



University of Liverpool

Team Building Among Sessional Academic Staff

How to Make It Sustainable?

An Empirical Investigation

Adelino Armando Sanjombe

200864939_ March, 2021

**A thesis submitted in fulfilment of the requirement for the
degree of Doctor of Business Management of University of
Liverpool**

**Management School
University of Liverpool
March, 2021**

Table of Contents

| | |
|---|----|
| List of Tables | 4 |
| List of Figures | 5 |
| ABSTRACT | 6 |
| DECLARATION | 8 |
| ACKNOWLEDGEMENTS..... | 9 |
| 1. 0 Introduction | 11 |
| 1.1 Study Objectives..... | 19 |
| 1.2 Contribution of the study..... | 19 |
| 1.3 Gaps in the literature | 20 |
| 1.4 Professional knowledge | 20 |
| 1.5 Structure of the thesis | 20 |
| 2. 0 Introduction | 24 |
| 3.0 Research Design Methods and Data Analysis | 43 |
| 3.1 Rationale for Using Action Research..... | 43 |
| 3.2 Action Research Approach | 44 |
| 3.3 Constructing (step 1)..... | 47 |
| 3.4 Planning Action (step 2)..... | 48 |
| 3.5 Taking Action (step 3)..... | 48 |
| 3.6 Evaluating Action (step 4)..... | 48 |
| 3.7 The Research Context..... | 55 |
| 3.8 Research Participants | 60 |
| 3.9 Data Collection | 61 |
| 3.9.1 In this Research what are Data?..... | 61 |
| 3.9.2 Reflections-Concluding Remarks..... | 79 |
| 3.9.3 Reflections-Concluding Remarks..... | 85 |
| 4.0 Data Analysis | 88 |

| | |
|--|-----|
| 4.1 Data Analysis Method | 88 |
| 5.0 Current Organisational Structure..... | 120 |
| 5.1 Concluding the Remarks | 123 |
| 6.0 Introduction | 127 |
| 6.1 Discussion | 127 |
| 6.2 Implications of the Research for the Practitioners Community | 132 |
| 6.3 Implications of the Research to the Scholarship Community..... | 133 |
| 6.4 Limitations..... | 135 |
| 6.5 Avenue for Future Researches..... | 135 |
| 6.6 Conclusion | 136 |
| 7.0 Introduction | 138 |
| 7.1 Impact of the modules at different levels (personal, professional and academic)..... | 138 |
| 7.2 Personal Transformation..... | 140 |
| 7.3 Scholarly Level | 142 |
| 7.4 Concluding Remarks..... | 145 |
| APPENDIX A | 147 |
| APPENDIX B | 149 |
| REFERENCES | 150 |

List of Tables

| | |
|---|-----|
| Table 1 - Sessional staff standards framework (Harvey, 2013)..... | 39 |
| Table 2 - Research participants | 60 |
| Table 3 - Summary of methods used during data Collection | 65 |
| Table 4 - Inductive Data Analysis of Students' Collected Data | 93 |
| Table 5 - Inductive Data Analysis of Teachers' Collected Data..... | 94 |
| Table 6 - Inductive Data Analysis of Course Coordinators' Collected Data | 95 |
| Table 7 - Inductive Data Analysis of Actions Taken to Address Issues Affecting Students..... | 97 |
| Table 8 - Inductive Data Analysis of Actions Taken to Address Issues Affecting Sessional Teachers..... | 98 |
| Table 9 - Inductive Data Analysis of Actions Taken to Address the Issue Affecting Course Coordinators | 100 |
| Table 10 - Deductive Analysis. | 103 |

List of Figures

| | |
|---|-----|
| Figure 1: Structure of the study..... | 21 |
| Figure 2: Illustrates what it takes in every step of the action research empirical approach..... | 45 |
| Figure 3: Depicts the action research cycle followed in this study in light of the contributions offered by Coghlan and Brannick (2010, p.8). | 47 |
| Figure 4: The constructive data analysis (adopted from Feldman et al., 2018, p.186)..... | 91 |
| Figure 5: Illustrates the Current Organisational Structure..... | 119 |
| Figure 6: Outcome of the analysis expressed by the research participants. This figure depicts the required organisational structure | 121 |
| Figure 7: Depicts a simple simplified structure that would address the complex context under which the organisation is operating. Source: group focus sessions with research participants. | 123 |
| Figure 8: Illustrates what it takes to build teams among sessional teachers and sustain them. This figure is an outcome of the discussions with research participants. | 134 |

ABSTRACT

Background: In Angola the majority of the academic staff of higher private education industry, are sessional teachers. The definition of sessional teachers in this context entails academic staff who engage in university teaching as a supplement to their full time industry work (Sutherland & Gilbert, 2013). Given that sessional teachers in private higher education sector take this teaching as a part-time job, they do not commit (Nguluve, 2015) their full energy, attention, availability and these issues tend to undermine their ability to deliver the expected quality teaching aiming to contribute to enact quality education.

Higher private education institutions in Angola face the following issues with sessional teachers: lack of goals orientation skills, poor teamwork skills, poor time management skills, high level of absenteeism, delays in the submission of exam papers, delays in grading and publishing exams results, poor teaching skills, poor interpersonal relationship skills with students, poor feedback skills, poor students learning needs assessment, inability to meet deadlines and showing up late to carry out teaching activities. As a result of this scenario, students complain about sessional teachers absenteeism, lack of teaching skills, anxiety for the exam results that in many cases are not published on time, many sessional teachers are latecomers most of the time, many sessional teachers mistreat students, and many sessional teachers are inconsiderate in the way they deal with students. This situation led to a scenario in which, the level of students' drop out due to the ineffectiveness of many sessional teachers has increased substantially and the quality education offered in the higher private education industry is low. All these issues, are symptoms of a context in which team building among sessional teachers is in high demand.

Aim: the purpose of this research is to investigate how to go about building effective teams among sessional teachers in ISPSN (Instituto Superior Politécnico Sol Nascente) (2015-2019). The research participants are: 400 students, 20 sessional teachers, 5 course coordinators (convenors), 3 heads of departments and 3 deputy directors of ISPSN in Huambo. **Data collection:** students group focus, sessional teachers group focus course coordinators group focus, heads of departments group focus, deputy director group focus. Students semi-structured interviews, sessional teachers semi-structured interviews, coordinators semi-structured interviews, heads of departments semi-structured interviews. Individual students narrative, sessional teachers individual narratives, coordinators individual narrative, heads of department individual narratives, deputy directors individual narratives, archive documents, indirect and participant observations.

Research Method: Action Research. Action research was selected for this research as it allows managers research their own practice and gain new knowledge aiming to address practice based problems and improve the practice and the conditions under which the practice is carried out.

Findings: Our study suggest that building teams among sessional teachers, require investing in course coordinators management and leadership skills. This entails helping coordinators to

develop coordination's skills such as: setting specific goals to be attained by the end of each semester for the teams including (1) By the end of each teaching semester, all sessional teachers meet all deadlines including: submitting the exam papers on time; grading the exams and submit the results on time; present the syllabus on time. (2) By the end of each teaching semester, all sessional teachers carry out all teaching activities with quality and effectively which should include: showing up on time everyday to carry out teaching activities; planning the lessons and align them with the key skills students should develop to become competent in their field and encourage students to develop a set of cognitive skills such as: knowledge, comprehension, application, analysis, synthesis and evaluation; and guide students through the internship programme to practice the acquired knowledge and develop the required skills to become professionals in their field. (3) By the end of each teaching semester, all sessional teachers participate effectively in every activities organised by the school including: showing up on time in every team meetings; participating in every teaching semester meetings organised school wide and report in advance when there is time constraints to show up; participating in colloquiums and symposiums organised by the institution.

Implications for Business Scholars: Though the issue of sessional teachers seems to have received substantial attention, our study has discovered that the trend of the current international literature on this topic, is focusing more on the professional development and support that higher education institutions should provide to sessional teachers (Harvey, 2013; Bryson, 2013; Sutherland & Gilbert, 2013). At national level, the extant literature, is focusing more on the issue of sessional teachers holding too many jobs which does not seems to help them invest time to offer quality teaching. In other cases, the national literature is viewing private institutions preference for casual contracts as a cost effective option to maximise the revenues (Nguluve, 2015; Sousa, 2016). However, we did not find both in the predominant international and national literature attention given to the process of building teams among sessional teachers and how to make them sustainable to improve quality teaching.

Hence, we hope that the steps identified in this study such as: holding regular meetings with students and teachers; supervise sessional teachers work; set an accountability system; set specific goals to achieve by the end of each semester, will shed light into the issue of building teams among sessional teachers.

Key words: sessional teachers, course coordinators, weekly meetings, coordination skills, team building among sessional teachers.

DECLARATION

This work has not been previously accepted in substance for any degree and is not being concurrently submitted in candidature for any degree.

This thesis is a result of my own investigations except where otherwise stated. Other sources are acknowledged in the text giving explicit references.

ACKNOWLEDGEMENTS

First of all, I would like to express my deepest gratitude to my family, my children, Alicia Sanjombe, Alexandra Sanjombe and Alan Sanjombe whose lives have been acting as a source of inspiration to me. In addition, I would like to express my gratitude to Augusta Sanjombe my wife who has supported me emotionally to reach this stage.

My appreciation also goes to Professor Lucia Morales for lifting me up throughout the DBA programme, which was determinant to keep pressing forward, up to the very end of the programme.

Moreover, my gratitude to the University of Liverpool for having offered me a world class education which made my dream to be educated in an English education system come true.

Additionally, I would like to thank Professors Haitham Nobanee and Paul Elwood for their insightful comments and contribution to the preparation of this thesis.

Special appreciation to the examiners of this thesis for their support and insightful feedback.

Finally, yet importantly, I thank all the academic staff, students and leadership members of Instituto Superior Politecnico Sol Nascente who spent hours, days, weeks, and months providing me with relevant information for this study.

This is a fully self-funded research. Hence, cost and time have been taken into account by the investigator.

CHAPTER 1

INTRODUCTION

1. 0 Introduction

In Angola, the private sector of higher education industry, relies over 90% in the work of sessional teachers (Sousa, 2016, Nguluve, 2015). Most of the current literature on higher education industry, indicates that the majority of undergraduate teaching, is undertaken by sessional teachers. This includes: early career academics who are involved in part-time teaching as instructors; guest lecturers and established academics who take on a course-by-course approach rather than adopting a permanent contract approach (Baik et al., 2018; May, Peetz & Stranchan, 2013). Hence, in the twenty-first century, the university industry has been relying highly on casual academics staff to carry out undergraduate teaching. On the one hand this approach seems to benefit both sessional academic staff and the university industry leadership. The rationale underpinning this stance, has to do with the fact that academic sessional workers have more time flexibility to hold more than one job at the same time which is a good approach to earn more money and diversify their personal and professional experience. On the other hand, universities that tend to rely on academic sessional staff, have not been investing on training and professional development programmes both informal and formal (Baik et al., 2018). Informal training programme, refers to the process of mentoring early academic staff who most of the time do not have teaching experience. Formal training refers to the process of setting up specific courses to enhance the teaching and research skills of both early and established academic staff. This includes: training academic staff on new teaching approaches.

However, previous studies on sessional teaching in the university industry, have identified the need to highly invest in the professional development of sessional academic staff to ensure quality learning and teaching are successfully met, which paves the way to improve the quality of the work undertaken by sessional workers and sustain their motivation to keep working for the same university in which they feel cared for (Hitch et al., 2018). For the purpose of this work, professional development refers to a broad process through which universities set up a set of key steps through which the academic staff both sessional and permanent staff go to sharpen their teaching and research skills. This includes: setting a clear induction process, a realistic and actionable career development action plan and a systematic mentorship process (Harvey, 2013). In so doing, the leadership of universities will be taking a crucial step down to ensure universities improve their education quality. But if universities do not invest in the professional development of their sessional academic staff, this will impact negatively their education standards and the quality of their students' learning outcomes and this, may undermine their ability to sustain their performance (Harvey, 2013). In this work, sustainability refers to a set of key practices to enhance the university's ability to retain good sessional academic staff and keep them motivated to pursue quality teaching and learning (Hitch et al., 2018).

Although there is an assumption that sessional contracts are equivalent to short term, most of sessional academic staff in Angola, are employed over multiple semesters and in many cases

they are employed for over 8 years which makes them become permanent casuals (Pocock, Buchanan & Campbell, 2004). In Angola, the issue of permanent casuals academic staff is the most predominant scenario in the private sector. The higher education industry in Angola is predominantly managed by private institutions. Over 90% of the academic staff working for these private institutions in Angola, are employed on casual contracts (Nguluve, 2015). In so doing, private universities in Angola avoid the entitlements implicated on permanent contacts such as: seek leave, fringe benefits, payment during the break between semesters, payment when there is a break for holidays including during Christmas time. In addition, casual contracts also allow private universities to fire sessional academics staff when they feel like firing them without being liable to pay anything and in many cases without a proper notice. Hence, the sessional teaching issue in Angola is not regulated. This approach has been cost effective which in turn allows private universities to stay on the safe side (Nguluve, 2015). While this scenario seems to be good for private institutions given that it allows them to be economically effective, it tends to impact negatively the quality of their teaching, as this situation does not encourage teachers to give their best in the teaching and researching activities due to the fact that in most cases, there is no a support system in place. This includes a lack of a professional development plan in place to enhance sessional academic staff teaching skills. Consequently, the level of commitment of permanent casual academic staff, tends to be very low and this undermines private universities' ability to improve their education standards.

In the extant literature there is consensus that the support made available for academic sessional staff tends to be substantially insufficient and in some cases non-existent (Bryson, 2013; Banks, 2016). The challenges in terms of lack of support faced by sessional academics staff, ranges from lack of a proper induction process at the outset of their careers, no support to develop teaching and research skills and lack of guidance to develop their teaching materials (Marshall, 2012). As a consequence of the lack of support, permanent sessional academic staff in Angola, tend to find it hard to engage themselves in a productive way, given that they do not feel as being part of the university (Byers & Tani, 2014). They tend to devote their time in the university focusing on their teaching activities as a supplement activity to their full time job (Sutherland & Gilbert, 2013). Consequently students have been complaining about: sessional teachers absenteeism, lack of teaching skills, anxiety for the exam results that in many cases are not published on time, many sessional teachers are latecomers most of the time, many sessional teachers mistreat students, and many sessional teachers are inconsiderate in the way they deal with students. However, previous studies on sessional academic staff support, indicate that when there is enough support, permanent sessional academic staff easily become very productive teams and they increase the education quality standards provided by private universities (Harvey, 2013; Hitch et al., 2017; Sutherland & Gilbert, 2013; Marshall, 2012). The lack of support has been affecting negatively the education quality offered by private institutions in Angola as the level of commitment of sessional academics staff tends to be very low (Byers & Tani, 2014; Bakalis & Jonier, 2006).

This scenario, poses a big threat to the long-term sustainability of quality teaching and learning and retention of high calibre sessional staff (Byers & Tani, 2014). Thus, team building among permanent sessional academic staff has become a huge challenge due to the lack of a structured strategy to support the professional development of sessional workers. For instance, in many cases high calibre permanent sessional academic staff, tend to resign after 3(three) to 4(four) years working for a particular private university due to the frustration of lack of support and proper performance review in which feedback on their performance is not provided to encourage them to progress and invest in their personal development. And in other cases, there have been permanent sessional teachers resigning to take on a more permanent job with public institutions in which they feel a higher sense of job security (Sutherland & Gilbert, 2013, p.1).

While most researches on sessional academic staff defend that universities should invest in the sessional academic staff development to boost the quality of their education standards and retain their good sessional teachers, it is noteworthy that there are few studies that claim that sessional workers should also take responsibility to invest in their own professional development (Coombe & Clancy, 2002). Although this stance is arguable, it makes sense to expect that academic staff both sessional and permanent, invest in their professional development based upon the assumption that scholarly focus, is one of the distinguishing characteristics of the academic career and it demands self-enhancement by studying what one teaches and researching more about what one teaches to develop the ability to think critically and challenge the predominant worldview in light of new research (Sutherland & Gilbert, 2013). However, in Angola it is arguable that academic sessional workers who are paid for working few hours per week would have the financial resources to get themselves enrolled in short term courses to enhance their teaching and researches skills, buy textbooks or search in the internet for recent research articles on their field to gain more knowledge and enhance their skills. In other words, in Angola private universities should not expect sessional academic staff to invest in their own professional development as financial resources are very limited.

Apart from the current scenario under which most private universities in Angola are operating in which they do not invest in their sessional academic staff professional development, there is another issue related to the apparent lack of awareness that university's managers are meant to engage in team building efforts among sessional staff. In other words, given that private universities in Angola, work with permanent sessional teachers, which means that most private universities work with intact groups for a long length of time, this is a good opportunity for university managers to set a support system for sessional teachers including investing in team building activities to promote productive teams that improve their ability to teach effectively. As discussed above, the widespread practice of hiring sessional academic staff and firing them when the university leadership feels like doing it, seems to reveal a lack of strategy to invest in team building among permanent sessional academics staff. As a consequence of this lack of strategy, subject coordinators and convenors of private universities are finding it hard to set a strategy for team building among permanent sessional (Harvey, 2013). In this sense, despite the fact that private universities managers are working with permanent casual

academic staff, these groups of sessional teachers, do not evolve to the level of effective teams as there is no investment in team building.

There are other management issues in private universities in Angola such as: lack of a performance evaluation system in place for sessional academic staff, lack of a clear job description for both subject coordinators and convenors, lack of an induction process to guide the new comers, lack of a training and professional development package for subject coordinators and convenors and there is no systematic mentorship process (Pena & Remoaldo, 2019; Luzia & Harvey, 2013). But researches carried out in different contexts, suggest that in those private universities where there is evidence of team building efforts among sessional staff, there are challenges to make them sustainable due to the lack of a proper management framework to engage in team building with intact groups (Mealiea & Baltazar, 2005). In few words, private universities in Angola face a big challenge when it comes to team building among sessional workers. The team building challenges faced by private universities among sessional workers in Angola, range from poor coordination skills among different departments, lack of a sense of clear purpose, lack of clear roles and specific tasks, lack of a shared leadership style culture, open communication, lack of a culture of a civilized disagreement thinking pattern, lack of a culture to appreciate diversity for lack of a practice based action plan for each department, lack of collaboration and coordination among the academic staff and this includes: lack of coordination among academic staff who teaches the same subject in terms of discussing the syllabus and the assessment criteria to ensure there is a common ground, lack of a proper sessional staff performance evaluation system, lack of key performance indicators for each department and its members, lack of a baseline information about the strength and weaknesses of each team, lack of a monitoring and evaluation process of team performance, lack of an action plan to overcome team deficiencies, lack of a clear decision making process to tackle routine daily problems, lack of synergy and lack of an interdependence thinking pattern among convenors and sessional teachers (Marshall, 2012; Byers & Tani, 2014; Mealiea & Baltazar, 2005). One of the examples of lack of an interdependence culture and coordination among departments and academic staff teaching the same subject, is the fact that sometimes students who are studying the same subject at the same level and the same course, compare their teachers unfavourably in a sense that other students who are studying a particular subject with another teacher, are acquiring very updated knowledge and developing applicable context based skills. Students tend to complain that there are teachers who have a very different content while teaching the same subject for the same course which is frustrating. However, under normal circumstances, sessional teachers and convenor are expected to adopt a joint planning culture to set clear learning goals and outcomes, set appropriate methodological standards for teaching and learning, promote the development of a reflexive and reflective skills to keep gaining insights on how to improve, develop teaching skills, developing grading skills, aiming to ensure quality teaching is highly promoted (Hall & Sutherland, 2013).

As a consequence of the challenges faced to invest in team building and team training among sessional academic staff, private universities in Angola, are finding it hard increase the

education standards and improve the quality of teaching and learning outcomes. The number of sessional teachers who have no teaching and research skills, is very high (Sousa, 2016). This has been impacting negatively the learning outcomes of most undergraduate students. Most of undergraduate students attain successfully the end of their training without developing critical personal qualities such as: love of new ideas and learning through discovery, ability to work independently and with others, self discipline to plan and attain both personal and professional goals, ability to become leaders in their communities, willingness to accept social and civic responsibilities and engage in constructive public discourse and respect for other individuals values including appreciating cultural diversity (Fry et al., 2009). In addition, most undergraduate students reach the end of their training without developing basic cognitive skills such as: basic knowledge of the field they are trained on, meaning that in many cases, students finish their degrees without developing basic skills to do what they were meant to do in the end of their training and think critically and basic writing skills to write one page essay on any topic. Hence, the current management practice to handle sessional academic staff in Angola does not seems to contribute much to team building and it is not contributing to good sessional staff retention, which in turn does not promote team sustainability.

Whilst much has been researched about sessional academic staff and the role of a paramount importance that they play in the process of training undergraduate students both in private and public sector, the predominant literature on this topic does not seems to be paying attention to the need of setting up a management and leadership strategy to promote team building among sessional academic staff. The extant literature is focussing more on who sessional academic staff are; what they do; what challenges sessional staff face including the need for support, the need to invest in their training and professional development (Cowin, 2018; McDermid et al., 2013; Cowley, 2010; Andrews et al., 2016; Heath et al., 2001). However, given that the engagement of sessional academic staff is crucial to ensure learning and teaching of high quality is promoted effectively, they need to be motivated to increase their level of engagement in the process of meeting high education standards (Byers & Tani, 2014). In Angola, the attempt to engage and motivate academic sessional staff is done by convenors and subject coordinators. While this is a good practice, convenors and subject coordinators in most private universities in Angola, do not have a proper job description which in turn does not help them to define a set of key tasks to carry out on a daily basis to support sessional academic staff and students. In other words, most of convenors, are not aware of what is expected from them which is not a sustainable practice (Harvey, 2013). For instance, in several occasions, sessional academic staff of a particular course disappear for weeks and convenors of those courses have no idea what is happening until the issue is raised in senior management team meetings or when students complain about the high level of absenteeism. Even when convenors learn that there are sessional academic staff who are not doing their job, they fail to take corrective measures on time such as: trying to get hold of the teachers who are not around, to find out what is happening and adjust the timetable and get in touch with sessional teachers who are available to fill in the gap aiming to keep students busy with other subjects. The same happens to the subject coordinators who do not have a proper job description. Most

subject coordinators do not provide technical assistance and some guidance to early academic staff who are teaching the subject under their coordination. This has been reported by students when they complain about the difference existing between teachers who are teaching the same subject in the same level and same course but different content. Hence, both convenors and subject coordinators do not invest time to support academic sessional staff and students. In addition, they do not manage the day-to-day work carried out by sessional staff which should entail: supervising the teaching and learning process, define a student assessment and grading system, set up a student support system and set up a process to ensure its effectiveness, student assessment monitor the grading deadlines to ensure students get the results in a timely manner, supervise courses (subjects) timetable and ensuring that the syllabus (programme of study) objectives and the learning outcomes, are effectively met (Sabadia, 2000, Byers & Tani, 2014).

In most of private universities in Angola, sessional academic staff are responsible for most of face to face interactions with students through lecturing, tutorials, consultations and student assessments (Sousa, 2016). Therefore, convenors and subject coordinators should engage and motivate sessional staff (Macloed & Clarke, 2011; Byers & Tani, 2014) by ensuring meaningful and active participation. This calls for the development of a set of key skills required for the successful delivery of quality teaching including the development of quality learning material determinants to help students gain updated knowledge and develop the required skills for their particular field (course). But the predominant management and leadership style adopted by senior managers of private universities, does not seems to include the development of a clear management system including designing job description and key performance indicators to encourage convenors and subject coordinators to engage and motivate sessional academic staff, which in turn reveals again the lack of a strategy to invest in team building among sessional academic staff.

However, studies on the pivotal role played by convenors and subject coordinators to attain successfully quality education, indicate that setting a clear job description and key tasks to ensure convenors and subject coordinators are aware of what they are meant to do on a daily basis as line managers and leaders of sessional staff, is a good practice that paves the way to encourage sessional workers to find meaning and purpose on their day-to-day interactions with students (Sabadia, 2000; Fonseca, 2016; Delpino et al., 2008; Leoni 2008; Tozzi, 1999). Hence, the senior leadership and management of private universities in Angola, need to recognise convenors and subject coordinators as the cornerstone to manage and lead effectively sessional staff, as they hold the responsibility to run the business on a daily basis aiming to bring about long lasting and positives changes including setting an enabling environment (Stacey, 2011) for both sessional staff and students.

Though it is widely recognised throughout the literature that sessional academic staff need support to carry out effectively their day-to-day teaching activities and that there is a need to invest in their professional development, which makes sense, it is arguable to assume that investing in the professional development and provide support including career development

opportunity for sessional academic staff without investing in team building among sessional academic staff is enough to make them more productive in a fashion that they would impact students' learning outcomes in a meaningful way, which in turn would impact positively the education quality offered by universities (Harvey, 2013). This worldview depicts a mismatch between theory and practice. In other words, professional development and support for sessional academic staff, without investing in team building, does not encourage them to develop a culture of collaboration and team learning; establish a system to share and capture learning and does not necessarily empower people to a collective vision (Power & Waddell, 2004).

Despite the fact that professional development and support of sessional academic staff, are part of a good strategy to ensure that sessional staff are effective and very productive, they are not enough to engender a cohesive group that unite itself in the pursue of instrumental objectives for the effective performance of sessional staff and to promote the satisfaction of collective needs (Grammage et al., 2001). Researchers and business practitioners seem to agree that professional development and support provided to academic staff, promotes individual learning and it only tend to be beneficial to the organisation when employees are able to benefit from complementarities of each others' specialisation and actions in the course of the day-to-day activity and that, can only be attained when team building efforts are in place (Hamilton et al., 2003). Hence, when it comes to team building among sessional academic staff to ensure the individual learning moves to team learning, aiming to evolve to organisational learning (Power & Waddell, 2004), there is a gap in the existing literature.

High productivity among sessional academic staff, relying simply on professional development efforts and the support provided to them, will not bear the intended fruits, if they are not aligned with team building efforts aiming to create a sense of academic community in which reflection is part of regular sense making and meaning making meetings to address complex issues and concerns (Calton & Payne, 2003), to produce context based knowledge and identify the best course of actions based on the context, issues and concerns shared by sessional academic staff, subject coordinators and the students' feedback (Marshall, 2012) gathered by convenors (Byers & Tani, 2014). The literature shows that the professional development programmes and the support provided to sessional academic staff , tend to take a one-off event approach activity assuming that it is enough to promote professional development (Heath et al, 2001). This includes holding several workshops covering a specific topic in each one of them, aiming to refresh teachers knowledge and enhance their teaching skills. The topics range from teaching methodologies, student assessment approaches and learning theories. Although these are good topics to improve teaching quality, it is arguable that taking a one-off event (Byers & Tani, 2014) trend, would impact positively the teaching practice given that it takes more than a one-off event, to develop and enhance teaching skills. Apart from that, there are other practical and relevant teaching skills that should be included in the professional development package to enhance sessional teachers teaching skills that are hardly included in the training package such as: ability to show respect for learners and provide support, giving feedback, elicit feedback, giving lectures and presentations, manage group works and be

learner centred (Knight et al., 2005). These set of key teaching skills, hardly will be developed among sessional academic staff, unless university managers, invest in team building by defining key roles and responsibilities for convenors and subject coordinators (Debowski & Blake, 2004), support and encourage them to invest in team building among sessional staff.

Hence, we argue that sessional academic staff, will be much more productive when they have common and smart objectives as a group of teachers of the same course (programme), clear goals to focus their actions on, set key performance indicators to measure their performance against those discussed and agreed indicators, set a monitoring and evaluation system to track when the group is on the right path, and set an accountability culture to ensure everyone pay their fair share and that will shape and guide their thinking pattern and their actions which will empower them to develop the discipline of execution (McChesney & Covey, 2012; Roberts et al., 2012). This calls for a huge investment in team building teams among sessional academic staff. But the process of investing in building among sessional academic staff, will not work unless convenors and subject coordinators assimilate their roles and responsibilities as the line managers and leaders of sessional academic staff. This means, that convenors should become scholar practitioners to study their practice and sessional academic staff developers (Sorros et al., 1997). In addition, given that convenors and subject coordinators depend upon the senior management of universities, there is a need to follow key principles to manage and lead sessional academic staff and the leadership should strive to live up to those principles such as: Quality Learning and Quality Teaching; Sessional Staff Support and Sustainability (Luzia et al., 2013). This implies that investing in team building among sessional academic staff, requires the engagement of senior leadership to support the process and enact key practices that will help to face the challenges of team building among sessional academic staff and makes it sustainable. If the senior leadership does not support the efforts carried out by convenors and subject coordinators to built teams and promote professional development among sessional academic staff (Hall et al., 1997), those efforts will not last long, which in turn, will not help to retain good sessional workers. That said, we claim that the efforts to build teams among sessional academic staff, should go along with an alignment of organisational structure, internal processes, engagement of senior leadership to make it sustainable.

Yet, the predominant literature, lacks focus on the issue of team building among sessional academic staff. On the other hand, there are few studies discussing how to engage and motivate sessional academic staff, but they do not address team building among sessional teachers and how to make it sustainable.

The purpose of this study, is to investigate how to go about building an effective team among sessional academic staff in a private higher education institution in Angola based on the case of ISPSN. In addition, the study also intends to share insights on how to make team building among sessional staff sustainable.

1.1 Study Objectives

Overall objective

The overall objective of this study is to investigate how to go about building an effective academic team among sessional teachers and make it sustainable.

Specific objectives

- To investigate how to go about building an effective team among sessional teachers.
- To identify the best practices involved in the process of building teams among sessional teachers.
- To offer practice based insights on how to sustain team building efforts among sessional academic staff in higher education private industry.

Research Questions

Following the insightful contributions of Creswell (2014, p.20) if a phenomenon needs to be explored and understood, then it merits a qualitative approach. Given that team building among sessional academic staff, is under researched, this study adopts a qualitative approach to explore what are the variables involved in the process of building teams among sessional staff in private higher education sector in Angola. In this vein, the fundamental research methodology of this study is Action Research as it helps the investigator to bridge the gap between theory and practice (Robertson, 2000). In other words, Action Research is the most suitable methodology that allows the researcher to tackle the issue of team building among sessional academic staff which is a work-based problem.

Given that Action Research is not a hypothesis led approach due to its nature of studying the practice in a specific research setting, trying to make sense of how research participants make sense and meaning of their environment (Kemmis & Wilkinson, 1998; Feldman et al., 2018), the investigator has formulated the following research questions:

- How to go about building effective teams among sessional academic staff in private higher education sector in Angola (using the case of ISPSN)?
- How to sustain team building among sessional academic staff in higher education private sector?

1.2 Contribution of the study

The contribution of this study will be fourfold: (a) We intend to share the different activities, involved in the process of crafting team building among sessional academic staff, in higher education private sector. (b) The study will share a set of key coordination skills, including the roles and responsibilities of course coordinators, who are the leaders and line managers of

sessional teachers aiming to build teams among sessional academic staff. (c) The study is also calling for a more reflective management and leadership practice aiming to set an enabling working environment in which learning is part of the daily management life as the private higher education industry strives to align itself to their working environment. This includes not taking any approach for granted. (d) Raise awareness of managers and leaders of higher education industry to the fact that team building among sessional academic staff is an evolving process that calls for the adoption of a reflexive and reflective stance.

1.3 Gaps in the literature

Though the issue of sessional teachers is widely researched, the extant literature is focusing more on the professional development and the support of sessional teachers and the need to set standards for quality teaching. However, the issue of team building among sessional academic staff is under researched. In addition, the literature seems to underestimate the pivotal role that coordinators (convenors) play in the issue of building teams among sessional teachers and sustaining them.

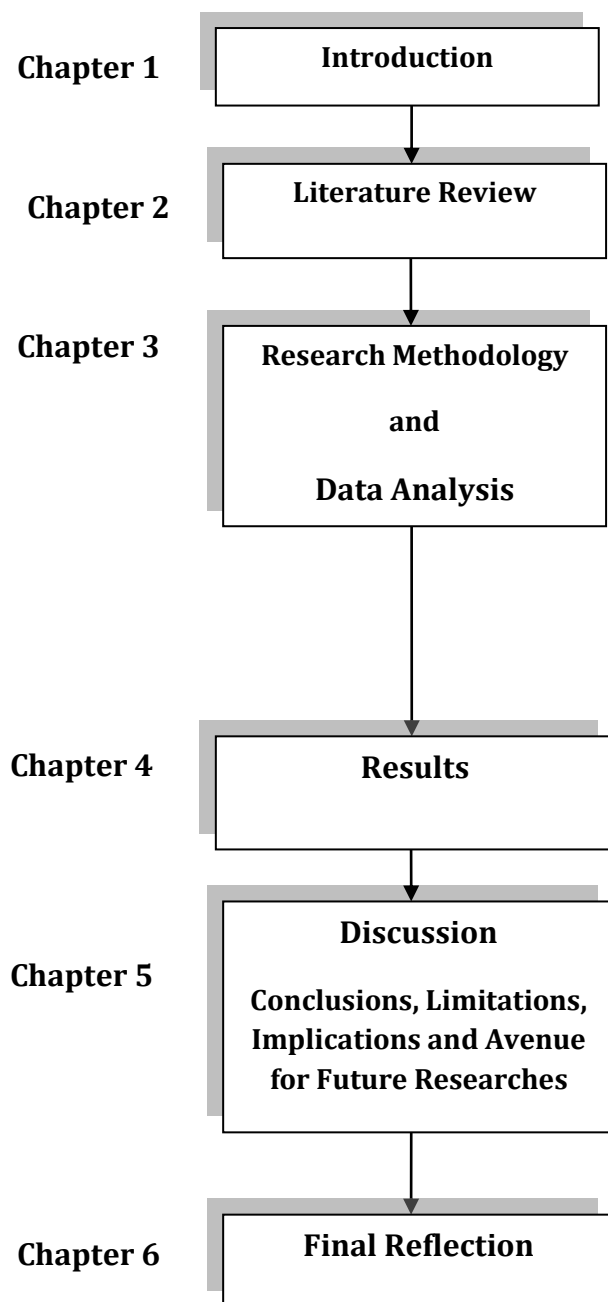
1.4 Professional knowledge

In the course of the study, we found out that coordinators' weekly meetings with students and sessional teachers, visiting all classrooms on a regular basis, setting clear goals to be attained on a semester basis, setting a monitoring and evaluation system, holding sessional teachers accountable and reframing curricula are a set of key activities that if implemented followed by regular reflections, are powerful to build teams among sessional teachers. In addition, addressing issues affecting both students and teachers on a timely manner, makes a huge difference in the performance to increase trust among students, sessional teachers and coordinators. On the other hand, this research draws attention to the critical role played by course coordinators in the issue of team building among sessional teachers and make it sustainable.

1.5 Structure of the thesis

The thesis is made up of seven chapters and each one focuses on a specific topic and are logically interrelated. Figure 1 graphically depicts the sequence of chapters in this research.

Figure 1: Structure of the study.



Chapter 1 addresses the introduction, outlines the contributions of the study and clearly states its key objectives.

Chapter 2 presents a literature review of the issue at study. This chapter presents the trend on the literature when it comes to findings ways to build teams among sessional teachers and make it sustainable.

Chapter 3 discusses the research methodology applied during the investigation and the data analysis process.

Chapter 4 presents the research results based upon the data analysis process.

Chapter 5 presents the discussion of the research results, research limitation, implications and the avenues for future researches and conclusions.

Chapter 6 provides a reflection of the entire DBA journey. In this chapter, it is highlighted the outcome of the training in the researcher's personal, professional and academic life.

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

In Angola and internationally the higher education industry, tends to rely highly on sessional teachers for the provision of teaching. While internationally it is estimated that half of all teaching in higher education is undertaken by sessional teachers (Andrew & Halcomb, 2010, p.2), in Angola the higher education private industry, relies over 90% on sessional teachers to teach undergraduates students (Sousa, 2016).

Sessional teachers in Angola, are hired for a short-term. However, there are sessional teachers who tend to become permanent casual workers (Pocock, Buchanan & Campbell, 2004), as they work for the same institution for years. They focus their attention on teaching activities exclusively including grading exams, providing feedback, and mentoring undergraduates students' dissertations. To make it cost effective, and avoid legal responsibilities, sessional teachers are usually recruited on ad hoc basis (Smith & Coombe, 2006).

Given that they are not on a permanent contract, paid leave and research funds do not include them. This category of university staff employment tend to experience career path uncertainty and job insecurity (Halcomb et al., 2010; Coates & Goedegebuure, 2012) as they never know how long their contractual relationship will last.

In our practice, most of private universities tend to hire sessional academic staff, as they are cost effective (Cowley, 2010; Nguluve, 2015) in a sense that it is cheaper to celebrate contracts with them. While this seems to act as an economic advantage, there is a high risk of undermining the education quality. Sessional academic staff in our context tend to celebrate over three to four contracts at the same time with different institutions due to job insecurity in some cases, which means that they work in three universities and in some cases even four (Musselin, 2007). In other cases, sessional teachers work in several institutions to earn more money (Pena & Remoaldo, 2019). The impact is that most of the time they are not fully engaged in the day-to-day business (Hartmann & Bambacas, 2000; Nguluve, 2015; Pena & Remoaldo, 2019) which in turn predispose them not hold a strong commitment with the organisation. Consequently, sessional academic staff do not have time to research about their subject; they tend to dedicate less time preparing their teaching activities, and invest less time developing teaching skills (Kift, 2004).

While we agree with the researches that tend to consider the lack of commitment of sessional teachers, as a result of short-term contracts, which does not motivate them to give their very best, we argue that from the management and leadership standpoint, the quality of sessional teachers work depend on how much support they get from the leadership of the institution they are working for. Higher education institutions are expected to set basic quality standards (Harvey, 2013) against which sessional teachers performance will be measured. In addition, higher education institutions need to build the capacity of managers and leaders who deal with sessional teachers on a daily basis to ensure they provide the support needed on a regular basis. The predominant literature, identified subject coordinators and course coordinators (convenors) as the roles that are best positioned to provide support to sessional teachers as

they are the one who are expected to supervise their work on a daily basis. Thus, course and subject coordinators, are expected to play a pivotal role in the process of engaging sessional teachers to offer quality teaching (Byers & Tani, 2014).

While it is widely recognised throughout the extant literature, the crucial role played by sessional teachers and the need to support their development to ensure they provide quality teaching, the issue of building teams among casual academic staff in higher education has received very little attention. On other hand, the predominant literature is devoting a huge amount of time and attention to sessional teachers support without providing the same amount of attention to subject coordinators and course coordinators (convenors) who are expected to supervise their daily work (Timberlake, 2010). Hence, managers and leaders of higher education institutions need to consider building the capacity of subject coordinators and course coordinators aiming to equip them to be in a better position to carry out their supervision work efficiently and effectively. Good supervision of sessional teachers requires defining both the role of the supervisor and the role of sessional teachers to ensure they know what they are expected to deliver and this helps to foster an culture of accountability (Byers & Tani,2014). Once the roles of supervisors and sessional teachers is clearly identified including their specific tasks, it is fundamental that good practice of sessional work is widely discussed within the institutions.

The current literature on the higher private education industry in Angola, does not seems to support the notion of providing support to sessional teachers, subject coordinators and course coordinators (Nguluve, 2015; Sousa, 2016). Studies evidence, suggest that the private higher education leadership does not seems to care much about the needs of sessional teachers, subject coordinators and course coordinator (convenors). For instance, sessional teachers do not have support at the beginning of their academic career meaning that they do not go through an induction process; subject coordinators and course coordinators do not hold supervision skills as most of the time they have no idea what is happening in their departments.

In Angola, the leadership of higher education private industry, needs to be mindful of the need to define the role and specific tasks of the supervisor of sessional teachers including the role and specific tasks of sessional teachers. In addition, the leadership of higher education institutions in Angola, need to consider setting standards for sessional staff including documenting good practice of managing sessional teachers. That said, the leadership of higher education institutions in Angola, need to be aware of the issues affecting sessional teachers, subject coordinators and course coordinators.

Hence, in this chapter, we intend to discuss the relevant literature related to the topic of this investigation which is team building among sessional teachers. We discuss thoroughly the work of sessional teachers; the issues that are affecting their daily work; the current state of sessional teachers in Angola; how to engage sessional staff; leadership of sessional teachers in higher education; good practice of sessional staff according to the predominant literature and sessional teachers standards.

2.1 Defining Sessional Teachers and Their Work

Following the insights provided by Bryson (2013), the designation sessional teachers is originated from Australia. In the UK, they tend to be designated as part-time teachers. In North America they are described as "adjunct faculty". In Angola they are called service provider (Nguluve, 2015). For the purpose of this study, we are going to call them sessional teachers.

Depending on the context, sessional teachers have a host of titles such as teaching assistant, hourly paid lecturers, visiting lecturer and graduate teaching assistant. Different categories of sessional teachers have been identified in the extant literature including postgraduate students, early career researchers, former senior professionals practitioners who have retired, semi-retired former academic staff, sole employment as sessional teacher or multiple teaching role working for multiple employers (Bryson, 2013).

In Angola, the predominant category of sessional teachers are those teachers who hold multiple teaching roles working for multiple employers (Sousa, 2016). This includes established academic staff who works on permanent contract for public universities, early academic staff, and undergraduates. The majority of sessional teachers in Angola are undergraduates with multiple teaching roles working for multiple employers. Major factors that determine who is recruitment include who is locally available and the minimum requirement to teach at the undergraduate level is to hold an undergraduate degree. The recruitment process usually is informal and most of the time is done on a quarterly basis for a short-term.

In Angola, sessional teachers are responsible for over 90% of teaching activities, which includes grading, providing feedback to students' work, provide mentorship for undergraduate students who are writing their dissertation and prepare teaching materials. Whilst this list of activities carried out by sessional teachers in Angola is echoed within the extant literature, it is arguable that an early academic with little or no teaching experience, is able to design quality, accurate and relevant syllabus that addresses the learning needs of students. The rationale underpinning this claim, is the fact that studies conducted in Angola about the education quality, found out that the vast majority of sessional teachers do not invest time researching about what they teach and do not have teaching skills, which makes their education quality in Angola to be low (Mendes & Silva, 2012; Sousa, 2016; Nguluve, 2015).

In a context where the education quality is low and the majority of academic staff are on sessional contracts and work for multiple employers, expecting sessional teachers who are the majority of the academic staff working for private universities in Angola, to take on all teaching activities effectively without any supervision from the subject and course coordinators, does not seem to be realistic. Managers and leaders of higher private institutions, need to consider equipping subject and course coordinators with basic supervision and coordination skills to engage (Byers & Tani, 2014; Timberlake, 2010) effectively with sessional teachers to provide the appropriate support. Given that currently, higher education private institutions are not

investing in the capacity building of course coordinators, sessional teachers are facing many issues in their day-to-day practice.

2.2 Issues Affecting Sessional Staff

The extant literature, highlights the following issues affecting negatively sessional teachers: job insecurity, uncertainty and precariousness. The fact that most sessional teachers are employed for a short-term contracts with no guarantee of renewal, tends to be stressful and can affect their self-esteem and this may engender low commitment (Bryson, 2013). In addition, sessional teachers lack support for professional development opportunities including lack of induction, mentoring, appraisal and lack of development courses and trainings.

While we are in accord that short-term contracts and the lack of guarantee of renewal affects the self-esteem of sessional teachers, which can engender low commitment, we argue that in Angola, the higher private institutions have adopted the short-term contracts approach to ensure that they can easily cope with any change in the market. This includes students drop out rates, and reduction of new enrolments. On the other hand, we believe that level commitment of sessional teachers should be inspired by the support they should receive from course coordinators who hold the responsibility to enact sensemaking meetings on a regular basis to tackle the complex daily issues affecting sessional teachers practice (Calton & Payne, 2003). Course coordinators are the line managers of sessional teachers and it is their role to give sense and create meaning (Shipton et al., 2016) as they interact with teachers. In other words, course coordinators play a critical role to inspire commitment and encourage sessional teachers to give their best irrespective of the fact that they work on short-term contract. In Angola the higher private education industry relies very much on the sessional teachers as it is the best option to survive in the market and minimize the impact of future changes in the environment where they operate.

2.3 Sessional Staff in Angola

Although university in Angola started in 1962 (Liberato,2019), the massification of the higher education industry in the country only began back in 1992. This process of massification was reshaped back in 2009 when government decided open 7(seven) new public universities (Elias, 2016) and this set the path to create more private universities.

Currently the country has over 10 (ten) private universities and over 12 (twelve) higher education institutes. In total the country has over 17 (seventeen universities) including public institutions and 19 (nineteen) higher education institute including public institutes. Thus, sessional teachers are part of the massification strategy and they also represent a cost effective advantage (Sousa, 2016; Elias, 2016). Hence the main driver for employing sessional teachers in Angola is related to cost effectiveness and the massification of higher education in the country.

Whilst it is a huge challenge to manage and mitigate the impact of short-term contracts in the self-esteem of sessional teachers and their level of commitment, this approach will be for

many years, the best option for the higher education private industry in Angola (Nguluve, 2015). Based on this finding, it will not make much sense to complain about the short-term contracts and consider this approach to be the driver of low sessional teachers commitment. Meaning that, although it is unquestionable that this approach can engender job insecurity and uncertainty (Halcomb et al., 2010; Coates & Goedegebuure, 2012), it is noteworthy to highlight the fact that in Angola, the majority of higher private institutions have adopted the approach of retaining good sessional teachers, which means that in many cases, there are what the literature is calling permanent sessional workers (Pocock, Buchanan & Campbell, 2004). Hence the point we are trying to make in this study, is that higher private education managers have a huge opportunity to strive to build teams among sessional teachers given that in many cases, they are permanent casual workers. The issues are: how to go about building teams among sessional teachers? Who are the key stakeholders in the process of engaging sessional teachers? These are the questions that the leadership of higher private education will need to address to build and sustain teams among sessional teachers.

2.4 Engaging Sessional Staff

Engaging sessional teachers is the challenge that the higher private industry faces to improve the quality teaching and quality learning. Currently the majority of sessional teachers hold multiple employers, which makes it difficult to engage effectively in their teaching role to promote meaningful and quality learning. Students have been complaining that sessional teachers most of the time fail to meet the basic requirements of a teacher. The list of complaints include the lack of teaching skills; lack of lesson planning skills; showing up late for the classes; poor feedback skills; lack of the ability to elicit feedback; no respect for students; lack of student centred methodologies to promote quality and meaningful learning; poor quality of teaching materials and lack of transparency in the grading process including delays in the publications of the exams results (Klopper & Power, 2014; Marshall, 2012; Sousa, 2016).

The list of the issues identified by students reveals the poor engagement of sessional teachers. Although their multiple teaching role seems to be the major driver for their apparent lack of engagement, the work of Byers & Tani (2014), represents a breakthrough in the way the issue of sessional teachers' engagement is discussed, as they advocated that course coordinators, play a pivotal role in the process of engaging sessional teachers. They made us realise that sessional teachers can get engaged effectively if course coordinators, who are their day-to-day line managers, develop their coordination and supervision skills to provide the right kind of support that encourage sessional teachers to engage effectively in their teaching activities and promote quality teaching. This stance, is echoed by the research carried out by Shipton et al. (2016) who have argued that lower level line managers and supervisors tend to shape employees perceptions through frequent sense-giving in social interaction that takes place on a daily basis. Sense-giving patterns are projected on a daily basis as a result of the line managers' tacit knowledge. And the tacit knowledge of managers carries a significant meaning in the daily practice of employees (Nonaka, 1994, p.21). Course coordinators in their capacity as line managers of sessional teachers, should behave in ways that increase their status as legitimate

sense-givers and meaning givers in relation to sessional teachers. In this sense, the influence of course coordinators on sessional teachers' job-related attitudes is stronger than senior managers. Course coordinators should hold deep values that enact the right kind of attitude towards the work.

Hence, engaging sessional teachers through course coordinators, is the best option to address the issue of poor engagement of sessional teachers. By engaging sessional teachers, course coordinators will be in a better position to play their role as supervisors and promoters of good quality education, which in turn promotes quality learning. The role of course coordinators need to be discussed in detail to ensure it is clear what is expected from them. Tozzi et al.(1999, p.2663) consider the course coordinator as the owner of the course. This categorisation of course coordinators as the owners of the course, shows strongly how much responsibility is placed in their hands to manage the process of engaging sessional teachers to handle their teaching activities effectively and apply the best practices to promote quality education and quality learning. According to Tozzi et al.(1999) course coordinators hold many responsibilities including participate in the curriculum designing process; recruit and select the teachers; strive to build a team of teachers; ensure the teachers to be recruited and selected hold the minimum professional, academic and personal requirements such as: teaching experience, team spirit and an open mind to adapt and adjust as the environment changes; ensure the syllabus are designed on time and reflect relevant knowledge and skills to be acquired and developed; and last but not least, it is the course coordinator's responsibility to mediate potential conflicts between students and teachers. More important than anything, course coordinators are accountable for the success of the course including the day-to-day success of ongoing activities. Thus, course coordinators, are meant to manage the day-to-day activities of the team to ensure the work is done with high quality. This requires equipping course coordinators basic leadership and management skills.

Although the work of Tozzi et al.(1999), made a huge contribution on the key responsibilities of course coordinators, their work seems to assume that course coordinators hold team building, leadership and management skills. It is risky to assume that coordinators will play their role effectively without developing a set of key skills. Byers & Tani (2014) have identified a set of key skills that coordinators should develop to play their role effectively. The set of skills proposed by them, includes supervision skills, coordination skills, monitoring and evaluation skills to be aware of what is going on and act in a timely manner pursuing the best course of actions.

Despite the great insights offered by Byers & Tani (2014), they did not identify the stakeholders with whom course coordinators are meant to collaborate to ensure the coordination role is undertaken smoothly and effectively. Leoni et al.(2008) have identified in detail the different stakeholders with whom course coordinators should collaborate. They designed what they decided to call the web of relationships that course coordinators should build to manage their work effectively. This includes: building relationship with students, teachers, administration staff who deals with students on a regular basis, heads of departments

to which the course coordinator reports, deputy directors in charge of academic issues including managing the exams schedules throughout the school year, human resource department, the internal academic community of the institution and the external academic community. Course coordinators, should build a strong professional relationship with these stakeholders to manage their work effectively.

The work of Leoni et al.(2008), discussed in previous paragraph, paved the way to get into the details of what it takes to undertake the role of course coordinator effectively by underlining the key relationships that should be built. While we agree with the web of relationships that course coordinators should build, we argue that there is a need to discuss in a more detailed way, other responsibilities course coordinators should undertake to support sessional teachers and build teams among them. Delpino et al.(2008) brought to the discussion of course coordinators' role, great insights that outlines the key tasks course coordinators should take on to support sessional teachers and students. They argued that there are key tasks the course coordinator should coordinate to ensure quality education and quality learning is produced. This includes to establish the link between the programme (course) and the leadership of the university; to know all the details that involve the daily work of the programme; to seek context based and creative solutions to the problems faced by teachers and students; to communicate with sessional teachers and students on a daily basis to gather relevant information on how the course (programme) is doing; to get as closer as needed to students by speaking their language to communicate effectively and learn from them what is the best way to support them realistically; to monitor the quality education and quality learning produced within the course (programme); to take initiative and propose curriculum upgrade based on the context and students learning needs; to promote the best practices to help undergraduate students find a job in the local market once they graduate or as internship, while they are still studying; to develop time management skills to devote the time needed to manage the day-to-day life of the programme; and to develop the ability to turn a complex problem into an opportunity to develop a set of new skills to able to adapt and foster and an enabling environment in which learning is part of the culture. Hence, course coordinators should hold the right cognitive and social skills to empathetically support sessional teachers and students.

The work of Delpino et al.(2008) has brought about a change in the way the role of course coordinators is discussed largely discussed throughout the literature. They portrayed the course coordinator as the cornerstone of the teaching and learning process. They made it clear that the quality education and learning depends on how much the coordinator is able to engage with sessional teachers and students on a regular basis. They emphasised that higher education quality plays a huge role in the development of any country. Thus course coordinators, should be aware of their role in the process of promoting quality education to contribute for a better world in which sessional teachers and students develop the right thinking pattern consistent with the highest scientific standards.

Hence, course coordinators should hold a set of skills including a minimum of an undergraduate degree on the programme they are coordinating; professional experience

related to the programme under their coordination; professional experience in business management and leadership; and time management experience (Fendrich et al., 2006). However, course coordinators will only be able to play their role effectively if they get the right kind of support from the leadership of the higher education institutions.

2.5 Leadership of Sessional Teachers in Higher Education

Whilst course coordinators play a critical role in the process of engaging sessional teachers and students, studies show that this is not a linear path. Course coordinators need support from the senior leadership of higher education institutions to undertake their work effectively. Sabadia (2000) in his research, found out that in many cases, course coordinators face many issues that hinder their ability to be effective. The list of issues include: lack of support from head of departments; lack of enough staff to handle the daily issues; lack of office to work in; lack of coordination between the work done by coordinators and the senior leadership and lack of a training package to enhance course coordinators, supervision and coordination skills. This study, gives an idea of the challenges faced by course coordinators. For this reason, there is a need to ensure higher education institutions have the right kind of leadership support.

The most recent discussions on leadership have been focussing on two dimensions of leadership styles such as transformational and transactional (Lo et al., 2015; Katou, 2015; Johnson, 2015). The transactional leadership focuses on the compliance of agreements set between leaders and employees. As for the transformational leadership style, it tends to highlight the need to motivate and empower others to give their best. The transactional leadership approach seems to be more compatible with the mechanist organisational structure. Whereas transformational leadership seems to be more consistent with the organic organisational structure. Our claim is based upon the fact that the transformational leadership tends to enact an enabling environment, that empowers employees to perform applying their full potential. Transactional leadership style seems to be consistent with an organisational mechanist structure that expects employees to behave in a predefined and predictable way. We argue that for private universities, taking into consideration the dynamic and the complex nature of the ever changing business landscape, the most suitable leadership style is the transformational one.

Dalati & Kbarh (2015) contend that leadership has influence on organisational performance, as leaders drive the internal willingness and motivation of employees. They argue that leaders are to enact an organisational trust environment in a fashion that employees will be inspired by characteristics such as: transparency, optimism and resilience. While we agree with this stance, we argue that these characteristics are not enough to foster organisational trust and support the course coordinators to play their role effectively. Private university leaders are meant to do much more than being optimist, resilient and transparent. They are expected to be hands-on leaders who are compassionate, collaborative, foster working collectively, and enact a concurrent leadership environment (Raelin, 2010). However, this is not possible if leaders do not invest in team building (Albert & Priganc, 2014).

2.6 Team Building Among Sessional Staff

Following the contribution made by Aga et al.(2016), team building is defined as the formal and informal process focused on improving social relations, clarifying roles, solving problems, handling tasks and address interpersonal problems that affect team functioning. During the process of scrutinizing the predominant literature on team building among sessional teachers, we were surprised by the little or no attention that this topic has received. The work that addresses in some way team building among sessional teachers is the study published by Byers & Tani (2014) in which they argue that the engagement of sessional teachers should be undertaken by course coordinators, who are their daily supervisors. In their study, they found out that the weekly meetings organised by course coordinators with sessional teachers and students separately, is determinant to enact interdependence and tackle the issues at hand.

Thus, team building entails a sequence of interdependent internal processes that calls for a clear vision, mission, goal, values that will shape team members' attitudes to avoid potential conflicts (Boni, et al., 2014, p. 85). However, the issue of team building demands a culture of dedication and hardworking as a personal value, that drives people to give their very best to attain a common goal that boosts the organisation's ability to fulfil its proposed mission. Thus, course coordinators should model the hardworking behaviour.

We have been operating in a post conflict country where the culture of team spirit, long term vision, a sense of mission, membership, healthy competitiveness is nonexistent, presumably due to the pressure lived during the war. Hence people's way of doing business, tends to be shaped by the need to fulfil immediate personal objectives in detriment of team performance, which in turn, affects organisational performance (Roome et al., 2014). Hence, course coordinators should be supported by the senior leadership to create a working environment in which long term vision and common goals are shared by all members of the academic staff.

Hence, we argue that in a post conflict country, the issue of team building should be approached promoting concurrently the norms that clearly set standards of what is expected of team members (Patterson, et al., 2005, p.480; Taggar & Ellis, 2007,p. 107). In so doing, managers will be in a better position to enact the cohesion and productivity. In a post conflict and emerging economy like the one in which we have been operating, enacting team building is a top priority and it is an issue of a paramount importance, given that it paves the way for the organisation to become competitive enough to face the challenges offered by the education industry and the changes of the working environment (Taggar & Ellis, 2007,p. 107).

A team is a group of people with different backgrounds in terms of knowledge and skills that complement each other (Svalestuen et al., 2015, p.839). In light of this stance, course coordinators, should set a common purpose, specific performance goals and indicators and more important than anything, they should live up to the same values and hold flexible working approach. Teamwork calls for a joint approach when it comes to problem solving, planning and attain a common goal, which develops a sense of joint responsibility of the outcomes whichever they may be. Hence, course coordinators should be aware that team

building needs to be approached mindful of the wealth of the diversity that it naturally entails, including the awareness of the need to complement each other and this tends to increase group solidity, consistency, communication, which in turn leads to jobs satisfaction and increase the engagement of sessional teachers (Yi, 2015, p.34). However, the ideals of team building will not be met in a context where roles and responsibilities are not clearly set and not discussed among the group (Purohit, 2015, p.373). This calls for a culture of entrepreneurship in sense that creativity is fostered and the ability to learn from failures is a requirement within the organisation. In this way, team building, calls for the ability to tolerate risk, enact innovation and a culture of learning from experience (Boni et al., 2014). Whilst we are in accord with this stance according to which, in team building, creativity, innovation, role clarity and autonomy play a role of a pivotal importance, we argue that learning from mistakes, failures, taking responsibility for the failure, is not easy in a context where trust, collaboration, interdependence are not part of the team values.

Hallam et al. (2015) contend that trust and collaboration are two fundamental aspects of a team building process. They define trust as the willingness of one party to be vulnerable to another party rooted on the confidence that the other person is benevolent, reliable, competent, honest and open. In addition, they argue that this process takes patience and risk taking from both sides. Moye et al. (2005, cited in Hallam et al., 2015) argue that trust is the most important aspect of the organisation that intends to perform well. Hence, higher private education leaders, are expected to invest all the resources available building trust as it is fundamental to attain a team that is able to perform well.

Yang (2014, p. 858) argues that trust is critical whilst defining group dynamics, given that it is associated with effective teamwork as it is the main feature that motivates individuals to make their mind to contribute and share the honest worldview of the issues that rises in the context of work. We operate in a context where skills and competence to carry out business is in shortage, which makes job opportunity a challenge. This situation, poses a big challenge in the process of building the trust based relationship due to the fact that individuals in groups will tend to conform to the team norms even when they are not based on practice and do not add value to run the business effectively. We therefore, argue that whilst trust is crucial for sessional teachers' team building, in the context of private universities where there is a shortage of skills and competence and lack of job opportunities, managers should invest in a transparent relationship that fosters openness and grants the right to express one's view without fearing to be punished by losing the job.

If the freedom of expression is not guaranteed, it is arguable that trust can be built effectively. Managers of higher private education industry, are expected to enact a culture of science based decision making, in a sense that they should take a stance in which they make their decisions taking into account the reality irrespective of how they feel or think about the reality (Bazerman & Moore, 2014). Therefore, we argue that effective team building in private universities is an issue that falls under the category of complexity as it has to be approached from a multifaceted perspective by setting a culture of collaboration, trust, entrepreneurship,

autonomy, learning from failure, experiential learning, risk taking and a science based approach, throughout the whole process of business management. This seems to us, to be the right path down to the process of building teams among sessional teachers in private universities (Denda & Hunter, 2016). Hence, higher education institutions should have a flexible organisational structure to ensure trust and transparency is enacted.

2. 7 Organisational Structure to Enact Team Building Among Sessional Teacher

Organisational structure is defined as the process through which the work is distributed and managed within the organisation (Willits, 2014, p.141). Willits (2014) argues that organisational structure tends to influence performance. Thus, organisational structure impact and drives team building efforts. This includes the setting of the organisation in terms of how departments network with each other, how they operate and how clear objectives are, and how the different agents are interdependent with each other.

We agree with the notion according to which organisational structure is likely to be linked to the organisational performance and success. However, we contend that structuring the organisation by interconnecting its agents and clearly define the goals, targets, and expected outcomes to be attained, guarantee productivity (Alavi et al., 2014). The rational underpinning our stance, is the fact that even when all departments are in place and interconnected, if the course coordinators are not nimble enough and the needs of sessional teachers are not met, team building efforts among sessional teachers, will tend to be jeopardised. For instance, in the context of private universities in Angola, if the academic and professional staff's expectations are not met within a certain organisational structure deemed to be good enough, team building among sessional teachers' efforts may be undermined given that they will not perform at their best capacity, which in turn, may negatively impact the quality of the teaching and learning process (Nguluve, 2015).

The extant literature trend, on organisational structure is discussed from two models perspectives such as: the mechanist structure and organic structure (Erhardt & Martin-Rio, 2016). The mechanist organisational structure is made up of a centralised decision making process. It tends to be governed by the principle of conformity to the predominant norms and predefined job descriptions. The mechanist organisational structure seems to be conceived under the assumption that the agents involved in the organisation are to behave pretty much in the same way, which seems to raise the issue of human behaviour predictability. The mechanist approach seems to expect people to act in a predictable way which is, almost impossible in the higher education industry (Cziko, 1989). The human behaviour in the context of education is unpredictable for many reasons, among them: there are individual differences among sessional teachers, course coordinators, heads of departments and other leadership members given that they all have different academic backgrounds and management experiences which makes them very unpredictable. In addition, in the education field, all agents involved in the management of the teaching and learning process, have to learn on a regular basis what is the best course of action and this is influenced by the evolutionary nature of learning and development (Cziko, 1989, p.17). For these reasons, it is arguable that having a

system shaped by bureaucracy as the key source of inspiration to run the education business, helps the agents involved in the business to give their very best and pay their fair share. We argue that human beings tend to give their best when they are able to set a context based working style, as they assess the environment in which they operate (Hirst et al., 2011). This calls for an evolving organisational structure in which, nothing is taken for granted.

Hence, the organic structure seems to be more appropriate to foster team building among sessional teacher and guarantee success. Alavi et al. (2014) argue that the organic structure is based upon the environment in which it operates, in a sense that the constraint imposed by the landscape will influence how the business will be structured. In this vein, organic structure depicts a context in which flexibility and quick adaptability to the changing environment is enacted. Hence, whilst the mechanist structure seems to be more appropriate for those contexts where employees are expected to behave in a predictable and accountable way, the organic structure tends to be more suitable for a dynamic, complex and changing environment. We contend that the mechanist structure does not help employees to be creative, as they are expected to follow the prescribed and preconceived rules and standards irrespective of the changing environment (Hirst et al., 2011).

In the education field, it is very hard to expect people to think mechanically and get the best results. In the twenty-first century, higher private education institutions are meant to adopt a creative and innovative attitude to face the competitive working environment in which they operate. This calls for an organic structure as it fosters adaptability, flexibility and it allows those employees who are highly competent and knowledgeable to pay their fair share with a high degree of motivation, as they will be free to adopt the right working style as needed (Alavi et al., 2014). However, the extant literature does not point out the process through which managers and the organisational leadership should go about setting the right course of actions to enact one organisational structure or another (Tolbert & Hall, 2015). On the other hand, each organisational structure, calls for a specific mindset. For instance, the mechanist structure presupposes an environment in which formal commands are meant to be taken for granted such as the police or the army (Willits, 2014). Whereas the organic structure, seems to promote skills development, enhancing and an evolving (Stacey, 2011) working environment in which employees are challenged to acquire knowledge and skills required to tackle the daily challenges encountered in the landscape. This structure, calls for an enabling environment in which the predominant mindset is the one that fosters creativity, critical thinking to question the assumptions under which the organisational strategic objectives have been set.

Employees in the organic structure, are expected to adopt a learning culture (Skerlavaj & Stemberger, 2007) by questioning their practice and their thinking pattern as they address the problems at hand on a regular basis. Whilst scholars have clearly described how an organic structure looks like, they did not present what it takes to shape an organic structure working environment. Flexibility, taking initiative, being interdependent and adaptable all the time, is not easy if the employees' mindset is based upon the principle according to which, the leadership is the one that should solve all the problems (Harris, 2004). In addition, when

employees do not have the basic knowledge required to make sense of the working environment and its challenges, team building among sessional teachers can be hard to be attained (Egbu, Hari & Renukappa, 2005). Hence, we argue that the organic structure demands hardworking to build a team that is competent enough to run the business without much supervision (Yazid, 2015). In an organic structure, the notion of leadership is meant to be as open as needed in a sense that everyone should take a collective accountability for the product of the work. However, we argue that in those contexts influenced by the traditional leadership style shaped by the colonial period, more specifically in those African countries that have been under the communism (Valenta, 1975) system like Angola, it is quite a challenge to enact an organic organisational structure. Broadly speaking, the predominant mindset of the communism system does not foster taking initiative, thinking critically, regular interactions between the top management and front line staff do not take place as often as needed given that the mindset is autocratic and completely centralised which does not foster participation (Skuzza, Scullion & McDonnell, 2013). In the communist management style, there is no accountability culture. Managers in post communist African countries, tend to adopt a top down approach (Jallow, 2014) in which, top managers take for granted their strategies and believe that they are the only one who know (Stacey, 2011) the best course of action without involving stakeholders. This is a challenge to be dealt with in the higher private education industry in Angola (Nguluve, 2015)

While this does not seems to have much to do with team building among sessional teachers, we contend that in post communist African contexts like Angola, business managers should be mindful of the fact that the background of people involved in organisations is shaped by the transactional leadership. Leaders decisions are taken for granted and critical thinking is not encouraged at all (Skuzza, Scullion & McDonnell, 2013). That said, in post communist management system, people are expected to follow orders even when a context based solution is put on the table, it is not welcome simply because what has been thought or decided by the leadership is taken for granted and unquestionably. Thus, we argue that an organic structure in an African context requires breaking the predominant leadership thinking pattern to ensure leaders develop the right skills and acquire the right knowledge to be able to develop an entrepreneurial mindset focussing on key characteristics such as: innovation, acting proactively and the ability to take risks if need be (Pihie, et al., 2014). We therefore, argue that in Angola, the organic structure can only succeed if the organisation invests in the transformational leadership that is able to challenge the predominant mindset. In this sense, team building among sessional teachers, in this context requires a deep change in the way the business is currently managed. In the higher education institutions this change demands investing organisational communication to ensure course coordinators, sessional teachers, students and the rest of senior leadership interact as much as possible to strengthen and build a meaningful relationship.

2.8 Organisational Communication to Strengthen Team Building Among Sessional Teachers

Communicate is the art of passing on the information from one part to another (Dupe, 2015). Following the standpoint of Webb (1975 cited in Dupe, 2015) communication is the process through which messages are sent and received which produces results whenever human beings interact. In this vein, communication is a key factor in human beings interaction meaning that, without it, people are not able to share information, feelings, thoughts and their viewpoint of anything in which they have a stake. In the field of private universities, communication can take different forms including written, verbal, body language and personal style. Given that private universities are organisations comprised mainly of people, communication is their main feature. The communication process tends to be structured in different levels such as downward, upward, horizontal, diagonal and external. Koschmann (2012, cited in Dupe, 2015,p.7) claims that organisational communication takes place within the organisation by sending emails, writing reports, memos, discussing on the phone, holding meetings to make sense of different issues, teleconferencing and doing presentations. In the context of team building among sessional teachers, it is expected that course coordinators cherish holding regular meetings to build a strong relationship with teachers and students.

However, the majority of researches tend to look at the issue of organisational communication as the process that takes place inside the organisation. Nevertheless, the organisational communication goes beyond the internal processes. In the case of private universities, organisational communication should also focus on building relationship within the organisation and with external stakeholders. On the other hand, the organisational communication should take into account the fact that the communication process involves a flow of information at different levels. Hence, there is a need to set clear information system policies to protect the organisational information to deter fraud, neglect and abuse in the way the information is handled (Lowry, et al., 2015). In this vein, we argue that senior leadership in private universities should set clear standards on how to protect information, which demands a capacity building system to bring students, sessional academic staff and the rest of the leadership on the same page and make the team building process more sustainable. However, there is a need to ensure that course coordinators and the rest of senior leadership are aware of the standards and good practices of what it takes to manage sessional teachers.

2.9 Sessional Teachers Standards

Many studies suggest that working with sessional teachers, require defining performance indicators. This helps to set a course of actions to go about setting the stages and the indicators against which the organisation could benchmark its progress towards building teams among sessional teachers. Yakovleva et al. (2012) claim that benchmarking is the process through which organisations measure their products, services and processes compared to the best practices. This term tends to be applied to denote the level of efforts undertaken by firms to attain the best practices within their own field. They argue that benchmarking is an important tool used on a regular basis aiming to improve organisational performance, quality management and competitive advantage (McNair & Leibfried, 1995; Simatupang & Sridharan, 2004; Manning et al., 2008; cited by Yakovleva, 2012).

Yakovleva et al. (2012) reveal that benchmarking effectively requires data analysis. This includes designing flowcharts, cause-and-effect diagrams, balanced scorecard, service quality framework, gap analysis among other tools. Through the application of these tools, the organisations will be able to identify its shortcomings and define key indicators against which its performance will be measured. In this sense, we argue that benchmarking sessional teachers standards will very much depend on how much managers know about the field in which they operate. In other words, the extent to which managers master the key issues taking place in their practice will be determinant to frame key sustainability indicators (Bolman & Deal, 2013). Once the analysis have been done, the organisation should come up with the key indications starting from every single action of the organisation (Yakovleva et al., 2012).

In this work, we are focussing the discussion of team building among sessional teachers from the private universities worldview. In this context, benchmarking the standards to manage sessional teachers and engage them to promote quality teaching and quality learning, requires that the top management has full understanding of what it takes to offer quality teaching and quality learning. The kind of support provided to course coordinators, should be designed based upon the literature and on the context to bridge the gap between theory and practice. This should include giving them the authority to ensure curricula quality, curricula upgrading, library access, quality teaching material, classes quality, interactions quality between sessional teachers and students, a sense of community in the university campus (Disterheft et al., 2015).

In the context of private universities, the learning outcomes (Shephard, 2008) should also act as a track record as to how many students succeeded in their personal and professional lives as a consequence of having studied in a particular university. This will make a huge difference and will set a milestone in the organisational performance and it is likely to become a competitive advantage. In addition, universities are meant to raise their profile before the community and the society in a broad way by sharing the knowledge (Cheng, Ho & Lau, 2009) produced based on the context in which the university is operating. In so doing, universities will be better positioned to meet the needs, expectations and interests of its key stakeholders. However, none of the indicators highlighted above, is attainable without a meaningful participation of all the agents engaged and interconnected in the business environment (Disterheft et al., 2015; Stacey, 2011).

Harvey (2013) has developed "BLASST" which stands for benchmarking leadership and advancement of standards for sessional teaching. Given that in Angola the private higher education industry relies highly on sessional staff, BLASST is a critical tool to benchmark a sessional staff. The sessional staff standards framework, is underpinned by three (3) guiding principles. Principle number (1) one is about quality learning and teaching; principle number two (2) is about sessional staff support; principle number three (3) is about sustainability. Within each principle, there are three different standards of achievement related to the following criteria: (a) **Unsustainable**- indicates that current practice fails to address the criterion. (b) **Minimum Standard**: indicates that the basic standard has been attained. (c) **Good Practice**: indicates that the standard is met (Harvey, 2013, p.14).

Table 1 - Sessional staff standards framework (Harvey, 2013).

| Principle 1: Quality Learning and Teaching | Standards | | | Evidence |
|--|--|--|---|--|
| | Good Practice | Minimum | Unsustainable | |
| 1.1 Institutional level criteria | | | | |
| The institution articulates the employment and educational skills required from a sessional staff member. | Job description is in place listing the required skills including teaching expertise, qualifications and experience. | Bachelor's degree as minimum for teaching in undergraduate courses. | No minimum skills or qualifications required for sessional staff. | Sessional staff curriculum vitae. |
| Institutions provide and support professional development for sessional teachers in learning and teaching. | All sessional teachers are paid to attend relevant professional development in learning and teaching. | Sessional teachers are provided with paid professional development opportunities in learning and teaching. | Professional development for sessional staff in learning and teaching is unpaid. | Enrolments in professional development programmes. |
| | | | | |
| Faculty level criteria | Good Practice | Minimum Standards | Unsustainable | Evidence |
| Sessional staff are provided with an induction to learning and teaching. | Paid induction to learning and teaching is provided to all sessional staff. | Induction is provided and includes the basics of learning and teaching and use of technology. | Induction is not provided. Induction to learning and teaching is not part of practice. | Induction schedule is flexible. |
| Department level criteria | Good Practice | Minimum Standards | Unsustainable | Evidence |
| Sessional staff share good learning and teaching practice. | Systematic processes for sessional staff share learning and teaching practice are in place. | Sessional staff are invited to learning and teaching meetings department or unit level. | Sessional staff have few opportunities to share good practice. | Department learning and teaching meetings. |
| | Sessional teachers are invited and paid to attend departmental meetings and | Personal communication between unit convenors and sessional staff is via | Meetings between unit convenors and sessional staff are not paid. | Seminars, Teaching meetings, forums. |

| | | | | |
|--|--|---|---|--|
| | learning and teaching sessions | regular paid meetings. | | |
| Sessional staff receive professional academic supervision and mentoring. | Mentors are assigned to all staff. Academic supervision is provided to all sessional staff. | Academic supervision and advice for some sessional staff is provided by course convenors. | Sessional staff do not receive adequate supervision or mentoring. Sessional staff receive no supervision or mentoring. | Mentor scheme. Unit convenor training sessions. Regular meetings and communication. Unit convenors role description includes supervising sessional staff. |
| Sessional staff teaching is monitored and evaluated. | Sessional teachers are regularly evaluated and receive systematic feedback | Sessional staff receive feedback on their performance. | Sessional teachers receive no feedback on their teaching performance. | Formal students evaluations. Course coordinators provide feedback on sessional teachers. |
| Principle 2: Support sessional teachers | Standards | | | Evidence |
| | Good Practice | Minimum Standard | Unsustainable | |
| Institutional level criteria | | | | |
| Funds allocation for the professional development. | Professional development if resourced. | Funds available. | No funds for professional development. | Budget. |
| Faculty level | | | | |
| Supervisors have the skills to manage sessional staff. | Supervisors identified for each sessional teacher. | Supervisors identified for sessional staff. | Supervisors do not understand their role. | Supervisors training. Unit coordinators' training sessions |
| Principle 3: Sustainability | Standard | | | Evidence |
| | Good Practice | Minimum Standard | Unsustainable | |
| Institutional level criteria | | | | |
| Teaching excellence is recognised and | Special categories of awards exist. | Sessional teachers are given guidance on how to document | Sessional teaching excellence is not | Certificate of teaching experience. |

| | | | | |
|----------|--|----------------------|-------------|--|
| rewarded | | teaching experience. | recognised. | |
|----------|--|----------------------|-------------|--|

Concluding Remarks

The evidence available in the predominant literature, shows that in Angola and internationally, sessional teachers are a role playing of a paramount importance in the provision of teaching for undergraduates students (Bryson, 2013). By definition, sessional teachers are those who are in most cases recruited for a short-term period. However, in Angola the predominant pattern of recruitment and selection of sessional teachers, falls under the category of what the literature has termed as permanent sessional teachers (Pocock, Buchanan & Campbell, 2004). In other words, the majority of sessional teachers are on permanent sessional contracts, which means that there is almost an automatic renewal process, as long as the leadership is happy with their performance and this happens in most cases.

Despite the great contribution of sessional teachers in the provision of teaching in higher education institutions, there are issues highlighted in the extant literature that provide evidence that sessional teachers are in many cases offering low quality teaching and are not fully engaged in the process of promoting quality teaching and learning. For this reason, higher education institutions, should invest in team building among sessional teachers aiming to increase their level of engagement (Byers & Tani,2014) and strive to improve the teaching and learning quality.

Although the issue of team building among sessional teachers is under researched, the extant literature, points clearly that the process of building teams among sessional teachers, calls for the engagement of course coordinators who are their line managers and deal with them on a daily basis. It has been highly underlined that lower line managers are much more powerful in sense-giving and meaning making through their regular interactions with sessional teachers (Shipton et al.,16).

However, team building among sessional teachers, calls for the right kind of leadership style, to ensure the complexity involved in this process is accommodated. Hence, team building among sessional teachers, requires a transformational leadership (Johnson, 2015) that is flexible enough to address the issues involved along the way. This leadership style should be connected to an organic organisational structure as it seems to be the most adequate to deal with the complexity that team building among sessional teachers entails.

Finally, communication is a powerful tool to be enacted throughout the whole process of building teams among sessional teachers. In addition, higher education institutions, should set standards for sessional teachers based upon the extant literature and the context under which, each institution operates (Dupe, 2015).

CHAPTER 3
THE RESEARCH METHODOLOGY AND DATA ANALYSIS

3.0 Research Design Methods and Data Analysis

Introduction

The focus of this chapter is the research design methods and data analysis process. The chapter intends to discuss the step by step of the research design and the data analysis process including the methods applied by the investigator to make sense of the data. A very detailed process of the research design has been presented and the constructive analysis method of data, was developed through which, the data analysis was carried out.

3.1 Rationale for Using Action Research

Action research aims at changing three things of scholar practitioners such as: practitioners practices, their predominant understanding of their practices and the conditions under which they practice (Kemmis, 2009, p. 1). This study adopts Action Research method to investigate team building among sessional academic staff and how to make it sustainable. Team building among sessional academic staff is a very complex issue as it requires to identify the individual, organisational and structural (environmental) factors that affect the team building process among sessional workers and how to make it sustainable. Action Research is the effective method to investigate such a complex issue (Gershon et al., 2008). Following the invaluable contribution made by Somekh (1995, p. 340), one of the distinctive characteristics of Action Research is that it is carried out by people directly concerned with the social situation that is being researched. In addition, Action Research takes place in a workplace and no effort is required to control the research context. The issue of building a team among sessional workers and how to make it sustainable, was identified by the researcher in his everyday work and it is part of his job to find practice based solutions based on the scientific knowledge available on how to work with sessional academic staff and by studying the day-to-day-actions, interactions and interpersonal relationship and their meaning. Action Research is suitable for work related problems with a high degree of complexity like team building among sessional academic staff and how to make it sustainable.

Hence, Action Research was selected as it is the most suitable method to investigate team building among sessional academic staff, given that it allows to explore multiple determinants of actions, interactions and interpersonal relationships in this research context. It will help the institution in which the researcher works, to change the way it deals with sessional staff, deepen the understanding of what it takes to address the team building issue among sessional academic staff and change the conditions under which the institution has been working, as this method allows to stand on the shoulder of theoretical knowledge available about sessional academic staff engagement which in turn, helps to shed light into the current practice, and as the investigation proceeds, new knowledge is generated by bridging the gap between theory and practice (Robertson, 2000). This brings about change to improve the way sessional academic staff are managed and led in this particular context. In few words, Action Research

was selected as the most suitable method to study team building among sessional academic staff and how to make it sustainable given that it will help to attain the objectives and answer the research questions and produce context based knowledge as a business management practitioner in the private higher education industry. Action Research will help the researcher to generate new knowledge to address the problem of team building among sessional academic staff. And as a novice business management scholar, Action Research will help the researcher to shed light into the way managers and leaders in private higher education sector can deal with the issue of team building among sessional academic staff in Angola. This study is bounded by a period of four years (2015-2019).

3.2 Action Research Approach

This is a practice-based research given that it is done in a working environment of the investigator. The problem at hand and currently under investigation, is based upon a real working environment. In a broad way, action research is used to depict a set of research methodologies which seek to combine action and reflection, discussion and exploration, theory and practice, meaningful participation and full engagement aiming to find practical solutions to real issues, concerns, problems impacting the business (Gayá & Miller, 2016, p.4).

Action research is becoming more and more common in the field of education, business management, psychology among other fields to generate new practice based insights that shed light into the day-to-day activities implemented in the researchers' unities. Thus, action research is a systematic investigation regularly conducted by business managers to generate new knowledge aiming to improve and challenge their predominant beliefs, worldview, thinking patterns, assumptions and espoused theories. As managers carry out this process, they are meant to seek meaningful participation and collaboration. In few words, action research is meant to be a democratic process that generates actionable knowledge to enhance the practice (Isaias & Issa, 2014).

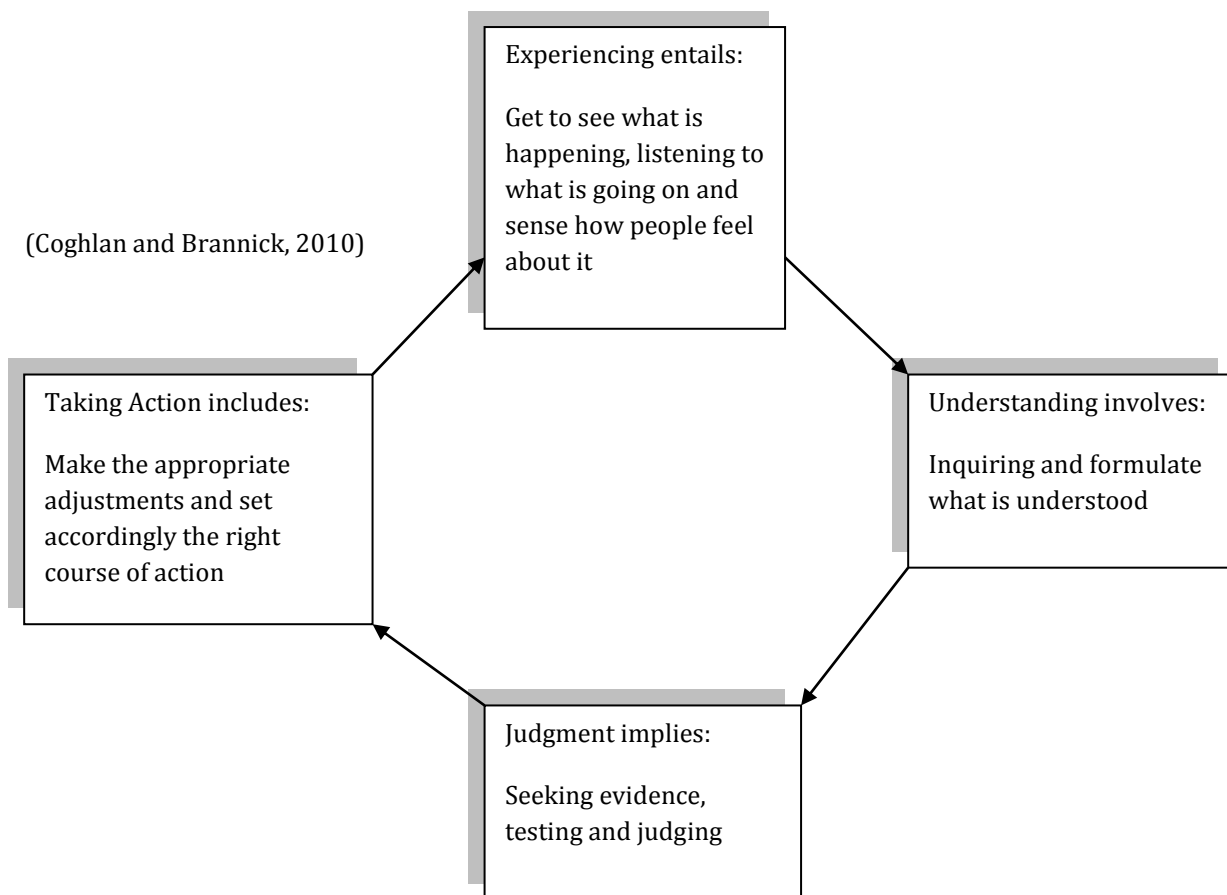
Following the invaluable insights offered by Greenwood & Lewin (2007, p. 65), action research provides the chance to generate knowledge as consequence of actions. This calls for the link between reflection and action for the creation of a new knowledge. In this sense, action research, reckons research participants as acting subjects given that they are active players who hold a pivotal role to produce context based knowledge through meaning making in the course of discussions held during the reflections sessions grounded on the daily actions taking place in the research setting. Therefore, the knowledge generated in action research is not context-free which makes it the suitable research approach for the practice as it produces actionable knowledge.

Whilst action research is regarded to be the most suitable approach to carry out practice-based studies, it is also one of the most challenging research method given that it tends to be subversive. In other words, it examines everything, it fosters questioning, demands listening, incites action, promote reflection and enacts democratic participation and calls for courage. All of these features tends to be threatening to the existing organisational culture, norms

especially in those organisations that tend to rely on hierarchical control culture (Coghlan & Brannick, 2010).

In light of the powerful insights provided by Coghlan & Brannick (2010), the whole action research process tends to have political implications in a sense that it raises questions and judges taken for-granted practices, which may generate discomfort. Therefore, engaging in action research requires being mindful of the political dynamics in every stages of the process. This includes constructing the steps towards data generating and data collecting with relevant stakeholders; reviewing collectively the produced data; carry out a collaborative analysis of data; planning and taking collaborative action based upon shared inquiry; and evaluating the results of actions, then consider planning further action and the cycle goes on and on.

Figure 2: Illustrates what it takes in every step of the action research empirical approach.



Any empirical study that intends to bring about positive real and long lasting organisational changes, demands setting up a clear methodology that has to be connected to the process that makes it easy to share knowledge and fosters dialogue within the organisation (Hind et al.,2013).

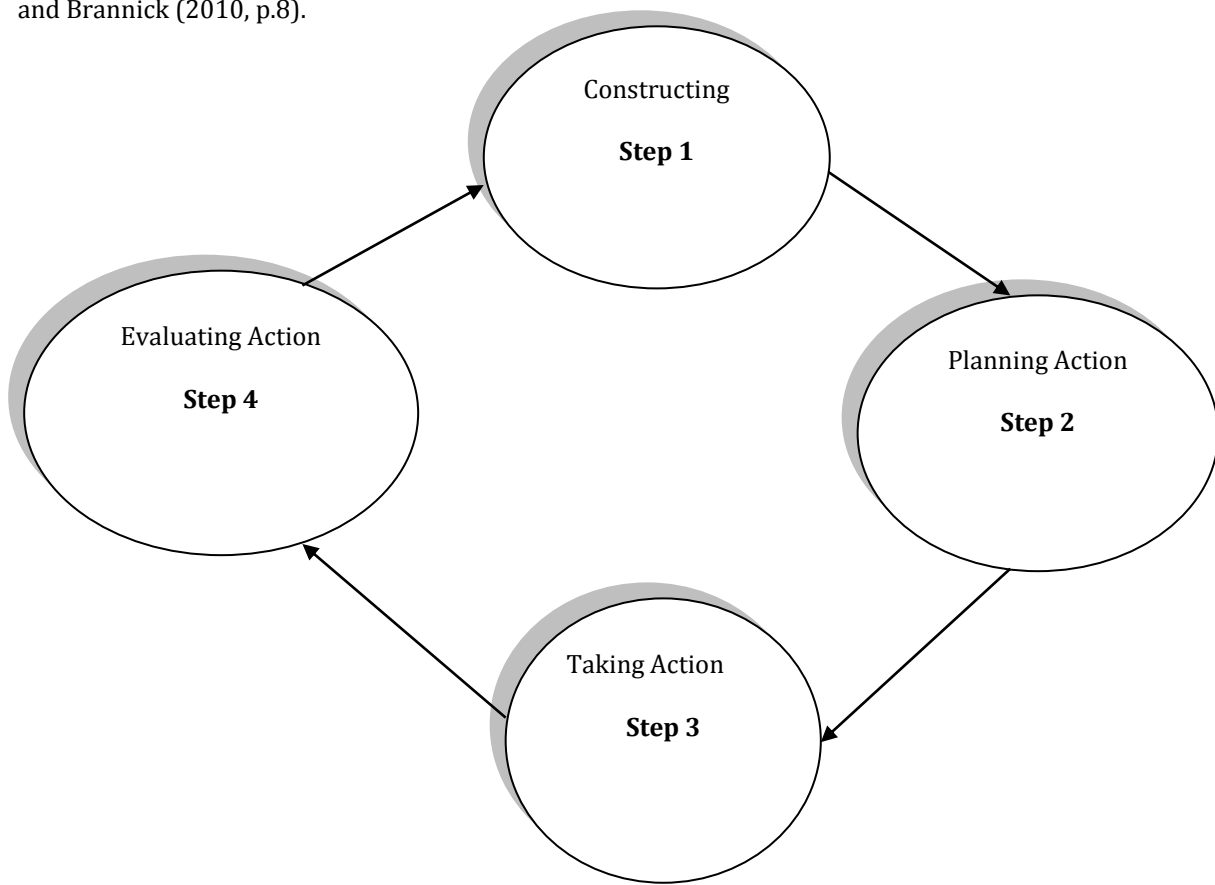
Action research is the most adequate approach to investigate a context based issue given that it seeks findings that could be of use to practitioners to solve critical and complex problems, providing answers to puzzling questions, constructing new context based practices and develop a new worldview and understanding. Hence, the fundamental tenets of this approach was to work with research participants to generate data rather than taking people as simply a source of information to be gathered (Bradbury, 2010,p.3). Thus, the emphasis was on engaging everyone to generate practice-based knowledge where the researcher is part of data generation process.

For the purpose of this study, action inquiry was found to be of great use for the organisational research, which would capture all the issues, concerns, uncertainties involved in team building for organisational sustainability. Action inquiry is made up of mainly four different approaches such as action learning, action research, participatory action research and action science (Ellis & Kiely, 2000). All these approaches have a common denominator, which is going through the cycle of action and reflection in a sense that they all highly support the tenets of knowledge creation through action and reflection. In addition, they all require building a collaborative relationship with team members who are engaged in the research. In light of the action research tenets such as: building a collaborative relationship, engage every organisational member on a voluntary basis, enact meaningful participation.

The key steps of the conceptual model applied in this study included four different stages such as constructing, planning action, taking action and evaluate action. This process helps to gain the real picture of what is happening. In so doing, the researcher develops a sense of what is the best course of action to help the organisation build teams among sessional teachers.

The conceptual model applied is depicted in the bellow figure 3. Then, a detailed description of what it took in each step is provided after figure 3.

Figure 3: Depicts the action research cycle followed in this study in light of the contributions offered by Coghlan and Brannick (2010, p.8).



3.3 Constructing (step 1)

The first step of action research cycle is comprised of a dialogic activity during which the main stakeholders are meant to engage in constructing what are the issues provisionally by identifying different working themes based upon which action will be planned and taken. The dialogic step entails the articulation of the theoretical and practical foundations of action, thus, it requires a careful stance. However, the constructing process should be clearly documented given that it may change in the course of the action research cycle, as the interactions take place. Changes should be identified demonstrating how events unfolded giving space to the construction of new meanings on which, further actions will be based. In this perspective, the action researcher is expected to keep an open-minded attitude fostering a collaborative stance by engaging others in every steps of the process. In so doing, the action researcher will be avoiding posing as the expert who assumes a know-it-all attitude making crucial decisions apart from others, which may undermine the process of team building among sessional teachers.

3.4 Planning Action (step 2)

Once the constructing process has taken place, a couple of issues, concerns, needs, problems were identified based upon which, actions have been planned. However, there is a risk of taking things for granted because of misperception, wrong assumptions, and wrong data. In this vein, the planning stage should be managed taking an exploration stance by aligning this process with the research questions. This stage should be informed and consistent with the constructing stage. During this step, collaboration plays a role of a paramount importance.

3.5 Taking Action (step 3)

Once actions have been planned in detail based upon the issues at hand based upon the sensemaking process and meaning making, plans have been implemented and interventions have been made collaboratively.

3.6 Evaluating Action (step 4)

After the implementation of actions, there have been intended and unintended outcomes of the actions and they have were scrutinised and measured against the following questions: is the original constructing fitting? Did the actions taken match the constructing? Did actions taken follow through? What actions can feed the next cycle of constructing, planning and action?

Hence, the evaluation step led to another action research cycle and this has been going on continually. In other words, we learned throughout the course of this investigation that action research studies entails a multiple action research cycles that tend to operate concurrently. However, it is extremely important to stress that in the course of the implementation of the research cycle we did not move from one stage to another in a linear way at the expense of the quality of participation. Meaningful participation was given top priority by allowing all the academic staff to speak up by raising their concerns without fearing any retaliation. We

therefore, claim that the action research cycle is a means to an end. Although the action research cycle tends to be an endless process, the outcome of each completed cycle has been leading to an effective problem solving. This generates new knowledge, lessons learned, clear course of action, clear thinking structures as to how to move down to the right path to team building and innovation which adds value to the business. Nonetheless, during the action research cycle, we tried be mindful of its empirical approach in every step of the cycle such as experiencing, understanding, judging and taking action and this have going on and on (Coghlan & Brannick, 2010, p.24). This was done by keeping a journal that acted as sanctuary (Heifetz, Grashow & Linsky, 2009) in which everything have been documented in a reflective and reflexive way.

The Country Research Context

Angola is an African country located in the Southern Africa. Out of the five African countries colonised by Portugal during the colonial era (1484-1975), Angola held the greatest economic potential. Its natural resources, including oil, diamond, iron, coffee and other agricultural products, could have made Angola one of the richest countries in Africa (McCormick, 1994). However, after the end of the liberation war back in 1975, the country went through more than three decades of civil war. This scenario, led the country into a great misery. As a post conflict country, Angola is an emerging economy. Currently, the country economy is highly depending on oil and diamond (Le Billon, 2001).

Higher Education in Angola

Higher education in Angola has started back in 1962 (Carvalho, 2012) during the colonial ruling. In the course of the colonial ruling, the country had only one public university. This situation prevailed for 30(thirty) years. In 1992 the first private university was established (Sousa, 2016) and this seems to have paved the way to inspire private investors to consider investing in the higher education industry. Researches indicate that currently there are over ten (10) private universities and 12 (twelve) private higher education institutions (institutes) throughout the country. In addition, there are other seven (7) public universities (Sousa 2016 ,p.30).

Within many Angolan private higher education institutions, most of the academic staff are sessional workers (Nguluve, 2015). There are many factors that prevent private institutions to offer permanent contracts as it is cost-effective to pay for teaching activities including grading. It is noteworthy the fact that most of sessional academic staff working in the private university industry in Angola, tend to become permanent sessional workers. In other words, the vast majority of sessional academic staff working for private universities, tend to work over 5 (five years) for the same institution and this is consistent with what is also happening in Australia (Pocock et al., 2004), which implies that sessional academic staff, tend to become permanent casuals workers as well. However, despite the fact that they work for the same institution for years, they do not seem to engage themselves aiming to contribute for the success (Macleod, Clarke, 2011) of the learning and teaching process . On the one hand, this occurs due to the fact

that sessional academic staff in Angola like in other countries, do not get enough support from to improve their teaching skills. This includes lack of an induction process to help the new academic staff develop teaching skills; no guidance for course designing and development of learning and teaching materials; and no guidance to grade exams in a fair way (Salomonson et al., 2010).

On the other hand, although it is widely recognised that sessional academic staff in Angola and internationally specially in the private sector, have been playing a pivotal role in the process of teaching undergraduates students, in the extant literature, there are few examples of systematic and evidence-based approach to team building among sessional academic staff to make them more productive, through formal or informal training (mentorship) (Baik et al., 2018) and support aiming to enhance their teaching roles (Knott et al., 2015). As of the moment of the current study(2015-2019), in Angola the private higher education industry approach to team building among sessional academic staff, including supporting them, did not seem to be part of senior management and leadership priorities (Mendes & Silva, 2016). This means that many private universities in Angola do not invest in team building among sessional teachers, which in turn undermine their ability to provide high standard education quality through which, students develop skills, acquire knowledge and values to contribute meaningfully in the job market and in the society (Elias, 2016). However, the approach to support sessional teacher has been what Baik et al.(2018) called piecemeal with pockets of good practice. Some private universities in Angola do provide a one session support at the beginning of the teaching semester to give basic instructions about how the semester is going to unfold including presenting the schedule for the semester highlighting key events like exams and ongoing evaluations that teacher are meant to carry out over the course of the teaching semester (Nguluve, 2015). However, this approach tends to follow a one-off event in a sense that it is just set to take place whenever the semester is about to start. This practice is widely spread in Angola and it is echoed in the literature (Byers & Tani, 2014, p.13).

Some private universities in Angola, tend to rely highly on sessional academic staff to deliver successfully quality teaching, providing feedback to students, designing course content, exams and grading. This makes sessional academic staff in Angola, a very important group as the higher education quality depends upon their performance. The quality of their work determines the education standard private universities will deliver. However, despite the high value placed on sessional academic staff, private university managers in Angola, do not seem to have realised how much sessional academic staff are the drivers of their success in higher education industry. For instance sessional teachers are paid on hourly basis (Pena & Remoaldo, 2019) which means that they are paid according to the time (hours) they invest as they teach the course under their responsibility. In addition, the sessional teacher daily work is not properly supervised and not managed by the management of universities. Under the management structure of private universities, the course coordinators (convenors) should be supervising the day-to-day work undertaken by sessional teachers and this practice is consistent and supported by the extant literature (Delpino et al., 2008; Sabadia, 2000; Tozzi et al., 1999; Leoni et al., 2008). Course coordinators (convenors) are best placed to closely

oversee and provide coaching, feedback by measuring the progress against the goals set (Leoni et al., 2008). Course coordinators currently need support to be in the frontline in the process of building teams among sessional academic staff to attain at least three main goals: (1st) to set clear goals for the group of teachers of a particular course(programme) and make sure everyone understand them well; (2nd) Monitor the work done and recognise good performance on a regular basis and (3rd) to quickly identify and promptly address them in the best way possible (Macleod & Clarke, 2009 cite in Byers & Tani, 2014, p. 15). However, in Angola many private universities, course coordinators are not skilled enough to carry out their work effectively. Course coordinator need to be supported to develop a set of key skills such as: team management skills to help sessional academic staff deliver the expected learning and teaching goals; provide the daily mentorship to enhance sessional teachers teaching skills; follow up the curriculum compliance; gather students concerns and issues that may undermine the learning and teaching process and act on them in a timely manner; and they should set regular meetings with academic staff including sessional teachers to discuss ongoing problems that require attention to ensure the learning and teaching process run as smoothly as possible (Fendrich et al., 2006).

In the current situation, the majority of academic staff both sessional and permanent in Angola, are struggling to survive professionally in an environment where apparently everything is lacking which is preventing universities to offer quality teaching and learning. This finding is consistent with Liberato (2019, p.76) who has identified four main problems affecting universities in Angola both private and public classified into four different levels such as: **(1) Institutional level-** lack of a strategic vision for higher education in the country; lack of a clear role of higher education in the country; lack of leadership; lack of rigour during the execution of programmes (courses); lack of coherent policies to guide the higher education sector; lack of a link between the kind of society it is intended to shape and what is taught in universities. **(2) Scientific level-** lack of scientific and pedagogical paradigm; no scientific research and no innovation, which in turn does not help to produce scientific knowledge. **(3) Pedagogical level-** there is a mismatch between the curriculum (programme courses) and the Angolan reality which makes it very hard to apply the curricula and teach effectively given that they are taken for granted in a sense that there is no alignment between what is taught and what the context requires; there is too emphasis on reproductive skills in detriment of productive skills. **(4) Career and professional development of academic staff level -** poor career progression given that the career and development programme is done following administrative criteria in detriment of scientific criteria in a sense that, academic staff tend to progress not because of their publications of scientific researches but because of the length of time they have been holding a certain position; low salaries and the majority of academic staff do not produce scientific knowledge; obviously do not publish and there is no active and meaningful participation of academic staff both sessional and permanent staff in the process of developing policies and procedures for higher education.

The findings shared by Liberato (2019) summarises the key issues affecting the higher education industry in Angola. Unlike in other countries (Australia, New Zealand, UK, USA) (

Knott, 2015,p.1-4) that have been establishing policies and procedures to regulate the higher education industry including policies and procedures to invest in the professional development and support of sessional academic staff aiming to improve the teaching and learning quality, Angola does not seem to have aligned its policies to the country context when it comes to support and development of sessional academic staff. There are no specific policies to support the professional development of sessional academic staff who are giving their contribution to train undergraduates in private sector. It is noteworthy, to underline that in public universities, there is investment in the professional development of the academic staff which includes funding Masters and PhD scholarships to the academic staff who are working for public higher education institutions (Governo de Angola, 2017). However, the impact of this investment in terms of scientific research and production of scientific knowledge for Angola, still holds to be seen in the country.

According to Knott et al. (2015), it is quite evident that the issue of supporting and promoting professional development for sessional academic staff dates from 1960s in different countries including Australia, New Zealand, UK and USA. All these countries have one thing in common: they all agree that there is a need to devote time, establish policies and procedures to enact the professional development of sessional staff and in Australia particularly, standards for sessional staff quality learning and teaching have been set (Harvey, 2013). But the difference between Angola and the rest of the countries in which the issue of sessional staff is investigated and addressed, is that in those above mentioned countries the rate of sessional academic staff ranges from 40 to 50% (Marshall, 2012) and there are standards and policies in place. However, in Angola the private sector of higher education industry relies over 90% on sessional staff. These studies are a clear indicator that the literature highlights the emphasis placed on the support and professional development of sessional academic staff, to improve their performance as undergraduate teachers. The only striking point is that during our literature scrutiny process, we did not find any specific study addressing the issue of team building among sessional academic staff and how to make it sustainable. However, we found studies that shed invaluable insights that are powerful to invest in team building among sessional workers in higher education industry. This includes insightful studies presenting key standards to ensure sessional academic staff provide quality learning and teaching (Harvey, 2013; Luzia et al., 2013) focusing on three key principles such as: (1) quality learning and teaching; sessional staff support and sustainability; engaging sessional staff by investing in course and subject coordinators (convenors) (Byers & Tani, 2014) ; training and support sessional staff aiming to improve quality teaching and learning (Knott et al.,2015) and defining and role of unit coordinators and sessional academic staff including designing job descriptions to ensure their work is easily managed and their performance is easily measured (Roberts et al., 2012). In these studies, another common pattern emerged, which is the pivotal role played by course coordinators in the process of managing sessional academic staff to improve the learning and teaching process in higher education.

Hence, there is enough evidence in the extant literature that working with sessional academic staff, requires setting standards to support them and provide opportunity for their professional

development, to improve the quality of teaching and learning and that the process of dealing with sessional academic staff on a daily basis, is effectively manageable by the meaningful engagement of course coordinators. That said, Angola is in a good position to stand on the shoulders of countries like Australia, New Zealand, UK and USA to shape the process of dealing with sessional academic staff in a more effective fashion.

However, in Angola, Nguluve (2015) suggests that the issue of sessional academic staff dates from 1992 which is consistent the establishment of the first private university in the country. Despite the fact that the issue of working with sessional academic staff has been widely investigated throughout the world and there is a wealth of knowledge on the issue of sessional academic staff, Angola did not seem to have benefited from the extant literature. The issue of sessional academic staff support and professional development is under researched in the country. In the course of this research (2015-2019), the only study found by us done in Angola addressing the issue of sessional academic staff in the private sector, was published by Nguluve (2015) who discussed the precarious contract under which sessional staff are working and argued that this approach does not encourage them to engage themselves with high commitment to improve the learning and teaching process in the private sector.

Impact of the lack of support and professional development for sessional academic staff in Angola at institutional level

Although it is widely known that private universities in Angola rely highly on sessional academic staff, Government (Ministry of Higher Education of Angola) and private universities in the country, do not seem to have considered the need to establish clear policies and procedures to support and enact the professional development of sessional academic staff (Liberato, 2019). Consequently, the teaching and learning quality in the private sector is of low quality comparing to the public universities in Angola. In addition, currently it is not clear what are the requirements to assess if a higher education institution meets the standards to offer quality education in the country (Mendes & Silva 2012).

Sessional academic staff in Angola start their teaching career with little or no support at all. Unlike in countries like Australia, where there is a policy to support and promote the development of sessional staff (Harvey, 2013), in Angola most private universities are not providing sessional staff with induction to teaching and learning; there is no regular sensemaking meetings to discuss the ongoing issues and concerns affecting their daily activities; course coordinators do not communicate regularly with them; there are no regular sessions to share good teaching and learning practices among sessional staff and senior academic staff, there are no mentoring and team building opportunities among sessional academic staff; there are no job descriptions for course coordinators, subject coordinators and sessional teachers, there are no guidelines for feedback, assessing students learning and grading exams, there is not teaching evaluation and no mentorship process is in place. In addition, there are no resources allocated for sessional staff professional development, supervisors do not have the skills to manage sessional staff; course coordinators and subject coordinators do not seem to understand their role to support and manage sessional staff.

When it comes to the issue of sustaining the good sessional staff who have demonstrated the ability to provide quality teaching and learning, the administrative process to fire sessional staff is not clear and transparent, there are no community of practice that include sessional staff, there is no systematic review process of reliance on sessional staff as a risk management measure to prevent sessional staff absenteeism, there is no retention strategy to keep the good sessional staff, meaning that anyone can be fired at any time if the management feels like doing it. As a consequence of this scenario, the teaching and learning quality in private universities in Angola has been affected negatively (Liberato, 2019; Mendes & Silva, 2016).

Impact of lack of support to sessional academic staff in the teaching and learning process

Following the main findings of an empirical investigation carried out by Kandingi (2016) on the rise of private universities in Angola and the quality teaching and learning provided by sessional teachers, it is evident that the fact that most of the teaching in undergraduate courses is carried out by sessional academic staff, who are not provided with almost any support and professional development opportunities is affecting negatively the education standard offered by these universities. Students have been complaining about the lack of teaching skills of sessional staff. This includes their lack of understanding of their field, given that most of them do not have any previous experience in the field they are working, meaning that most of sessional staff are coming out from universities and join the academy without any support. This includes sessional teachers trying to teach Psychology without any field experience on the discipline (course) they teach, which makes it very hard for them to teach effectively.

Students have been complaining that most sessional teachers do not have a set of fundamental skills that are critical to help them teach effectively such as: demonstrate respect for students, prepare a lecture, prepare a conference, promote a culture of dialogue inside the classroom, giving feedback effectively, eliciting feedback, provide clear instructions for assignments in classroom and outside of it. In addition, students complain about the grading criteria given that they believe that most of the time they do not agree with the grade they get. They also complain that there are teachers who take things personally if a student asks too many questions during the class. They claim that most sessional teachers, do not allow questions from students and if someone asks a question for which the teacher is not ready to answer because of lack of professional experience in the field, then this student is likely to fail or retake the exam several times. These claims are consistent with Kandingi (2016, p. 142) research that found out that most of private universities academic staff in Angola, are sessional staff and that most of them do not have opportunity to develop professionally including lack of investment in developing research skills and carry out their teaching activities more effectively.

Hence, though studies about private universities in Angola indicate that academic staff need support and opportunity for professional development, there is evidence that during this investigation little has been done to ensure sessional staff in the private sector are supported to enhance their teaching skills. Consequently, the quality of education provided in the country is of low. Our claim about low the education quality due to the lack of support and professional

development of sessional staff, is echoed by the studies about the higher education quality in Angola (Kandingi, 2016). Given that this process of establishing policies and procedures to manage sessional academic staff should be led by government, considering that public universities are managed by government, taking into account the fact that there are few unsupported sessional staff in those public universities, it is clear that studies on sessional academic staff done in Angola can help to inform the process of setting standards and procedures and shed light into the process of how government should proceed to lead the process of setting context based standards for sessional academic staff aiming to improve the education quality (Gando & Mendes, 2015).

3.7 The Research Context

Instituto Superior Politécnico Sol Nascente (**ISPSN**) is a private higher education institution operating in Huambo province (centre of Angola). It has been established in Huambo since 2012. Huambo is one of the biggest provinces located in the centre of Angola. Out of 18(eighteen) provinces of Angola, Huambo is deemed to be the third biggest province in the country in terms of population. Official data suggests that the estimated population of Huambo is 2.301.524(two millions, three thousands one and five hundreds twenty-four) (Angola consulate Houston-Texas, 2019).

The current study was carried out in ISPSN which is a private higher education institution. Currently ISPSN offers undergraduate degrees such as: Economics, Human Resources Management, Finance and Accounting, Educational Psychology, History, Sociology, Political Sciences, Law, Nursery, Cardiopneumology. The institution has 250 sessional academic staff and 13 full-time academic staff, 4188 undergraduate students.

Sessional Academic Staff Role within ISPSN

Currently ISPSN relies on sessional staff to play a crucial role in the delivery of its undergraduate programme. The work done by sessional staff includes: teaching and administering entire courses; carry out student assessment and grading. This is consistent with the extant literature (Knott et al., 2015; Nguluve, 2015; Sousa, 2016; Baik et al., 2018).

Sessional academic staff are line managed by course coordinators (convenors). Each course, is managed by one course (programme) coordinator. This practice is highly supported by the scrutinised literature (Roberts et al., 2012; Byers & Tani, 2014; Sabadia, 2000; Delpino et al., 2008; Frendrich, 2006; Leoni et al., 2008; Tozzi et al., 1999). In few cases, one coordinator is managing two courses at the same time. For instance the course coordinator of Law, is the same who is managing the political science course. Each course has over 20 (twenty) sessional academic staff. Most of course coordinators are on casual contract as well.

Although sessional academic staff have been doing their very best to carry out their teaching activities on a daily basis, there has been issues and concerns on how to manage them more effectively. The issues and concerns range from: lack of teaching skills, too much absenteeism in many cases, lack of practical knowledge on the subject, poor rapport skills with students,

poor grading skills, delays in the process of grading and publishing the assessment results, delays in the process of submitting the exam papers. These challenges are also highlighted by the previous studies (Marshall, 2012). Field evidence (meeting with students, students complaint box and classroom supervision) shows that most of the time academic staff lack teaching skills. For instance, students have been complaining that sessional academic staff tend to bully them during classes, this includes make them look like fool when they ask questions, in some cases, students reported that sessional teachers called names such as: fool and stupid for asking a simple question. This practice of mistreating students by bullying them and not being supportive is predominant in this institution. Students complain about this sessional staff behaviour pattern on daily basis. However it is inconsistent with classroom students engagement techniques (Barkley, 2010).

Sessional Academic Staff Issues at ISPSN

Students complain about too much sessional teachers absenteeism. There are sessional teachers who may go missing for a month without a proper notice. Most of the time, course coordinators are not aware of this absenteeism. When students approach senior managers within the institution complaining about a certain sessional teacher's absenteeism, course coordinators are required to brief seniors managers specially the deputy director in charge of pedagogical issues to explain what is going on. Surprisingly, most of the time course coordinators have no idea what is going on in their section. Course coordinators, simply start complaining about the fact that teachers do not seem to understand that they are accountable and should report to them when they are not available. This is one of many other cases that shows that course coordinators do not have any management skills. Meaning that most of the time, they have no idea what it is going on in their courses.

Students complain that most of sessional academic staff do not seem to understand what they are trying to teach. This includes lack of field experience, lack of knowledge in the discipline they teach as some of the sessional staff are undergraduates who graduated recently from ISPSN and tend to take for granted the same teaching materials their former teachers gave them. Students question the assessment and grading skills of sessional teachers. They complain that most of the time it is not clear what skills sessional teachers want to measure during the assessment and the grading standards most of the time are not clear as teachers do not explain how and why a certain grade was given. Apart from that, students complain that sessional teachers take too long to publish the grades. In addition, there is a lack of alignment among the learning and teaching goals and the student assessment. When students ask for clarification, sessional teachers tend to take it personally and students are likely to fail or retake the exam several times. In few words, students do not feel supported at all.

During the lectures, most of sessional teachers do not prepare their lessons and do not open space for questions. Some students complained that some sessional teachers read the teaching material from the very beginning up to the very end of lecture and no questions are allowed. Sessional teachers do the talking most of the time and students are not allowed to ask for clarification. Students complain that they are not allowed to ask questions and if they do ask,

then they are told to wait until the end of the chapter at study which is frustrating. In the same vein, textbooks are taken for granted and students complain that if they question the textbooks based upon the context and new developments of the subject, they are likely to be punished or bullied by sessional teachers.

Sessional Academic Staff Management Issues at ISPSN

There are many management issues affecting the performance of sessional teachers such as: lack of a job description listing the required skills including teaching expertise, qualifications and field experience. The only requirement in place verbally, is that the minimum qualification of sessional staff is the bachelor degree. Sessional staff are not provided with an induction to learning and teaching; there is no support for professional development for sessional academic staff in learning and teaching; sessional teachers fail to comply with the deadlines to publish grades; the department in charge of applying students exams, complain that sessional teachers do not seem to have discipline to comply with deadlines to submit the exam papers. Just to clarify, that in this institution, the exams and students assessments are managed by the department in charge of academic issues. There is a teaching semester schedule, that has to be followed and teachers are expected to submit exam papers for students and assessment tasks, to be applied to students during a specific period. However, most of sessional teachers, fail to comply with deadlines. There is no opportunity for sessional staff and senior academic staff to share good teaching practices. There is no regular communication between course coordinators and sessional staff. Most course coordinators know nothing about sessional teachers and students concerns. Although course coordinators are expected to build teams among their sessional teachers, in a sense that each course coordinator invest in team building among the teachers of his/her unit, at the beginning of the study, no team had been effectively established. In addition, at the outset of this research, sessional teachers were not supervised and did not receive any mentorship at all.

Sessional staff teaching performance was not monitored and evaluated. There were no systematic feedback on their performance. No teaching evaluation was undertaken. Although course coordinators are involved in the process of hiring sessional staff, they do not have a say when a sessional teacher is to be fired. Sessional teachers are only paid for the teaching hours which does not include grading time, despite the fact that this activity is a very time consuming task. Sessional staff were not provided with student consultation space.

While it is clear that ISPSN has many issues in the process of managing sessional staff, nothing had been done until this research has started to seek practical solutions to tackle the problems and improve the teaching and learning process. The predominant thinking pattern before the research was that teachers complained about students engagement in their learning process, coordinators, academic department and students complained about teachers' performance. The academic department in charge of managing the day-to-day activities, tend to blame course coordinators and the human resource department simply focussed in recording sessional teachers who do not show up on a regular basis to punish them with salary deduction. This blame game circle is still part of the culture in this institution. However, the

current focus of human resources department is to pay less to those who work less and fire those who do not comply with internal policies. However, less attention has been given to course coordinators who are the line managers of sessional teachers to help them become more effective.

Course Coordinators Challenges at ISPSN

Despite the pivotal role course coordinators could play to manage sessional teachers effectively, ISPSN does not have a job description that lists the role and the responsibility of courses coordinators. No formal training has been provided to course coordinators to help them develop management and leadership skills, including supervision skills. As a result, course coordinators, do not understand their role. Course coordinators, lack mentorship skills and team building skills. This includes: they do not set goals with their teams, they do not follow up how the work is being done and they do not engage themselves in the identification of problems to address them promptly and do not hold regular meetings with students and sessional teachers to find out what is going on and take action based on the issues and set the right course of actions.

Course coordinators do not follow up the teaching and learning goals. In many cases, they have no idea if a particular teaching is really teaching or not. They do not have performance evaluation standards. In some cases, courses coordinators do not present the proposal of sessional staff list for the following semester in a timely manner and there is no a systematic process to identify good sessional workers and retain them. The majority of sessional staff do not trust their coordinators intentions as in many cases they are fired without a proper notice. Coordinators are not able to inspire their teams to focus on their specific teaching roles; they do not set key performance indicators and there is not a systematic process to hold sessional teachers accountable. In few words, course coordinators, are not skilled enough to do their work effectively and because of that, they do not invest in team building.

As a consequence of this lack of a set of key skills, sessional teachers performance were questioned by some students. Some students dropped out because of poor quality teaching in some cases and in other cases students dropped out because sessional teachers' poor ability to build rapport with students and others students dropped out because of lack of transparency in the grading criteria. Though course coordinators are to be held accountable for the poor performance of sessional teachers, it is noteworthy that the senior leadership of ISPSN is the underlying root cause of the current lack of management and leadership skills.

Key Leadership and Management Issues at ISPSN

The current leadership and management predominant at ISPSN is in some cases very good as it fosters creativity, initiative and a self development environment. The general director seems to be highly qualified and holds a PhD on Philosophy. Deputy directors (academic issues; scientific issues and pedagogy issues), head of departments, course coordinators, sessional teachers and students they all are encouraged to invest in scientific research to enhance their

skills. Apparently, there is a working environment where participation is encouraged and in many cases, collegiality is also preached although it is not practiced in a meaningful way. There are senior management team meetings held as needed in which sessional teachers who hold a master and doctorate degrees are invited to participate. Permanent members of the senior management team are those who hold any leadership position within ISPSN (duty directors head of departments and course coordinators).

Although the general director seems to be academically highly qualified, he does not demonstrate to have leadership and management skills required to run a private higher education institution. In some particular aspects, he does not want to develop the required competences to run the business in the best way. For instance, when he was offered the position (2014), he denied to deal with financial issues related to the institution. Because of that, anything that requires financial support, he has to depend upon the General Director in charge of Administrative issues who does not sit in the institution which means that he does not have any idea of what is going on within the institution. As a result, sessional staff are not paid on time and staff development funds are not allocated to support sessional staff. Deputy directors, heads of department and course coordinators sometimes are not paid for few months and none provides a justification for that.

The general director of ISPSN, seems to have good intentions by calling meetings to promote collegiality and foster scientific investigation. However, his leadership and management style is hard to understand and this does not help the rest of the team to follow him. There is a mismatch between his apparent vision for the institution and his day-to-day approach. For instance, he tends to call meetings to attack people. If he learns that a sessional staff made a mistake reported by students, he calls a meeting and attack the person in public.

If someone tries to challenge the general director's view, this person is likely to be fired or punished in some way. Course coordinators are not taken into account. If the general director believes that something is wrong, he tends to take action right there even if it is in the middle of a symposium he will name and shame people in public. He tends to take a know-it-all attitude by claiming all the time, that he has more publications than anyone within the institution. He encourages people to write research articles but when they do, his ability to give feedback is very poor.

The general director tends to portray an open minded culture. But when he is not happy with someone, even if the person presents a good idea, this idea will be strongly attacked. People never know what to expect from him. But he expects people to perform in the best way possible. He did not set the standards of good performance, but he expects people to perform well. When is not happy with someone's performance, he tend to mistreat this person by not greeting, attack this person publically then this person is fired. The general director, tend to foster an environment in which playing politics pays off. He likes people who tell him about what other people think about a wrong decision he made that is misaligned with the context. He does not trust anyone who questions him.

The general director expects deputy directors, heads of department, course coordinators to take initiative, but when they do, most of the time is not happy with the idea and opt to attack by bullying the person or simply ignore. As a result of this lack of strategy and an environment where roles and responsibilities are not clear, team building efforts are easily undermined by the general director leadership style.

Hence, staff retention is not easy in this institution as people are always seeking for other working environment in which there is some psychological safety (Eyal,2019, p.174-175). Although the leadership believes that they are investing in team building, they do not seem "to walk the talk " (Harvey & Drolet, 2006, p. 22). There is a lack of consistency between the predominant thinking pattern of team building adopted by the most senior manager of this institution and what the literature recommends to build a team. The current approach to team building does not consider building people (Harvey & Drolet, 2006). There is no a better way to build a team without building people. But in this institution, people are expected to build themselves to be part of the team, if not, they are fired. For instance, three (3) senior academic deputy directors resigned. All of them resigned because they did not feel psychologically safe to keep working for this institution and another one was fired for having questioned respectfully the general director. The number of high calibre staff who preferred to leave seeking a more safe working environment is increasing.

Base upon the extant literature on setting the standards for sessional staff, specially the study carried out by Harvey (2013, p. 4-6), indentified (5) five domains in which countries are to invest to manage sessional academic staff effectively such as: (1) invest in a systemic and sustainable policy and practice; (2) invest in employment and administrative support; (3) invest in induction and academic management; (4) Invest in professional and career development; (5) invest in reward and recognition. However, this investigation is going to focus on how to go about building a team among sessional staff in a complex working environment where ISPSN is operating and how to make it sustainable, which falls under the category of professional development and career development.

3.8 Research Participants

Table 2 - Research participants

| Job title | Role | N |
|--------------------|---|----------|
| Sessional teachers | Teaching activities. | 20 |
| Leadership Members | Manage the Organisation | 11 |
| Students | Attending different undergraduate programmes. | 400 |

As table 2 reads the action, research process engaged key research participants who holds knowledge of the main issues faced by the institution. This included leadership members, sessional teachers and undergraduate students of different undergraduate programmes offered by the institution. Each participant was voluntarily involved in the focus group discussions.

3.9 Data Collection

3.9.1 In this Research what are Data?

Action research is an empirical investigation based on experiences. Experiences are all the events and our understanding of them, that take place in situations in which we are participants (Feldman et al., 2018, p.114). Experiences are verifiable in different ways such as: (a) if the event can be repeated; (b) if the event has left some traces independent of the researcher that can be investigated; (c) if the researcher has used some means to represent the experience including a research notebook.

In this sense, this research considered data all events that took place in all situations in which the researcher was participant which included: (a) the interactions between teachers and students; (b) the interactions among students; (c) the interactions among senior management team members; (d) existing archival data; (e) reports of the balance of the end of the school year; (f) group focus with students; (g) meetings with senior management team; (h) focus group discussions with sessional teachers; (i) focus group discussions with course coordinators; (j) meeting with all sessional staff in the beginning and in the end of the teaching semester; (k) meeting with teachers in the of the school year and (l) individual narratives shared by students, sessional teachers, course coordinators, heads of departments and deputy directors about the practice at study.

Data have two distinctive features: (1) they are material representations; and (2) they are relevant evidence of the issue under investigation. The determination of what is data or not data relevant to the investigation, depends upon the research questions. For this research, the selection of data generated throughout the investigation, was driven by the research questions. For instance, all the observations, the archive inspections and the questions asked during the focus group and during the different meetings that took place were based upon the research question.

Data encompasses three main characteristics such as: a) data represent events selectively; b) whatever data that is produced, depends on the interpretative processes of the researcher; c) data are produced from events and interpretations that happen at a particular time and place. The data used for this research were selected by the researcher and they refer to a particular working context (ISPSN) for a period of four years (2015-2019). In addition, given that the researcher is an insider, prior knowledge, role duality and familiarity with the environment may have influenced the researcher's ability to capture all the relevant data and this view is echoed by Coghlan and Brannick (2010).

Hence, in light of the work carried out by Feldman et al.(2018, p.15), data provide us, as investigators with access to the external world. That said, as researchers, we must be mindful that data represent the reality, but they are not reality, which means that we must document situations under investigation in the most accurate way possible. And if data does not match with reality, we must go back to the field to capture the real scenario.

Data Collection Methods

Among several data collection methods available to carry out a research that counts on people to make sense of the reality under investigation, observation, inspecting documents available, focus group (Kemmis et al., 2014) and semi-structured interview were the most suitable for this research.

Participant Observation

As an insider researcher, the author of this work planned carefully all participant observations to avoid missing the point or get lost in his daily practice. To help the process of observation, the researcher decided what to observe, why and when to do so (Feldman et al., 2018, p. 123), before a specific meeting or students' and teachers' activity. For instance, during the meeting with senior management team, the researcher decided to observe what leadership skills have been applied by the general director who is always the chair of these senior management team meetings, to identify how supportive he is to team building among sessional academic staff. These observations were planned due to the fact that team building efforts among sessional academic staff will bear the intended fruits only if the senior leadership undertakes an active role to make it work and make it sustainable (Harvey, 2013, p.3), by providing feedback with courage and consideration (Covey, 1990, p.61) including appreciating the work carried out by course coordinators, heads of department, deputy directors and teachers. Each observation was planned well ahead of any meeting focusing on what the researcher is seeking to observe based upon the research questions. This approach to observation was adopted and improved in every participants of observations carried out by the researcher. More details on the number of participant observations carried out with different groups and other data collection methods applied will be summarised in table 3.

Organisation of the participant observation process

During the observation process, the researcher prepared a specific notebook to take notes observed in different groups. Meaning that, for senior management team meetings, participant observations, were recorded in a specific notebook. For direct observations with students, there was another specific notebook. For the teachers meetings, participant observations were recorded in specific notebook as well. With course coordinators, participant observations were recorded in a specific notebook. With heads of departments participant observations were recorded in a specific notebook. Deputy directors meetings, were recorded in one specific notebook meaning that each group observation was recorded in a separate notebook. This

helped the researcher to document separately all the observations carried out during the investigation.

Meetings in this institution (ISPSN) tend to last over 2 (two) hours. Participant observations notes were taken during the meetings in most cases given that it allowed the researcher to record exactly what was said without any influence. Right after the observation, the researcher would go through the notes to discriminate between full and fair account of what was observed including quotations verbatim (Tjora, 2006, p. 430) and what he found out of the observation in terms of its meaning in the context of the investigation based upon the research question.

Challenges Faced During the Observations

Most meetings lasted over 2(two) hours which made it hard to focus. The best option available for the researcher, was to take notes as the meetings went on to avoid forgetting or missing any detail of the observation. On the other hand, there were times, the researcher, had to withstand the temptation of stepping into the discussion to offer his views on the topics at discussion. The temptation to get involved in the discussions reduced as the researcher reflected on his journal (on computer) about why he would want to comment and stop observing and how to avoid it next time. The urge to get involved in meetings where the researcher was meant to be a participant observant reduced substantially from one observation to another.

Archive Inspection

For the purpose of this research, archival data entails: annual plan, quarterly plan, quarterly reports, annual reports, strategic plan, curricula and minutes of previous years. All the archival data available were fully inspected aiming to understand what has been planned, executed to support team building among sessional academic staff. In addition, this process, also was helpful to identify what kind of support was provided before this research.

Focus Group (Dilshad & Latif, 2013)

Focus group also called group interview (Feldman et al., 2018, p.149) were carried out to collect data from students, teachers, course coordinators, heads of departments and deputy directors. Focus group, were more appropriate given that people did not seem to have felt the social pressure to talk. However, it is noteworthy that fact that few teachers raised privacy concerns at the beginning of focus group even after the assurance that anonymity and confidentiality are part of the ethics of this research. Interestingly, most sessional teachers opened up as the sessions went on, given that they seemed to have been encouraged by each other's interventions.

Challenges whilst carrying out focus group with students

It is also noteworthy the fact that although the focus group sessions with students were very productive, they were very hard to manage, given that some students in all sessions would speak to each other while another one is sharing a concern. There were a lot noise when a particular student failed to speak fluently the official language spoken in Angola which is Portuguese. In other cases, students were too noisy because a particular student was taking too long to make her or his point. During the reflection exercise, the researcher realised that it should be stressed throughout the meetings with students, that every participant in the session is entitled to his/her opinion and we all should respect and give others the opportunity to share their view.

This situation happened all the time and it was a challenge to control it. From one focus group to another, the situation improved slightly but it still was a challenge up to the very end of the research. Hence, focus group with college students in higher private education sector in this context, seems to be a huge challenge and it calls for patience and focus to get back to the key topics of the discussion as in some cases, students took the opportunity to complain about the deadlines to pay fees and other payments involved in the process of retaking an exam.

Semi-structured Interviews

Semi-structured interviews were carried out with specific students, teachers, course coordinators, heads of departments and deputy directors, as a result of the group focus discussions in which there was a need to follow up certain issues raised during the sessions. In every group session, it was agreed that the researcher would get in touch with research participants if it was needed to further understand a particular issue discussed during the focus group.

Narrative data (Clandinin et al., 2010)

In the course of the research, individual narratives about the impact of the work carried out by sessional academic staff, course coordinators, heads of departments and deputy directors, have been used as data. Each individual who shared a particular experience about his or her experience within the research setting, was informed that such particular narrative will be analysed to feed the research ongoing aiming to identify the best way to improve the current practice.

Ethical issues during the data collection process

During the data collection process, it was assured to the participants the reason why the research was being carried out. The purpose and main objectives of the research were presented and a space for questions and answers was assured to clarify any issue before each session. In addition, confidentiality and anonymity were also assured including voluntary participation which also meant that any participant could leave any time without any risk of retaliation. They were research participants who informed that they would leave the meeting

once they had shared their view on the discussion due to the fact that they had other professional commitments outside ISPSN and did so, but other ended up spending the whole time in the meeting as the meeting got interesting.

Table 3 - Summary of methods used during data Collection

| Method | Number sessions | Focus of themes sought |
|--|---|---|
| Senior management meetings participant Observations. | 4 per year x 4 years = 16 meetings | Leadership skills demonstrated by the general director of ISPSN to assist course coordinators and heads of departments to build teams among sessional academic staff. Identify improvements of actions taken in the course of the Action research cycle. |
| Participant Observations among sessional teachers. | 6 per year x 4 year= 24 observations | Sessional teachers interactions aiming to identify team spirit traits including collaboration during the discussions of the teaching semesters schedules, experience exchange, common goals, supportive attitude whilst discussing how to address the issue of teachers absenteeism affecting the whole course. Identify improvements of actions taken in the course of the Action research cycle. |
| Direct observations of students interactions and complains about sessional teachers and course coordinators support. | 30 per teaching semester x 8 semesters= 240 observations. | Identify the main complains of students about sessional teachers and course coordinators performance. Identify improvements of actions taken in the course of the Action research cycle. |
| Archival inspection. | 1 strategic plan. 2 semesters reports per year x 4= 8 reports. 6 Minutes of previous years meetings . | Identify the vision, mission, values, objectives, goals, expected outcomes and key activities focusing on specific planned tasks to enact team building among sessional staff and sustain it. Identify key issues affecting team building among sessional academic |

| | | |
|--------------------------------------|--|--|
| | | <p>staff.</p> <p>Identify key actions taken to implement team building among sessional academic staff.</p> <p>Identify improvements of actions taken in the course of the Action research cycle.</p> |
| Focus group with sessional teachers. | 1 per week. 12 per teaching semester x 8 semesters (4 years) = 96 meetings. | <p>Identify the main problems affecting their daily teaching practice.</p> <p>Identify the tasks implemented by coordinators to enact team building, including checking if there are common goals, regular meetings, support to solve the problems and progress review.</p> <p>Identify ongoing team building dynamics, including opportunities to share experience among teachers who hold more experience than others.</p> <p>Identify improvements of actions taken in the course of the Action research cycle.</p> |
| Focus group with students. | 4 per teaching semester x 8 semesters (4 years) = 32 meetings | <p>Identify the main problems affecting their learning.</p> <p>Check what kind of support they receive from sessional teachers and coordinators.</p> <p>Discover specific issues between students and sessional teachers and how it is affecting their learning.</p> <p>Identify improvements of actions taken in the course of Action research cycle.</p> |
| Focus group with course coordinators | 1 per week. 12 per teaching semester x 8 semesters (4 years)= 88 focus group. | <p>Get to know how much they understand about their role.</p> <p>Learn how much knowledge they have on what it takes to be a good coordinator.</p> <p>Identify their current management</p> |

| | | |
|--|---|---|
| | | <p>and leadership skills.</p> <p>Identify the tasks implemented to build teams among sessional teachers.</p> <p>Identify key issues affecting their practice.</p> <p>Identify what kind of support they receive from the senior leadership including the heads of department.</p> <p>Identify what kind of support they provide to sessional teachers.</p> <p>Identify what kind of training they have received to enhance their ability to manage and lead sessional teachers.</p> <p>Identify improvements of actions taken in the course of Action research cycle.</p> |
| Semi- structured interviews with students. | 20 per teaching semester x 8 (4 years) semesters= 160 interviews. | <p>Get a deeper understanding about issues shared during the focus group such as: poor relationship with a particular sessional teacher, coordinator; poor teaching materials developed by a specific sessional teacher; learn more about a sessional teacher who is accused of bullying students.</p> <p>Learn more about a particular sessional teacher with poor teaching skills to get specific details as to what students mean by poor teaching skills.</p> <p>Grant the student the opportunity to share a specific problem about a specific teacher or coordinator.</p> <p>Get to know how much they understand their role.</p> <p>Learn how much knowledge they have on what it takes to be a good student.</p> <p>Identify their current studying</p> |

| | | |
|--|--|--|
| | | <p>skills.</p> <p>Identify improvements of actions taken in the course of Action research cycle.</p> |
| Semi- structured interviews with teachers. | 15 per teaching semester x 8 (4 years) semesters = 120 interviews. | <p>Get more details on the lack of support from coordinators.</p> <p>Learn more about the issues a teacher is facing to manage a specific classroom including issues about naughty male students who tend to misbehave during the lessons.</p> <p>Ask for more insights on how to go about solving the issue of teachers absenteeism.</p> <p>Ask for more insights on how to help coordinators develop an effective team building environment in which teachers' views are taken into account to improve the predominant practice.</p> |
| Interviews with course coordinators. | 4 per teaching semester x 8(4years) semesters = 32 interviews. | <p>Understand specific relationship issues with heads of departments who tend to play politics which undermines team building efforts.</p> <p>Get to know specific issues faced by coordinators when it comes to managing sessional teachers including the problem of managing sessional teachers who tend to be absent for a long time, but they are protected by the general director.</p> |
| Students' individual narratives. | 20 per teaching semester x 8(4 years)= 160 narratives. | <p>Learn about specific issues such as sessional teachers' grading criteria are not transparent at all; sessional teachers who do not seem to understand their role; sessional teachers who bully and affect negatively the learning process of particular students.</p> <p>In other few cases, individual narratives revealed that there are female students being sexually</p> |

| | | |
|---|--|---|
| | | harassed by specific teachers whose names were mentioned and kept confidential. |
| Teachers' individual narratives | 12 per teaching semester x 8 = 96 individual narratives. | Understand the challenges faced by specific sessional teachers that are affecting their ability to feel as part of the team. This included: teachers complaining about the lack of support from course coordinators; sessional teachers complaining about salary delays, sessional teachers complaining about the lack of transparency in terms of subjects distribution which affects their monthly income which is frustrating. In other words, the more subjects a teacher has, the more money he/she will earn. In some cases, teachers who play politics tend to find ways to take other teachers' subjects to have more money. |
| Course coordinators' individual narratives. | 3 per teaching semester x 12 = 36 individual narratives. | Get to know the frustrations faced by course coordinators who want to do their very best to built a team with sessional staff but fail to do so because of lack of support from the general director and one deputy director who was in charge of the pedagogical issues at the time of the research. For instance, a particular course coordinator shared a narrative according to which, students complained about a specific teacher's grading criteria. The deputy director who was in charge of pedagogical issues, intervened by recommending to fire that particular teacher who had been working for the institution for over 4 (four) years. The coordinator had to involve another deputy director who was in charge of scientific issues to audit the case and ensure the investigation of the case, was fair and avoid an unsatisfactory closure. Fortunately this case, was solved successfully. |

| | | |
|--|--|---|
| | | However, in other cases, coordinators were very unhappy because of the lack support when they wanted to hold a specific sessional teacher accountable for not teaching well, but the general director decided to keep the sessional teacher claiming that he is the one who decides who stays and who leaves. |
|--|--|---|

Data Generated Throughout the Action Research Cycle as Depicted in Figure 3.

The action research cycle was implemented through a series of four main cycles:

1-Identifying the issues.

2-Planning actions.

3-Taking action.

4-Evaluating action.

Action Research 1- Educational Psychology Programme- Course Coordinator to build a team among sessional Educational Psychology teachers

Action Research phase 1- Constructing

During the action research phase 1, the focus of the research was to identify the main issues that are preventing ISPSN to built an effective team among sessional teachers and make it sustainable. This cycle started in 2015 right at the beginning of the research and it went on to the very end of the research in 2019, due to the organic nature of the action research (Feldman et al., 2018, p.185) which requires to go through the stages from time to time, as the investigation goes on, until it reaches the end. As it is summarised in table 3 presented above, the data collection methods used were the following: direct observations, participant observations, semi-structured interviews, focus groups, individual narratives related to the research questions and archival inspection to identify the key issues. The number of sessions are presented in table 3 including the focus of each data collection sessions.

Identifying Issues

The first research cycle was based on one course (Educational Psychology) programme for a period of four years (2015-2019) given that at that time, the researcher was offered the position of course coordinator to manage this course (Education Psychology) and address the issues that were undermining its effectiveness. The main concern of the senior management

was the fact that the team of 20 (twenty) sessional teachers among them 2(two) were females working for the Educational Psychology Programme, were under performing. There were complains coming from students and sessional teachers and the general director about the lack of effectiveness of the Educational Psychology course (programme) team.

Data collection was carried out on team building among sessional staff and how to make it sustainable through focus group (Kemmis et al., 2013). The data collection process included setting weekly meetings to identify the issues affecting team building efforts among sessional workers in the Educational Psychology programme. Once per week during the whole school year, we had separated focus group discussions with Educational Psychology sessional teachers and undergraduate Educational Psychology students to apply the mini-cycles of action research aiming to positively influence our ongoing practice (Feldman et al., 2018, p. 226). In summary, below are the main issues identified during the focus group:

Issues Affecting Sessional Teachers

1. Sessional teachers complained about the lack of support from their former coordinator, when it comes to setting a schedule that does not engender conflict of interests.
2. Job insecurity, as none knows when the contract will end.
3. Salaries delays.
4. No support to design the syllabus of their disciplines.
5. No regular meetings to share concerns and issues affecting students' performance.
6. No trust in the way course coordinators select sessional teachers.
7. No knowledge of common goals as a member of specific course programme.
8. Overlapping disciplines that could be made one to give space to include other disciplines that are crucial for the Educational Psychology training.
9. The course is Educational Psychology. However, there are key disciplines lacking such as: Teaching practices; Didactics on how to Teach Psychology; Introduction to Psychopathology and Internship. This does not help to build a set of skills required to train an Educational Psychologist.
10. No information about why the salaries are delayed.
11. No formal or informal feedback about teachers' performance.
12. No opportunity to share experiences and gain new insights on how to go about designing syllabus.
13. Many students' educational background does not help them to develop the required skills to become an Educational Psychologist. This includes students who do not basic

literacy issues. This means that most students do not have reading skills and in many cases, they also lack basic writing skills. This affects substantially the teaching and learning process.

14. Many students do not do their homework. They only start reading teaching materials when they are informed about the exams.
15. Many students commit fraud during the exams. There are many students who lack academic integrity.

Issues Affecting Students

1. Sessional teachers absenteeism.
2. Sessional teachers call students fool.
3. There are sessional teachers who expects students to receive, memorise then repeat the information exactly as it is written in the textbook or booklet. It is very hard to cope with this methodology.
4. It seems that sessional teachers do not plan their lesson. Teaching and learning goals are not clear. Students find it hard to follow the pace of the classes because they do not have any idea of the teaching and learning objectives specially in those disciplines that seems to be unrelated to their course.
5. Some sessional teachers' do not have teaching skills. They read the teaching materials in classroom and do not provide students with practical examples of where and how the theoretical knowledge should be applied in the context of students.
6. There are sessional teachers who do not seem to know what they are trying to teach. Some sessional teachers are not able to clarify what is written in the textbooks. They read the teaching materials and expect students to interpret the teaching materials without any support.
7. There are some sessional teachers who do not engage students in their teaching sessions. They look very unfriendly which prevents students from engaging in the classroom discussion. Most sessional teachers do most of the talking in classroom.
8. Some sessional new teachers in the teaching field, do not take questions during the classes. They talk from the beginning until the end of the session which does not help to confront students' understanding with the lesson objectives.
9. There are sessional teachers who do not have conflict resolution skills. When a student asks questions, some sessional teachers tend to get angry and insult students.

10. Most sessional teachers, tend to use only lecture as the predominant teaching method. Students complain that their professional knowledge and prior knowledge is completely ignored by sessional teachers. The textbook is taken for granted even when the knowledge does not match with the context.
11. Students complained that they do not have any support from sessional teachers.
12. Sessional teachers grading processes are not transparent. It seems that most sessional teachers do not have grading skills. They expect students to reproduce what is written in the book without thinking critically.
13. Students do not trust sessional teachers' judgement during the grading process.
14. Some sessional teachers take too long to grade the exams.
15. Some sessional teachers do not give student the opportunity to discuss the grading criteria.
16. Most sessional teachers do not provide students with detailed feedback about their exams results or any other assignment.
17. Some sessional teachers do not show respect. They tend to fight (argue) in classroom simply because a student asked a question about the session.

Action Research phase 2- Planning Action

Based on the constructing phase, in 2015 the researcher decided to pilot the implementation of action research to improve the Educational Psychology course that was under his management. It is important to highlight that the researcher was hired initially as a sessional teacher in 2012. In 2015 was offered the position of Educational programme coordinator to build a team of sessional teachers and improve the quality teaching including addressing the issues faced by sessional teachers and students.

After the constructing phase, the investigator, went to the literature to seeking for insights on how to go about addressing the above identified issues. Based upon the research questions, the search on the literature aimed at seeking how to build a team among sessional teachers. Based on the work of Byers & Tani (2014) the researcher gained insights to shed light in his practice.

The most important insights offered by these authors are: to engage sessional teachers entails holding regular weekly meetings; providing support to sessional worker, goes beyond holding a one-off event at the beginning a teaching semester; course coordinators are to act as coaches by setting clear goals for sessional teachers, monitor the progress of the sessional teachers and quickly identify issues affecting their practice to address them promptly (Macleod & Clarke, 2011). In addition, the investigator also went to the literature to learn more about job descriptions for sessional teachers and coordinators (Roberts et al., 2012). Then, the work of Harvey (2013) shared an evidence based approach that set standards to lead and set

standards for sessional teaching, in which she highlighted what can be regarded as good practice and minimum standards to sustain the work with sessional teachers. These works inspired the planning phase before moving to the action stage.

To ensure the investigator refreshes his memory of the key identified issues, a quick summary of the issues identified in the constructing phase is as below follows:

1. No regular coordination meetings.
2. No coordinator job description.
3. No coordinator work plan.
4. No sessional teacher lesson plan.
5. No sessional teachers support.
6. No sessional teachers supervision.
7. No sessional teachers job description.
8. No student support.
9. Students drop out.
10. Lack of students internship opportunity.
11. No space to develop teaching skills.
12. No opportunity and space for students' internship.
13. No teaching skills practice opportunity.
14. No common team goals.
15. No key performance indicators and no progress reviews.
16. No regular feedback for sessional teachers.
17. Sessional teachers with poor teaching skills.
18. No sessional teachers' meaningful participation.
19. No follow up of syllabus designing process.

Based upon the above summarised issues, the coordinator planned to take the following actions:

1. Hold a meeting with sessional teachers to validate the main issues identified in the focus group sessions.
2. Hold a meeting with students to validate the main issues identified.
3. Plan weekly coordination meetings.
4. Provide sessional teachers with support to design their syllabus and teaching materials.
5. Supervise sessional teachers' day-to-day work including visiting all Educational Psychology classrooms and make sure there is a teacher inside the classroom.
6. Encourage sessional teachers to provide students with support including feedback.
7. Set common team goals, track the progress and hold non-compliant teachers accountable.
8. Set key performance indicators and monitor progress reviews.
9. Hold regular feedback meetings.
10. Set a mentorship programme to enhance sessional teachers teaching skills.
11. Engage sessional teachers to ensure meaningful participation.
12. Consider firing those sessional teachers who are not performing.

Action Research phase 3- Taking Action

Base on the actions planned, we moved on to take actions by implementing the planned actions

1. A meeting with sessional teachers to validate the main issues identified in the focus group sessions was held.
2. A meeting with Educational Psychology students to validate the issues identified, was held.
3. We started holding weekly coordination meetings to identify sessional teachers and students' concerns and issues affecting their practice.
4. At the inception of the teaching semester, every sessional teachers were provided support to design their syllabus and teaching materials. This included asking each sessional teacher, to come up with a draft to our meeting. Then the draft was commented among sessional teachers who belong to the educational psychology programme. Then each sessional teacher, would finalise the syllabus

and the teaching materials and share it with the coordinator to make the final review.

5. A supervision programme of sessional teachers' day-to-day work including visiting all Educational Psychology classrooms and make sure there is a teacher inside the classroom everyday in the morning, afternoon and evening was implemented by the course coordinator. This included sharing the course coordinator's phone number with class monitors to reach out to the coordinator when teachers are not showing up. In addition, the course coordinator set a communication system with sessional teachers by holding a list of phone numbers of the team to reach out to them whenever needed.
6. During the weekly meetings, sessional teachers were encouraged to provide students with support including feedbacks on the assignment and exams.
7. Team goals were set including: every sessional teacher working in the coordination of educational psychology, should strive to be on time every day; plan the lessons to avoid improvising during classes; submit the exam papers within the deadlines; submit the exam results within the deadline; cover each others' back by filling someone's gap when a sessional teacher is not able to show up. This included informing the course coordinator in advance that a certain teacher is not available. Then, the coordinator would call another teacher to fill the gap. In addition, if a sessional teacher is late, and does not inform, the coordinator would call him/her immediately to find out what is going on and if she or he will turn up that particular day.
8. During the weekly meetings, the team measured its progress against the set goals and key performance indicators to monitor the progress.
9. The coordinator would check with students to measure the progress related to addressing identified issues. This information is used to provide teachers with feedback. Problematic issues, were discussed separately with specific teachers and good team performance messages were publically passed on by the coordinator to the team. And in many cases, by the general director who commended the team all the time he spoke publically about the performance of the sessional teachers throughout the institution highlighting that the educational psychology team became the most organised team within ISPSN.
10. An informal mentorship programme to enhance sessional teachers teaching skills was set up. It is informal because only few more experienced sessional teachers had the time and willingness to assist other sessional teachers for free. Currently, the institution does not allocate funds for formal training, this includes no funds allocation to pay senior mentors to coach early academic sessional workers.

11. Sessional teachers, were engaged in every meetings specially in those meetings in which the teaching semester schedule, is discussed to accommodate everyone's expectations, which was highly appreciated. When the schedule of a specific sessional teacher needed to be adjusted and there was no other option, the coordinator would offer himself to change his own schedule and accommodate the teacher's expectations.
12. The course coordinator, negotiated an internship agreement with the Psychiatric hospital which was approved by the general director.
13. The course coordinator negotiated a subject inclusion to ensure students have opportunity to practice teaching skills.
14. Only one sessional teacher was fired due his poor performance.

Action Research phase 4- Evaluating Action

1. A new discipline was included in the curriculum to address the gap of lack of teaching skills practice.
2. An internship agreement was signed between ISPSN and the Psychiatric Hospital of Huambo to allow students practice and gain knowledge on psychopathology and develop basic diagnosing skills of mental health issues.
3. Out of 10 (ten) sessional teachers who would need mentorship, only two senior sessional teachers volunteered to mentor one sessional teacher formally develop his teaching skills. The main constraint is the lack of funds to pay senior teachers who can coach early academics.
4. Educational psychologist sessional teachers, are part of planning process of the school year including participating in the discussions about each teaching semester schedule to accommodate their needs.
5. Students reported improvement in the rate of sessional teachers' absenteeism.
6. Students reported improvement in the relationship between them and sessional teachers.
7. The grading process is still a challenge given that the institution does not have its grading criteria policy. The coordinator found out it hard to set a grading criteria given that the institution assures intellectual freedom and it is at each sessional teacher discretion to decide the grading criteria.
8. During the weekly meetings, progress was measured against the objectives and corrections were made including the need to communicate on a regular basis via mobile phones.

9. The validating meetings were highly appreciated by both students and sessional teachers. They have commended the coordinator's leadership approach for taking the time to listen to them and address their issues.
10. Regular meetings were regarded to be a good practice to identify fresh issues, deal with them and run the business smoothly.
11. Team goals were set.
12. Key performance indicators, were set and sessional teachers have been complying with them.
13. The educational psychology course was regarded to be one of the best teams given that teachers absenteeism level has gone to 0 because of team work.
14. The collective syllabus designing process, enhanced the quality of the programmes of each discipline.
15. As the outcome of this team performance, the Educational Psychology coordinator, was offered a new position to manage the head of department of Social Sciences and Humanities and this position was held concurrently with the coordinator's position.
16. The coordinator was promoted to manage four different course coordinators.
17. The negotiation process to add didactics and psychopathology in the curriculum was fruitful. However, given that educational psychology programme had only started back in 2013, under the Higher Education law of Angola, adding these particular disciplines, is only acceptable after the first cohort of undergraduates finishes. Hence, only from 2018, it was authorised by the general director that these two subjects can be added.

3.9.2 Reflections-Concluding Remarks

The first action research cycle was carried out in one undergraduate course (programme). At the very beginning of the investigation. It is important to underline that it was not clear for the researcher how to go about building a team among sessional teachers who most of the time did not have teamwork experience and tended to focus more on their daily sessions. However, the researcher gained insights on how to about doing the action research in his own job by seeking inspiration and wisdom from the literature to get to know how other researchers have dealt with similar issues like this one.

Whilst the researcher was doing literature review and reflected on the feedback provided to this work, new insights on how to define the problem under investigation became clearer. It was interesting to learn that the issue of sessional teachers has been widely investigated in Australia, UK, USA and New Zealand (Byers & Tani, 2014; Harvey, 2013; Bryson, 2013; Sutherland & Gilbert, 2013). The insights gained from the literature, gave confidence to the researcher' practice both as a novice scholar and as a practitioner. Meaning that learning from the theories available in the literature, helped to better understand the problem under investigation and enhanced how the research handled his practice. In other words, it was clear that team building among sessional teachers, required a full change in the way they were being managed and led.

For instance, the work of Byers & Tani (2014) made it clear that to engage sessional teachers, course coordinators, need to set up a weekly meeting approach to identify the problems affecting their practice on a timely manner. In addition, this study also highlighted the need for a course coordinator to act as a coach to support sessional teachers and promote their development. This study inspired the day-to-day practice of the researcher as he strived to build a team among sessional teachers.

On the other hand, the process of trying to build a team among sessional teachers, helped the researcher to enhance his leadership skills such as: being patient to wait for the results; being gentle when dealing with the shortcomings of team members; withholding judgement when something seemed to be wrong but there was no enough evidence; giving the benefit of doubt whilst going through complex issues; being kind, thoughtful with every team members, including "trouble makers" being open to revisit any decision based upon new evidence and align it with the context; being compassionate while correcting mistakes to ensure team members find it safe to risk as they go in their practice (Covey, 1990, p.107-108); "walk the talk "(Harvey & Drolet, 2006, p.22) integrity makes a huge difference! being careful with words was also very powerful. For instance, if one sessional teacher agrees with a particular schedule for a specific semester, the coordinator had to make sure the decision was kept until the end of the teaching semester otherwise, it would be very easy to lose one's credibility. Hence, being consistent and living up to the highest ethical standards is critical to build a team among sessional teachers in this context.

The action research cycle helped the researcher to realise that one cannot build a team without building people (Harvey & Drolet, 2006). To engage in team building among sessional staff in this particular environment, requires helping sessional teachers to develop a set of key skills including: helping them to develop their time management skills (Drucker, 2006) to plan their business life so that they are able to communicate with the coordinator when they do not have time to teach in a particular day, the coordinator could fill the gap by calling another sessional teacher who is available. In addition, time management skills helped sessional teachers to grade the exams on time and publish the results on time.

Although the action research cycle in this particular course has been successful, it is noteworthy, the fact that most of what was done, was driven by the fact that the coordinator's practice at study, is influenced by the knowledge on how to investigate his own practice and he holds previous experience on business management and held senior positions prior to this new experience in the higher education industry. Putting in other words, weekly meetings, calling sessional teachers when they were late for their teaching sessions, talking to over 100 students on daily basis to find out what was going on; being available and flexible to change the coordinator's daily routine on a regular basis, to assist sessional teachers and students all the time including cancelling personal commitments including close relative funerals, it was too much time consuming, but it made sense for this coordinator, as he was aware of the notion of a hands-on leadership (Raelin, 2010).

Another important insight that helped the researcher to breakthrough his practice during action research, was the realisation that leadership is an ongoing process that requires: modelling the way; inspire a common goal; challenge the way things are done including challenging espoused theories if they are not aligned with the context; enact collaboration by encouraging sessional teachers to contact each other to change the schedule whenever needed, filling a gap or comment a syllabus designing process and provide feedback to sessional teachers in a timely manner including recognising small progresses (Kouze & Posner, 2016, p.26).

The main lessons for the rest of the institution, is that course coordinators need support to develop management skills to get things done (Drucker, 2006) and leadership skills to be supportive and build a good sessional teachers' team. In addition, team building among sessional staff, is possible but it depends on how much training and support course coordinators are provided with. In this case, the coordinator received the required support to form a team and took the necessary measures including challenging the curriculum. Another important lesson, is that the course coordinator should hold a track record experience in the field where his is working. In this particular case, the coordinator holds an educational and professional background consistent with the course under his management and was studying business management.

On another note, the outcome of the first action research, led to the promotion of the coordinator who was offered the position of head of Social Sciences and Humanities which entails: Law, History, Political Science, Sociology and Educational Psychology. This led to

another action research to build a team of course coordinators within the department of social sciences and humanities.

Action Research 2- Department of Social Sciences and Humanities - Head of Department to build a team among sessional teachers who are course coordinators

The researcher was offered the position of head of department in charge of social sciences and humanities beginning of 2016. His role was to build a team of course coordinators who are sessional teachers with management role. The general director used the successful case of the educational psychology team of sessional teachers built and challenged the new head of the department to build a team of course coordinators to address the issues affecting the following courses: Historia, Law, Political Science and Sociology including keeping managing the educational psychology course. As the current research was still being undertaken, the researcher took the opportunity to apply another action research cycle to find out what it takes to build a team of sessional teachers who have management roles. Each course coordinator, is responsible for the management of over 20 (twenty) sessional teachers .

Action Research phase 1- Constructing

In 2016, the researcher started the new action research as the head of Social Sciences and Humanities by applying the constructing phase of the action research which entailed focus groups (Harvey, 2013) aiming to learn what was going on and identify the main issues affecting the practice of course coordinators. The focus group discussions, were driven by the research questions and main questions derived from the research questions. Below are the main identified issues:

Issues Affecting Course Coordinators

1. Course coordinators did not understand their roles. Most of the time course coordinators are not aware of what is going on, in their courses. They do not know what are the concerns of students and issues affecting sessional teachers' day-to-day work.
2. Course coordinators had no idea what it took to be a good course coordinator. They did not supervise the work of sessional teachers. Sessional teachers could disappear for two weeks without notice and courses coordinators simply did not know what was going on. There is no induction process to assist new comers. There were no specific meetings to identify specific issues affecting the teaching and learning process. No regular meetings were held, to share experience among sessional teachers.
3. There were no team building activities. Course coordinators, did not set common goals, key performance indicators, did not have a system in place to hold sessional teachers accountable when they failed to comply with key tasks including not grading exams on

time, to publish the results on time. In addition, most course coordinators did not have previous team building and management experience. There was no regular feedback system to encourage sessional staff to enhance their teaching skills. On the other hand, there was no formal or informal training in place including the lack of mentorship programme.

4. Course coordinators did not have enough support from the senior leadership especially when it came to feedback on their performance, no training to enhance their management and leadership skills, support to address critical issues including dealing with sessional teachers who did not comply with their unwritten job descriptions.
5. Students were dropping out.
6. Students were not attaining the expected education quality.
7. No opportunity for students' internship.
8. No job descriptions for course coordinators.
9. No job descriptions for sessional teachers.
10. No support for sessional teachers. This included the lack of support to prepare the teaching materials and the syllabus (teaching programme-curriculum for a specific subject).
11. No involvement of sessional teachers during the setting up process of a teaching semester schedule which increased the rate of sessional teachers absenteeism given that they had conflict of interest with other professional commitment outside ISPSN. For instance, there were sessional teachers who could only work on Monday morning and if these teachers were scheduled to teach on a different day, then they will be absent at least for two weeks until they managed to get a new schedule that accommodates their needs.
12. Sessional teachers absenteeism was very high.
13. Students complained about the grading criteria of most of the sessional teachers working for the Law course.
14. The recruitment process of sessional teachers was done without the participation of course coordinators.
15. Sessional staff salary delays.

Action Research phase 2- Planning Action

1. A meeting with course coordinators to validate the main identified issues was planned.
2. A meeting with students to validate the main identified issues was planned.
3. A joint work plan for course coordinators was designed to help them identify students daily issues and sessional teachers' day-to-day work.
4. Weekly meetings were planned with course coordinators.
5. A list of different government institutions was drafted to allow students, practice their learning.
6. A job description for a course coordinator was drafted.
7. A job description for sessional teachers was drafted.
8. A to-do list of key tasks to support sessional teachers was drafted, this includes: support to prepare the teaching materials and the syllabus (teaching programme-curriculum for a specific subject). In addition, involvement of sessional teachers during the setting up process of a teaching semester schedule was planned aiming to increase the rate of sessional teachers absenteeism.
9. A proposal indicating that course coordinators should be part of the recruitment process of sessional teachers was drafted.
10. A negotiation with the senior leadership to set a specific date to pay the salary of sessional teachers was planned.
11. A mentorship plan to support course coordinators was drafted.

Action Research phase 3- Taking Action

1. A meeting with course coordinators to validate the main identified issues was held.
2. A meeting with students to validate the main identified issues was held.
3. A joint work plan for course coordinators was approved by coordinators and was implemented which helped them to identify students daily issues and sessional teachers' day-to-day work.
4. 36 weekly meetings with course coordinators took place to monitor the progress of their mini-action research cycles including their learning set meetings with sessional teachers of each programme. It is important to note that, coordinators were encouraged to hold action learning meetings (Raelin & Coghlan, 2006) discussions to identify issues affecting their practice and address them promptly.

5. Course coordinators identified specific government institutions where students could practice their learning. For instance, some Law students go to court to follow the judicial process and other Law students are doing internship with Lawyers practitioners; History students are allowed to study the local government museum; Sociology students were granted the opportunity to practice community assessments and work for local administrations; Political Science students, also have gone through internship in local administrations to learn in practical terms what it takes to draft a public policy.
6. A job description for a course coordinator was approved by the course coordinators and its implementation is ongoing.
7. A job description for sessional teachers was approved and it is the basis to assess the performance of sessional teachers.
8. It is now mandatory to involve sessional teachers during the setting up process of a teaching semester schedule, aiming to increase the rate of sessional teachers absenteeism.
9. A proposal indicating that course coordinators should be part of the recruitment process of sessional teachers was approved.
10. Senior leadership, set a specific week (second week of the following month) to pay the salary of sessional teachers.
11. After an assessment of strengths and weakness of coordinators team, a mentorship plan to support each course coordinator was implemented by the heads of departments. This included, helping each coordinator to be aware of what is going on in their courses, this was done asking course coordinators on a random basis, during the week, what is going on in their course and if they needed any help.

Action Research phase 4- Evaluating Action

1. It is now mandatory to involve sessional teachers during the setting up process of a teaching semester schedule.
2. The rate of sessional teachers absenteeism has decreased in Sociology, History, Political Science. However, in the Law course, absenteeism is still an issue given that most Law sessional teachers have more than two (2) jobs, as most of them are Lawyers practitioners who are busy all the time.
3. Some Law sessional teachers were fired due to their poor performance.
4. It is now mandatory that course coordinators are responsible for hiring sessional teachers. This is done every teaching semester.
5. Course coordinators now have a work plan against which their performance is assessed.

6. The Law course coordinator, is still struggling to manage his team effectively. Law sessional teachers are still on the list of those who do not show up on a regular basis irrespective of the fact that they have participated in the designing process of the teaching semester schedule. In addition, Law sessional teachers, are still on the list of those sessional teachers who do not comply with the deadlines to grade and submit the exam results to be published on time. Law sessional teachers grading criteria, is the most questioned within the school. Most of Law sessional teachers, are practicing Law as Lawyers and this keeps them busy as they have to be in the court to attend court sessions.
7. Coordinators complained that they do not have money to buy extra phone credits to call sessional teachers who are late or are absent for a long period.

3.9.3 Reflections-Concluding Remarks

Unlike the team building process undertaken with the educational psychology programme, the team building process with sessional teachers who hold management positions was much more complex. It was not easy to help coordinators to develop management and leadership skills. There was no time to discuss basic management and leadership skills given that everyone is busy trying to fulfil their daily goals which includes focusing on their teaching time as it is their source of income. Whilst the Educational Psychology coordinator invested his own funds to reach out to sessional teachers who were late or absent, other course coordinators demanded extra money to buy credit for their phones, to get hold of sessional teachers who were late or absent for a long period. Given that the head of department used to call his team members in his capacity as the course coordinator of the educational psychology course using his own resources, believing that it is his responsibility as a team leader to sacrifice himself for the good of the team, the head of department took this approach for granted and assumed that other coordinators would do same, as they manage sessional teachers under their responsibility.

During the reflections on the processes of building a team of 4 (four) course coordinators who belong to one department, it was found out that it is not reasonable to expect a course coordinator who does not have management and leadership skills to sacrifice himself/herself for the good of his/her team. Hence, one of the challenges faced in this exercise of building a team with sessional teachers who hold managerial and leadership roles, is the lack of management and leadership skills of all course coordinators which in turn, did not help them to easily adjust their behaviour as team leaders shaping a new working style by modelling the example of what is expected from team leaders (Grille et al., 2015).

The first action research was very successful due to the fact that the Educational Psychology Programme coordinator, has been able to set an enabling environment (Stacey, 2011) in which, changing the predominant practices in light of the context complexity and the daily issues identified and the conditions under which practices used to be carried out, became the new thinking pattern given that weekly meetings informed the daily decisions to change and adapt

the practice to meet the needs of both students and sessional teachers. This makes it evident that action research, if conducted following its epistemological pattern (Greenwood & Levin, 2007; Tekin & Kotaman, 2013) which entails being able to promote a dialogic (Raelin, 2010) and a democratic working environment in which nothing is taken for granted, assumptions governing actions are questioned and alternative behaviours are developed (Savaya & Gardner, 2012) aiming to face reality with a difference perspective that is aligned to the context, pays off and makes business management interesting. This calls for a learning mindset (Kouzes & Posner, 2016) and it takes time to get coordinators to develop this new worldview. However, the researcher, initially assumed that given that he was able to go an extra mile to get things done, other courses coordinators would easily do same.

However, the daily practice of trying to get the course coordinators to become a team and manage effectively the sessional teachers under their leadership, proved that it is not reasonable to expect both coordinators and sessional teachers to attend regular meetings and reach out with sessional teachers as needed, without funds to support coordinators to buy credit for their cell phones and pay for their time when they meet to discuss issues affecting their practice. It is noteworthy to clarify that sessional teachers working for the Educational Psychology were ready to meet on a regular basis including over the weekends as needed without demanding extra payment. During the reflection about this, the researcher realised that being there for the team all the time and support them on a regular basis by promoting interdependence through regular interactions among them, may have been the reason why Educational Psychology sessional teachers developed a sense of a mission (McChrystal et al., 2015, p.3). This helped sessional teachers under the Educational Psychology to adapt to each new programme demands easily.

However, other coordinators struggled to get sessional teachers to meet on a regular basis, specially Law sessional teachers who know that in this context, according to the labour law, as casuals workers, they are not expected to meet on a regular basis to discuss the issues affecting their practice without any payment. On the one hand, our close observation to this situation, suggests that the underlying cause of this resistance, is correlated to the fact that even the coordinators are not ready to go an extra mile. Hence, they do not encourage their staff. In other words, those coordinators who were willing to meet on a regular basis, inspired their teams to invest time for the meetings. On the other hand, all four coordinators, have one thing in common which is lack of management and leadership skills to help their teams of sessional teachers develop a sense of mission.

When the employer learned that in some cases, sessional teachers demanded payment to show up on regular meetings, it was found very strange and it was even made it mandatory to require that sessional teachers should be present on a regular basis to participate in the meetings and those sessional teachers who do not participate on a regular basis, their contract will come to an end. This increased the level of participation despite the fact that sessional teachers complain that it is not fair. Whilst in this context it is strange that sessional teachers expect payment to participate in learning set meetings that are part of their professional

development, it is interesting that according to Harvey's(2013) work, paying sessional teachers to attend relevant professional development sessions focusing in learning and teaching is a good practice that enacts sustainability. In this sense, it seems to be much more sustainable to allocate funds to include the weekly meetings as working hours for professional development of sessional teachers focussing on learning and teaching skills development.

On another note, the researcher assumed that course coordinators would easily develop the discipline required to manage their sessional teachers and support them whenever needed. As a business management novice scholar practitioner, this is another situation in which the researcher realised that his management and leadership approach adopted in the Educational Psychology programme which included: visiting all classrooms; being available all the time; keep a record of all the issues affecting students and sessional teachers and promptly find a joint solution to address them effectively; develop clear goals, monitor the progress and make the adjustments according to the new developments; provide regular feedback to sessional teachers and supervise their daily activities is not something that other course coordinators could do, without management and leadership experience and although they were exposed to management and leadership experience during the whole year of 2016 as they were involved in the process of team build among them (coordinators), learning and implement it in one year with the same level of mastery of the Educational Psychology, is not realistic. Following the insights provided by Argyris (1995) about espoused theories and theories-in- use including the two levels of learning within the organisation single loop learning and double loop learning, the researcher followed two paths: (1) in the first path, the researcher changed his behaviour based upon the information shared by coordinators who have complained that they do not have experience to manage many things at the same time including: to visiting all classrooms to check if teachers are inside classroom, talk to students every day, manage weekly meetings, supervise the work of sessional teachers; set goals, monitor goals, provide feedback to all sessional teachers who belongs to the course under their management. The researcher realised that he was asking too much and was being unfair with others who have no management experience.

On the other hand, the researcher realised that the underlying reason why he was expecting course coordinators to adopt his hands-on approach to work and develop management skills quickly, which again was not realistic given that they need more time to digest the new knowledge and experience, was the fact that he assumed that just because he shared his knowledge about action research and it was successfully applied to build one effective team among sessional teachers in one course, other coordinators would easily adopt this learning mindset and take the opportunity to develop management skills.

On a final note, considering that course coordinators have limited management and leaderships skills, the outcome of building a team among sessional teachers who hold management positions (course coordinators) inside the department of Social Sciences and Humanities was successful issues were identified and jointly solved. The questions though that still holds to be answered are the following: how to sustain this outcome without equipping

coordinators with management and leadership skills? How to help coordinators develop action research skills to investigate their practice?

Again as a result of this work undertaken by the researcher in his capacity as the head of Social Sciences and Humanities, in 2017, the researcher was offered a more senior leadership position as the deputy director in charge of pedagogical issues including students support sessional teachers development and team building. This again led to another action research, but it is not part of this research.

4.0 Data Analysis

4.1 Data Analysis Method

Once the data has been collected, the investigator moved on to the data analysis stage in which a constructive analysis of data adopted from the contribution made by Feldman et al. (2018, p.186) was developed. The data analysis method adopted in this study follows four different steps such as reading data collected, selecting data, presenting data and interpreting data.

Rationale for Choosing the Constructive Analysis Method Suggested by Feldman et al.,(2018)

During the research, a lot of information was recorded to help the researcher to get back to each specific context under which, data were generated and collected. Initially, the researcher found it very difficult to make sense of too much information gathered during a period of four years. There was too much to read and it was hard to decide where to start. As usual, whenever the researcher got stuck, his strategy was to go to the literature seeking insights on how to proceed and get the best standard that fits the research at hand. The constructive analysis approach developed to analyse the data of this investigation, was inspired by the invaluable work done by Feldman et al.(2018) in the context of action research in higher education which helps managers and teachers to investigate their practice.

This constructive analysis is compatible with the research questions and key questions asked throughout the entire investigation given that it allowed to make sense of all the information generated in the course of data collection that took place on a daily basis for four years. In addition, given that the investigation is compatible with the daily work (Feldman et al., 2018, p.181) of the investigator, the data collection process was embed in his daily practice in a sense that every day the investigator generated information and collected it in his practice. Everyone was aware that the researcher is a novice scholar practitioner who is studying his own practice. Hence, a model to help decide how to go about analysing the information gathered every working day for four(4) years played a pivotal role and made the data analysis process very interesting, surprising, challenging and mentally enhancing.

This analysis model, was very helpful given that the process of organising the data, interpreting it, draw the main conclusions and construct the key findings required to revisit the data generated during the investigation and in some cases, the investigator had to go back to the

practice to ask again and make sense of the data in the context it was generated. On a weekly basis, the investigator applied a mini-action research cycle that consists of four key stages: construct, plan, act then assess. The process restarted and it went on and on. For instance, during a meeting with students to balance the previous teaching semester, several open questions were asked including what were the main challenges faced in the previous semester in terms of teaching and learning process, the investigator learned that most students were very unhappy with sessional teachers absenteeism, the grading criteria seemed to be unfair, the deadlines to publish the grades were not met in many cases. When they were asked if they reported those issues and concerns, surprisingly many students did not know their course coordinators which was frustrating to them and surprising to many of us who have been involved in the process building a team of effective course coordinators. As a result of the meeting, the senior leadership realised that most course coordinators did not supervise the teaching and learning process, hence they were not aware of what was going on in their courses. This information was fed back to the meeting with course coordinators and actions were taken including review course coordinators work plan to incorporate visiting classroom at least 3(three) times per week (every Monday, Wednesday and Friday) and occasionally whenever needed to spot problems and act on a timely manner.

The same information was shared with sessional teachers during the meeting with them to balance the previous semester in which after a fruitful discussion, it was decided that the action to be taken was that teachers should have a notebook to note key issues affecting their students and address them within 3(three) working days specially the issue of making a mistake during the grading process. As for the absenteeism it was agreed that teachers should report to their course coordinators that they will not be around in a particular day, so that the coordinator finds another teacher to fill the gap. In the next teaching semester, the same kind of meetings took place again and the same questions were asked. Substantial progress was made and the same process was applied.

The constructive model offered by Feldman et al., (2018) made the analysis process easier and interesting given that it provides a detailed step by step process to make sense and meaning making of the data. Reading the notes of both participant and direct observations; notes of the focus groups, individual semi-structured interviews, individual narratives and archival data, over the weekends (Sundays) was of great help for the investigator given that this process helped to outline what went on during the each working week and draw conclusions on how to proceed and identify relationships between different issues affecting the researcher's practice.

Constructive methods of analysis

Reading data: this process consists of reading the collected data aiming to recall the experience and the events. As this process was ongoing, the researcher was mindful of the following questions: What are they saying? What is really happening?

Selecting data: In this stage, the researcher separated important factors from those unimportant ones based on the focus of the study. Then similar factors were grouped and complex details were identified to make sense of them based on the context of the discussion.

Presenting data: based on the selected data, an outline of the key issues and concerns was developed to make the interpretation process easier.

Interpreting data and drawing conclusions: In this stage, relationships were identified and a practical theory was developed based upon the research context.

The constructive method of analysis is a cycle process given that the interpretation of data to draw conclusions and construct findings required several revisits to the data source and in some cases seek for more information in the subsequent sense making meetings. Below is a representation of how the investigator went about to analyse the data.

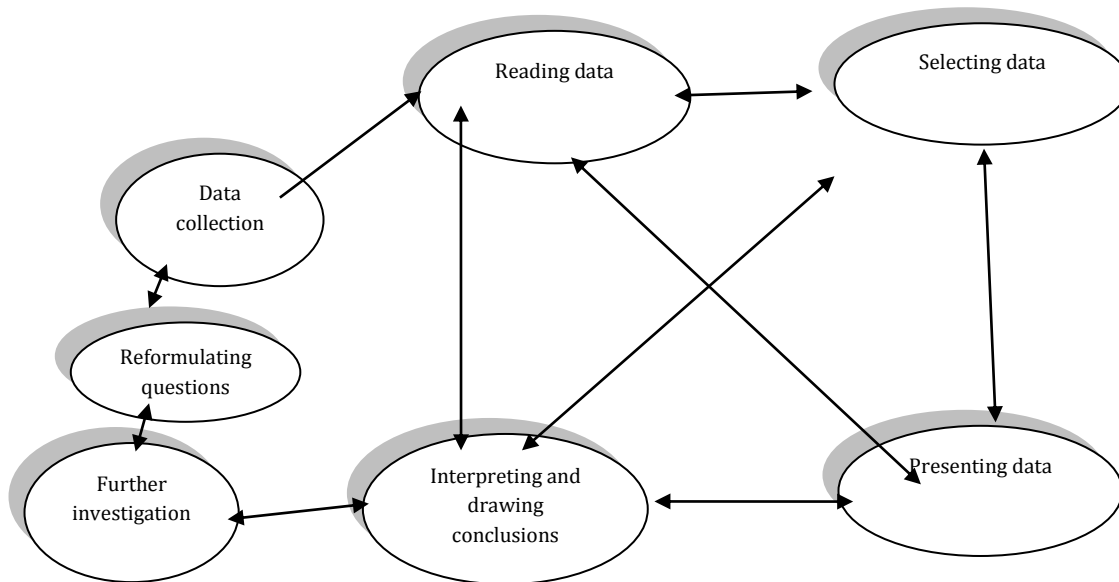


Figure 4: The constructive data analysis (adopted from Feldman et al., 2018, p.186).

Data Analysis Process

There are many purposes that data analysis serve. In this work, we selected two: (1st) data analysis is carried out to find explanations that initially "fit" our understanding and therefore seems plausible (Feldman et al., 2018, p.183; Creswell, 2014; Bazeley, 2013). (2nd) Data analysis is done to check on the explanations we constructed and test them against the context under which, the research was carried out, to critically test the validity of the theories generated by a research in a specific context. Using the inductive and deductive methods, below is the data analysis process:

Reading data to Reflect and Connect (Bazeley, 2013, p.101). Data Analysis Methods.

The process of reading the huge amount of information collected and analysed on a weekly basis was carried out using the lenses of the research question. The information relevant for data analysis, was selected based on the research question. In addition, during the process of reading through the data, the researcher applied two methods to analyse the data. The first data analysis method was the inductive method through which categories are chosen during and after scrutinising the data (Feldman et al., 2018, p.187). Given that the fundamental method of this research is action research which is about studying one's own practice, the researcher also applied the inductive method to create categories based upon the data collected and scrutinised.

The second was the deductive method through which specific categories were created based upon the main predominant concepts available in the literature. The main feature of this method, is the fact that categories are created independent of data as the researcher use his theoretical knowledge (Feldman et al., 2018, p.187). In this research, this method was applied given that the researcher used the knowledge constructed based on the relevant extant literature that is aligned with the research question.

Inductive Method of Data Analysis

As the data analysis progressed, during the process of questioning data trying to understand more about what is the reality based on data, two steps were followed such as: (1) identify conceptual labels of the text (Feldman et al., 2018, p.188). For instance, Sessional teachers' absenteeism annoys students, identifies a chunk of text in which students shared their feelings about their experiences with sessional academic staff. Therefore, a broader category of all students' feelings towards sessional academic staff was set up, which is students' frustrations about sessional academic staff. Under this category, fall all feelings shared by students throughout the research. To make things easy to trace, the researcher marked the source of text in the research notebook including the date and code was set which in this particular case was SF (students' frustrations) and specific number. All passages that fallen under this category were labelled: SF and corresponding number. Each category has its own definition which expresses the theoretical understanding of the category and gives meaning to data.

Under this method, categories were refined in the course of the work based on new data and researcher's understanding. The inductive method, was more complex due to the lack of previous experience in working this method to do data analysis. However, it was very interesting to learn that through the inductive analysis method, data gain new meaning and a chunk of information is summarised into few categories. To become aware of any blinkered assumptions, the categories were discussed with the different research groups participants (Feldman et al., 2018). This was a great help to polish one's understanding of the data and test if the correct meaning was attributed to the collected data.

Selecting data

Based upon the identified categories, data were selected based upon the research questions. For instance, during the focus groups with students, there were issues raised related to the administrative students' agreement with the institution including monthly fees, the payments related to the retake of exams and students who do not have access to their grades due to the lack of specific documents in their personal files including lack of updated identity copy and lack of high school certificate. These information was not selected for the research given that it does not fall under the categories developed to answer the research questions.

However, in the daily practice, the researcher dealt with these issues affecting students but it is not part of the research. That said, the data selection was done according to the categories and defined based on the research questions. For instance, under the category of organisational structure, fall the information about role clarification, heads of departments, course coordinators and sessional teachers' job descriptions. The process was applied with all data as it is going to be presented in tables 4, 5, and 6 below.

Presentation of Key Identified Issues Data Analysis Using the Inductive Method

Table 4 - Inductive Data Analysis of Students' Collected Data

| Prompt | Category of Students' Comments | Number of cases |
|--|---|---------------------|
| 1. There are sessional teachers who are absent most of the time. | Sessional teachers management skills. Lack of discipline. No supervision. | Over 340 out of 400 |
| 2. Some sessional teachers take too long to address students complains about the grading process. | | |
| 3. Sessional teachers take too long to grade exams. | | |
| 4. Sessional teachers expect students to receive, memorise to repeat the information as it is in the textbook or booklet . | Sessional teachers lack of teaching skills. Quality of teaching methods. | Over 360 out of 400 |
| 5. We find it hard to follow the pace of the lesson teaching and learning objectives are not clear. | | |
| 6. Sessional teachers call us fool. | | |
| 7. Sessional teachers read the teaching materials in classroom and do not provide practical examples. | | |
| 8. Most sessional teachers use lecture as the predominant teaching methodology. | | |
| 9. There are sessional teachers who do not seem to know what they are trying to teach. | Sessional teachers lack knowledge in their disciplines(subjects). | Over 300 out 400 |
| 10. Some sessional teachers look very unfriendly which prevent us to engage in the classroom discussion. | Students engagement skills . Quality of teaching methods. | Over 100 out 400 |
| 11. Some sessional teachers insult students in the classroom. | Classroom management skills. Quality of teaching methods. | Over 200 out of 400 |
| 12. During some sessional teachers' lessons, there has been too much noise in the classroom and teachers fail to act. | Classroom management skills. Quality of teaching methods. | Over 300 out of 400 |

| | | |
|---|---|---------------------|
| 13. We do not have support from teachers to improve our learning process. Sometimes we need clarification about a topic in a particular subject and it is not provided to us. | Student support . Quality of teaching methods. | Over 250 out of 400 |
|---|---|---------------------|

Adapted from: Feldman et al.(2018, p.192).

Table 5 - Inductive Data Analysis of Teachers' Collected Data

| Prompt | Category | Number of cases |
|--|--|------------------------|
| 1. Lack of support from coordinators to adjust the semester schedule to accommodate their agendas. | Poor coordination skills. Sessional teachers voice not heard. | 20 sessional teachers. |
| 2. None knows when one will be fired. | Job insecurity. Lack of trust in the recruitment process of sessional teachers. | 20 sessional teachers |
| 3. No support to design the syllabus. | Lack of support . Lack of induction process. | 20 sessional teachers |
| 4. No regular meetings to share concerns and issues affecting the teaching process. | Poor coordination skills. Lack of sessional teachers supervision. | 20 sessional teachers |
| 5. No trust in the process of recruitment and selection of sessional teachers. | Lack of trust. | 20 sessional teachers |
| 6. No common goals. | Lack of coordination skills. Lack of common goals among sessional teachers of the same course. Lack of interdependence. | 20 sessional teachers |
| Overlapping disciplines. | Curriculum Development issues. | 20 Sessional teachers. |
| 7. Lack of key disciplines (subject). | Curriculum Development issues | 20 Sessional teachers. |
| 8. No orientation for new comers. | No induction process. | 20 sessional teachers. |
| 9. No transparency in the dismissal of sessional teachers. | Lack of trust. Lack of Transparency. | 20 sessional teachers. |

| | | |
|---|-------------------------|-----------------------|
| 10. Sessional teachers fired for personal issues with the general director. | Poor leadership skills. | (4) Four cases. |
| 11. Salary delays. | Poor management skills. | 20 sessional teachers |

Table 6 - Inductive Data Analysis of Course Coordinators' Collected Data

| Prompt | Category | Number of cases |
|---|---|--------------------------|
| 1. Coordinators do not know the concerns of sessional teachers under their management. | Poor management skills. Clueless (Bolman & Deal, 2014) coordinators. No needs assessments awareness. | 5 coordinators. |
| 2. Coordinators do not know the concerns of their students. | Poor management skills. Clueless coordinators. No needs assessments awareness. | 5 coordinators. |
| 3. Coordinators do not supervise the work of sessional teachers. | Poor management skills. Clueless coordinators . No work plan. | 5 coordinators. |
| 4. Coordinators take long to address issues affecting students. | Poor management skills. Clueless coordinators . Ineffectiveness. | 5 coordinators. |
| 5. Coordinators take long to address issues affecting sessional teachers. | Poor leadership skills. No work plan. No needs assessment skills. | 2 out of 5 coordinators. |
| 6. No regular meetings to identify and discuss issues affecting the teaching and learning process. | Poor management skills. No work plan. | 2 out of 5 coordinators. |
| 7. No regular meetings to exchange experience among sessional teachers. | No organisational learning culture. No critical reflection culture. | 5 coordinators. |
| 8. Coordinators do not set common goals, key performance indicators, track progress and hold sessional teachers accountable for their poor performance. | Poor management skills. No team building skills. | 5 coordinators. |
| 9. Coordinators do not provide sessional teachers with feedback on their performance. | Poor leadership skills. No team building skills. | 5 coordinators. |
| 10. We do not have a mentorship programme to enhance sessional teachers' teaching skills. | No team building skills. No people building. No staff development plan | 5 coordinators. |

| | | |
|--|--|----------------------------|
| 11. Coordinators do not receive feedback from their line managers (heads of departments). No performance evaluation. | Poor management skills. Poor leadership skills. Poor human resource skills. | 5 coordinators. |
| 12. Coordinators have not been trained on sessional teachers management. | No people building. No formal or informal training. | 5 coordinators. |
| 13. No written job descriptions. | No role clarity. Poor organisational structure. | 5 coordinators. |
| 14. No opportunity for students internship to bridge the gap between theory and practice. | Poor teaching and learning quality. | 2 out of 5 courses. |
| 15. No job descriptions for sessional teachers. | No role clarity. Poor organisational structure. | 5 coordinators. |
| 17. No support for sessional teachers to prepare the teaching materials and the syllabus. | No needs assessment awareness. No induction process in place. No enabling environment. | 2 out of 5 courses. |
| 18. No involvement of sessional teachers during the planning process of teaching semesters schedules. | No meaningful participation of sessional teachers. No sessional teachers engagement. | 3 out of 5 courses. |
| 19. Sessional teachers absenteeism is very high. | Poor teaching and learning quality. | 2 out of 5 courses. |
| 20. Grading criteria is not clear. | No grading standards. Poor organisational structure. | 5 coordinators. |
| 21. Salary delays. | Poor management skills. Poor organisational structure. | 5 coordinators. |
| 22. Sessional teachers are recruited without the involvement of coordinators. | No engagement of coordinators on the recruitment process of sessional teachers. | 2 out of 5 courses. |
| 23. General director interferes on the management and leadership of sessional teachers by telling who is fired and who stays irrespective of poor performance. | Poor leadership skills. Poor organisational structures. Role clarity. | 10 out of 10 coordinators. |
| 24. Some deputy directors interferes in the day-to-day management of sessional teachers | Poor leadership skills. Role clarity. | 5 coordinators. |

Reflection- Concluding Remarks on Identified Issues of Inductive Data Analysis Method

During the data analysis using the inductive method, the researcher sought universal explanations (Bryman & Bell, 2015,p.583) to the key identified issues that are undermining ISPSN's ability to build teams among sessional teachers using the data collected until no cases are inconsistent with the explanations found about the issues affecting team building among sessional teachers. This process was very enlightening to the researcher, as it shed light into the way things are in the environment under study. This led to the identification of categories that helped to set the key priorities for the next steps. This data analysis method, was useful to capture the real rich picture (Monk & Howard, 1998) of the working environment, and people's concerns and issues affecting their daily practice. The outcome of this analysis paved the way to take actions seeking to change the way the practice is carried out aiming to bring about changes that align to the current demands of the environment. In tables 7,8,9 and 10, are presented the data analysis of the actions taken to change the starting point.

Presentation of Actions Taken Data Analysis Using the Inductive Method

Table 7 - Inductive Data Analysis of Actions Taken to Address Issues Affecting Students

| Prompt | Category of the Action Taken | Number of cases |
|--|--|--|
| 1. Assign coordinators to involve sessional teachers in the process of planning the teaching semester schedule to accommodate everyone's needs . | Sessional teachers engagement. Monitoring the daily work. Hold sessional teachers accountable. Supervision of sessional teachers' work. | 24 Weekly meetings per year for 4 years. 2 Teaching semesters meetings per year for 4 years. |
| 2. Hold weekly meetings to address students complains about the grading process. | | |
| 3. Call sessional teachers who are taking too long to grade exams and set a specific date to hand over the results. | | |
| 4. 3 hours workshops to discuss teaching methodologies were held. | Enhancing sessional teachers teaching skills. Provide knowledge on key ethic principles to deal with students. | 4 Workshops on teaching methodologies were held. 1 Workshop on ethic principles whilst dealing with students was carried out. |
| 5. A 3 hours workshop was carried out to discuss about ethical principles whilst dealing students was held. | | |
| 6. Some sessional teachers were fired for their lack of knowledge the disciplines they were trying to teach. | Hold sessional teachers accountable for their performance. | 1 Sessional teacher was fired. |

| | | |
|---|---|---|
| | | |
| 7. The topic of students' engagement skills workshop was covered in 1 session that addressed the issue of living up to the highest ethical standards. | Enhancing students' engagement skills . Quality of teaching methods. | 1 session on students' engagement was held. |
| 8. Disciplinary actions were taken to hold sessional teachers who insult students accountable. | Hold sessional teachers accountable for their personal behaviour. | 1 Sessional teacher was fired for insulting students. |
| 9. During teaching semesters' balance meetings, sessional teachers were encouraged to enhance their classroom management skills. | Informal intervention to enhance classroom management skills. | 2 Teaching semester per year for 4 years. |
| 10. During teaching semesters' balance meetings, sessional teachers were encouraged to enhance their students' support skills including providing feedback. | Informal intervention to enhance student student's support skills. | 2 teaching semester per year for 4 years. |

Adapted from: Feldman et al.(2018, p.192).

Table 8 - Inductive Data Analysis of Actions Taken to Address Issues Affecting Sessional Teachers

| Prompt | Category | Number of cases |
|---|--|---|
| 1. Assign coordinators to involve sessional teachers in the process of planning the teaching semester schedule to accommodate everyone's needs . | Enhance coordination skills. Sessional teachers voice heard. Meaningful participation of sessional teachers | 24 Weekly meetings per year for 4 years. 2 Teaching semesters meetings per year for 4 years. |
| 2. Despite the new practice enacted of involving coordinators in the recruitment process of sessional teachers, the practice of firing sessional staff without a due process remains. | Job insecurity still holds. No clear Human Resources policy. No due process when firing a sessional teacher. | Sessional teachers , face job insecurity. |
| 3. At the beginning of a teaching semester, sessional teachers present a syllabus proposal and meet under the leadership of the coordinator to assess each syllabus and provide feedback to improve it. | Induction process to assist sessional teachers. | All sessional teachers. |

| | | |
|--|---|---|
| 4. Regular meetings to share concerns and issues affecting the teaching process were enacted. | Enhanced coordination skills. Monitoring and evaluation. Sessional teachers supervision. | Informal weekly meetings are taking place with sessional teachers to identify issues and address them promptly. |
| 5. No trust in the process of recruitment and selection of sessional teachers. | Lack of trust. Lack of trust in the recruitment process of sessional teachers. | All sessional teachers are affected by this situation. |
| 6. Common goals set for each team of sessional teachers. | Team building efforts. Team work efforts. Interdependence spirit. | All sessional teachers. |
| 7. Permission to review the curriculum was granted to avoid overlapping disciplines. | Curriculum Development flexibility. Aligning the curriculum to address students learning needs. | The ten courses coordinators were to propose curriculum adjustment. |
| 7. To address the lack of key disciplines(subject), it was agreed to consider students internship to develop a set of key skills such as psychopathology (get to know mental illness and key diagnosing skills and teaching practices. | Curriculum Development flexibility. Aligning the curriculum to address students learning needs. Leadership skills in action. Adaptability. | The Educational Psychology Course has adapted its curriculum to address students needs. |
| 8. Orientation for new comers including help teachers to develop the syllabus. | Induction process. Sessional teachers support. | All sessional teachers. |
| 9. Despite the efforts to ensure there is due process in the dismissal of sessional teachers, there is still a long way to go, to improve this process given that the current leadership style adopts a know it all attitude. | Lack of trust. Lack transparency. | All sessional teachers. |
| 10. The current leadership style of the general director is incompatible with his role as the most senior manager as he fires people under for personal reasons. | Poor senior leadership skills. No critical reflection skills. Temperament management issues. Lack of stress management skills. Anger management issues. Poor negotiation skills. | (4) Four cases. |
| 11. Salary delays as improved | Negotiations skills. | All sessional teachers. |

| | | |
|--|--|--|
| substantially. The second week of the month was set to pay salaries and it is working in most cases. | | |
|--|--|--|

Table 9 - Inductive Data Analysis of Actions Taken to Address the Issue Affecting Course Coordinators

| Prompt | Category | Number of cases |
|--|---|--|
| 1. Coordinators hold weekly meetings to identify the concerns and issues of sessional teachers under their management. | Needs assessments awareness. Coordinators are adopting a more hands-on-management approach. | 3 out of 5 coordinators. |
| 2. Visiting all classrooms on a daily basis, helped to identify the concerns and key issues affecting students. | Needs assessments awareness practice, enacted. Supervising the work of sessional teachers. | 2 out of 5 coordinators. |
| 3. Coordinators enhanced their supervision skills by visiting classrooms and talking to sessional teachers on a regular basis. | Management skills enhanced with practice. Work plan culture enacted. Increased personal commitment. | 5 coordinators. |
| 4. Coordinators set minimum time of 72 hours to address issues affecting students. | Increased Effectiveness. Increased collaboration among other supporting departments. | 5 coordinators. |
| 5. Coordinators take long to address issues affecting sessional teachers. | Poor leadership skills. No work plan. No needs assessment skills. | 2 out of 5 coordinators. |
| 6. Weekly meetings were set to identify and discuss issues affecting the teaching and learning process. | Work plan practice established. | 5 out 10 coordinators. |
| 7. Experienced sessional teachers presented topics related to learning assessment; teaching and learning to early academics. | Increased organisational learning culture. Critical reflection culture exercised. | 5 coordinators. |
| 8. During the regular follow up meetings, all coordinators were encouraged to set common goals, key performance indicators, track progress and hold sessional teachers accountable for their poor performance. | Team building efforts. Teamwork. Leadership skills exercised. | 4 out of 5 coordinators. Only 4 coordinators have succeed in this exercises. Other coordinators, are still struggling to develop their management and leadership skills. |

| | | |
|--|--|--|
| 9. During the regular follow up meetings, coordinators encouraged to provide sessional teachers with feedback on their performance. | Poor leadership skills. No team building skills. | 1 out of 4 coordinators. There was no evidence that other coordinators managed to develop and apply feedback skills. |
| 10. As part of the way this institution operates, subject coordinators, are expected to set a mentorship programme to enhance sessional teachers' teaching skills. However, there are no funds allocated to pay subject coordinators. Hence, only few subject coordinators are providing this kind of support. | No funds allocation to support subject coordinators. Sessional teachers mentorship programme is not a priority. | 5 out of over 200 subject coordinators. Most of subject coordinators demand payment to mentor early academics. |
| 11. Despite the efforts to empower heads of departments to manage course coordinators under their management, this role is overtaken by the general director. Hence, there is interference in the leadership of course coordinators. | General director poor leadership skills. | 5 coordinators. |
| 12. Course coordinators are expected to develop their management skills by themselves. | It seems that there is no awareness that team building requires people building. | 5 coordinators. |
| 13. A simple written job description was developed for coordinators. | Increased role clarity. | 5 coordinators. |
| 14. Agreements with different government institutions have been signed to grant opportunity for students internship to bridge the gap between theory and practice. | Improved teaching and learning quality. Expose students to their future working context. | 5 coordinators. |
| 15. A one page job description highlighting key activities was developed for sessional teachers. | Increased role clarity. | 5 coordinators. |
| 17. After a few debates about the need to set a system to help sessional teachers develop teaching programmes, there is a support system in place for sessional teachers to prepare the syllabus including providing an indicative standard programme developed from the existing curricula available in the archives. | Sessional teachers support. | 2 out of 5 courses. |

| | | |
|--|---|---------------------|
| 18. Despite the efforts to enact a support system to assist sessional teachers to develop teaching materials, there is still a long way to go. No system is in place. Currently, each sessional teacher, finds his/her way out to develop the teaching materials and there is no guarantee of quality. | | |
| 18. Aiming to address the absenteeism problem, sessional teachers are now part of the planning process of teaching semesters schedules. | Sessional teachers meaningful participation enacted. Sessional teachers engagement. | 5 coordinators. |
| 19. The level of sessional teachers absenteeism has gone down due to their involvement in the planning process of teaching semester. | More teaching time which improve the learning opportunity. | 5 coordinators. |
| 20. Despite the workshops on learning assessments, the grading criteria is still not clear. The general director, still believe that it is the teacher's responsibility to grade according to his/her judgement. | No grading standards. Poor organisational structure. No clear pedagogical strategy. No learning assessment policy. | 5 coordinators. |
| 21. After sharing the complains of sessional teachers, the general director managed to convince the administrative director to pay the salaries on the second week on the following month. | Poor management skills. Lack Poor organisational structure. | 5 coordinators. |
| 22. Sessional teachers are recruited with full involvement of coordinators. It is mandatory that the coordinator has the power to start the recruitment process with the human resource, then seek the general director's approval. | No engagement of coordinators on the recruitment process of sessional teachers. | 2 out of 5 courses. |
| 23. General director interferes on the management and leadership of sessional teachers, coordinators, heads of department and deputy directors by telling who is fired and who stays irrespective of their performance. | Poor leadership skills. Poor organisational structures. Role clarity. | 5 coordinators. |

| | | |
|---|---|-----------------|
| 24. Despite regular meetings in which coordinators and heads of departments have raised concerns about the implications of deputy directors interference in the day-to-day management of sessional teachers, this issue is still to be address effectively. There are deputy directors who unnecessary interferes in the process of managing sessional teachers by trying to solve problems that students reports to them directly. | Poor leadership skills. Role clarity. Poor organisational structure. | 5 coordinators. |
|---|---|-----------------|

Deductive Method of Data Analysis

Following the research questions of this study which are: (a) how to go about building teams among sessional teachers? and (b) what makes team building among sessional teachers sustainable, the researcher used his theoretical knowledge based on the extant literature, to create the following categories, aiming to make it easy for the researcher to place the evidence gathered under each category (Yin, 2009, p.129): (1) engaging sessional teachers; (2) team building; (3) teamwork; (4) sessional academic staff support; (5) sustaining team building efforts; (6) students' perspective about sessional academic staff; (7) the role of the coordinator; (8) sessional academic staff challenges; (9) opportunity for professional development; (10) organisational structure.

Table 10 - Deductive Analysis.

| Category | Actions Taken | Common Themes |
|---|---|--|
| Team building = teamwork, team training (Salas et al., 2008, p.1003; Klein et al., 2009). | -Coordinators held weekly meetings with sessional teachers to identify and address issues promptly. | - Regular meetings. |
| Engaging sessional teachers (Byers & Tani, 2014). | -Coordinators involved sessional teachers in the planning of teaching semester schedule designing. | -Coordinator's Communication skills. |
| Sessional staff support (Harvey, 2013). | -Coordinators reached out (calling) sessional teachers when they were late or absent. | - Coordinators' team building skills. |
| | -Coordinators set goals, monitor progress and held sessional teachers accountable for their behaviours and performance. | -Coordinators' personal commitment. |
| | | -Coordinators' action research skills. |
| | | - Coordinators' leadership skills. |
| | | - Coordinators' management skills. |

| | | |
|---|---|--|
| | <ul style="list-style-type: none"> -Coordinators supervise sessional teachers work. -Coordinators visited classrooms on a daily basis to check if sessional teachers were working. -Coordinators met students on a weekly basis to measure the progress of the issues addressed in previous week. -Coordinators addressed students' problems promptly. | |
| <p>Sustaining team building efforts = enhancing the role of the coordinators (Byers & Tani, 2014).</p> <p>Address sessional academic staff issues.</p> | <ul style="list-style-type: none"> -Coordinators were assisted to develop a work plan. -Coordinators were encouraged to set goals, monitor progress and hold sessional teachers accountable. -Coordinators held weekly meetings to identify and address emerging issues promptly. -Coordinators communicated new instructions on a regular basis. -Coordinators met students on a weekly basis. -Paying the salary of sessional teachers on agreed date was regarded to be a good practice to keep sessional teachers happy. -Sessional teachers newcomers were provided with simple orientation to develop the syllabus. -All sessional teachers were provided with basic teaching skills through refreshments workshops. -Coordinators reached out sessional teachers who are absent or late. -Workshops on: teaching and learning; learning assessment, teaching methodologies including how to teach adults; ethic principles | <ul style="list-style-type: none"> -Develop coordinators' management skills. -Develop coordinators' leadership skills. - Encourage coordinators to support sessional teachers. - Encourage coordinators to promptly address students issues. |

| | | |
|---|--|---|
| | whilst dealing with students were undertaken to enhance the teaching skills of sessional teachers. | |
| Address students issues. | <ul style="list-style-type: none"> -Coordinators gave voice to students. -Coordinators addressed students problems promptly. -Coordinators visited classrooms on a regular basis to identify issues affecting students and sessional teachers and promptly addressed them. -Coordinators made the telephone's number available to the class monitors to be easily reached out any time. -Coordinators reached out to the class monitor to track the progress. | |
| Opportunity for professional development. | <ul style="list-style-type: none"> -Sessional teachers were promoted to coordinators. -Sessional teachers coordinators were promoted to heads of departments. - Sessional teachers heads of departments promoted to deputy directors. | -Promote good sessional teachers. |
| Organisational structure. | <ul style="list-style-type: none"> -Poor role clarity. - No funds allocation for formal trainings. -Transactional leadership. -Lack of trust. -No formal job description. -No formal performance evaluation. -No clear vision. -Mismatch between the environment and the organisation structure. | <ul style="list-style-type: none"> No action research knowledge. No business management knowledge. No leadership skills. Low level of trust. Poor teamwork spirit. No team building knowledge at the most senior level. |

| | | |
|--|--|--|
| | -Mini-mechanic organisational structure. | |
| | - Mini-organic organisational structure. | |

Critical Methods to Test the Findings

After the data analysis, it is of paramount importance to check the reliability of the evidence that substantiates the findings on the one hand. On the other hand, it is equally important to search for evidence against the findings. These two procedures are important to test the trustworthiness of the findings. During this process, intellectual integrity and the determination to be honest with oneself and with others are critical to avoid being trapped by one's pressure to present expected outcomes and miss out or skip unexpected results.

Another fundamental aspect of the process of testing the findings, is to test the reliability of the outcomes. Although action research seems to be a never-ending process, the research must stop somewhere. A clear indication that it is time to stop is when it seems that collecting additional data would not yield nothing new either positive or negative. In other words, data analysis stops when it reaches the level of saturation (Feldman et al., 2018, p.207).

Actions Taken to Test the Findings

A summary of the key findings was done and shared with relevant research participants. This included: students, coordinators and heads of departments. The feedback received from coordinators suggested that sessional teachers also need help to develop basic computer skills such as: the ability to data entry the exams results, upload syllabus use the business email and issue and submit on time the monthly electronic invoice. Hence, the key findings were triangulated aiming to find any inconsistency or new information that may have not been captured during the analysis process. In the end of the process, the findings proven to be accurate and reflect the reality of the context under which the research was carried out.

Reflections- Concluding Remarks

The data analysis consisted of a dynamic process. Reading the data to sense what was experienced in the field. Select the data by separating important factors from unimportant ones. It helped to identify the data that fulfil research questions. After the data selection process, an outline of the key categories was presented. This helped to move to the analysis process. It was a very dynamic process and very empowering. When the researcher looked at the amalgam of data collected in the course of the research, felt that it was too much information. However, the data analysis process, made it look simple and easy go through the data seeking the meaning behind the texts passages and place it under a certain category, helped to make sense of the collected data. Data analysis is actually one of the moment of the research. Data gain meaning and make sense in the context of the research based on the

research questions. The next chapter is going to be about the research results based on the data analysis process.

CHAPTER 4

RESULTS

4. Introduction

In this chapter, the investigator shares the results of the research in light of the data analysis process. On a more specific note, this chapter discusses the step by step of the actions carried out throughout the entire research time (2015-2019). The results will be discussed following the order of the research questions and the sequence of the efforts to build the different teams among sessional teachers. This includes building a team of 20 (twenty) sessional teachers in the educational psychology programme. Then building a team of four (5) sessional teachers who hold management positions working as course coordinators (Educational Psychology, History, Law, Political Science and Sociology), who in turn, would build four different teams of over 20 (twenty) sessional teachers each.

Finally, in this chapter we also discuss what was done aiming to sustain the team building efforts attained throughout the action research process of building the different teams among sessional teachers within ISPSN.

First Action Research - Building a team of 20 (twenty) Sessional teachers of the Educational Psychology Programme.

From 2012 to 2014, the researcher was hired to work as a sessional teacher in the Educational Psychology programme. In 2015, the researcher was offered the position of course coordinator to address the concerns raised by the general director about the performance of the Educational Psychology programme sessional teachers group. The concerns raised by the general director entailed: the team was not performing well, given the then, coordinator was hiring his relatives without the required qualifications to take on the responsibility of teaching in the undergraduate Educational Psychology programme. As a result of this situation, the education quality offered was not meeting the standards set within ISPSN. On the other hand, the team was under staffed. In addition, students complained about too much absenteeism of sessional teachers, lack of quality teaching and no opportunity to develop a set of key skills including practice teaching and acquire basic knowledge about psychopathology to learn mental disorders and how to diagnose such mental disorders.

On the hand, both sessional teachers and students complained about the lack of fundamental disciplines critical to train an educational psychologist. These disciplines included: general didactics, special didactics to teach Psychology and Psychopathology.

Actions Taken to Build a Team of Educational Psychology Programme

Step 1- Weekly Meetings with Sessional Teachers

The first action taken was to get the list of the proposed sessional teachers to teach in the first teaching semester. Having gone through the list of the proposed names, the researcher double checked with the general director, given that the head of department who was the line managers at a time, was absent. Then, the course coordinator was given the authority to

interview the proposed teachers and decide who stays. After interviewing the proposed sessional teachers, out of 20 (twenty) sessional teachers 10(ten) did not qualify. The criteria to decide who qualified were the following: hold minimum an undergraduate degree on Educational Psychology; hold a minimum of 5(five) years of teaching experience and availability to work under a sessional contract. This criteria were inspired by the works done by Harvey (2013) on setting the standards for sessional staff and Roberts et al.(2012) on their research about the role of unit coordinators as informal leaders of learning in higher education. These two works were a source of inspiration to decide who to pick to become part of the educational psychology team.

Then, after completing the list of the 20 (twenty) sessional teachers, we organised an induction meeting to explain what was the work about and discuss the key challenges the team faces. It was made clear to the team that the challenge was to make a difference among the several courses within ISPSN. As it was discussed in the data collection chapter, group focuses sessions with teachers and students were held to identify the key issues affecting both the teaching and learning practices. The key issues affecting sessional teachers included: salary delays, curriculum development issues, lack of teachers involvement and support to develop the syllabus and teaching materials.

During the induction meeting with all the 20 (twenty) sessional teachers, we discussed the need to meet on a weekly basis as part of our team building efforts. Hence, it was decided that we would meet on a weekly basis including Sundays if needed. Sessional teachers who are from Sabbath(Adventist) were resistant to meet during Sabbath. But those who were from Sunday, did not mind to meet on Sundays in few occasions. Hence, the first step down to the path of building a team of sessional teachers in the Educational Psychology Programme, was to set weekly meetings to identify and address issues affecting both sessional teachers and students and address them promptly. This insight was drawn from the invaluable work of Byers & Tani (2014) who shared that weekly meetings help coordinators to quickly identify issues affecting sessional teachers practice and address them promptly.

One of the "burning" issues that worried the school broadly speaking, was the level of sessional teachers absenteeism. As a result of our regular meetings, it was agreed that we would design the teaching semester schedule in a participatory fashion. This means that unlike in the previous years the teaching semester schedule for the Educational Psychology was prepared by the sessional teachers team in a 2 (two) hours meeting at the beginning of each teaching semester to ensure each sessional teacher had the opportunity to select the days of the week and the specific times he/she would be available to work with any conflict of interests with other external business outside ISPSN. This strategy was very helpful to reduce the level of absenteeism.

Step 2- Weekly Meetings - Giving Voice to Students

After completing the list of sessional teachers, the coordinator organised several meetings with students to identify the main issues and address them promptly. This included meetings with

all students from 1st year to 3rd year. Then, the coordinator routinely visited all classrooms on a daily basis to monitor the progress and identify key emerging issues. This process allowed the coordinator to gather information about ethical issues among students and teachers such as: teachers who mistreated students by calling them fool, teachers whose teaching methodology did not address the students learning given that they did not prepare their lessons properly; teachers who did not align the exams with the learning goals; teachers who did not align their teaching sessions with learning and teachers who were absent most of the time; and teachers who were always late to publish the exams results. These meetings, informed the following meetings with sessional teachers. Hence, we claim that the **second** step to build a team of sessional teachers, is to ensure that course coordinators hold regular meetings with students of the courses under their management to gather information that will feed the meetings with teachers and include them on the goal setting process.

Step 3- Enacting Interdependence Among Sessional Teachers

However, during the weekly meetings with students, the issue of teachers absenteeism was raised again. Students reported that specific sessional teachers did not show up in a specific day and time as scheduled. The coordinator reached out to these sessional teachers to find out if there was anything he could help them with, to avoid leaving students waiting for them doing nothing which was unfair, specially for night students who come directly from their work to school and wait from 8PM to 9PM for teachers who do not show up do not report in advance that will not be able to show up in that particular day and time. After listening carefully, the issue was carefully discussed with other sessional teachers and it was decided that sessional teachers need to negotiate among themselves to fill each others' gap when they sense that they will not be around in a particular day and time. They were encouraged to communicate among themselves and only involve the coordinator if they need him to fill the gap. In so doing, it was possible to increase the level of synergy among sessional teachers and the level of absenteeism has reduced substantially. Hence, the third step in team building for this particular group was to promote interdependence among sessional teachers and encourage them to develop teamwork and team spirit. During the meetings with sessional teachers, it was communicated that if a team member fails, the whole team fail. If each team member arranges with another team member to cover for a specific day and time, students will not be upset and the school will not be misrepresented and the whole team is going to do a good work. This approach of promoting interdependence was adopted from the work of McChrystal et al. (2015) in their work designated team of teams in which it is highlighted that interdependence is critical to enact an effective and productive team.

Step 4- Set an Accountability System

It is noteworthy the fact that by meeting on a regular basis with students, the coordinator managed to monitor the work of sessional teachers which in turn, acted as a tool to hold sessional teachers accountable. This means that sessional teachers realised that if they do not show up, the coordinator will easily find out during the regular visitors to the classroom on

during the regular meetings held with students. This made sessional teachers aware of the need to enact cooperation among themselves to avoid misrepresenting the whole team. Thus, we claim that the fourth step in the process of building this particular team of sessional teachers was to set an accountability system through regular meetings with both students and sessional teachers.

Step- 5 Supervising the work of sessional teachers

Another concern that was raised about the team at the time the action research started, was the delay in the grading process and in the submission of exams papers. Just to clarify that within the Angola system of exams in higher education, teachers are expected to submit the questions for the exam within a set deadline before the due date for the exams to be carried out. Sessional teachers are expected to submit the questions for exams a least a week away from the due date. Before the this action research, the Educational Psychology course was among the courses of which there was complains about the inability of meeting the deadlines both for exams papers submissions and grading the exams on time to publish the results. During the weekly meetings this issues was shared with the team and it was agreed that team members would support each other to write the exams papers on time and submit it within the deadline. Once it has been agreed that the team will strive to meet all the deadlines, the coordinator's role, was to supervise the compliance of this important task. Before the end of the deadline to submit exam papers, the coordinator would call the academic department that manages this process to find out if the Educational Psychology team is on track. Base upon the response, the coordinator would call specific teachers who had not submitted yet to find out if they needed any support to meet the deadline. In some cases, it was interesting to find out that certain teachers were about to miss the deadline as they had forgotten completely. For this reason, we claim that in this team building effort, the fifth step was to ensure there is a supervision system in place. Sessional teachers supervision was a powerful to ensure deadlines are met. As the researcher reflected on the reason why sessional teachers would need to be coached and supervised to get things done, it was found out that many sessional teachers at a time held more than two(2) jobs and prevented them to meet the deadlines unless someone reminded them of the deadline and put some pressure over them to ensure they prioritise the commitments they have with ISPSN. On the other hand, as the reflection progressed, during the regular meetings, the coordinator asked what was the mechanism each sessional teacher was using to keep track of their key commitments without missing any important deadline. The answers were very interesting: most of sessional teachers implied that they do not find it important to meet deadlines as they need to spend time with their families. It was a moment of huge challenge for the coordinator who was working under the assumption that each sessional teacher signed a contract in which it is clearly stated that they are meant to comply with deadlines. The other question was how can an adult expect the coordinator to make him/her work. After this frustration, during the reflection, the coordinator came up with another question: how to help the team to develop self leadership skills. The answer to this questions came out from a very interesting work on self-leadership (Neck et al., 2017, p.38) in which the coordinator realised that helping the team to develop the ability to set self-goals, helps team

members to develop a sense of a destination to reach. This included selling them the idea of keeping a to-do-list in which their main commitments would be recorded. This worked for 15 out of 20 sessional teachers, but for others, the coordinator had to keep doing a close supervision to get things done. Hence, whilst supervising sessional teachers is important, we claim that this should go hand in hand with coaching to build their self-leadership skills given that it is physically, emotionally and financially unsustainable to keep calling the same sessional teachers who are always at risk of not meeting the deadlines. Therefore, we argue that team building among sessional teachers in this environment in which people have poor management skills, goes beyond common goal setting, monitor progress, foster collaboration and supervise their work. It is critical to build sessional teachers' ability to keep their agenda under control and develop the ability to meet the deadlines without being chased. Hence, team building among sessional teachers should involve building their management and self leadership skills.

Step 6 Addressing Curriculum Development Issues

Educational Psychology students and sessional teachers shared a common concern related to the issues identified in the predominant curriculum which was the lack of key disciplines to help students develop teaching skills and a set of skills to diagnose mental disorders. The coordinator (researcher), approached the general director and presented the concerns shared by students and sessional teachers about the lack of key disciplines. The general director's response was the following: given that this is a new course, in a new institution (founded in 2012), according to the Ministry of higher Education of Angola, we have to wait until the first cohort of students graduate to consider revising the curriculum.

The coordinator agreed with the idea that inserting new disciplines would not be possible at that time. After a reflection on how to ensure minimum standards when it comes to training Educational Psychologists are met, the coordinator suggested to include internship in the Psychiatric Huambo Hospital for each teaching semester (3 months 30 hours per students) and practice teaching Psychology for a teaching semester (3 months- 30 hours per students). This was a solution that helped to minimise the curriculum development challenges. It is expected that in 2021 the course curriculum will be upgraded. This experience of finding a solution to ensure the curriculum is adapted to accommodate and address both students and sessional teachers concerns suggests that another key step in building a team among sessional teachers is to ensure that the course coordinator, is experienced in the course to be sensitive to listen to the concerns about the curriculum and find a suitable alternative to ensure quality is guaranteed. Therefore, we claim that the sixth step in building a team of sessional teachers is to ensure that course coordinators understand curriculum development and suggests improvements whenever needed.

Step 7 Laying out Clear Goals Among Educational Psychology Sessional Teachers Team to Enact an Accountability Culture

Although previous steps have been very useful to attain a good team performance, the coordinator felt that to sustain the good results attained by the team, it was important to communicate clearly what are the goals of the team and set key performance indicators to ensure all team members are mindful of what it takes to sustain the achieved outcomes. Hence, the coordinator set with the team the followings team goals:

(1) By the end of each teaching semester, all (20) educational psychology sessional teachers meet all deadlines including: submitting the exam papers on time; grading the exams and submit the results on time; present the syllabus on time;

(2) By the end of each teaching semester, all (20) sessional teachers carry out all teaching activities with quality and effectively which should include: showing up on time everyday to carry out teaching activities; planning the lessons and align them with the key skills students should develop to become competent educational psychologists such as: exerting autonomy in the way they think, competence in the way they undertake the assignments and are able to relate to each other respectfully (Paul & Elder, 2002, p.110; Eyal, 2019, p.191; Rosenberg, 2015, p.6) and encourage students to develop a set of cognitive skills such as: knowledge, comprehension, application, analysis, synthesis and evaluation (Fry et al., 2009, p.44-45); and guide students through the internship programme to practice the acquired knowledge and develop the required skills to become a good educational psychologist.

(3) By the end of each teaching semester, all (20) sessional teachers participate effectively in every activities organised by the school including: showing up on time in every team meetings; participating in every teaching semester's meetings organised school wide and report in advance when there is time constraints to show up; participating in colloquiums and symposium organised by the school.

The above identified goals were identified in the course of 24 weekly meetings held with all (20) sessional teachers who are part of the educational psychology team. This process of developing the clear goals with the team and communicating it clearly to everyone marked the end of the coordinator's mission of building the team of educational psychology programme in December 2015. In 2016, the coordinator (the researcher) was offered another position as the head of Social Sciences and Humanities and concurrently remained in the team as the coordinator and had the opportunity to see the team pursuing the goals and new team culture developed in the previous year. The coordinator left the job of coordinating directly the team end of 2016 to take on another senior position as the Deputy director in charge of Pedagogical issues. The whole process of building educational psychology team took 2 (two) years (2015-2016). Hence, the seventh step to building this team of sessional teachers was to define clear goals and clear success indicators against which the team will measure its progress.

Reflections-Concluding Remarks on How the Researcher Went About Building a Team of Sessional Teachers

In the beginning of the process, it was very interesting to apply action learning, critical reflection (Savaya & Gardner, 2012) with the team. This included holding sensemaking meetings (Calton & Payne, 2003) with students, holding sensemaking meetings with teachers, reviewing the curriculum and contribute to set a reflective culture. Involving teachers in every decision making process affecting their teaching practice and address other issues affecting students were very rewarding.

Though the team building process was very interesting and insightful, it is noteworthy that it is physically, emotionally and financially very expensive. Visiting all classrooms on a daily basis, listening to all students complains, calling sessional teachers who are not meeting the deadlines, calling teachers who were late, readjust the teaching semester schedule after having designed with everyone's participation, at the request of a teacher who suddenly need to change the initially agreed schedule to accommodate the demands of another professional commitment, it is frustrating and very time consuming and emotionally very upsetting. Telephone communication is very expensive in this context which makes it very expensive to call teachers on a regular basis.

However, the lessons learned are the following: holding regular meetings both with students and teachers, help to identify and address issues affecting the practice and is powerful to give the team a sense of job satisfaction when issues are identified and solved. In addition, setting goals with indicators, fosters the sense of purpose (McChrystal et al., 2015) to the team and this is a great step down to the right path in the process of delivering the expected results.

Specific outcomes of the team building process in the Educational Department Programme

The Educational Psychology team was successfully built with twenty sessional teachers. Specific goals and performance indicators were set for the team. The level of sessional teachers absenteeism reduced substantially. Students complains about delays in the grading process has reduced significantly. The relationship between teachers and students improved. Over 300 (three hundred) students graduated (2017-2019) having developed basic teaching skills and hold basic knowledge of mental disorders as a result of the teamwork. The Educational Psychology team is still the regarded to be the best team and its students regarded to be among the best students in terms of reasoning and critical thinking. These assessments have been carried out by the general director who shared that he was very impressed with the outcomes the team has attained in the last 4 (four) years.

Second Action Research (2016)- Building a team of 4 (four) Course Coordinators

In 2016, the researcher was offered another job as the head of Social Sciences and Humanities. This job was done concurrently with the job of Educational Psychology Programme coordinator. The main role of the head of department was to build a team of 4(four) coordinators (History, Law, Political Science and Sociology). The aim of building the team of

coordinators who work in the same department, was to help these coordinators to develop management skills and replicate the model created in the Educational Psychology team. These coordinators were expected to build their teams by applying what was regarded to be a good practice of team building applied in the Educational Psychology Programme.

Step 1- Regular Meetings with Coordinators

Based upon the experience of the process of building the Educational Psychology team, the researcher (head of department) enacted the following practices: holding weekly meetings to identify issues affecting students and teachers. This included hold meetings organised by coordinators aiming to meet students, identify the key issues affecting their learning process and meet teachers to identify the issues affecting their practice.

Based upon these meetings, it was clear that the courses had similar issues such as: teachers absenteeism, lack of transparency in the grading process, poor relationship between teachers and students, teachers call students fool specially law sessional teachers, lack of teaching experience, lack of teaching skills including lack of knowledge in terms stance in classroom and low tone of voice during the lessons.

Step 2- Help Coordinators to Develop a Work plan

The head of department (the researcher) search for the validation of the issues raised by double checking with students and teachers in different moments. All the meetings were organised by course coordinators separately. For instance, the meeting with law students, was organised by the coordinator of the course. The same approach was applicable to the meetings with teachers. However, this process was not easy. Get History coordinator to organise a meeting with students or teachers, was not easy as most of the time this coordinator was not around. The same happened with the coordinators of Political Science who has never been present in any meeting organised with coordinators.

Once the rich picture (Monk & Howard,1998) of the department seemed to be clear, the head of department (the researcher), helped the following coordinators to set goals and design a work plan: History, Sociology and Law. The Political Science coordinator was too busy all the time. The three coordinators managed to design a joint plan. This included: proposing a list of sessional teachers, planning the teaching semester schedule in a participatory way. In the law course, one sessional teachers was dismissed, as there was enough evidence that he did not perform in the previous semester.

In the History course, the list of new sessional teachers was completed following the criteria of holding at least an undergraduate degree on History and this had huge support of the head of department. In the Sociology course, the coordinator was a very committed person. He was able to do his work with very little support.

Step 3- Supervising Coordinators

The Sociology coordinator, was the only one who managed to implement his action plan effectively. He would visit all the classrooms, address issues affecting students and teachers. He was able to share new breakthroughs almost every week. He managed to supervise teachers, support them, got hold of them when they were not complying with deadlines. However, the History coordinator had too many challenges. Most of the time he was not around to visit classrooms, meet teachers and did not address issues promptly. The head of department had to cover for History coordinator most of the time. The law coordinator was also a very busy person who most of the time did not manage to supervise his team. The complains about the delays in the submission of exam papers, grading, absenteeism and poor relationship kept being a problem. The good thing about the law coordinator was the fact that as a very good lawyer practitioner, he selected a very good team of highly qualified lawyers and that, added value to the course. In addition, he managed to negotiate a curriculum reshaping process of the law course including adding one more year changing the programme that was initially meant to last 4 years. It now takes five (5) years to study law in this institution and this was highly appreciated and applauded by students, teachers and the senior leadership was very happy with this coordinator. With all this great work done by the law coordinator, his lack of time did not help him to carry out the day-to-day activities of a course coordinator.

In the end of 2016, the head of department had to leave this position to take on another one, as the deputy director in charge of pedagogical issues.

Reflections- Concluding Remarks

This second exercise of trying to build a team of 5 (five) coordinators was very problematical. Unlike in one course where the researcher is the coordinator and was able to use all his management and leadership skills to build a team, in this experience of helping other coordinators to build a team among their sessional teachers was not as successful as he was with the Educational Psychology Programme in which the coordinator had direct access to the teachers and students and he was fully committed to bring out leadership in everyone (Raelin, 2003).

The Sociology coordinator succeeded because of his commitment to make the team succeed. However, the rest of coordinators, did not have enough time and commitment to build their teams effectively. During the reflection process about the outcomes of this second effort to build a team among sessional teachers who hold management positions (coordinators), the researcher realised that delegating and providing support (Raelin, 2010) to coordinators is the best approach to build a team of coordinators. However, management and leadership skills are a fundamental element to ensure team building efforts succeed. For instance, the Sociology coordinator was also a very busy person but he had good management and leadership skills. In addition, he was a very committed person. He was always ready to act. He was a very hands-on manager who always planned things ahead. All he needed, was the knowledge on how to go about building his team. After the discussions about drafting a work plan, set goals for the team, supervision tips and an example of how a day-to-day of a coordinator looks like, he was able to do everything with a sense of a mission. He managed to find a way to help students

bridge the gap between the theories learned in the school context and apply in different institutions including local districts and specific communities to investigate the communities live and what it takes to study a community as future sociologists.

However, the other two coordinators such as History and Political Science coordinators, they were busy people without management skills. They had deep knowledge of the courses under their management. But their lack of management skills did not help much. Hence, the issue is not simply the lack of time. What we call lack of time in this context seems to be equivalent to the lack of management and leadership skills and lack of personal commitment.

Interestingly, the law coordinator, did not seem to have management and leadership skills but he did have personal commitment to bring about positive and long lasting changes in the way the law course was initially shaped. Though he did not have enough time, he learned that he could make a difference by reshaping the curriculum and selecting highly qualified sessional teachers. However, it was surprising to find out that highly qualified law teachers, were also labelled as arrogant, unfair in the grading process and mistreated students most of the time. The law coordinator failed to change this scenario.

On another note, it was unexpected and very strange to find out that one law sessional teacher was involved in sexual harassment. Though none is perfect, it is expected that people who hold law degree and teach about justice and human rights contribute to a society in which human rights are promoted and female students should be protected by them.

Specific outcomes of the team building of five (5) Coordinators

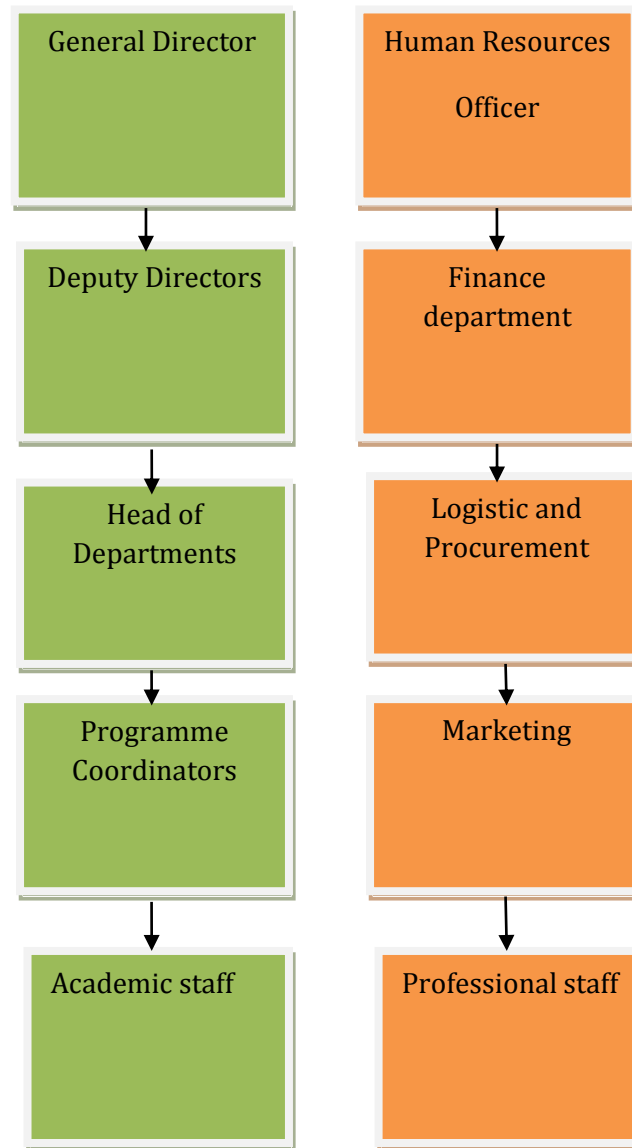
This second experience of building a team of 5 (five) coordinators succeeded in one course(Sociology). In the Sociology course, it was possible to replicate the model applied in the Educational Psychology course. Designing a work plan, supervising sessional teachers, meeting regularly sessional teachers and students to identify the issues affecting both the teaching and the learning process, visiting classrooms, reach out to those sessional teachers who are not complying with the deadlines and set context based goals and key performance indicators are the lessons learned that seemed to be replicable to build a team among sessional teachers. As a result of his good work, the coordinator of Sociology was offered the position of head of department of Social Sciences and Humanities. And then, head of department of Social Sciences and Humanities(the researcher), was offered another position as the deputy director for pedagogical issues.

When it comes to the issue of sustaining the team building efforts, there is a huge challenge which is helping coordinators to develop management and leadership skills and personal commitment to take the job as a mission. Hence, the question here is: can we build a team of coordinators without building their management and leadership skills? The other question is: how to build coordinators' sense of personal commitment?

Unexpected Development in the Process of Internship of Students to Bridge the Gap Between Theory and Practice.

Although the internship process of all students in all courses was a great development in the process of promoting quality education, in the end of 2016, the administrative leadership realised that it was not cost effective to sponsor the internship process of all students. Hence, it was decided that only Educational Psychology and Health courses would be keep having access to internship funded by ISPSN. The administrative leadership found it very expensive to pay for the time of sessional teachers who supervise the apprentice in the field. Whilst it is something that makes sense from the financial management standpoint, it is another evidence that the administrative leadership, does not prioritise quality education. It also suggests that the general director does not have a say on the funds allocation.

Figure 5: Illustrates the Current Organisational Structure



5.0 Current Organisational Structure

As Figure 5 reads, the current organisational structure is made up of two different structures. On the one side, there is a team managed by the general director and on the other side, there is another team operating within the organisation managed by a very independent structure. Taking into account the current working environment, the need to invest in sessional teachers to develop teaching and the students learning needs and the need to train coordinators, heads of departments to develop management and leadership skills, the organisational current structure does not seem to be suitable.

The rationale underpinning this claim, has to do with the fact that the administrative structure acts independently of the general academic structure of the institution, makes it difficult to manage effectively. The school needs do not seem to be taken into account. For instance, the time allocation process for the internship is influenced by the administrative team that tends to be driven by the need to maximise the revenues in detriment of students learning needs. On the other hand, the administrative structure manages all financial operations including procuring utilities, the payroll, maintenance and repair of photocopier machine. And though it has improved substantially, academic staff salaries sometimes are delayed for unknown reasons. When the academic leadership demands an explanation as to why the salary are late, the finance department suggests that there are other priorities which indicates that there is a mismatch between the administrative priorities and the school's priorities.

Bolman & Deal (2013) argues that organisational structures should be aligned with the environment. In light of these insights, we claim that managers should strive to make sure; their organisational structures are aligned with the environment in which they are operating. As the Figure 5 indicates, the current organisational structure is not aligned with the organisation environment in a sense that it does not match with the needs of the institution. In other words, the day-to-day activities such as the criteria to set the right amount of time to be allocated to develop a set of skills during the lessons is decided based on the administrative priorities. If more time is needed it is not allowed to avoid invest more money.

The administrative leadership also manages school material development, reproductions, and agreements with suppliers independently. Including the internship programmes and funding allocations to address students learning needs assessment, textbooks designing and development, is not aligned with the academic structure. We therefore, argue that the current organisational structure, does not seem to be aligned with the current environment given that there is a mismatch between the current environment (students' needs, academic staff needs and market demands). Hence, it is expected that the leadership of the organisation makes the adjustments that are aligned with the environment and adopts the structure illustrated in Figure 6.

Figure 6: Outcome of the analysis expressed by the research participants. This figure depicts the required organisational structure

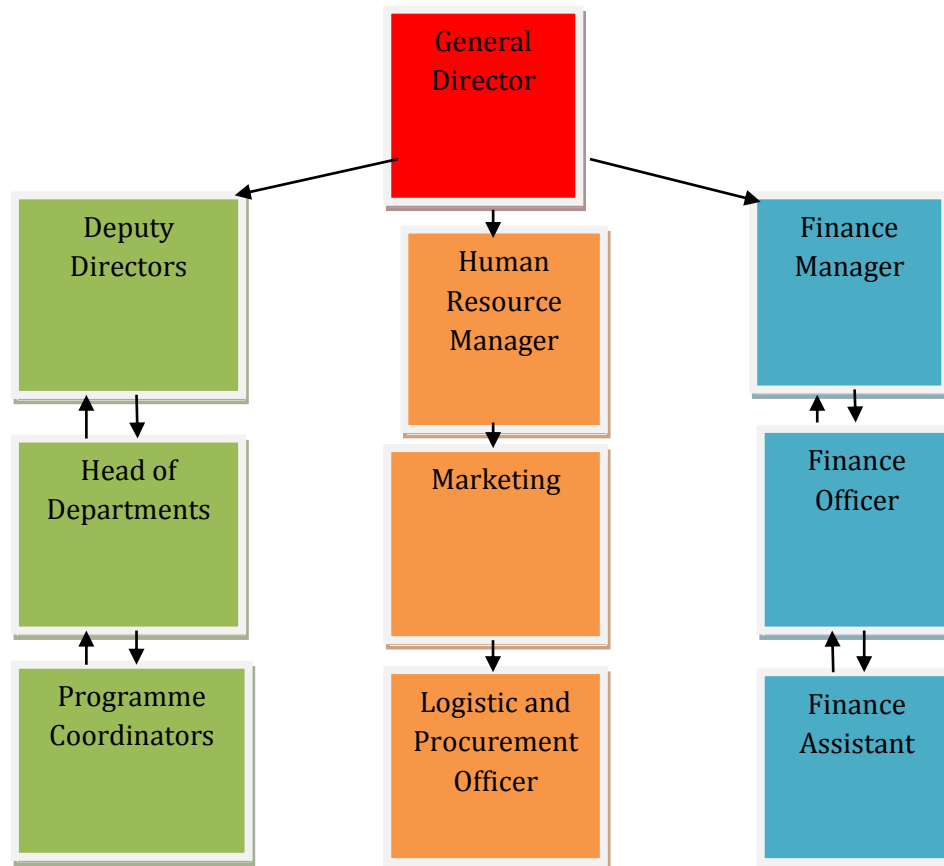


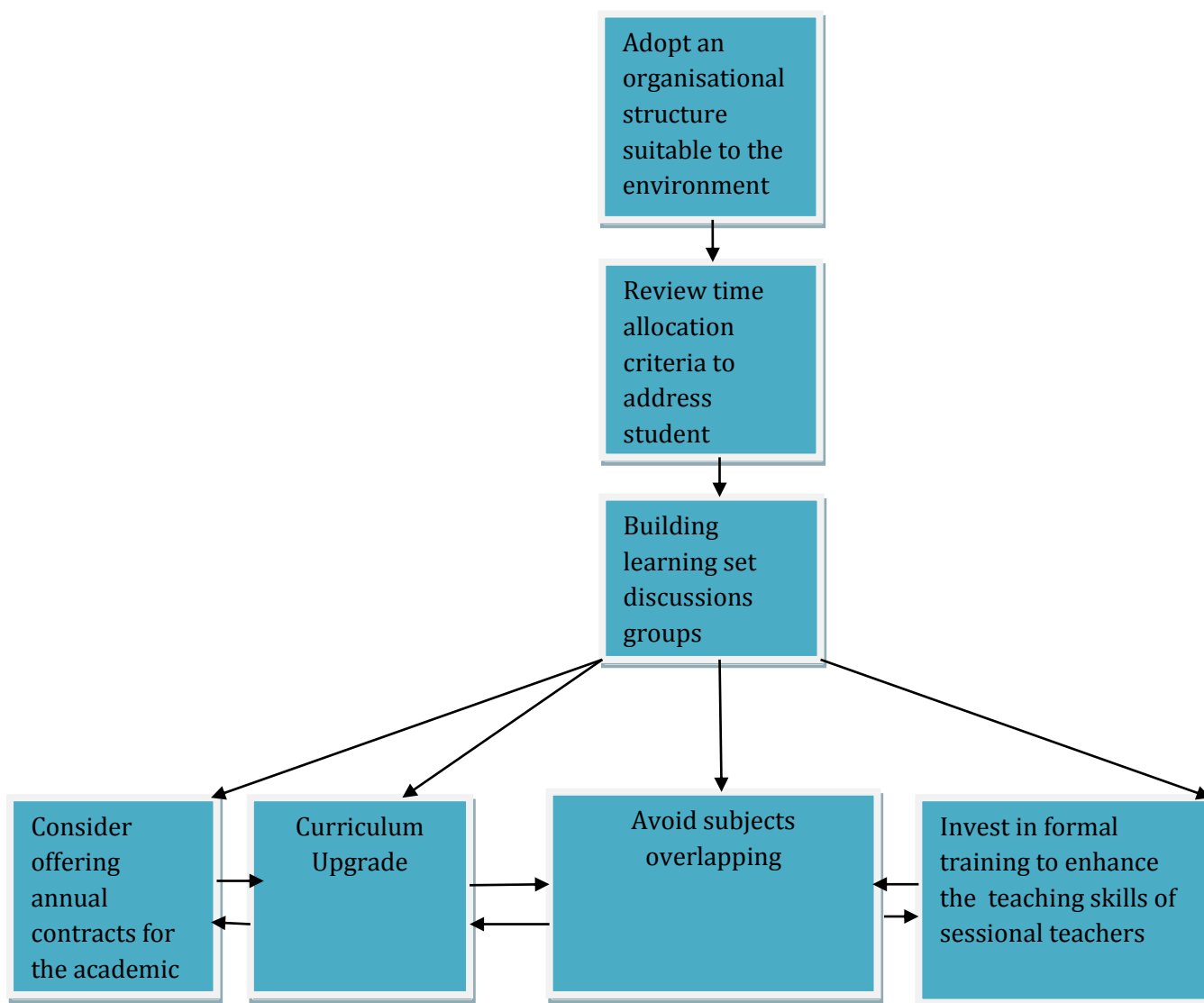
Figure 6 depicts the organisational structure that is suitable to the current organisational environment in a sense that every decision made within the organisation, takes into account the landscape in which the organisation is operating.

However, while we believe this is a suitable structure for the current organisational environment, it is simply part of the solution to tackle the issues at hand. The study has found out that team building among sessional teachers and the efforts to make it sustainable, calls for a leadership that is able to think business management from a complex systems worldview (Capra, 2005).

A good structure will not work if the leadership is not aware of the complexity that business management entails. This requires that leaders have a deep understanding of the interdependence implicated in the process of building teams among sessional teachers and

make it sustainable by paying attention to the interdependence between social, economic (Turcu, 2013) and the need to create a balance to ensure that one is not overlooked in detriment of the other. Hence, it is not the intention of this work to take this structure for granted which means that the best approach is to adopt an eclectic stance that fosters a structure that enacts an enabling environment by reframing and reshaping the thinking process of every agent of the organisational system (Houghton et al., 2003).

Figure 7: Depicts a simple simplified structure that would address the complex context under which the organisation is operating. Source: group focus sessions with research participants.



5.1 Concluding the Remarks

In this chapter, it was discussed the step by step process of building teams among sessional teachers. The evidence suggests that team building among sessional teachers, demands investing in course coordinators (Buyer & Tani, 2014). On the other hand, we claim that action research was the most suitable research method to address practice based problems as it tackles concerns, issues and problems affecting the day-to-day of the organisation (Reason & Bradbury, 2001).

The process of building teams among sessional teachers, is a ongoing process. It does not end somewhere. This is an evolving process. Coordinators need to be trained to be able to develop a learning mindset (Kouses & Posner, 2016). This process requires holding weekly meetings with sessional teachers and students; engage sessional teachers on the process of planning the

teaching semester schedule; supervise sessional teachers activities on a daily basis by visiting classrooms at least 3(three) times per week and in some cases, it can be done on a daily basis as long as the coordinator plan his/her time well; identify and address issues affecting both students and sessional staff promptly; monitor the compliance of due dates for the submission of exam papers, grading process and submit the results on time; reframe the curriculum and adjust it to the learning needs of students.

However, the empirical evidence has shown that apart from investing in the coordinators management and leadership skills, the current organisational structure and the leadership style are not aligned with the efforts of team building dynamics. This in turn, does not seems to contribute to sustain the teams built. The reasoning underpinning this claim has to do with the fact that the current structure of the organisation, does not match with the working environment needs. In other words, the extant organisational structure is divided into two: the administrative structure and the academic structure independently. While this worked perfectly for two (2) years, in the last four years, this structure has proven to represent a challenge sustain the team building efforts given that it does not align with internal organisational dynamics.

The administrative branch does not seems to be willing to increase its agility (Power, Sohal & Rahman, 2001) skills to collaborate (Sawyer, 2008) better. This does not help the general director who is in charge of the academic side of the organisation. The academic work is negatively influenced by the apparent lethargy of the administrative leadership.

Most of teachers are sessional workers, which means that they are paid to teach and if they are not paid on time, their ability to focus on the job and provide quality services (Cowley, 2010) is undermined. The main reason why the organisation is facing this situation is the fact that there are two concurrent, coexisting and competing leadership structures and they are not tuned enough to work as a team. This has increased the sense of job insecurity as the general academic management of the organisation does not always has the full support of the administrative leadership which jeopardises the organisation's ability to build effective teams among sessional teachers and it is hard to sustain them.

The fact that most of the academic staff are sessional staff (Cowley,2010,p.30; Ryan et al., 2013) and the lack of management and leadership skills of the leadership members makes it hard to build a cohesive team. The sense of job insecurity does not encourage teachers to give their energy, time, skills and full potential to the organisation.

Unlike the traditional approach in which the general director should have influence over both the academic staff and the administrative staff. In this organisation, the working system does not help to build strong working relationships among teams. This affects the organisation's ability to work in a collegial fashion (Davies, Hides & Casey, 2001; Astin & Astin, 2000).

The main source of incoming for this institution are the fees paid by the students who invest their resources seeking quality education. However, the administrative leadership seems to be

investing most of the incoming (revenues) in other business without taking into account the real needs of the organisation. Prioritising the school needs should include paying the academic staff for their work and allocate as much funds as needed to cover the costs related to specific activities that enhance students learning processes. Including exposing students in real life experiences to make sense of volume of concepts and facts by relating previous knowledge and connecting it to their professional contexts (MacDougall, 2017).

On the other hand, they do not seem to engage the academic leadership in their vision of how they intend to go about running the administrative issues of the organisation. This does not help to create a common understanding and a sense of why the current course of actions justifies what is going on (Dulewicz & Higgs, 2005, p.106; Politis, 2001; Keegan & Den Hartog, 2004, Angus-Leppan, Metcalf & Benn, 2009). In this sense, the notion that concurrent leadership is good to make the organisation run smoothly, as claimed by Raeling (2010,p. xvi) still holds to be true in this environment unless everyone is in the same page which is not the case in this organisation.

Despite the challenges identified by this research, the organisation has a great opportunity to invest in the sustainability of the teams built. Hence, the leadership of the organisation is expected to take actions including reframing and restructuring the current organisational structure as suggested above. In addition, invest in the teaching skills of teachers to accommodate students learning needs, foster reflection, put knowledge in practice, professionalism and key pedagogical skills (Dick, Carey & Carey, 2006). This should include also building the academic staff capacity to develop research skills to enhance their knowledge in their field and design context based textbooks to help students make sense of the issues discussed theoretically (Barth & Rieckmann, 2012; Ho, Watkins & Kelly, 2001; Southwell & Morgan, 2009).

CHAPTER 5
DISCUSSION
IMPLICATIONS, LIMITATIONS, AVENUE FOR FUTURE RESEARCHES AND
CONCLUSION

6.0 Introduction

This chapter is about a discussion of the results. It includes looking at the main findings, explain their meanings and importance in the context of the research, then, discuss them in light of the predominant literature. In addition, we intend to share the limitations of the study and suggest future research avenues (Hess, 2004).

6.1 Discussion

Our findings suggest that to build teams among sessional teachers requires empowering course coordinators who are the line manager of sessional teachers and interact with them on daily basis. In the research context, the best way to go about building teams among sessional teachers entails: give course coordinators the freedom to build a team with their sessional teachers. We identified seven steps through which, coordinators need to go to build teams among sessional teachers such as: Step 1- Hold weekly meetings with sessional teachers. Step 2- Hold weekly meetings to give voice to students. Step 3- Enacting interdependence among sessional teachers. Step 4- Set an accountability system. Step- 5 Supervise the work of sessional teachers. Step 6 Addressing curriculum development issues. Step 7- Inspiring coordinators to set (3) three main goals for each team such as: (1) By the end of each teaching semester, all sessional teachers meet all deadlines including: submitting the exam papers on time; grading the exams and submit the results on time; present the syllabus on time. (2) By the end of each teaching semester, all sessional teachers carry out all teaching activities with quality and effectively which should include: showing up on time everyday to carry out teaching activities; planning the lessons and align them with the key skills students should develop to become competent in their field and encourage students to develop a set of cognitive skills such as: knowledge, comprehension, application, analysis, synthesis and evaluation (Fry et al.,2009,p.44-45); and guide students through the internship programme to practice the acquired knowledge and develop the required skills to become professionals in their field. (3) By the end of each teaching semester, all sessional teachers participate effectively in every activities organised by the school including: showing up on time in every team meetings; participating in every teaching semester's meetings organised school wide and report in advance when there is time constraints to show up; participating in colloquiums and symposium organised by the school.

During the four(4) action researches conducted with different teams within the institution, we realised that holding weekly meetings with both students and sessional teachers, is a very powerful working tool to build sessional teachers teams. In other words, meeting students, provides coordinators with a unique opportunity to identify the key issues affecting students learning to address promptly. For instance when a student does not have the results of his/her exam, the motivation to attend the lessons of that particular discipline tend to decrease. Hence, meeting students on regular basis allow to identify specific issues and stop the problem on a timely fashion. Another example is the issues teachers absenteeism. During the study it was found out the in the past (before the study), some sessional teachers would disappear for almost a month and this issue would go unnoticed by the coordinators. Once the weekly

meetings have been enacted, issues were identified quickly and most of the time they were easily and quickly addressed. The same is applicable to sessional teachers weekly meetings, during which issues were identified and addressed promptly. For instance, there were sessional teachers who needed to adjust their weekly schedule as they only have time in specific days and time. The weekly meetings allowed those teachers to communicate with others to change days and time and it was done on a regular basis from time to time. This reduced the number absenteeism. In addition, when a particular teacher is not available to teach in a particular week due to the conflict of interest with another job specially when they have to travel, in the weekly meetings these issues are shared and teachers agree among themselves that one will cover for the other and this made the life of coordinators easier. Hence, the real meaning of weekly meetings in team building among sessional workers in this institution is that it fosters regular interactions, communications, enact collaboration, interdependence and creative ways of addressing issues. The role of the coordinator is more of a facilitator who tries to ask the right questions and the team will do the rest of the thinking by brainstorming possible solutions until the best option is found. It is noteworthy to highlight that these regular meetings do not need to take over an hour. The meetings that take long, are the one that take place at the inception of the teaching semester as there are many issues to discuss including the syllabus and distributing disciplines (subjects). Hence, the first, second and the third steps in team building among sessional teachers, require holding regular meetings to identify and address the main issues affecting both students' and teachers' practices.

Once the team is in action, it is important to set a monitoring and evaluation process to track the progress and hold team members accountable. The research found out that one of the challenges of building a team among sessional teachers in this institution, has to do with the fact that most of them hold more than two jobs and they do not seem to have a proper management and self-leadership skills to comply with their commitments effectively. In this institution, the issue of not meeting the deadlines used to be a huge problem. Hence, the coordinators set an accountability by visiting all classrooms on a regular basis. Visiting classrooms had two (2) different purposes: a) to check if the teacher is in the classroom teaching; b) to talk to students during the break to find out if something is worrying them. In addition, the coordinators set a network of class monitors to share and report any issue including to keep the coordinators informed when a teacher is late or absent. This has increased a sense of responsibility of sessional teachers as they know that if they are not around or late, they will get phone call from the coordinators.

Although the accountability system involves supervising the work of sessional teachers, our research suggests that the supervision process should include specific tasks such as: check if sessional teachers are complying with the deadlines to submit the exam papers, grading exams on time, submitting the results of the exam on time and submitting the syllabus on time. These tasks were emotionally and financially very expensive as the coordinators had to call each sessional teacher who does not submit one day before the due date to encourage him/her to

meet the deadline. This is a very important task to help sessional teachers discipline themselves and keep their to-do-list updated.

Though our study aimed at identifying how to go about building teams among sessional teachers, in the course of this process, we realised that it is important to approach the issue of building teams among sessional teachers in a holistic way which implied to look at end product of team building efforts which is enacting quality education by meeting minimum quality education standards. Quality education does not seem to be attainable if the curriculum is designed without taking into account the context where it is going to be implemented. Hence, our study found out that most of coordinators who succeeded in their assignment to promote quality education needed to reframe the curriculum. This involved inserting new subjects, adding more time to study and in some cases include internship as an alternative to the impossibility of adding more disciplines. This experience, suggests that coordinators should be senior teachers who hold a track record on the field they coordinate. For instance, the coordinators of educational psychology, law and sociology were very experienced in their fields and that allowed them to be able to reframe the curriculum. In the final step, we have realised that to sustain this model, we needed to set goals with all sessional teachers to ensure this experience becomes part of the culture irrespective of who is coordinating, the performance indicators were developed based on the goals to allow track the team progress and their ability to deliver the expected outcomes effectively.

Hence, course coordinators play a pivotal in the process of building teams among sessional teachers. This finding is consistent with the work of Byers & Tani (2014) who implied that viewing coordinators as effective line managers of sessional staff is a complementary tool to increase their engagement and students' learning outcomes. Our study findings are in this particular aspect aligned with the recommendations made by Byers & Tani (2014) as the involvement of coordinators increase the engagement of sessional teachers and improved the learning outcomes of students. On the same path, Mealiea & Baltazar (2005, p.141) have stressed: managers must recognise that they play a central role in effective team building. In our study it became very clear that effective team building among sessional teachers, require the full engagement of coordinators in their capacity as line managers of sessional teachers.

As line managers of sessional teachers, they play a fundamental role to shape the expected behaviour as it was highlighted in the study of Shipton et al.(2016) by pointing out that line managers are the front liners who shape their team behaviours. During our study, it was clear that those coordinators who engaged in the day-to-day effort of team building among sessional teachers managed to inspire commitment in their staff. In those cases, in which the level of commitment was not high and coordinators as line managers did not engage in the exercise of day-to-day team building, did not manage to inspire commitment and their teams did not perform at their highest potential. These coordinators, kept having sessional teachers who did not meet deadlines, in some cases they still had a considerable level of absenteeism. Hence, it is critical that coordinators play their role to ensure the teams are built consistently.

Another key aspect of team building among sessional teachers is to help coordinators to develop key coordinating mechanisms as suggested by Salas et al.(2008, p.1003) which entails: team orientation, mutual trust, regular communication and adaptability. These key coordination mechanisms are consistent with our findings in a sense that our study discovered that the process of building teams among sessional teachers calls for a very articulated coordination strategy. Empirical evidence has shown that in those cases where coordinators did not develop coordination skills of team building, the team was not effective.

This leads to another concept that our research found out, that it seems to be difficult to build an effective team without promoting teamwork. Teamwork is the first the level of team building and this is not attained without regular meetings. In our work it was clear that those coordinators who were able to engage in regular dialogue with the teams managed to promote teamwork and effective teams. However, those coordinators who did not communicate on a regular basis with their teams member, did not manage to reach effective team building. Hence, team building should entail teamwork which requires regular sense giving and sensemaking meetings(Calton & Payne, 2003).

In the same vein, our study also considered that giving voice to students is the cornerstone of the process of improving the performance of sessional teachers as students do hold a valid perspective of how sessional teachers are performing and what could be done to improve the quality of services provided by them. Marshall (2012) defended in his work that the students' voices should not be underestimated as they hold very important opinions of what is going on, when it comes to the teaching and learning process as they have a live experience of the impact of these processes in their daily lives in the university.

Whilst we find some similarities between our research and other studies, our study shows that the issue of sessional teachers in the private sector of higher education industry in Angola, seems to be unregulated in a sense that whilst countries like Australia, New Zealand, UK and USA (Harvey, 2013; Knott et al., 2015; Hitch et al., 2018; Sutherland & Gilbert, 2013) have developed standards for sessional staff in higher education, in this research context we did not find documented human resources standards to work with sessional teachers that should accommodate issues such as: induction of sessional teachers; orientation of sessional teachers; accurate job descriptions; articulating descriptors of tasks and formulae for payment, communicate all relevant information about their rights, responsibilities and entitlements as a staff member in a timely manner; regular payments; paid orientation before teaching responsibilities are undertaken; coordinators understand their role in supervision of sessional teachers; retention and professional development of sessional teachers; mentorship of sessional staff; systematic process in place to identify good sessional teachers; good sessional teachers offered a longer- term contracts (Harvey, 2013, p. 14-33).

On the other hand, our study was carried out in a context in which we did not find minimum academic standards for sessional teachers such as: providing induction to learning and teaching; monitoring the induction process; professional development plan paid for sessional teachers in learning and teaching; assign mentors to all sessional teachers; grading criteria and

feedback guidelines in place; provide regular comprehensive and systematic feedback; resources allocated to invest in the professional development of sessional teachers in learning and teaching (Harvey, 2013, p.14-33).

This scenario, on the one hand suggests that although 90% of the academic staff in the private higher education industry are on sessional contracts, Angola Ministry of Higher Education does not seem to have considered the need to set minimum human resources and academic standards for sessional staff (Sousa, 2016; Liberato, 2019) to regulate this powerful industry that has influence over the future workforce of the country. On the other hand, this situation makes private higher education institutions to operate without minimum human resources and academic standards to work with sessional teachers which does not help much to promote team building and sustaining it. For instance, during our study, we found out that the coordinators who built successfully teams among sessional teachers, were the ones who were ready to go an extra mile in a sense that they invested their own unpaid time, their own money to get the job done which included meeting over the weekends, calling sessional teachers who were late or absent and hold regular meetings with students and teachers.

The coordinators and sessional teachers who were not ready to go an extra mile, built their teams but they were not as effective as the teams built by those coordinators and sessional teachers who were ready to sacrifice their time and other personal resources to get the job done effectively and on time. Hence, the fact that this study was carried out in a context in which no standards for sessional teachers have been developed, made it a challenge and an opportunity to contribute for the ongoing discussion on how to empower sessional teachers to improve the quality teaching and learning in the country. Interestingly, from the predominant literature standpoint, the lack of minimum standards for sessional teachers does not help to build teams among teachers and it is not easy to sustain them (Harvey, 2013). However, our findings suggest that it is possible to build teams among sessional teachers even when there are no minimum human resources and academic standards. But we do agree with the literature in the fact that it is not easy to sustain and make all the teams built in this institution highly effective, relying on people's good faith and personal sacrifice without the recognition and the reward for the good work that they do.

Another distinction to be made about our study compared to other researches on engaging sessional teachers, is that though they have highlighted that it is of paramount importance to set clear goals for sessional teachers as it was defended by Byers & Tani (2014), they did not share according to their research context, what those goals would be. Our study, has identified specific goals, whilst coordinators striving to build teams among sessional teachers and these goals were above laid out in the beginning of this chapter.

Hence, we claim that in this research context, we managed to build teams among sessional teachers and managed to see these teams producing in the last four(4) years. However, our findings suggest that high productivity and effectiveness of these teams were attained thanks to the personal sacrifice of few coordinators who were willing to go an extra mile and for this reason, we argue that whilst it is possible to build teams among sessional teachers, sustaining

their high productivity and effectiveness depends upon the personal commitment of coordinators. We therefore claim that this situation risks the sustainability of high productivity and effectiveness. That said, higher education institutions, should strive to set minimum human resources and academic standards to avoid depending on the willingness of coordinators to go an extra mile.

6. 2 Implications of the Research for the Practitioners Community

Our studies suggest that building teams among sessional teachers, require investing in course coordinators skills. This entails helping coordinators to develop coordination's skills such as: setting specific goals to be attained by the end of each semester for the teams including (1) By the end of each teaching semester, all sessional teachers meet all deadlines including: submitting the exam papers on time; grading the exams and submit the results on time; present the syllabus on time. (2) By the end of each teaching semester, all sessional teachers carry out all teaching activities with quality and effectively which should include: showing up on time everyday to carry out teaching activities; planning the lessons and align them with the key skills students should develop to become competent in their field and encourage students to develop a set of cognitive skills such as: knowledge, comprehension, application, analysis, synthesis and evaluation (Fry et al.,2009,p.44-45); and guide students through the internship programme to practice the acquired knowledge and develop the required skills to become professionals in their field. (3) By the end of each teaching semester, all sessional teachers participate effectively in every activities organised by the school including: showing up on time in every team meetings; participating in every teaching semester meetings organised school wide and report in advance when there is time constraints to show up; participating in colloquiums and symposium organised by the school.

On the other hand, our study found out that regular meetings with students and sessional teachers are critical for team building and address issues promptly. Hence, we cannot emphasis enough how powerful it is to hold regular meetings to build teams and make them work effectively.

On another note, whilst the rate of sessional teachers in other countries(Australia, New Zealand, UK and USA) varies from 40% to 60% (Harvey, 2013; Bryson, 2013) of the academic staff, in Angola the private sector of higher education industry, relies over 90% (Sousa, 2016) on sessional teachers. Hence, it is fundamental that studies like this are widely discussed aiming to feed the discussion process of developing the minimum human resources and academic standards to work with sessional teachers.

On other hand, during the entire research process, there was evidence that the predominant leadership style was the transactional one. However, our study findings suggest that to make the teams more productive, it is important to adopt a transformational leadership approach, aligning organic organisational structure to the context and its process would be crucial to ensure the survival of team buildings efforts are guaranteed (Anabila & Awunyo, 2013; Raeside & Walker, 2001).

However, it is not the intention of this study to take for granted the finding of this study, as they are specific to this particular working context. Team building among sessional teacher for higher education institutions and sustaining its efforts, is a complex issue that requires an adaptive stance (Espinosa & Porter, 2011; Heifetz, Grashow & Linsky, 2009).

This includes developing basic thinking skills such as problem solving; building relationships with different agents of the organisation hold technical knowledge of the business (Kartz, 2009). In addition, the action research results, suggest that the management of higher private institutions, should consider investing in team building among sessional teachers by empowering course coordinators. This includes enacting learning set discussions, sensemaking meetings and promote regular participatory curricula upgrading.

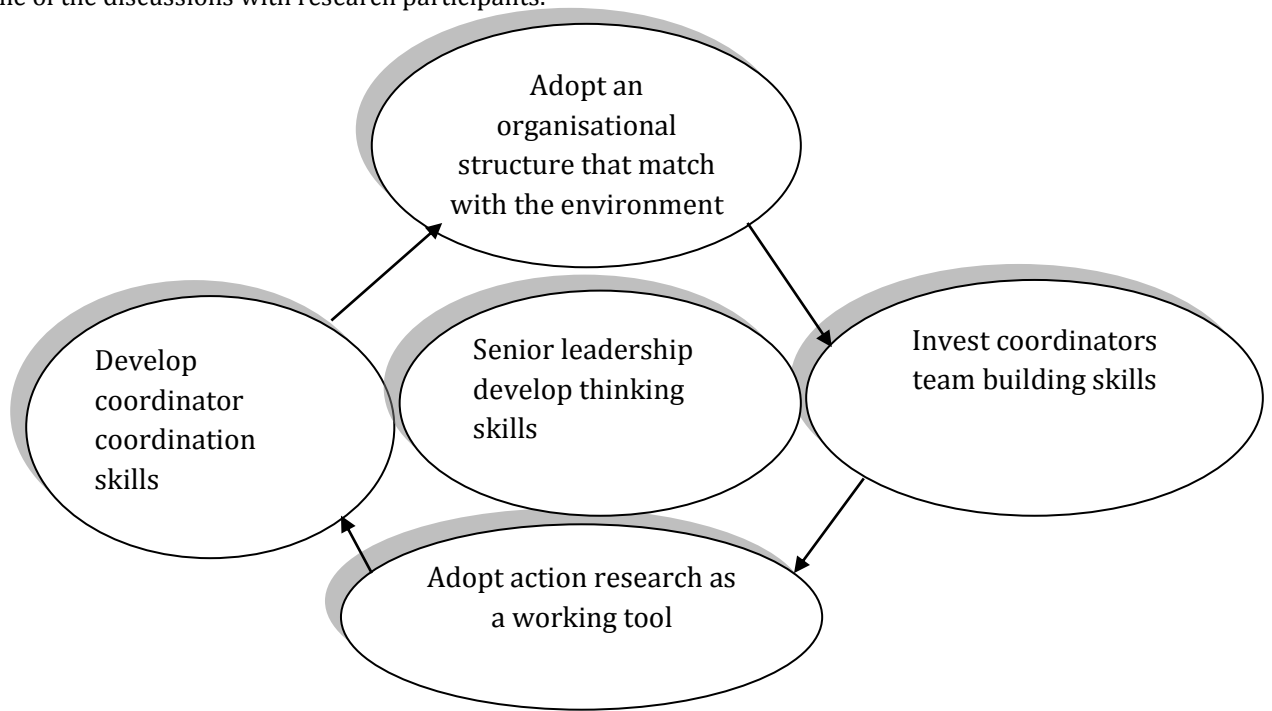
6.3 Implications of the Research to the Scholarship Community

Though the issue of sessional teachers seems to have received substantial attention, our study has discovered that the trend of the current international literature on this topic, is focusing more on the professional development and support that higher education institutions should provide to sessional teachers (Harvey, 2013; Bryson, 2013; Sutherland & Gilbert, 2013). At national level, the extant literature, is focusing more on the issue of sessional teachers holding too many jobs which does not seems to help them invest time to offer quality teaching. In other cases, the national literature is viewing private institutions preference for casual contracts as a cost effective option to maximise the revenues (Nguluve, 2015; Sousa, 2016). However, we did not find both in the predominant international and national literature attention given to the process of building teams among sessional teachers and how to make them sustainable.

Hence, we hope that the steps identified in this study such as: holding regular meetings with students and teachers; supervise sessional teachers work; set an accountability system; set specific goals to achieve by the end of each semester, will shed light into the process of building teams among sessional teachers.

In summary, in figure 8 below is a framework that illustrates what it takes to build teams among sessional teachers and sustain.

Figure 8: Illustrates what it takes to build teams among sessional teachers and sustain them. This figure is an outcome of the discussions with research participants.



6.4 Limitations

An insider researcher carried out this study. Hence, preunderstanding, role duality and organisational politics (Brannick & Coghlan, 2007) may have influenced the researcher's ability to capture everything involved in the research context. In other words during the group focus discussions it is quite likely that the researcher missed out relevant information.

On the other hand, although confidentiality was assured, during the sense making discussions some participants shared that they were hesitant to share sensitive information for fearing that they would be punished if they criticised the institution. Hence, despite the wealth of information shared by participants it is assumed that some participants may have withheld relevant information (Rovai, 2000) for fearing being misunderstood or being punished. This is underpinned by the fact that some participants kept quiet from the very beginning of the meeting up to the very ending.

This study has been carried out in a particular context such as developing country, post conflict country, in which the notion of business management is new given that for sixteen years the country was deeply influenced by the communist system (Tanner, 1999) in which the predominant leadership style was shaped by the top down approach. We therefore, argue that the knowledge produced in this context seems to be applicable only in contexts similar to this.

6.5 Avenue for Future Researches

During the research, many questions were left unanswered. For instance, team building among sessional teachers requires the full and almost unconditional support of the most senior leadership figure. The question that is still to be answered is how to cope with the interference of the most senior manager during the process of building teams among sessional teachers. In the same vein, the process of sustaining sessional teachers teams and make them produce effectively, requires commitment and personal sacrifice of coordinators. However, the question that holds to be answered is: is it reasonable to expect coordinators to give their very best by spending their own money and other personal resources including their time without the organisational support? In the same line, how to bring out coordinators commitment to engage sessional teachers and give their very best enact productive and effective teams?

Although it is clear that private higher education institutions are new in Angola which makes it difficult offer long-term contracts to good sessional teachers, based upon the findings of our study, there are many sessional teachers who have been working for the same institution for almost 8(nine) years. Despite being in the same institution for that long, they have to sign two(2) contracts per year. In other words, there are permanent sessional teachers who would deserve a carefully structured contract to recognise their dedication and give them a sense of job security. The other question is: given the fragility of this industry how to go about ensuring there is job security among sessional teachers?

Another question to be addressed is how to sustain team building efforts among sessional teachers in an environment in which the senior leadership adopts a know-it-all attitude and fire people at any time without much consideration of the implications of those decisions? In the same vein, how to sustain team building efforts in a context where there are no accurate job descriptions and no role clarity?

6.6 Conclusion

Team building among sessional teachers requires the meaningful involvement of course coordinators (also known as convenors). Hence, senior managers of higher private education institutions should consider investing in coordinators aiming to develop coordination's skills including setting specific semester goals for the team. Team goals should be monitored on a weekly basis. This calls for the full engagement of coordinators to set a regular meetings pattern to identify issues affecting sessional teachers. In addition, coordinators should supervise the sessional teachers' work and assess the progress towards achieving the semester's goals. Thus, coordinators should engage with students on a weekly basis to assess the progress being made and identify the need for corrections and adjust accordingly. In addition, coordinators should develop the ability to identify both students' and teachers' concerns, issues and address them promptly to maintain the changing momentum aiming to sustain a culture of trust in their leadership.

Senior management leadership of higher private institutions, need to consider adopting an organic organisational structure in which assumptions are tested by reality and if there is a need to change to align the work style to the environment aiming to follow the best course of actions, then the leadership should be ready to adjust and adapt. On a more bigger picture, team building efforts among sessional teachers and its sustainability should be echoed by the existence of minimum human resources management and academic standards for sessional staff set by the Ministry of Higher Education in Angola. Hence, we hope that this research will contribute for the discussion on minimum standards for sessional teachers in Angola. At a policy level, government should consider setting the standards to regulate the work and quality of sessional teachers in higher education.

Chapter 6

Final Reflection

7.0 Introduction

In this chapter I intend to share my reflections on the entire DBA journey. On a more specific note, I will be sharing how my management skills have been sharpened and how I have been growing as a leader, scholar and practitioner. This includes sharing the impact of the DBA programme in my personal, professional and academic life.

7. 1 Impact of the modules at different levels (personal, professional and academic)

Personal, professional and academic background mindset before joining the DBA

I joined the DBA programme back in September 2011. Although I knew that the English education system is a world class, I had no idea what I was about to become as an outcome of being involved in the DBA programme. I was mentally, personally and professionally challenged in the best way possible and it exceeded my expectations.

Although I had been working for a British non government organisation for over 17 years at the time I joined the DBA, I was not familiar with the English education system specially when it comes to being reflective, reflexive and thinking critically which was a challenge to me as I had to learn everything.

I grew up in a post socialist country in which the predominant management approach was a top down in a sense that the elders, parents, teachers, leaders and anyone in the authority position were the only one who knew how to run business and knew everything about leadership. In this environment, ideology and culture come first, then science if and if only it is convenient it can have some space. As undergraduate students in the college, we were shaped to believe that the theories in the books were to be taken for granted given that whenever a book is published, it meant that everything in it was true and valid to be applied irrespective of the context and without questioning it at all.

When I did my master degree in a Spanish system, I was also expected to believe everything written in the books. Hence, my whole life has been shaped by an education system that tells me what to do and what to believe in.

The New Mindset Gained and Shaped Throughout the DBA Journey

When we started module 1 Doctoral Practitioner (DP) I almost gave up due to the demand on critical thinking and critical writing. I had no communication skills at all. I struggled to get the assignments right on time. I tended to take for granted every articles and could not discuss them from a critical thinking perspective. When I read the works of others, I could tell that I was not getting the assignment right. I was lucky to have had a great instructor who coached

me patiently to carry out every assignment. My instructor would comment in a detailed fashion every discussion paper I submitted. Then, I learned that the whole point of the academic field is to make sure rigour and relevance (Hodginkson & Rousseau, 2009) guide our work journey. In other words, being a scholar practitioner is about bridging the gap between theory and practice by highlighting the validity of the knowledge generated in a particular context. This included learning how to cite, think critically, argue and problematise. In addition, this process of checking how rigorous a certain academic work is and if it is relevant for my context, helped me to gain new critical thinking and research skills. As a result, it gave up the old mentality of taking things for granted.

The instructors' management and leadership skills were determinant to encourage me and keep my motivation to carry on. The point I am trying to make here, is that the supportive attitude and the leadership of the instructors made a huge difference in my journey towards the completion of the DBA programme.

In the course of the discussions of module 1, I was particularly impacted positively by the notion of the rich picture (Monk & Howard, 1998) in which the manager tries to make sense of the working environment by identifying the needs, issues and concerns of the team. This exercise made me realise that I was not aware of what it takes to manage the team under my supervision. I mean, when I joined the DBA programme I had already been in the management field for seven(10) years, but that exercise made me realise that I did not know how to manage business. In my professional career, I always had line managers who would expect me to excel without much support. They would expect me to be as creative as possible given that I could do my work in an efficient and effective way. I had not realised that the management style of my previous line managers had influenced me considerably that impacted the way I was handling business management with my team.

I expected the team under my management to perform well, be creative, efficient and effective. However, I was not aware of the issues going on, affecting their ability to deliver. I did not know their concerns and their critical problems. The exercise about the rich picture made me realise that I was not a supportive manager.

Did that mean that I did not have supportive managers? Interestingly I realised through the reflection exercise, that my former managers may have had spotted that I was a self motivated employee who needed little or no support in many cases. I assumed that every team member under my management should have the same attitude towards the business.

The notion of assumption was deeply discussed in module 1 and it made so much sense to learn that most of the time as a manager I made a couple of mistakes due to the fact that there were wrong assumptions that I held dear, and did not dare to question them. I mean I believed that just as my former line managers led me in my previous positions, I also did not need to invest too much time trying to understand how each one is handling the work and what their concerns were. Thanks to the approach strongly espoused by the DBA philosophy of enacting a reflective and reflexive mindset, I learned to question my assumptions at three levels such as

personal, professional and academic and this, made me gain a learning mindset (Kouzes & Posner, 2016).

I decided not to take anything for granted anymore. I would always double check if my worldview reflects the reality or if there was something, I needed to change. I adopted the notion of asking insightful questions (Kinsey, 2011) as my working tool. In addition, I included the learning set discussions as another working tool to make sense of what is going in the working environment (Pedler, 2008).

Because of enacting learning set discussions and asking insightful questions, I realised that a programme manager under my supervision was misbehaving, pretending that she had been going to the field to provide assistance to the team in field. Through asking insightful questions, we found out that she pretended that she had gone to the field to run a workshop in a specific project site that would cost USD 8,500. She convinced the staff in the field to provide false information about the workshop by inventing participants' list workshop minutes including fake pictures. However, she forgot to brief the project site manager about specific issues I would like the field manager to address once she was in the field.

Because of her failure to brief the project site manager, I received a call from the project field manager, asking for an information that the senior health programme manager was meant to provide. I then, very calmly, said I did not mind answering the question but I kindly asked the reason why they did not receive such information from the senior health programme manager. As the project site manager tried to answer my question, I could tell that she was hiding something. Then she broke the silence by saying: please keep this information confidential, our senior health programme manager, had never been in this project site.

I reported the issue to my country director who was so nervous when he learned that USD 8,500 were at risk of being stolen, he could not control himself emotionally and started shouting at her (health programme manager). I asked my country director to leave the investigation with me as I would use my new acquired knowledge of asking insightful questions and gather as much as evidence as possible. By asking insightful questions, I got her verbal confession. Then I paused the conversation to document our discussion and asked her to sign it. In the following day, she wanted to tell a different story. However, it was too late, as she had already signed her written confession.

We got our money back. My line manager who then left the position to me complimented me. I got a promotion and became the acting country director. I was so happy given that in the first few weeks of my DBA, I had already benefited from the new acquired knowledge. I became aware that in the management field, action learning and action research are very powerful tools to keep learning and run the business efficiently and effectively.

7.2 Personal Transformation

The DBA programme has been a very powerful positive influence in my personal life. This includes how I deal with myself, how I relate with my family and how I see the world based on

the management knowledge acquired and the leadership skills developed throughout this interesting and challenging journey. Although I had been working as a manager for over ten(10) years when I joined the DBA programme, the management knowledge acquired during the entire programme from the modules to the thesis, made me realise that in my personal life I was not managing my family issues effectively.

In the past, I would live spending our financial resources without considering potential crisis in my job. I mean I would spend most of the money paying the bills believing that as long as I had a job, I would not need to worry about running out of money. However, the DBA knowledge and skills made me aware that change and crisis are part of one's life. I am based in an African oil based country economy, in which the local currency value has been fluctuating as it depends on the oil price. If one only have one source of income, it gets hard to face the ever-changing economy. I decided to protect my family's economy by diversifying my incoming sources, which included holding three (3) to four (4) jobs at the same time to make sure one makes enough money to pay the bills and save money to bounce back if there is a financial crisis in the family.

On other hand, I have been playing a role of a leader within my extensive family. Although I am the youngest of my siblings, I am always expected to solve family problems. This includes asking insightful questions to help solving many complex problems within the family such as organising funerals, finding solutions for health issues in the extensive family, get people together to contribute with a certain amount to help a relative who is sick.

At a more personal, private life level, whenever I feel that there are things that do not make sense in my relationship with people who are close to me, I will dig deep, and most of the time I find out the true about something that a close friend had been hiding for years. In different occasions, I spent over a year trying to figure out why someone very close to me was behaving in a way that did not fit in the picture the person was portraying. The person was always pretending to be someone that she was not. In the past without any evidence, I would confront the person and that would be damage the health of the relationship. However, I learned to withhold judgment (Raelin, 2010). I used to be so impatient that I would simply be aggressive with the person.

I developed a lot of patience and after almost two years, I managed to gather enough evidence to conclude that the truth was very different from the story this person had told me. This is not the only case I have solved using my new leadership and investigation skills.

I have been living my personal life as an inquiry mindful that there are things that I know that I do not know and there are those things that I do not know that I do know (Coghlan & Brannick, 2010; Marshall, 1999). This awareness has been making me a professional investigator of everything around me, as I am sure that what I believe to be the truth might simply be an illusion. Finding out the true is now my favourite activity. I like tracing evidence and facts about everything I intend to believe in.

While I have developed a scientific worldview, I struggled to let go when I faced conflicts at my workplace and within the family. Most of the time I would resent about a close relative who hurts me. In other cases, I would resent when my line manager mistreat me. In my daily reflective exercise, I realised that I needed to develop the ability to let it go. Using my journal, I became aware of the need to let it go and my relationships have improved substantially.

Now it takes few minutes to go over a bad experience. In the same vein, I used to be a very negative person, who most of the time would provide negative feedback. This included being dismissive and inconsiderate. Through reading books about leadership and regular reflections about how I deal with people, I became a very kind person and people enjoy spending time with me. I realised that if one wants to build strong relationships, caring for others by knowing, listening, understanding and accepting them, is critical (Bolman & Deal, 2014). I have been investing in building strong relationships with my family, friends and relatives by showing a deep appreciation and respect for who they are. I do not take for granted any relationship as I learned that one should try to make a difference in other people's lives by helping them doing what they like.

Unlike in the past before the DBA, my conflict resolution approach tends to be collaboration and compromise, which has been very useful in my relationship with others. I now know that I have to help other people save their face by allowing them to make mistakes and help them to breakthrough. In a few words, I would say that the DBA has brought about long and lasting positive changes in my personal life in a sense that I am now a better person with a high potential to keep growing.

7.3 Scholarly Level

At scholarly level, I did not have research skills at all. Reading and writing academically was very new to me. I mean, I did not know how to dive in the web to search for good research articles that talk about my topic. Thanks my professor who ran the quantitative and qualitative module who helped me to learn that there was Google scholar in which I could search for good papers about almost any topic. In addition, I also struggled to use effectively the online library thanks my DBA classmates who gave a hand and I learned how to use the online library effectively.

I am now part of a global network of business management scholar-practitioners. This gives me the chance to share the experience of my practice and get to learn the experience of other practitioners.

Whenever, I am stuck with a problem in my practice, I will pause to reflect about it by writing in my journal and if I do not have time to write, I take a few minutes to mull over the issue in silence, then I start talking to myself imagining different scenarios. At the end of the day, I write down my reflections. Then I go to the literature to find out how others have dealt with similar issues. This has been a powerful working style. Most of the time, through self-critical reflection I generate new ideas to approach a work based issue in a holistic way. This has been very

helpful in a sense that my practice has been improving substantially thanks to the notion of action research (Fry, Ketteridge & Marshall, 2009).

I cherish all the research methods studied in the course of the DBA both quantitative and qualitative. However, in my practice and in my personal life, I have been benefiting much more from the action research given that it has been helping me to consider the issues of my practice including my personal life. The fact that the action research entails the process of action reflection, has been very empowering for me to carry out my job with more confidence and enthusiasm, in a sense that even when things look too tough, I know that when I do my reflection about my actions, learning will emerge and I will breakthrough my daily struggles. Action research has been a working tool to me in a sense that I use it as my lenses through which I make sense of my practice.

One of my colleagues said that I always making big problems look easy to solve. He went on asking how old. He then, said it was impressive how much wisdom comes from my mind. He then said he thought I was older, as the wisdom he sensed coming from my mind, usually only comes when one is old enough. I thanked him and shared that I believe in the process of reflecting about what we do, how do it and what learning can be taken from the reflection of what we do and thanks to the process of reflecting on my practice, the notion of innovation is so familiar to me. My motto is: things can always be done in a better way, it is all about trying to be mindful of the environment then the insights will emerge. Hence, this is an evolving business in which, everything can change and nothing tends to stay the same.

Thus, action research is an enabling practice for scholar practitioners. I think that one of the best the way to describe action research, is a thorough reflective and a reflexive process aiming to reframe the practice to improve the way business is handled. From the very moment I joined the DBA, I have held several positions in different organisations and I have been successful as a manager and a leader as I have been applying action research, which helps me to hold an open mind all the time. During my DBA journey, there has been many debates as to how scientific action research is. Based on my humble empirical experience, I argue that given that action research entails following a set of key detailed steps. It helps to raise practitioners awareness of their practice to shape their worldview of how to handle the business, and this can be seen in any practice irrespective of the context, I would claim that action research is a scientific research method.

I currently hold two diaries. One on my smart phone and another in my computer in which I record my reflections. Reflective writing practice has been very therapeutic given that it is done in the first person. Hence, the questions I ask resonate deep down in my soul, which allows me to reconnect with myself in a meaningful way. By meaningful I mean that reflective writing affects me in two different ways: in the first way, it helps me to be mindful of who I am as I read what I do and how I do it. It helps me to tap into my inner values and gives a sense of what progress I have been making and I gain knew knowledge of who I am becoming. As follows, action research has been powerful to me as it makes me aware that I am becoming. I

am not a finished product. I am becoming a scholar practitioner everyday through action and reflective writing.

In the second way, reflective writing enabled me to develop the ability to write around 4000(four thousands) words per day, which is a significant change to me comparing to where I started when I joined the DBA. I mean in the past, I would take two days to write a discussion paper of 750(seven hundred and fifty) words. I therefore, claim that if one follows the systematic process of action research, there is no way one cannot be transformed in a better person, good professional and improve one's practice. I mean I use action research as a teacher and it helps me to improve the way I teach.

As an educational psychologist, teaching psychological assessments I was surprised at how my students rated me as one of the best teachers. They shared that I made psychological assessment look easy to learn and apply in practice. As a manager, I have been versatile and this allows me to get to learn quickly new ways of dealing with the same problems but applying new context based approaches. As a father, I always try to be aware of what is going in our family without letting my childhood experience trap and undermine my ability to make sound and context based decisions.

While I seem to be a strong supporter of the action research as an invaluable method to investigate one's practice, I would like to clarify that in my case, this method is great as a practitioner. However, as a scholar practitioner, I would foster mixed methods, which means that I would always apply both quantitative methods and action research. This assertion is based upon the fact that as managers and leaders we need figures to help us make sense of what the qualitative investigation is telling us. In this fashion, in my practice as scholar practitioner, I intend to adopt a mixed method approach by applying multivariate analysis to capture the extent to which a certain issue is affecting the reality under study.

On the other hand, the DBA experience has made me realise that knowledge is produced through interactions (Nonaka, Toyama & Konno, 2000). Knowledge tends to be context specific, which implies that each organisation is expected to produce its own knowledge built on the shoulders of previous researchers who have worked and dealt with similar issues in their practice. In this vein, as a scholar practitioner, I have decided to keep researching and studying about how to reframe organisations and make them sustainable. My next work is going to be about how to reframe a faith based organisation, which is one of my current practices. I realised that our role as scholar practitioners is to keep studying our practice and share with other practitioners the insights we gained from our practice.

From now on, my mind has been reshaped as a scholar practitioner. I always tend to balance the scholarship with practice. Rigour, relevance and validity are my key words as I approach the field of scholar practitioner. I will strive to keep applying science in my practice and in my personal life aiming to promote the best possible management practice. I see the world using science as my lenses and it has been paying off.

7.4 Concluding Remarks

The DBA journey has been very transforming, challenging and empowering. I have learned a lot about being a scholar practitioner. I learned that one could always improve its practice reflecting on a regular basis about how the business is handled. I have been doing this using my personal journal. The DBA helped me to make a difference everywhere I go both as a professional and as a person. I became the most senior manager of a faith-based organisation, which is in a traditional environment where the senior manager is meant to be at least fifty (50) years old, and I am in my early. I became a better person in a sense that I am a kind leader, good manager who deliver the expected results and sometimes goes an extra mile to meet the organisational goals.

As a scholar, I learned that one should always try to base its practice on the shoulder of those who have already done some research about a particular issue. This has been very helpful in the process of generating context-based information to make a difference where one is working. Unlike in the past, I am now a supportive leader. People enjoy working with me as they say I help them to develop new perspectives and challenge them to do more than they could ever imagine.

As for my research topic, I learned that team building among sessional teachers and making it sustainable is not a technical problem that one can easily solve. Organisational sustainability is an adaptive problem that requires learning (Heifetz, Grashow & Linsky, 2009, p.19). While technical problems can be addressed applying authoritative expertise, adaptive problems demand change in people's worldview, beliefs and habits. In this sense, this research, helped to bring about a couple of significant changes in the way the business is handled but I argue that the current leadership of the organisation did not learn much about what it takes to make the organisation more sustainable given that the current priorities are not meeting the basic academic staff needs. Organisational sustainability calls for the ability to thrive and see the world anew. Hence, based on this study experience, organisational sustainability calls for a full engagement of the most senior leadership and its willingness to develop a learning mind-set.

APPENDICES

APPENDIX A

Participant Information

Title of the Study

Team building among sessional staff. How to make it sustainable at Instituto Superior Politécnico Sol Nascente in Huambo- Angola.

Dear participant,

Thanks for taking time to consider participating in this research; we would like to invite you to participate in the research that aims to study how to build that contributes for organisational sustainability.

Purpose of the study

The Institute Superior Politécnico started operating back in 2012. In the last four years, there has been good progress in terms of team building. In other words, we have support services in place including: finance department, logistic department, academic department that addresses all the issues concerning to the student support. However, there has been a challenge to build effective teams among sessional academic staff.

Hence, the purpose of this research is to explore the different ways through which team building among sessional teacher can be promoted and make it sustainable.

Participation Criteria

The research participants for this study are: academic staff, students and leadership members of Instituto Superior Politécnico Sol Nascente-Huambo.

Type of Participation

Your participation is voluntary and you have the option to withdraw at anytime without explanation and without incurring any disadvantage.

Research Methodology

This research is an action research investigation. In this sense, focus groups sessions will be held. Groups discussions are expected to last two hours in which it will discuss issues related to team building among sessional staff. Please note that during the focus group discussions, the researcher will be taking notes without identifying your name with the information provided by you. On a specific note, we will be discussing the key issues to be addressed during the study and plan key actions on how the research will be conducted including the actions to be taken. As the research goes on, we will be evaluating the progress against the actions set and adjust accordingly if need be.

Contact details

If you are unhappy or if there is a problem, please feel free to let us know contacting Adelino Sanjombe, 00244 923 723 927 and we will try to help.

Confidentiality

Your participation will be fully confidential. The data provided by you will be encrypted and pass worded. No data will be recorded with an identifiable name. Personal quotations will not be published at all.

Once the research is over, the results of the study will be published at Instituto Superior Politécnico Sol Nascente-Huambo. The research report will reflect any identifiable information as anonymity and confidentiality is a key aspect of this research.

You can withdraw from the research at anytime without explanation. At the time of withdrawal, the information generated with your participation will be used unless you are not happy for this to be done. In case you do not want the information to be used, at your request, we can destroy it and use of it will be done. Given that the information will be anonymised, we shall only be in a position to destroy it before the anonymisation.

Adelino Sanjombe, Rua dos Ministros, Cidade Alta: Telephone number 00244923723927.

APPENDIX B

Angola Map



REFERENCES

- Aga, D. A., Noorderhaven, N., & Vallejo, B. (2016). Transformational leadership and project success: The mediating role of team-building. *International Journal of Project Management*, 34(5), 806-818.
- Alavi, S., Abd. Wahab, D., Muhamad, N., & Arbab Shirani, B. (2014). Organic structure and organizational learning as the main antecedents of workforce agility. *International Journal of Production Research*, 52(21), 6273-6295.
- Albert, D., & Priganc, D. (2014). Building a team through a strategic planning process. *Nursing administration quarterly*, 38(3), 238-247.
- Albino, V., & Berardi, U. (2012). Green buildings and organizational changes in Italian case studies. *Business Strategy and the Environment*, 21(6), 387-400.
- Alexander, O., Sloan, D., Hughes, K., & Ashby, S. (2017). Engaging with quality via the CEM model: Enhancing the content and performance management of postgraduate in-session academic skills provision. *Journal of English for Academic Purposes*, 27, 56-70
- Anabila, P., & Awunyo-Vitor, D. (2013). Customer Relationship Management: A Key to Organisational Survival and Customer Loyalty in Ghana's Banking Industry. *International Journal of Marketing Studies*, 5(1), 107.
- Andrews, S., Bare, L., Bentley, P., Goedegebuure, L., Pugsley, C., & Rance, B. (2016). Contingent academic employment in Australian universities. *LH Martin Institute*, 1-19.
- Andrew, S., Halcomb, E. J., Jackson, D., Peters, K., & Salamonson, Y. (2010). Sessional teachers in a BN program: bridging the divide or widening the gap?. *Nurse Education Today*, 30(5), 453-457.
- Ang, L., & Buttle, F. (2012). Complaints-handling processes and organisational benefits: An ISO 10002-based investigation. *Journal of Marketing Management*, 28(9-10), 1021-1042.
- Angola consulate-TX.ORG (2019) Huambo. Available at: <http://www.angolaconsulate-tx.org/categorias/huambo>. Accessed on September, 21st, 2019.
- Angus-Leppan, T., Metcalf, L., & Benn, S. (2009). Leadership styles and CSR practice: An examination of sensemaking, institutional drivers and CSR leadership. *Journal of Business Ethics*, 93(2), 189-213.
- Argyris, C. (1995). Action science and organizational learning. *Journal of managerial psychology*.
- Astin, A. W., & Astin, H. S. (2000). Leadership Reconsidered: Engaging Higher Education in

Social Change.

Ashton, D. N. (2004). The impact of organisational structure and practices on learning in the workplace. *International journal of training and development*, 8(1), 43-53.

Axford, A., & Carter, D. (2016). Building workforce capacity for ethical reflection in health promotion: a practitioner's experience. *Health Promotion Journal of Australia*, 26(3), 222-230.

Azeiteiro, U. M., Bacelar-Nicolau, P., Caetano, F. J., & Caeiro, S. (2015). Education for sustainable development through e-learning in higher education: experiences from Portugal. *Journal of Cleaner Production*, 106, 308-319.

Bakalis, Steve., & Jonier, T. A. (2006). The Antecedents of Organizational Commitment among Sessional Academic staff. *Educational Administration Quarterly*, 5(3), 1-21.

Bailey, E. L. (1989). Getting closer to the customer. Conference Board (845 Third Ave, New York, NY 10022).

Baik, C., Naylor, R., & Corrin, L. (2018). Developing a framework for university-wide improvement in the training and support of 'casual' academics. *Journal of Higher Education Policy and Management*, 40(4), 375-389.

Bain, A., Walker, A., & Chan, A. (2011). Self-organisation and capacity building: Sustaining the change. *Journal of Educational Administration*, 49(6), 701-719.

Banks, J. (2016). Promoting change: professional development to support pedagogic change in sessional teaching staff. *Procedia-Social and Behavioral Sciences*, 228, 112-117.

Barkley, E. F. (2010). *Student engagement techniques: A handbook for college faculty*. John Wiley & Sons.

Bazeley, P. (2013). *Qualitative data analysis: Practical strategies*. Sage.

Bazerman, M. H., & Moore, D. A. (2013). Judgment in managerial decision making. 8th edition.

Barth, M., & Rieckmann, M. (2012). Academic staff development as a catalyst for curriculum change towards education for sustainable development: an output perspective. *Journal of Cleaner Production*, 26, 28-36.

Bass, B. M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational dynamics*, 18(3), 19-31.

Beckmann, E. A. (2016). Teaching excellence: Recognising the many as well as the few. *Research and development in higher education: The shape of higher education*, 39, 4-7.

Belcher, W. L. (2009). *Writing your journal article in twelve weeks: A guide to academic*

publishing success. Sage.

Bell, E., & Bryman, A. (2007). The ethics of management research: an exploratory content analysis. *British Journal of Management*, 18(1), 63-77.

Ben-Menahem, S., von Krogh, G., Erden, Z., & Schneider, A. (2015). Coordinating knowledge creation in multidisciplinary teams: Evidence from early-stage drug discovery. *Academy of Management Journal*, amj-2013.

Bentley, A. F., & Ratner, S. (1955). *Inquiry into Inquiries; Essays in Social Theory*.

Bititci, U. S., & Muir, D. (1997). Business process definition: a bottom-up approach. *International Journal of Operations & Production Management*, 17(4), 365-374.

Blackburn, R. S. (1982). Dimensions of structure: A review and reappraisal. *Academy of Management Review*, 7(1), 59-66.

Block, D. (2004). Globalization, transnational communication and the Internet. *International Journal on Multicultural Societies*, 6(1), 13-28.

Bolden, R. (2016). Leadership, management and organisational development. In *Gower handbook of leadership and management development* (pp. 143-158). Routledge.

Bolman, L. G., & Deal, T. E. (2013). *Reframing organizations: Artistry, choice, and leadership*. John Wiley & Sons.

Bolman, L. G., & Deal, T. E. (2014). *How great leaders think: The art of reframing*. John Wiley & Sons.

Boughzala, I., & De Vreede, G. J. (2015). Evaluating Team Collaboration Quality: The Development and Field Application of a Collaboration Maturity Model. *Journal of Management Information Systems*, 32(3), 129-157.

Bradburn, N. M., Sudman, S., & Wansink, B. (2004). *Asking questions: the definitive guide to questionnaire design--for market research, political polls, and social and health questionnaires*. John Wiley & Sons.

Bradbury-Huang, H. (2010). What is good action research? Why the resurgent interest?. *Action Research*, 8(1), 93-109.

Brannick, T., & Coghlan, D. (2007). In defense of being "native": The case for insider academic research. *Organizational research methods*, 10(1), 59-74.

Brannick, T., & Coghlan, D. (2010). *Doing action research in your own organisation*. 3rd Edition. Sage publications Ltd. London.

Braganza, A., & Lambert, R. (2000). *Strategic integration: developing a process-governance*

framework. *Knowledge and Process Management*, 7(3), 177.

Brent, A. C., & Labuschagne, C. (2004, October). Sustainable Life Cycle Management: Indicators to assess the sustainability of engineering projects and technologies. In *Engineering Management Conference, 2004. Proceedings. 2004 IEEE International* (Vol. 1, pp. 99-103). IEEE.

Briner, R. B., Denyer, D., & Rousseau, D. M. (2009). Evidence-based management: concept cleanup time?. *The Academy of Management Perspectives*, 23(4), 19-32.

Brown, W. S. (1991). *Introducing econometrics*. West Publishing St Paul.

Brown, N. R., Kelder, J. A., Freeman, B., & Carr, A. R. (2013). A Message from The Chalk Face--What Casual Teaching Staff Tell Us They Want To Know, Access and Experience. *Journal of University Teaching and Learning Practice*, 10(3), 6.

Bryman, A., & Bell, E. (2015). *Business research methods*. Oxford University Press, USA. 4th Edition.

Bryman, A., & Cramer, D. (2005). *Quantitative data analysis with SPSS 12 and 13: a guide for social scientists*. Psychology Press.

Bryson, C. (2013). Supporting Sessional Teaching Staff in the UK--to What Extent is There Real Progress?. *Journal of University Teaching and Learning Practice*, 10(3), 2.

Burgess, T. F. (2001). Guide to the Design of Questionnaires. *A general introduction to the design of questionnaires for survey research*, 1-27.

Butaney, G., & Wortzel, L. H. (1988). Distributor power versus manufacturer power: the customer role. *The Journal of Marketing*, 52-63.

Byers, P., & Tani, M. (2014). Engaging or training sessional staff: Evidence from an Australian case of enhanced engagement and motivation in teaching delivery. *Australian Universities' Review, The*, 56(1), 13.

Calton, J. M., & Payne, S. L. (2003). Coping with paradox: Multistakeholder learning dialogue as a pluralist sensemaking process for addressing messy problems. *Business & Society*, 42(1), 7-42.

Capra, F. (2005). Speaking nature's language: Principles for sustainability. *Ecological literacy: Educating our children for a sustainable world*, 18-29.

Carvalho, P. D. (2012). Evolução e crescimento do ensino superior em Angola. *Revista Angolana de Sociologia*, (9), 51-58.

Cassano, G. B., Akiskal, H. S., Musetti, L., Perugi, G., Soriani, A., & Mignani, V. (1989).

Psychopathology, temperament, and past course in primary major depressions. 2. Toward a redefinition of bipolarity with a new semistructured interview for depression. *Psychopathology*, 22(5), 278-288.

Castelli, P. A. (2016). Reflective leadership review: a framework for improving organisational performance. *Journal of Management Development*, 35(2), 217-236.

Cattell, R. (Ed.). (2012). *The scientific use of factor analysis in behavioral and life sciences*. Springer Science & Business Media.

Cattell, R. B. (1952). The three basic factor-analytic research designs—their interrelations and derivatives. *Psychological bulletin*, 49(5), 499.

Cebrián, G., Grace, M., & Humphris, D. (2013). Organisational learning towards sustainability in higher education. *Sustainability Accounting, Management and Policy Journal*, 4(3), 285-306.

Cebrián, G., Grace, M., & Humphris, D. (2015). Academic staff engagement in education for sustainable development. *Journal of Cleaner Production*, 106, 79-86.

Cheng, M. Y., Ho, J. S. Y., & Lau, P. M. (2009). Knowledge sharing in academic institutions: a study of Multimedia University Malaysia. *Electronic Journal of Knowledge Management*, 7(3), 313-324.

Chocolate, F. A. M. (2016). Docência no ensino superior no ISCED-Cabinda (Angola): formação de professores-atuação práticas pedagógicas.

Chung, H. F. (2008). The impact of a centralised organisational structure on marketing standardisation strategy and performance: The experience of price, place and management processes. *Journal of Global Marketing*, 21(2), 83-107.

Churchill Jr, G. A. (1979). A paradigm for developing better measures of marketing constructs. *Journal of marketing research*, 64-73.

Churchill, G. A., & Iacobucci, D. (2006). *Marketing research: methodological foundations*. New York: Dryden Press.

Churchill, G. A., & Iacobucci, D. (2015). *Marketing research: methodological foundations*. New York: Dryden Press. 11th Edition

Carvalho, P. D. (2012). Evolução e crescimento do ensino superior em Angola. *Revista angolana de sociologia*, (9), 51-58.

Chapleo, C., & Simms, C. (2010). Stakeholder analysis in higher education: A case study of the University of Portsmouth. *Perspectives*, 14(1), 12-20.

Coates, H., & Goedegebuure, L. (2012). Recasting the academic workforce: Why the attractiveness of the academic profession needs to be increased and eight possible strategies for how to go about this from an Australian perspective. *Higher Education*, 64(6), 875-889.

- Coghlan, D., & Brannick, T. (2010). *Doing action research in your own organization*. Sage. 3rd edition
- Collier, P., & Hoeffler, A. (2004). Greed and grievance in civil war. *Oxford economic papers*, 56(4), 563-595.
- Comfort, L. K. (2007). Crisis management in hindsight: Cognition, communication, coordination, and control. *Public Administration Review*, 67(s1), 189-197.
- Coombe, K., & Clancy, S. (2002). Reconceptualizing the teaching team in universities: working with sessional staff. *The International Journal for Academic Development*, 7(2), 159-166.
- Cornforth, C., & Mordaunt, J. (2011). Organisational capacity building: Understanding the dilemmas for foundations of intervening in small-and medium- International Society for Third-Sector Research and The John's Hopkins University. 22, 428-449.
- Costanza, D. P., Blacksmith, N., Coats, M. R., Severt, J. B., & DeCostanza, A. H. (2016). The Effect of Adaptive Organizational Culture on Long-Term Survival. *Journal of Business and Psychology*, 1-21.
- Coughlan, P., & Coghlan, D. (2008). Codifying implementation guidelines for a collaborative improvement initiative. *Action Learning*, 5(1), 39-54.
- Cowin, L. S., & Moroney, R. (2018). Modelling job support, job fit, job role and job satisfaction for school of nursing sessional academic staff. *BMC nursing*, 17(1), 22.
- Cowley, J. (2010). Confronting the Reality of Casualisation in Australia-Recognising Difference and Embracing Sessional Staff in Law Schools. *Queensland U. Tech. L. & Just. J.*, 10, 27.
- Covey, S. R. (1990). *Principle centered leadership*. Simon and Schuster.
- Covey, S. R. (2005). *The 8th Habit Personal Workbook: Strategies to Take You from Effectiveness to Greatness*. Simon and Schuster.
- Covey, S. R., & Merrill, R. R. (2006). *The speed of trust: The one thing that changes everything*. Simon and schuster.
- Covey, S. R. (2011). *The 3rd alternative: Solving life's most difficult problems*. Simon and Schuster.
- Cowley, J. (2010). Confronting the reality of casualisation in Australia: Recognising difference and embracing sessional staff in law schools.
- CRAWFORD, I. M.; LOMAS, R. A. (1980). Factory analysis—a tool for data reduction. *European Journal of Marketing*, v. 14, n. 7, p. 414-421.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed*

methods approaches. Sage publications.

Creswell, J. W (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage Publications.

Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. *psychometrika*, 16(3), 297-334.

Crossan, M. M., Lane, H. W., & White, R. E. (1999). An organizational learning framework: From intuition to institution. *Academy of management review*, 24(3), 522-537.

Cummings, S. M., Savitz, L. A., & Konrad, T. R. (2001). Reported response rates to mailed physician questionnaires. *Health services research*, 35(6), 1347.

Curwin, K. D., & Mahutga, M. C. (2014). Foreign direct investment and economic growth: New evidence from post-socialist transition countries. *Social Forces*, 92(3), 1159-1187.

Cziko, G. A. (1989). Unpredictability and indeterminism in human behavior: Arguments and implications for educational research. *Educational researcher*, 18(3), 17-25.

da Silva, E. A., & Mendes, M. D. C. B. (2012). Avaliação institucional na Universidade Agostinho Neto (Angola) e regulação estatal. Perspectivas, práticas e desafios. *Avaliação: Revista da Avaliação da Educação Superior*, 17(2).

Dalati, S., & Kbarh, T. (2015, November). Leadership, Job Satisfaction and Organisational Trust in Non-Profit Organisations: The Case of a Syrian Humanitarian Organisation. In *ECMLG2015-11th European Conference on Management Leadership and Governance: ECMLG2015* (p. 96). Academic Conferences and publishing limited.

Dannenberg, A. (2015). Leading by example versus leading by words in voluntary contribution experiments. *Social Choice and Welfare*, 44(1), 71-85.

Davies, J., Hides, M. T., & Casey, S. (2001). Leadership in higher education. *Total Quality Management*, 12(7-8), 1025-1030.

Davis, E., Corr, L., Gilson, K. M., Ting, C., Ummer-Christian, R., Cook, K., & Sims, M. (2015). Organisational capacity building: Readiness for change in Australian child care. 40, 1-8.

Davis, K., & Boulet, M. (2016). Transformations? Skilled Change Agents Influencing Organisational Sustainability Culture. *Australian Journal of Environmental Education*, 32(01), 109-123.

Davies, A. L., & White, R. M. (2012). Collaboration in natural resource governance: reconciling stakeholder expectations in deer management in Scotland. *Journal of environmental management*, 112, 160-169.

- De Bono, E. (1992). *Teach your child how to think*. Penguin books.
- de Jesús, A. V. M., Claudia, D., & Rosalinda, C. C. (2015). Academic Progress Depending on the Skills and Qualities of Learning in Students of a Business School. *Turkish Online Journal of Educational Technology-TOJET*, 14(3), 1-8.
- Debowski, S., & Blake, V. (2004, February). The developmental needs of higher education academic leaders in encouraging effective teaching and learning. In *Seeking Educational Excellence, Teaching and Learning Forum 2004*. University of WA.
- de Villiers, C., Rouse, P., & Kerr, J. (2016). A new conceptual model of influences driving sustainability based on case evidence of the integration of corporate sustainability management control and reporting. *Journal of Cleaner Production*, 1016, 1-8.
- Delpino, R., Candido, M. L. B., Mota, A. C., Campos, L., & Dejuste, M. T. (2008). Ensino Superior: o novo perfil do coordenador de curso. *Encontro latino americano de iniciação científica*.
- Deery, P. (2012). Finding His Kronstadt: Howard Fast, 1956 and American Communism. *Australian Journal of Politics & History*, 58(2), 181-202.
- Dick, W., Carey, L., & Carey, J. O. (2006). The systematic design of instruction, 417-420
- Dillman, D. A. (2011). *Mail and Internet surveys: The tailored design method--2007 Update with new Internet, visual, and mixed-mode guide*. John Wiley & Sons.
- Dilshad, R. M., & Latif, M. I. (2013). Focus Group Interview as a Tool for Qualitative Research: An Analysis. *Pakistan Journal of Social Sciences (PJSS)*, 33(1).
- Disterheft, A., Caeiro, S., Azeiteiro, U. M., & Leal Filho, W. (2015). Sustainable universities—a study of critical success factors for participatory approaches. *Journal of Cleaner Production*, 106, 11-21.
- Dittman, R.E & McFarland, S. (2009). 151 Quick Ideas to Improve your people skills. Career Press. Frankling Lakes, NJ07417. USA
- Dlouhá, J., & Burandt, S. (2015). Design and evaluation of learning processes in an international sustainability oriented study programme. In search of a new educational quality and assessment method. *Journal of Cleaner Production*, 106, 247-258.
- Dočekalová, M. P., Kocmanová, A., & Koleňák, J. (2015). Determination of economic indicators in the context of corporate sustainability performance. *Business: Theory and Practice/Verslas: Teorija ir Praktika*, 16(1), 15-24.
- Drucker, P. F (2006). The effective executive. The definitive guide to get things done. Harper Collin Publishers. Broadway, New York.

- Dotters-Katz, S., Hargett, C. W., Zaas, A. K., & Criscione-Schreiber, L. G. (2016). What motivates residents to teach? The Attitudes in Clinical Teaching study. *Medical education*, 50(7), 768-777.
- Dulewicz, V., & Higgs, M. (2005). Assessing leadership styles and organisational context. *Journal of Managerial Psychology*, 20(2), 105-123.
- Duke, M. (1996). Clinical evaluation—difficulties experienced by sessional clinical teachers of nursing: a qualitative study. *Journal of Advanced Nursing*, 23(2), 408-414.
- Dupe, A. A. (2015). Organisational Communication, The Panacea For Improved Labour Relations. *Studies in Business and Economics*, 10(2), 5-16.
- Dyball, M. C., Wang, A. F., & Wright, S. (2015). (Dis) engaging with sustainability: evidence from an Australian business faculty. *Accounting, Auditing & Accountability Journal*, 28(1), 69-101.
- Dyllick, T., & Hockerts, K. (2002). Beyond the business case for corporate sustainability. *Business strategy and the environment*, 11(2), 130-141.
- Easterby-Smith, M., Thorpe, R. and Jackson, P.(2008) *Management Research*. 3rd ed. London: Sage Publications Ltd.
- Eccles, R. G., Ioannou, I., & Serafeim, G. (2014). The impact of corporate sustainability on organizational processes and performance. *Management Science*, 60(11), 2835-2857.
- Ehrlich, C., Kendall, E., & John, W. S. (2013). How does care coordination provided by registered nurses “fit” within the organisational processes and professional relationships in the general practice context?. *Collegian*, 20(3), 127-135.
- El Ansari, W., Lyubovnikova, J., Middleton, H., Dawson, J. F., Naylor, P. B., & West, M. A. (2016). Development and psychometric evaluation of a new team effectiveness scale for all types of community adult mental health teams: a mixed-methods approach. *Health & social care in the community*, 24(3), 309-320.
- Elias, A. P. (2016). O Modelo Sociocognitivo da Carreira Reflexões e Implicações na sua Implementação junto das Instituições de Ensino Superior Angolano: Políticas Públicas sobre o Subsistema do Ensino Superior em Angola. *Antrope*, 5, 39-56.
- Elkington, J. (2004). Enter the triple bottom line. *The triple bottom line: Does it all add up*, 11(12), 1-16.
- Elliott, N., Begley, C., Sheaf, G., & Higgins, A. (2016). Barriers and enablers to advanced practitioners’ ability to enact their leadership role: A scoping review. *International journal of nursing studies*, 60, 24-45.
- Ellis, J. H., & Kiely, J. A. (2000). Action inquiry strategies: taking stock and moving forward. *Journal of Applied Management Studies*, 9(1), 83-94.
- Ellis, A., & Tafrate, R. C. (1997). *How to control your anger before it controls you*. Citadel Press.

Enticott, G., & Walker, R. M. (2008). Sustainability, performance and organizational strategy: An empirical analysis of public organizations. *Business Strategy and the Environment*, 17(2), 79-92.

Erhardt, N., & Martin-Rios, C. (2016). Knowledge Management Systems in Sports: The Role of Organisational Structure, Tacit and Explicit Knowledge. *Journal of Information & Knowledge Management*, 1650023.

Eskerod, P., & Vaagaasar, A. L. (2014). Stakeholder management strategies and practices during a project course. *Project Management Journal*, 45(5), 71-85.

Espinosa, A., & Porter, T. (2011). Sustainability, complexity and learning: insights from complex systems approaches. *The Learning Organization*, 18(1), 54-72.

Eyal, N. (2019). *Indistractable: How to control your attention and choose your life*. Bloomsbury Publishing.

Farrar, D. E., & Glauber, R. R. (1967). Multicollinearity in regression analysis: the problem revisited. *The Review of Economic and Statistics*, 92-107.

Fejzic, J., Barker, M., Hills, R., & Priddle, A. (2016). Communication Capacity Building through Pharmacy Practice Simulation. *American journal of pharmaceutical education*, 80(2).

Feldman, A., Altrichter, H., Posch, P., & Somekh, B. (2018). *Teachers investigate their work: An introduction to action research across the professions*. Routledge.

Fendrich, L. J., Pereira, L., & Reis, D. R. D. (2006). O Papel do coordenador de curso e a gestão estratégica universitária: um estudo em universidades do norte catarinense.

Fernandes, D. J. (2015). DESEMPENHO DOCENTE. CONTRIBUIÇÃO PARA O PROCESSO DE INTEGRAÇÃO DOS ESTUDANTES QUE INGRESSAM NO ENSINO SUPERIOR. CASE DO INSTITUTO SUPERIOR DE CIÊNCIAS DE EDUCAÇÃO DO HUAMBO. REPÚBLICA DE ANGOLA. *Revista Órbita Pedagógica. ISSN 2409-0131*, 2(1), 01-14.

Fidalgo-Blanco, Á., Sein-Echaluce, M. L., & García-Peñalvo, F. (2015). Epistemological and ontological spirals: From individual experience in educational innovation to the organisational knowledge in the university sector. *Program*, 49(3), 266-288.

Fiore, S. M. (2008). Interdisciplinarity as teamwork: How the science of teams can inform team science. *Small Group Research*, 39(3), 251-277.

Florea, L., Cheung, Y. H., & Herndon, N. C. (2013). For all good reasons: Role of values in

organizational sustainability. *Journal of Business Ethics*, 114(3), 393-408.

Fonseca, M., & Fonseca, D. M. D. (2016). A gestão acadêmica da pós-graduação lato sensu: o papel do coordenador para a qualidade dos cursos. *Educação e Pesquisa*, 42(1), 151-164.

Fouad, N. A., Grus, C. L., Hatcher, R. L., Kaslow, N. J., Hutchings, P. S., Madson, M. B., ... & Crossman, R. E. (2009). Competency benchmarks: A model for understanding and measuring competence in professional psychology across training levels. *Training and Education in Professional Psychology*, 3(4S), S5.

Fowler, A. (2016). Non-governmental development organisations' sustainability, partnership, and resourcing: futuristic reflections on a problematic triologue. *Development in Practice*, 26(5), 569-579.

Frank, G. A., & Ribeiro, J.D.L (2014). Influence Factors and Process Stages of Knowledge Transfer between NPD Teams: a model for guiding practical improvements. *International Journal of Quality & Reliability Management*, 31(3), 222-237.

Fraser, E. D., Dougill, A. J., Mabee, W. E., Reed, M., & McAlpine, P. (2006). Bottom up and top down: Analysis of participatory processes for sustainability indicator identification as a pathway to community empowerment and sustainable environmental management. *Journal of environmental management*, 78(2), 114-127.

Frey, N., & George, R. (2010). Responsible tourism management: The missing link between business owners' attitudes and behaviour in the Cape Town tourism industry. *Tourism management*, 31(5), 621-628.

Fry, H., Ketteridge, S., & Marshall, S. (2009). A handbook for teaching and learning in higher education: Enhancing academic practice. Routledge.

Gando, J. C.L. & Mendes, M. D. C. B. (2015). Avaliação e Gestão da Qualidade no Ensino Superior em Angola: Traços Emergentes. *Revista Meta: Avaliação*, 6(17), 145-175.

Gammage, K. L., Carron, A. V., & Estabrooks, P. A. (2001). Team cohesion and individual productivity: The influence of the norm for productivity and the identifiability of individual effort. *Small Group Research*, 32(1), 3-18.

Gates, L. B., Hughes, A., & Kim, D. H. (2015). Influence of Staff Attitudes and Capacity on the Readiness to Adopt a Career Development and Employment Approach to Services in Child Welfare Systems. *Journal of Public Child Welfare*, 9(4), 323-340.

Gayá, P., & Brydon-Miller, M. (2016). Carpe the academy: Dismantling higher education and prefiguring critical utopias through action research. *Futures*.

Gerbing, D. W., & Anderson, J. C. (1988). An updated paradigm for scale development

incorporating unidimensionality and its assessment. *Journal of marketing research*, 186-192.

Ghosh, S., Buckler, L., Skibniewski, M. J., Negahban, S., & Kwak, Y. H. (2014). Organizational governance to integrate sustainability projects: a case study. *Technological and Economic Development of Economy*, 20(1), 1-24.

Gmelch, W. H., & Burns, J. S. (1993). The cost of academic leadership: Department chair stress. *Innovative Higher Education*, 17(4), 259-270.

Gnan, L., Hinna, A., Monteduro, F., & Scarozza, D. (2013). Corporate governance and management practices: stakeholder involvement, quality and sustainability tools adoption. *Journal of Management & Governance*, 17(4), 907-937.

Godfrey, J., Dennick, R., & Welsh, C. (2004). Training the trainers: do teaching courses develop teaching skills?. *Medical Education*, 38(8), 844-847.

Godemann, J., Bebbington, J., Herzig, C., & Moon, J. (2014). Higher education and sustainable development: Exploring possibilities for organisational change. *Accounting, Auditing & Accountability Journal*, 27(2), 218-233.

Goh, C. Y., & Marimuthu, M. (2016). The Path towards Healthcare Sustainability: The Role of Organisational Commitment. *Procedia-Social and Behavioral Sciences*, 224, 587-592.

Governo de Angola (2017). Plano de Desenvolvimento Nacional. Versão para Publicar. Luanda.

Grainger, P., Adie, L., & Weir, K. (2016). Quality assurance of assessment and moderation discourses involving sessional staff. *Assessment & Evaluation in Higher Education*, 41(4), 548-559.

Grant, R. M. (1996). Prospering in dynamically-competitive environments: Organizational capability as knowledge integration. *Organization science*, 7(4), 375-387.

Gray, D., & Jones, K. F. (2016). Using organisational development and learning methods to develop resilience for sustainable futures with SMEs and micro businesses: The case of the "business alliance". *Journal of Small Business and Enterprise Development*, 23(2), 474-494.

Greene, C., Crumbleholme, L., & Myerson, J. (2014). Sustainable cultures: Engaging employees in creating more sustainable workplaces and workstyles. *Facilities*, 32(7/8), 438-454.

Greene, C., Crumbleholme, L., & Myerson, J. (2014). Sustainable cultures: Engaging employees in creating more sustainable workplaces and workstyles. *Facilities*, 32(7/8), 438-454.

Greenwood, D. J., & Levin, M. (2007). *Introduction to Action Research: Social Research for Social Change: Social Research for Social Change*. SAGE publications.

Geijsel, F. P., Slegers, P. J., Stoel, R. D., & Krüger, M. L. (2009). The effect of

teacher psychological and school organizational and leadership factors on teachers' professional learning in Dutch schools. *The elementary school journal*, 109(4), 406-427.

Gershon, R. R., Rubin, M. S., Qureshi, K. A., Canton, A. N., & Matzner, F. J. (2008). Participatory action research methodology in disaster research: results from the World Trade Center evacuation study. *Disaster Medicine and Public Health Preparedness*, 2(3), 142-149.

Grille, A., Schulte, E. M., & Kauffeld, S. (2015). Promoting shared leadership: A multilevel analysis investigating the role of prototypical team leader behavior, psychological empowerment, and fair rewards. *Journal of Leadership & Organizational Studies*, 22(3), 324-339.

Hancock, L., & Nuttman, S. (2014). Engaging higher education institutions in the challenge of sustainability: sustainable transport as a catalyst for action. *Journal of cleaner production*, 62, 62-71.

Hahn, T., Preuss, L., Pinkse, J., & Figge, F. (2015). Cognitive frames in corporate sustainability: Managerial sensemaking with paradoxical and business case frames. *Academy of Management Review*, 39(4), 463-487.

Hair, J. F., Black, W. C., Babin, B. J., Anderson, R. E., & Tatham, R. L. (1998). Multivariate data analysis . Uppersaddle River. *Multivariate Data Analysis (5th ed) Upper Saddle River*.

Hair, J. F., Sarstedt, M., Ringle, C. M., & Mena, J. A. (2012). An assessment of the use of partial least squares structural equation modeling in marketing research. *Journal of the academy of marketing science*, 40(3), 414-433.

Halcomb, E. J., Andrew, S., Peters, K., Salamonson, Y., & Jackson, D. (2010). Casualisation of the teaching workforce: implications for nursing education. *Nurse Education Today*, 30(6), 528-532.

Hall, T. J. (2011). The triple bottom line: what is it and how does it work?. *Indiana business review*, 86(1), 4.

Hall, M. (2008). The effect of comprehensive performance measurement systems on role clarity, psychological empowerment and managerial performance. *Accounting, Organizations and Society*, 33(2), 141-163.

Hallam, P. R., Smith, H. R., Hite, J. M., Hite, S. J., & Wilcox, B. R. (2015). Trust and Collaboration in PLC Teams Teacher Relationships, Principal Support, and Collaborative Benefits. *NASSP Bulletin*, 99(3), 193-216.

Hall, M., & Sutherland, K. (2013). Students who teach: Developing scholarly tutors. *Developing effective part-time teachers in higher education: New approaches to professional development*, 82-93.

- Hall, S., Slaney, K., & Parker, L. (1997). The professional development of sessional academic staff: case sketches of 'good practice'.
- Hamilton, B. H., Nickerson, J. A., & Owan, H. (2003). Team incentives and worker heterogeneity: An empirical analysis of the impact of teams on productivity and participation. *Journal of political Economy*, 111(3), 465-497.
- Harris, A. (2004). Distributed leadership and school improvement leading or misleading?. *Educational Management Administration & Leadership*, 32(1), 11-24.
- Hartmann, L. C., & Bambacas, M. (2000). Organizational commitment: A multi method scale analysis and test of effects. *The International Journal of Organizational Analysis*, 8(1), 89-108.
- Harvey, M., Fraser, S., & Bowes, J. (2005, July). Quality teaching and sessional staff. In *Higher Education & Development Society of Australia Conference, University of Sydney, Sydney* (pp. 3-6).
- Harvey, T. R., & Drolet, B. (2006). *Building teams, building people: Expanding the fifth resource*. R&L Education. Second edition.
- Harvey PhD, M. (2013). Setting the standards for sessional staff: quality learning and teaching. *Journal of University Teaching & Learning Practice*, 10(3), 4.
- Harvey, M. (2017). Quality learning and teaching with sessional staff: systematising good practice for academic development.
- Hatcher, R. L., & Lassiter, K. D. (2007). Initial training in professional psychology: The practicum competencies outline. *Training and Education in Professional Psychology*, 1(1), 49.
- Hayton, J. C., Allen, D. G., & Scarpello, V. (2004). Factor retention decisions in exploratory factor analysis: A tutorial on parallel analysis. *Organizational research methods*, 7(2), 191-205.
- Heath, M., Hewitt, A., Skead, N., Steel, A., & Nettle, C. (2001). *Smart Casual. Towards Excellence in Sessional Teaching in Law*. Sydney. NSW
- Heath, M., Hewitt, A., Galloway, K., Israel, M., Nettle, C., Skead, N., & Steel, A. (2018). *Smart casual: Towards excellence in sessional teaching in law*.
- Hecht, I. W., Higgerson, M. L., Gmelch, W. H., & Tucker, A. (1999). *The Department Chair as Academic Leader. American Council on Education/Oryx Press Series on Higher Education*. Oryx Press, PO Box 33889, Phoenix, AZ 86067-3889.
- Hee, C. C. H. (2007). A holistic approach to business management: Perspectives from the Bhagavad Gita. *Singapore Management Review*, 29(1), 73.

- Heffernan, T. A. (2018). Approaches to career development and support for sessional academics in higher education. *International Journal for Academic Development*, 23(4), 312-323.
- Heifetz, R., Grashow, A., & Linsky, M. (2009). *The practice of adaptive leadership* (Vol. 28). Boston: Harvard Business Press.
- Heifetz, R. A., & Linsky, M. (2002). Leadership on the line. Staying alive through the dangers of leading. Business School Publishing, 60 Havard Way, Boston.
- Hemsley-Brown, J., & Oplatka, I. (2006). Universities in a competitive global marketplace: A systematic review of the literature on higher education marketing. *International Journal of public sector management*, 19(4), 316-338.
- Hernandez, T., & McGee, R. W. (2014). Ethical attitudes toward taking a bribe: A study of three Latin American countries. *SSRN*, 8(1) 142-166.
- Hess, D. R. (2004). How to write an effective discussion. *Respiratory care*, 49(10), 1238-1241.
- Heyneman, S. P., Anderson, K. H., & Nuraliyeva, N. (2008). The cost of corruption in higher education. *Comparative Education Review*, 52(1), 1-25.
- Hind, P., Smit, A., & Page, N. (2013). Enabling sustainability through an action research process of organisational development. *J Corp Citizsh*, 49, 137-161.
- Hirokawa, R. Y. (1989). The Department Chair as Responsible Academic Leader: A Competency-Based Perspective. *ACA Bulletin*, 67, 8-19.
- Hirst, G., Van Knippenberg, D., Chen, C. H., & Sacramento, C. A. (2011). How does bureaucracy impact individual creativity? A cross-level investigation of team contextual influences on goal orientation-creativity relationships. *Academy of Management Journal*, 54(3), 624-641.
- Hitch, D., Mahoney, P., & Macfarlane, S. (2018). Professional development for sessional staff in higher education: A review of current evidence. *Higher education research & development*, 37(2), 285-300.
- Ho, A., Watkins, D., & Kelly, M. (2001). The conceptual change approach to improving teaching and learning: An evaluation of a Hong Kong staff development programme. *Higher Education*, 42(2), 143-169.
- Hodgkinson, G. P., & Rousseau, D. M. (2009). Bridging the rigour-relevance gap in management research: It's already happening!. *Journal of Management Studies*, 46(3), 534-546.
- Hofmeyer, J., & Lee, S. (2002). Demand for private education in South Africa: schooling and higher education: The private higher education landscape: Developing conceptual and

empirical analysis. *Perspectives in Education*, 20(1), 77-85.

Holton, J. A. (2001). Building trust and collaboration in a virtual team. *Team performance management: an international journal*.

Homem, F., Patrício, M. F., Cardoso, R., & Lourenço, A. C. (2012). Team Building e a enfermagem. *Revista de Enfermagem Referência*, (7), 169-177.

Houghton, J. D., Neck, C. P., & Manz, C. C. (2003). We think we can, we think we can, we think we can: the impact of thinking patterns and self-efficacy on work team sustainability. *Team Performance Management: an international journal*, 9(1/2), 31-41.

Houston, D., Meyer, L. H., & Paewai, S. (2006). Academic staff workloads and job satisfaction: Expectations and values in academe. *Journal of Higher Education Policy and Management*, 28(1), 17-30.

Howitt, R., Colyer, C., Hammer, M. R., Havnen, O., Huchendorf, K., & Hubert, C. (2014). Organisational capacity for engaging with Indigenous Australians. *Geographical Research*, 52(3), 250-262.

Huff, A. S. (2000). 1999 Presidential address: Changes in organizational knowledge production. *Academy of management Review*, 25(2), 288-293.

Iljins, J., Skvarciany, V., & Gaile-Sarkane, E. (2015). Impact of Organizational Culture on Organizational Climate During the Process of Change. *Procedia-Social and Behavioral Sciences*, 213, 944-950.

Inia, A., & Serban, O. (2013). INTEGRATED COMMUNICATION FOR ORGANISATIONAL SUSTAINABILITY. *Managerial Challenges of the Contemporary Society. Proceedings*, 5, 111.

Isaias, P., & Issa, T. (2014). Promoting communication skills for information systems students in Australian and Portuguese higher education: Action research study. *Education and Information Technologies*, 19(4), 841-861.

ISPSN(2012) Grelha de Cursos do Instituto Superior Politécnico Sol Nascente. 1ª Edição

ISPSN(2014) Workshop sobre o Desempenho do Instituto Superior Politécnico Sol Nascente.

Iwu, C. G., Kapondoro, L., Twum-Darko, M., & Tengeh, R. (2015). Determinants of sustainability and organisational effectiveness in non-profit organisations. *Sustainability*, 7(7), 9560-9573.

Jallow, B. G. (2014). The Case for African Leadership Studies and Leadership in Colonial Africa: An Introduction. In *Leadership in Colonial Africa* (pp. 1-21). Palgrave Macmillan US.

Jamali, D. (2006). Insights into triple bottom line integration from a learning organization perspective. *Business Process Management Journal*, 12(6), 809-821.

- Jensen, M. (2000). African Internet Status. *Retrieved October*.
- Jessani, N., Kennedy, C., & Bennett, S. (2016). The Human Capital of Knowledge Brokers: An analysis of attributes, capacities and skills of academic teaching and research faculty at Kenyan schools of public health. *Health Research Policy and Systems*, 14(1), 58.
- Johnson, C. E. (2015). Meeting the ethical challenges of leadership: Casting light or shadow. Sage Publications.
- Johnson, K., Hays, C., Center, H., & Daley, C. (2004). Building capacity and sustainable prevention innovations: A sustainability planning model. *Evaluation and program planning*, 27(2), 135-149.
- Jongbloed, B., Enders, J., & Salerno, C. (2008). Higher education and its communities: Interconnections, interdependencies and a research agenda. *Higher education*, 56(3), 303-324.
- Joubert, Y. T. & De Beer, J.J. (2014). Process model to implement organisational team sport interventions in an organisation. 36(1) 101-118.
- Junita, I., & Magdalena, N. (2014). Maximizing stakeholders value through Good University Governance (GUG) in higher education institutions.
- Kahneman, D. (2013). *Thinking, fast and slow*. Macmillan.
- Kaiser, H. F. (1958). The varimax criterion for analytic rotation in factor analysis. *Psychometrika*, 23(3), 187-200.
- Kale, J. R., Meneghetti, C., & Shahrur, H. (2013). Contracting with nonfinancial stakeholders and corporate capital structure: The case of product warranties. *Journal of Financial and Quantitative Analysis*, 48(03), 699-727.
- Kalkan, F. (2016). Relationship between Professional Learning Community, Bureaucratic Structure and Organisational Trust in Primary Education Schools. *Educational Sciences: Theory and Practice*, 16(5), 1619-1637.
- Kandingi, A. A. C. P. D. (2016). A expansão do ensino superior em Angola: um estudo sobre o impacte das instituições de ensino superior privado.
- Kansanen, P., & Meri, M. (1999). The didactic relation in the teaching-studying-learning process. *Didaktik/Fachdidaktik as Science (-s) of the Teaching profession*, 2(1), 107-116.
- Kanter, D. E. (2010). Doing the project and learning the content: Designing project-based science curricula for meaningful understanding. *Science Education*, 94(3), 525-551.
- Katou, A. A. (2015). Transformational leadership and organisational performance: Three serially mediating mechanisms. *Employee Relations*, 37(3), 329-353.
- Katz, R. L. (2009). *Skills of an effective administrator*. Harvard Business Review Press.

- Kaure, A. T. (1999). *Angola: from socialism to liberal reforms*. Southern Africa Pr.
- Keavney, A. (2016). Team building strategies. *Training & Development*, 43(2), 26.
- Keeble, J. J., Topiol, S., & Berkeley, S. (2003). Using indicators to measure sustainability performance at a corporate and project level. *Journal of Business Ethics*, 44(2-3), 149-158.
- Keegan, A. E., & Den Hartog, D. N. (2004). Transformational leadership in a project-based environment: a comparative study of the leadership styles of project managers and line managers. *International journal of project management*, 22(8), 609-617.
- Kemmis, S., & Wilkinson, M. (1998). Participatory action research and the study of practice. *Action research in practice: Partnerships for social justice in education*, 1, 21-36.
- Kemmis, S., McTaggart, R., & Nixon, R. (2013). *The action research planner: Doing critical participatory action research*. Springer Science & Business Media.
- Kemmis, S. (2009). Action research as a practice-based practice. *Educational Action Research*, 17(3), 463-474.
- Khalil, L., Khair, M., & Nassif, J. A. (2015). Management of Student Records: Data Access Right Matrix and Data Sharing. *Procedia Computer Science*, 65, 342-349.
- Khan, N. (2017). Adaptive or transactional leadership in current higher education: A brief comparison. *International Review of Research in Open and Distributed Learning*, 18(3), 178-183.
- Kiewiet, D. J., & Vos, J. F. (2007). Organisational sustainability: a case for formulating a tailor-made definition. *Journal of Environmental Assessment Policy and Management*, 9(01), 1-18.
- Kift, S. (2004, July). Organising first year engagement around learning: Formal and informal curriculum intervention. In *8th Pacific Rim First Year in Higher Education Conference, Dealing with Diversity, Queensland University of Technology in conjunction with Monash University, Melbourne, Australia*.
- Kim, J. O., & Mueller, C. W. (1978). *Factor analysis: Statistical methods and practical issues* (Vol. 14). Sage.
- Knight, A. M., Cole, K. A., Kern, D. E., Barker, L. R., Kolodner, K., & Wright, S. M. (2005). Long-term follow-up of a longitudinal faculty development program in teaching skills. *Journal of general internal medicine*, 20(8), 721-725.
- Knott, G., Crane, L., Heslop, I., & Glass, B. D. (2015). Training and support of sessional staff to improve quality of teaching and learning at universities. *American journal of pharmaceutical education*, 79(5).
- King, F. (2011). The role of leadership in developing and sustaining teachers' professional

learning. *Management in education*, 25(4), 149-155.

Kinsey, S. B. (2011). Action learning—an experiential tool for solving organizational issues. *Journal of Extension*, 49(4), 28-31.

Kish, L. (1965). Survey sampling. John Wiley and Sons. New York.

Kislov, R., Waterman, H., Harvey, G., & Boaden, R. (2014). Rethinking capacity building for knowledge mobilisation: developing multilevel capabilities in healthcare organisations. *Implement Sci*, 9, 166.

Klein, C., DiazGranados, D., Salas, E., Le, H., Burke, C. S., Lyons, R., & Goodwin, G. F. (2009). Does team building work?. *Small Group Research*, 40(2), 181-222.

Klopper, C. J., & Power, B. M. (2014). The Casual Approach to Teacher Education: What Effect Does Casualisation Have for Australian University Teaching?. *Australian Journal of Teacher Education*, 39(4), n4.

Koberg, C. S. (1987). Resource scarcity, environmental uncertainty, and adaptive organizational behavior. *Academy of Management Journal*, 30(4), 798-807.

Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International.

Kouzes, J. M., & Posner, B. Z. (2016). *Learning leadership: The five fundamentals of becoming an exemplary leader*. John Wiley & Sons.

Kouzes, J. M., & Posner, B. Z. (2017). *The leadership challenge. How to Make Extraordinary Things Happen in Organizations*. (Vol. 6). John Wiley & Sons.

Krasny, M. E., & Delia, J. (2015). Natural area stewardship as part of campus sustainability. *Journal of Cleaner Production*, 106, 87-96.

Krishnamurthy, R., VandeCreek, L., Kaslow, N. J., Tazeau, Y. N., Miville, M. L., Kerns, R., ... & Benton, S. A. (2004). Achieving competency in psychological assessment: Directions for education and training. *Journal of Clinical Psychology*, 60(7), 725-739.

Land, R., & Gordon, G. (2015). Teaching excellence initiatives: modalities and operational factors. *York: Higher Education Academy*.

Landry, M. (1995). A note on the concept of 'problem'. *Organization studies*, 16(2), 315-343.

Lane, D. (2006). Civil society formation and accountability in the new post-socialist EU member

states. *Participation of Civil Society in New Modes of Governance. The Case of the New EU Member States*. Heiko Pleines (Ed.), (74 part 2), 7-21.

Lawson, B., & Samson, D. (2001). Developing innovation capability in organisations: a dynamic capabilities approach. *International journal of innovation management*, 5(03), 377-400.

Leask, B. (2004, July). Transnational education and intercultural learning: Reconstructing the offshore teaching team to enhance internationalisation. Australian Universities Quality Forum.

Lefoe, G., Parrish, D., Malfroy, J., & McKenzie, J. (2011). Subject coordinators: Leading professional development for sessional staff.

Lehmann, D. R., Gupta, S., & Steckel, J. H. (1998). *Marketing research*. Reading, MA: Addison-Wesley.

Leoni, M. G., de Andrade, L. D. F. S., & Vasconcelos, E. C. (2008). Competências requeridas do diretor e do coordenador de curso de graduação em enfermagem da universidade estácio de SÁ/RJ. *Cogitare Enfermagem*, 13(2), 301-305.

Le Billon, P. (2001). Angola's political economy of war: The role of oil and diamonds, 1975–2000. *African Affairs*, 100(398), 55-80.

Leroy, A. M., & Rousseeuw, P. J. (1987). Robust regression and outlier detection. *Wiley Series in Probability and Mathematical Statistics*, New York: Wiley, 1987.

Leslie, L. L., & Brinkman, P. T. (1987). Student price response in higher education: The student demand studies. *The Journal of Higher Education*, 58(2), 181-204.

Liberato, E. (2019). REFORMAR A REFORMA: PERCURSO DO ENSINO SUPERIOR EM ANGOLA. *Revista TransVersos*, (15), 64-84.

Likert, R. (1932). A technique for the measurement of attitudes. *Archives of psychology*.

Little, B., & William, L. (2011). Conceptions of excellence in teaching and learning and implications for future policy and practice. In *Questioning excellence in higher education* (pp. 117-137). Brill Sense.

Littauer, F. (2011). *Personality plus at work: How to work successfully with anyone*. Revell.

Lo, M. C., Abang Azlan, M., Ramayah, T., & Wang, Y. C. (2015). Examining the Effects of Leadership, Market Orientation and Leader Member Exchange (LMX) on Organisational Performance. *Engineering Economics*, 26(4), 409-421.

Lowry, P. B., Posey, C., Bennett, R. B. J., & Roberts, T. L. (2015). Leveraging fairness and reactance theories to deter reactive computer abuse following enhanced organisational information security policies: An empirical study of the influence of counterfactual reasoning and organisational trust. *Information Systems Journal*, 25(3), 193-273.

Lozano, R., Ceulemans, K., & Seatter, C. S. (2015). Teaching organisational change management for sustainability: designing and delivering a course at the University of Leeds to better prepare future sustainability change agents. *Journal of Cleaner Production*, 106, 205-215.

Lozano, R., Nummert, B., & Ceulemans, K. (2016). Elucidating the relationship between Sustainability Reporting and Organisational Change Management for Sustainability. *Journal of Cleaner Production*, 125, 168-188.

Luzia, K., Harvey PhD, M., Parker, N., McCormack, C., Brown, N. R., & McKenzie, J. (2013). Benchmarking with the BLASST sessional staff standards framework. *Journal of University Teaching & Learning Practice*, 10(3), 5.

Lykourantzou, I., Wang, S., Kraut, R. E., & Dow, S. P. (2016, May). Team dating: A self-organized team formation strategy for collaborative crowdsourcing. In *Proceedings of the 2016 CHI Conference Extended Abstracts on Human Factors in Computing Systems* (pp. 1243-1249).

McChesney, C., Covey, S., & Huling, J. (2012). *The 4 disciplines of execution: Achieving your wildly important goals* (Vol. 34, No. 10). Simon and Schuster.

McChrystal, G. S., Collins, T., Silverman, D., & Fussell, C. (2015). *Team of teams: New rules of engagement for a complex world*. Penguin.

MacDougall, C. (2017). A Novel Teaching Tool Combined With Active-Learning to Teach Antimicrobial Spectrum Activity. *American Journal of Pharmaceutical Education*, 81(2), 25.

MacLeod, D., & Clarke, N. (2011). Engaging for success: enhancing performance through employee engagement, a report to Government.

McDermid, F., Peters, K., John Daly, J., & Jackson, D. (2013). 'I thought I was just going to teach': stories of new nurse academics on transitioning from sessional teaching to continuing academic positions. *Contemporary nurse*, 45(1), 46-55.

Maignan, I., Ferrell, O. C., & Ferrell, L. (2005). A stakeholder model for implementing social responsibility in marketing. *European Journal of Marketing*, 39(9/10), 956-977.

Majava, J., Harkonen, J., & Haapasalo, H. (2014). The relations between stakeholders and product development drivers: practitioners' perspectives. *International Journal of Innovation and Learning*, 17(1), 59-78.

- Makondo, L. (2012). Mindset change prerequisite for academic excellence: A case of four Zimbabwean and South African universities. *South African Journal of Higher Education*, 26(1).
- Maletič, M., Maletič, D., Dahlgaard, J. J., Dahlgaard-Park, S. M., & Gomišček, B. (2016). Effect of sustainability-oriented innovation practices on the overall organisational performance: An empirical examination. *Total Quality Management & Business Excellence*, 27(9-10), 1171-1190.
- Malhotra (2010). Marketing Research. Applied Orientation. Sixth Edition
- Malhotra, N. K., & Birks, D. F. (2007). *Marketing research: An applied approach*. Pearson Education. 3rd Edition
- Mallinson, B., & Krull, G. (2013). Building Academic Staff Capacity to Support Online Learning in Developing Countries. *Journal of Asynchronous Learning Networks*, 17(2), 63-72.
- Marshall, J. D., & Toffel, M. W. (2005). Framing the elusive concept of sustainability: a sustainability hierarchy. *Environmental science & technology*, 39(3), 673-682.
- Marshall, N. (2012). The use of sessional teachers in universities: Faculty of the built environment, University of New South Wales Australia. *Journal of International Education Research (JIER)*, 8(3), 197-206.
- Marginson, S. (2006). Dynamics of national and global competition in higher education. *Higher education*, 52(1), 1-39.
- Marshall, J. (1999). Living life as inquiry. *Systemic practice and action research*, 12(2), 155-171.
- Martin, L. (2005). Internet adoption and use in small firms: internal processes, organisational culture and the roles of the owner-manager and key staff. *New Technology, Work and Employment*, 20(3), 190-204.
- Marquardt, M., Seng, N. C., & Goodson, H. (2010). Team development via action learning. *Advances in Developing Human Resources*, 12(2), 241-259.
- Marquardt, M. J. (2011). *Optimizing the power of action learning*. Boston, MA: Nicholas Brealey Publishing.
- Marshall, N. (2012). The use of sessional teachers in universities: Faculty of the built environment, University of New South Wales Australia. *Journal of International Education Research (JIER)*, 8(3), 197-206.
- May, R., Strachan, G., & Peetz, D. (2013). Workforce development and renewal in Australian universities and the management of casual academic staff. *Journal of University Teaching & Learning Practice*, 10(3), 3.

- May, R., Peetz, D., & Strachan, G. (2013). The casual academic workforce and labour market segmentation in Australia. *Labour & Industry: a journal of the social and economic relations of work*, 23(3), 258-275.
- Mealiea, L., & Baltazar, R. (2005). A strategic guide for building effective teams. *Public Personnel Management*, 34(2), 141-160.
- McChrystal, G. S., Collins, T., Silverman, D., & Fussell, C. (2015). *Team of teams: New rules of engagement for a complex world*. Penguin.
- McCormick, S. H. (1994). The Angolan economy: prospects for growth in a postwar environment. Center for Strategic & International Studies.
- McDermid, F., Peters, K., John Daly, J., & Jackson, D. (2013). 'I thought I was just going to teach': stories of new nurse academics on transitioning from sessional teaching to continuing academic positions. *Contemporary nurse*, 45(1), 46-55.
- McNamara, D. S., Kintsch, E., Songer, N. B., & Kintsch, W. (1996). Are good texts always better? Interactions of text coherence, background knowledge, and levels of understanding in learning from text. *Cognition and instruction*, 14(1), 1-43.
- McWilliams, A., Parhankangas, A., Coupet, J., Welch, E., & Barnum, D. T. (2016). Strategic decision making for the triple bottom line. *Business Strategy and the Environment*, 25(3), 193-204.
- Mendes, M. D. C. B. R., & da Silva, E. A. (2012) A Avaliação Institucional e a Gestão da Qualidade no Ensino Superior em Angola.
- Metcalf, L., & Benn, S. (2012). The corporation is ailing social technology: Creating a 'fit for purpose' design for sustainability. *Journal of business ethics*, 111(2), 195-210.
- Metcalf, L., & Benn, S. (2013). Leadership for sustainability: An evolution of leadership ability. *Journal of Business Ethics*, 112(3), 369-384.
- Miller, D. C., & Salkind, N. J. (2002). *Handbook of research design and social measurement*. Sage. 6th Edition
- Mills, C., Heyworth, J., Rosenwax, L., Carr, S., & Rosenberg, M. (2009). Factors associated with the academic success of first year Health Science students. *Advances in Health Sciences Education*, 14(2), 205-217.
- Ministério das Educação de Angola(2018). Available at: www.angop.ao accessed on September 16th, 2019.
- Ministério das Finanças de Angola(2019). Available at: www2.minfin.gv.ao accessed on

September 16th, 2019.

Monk, A., & Howard, S. (1998). Methods & tools: the rich picture: a tool for reasoning about work context. *interactions*, 5(2), 21-30.

Morrell, K. (2008). The narrative of 'evidence based' management: A polemic. *Journal of Management studies*, 45(3), 613-635.

Moss, J. R., Mickan, S. M., Fuller, J. D., Procter, N. G., Waters, B. A., & O'Rourke, P. K. (2006). Mentoring for population health in general practice divisions. *Australian Health Review*, 30(1), 46-55.

Mozammel, S., & Haan, P. (2016) TRANSFORMATIONAL LEADERSHIP AND EMPLOYEE ENGAGEMENT IN THE BANKING SECTOR IN BANGLADESH. Conference on Business and Social Science, 978 (3) 194-208

Muenjohn, N., Chhetri, P., Suzumura, Y., & Ishikawa, J. (2015). Leadership, design process, and team performance: A comparison between the Japanese and Australian R&D teams. *The Journal of Developing Areas*, 49(6), 489-496.

Mulders, J. O., Henkens, K., & Schippers, J. (2015). Organizations' ways of employing early retirees: The role of age-based HR policies. *The Gerontologist*, 55(3), 374-383.

Musah, M. B., Ali, H. M., Vazhathodi Al-Hudawi, S. H., Tahir, L. M., Daud, K. B., Said, H. B., & Mohammed Kamil, N. (2016). Organisational climate as a predictor of workforce performance in the Malaysian higher education institutions. *Quality Assurance in Education*, 24(3) 1-25.

Muschallik, J., & Pull, K. (2016). Mentoring in higher education: does it enhance mentees' research productivity?. *Education Economics*, 24(2), 210-223.

Musselin, C. (2007). The transformation of academic work: Facts and analysis.

Mustafin, A. N. (2016). INCENTIVES AND FACTORS AFFECTING THE IMPROVEMENT OF THE HUMAN CAPITAL QUALITY IN THE INNOVATIVE ECONOMY. *Journal of Economics and Economic Education Research*, 17, 128.

Myers, R. H. (1990). Classical and Modern Regression with Application, DUXBURY. Pacific Grove, CA, 93950.

Neck, C. P., Manz, C. C., & Houghton, J. D. (2017). *Self-leadership: The definitive guide to personal excellence*. SAGE Publications.

Neter, J., Wasserman, W., & Kutner, M. G. (1989). Applied linear regression analysis. *Homewood, IL: Irwin*.

- Newcombe, R. (2003). From client to project stakeholders: a stakeholder mapping approach. *Construction Management and Economics*, 21(8), 841-848.
- Nguyen, N. C., Graham, D., Ross, H., Maani, K., & Bosch, O. (2012). Educating systems thinking for sustainability: Experience with a developing country. *Systems Research and Behavioral Science*, 29(1), 14-29.
- Nguluve, A. K.(2015). CONHECIMENTO, MERCADO E LUCRO: A PRECARIZAÇÃO DO TRABALHO DOCENTE UNIVERSITÁRIO EM ANGOLA.
- Noe, R. A., Hollenbeck, J. R., Gerhart, B., & Wright, P. M. (2017). Human resource management: Gaining a competitive advantage. New York, NY: McGraw-Hill Education.
- Nonaka, I., Toyama, R., & Konno, N. (2000). SECI, Ba and leadership: a unified model of dynamic knowledge creation. *Long range planning*, 33(1), 5-34.
- Nonaka, I. (1994). A dynamic theory of organizational knowledge creation. *Organization science*, 5(1), 14-37.
- Norman, W., & MacDonald, C. (2004). Getting to the bottom of “triple bottom line”. *Business Ethics Quarterly*, 14(2), 243-262.
- Norušis, M. J. (1993). SPSS for Windows professional statistics 6.1. *SPSS Inc, Chicago, Illinois*.
- Nwagbara, U., & Reid, P. (2013). Corporate social responsibility communication in the age of new media: Towards the logic of sustainability communication. *Revista de Management Comparat International*, 14(3), 400.
- Nyhagen, G. M., & Baschung, L. (2013). New organisational structures and the transformation of academic work. *Higher Education*, 66(4), 409-423.
- Ofori, D. F., & Sokro, E. (2010). Examining the impact of organisational values on corporate performance in selected Ghanaian. *Global Management Journal*, 2(1), 50-63.
- Okorley, E. L., & Nkrumah, E. E. (2012). Organisational factors influencing sustainability of local non-governmental organisations: Lessons from a Ghanaian context. *International Journal of Social Economics*, 39(5), 330-341.
- Okpara, J. O., & Idowu, S. O. (2013). *Corporate Social Responsibility*. Springer Berlin Heidelberg.
- Osborne, J. W., & Costello, A. B. (2009). Best practices in exploratory factor analysis: Four recommendations for getting the most from your analysis. *Pan-Pacific Management Review*, 12(2), 131-146.
- Pallant, J. (2013). SPSS Survival Manual. A step by step guide to data analysis using IBM SPSS.

5th Edition.

Palma, L. C., & Pedrozo, E. Á. (2015). Complex matrix for the analysis of sustainable transformative learning: an assessment methodology of sustainability integration in universities. *Assessment & Evaluation in Higher Education*, 40(6), 817-832.

Parisi, C. (2013). The impact of organisational alignment on the effectiveness of firms' sustainability strategic performance measurement systems: an empirical analysis. *Journal of Management & Governance*, 17(1), 71-97.

Pava, M. L. (2007). A response to "getting to the bottom of 'triple bottom line'". *Business Ethics Quarterly*, 17(1), 105-110. Paul, R., & Elder, L. (2002). Critical thinking: Tools for taking charge of your professional and personal life . New Jersey. Pearson Education. USA

Pearce, J. (2012). Control, politics and identity in the Angolan civil war. *African Affairs*, 111(444), 442-465.

Pedersen, E. R. G., Gwozdz, W., & Hvass, K. K.(2016) Exploring the Relationship Between Business Model Innovation, Corporate Sustainability, and Organisational Values within the Fashion Industry. *Journal of Business Ethics*, 1-18.

Pedler, M. M. (2008). *Action learning for managers*. Gower Publishing, Ltd..

Pena, L., & Remoaldo, P. (2019). Psicodinâmica do Trabalho: um estudo sobre o prazer e o sofrimento no trabalho docente na Universidade Óscar Ribas. *Saúde e Sociedade*, 28, 147-159.

Peng, W., & Litteljohn, D. (2001). Organisational communication and strategy implementation—a primary inquiry. *International Journal of Contemporary Hospitality Management*, 13(7), 360-363.

Percy, A., Scoufis, M., Parry, S., Goody, A., Hicks, M., Macdonald, I., ... & Sheridan, L. (2008). The RED Report, Recognition-Enhancement-Development: The contribution of sessional teachers to higher education.

Peter, J. P. (1979). Reliability: A review of psychometric basics and recent marketing practices. *Journal of marketing research*, 6-17.

Peters, L. D., & Fletcher, K. P. (2004). Communication strategies and marketing performance: An application of the Mohr and Nevin framework to intra-organisational cross-functional teams. *Journal of Marketing Management*, 20(7-8), 741-770.

Petrov, G., & Temple, P. (2004). Corruption in Higher Education. *Higher education management and policy*, 16(1), 83-99.

Phillips, R. (2012). *Clarifying, developing and valuing the role of unit coordinators as informal leaders of learning in higher education*. Australian Learning and Teaching Council.

- Pihie, Z. A. L., Bagheri, A., & Asimiran, S. (2014, November). School Leadership and Innovative Principals: Implications for Enhancing Principals' Leadership Knowledge and Practice. In *European Conference on Management, Leadership & Governance* (p. 162). Academic Conferences International Limited.
- Pillai, R., & Meindl, J. R. (1998). Context and charisma: A "meso" level examination of the relationship of organic structure, collectivism, and crisis to charismatic leadership. *Journal of Management*, 24(5), 643-671.
- Pishdad-Bozorgi, P., & Beliveau, Y. J. (2016). A schema of trust building attributes and their corresponding integrated project delivery traits. *International Journal of Construction Education and Research*, 12(2), 142-160.
- Pitman, T. (2000). Perceptions of academics and students as customers: A survey of administrative staff in higher education. *Journal of Higher Education Policy and Management*, 22(2), 165-175.
- Pocock, B., Buchanan, J., & Campbell, I. (2004). Meeting the challenge of casual work in Australia: evidence, past treatment and future policy. *Australian Bulletin of Labour*, 30(1), 16.
- Politis, J. D. (2001). The relationship of various leadership styles to knowledge management. *Leadership & Organization Development Journal*, 22(8), 354-364.
- Power, J., & Waddell, D. (2004). The link between self-managed work teams and learning organisations using performance indicators. *The Learning Organization*.
- Raelin, J. A. (2003). *Creating leaderful organizations: How to bring out leadership in everyone*. Berrett-Koehler Publishers.
- Raelin, A. J. (2010) *The Leaderful Fieldbook. Strategies and Activities for Developing Leadership in Everyone*.
- Raelin, J. A., & Coghlan, D. (2006). Developing managers as learners and researchers: Using action learning and action research. *Journal of Management Education*, 30(5), 670-689.
- Raes, E., Kyndt, E., Decuyper, S., Van den Bossche, P., & Dochy, F. (2015). An exploratory study of group development and team learning. *Human resource development quarterly*, 26(1), 5-30.
- Raeside, R., & Walker, J. (2001). Knowledge: the key to organisational survival. *Measuring Business Excellence*, 5(3).
- Rajasekar, N., & Jeyasutharsan, U. (2013). LINKAGE BETWEEN PERFORMANCE-BASED PAY AND ORGANISATIONAL PERFORMANCE: AN EMPIRICAL STUDY. *Global Management Review*, 8(1).

Ramsden, P. (1991). A performance indicator of teaching quality in higher education: The Course Experience Questionnaire. *Studies in higher education*, 16(2), 129-150.

Ramos, T. B., Caeiro, S., van Hoof, B., Lozano, R., Huisingh, D., & Ceulemans, K. (2015). Experiences from the implementation of sustainable development in higher education institutions: Environmental Management for Sustainable Universities. *Journal of Cleaner Production*, 106, 3-10.

Rastoder, A., Nurovic, Ekrem., Smajic, E., & Mekic, E. (2015) Perceptions of Students towards Quality of Services at Private Higher Education Institution in Bosnia and Herzegovina. Academic Publishing House Researcher. (101) 12, 783-790.

Raubenheimer, J. (2004). An item selection procedure to maximize scale reliability and validity. *SA Journal of Industrial Psychology*, 30(4), 59-64.

Reason, P., & Bradbury, H. (Eds.). (2001). *Handbook of action research: Participative inquiry and practice*. Sage.

Redclift, M. (2005). Sustainable development (1987–2005): an oxymoron comes of age. *Sustainable development*, 13(4), 212-227.

Reece, G., Blair, G., & Chiasson, M. (2014, July). Sustainability ante-narratives in media organisations: A storytelling approach to prospective sensemaking and the narrative evolution of sustainability. In *European Group of Organization Studies, 30th EGOS Colloquium*.

Reed, M. S., Fraser, E. D., & Dougill, A. J. (2006). An adaptive learning process for developing and applying sustainability indicators with local communities. *Ecological economics*, 59(4), 406-418.

Revelle, W., & Rocklin, T. (1979). Very simple structure: An alternative procedure for estimating the optimal number of interpretable factors. *Multivariate Behavioral Research*, 14(4), 403-414.

Revilla, E., & Knoppen, D. (2012). Contextual antecedents and performance of team vision in product development. *International Journal of Operations & Production Management*, 32(8), 911-931.

Rezaee, Z., Elmore, R. C., & Szendi, J. Z. (2001). Ethical behavior in higher educational institutions: The role of the code of conduct. *Journal of business ethics*, 30(2), 171-183.

Richardson, J., Heidenreich, T., Álvarez-Nieto, C., Fasseur, F., Grose, J., Huss, N., ... & Schweizer, A. (2016). Including sustainability issues in nurse education: A comparative study of first year student nurses' attitudes in four European countries. *Nurse education today*, 37, 15-20.

Robinson, S. L., & Morrison, E. W. (2000). The development of psychological contract breach

and violation: A longitudinal study. *Journal of organizational Behavior*, 21(5), 525-546.

Roberts, S. A., Butcher, L., Brooker, M. R., Cummings, R., Schibeci, R., Jones, S., & Phillips, R. (2012). *Clarifying, developing and valuing the role of unit coordinators as informal leaders of learning in higher education*. Australian Learning and Teaching Council.

Robertson, J. (2000). The three Rs of action research methodology: Reciprocity, reflexivity and reflection-on-reality. *Educational action research*, 8(2), 307-326.

Rodolfa, E. R., Owen, J. J., & Clark, S. (2007). Practicum training hours: Fact and fantasy. *Training and Education in Professional Psychology*, 1(1), 64.

Roome, E., Raven, J., & Martineau, T. (2014). Human resource management in post-conflict health systems: review of research and knowledge gaps. *Conflict and health*, 8(1), 1-12.

Rose, G., Ryan, K., & Desha, C. (2015). Implementing a holistic process for embedding sustainability: A case study in first year engineering, Monash University, Australia. *Journal of Cleaner Production*, 106, 229-238.

Roshan, M., Warren, M., & Carr, R. (2015, July). Understanding Stakeholders' Expectations of Organisational Crisis Communication by Social Media. In *ECSM2015-Proceedings of the 2nd European Conference on Social Media 2015: ECSM 2015* (p. 382). Academic Conferences Limited.

Rosenberg, M. B. (2015). *Nonviolent communication: A language of life: Life-changing tools for healthy relationships*. Puddle Dancer Press.

Rovai, A. P. (2000). Building and sustaining community in asynchronous learning networks. *The Internet and higher education*, 3(4), 285-297.

Rummel, R. J. (1988). *Applied factor analysis*. Northwestern University Press.

Ryan, S., Burgess, J., Connell, J., & Groen, E. (2013). Casual academic staff in an Australian university: Marginalised and excluded. *Tertiary Education and Management*, 19(2), 161-175.

Sabadia, J. A. B. (2000). O papel da coordenação de curso– A experiência no ensino de graduação em Geologia na Universidade Federal do Ceará.

Sadigov, T. (2014). Students as Initiators of Bribes: Specifics of Corruption in Azerbaijani Higher Education. *problems of Post-communism*, 61(5), 46-59.

Sadowski, C., Stewart, M., & Padiaditis, M. (2018). Pathway to success: Using students' insights and perspectives to improve retention and success for university students from low socioeconomic (LSE) backgrounds. *International Journal of Inclusive Education*, 22(2), 158-175.

- Salamonson, Y., Halcomb, E. J., Andrew, S., Peters, K., & Jackson, D. (2010). A comparative study of assessment grading and nursing students' perceptions of quality in sessional and tenured teachers. *Journal of Nursing Scholarship*, 42(4), 423-429.
- Salas, E., DiazGranados, D., Weaver, S. J., & King, H. (2008). Does team training work? Principles for health care. *Academic Emergency Medicine*, 15(11), 1002-1009.
- Santos, J. R., Anunciação, P. F., & Svirina, A. (2013). A tool to measure organizational sustainability strength. *Journal of Business Management*, 7, 105-117.
- Sarros, J. C., Gmelch, W. H., & Tanewski, G. A. (1997). The role of department head in Australian universities: tasks and stresses. *Higher Education Research & Development*, 16(3), 283-292.
- Savaya, R., & Gardner, F. (2012). Critical reflection to identify gaps between espoused theory and theory-in-use. *Social work*, 57(2), 145-154.
- Savitz, A. (2012). *The triple bottom line: How today's best-run companies are achieving economic, social and environmental success--and how you can too*. John Wiley & Sons.
- Sawyer, K. (2008). *Group genius: The creative power of collaboration*. Basic Books.
- Seidel, S., Recker, J. C., Pimmer, C., & vom Brocke, J. (2010). Enablers and barriers to the organizational adoption of sustainable business practices. In *Proceeding of the 16th Americas conference on information systems: sustainable IT collaboration around the globe*. Association for Information Systems.
- Scarlatescu, I. (2014). The Role of Communication in the Efficient Administration of Organisational Changes. *Valahian Journal of Economic Studies*, 5(1), 37.
- Schneider, B. (1987). The people make the place. *Personnel psychology*, 40(3), 437-453.
- Scott, G., Coates, H., & Anderson, M. (2008). Learning leaders in times of change: Academic leadership capabilities for Australian higher education.
- Senbel, M. (2015). Leadership in sustainability planning: propagating visions through empathic communication. *Journal of Environmental Planning and Management*, 58(3), 464-481.
- Sethibe, T., & Steyn, R. (2015). The relationship between leadership styles, innovation and organisational performance: A systematic review. *South African Journal of Economic and Management Sciences*, 18(3), 325-337.
- Sharma, S., & Henriques, I. (2005). Stakeholder influences on sustainability practices in the Canadian forest products industry. *Strategic management journal*, 26(2), 159-180.
- Shephard, K. (2008). Higher education for sustainability: seeking affective learning outcomes. *International Journal of Sustainability in Higher Education*, 9(1), 87-98.

- Shipton, H., Sanders, K., Atkinson, C., & Frenkel, S. (2016). Sense-giving in health care: the relationship between the HR roles of line managers and employee commitment. *Human Resource Management Journal*, 26(1), 29-45.
- Shuayto, N., & Miklovich, P. (2014). Creating Organizational Sustainability in Social Enterprises: The Use of Evidencebased Positioning and Market Orientation. *Review of Business & Finance Studies*, 5(2), 109-115.
- Sinkovics, R. R., Penz, E., & Ghauri, P. N. (2008). Enhancing the trustworthiness of qualitative research in international business. *Management International Review*, 48(6), 689-714.
- Škerlavaj, M., Štemberger, M. I., & Dimovski, V. (2007). Organizational learning culture—the missing link between business process change and organizational performance. *International journal of production economics*, 106(2), 346-367.
- Skuz, A., Scullion, H., & McDonnell, A. (2013). An analysis of the talent management challenges in a post-communist country: The case of Poland. *The International Journal of Human Resource Management*, 24(3), 453-470.
- Smith, E., & Coombe, K. (2006). Quality and qualms in the marking of university assignments by sessional staff: An exploratory study. *Higher Education*, 51(1), 45-69.
- Smith, J. (2016). Reflections on teaching research ethics in education for international postgraduate students in the UK. *Teaching in Higher Education*, 21(1), 94-105.
- Smith, J., Kostecký, T., & Jehlička, P. (2015). Quietly does it: Questioning assumptions about class, sustainability and consumption. *Geoforum*, 67, 223-232.
- Smith, P. A., & Sharicz, C. (2011). The shift needed for sustainability. *The Learning Organization*, 18(1), 73-86. Smith, E., & Coombe, K. (2006). Quality and qualms in the marking of university assignments by sessional staff: An exploratory study. *Higher Education*, 51(1), 45-69.
- Snook, S. C., & Gorsuch, R. L. (1989). Component analysis versus common factor analysis: A Monte Carlo study. *Psychological Bulletin*, 106(1), 148.
- Somekh, B. (1995). The contribution of action research to development in social endeavours: a position paper on action research methodology. *British Educational Research Journal*, 21(3), 339-355.
- Southwell, D., & Morgan, W. (2009). *Leadership and the impact of academic staff development and leadership development on student learning outcomes in higher education: A review of the literature: A report for the Australian Learning and Teaching Council (ALTC)*. QUT Department of Teaching and Learning Support Services.
- Sousa, M. F. C. D. (2016). *Satisfação profissional e bem-estar docente: um estudo com professores do ensino superior público do Lubango (Angola)* (Master's thesis).

Spector, P. E., & Meier, L. L. (2014). Methodologies for the study of organizational behavior processes: How to find your keys in the dark. *Journal of Organizational Behavior*, 35(8), 1109-1119.

Spooner, K., & Kaine, S. (2010). Defining sustainability and human resource management. *International Employment Relations Review*, 16(2), 70.

Stacey, R. D. (2011). *Strategic management and organisational dynamics: The challenge of complexity to ways of thinking about organisations*. Pearson Education.

Stewart, H., & Gapp, R. (2014). Achieving Effective Sustainable Management: A Small-Medium Enterprise Case Study. *Corporate Social Responsibility and Environmental Management*, 21(1), 52-64.

Sutherland PhD, K. A., & Gilbert PhD, A. (2013). Academic aspirations amongst sessional tutors in a New Zealand University. *Journal of University Teaching & Learning Practice*, 10(3), 7.

Taljaard, M., Chaudhry, S. H., Brehaut, J. C., Weijer, C., & Grimshaw, J. M. (2015). Mail merge can be used to create personalized questionnaires in complex surveys. *BMC research notes*, 8(1), 1.

Tekin, A. K., & Kotaman, H. (2013). The epistemological perspectives on action research. *Journal of Educational and Social Research*, 3(1), 81-81.

Templeton, N. R., Willis, K., & Hendricks, L. (2016). THE COACHING PRINCIPAL: BUILDING TEACHER CAPACITY THROUGH THE TEXAS TEACHER EVALUATION AND SUPPORT SYSTEM (T-TESS). *International Journal of Organizational Innovation (Online)*, 8(4), 140.

Tetřevová, L. (2010). ALTERNATIVE FORMS OF UNIVERSITY-PRIVATE PARTNERSHIP. *Economics & Management*.

Thampy, H., Agius, S., & Allery, L. A. (2013). The motivation to teach as a registrar in general practice. *Education for Primary Care*, 24(4), 244-250.

The Staff of Media Entrepreneur(2015). *Start Your Own Business: The Only Start-up Book You'll Ever Need*. Entrepreneur Press.

Tighe, E. (2016). Voluntary governance in clothing production networks: Management perspectives on multi-stakeholder initiatives in Dhaka. *Environment and Planning A*, 48(12), 2504-2524.

Timberlake, T. (2010, January). Developing leaders of sessional teachers in higher education. In *HERDSA 2010: Refereed papers from the 33rd HERDSA Annual International Conference: Research and Development in Higher Education: Reshaping Higher Education* (pp. 597-608). Higher Education Research and Development Society of Australasia, Inc.

Tolbert, P. S. & Hall, R. H. (2015). *Organizations: Structures, processes and outcomes*. Routledge.

Too, E. K., Chepchieng, M. C., & Ochola, J. (2015). Effect of academic staff retention on quality education in private universities in Kenya. 64, 86-94.

Tozzi, M. J., Dziedzic, M., Ferlin, E. P., Nitsch, J. C., & Rodacoski, M. (1999). Os cursos de engenharia do UnicenP. In *COBENGE 1999-XXVII Congresso Brasileiro de Ensino em Engenharia* (pp. 2662-2669).

Traeger, J., & Norgate, C. (2015). A safe place to stay sharp: action learning meets cooperative inquiry in the service of NHS OD capacity building. *Action Learning: Research and Practice*, 12(2), 197-207.

Trmal, S. A., Bustamam, U. S. A., & Mohamed, Z. A. (2015). The Effect of Transformational Leadership in Achieving High Performance Workforce That Exceeds Organisational Expectation: A Study from a Global and Islamic Perspective. *Global Business and Management Research*, 7(2), 88.

Triyuwono, I. (2016). Deconstructing the Tipple Bottom Line(TBL) to Awake Human's Divine Consciousness. *SOCIAL SCIENCES & HUMANITIES. VOL. 24 (S) MAY 2016*, 89.

Tsai, A. (2014). An empirical model of four processes for sharing organisational knowledge. *Online Information Review*, 38(2), 305-320.

Tubigi, M., & Alshawhi, S. (2015). The impact of knowledge management processes on organisational performance: The case of the airline industry. *Journal of Enterprise Information Management*, 28(2), 167-185.

Turcu, C. (2013). Re-thinking sustainability indicators: local perspectives of urban sustainability. *Journal of Environmental Planning and Management*, 56(5), 695-719.

Vallée, C. N., & Bloom, G. A. (2005). Building a successful university program: Key and common elements of expert coaches. *Journal of applied sport psychology*, 17(3), 179-196.

Valenta, J. (1978). The Soviet-Cuban Intervention in Angola, 1975. *Studies in Comparative Communism*, 11(1-2), 3-33.

Varshney, D., Atkins, S., Das, A., & Diwan, V. (2016). Understanding collaboration in a multi-national research capacity-building partnership: a qualitative study. *Health Research Policy and Systems*, 14(1), 64.

Velazquez, L., Munguia, N., & Sanchez, M. (2005). Deterring sustainability in higher education institutions: An appraisal of the factors which influence sustainability in higher education institutions. *International Journal of Sustainability in Higher Education*, 6(4), 383-391.

- Velazquez, L., Munguia, N., Platt, A., & Taddei, J. (2006). Sustainable university: what can be the matter?. *Journal of Cleaner Production*, 14(9), 810-819.
- Vosniadou, S. (1991). Designing curricula for conceptual restructuring: Lessons from the study of knowledge acquisition in astronomy. *J. Curriculum Studies*, 23(3), 219-237.
- Waldman, D. A., Ramirez, G. G., House, R. J., & Puranam, P. (2001). Does leadership matter? CEO leadership attributes and profitability under conditions of perceived environmental uncertainty. *Academy of management journal*, 44(1), 134-143.
- Walecka, A. (2016). Determinants of managers' behaviour in a crisis situation in an enterprise- an attempt at model construction. *Management*, 20(1), 58-70.
- Wenngren, J., Ericson, Å., & Parida, V. (2016). Improving Team Activities in the Concept Development Stages: Addressing Radical Development and Open-Ended Problems. *Journal of Promotion Management*, 22(4), 496-510.
- Willems, J. (2016). Building shared mental models of organizational effectiveness in leadership teams through team member exchange quality. *Nonprofit and Voluntary Sector Quarterly*, 0899764015601244.
- Willits, D. W. (2014). Organisational Structure of Police Departments and Assaults on Police Officers, The. *Int'l J. Police Sci. & Mgmt.*, 16, 140.
- Winterton, R., Warburton, J., Clune, S., & Martin, J. (2014). Building community and organisational capacity to enable social participation for ageing Australian rural populations: A resource-based perspective. *Ageing International*, 39(2), 163-179.
- Yakovleva, N., Sarkis, J., & Sloan, T. (2012). Sustainable benchmarking of supply chains: the case of the food industry. *International Journal of Production Research*, 50(5), 1297-1317.
- Yazid, Z. (2015). Exploring leadership in self-managed project teams in Malaysia. *Management: Journal of Contemporary Management Issues*, 20(1), 191-206.
- Yeo, R. K., Gold, J., & Marquardt, M. J. (2015). Becoming "leaderful": leading forward in turbulent times. *Industrial and Commercial Training*, 47(6), 285-292.
- Yi, Y. J. (2015). Effects of team-building on communication and teamwork among nursing students. *International nursing review*.
- Yin, R. K. (2009). Case study research: Design and Methods, Applied social research methods series, 5. *Sage Publications, London*.
- Zacher, H., & Johnson, E. (2015). Leadership and creativity in higher education. *Studies in Higher Education*, 40(7), 1210-1225.
- Zierer, K., & Seel, N. M. (2012). General Didactics and Instructional Design: eyes like twins A

transatlantic dialogue about similarities and differences, about the past and the future of two sciences of learning and teaching. *SpringerPlus*, 1(1), 15.

Zimara, V., & Eidam, S. (2015). The benefits of social sustainability reporting for companies and stakeholders–Evidence from the German chemical industry. *Journal of Business Chemistry*, 12(3), 85.