.78% simply trust - their immediate supervisor’s statements and finally 100 % of the middle managers perceive their immediate supervisor as a friendly person.

Though the sum of the two first categories of the Likert scale was very high – above 90.00%, and is almost the same throughout the results under this form of empowerment, but we have noticed that the distribution of the results under this form of empowerment came quite different and varied.

As graph 3 shows, the highest 5 scores under strongly agree are the ones related to the personality of the immediate supervisor whereas the remarkably lowest result is related to the idea of how middle managers perceive their immediate supervisor's suggestions to improve the group's performance. Only half of them highly appreciate the immediate supervisor's suggestions for improvement and this is a significant finding especially that the suggestions of improvement are vitally related to how far the middle manager is professionally trained and able to develop the skills of his subordinates.

Though this study is exploratory in nature and it does not aim at determining any causal relationship between empowerment and performance or in other words the implications that may produce the empowerment on the performance of the middle managers, this questionnaire shed light on how middle managers perceive the effect of empowerment on their professional performance. This section is considered important since it plays an introductory role towards the third research question, which tackles in depth the evaluation and the professional development of these middle managers in light of their empowerment.

The graph below helps reading the distribution of results obtained under this section.



Graph 4: Implications of Empowerment

The results obtained in graph 4 show that in light of empowerment, 100% of the middle managers take initiatives at work because of the power granted for them. All of them recognized themselves good problem solver whereas only 66.67% strongly believe that they became good decision makers and 22.22% believe so as well – a total of 88.89%. 77.78% believe that empowerment made them gain self-autonomy and 16.67% supported the statement too – a total of 94.45%. On the other hand, 61.11% of the middle managers strongly perceive and 22.22% perceive empowerment as a source of motivation – a total of 83.33%. At last, 33.33% of the middle managers strongly believe and 33.33% do believe that this empowerment cannot be granted without limits at all a total of 66.66%.

These quantitative findings form a significant base to construct a comparative study in the next section of this chapter since the issues of motivation, initiative and problem solving, decision making and self-autonomy in light of empowerment were derived from the literature review. The relevant findings will be compared to the findings of the literature review related to the role of middle managers. Nevertheless,

it would be helpful to mention that the skill that was the least perceived as mastered was the decision making.

On the other hand, in her reflection paper, the head of primary school acknowledged the great opportunity that was granted for her from the senior management by assigning an expert in the field of education to provide her with mentoring and coaching in the area of her needs. Additionally, the school vice-principal mentioned in her journal that engaging the middle managers in the process of decision making motivated the middle managers and enhanced their sense of belonging. This opinion supported the results related to the "Leadership empowerment" since this form of empowerment examines the senior management or the school leadership's attitude towards empowerment. Moreover, the vice-principal highlighted the existence of a certain relationship between empowering middle managers and enhancing their motivation and their sense of belonging. This fact was positively supported by the middle managers as well.

4.3 Research question 3

The third research question of the current study aims at exploring how the performance of middle managers is being evaluated and consequently how far they are professionally developed. This research question was in this case addressed to both, the senior management and the middle managers themselves. The school principal in her interview was asked about this particular issue and the questionnaire of the middle managers tackled the issue of their evaluation and their professional development as well. This research question comes complementary and an integral

part of the current study since the main aim of the study is to explore the role of empowerment in the professional development of the middle managers.

In this line of thought, this section represents results derived from the interview with the school principal, the questionnaire addressed to the middle managers, the papers of both the head of primary school and the vice principal in addition to the school records and documents.

Both the qualitative and the quantitative findings relevant to the third research questions are obtained from all the instruments used for data collection. The qualitative results are obtained from the interview, the reflection paper and the journal whereas the quantitative results were derived from the questionnaire and the training records.

In order to have a better understanding of the results, the issue of the middle managers' evaluation will be discussed first then the issue of their professional development since this question tackles two different issues: evaluation and professional development.

4.3.1 Comments related to the quantitative and the qualitative data related to the evaluation of the middle managers

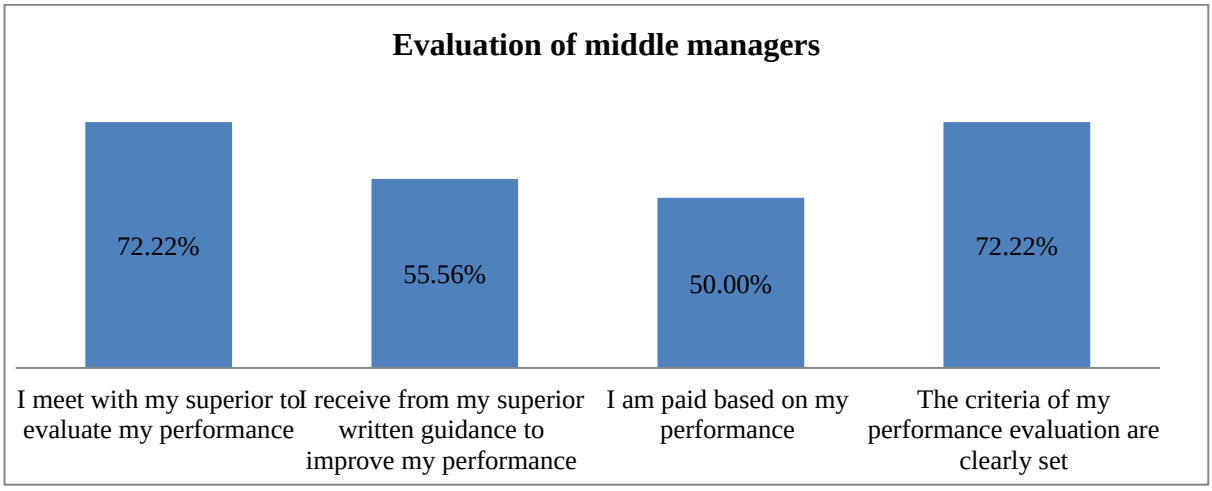
The table below gathers some of the qualitative and the quantitative data answering the evaluation of the middle managers. All other results are found in appendix 7.

	Qualitative results		Quantitative results
Research question 3	**Interview with the school principal**	**Journal of vice principal**	**Questionnaire addressed to the middle managers**
How are middle managers evaluated?	"through assessing the quality of implementing the school policy, the contribution to a healthy school climate and culture, the performance of their subordinates and the department under their supervision.	"the criteria of evaluating the middle managers' performance are still informal and unprecise" "no appraisal forms were then generated."	27.78% strongly agreed, 27.78% agreed, 27.78% disagreed and 16.67% strongly disagreed that they receive usually written guidance from their immediate supervisor. 38.89% strongly believe that the evaluation criteria of their performance are clearly formulated, 33.33% agreed whereas 16.67% disagreed and 11.11% strongly disagree that the criteria of their evaluation are clearly formulated.

Qualitatively, the school principal who is representing the senior management's view regarding the evaluation of the middle managers mentioned that she evaluates the performance of the school middle managers by (1) assessing the performance of the department under their supervision, (2) the implementation of the school strategy and (3) their contribution in the process of creating a healthy school ambiance and culture. The praise according to the school principal is usually done verbally by appreciating and motivating the middle managers. On the other hand, the vice-principal confirmed in her journal that the middle managers are not being formally

evaluated. She clearly confirmed that no criteria for evaluating the performance of the middle managers are yet set at school as she stated that the evaluation of middle managers is currently unformal and unprecise.

Quantitatively, four questions were incorporated in the questionnaire addressed to the middle managers and tackle the issue of evaluation. The figure below represents the answers of the 18 middle managers regarding their own perception about their evaluation.



Graph 5: Evaluation of middle managers

As graph 5 shows, 94.45% of the middle managers do believe that empowerment has to be paired with training - 66.67% strongly agree and 27.78% simply agree and 72.22% of them declared that they meet with their immediate supervisor to evaluate their performance. Moreover, only 27.78% strongly agreed, 27.78% agree of the middle managers that they receive written guidance in order to improve their performance – a total of 55.56%. 38.89% of the middle managers strongly believe that the evaluation criteria of their performance are clearly formulated, 33.33% of

them simply believe so – total of 72.22% and only 50% of the middle managers think that they are paid based on the quality of their performance.

In fact, the percentage count of the middle managers' answers - under the first two categories of the Likert scale - related to the evaluation are relatively lower than those related to their perception about empowerment itself in relevance to the second research question.

At last, it would be significant to mention that going back to the school records and documents, the data collection process showed that no documents related to the evaluation or appraisal of the middle managers were found. Moreover, while comparing the answers of the school principal regarding the issue of evaluation to the responses of the middle managers, we notice that the answers are not aligned. Therefore, we may conclude that the senior management considers that the criteria of evaluating the performance of the middle managers exist whereas the middle managers do not perceive them as clearly stated and applied.

4.3.2 Comments related to the quantitative and the qualitative data related to the professional development of the middle managers

The table below gathers some of the qualitative and the quantitative data answering the professional development of the middle managers.

	Qualitative results			Quantitative results	
Research question	**Interview**	**Reflection paper of head of primary school**	**Journal of vice principal**	**Training records over 6 years**	**Questionnaire**
How are middle managers professionally developed?	"The professional development is one of the major aspects that may assure the professional success of the persons. The middle manager has to remain up to date and to develop his competencies, as well as his knowledge… »	" All my functions have been revised on educational and administrative levels." "I benefited of both the technical trainings addressed to teachers and the training I received in person during our joint work".	"Not all middle managers were trained enough to take part of this change."	48 out of 126 sessions are addressed to middle managers or 38.09 % of all the sessions delivered to the school personal were addressed to the middle managers.	44.44% of the middle managers see that they do attend training sessions regularly and that these sessions are beneficial for their work performance, 27.78% disagreed and 5.56% strongly disagreed

In the context of the qualitative results, while writing the reflection paper and describing the mentoring of coaching experience she went through in the context of her professional development, in light of empowerment, the head of the primary school stated the following facts:

1- The mentoring was done thoroughly on daily basis and through close aaccompanying
2- All the functions have been revised on educational and administrative plans.
3- Lengthy interviews were conducted to evaluate whenever a situation arose, problematic or not.

4- Thorough discussions with the French consultant allowing the middle manager to reflect on her way of acting and reacting.

5- Analysis and assessment that enabled the middle manager to make appropriate adjustment in her daily performance.

6- The training allowed the middle manager to internalize essential beliefs in the concept of management and leadership:

   a- The real meaning of collaborative work: to play the role of a facilitator and a moderator of the team based on the pre-assumption that no implementation can be successful without collective work or in other words to avoid acting as a one man-show leader.

   b- The objectivity in decision-making: to take the needed distance in order to see the problematic situation clearly, assess it objectively and then take the appropriate decision away of any emotional pressure that may bias her.

The above mentioned issues increased the empowerment of the middle manager and proved that coaching and mentoring are essential for the professional development of middle managers in light of their empowerment.

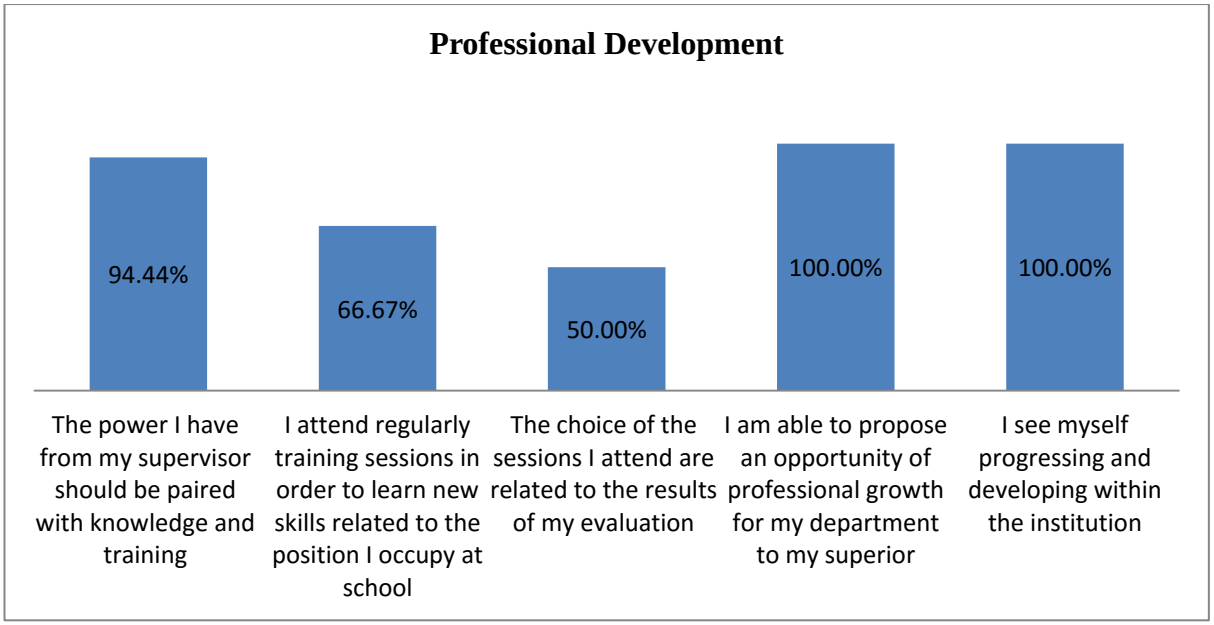
According to the middle manager's feedback mentioned in the reflection paper, this intervention that took place over three consecutive years, allowed the whole primary school and not only the head of the school to develop a new identity or image. Prior to this coaching experience, the primary school lacked the serious aspect of an educational institution. The relationship between the head and the teachers was informal and was not framed by rules and regulations. The head of the primary school was not able to reflect the image of an empowered manager who is able to

represent confidently the objectives of the senior management and was not confident about the role she is playing within the institution. This coaching experience enabled the head of the primary school to understand her role as a leader within the primary school's staff members and consequently to execute her role confidently in light of her empowerment.

In addition, when asked about the professional development of the middle managers, the school principal emphasized that attention should be given to the middle managers in this regard especially that they are expected to be continuously updated about the latest trends in education at all levels. The choice of the training sessions is made on the institution level; so that the whole institution may benefit from it as it can be chosen in relevance to the middle manager's personal needs. These training sessions can be proposed by the middle manager or by his immediate supervisor. The school principal believes that all middle managers have to grow and develop professionally within the institution for the good of the institution itself.

On the other hand, the vice-principal answered more precisely to this issue of training. She mentioned that the training sessions that the middle managers should attend have to provide them with additional knowledge and skills that are relevant to the managerial position that they are occupying. The relevant skills will be deduced in chapter 5 after comparing the findings of the research with the content of the literature review.

In the context of the quantitative results, the questionnaire regarding the professional development of the middle managers and specifically when asked if the training sessions they attend are related to their needs came as shown in the figure below:



Graph 6: The professional development of middle managers

Graph 6 shows that when asked whether the choice of training they usually attend is related to the results of their performance evaluation, only 50% of the middle managers see that this relationship exists although they all see themselves progressing within the institution.

Last, the training records found in the school documents and records contributed to answering the third research question as well. The results show that over the past six years, only 38.09 % of all the sessions delivered to the school personnel were addressed to the middle managers and most of their themes and objectives are not related to the world of the educational management.

To sum up, the perceptions of the senior management and the middle management are not similar when it comes to the criteria of evaluation and the professional development of the middle managers. Though the school principal highly believes that the middle managers need to pursue a variety of trainings to assure their

professional development and consequently contribute to the improvement of the whole institution, and these development sessions can be chosen by the school itself or can be a choice made by the middle manager on a personal level. The answers extracted from the questionnaire addressed to the middle managers, the journal of the school vice-principal show that the professional development plan is not always satisfactory. In this regard, the school vice-principal in her journal shed light on a variety of trainings that the middle managers may benefit from especially if these persons are seen as managers and not only experts in the field of their teaching expertise especially the subject coordinators. For instance, the math coordinator may be attending training related to mathematics and strategy of teaching mathematics but was never assigned to attend a training session to develop one of the skills he needs in his role as manager such as strategic planning or project management.

On the other hand, the head of primary school shared her experience in the framework of her professional development. This experience was obviously successful and beneficial for the simple reason that the choice of this continuous training was directly related to her needs and it was provided progressively. In other words, she was mentored and coached. This significant finding will be thoroughly discussed when comparing the findings with the findings of the literature review where coaching and mentoring were positively perceived.

4.4 Conclusion

To wrap up, this chapter answered the three research questions. The answers related to the first research question enabled me understand of how the senior management perceives the empowerment of the middle managers. In this regard, the senior

management seemed supportive to the concept of empowering of middle managers. On the other hand, the answer relevant to the second research question helped me to know how the middle managers perceive their empowerment. The middle managers perceive in general positively their empowerment with some difference spotted through the answers. Finally, the results answering the third research questions in its two sections showed that the evaluation of the middle managers performance and consequently their professional development need more attention and require further efforts.

Chapter 5
Discussion of findings

5.1 Introduction

This chapter presents a discussion of the study findings by comparing them to the reviewed literature and the theoretical framework established for this study. The chapter ends with implications for practice and recommendations for further research.

5.2 Discussion of the main findings in comparison with the literature review

5.2.1 How does senior management perceive the empowerment of middle managers?

Findings indicate that the senior management believes in empowering the school middle managers. In this regard, the school principal attributed this belief to the fact that the middle managers are perceived as “linking persons” between the top and the base since they are expected to translate the vision of the school set by the senior management and not simply to report to the senior management what is happening at the base level as it used to happen at school back in time. Moreover, their empowerment can have positive impact on the school culture and climate which Cortas (2012) expressed when saying that the daily interaction of the middle managers with the staff is of a great importance as it draws the framework of the staff’s performance, and identifies the overall culture of the institution. Mintzelberg

(1989) also believed that middle managers are more than just mediators or linking persons between the senior management and the staff and Delemstri and Walgenbach (2005) extended the idea to expectations that they have to master certain skills in addition to the knowledge received from the senior management. According to him for instance, the middle manager is expected to be a problem solver. In this line of thought, findings indicate that the middle managers are supposed to acquire many skills such as the ability to be good problem solvers therefore they should be trained to do so effectively and that the middle managers do believe that the power granted for them enabled them to perceive themselves as problem solvers. However, they study showed no evidences about how effectively they are playing their role as problem solvers.

Moreover, findings showed that the empowerment of the middle managers is enhanced by increasing their participation in the process of decision- making and by creating for them places within the school councils, for instance, so that they may contribute efficiently to the school improvement process since empowerment is described as the ability to make individuals act in order to finalize and accomplish (Kanter, 1977). And that power enables individuals to produce change without the use of any force by the person possessing the authority – in this case, the senior management - (Osorio-Kupferblum, 2015). It has also positive effect on their ability of sharing information about goals and performance, providing access to job-related knowledge and skills (Fernandez & Moldogaziev, 2013) and their sense of commitment (Sadek, 2014).

The job descriptions, the school project, the personnel handbook, the vice-principal's journal and the reflection paper of the head of the primary school confirmed what the

senior management revealed. Similarly, Harding, et al., (2014) had stated that middle managers should not only be stuck in the middle of a pre-set hierarchy but they need to constitute the hierarchy within which they are expected to execute work for the good of the whole institution. Additionally, Briggs (2001) refused the notion that senior management are to consider the middle managers as transactional leaders who are expected to translate the senior managers' beliefs and their strategies into actions but also as transformational leaders who are expected to encourage collaboration and participative strategic decision-making (leader, 2014). In other words, the role of the middle managers becomes active and participatory in defining the shape and the direction of the whole institution.

5.2.2 How do middle managers perceive their empowerment?

The middle managers' perception of their empowerment was mainly studied in relevance to the three forms of empowerment. First, in the psychological empowerment, the literature explained that this form gives a close attention to the intrinsic motivation and leads employees to believe that they can do their work properly (Conger & Kanungo, 1988; Spreitzer, 1996). Moreover, this form is closely related to the self-efficacy theory which also emphasizes the personal belief in the ability to perform, accomplish and succeed. The answers of the middle managers in this regard showed that their empowerment was remarkable at the psychological level since the majority among them perceive themselves as confident and self-assured in their capacities to do their job.

Second, in the discretion empowerment, the reviewed literature shows that this form is directly related to the concept of the discretionary authority at work, or in other

words, is strictly limited to the work autonomy (Chan & Lam, 2011; Kelley, et al., 1996). The discretion empowerment is translated into practical examples: Being able to decide how to go about doing the work, having considerable opportunity for independence and freedom at work, having control and significant influence over what happens in the department. The findings in general show that the empowerment was well perceived and that middle managers consider themselves as empowered. The importance of the discretion empowerment is that empowerment allows workers to access and master their self-autonomy and control. For instance, the general supervisor at school, prior to the changes that occurred recently on the middle management level in terms of empowerment and involvement, was perceived to be hesitant and lacking self-confidence. After assigning major tasks for him as being a permanent member in one of the councils at school, he turns to be more involved, more decided and better achiever which enabled him to regain control and confidence in his performance (Rappaport, 1995).

Third, the leadership empowerment tackles the leaders' behavior which facilitates and encourages the employees in their performances (Arnold, et al., 2000; Eylon & Au, 1999). My study findings show that the immediate supervisor of the middle managers is perceived as an effective leader when it comes to his personality traits and on the other hand, he was fairly appreciated by the middle managers when asked about his suggestions to improve the group's performance. This implies that the middle managers need their immediate supervisor or their senior management to be more effective on the level of proposing new suggestions and ideas. This need was defended by Collins (1996) and O'Connor (2001) who believe that the middle managers look up to their supervisors since the real power is owned by the senior

management therefore the delegation of Empowerment can turn to be disempowering (Collins, 1996) and becomes disappointing and might lead the employees to become resistant (Harding, Lee & Ford, 2014) especially when the empowered is depending on the empowerer in the decision-making process noting that suggesting new ways of improvement falls under the decision making process. The findings of the study show that the middle managers need more guidance while empowered so that they may avoid disappointment and frustrations. This guidance and support enhance self-autonomy and self-confidence which are needed especially that the reviewed literature showed that in some occasions, middle managers may need to manage their bosses by providing enough input and suggesting pertinent ways based on their daily observations and interactions with their subordinates for a whole school improvement (Drucker, 1993).

On the other hand, in the context of defining the role of the middle manager in light of their empowerment, Brennan (1992) described the middle manager as a facilitator but he claimed that in order to play efficiently the role of a facilitator, he needs to master important skills such as decision-making, work-planning, improving continuously, measuring progress and rating team member performance. Moreover, Stroul (1992) believed that middle managers are expected to play the role of a coach or a counselor within the institution. The middle managers were also described as implementers since they are implementing the strategy and the organizational operations within the institution (Frohman & Johnson, 1992). This inference was supported by the findings of the study especially in perceiving the middle managers as problem solvers and decision makers as a consequence of their empowerment. But what still needs to be identified is whether what they perceive having as skills or

doing as tasks have been implemented or applied effectively. The 7 dimensions of empowerment: power, decision-making, information, autonomy, initiative and creativity and knowledge and skills (Peter et al., 2002) may play an important role in defining these skills. The recommendations of this study stresses the need for developing a more rigorous professional development plan for middle management, including these dimensions in the evaluation scale of middle manager's performance and then choosing training sessions that tackle these dimensions will be of a great value.

5.2.3 How are middle managers evaluated and professionally developed?

The findings of this research show that the school is in need of identifying the criteria of evaluating the performance of the middle managers and consequently develop a suitable professional development for them. In the reviewed literature, Kuffman (2014) stated that despite the belief of leaders that the middle managers' role is important, they always tend to invest in the people occupying the front lines rather than giving attention and allocating budget for the development of the middle managers. And this is based on the assumption that middle managers have already developed the needed skills when they were still occupying positions in the frontline and that the possibility of finding appropriate training sessions is kind of impossible. Furthermore, the school leaders believe that the midlevel leadership development does not directly address business issues such as strategic planning, conflict resolution, time management and budgeting. My findings indicate that professional development of middle managers will have positive impact on the school as a whole and that training sessions that they attend are not in accordance with their needs and rarely targeting topics related to their managerial role within the institution since the

professional development program was not designed based on the evaluation of their performance and since the criteria of their performance are not clearly developed. Findings show also that the criteria of evaluating the performance of the middle managers are absent and consequently the choice of training sessions is irrelevant. The literature shows that the middle managers' areas of needs are the following: (1) the understanding of the finance of the whole school and development of policies and priorities, (2) the development of department policies and budgets within the whole school framework (3) and the proper identifications of their subordinates' needs upon appraisal and the choice of the adequate professional development for them (Adey & Jones, 1998). All these were not included in the evaluation and the professional development of middle managers in this study.

My study findings indicate that the best way and the most effective way to train and professionally develop the middle managers is by coaching them and accompanying them. Thorpe and Bennett-Powell (2014) highlighted major findings in the context of professionally developing the middle managers and found that even after attending many trainings and holding different degrees they will always need to be coached and mentored. As it would be helpful to mention that only one middle manager was coached and mentored at the school where the study was conducted.

Based on this line of thought, the issue of determining the criteria of their evaluation forms the first step in the journey of properly developing the skills of the middle managers especially that they face continuously a number of daily challenges such as (1) maintaining and nurturing a strong network of partners and collaborators across functions, levels, and geographies, (2) looking beyond their direct reports and strategically identifying and developing talent across multiple teams and critical

roles under their direction and (3) considering cost, quality, timeliness, and resources as they make decisions about how best to execute strategy. These challenges may guide the senior management towards identifying the criteria of evaluating the performance of the middle managers, applying them, analyzing their results and consequently designing adequately a professional development plan (Kauffman, 2014).

5.3 Discussion of the findings based on the theoretical framework of the study

5.3.1 The self-determination theory (SDT)

The SDT is mainly based on the following rationales: people are motivated and become better performers when they get the feeling that they are in full control of their actions and that they are doing the task, not because they will be rewarded, but because it was their own choice (Ryan & Deci, 2000). The findings of the current study indicate that the middle managers feel that they are in control and that they have a significant influence on what is happening in the department under their responsibility.

Second, the theory gives importance to the positive connections with others or in other words to the social context where the person is working or performing a certain task rather than the simple need of autonomy and the feeling of being able to do the job he is expected to do (Liu, et al., 2011). The findings of the study show that the middle managers highly appreciate the social relationship they have with their

immediate supervisor as they perceive him as a friendly person and they feel free to share their dissatisfactions when necessary.

Third, the SDT theory confirms that the interplay between the extrinsic forces acting on persons and the intrinsic motives and needs inherent in human nature is the territory of Self-Determination Theory (Meyer, et al., 2004).

In this regard, the findings of the study indicate that the middle managers are mainly motivated since they are engaged in the decision-making process despite the fact the school principal claims that the middle managers are only encouraged verbally and no bonuses or financial incentives are allocated for the good performers. Therefore, we may conclude that the intrinsic motivation at the middle managers' level emerged from the psychological, discretion and leadership empowerment rather than from the physical rewards, which explains their positive engagement and motivation towards achievement.

5.3.2 The self-efficacy theory

The self-efficacy theory explains that when the individual truly believes in his ability to perform, accomplish and succeed, this feeling of confidence generates the determination to face the threats and to transform them into challenges and consequently to achieve the goals. According to Betz and Hackett (2006), the four sources of efficacy information are as follows: performance accomplishments (enactive mastery experiences), vicarious learning (modeling), physiological and affective states (emotional arousal), and verbal persuasion or encouragement (Bandura, 1997).

The findings of the study, especially the implications of empowerment on their practices, show that the middle managers have positively experienced their empowerment. The findings indicate that due to their empowerment, the middle managers are taking initiatives at work. They are recognizing themselves as good problem solvers and as good decision makers. Findings also show that empowerment made them gain self-autonomy since they perceive empowerment as a source of motivation.

5.3.3 The theory of empowerment

Empowerment is not only one's feeling of self-efficacy, competency and being in control. It is also perceived to be a process through which individuals are being in control over their lives. Moreover, this theory confirms that empowerment enhances the democratic participation of the empowered persons in many issues related not only to their work but also to environment and this mainly happens when the senior management engages its members in the decision making process (Perkins & Zimmerman, 1995).

The findings of this study show that the middle managers perceive themselves positively empowered in respect to the 3 forms of empowerment. Moreover, the empowerment of middle managers was established at school by involving and engaging the middle managers in the decision-making process occurring on campus.

5.4 Conclusion

This chapter discussed the findings of the current study in respect to 2 perspectives: the relevant reviewed literature and the 3 relevant theories. This discussion added to

the findings of the study a more concentrated validation and consequently justified the suggestions and the recommendations that will be presented in chapter 6.

Chapter 6
Conclusions and Recommendations

6.1 Implications for managerial practices

Based on the findings in relevance to the issue of evaluation and professional development allocated for the middle managers in light of their empowerment, we may infer that middle managers are not precisely evaluated and consequently the professional training when assigned for them, do not answer their need and prevent them from growing professionally despite their empowerment. Therefore, a list of suggestions may be elicited from these findings. These suggestions when adopted by the school management will produce improvement on managerial level:

On evaluation level:

The literature has shown that the middle manager plays a pivotal role in the growth of the institution. And this role is mainly defined by four main functions: Planning, organizing, leading and controlling. These functions are to be translated into skills that the middle manager is expected to master in order to execute his role effectively. These skills should be at the base of setting an evaluation system in the context of assuring a Management Quality Control.

The senior management is invited to:

1- Identify the totality of skills that middle managers have to acquire and master in order to assure better performance. These skills may be synthesized from the middle managers' job descriptions such as the conceptual skills, the human skills, the leadership skills and the financial management skills.

2- Assess the middle managers' competency in the management skills.
3- Make recommendations after analyzing the results of their assessment and communicate the results with the concerned middle managers.

Additionally, the middle managers may participate in a self-evaluation process based on the same skills initially identified by the management.

On professional development level:

Based on the results outlined from the evaluation, the senior management may develop a professional development plan that may cater for its middle managers' needs. The intervention may be executed on two levels:

1- External level: Contacting experts in the field of training on managerial skills and developing with them an intervention plan based on the screening already conducted by the school.
2- School level: Creating middle managers' council at school that meets following a predefined calendar. These meetings headed by the school principal pinpoint and discuss issues that the middle managers encounter on daily basis and conduct discussions that may involve them in reflecting on their practices, exchange successful experiences and propose solutions. These discussions enrich the middle manager's professionally and guide him towards adopting better directions in his practices.

6.2 Limitations

The major limitation of this study is that the human size of the school undergoing this study is relatively small. Only one person was representing the senior

management and 18 middle managers represented the middle management. Despite this fact, the instrument (the questionnaire) used for data collection is characterized by its validity which enables other researchers interested in investigating the forms of empowerment to use it.

On the other hand, since I as a researcher play a major role in the management of the school under study, the participants may be negatively influenced by this fact and could tend to get away from the wished objectivity.

6.3 Suggestions for further research

Studies tackling Empowerment of key persons and major partners in the educational field is of a great importance since transformational leadership aims at developing managerial and leadership skills at all layers of the institution.

Similar studies may be conducted in order to investigate further the effect of empowerment on the whole school development and more specifically its impact on developing empowered students “to become responsible citizens, moving in the mainstream of our diverse and ever-changing society” as mentioned in the mission statement of the school of the current study.

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Appendices

Appendix 1

Interview with the school principal

This research project is conducted as part of fulfilling the requirement for a master's degree in Education.

The aim of this research is to understand "Empowerment" in the world of educational leadership and specifically among middle managers as it tends to identify the major roles attributes to all persons in middle management positions and to study the role of empowerment in their professional growth.

All data and measurements obtained from this research study will be stored confidentially. Only researcher will have access to view any data collected during this research.

The research intends to cause no physical or psychological harm or offense and to abide by all commonly acknowledged ethical codes.

You voluntarily agree to participate in this research project by answering the questions of the interview.

You have the right to ask the researchers any question regarding this project.

You also have the right to reject participation.

You may withdraw from this research any time you wish.
This may take 40 minutes of your time.
Please make sure that you have responded to every statement.

If you have any questions, you may contact:

Name (PI)	Phone number	Email address
Manal Adada	03600488	manal.adada@lau.edu

If you have any questions about your rights as a participant in this study, or you want to talk to someone outside the research, please contact the:
IRB Office,
Lebanese American University
3rd Floor, Dorm A, Byblos Campus
Tel: 00 961 1 786456 ext. (2546)

Interview with the school principal

I- Demographic information

1- Years of experience: ☐ Less than five years ☐ More than five years
2- Years of work occupying this position at the institution: ☐ less than five years ☐ more than five years

I- The position of middle managers as perceived by the administration

3- Who are the persons at your school that you consider calling them "middle managers"?
4- How do you perceive the importance of the position of middle managers?
5- Did the position of middle management go through evolution through time at your institution?

II- Ways of empowering the middle managers

6- Do you involve middle managers in the process of decision making at school? If yes, explain by giving examples.
7- What is your own understanding of delegation?
8- Do you think that authority can be delegated? If yes, how?
9- Do you believe that the middle managers at your school have a certain margin of power? If yes, give examples.
10- Are there limits of empowerment mentioned in writing in any of the school official documents? If yes, specify where and give examples.
11- Do you believe that the middle managers should have unlimited authority over their subordinates?
12- Should this authority be controlled? And yes, why? And how?
13- How would the empowerment of middle managers affect the performance of the whole institution? Give examples

III- Role evaluation

14- How do you motivate middle managers at school in order to become better performers?
15- Do you evaluate the performance of the middle managers? If yes, explain how?
16- How do you praise the middle managers at the school?

IV- Professional development

17- Do you believe that middle managers still need to go through professional development even after occupying the middle management position?
18- If yes, how do you choose the training sessions for the middle managers?
19- How do you perceive the progress and development of middle managers?

Appendix 2

Questionnaire addressed to the middle managers

This research project is conducted as part of fulfilling the requirement for a master's degree in Education.

The aim of this research is to understand "Empowerment" in the world of educational leadership and specifically among middle managers as it tends to identify the major role of empowerment in the professional growth of the middle managers at Montana International.

All data and measurements obtained from this research study will be stored confidentially. Only researcher will have access to view any data collected during this research.

The research intends to cause no physical or psychological harm or offense and to abide by all commonly acknowledged ethical codes.

You voluntarily agree to participate in this research project by filling the following questionnaire.

You have the right to ask the researchers any question regarding this project.

You also have the right to reject participation.

You may withdraw from this research any time you wish.
This may take 10 minutes of your time.
Please make sure that you have responded to every statement.

If you have any questions, you may contact:

Name (PI)	Phone number	Email address
Manal Adada	03600488	manal.adada@lau.edu

If you have any questions about your rights as a participant in this study, or you want to talk to someone outside the research, please contact the:
IRB Office,
Lebanese American University
3rd Floor, Dorm A, Byblos Campus
Tel: 00 961 1 786456 ext. (2546)

I. General information

20- Gender: ☐ Female ☐ Male

21- Years of experience: ☐ Less than five years ☐ More than five years

22- Years of work occupying this position at the institution: ☐ less than five years ☐ more than five years

23- ☐ I am a subject coordinator ☐ I am not a subject coordinator

II- Relationship with the administration

24- My direct supervisor is (might be more than one): ☐ The school principal ☐ Vice principal ☐ Head of Preschool and Elementary

25- I meet with the my direct supervisor: ☐ Daily ☐ Weekly ☐ Monthly ☐ End of term ☐ End of year only

26- The purpose of my meetings with the administration: ☐ Decision making and planning ☐ Planning without decision making ☐ Only Evaluation ☐ Decision making, planning and evaluation

III- Empowerment

		Strongly agree	Agree	Disagree	Strongly disagree
Psychological empowerment					
8	"I am confident about my ability to do my job".				
9	"I am self-assured about my capabilities to perform my work activities".				
10	"I have mastered the skills necessary for my job"				
Discretion Empowerment					
11	"I can decide on my own how to go about doing my work"				
12	"I have considerable opportunity for Independence and freedom in how I do my job."				
13	"I have a great deal of control over what happens in				

	my department/team.”				
14	“I have significant influence over what happens in my department/team.”				
Leadership empowerment					
15	“My supervisor suggests ways to improve my work group’s performance.”				
16	“My work group members are encouraged to express ideas/suggestions”.				
17	“My supervisor explains his or her decisions and actions to my work group.”				
18	“My supervisor takes the time to discuss work group members’ concerns patiently”.				
19	“My supervisor shows concern for work group members’ success.”				
20	“My supervisor stays in touch with my work group.”				
21	“I usually trust statements made by my supervisor.”				

		Strongly agree	Agree	Disagree	Strongly disagree
22	“My immediate supervisor is friendly and easy to approach”				
23	The power I have from my supervisor allows me to take initiatives				
24	The power I have from my supervisor allows me to become a problem solver				
25	The power I have from my supervisor allows me to become a decision maker				
26	The power I have from my supervisor allows me to master self-autonomy				
27	The power I have from my supervisor should be paired with knowledge and training				
28	The power I have from my supervisor is a source of my				

	motivation				
29	The power I have from my supervisor has to be unlimited				

- ***Items of section III are copied from:*** Fock, H., Hui, M., Au, K. & Bond, M (2013). Moderation effects of power distance on the relationship between types of empowerment and employee satisfaction. *Journal of cross-cultural Psychology*. Vol 44 (2) p281-298

IV- Evaluation

		Strongly agree	Agree	Disagree	Strongly disagree
30	I meet with my superior to evaluate my performance				
31	I receive from my superior written guidance to improve my performance				
32	I am paid based on my performance				
33	The criteria of my performance evaluation are clearly set				
34	I am able to share with my superior my dissatisfaction				
35	My superior takes into consideration my dissatisfaction when declared				

V- Professional development

		Strongly agree	Agree	Disagree	Strongly disagree
36	I attend regularly training sessions in order to learn new skills related to the position I occupy at school				
37	The choice of the sessions I attend are related to the results of my evaluation				
38	I am able to propose an opportunity of professional growth for my department to my superior				
39	I see myself progressing and developing within the institution				

Appendix 3

The permission to use items from a questionnaire

Re: A request for permission to use an instrument for research purpose
Manal Adada
Thu 9/24/2015 9:00 PM
To: H Fock <hfock@hkbu.edu.hk>;
Cc: Mona Nabhani <mnabhani@lau.edu.lb>; msammak@hotmail.com <msammak@hotmail.com>;
Dear Dr. Fock,

First I would like to thank you for your prompt and positive reply. I am very sorry for my delayed message but I was facing troubles accessing my email address.

I am very glad to know that the use of your instrument is of a great pleasure for your sir.

I want you to rest assured that I will definitely follow all the instructions and guidance that you personally mentioned in your reply. As you may know that listing your valuable name among the list of all the researchers in the field of management mentioned in my study under the references section will be of a great value and honor.

I thank you again dear Dr Fock for your support as I will always be available for any additional clarifications or advice.

Respectfully,

Manal Adada
American Lebanese University, Lebanon

From: H Fock <hfock@hkbu.edu.hk>
Sent: Wednesday, September 16, 2015 8:38 AM
To: Manal Adada
Cc: Mona Nabhani
Subject: Re: A request for permission to use an instrument for research purpose
Dear Manal,
Thank you very much for your interest in my research article. I am very happy to learn you plan of a research project to extend the theory of empowerment along our research frontier.
You are most welcome to use our measurement which I have detailed in the Table 1 and Table 2 of my paper. In fact, my instrument was borrowed and adopted from previous research (e.g., Spreitzer 1995; Arnold et al. 2000; see details of sources in page p.286). You may like to refer to these original papers and modify their wordings to fit your research context.

I wish you all the best in your research endeavor!
Best regards,
Henry Fock
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Henry Fock, PhD
Head, Department of Marketing,
Director, Research Postgraduate Programme,
School of Business
Hong Kong Baptist University
Renfrew Road KLN
HONG KONG
Tel: (852) 3411 5202 (office)
==========

----- Original Message -----

From: Manal Adada

To: hfock@hkbu.edu.hk

Cc: Mona Nabhani

Sent: Tuesday, September 15, 2015 8:55 PM

Subject: A request for permission to use an instrument for research purpose

Dear Mr. Fock,

I hope my email finds you well.

This is Manal Adada, student at the Lebanese American University enrolled in the MA program in Education emphasis - *Leadership and Management* and I am currently working on my thesis.

My research is basically tackling the issue of Empowering Middle Management and I am highly interested in using one of the instruments that you personally used while conducting your research entitled : Moderation effects of power distance on the relationship between types of empowerment and employee satisfaction.

This instrument will help me explore the Middle Managers' point of view regarding the three types of empowerment: Psychological empowerment, Discretion empowerment and Leadership empowerment.

Your approval will allow me enrich my research and collect scientifically the required data.

Thank you for your kind attention,

Manal Adada