



### **Retrospective View of the Early Career: Academic Administration among College Principals**

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# Retrospective View of the Early Career: Three Landmarks in Building Resilience in Academic Administration among College Principals

## Abstract

14 This study provides a retrospective view by college principals of their early careers,  
15 with emphasis on the induction into their first academic-administrative positions. The  
16 thematic analysis of 10 life stories reveal three landmarks which contributed to  
17 building or impeding resilience in academic administration at the induction,  
18 adaptation and consolidation stages. Whereas the first and third stages were identified  
19 with the ‘Pygmalion Effect’ and the ability to establish an effective model of  
20 leadership, the adaptation stage was seen as impeding the development of resilience.  
21 The findings are discussed in relation to the literature on resilience in different  
22 educational contexts, and examine its applicability to the organizational culture of  
23 teacher training colleges.

31 *Keywords:* college principals, academic administration, early career

## Introduction

38 The early career of teacher educators receives a great deal of attention in the literature  
39 and is accompanied by examples of professional development and the emotional  
40 processes inherent at this stage (Griffiths, Thompson & Hryniewicz, 2014;  
41 Kelchtermans, Smith & Vanderlinde, 2018; Ping, Schellings & Beijaard, 2018;  
42 Meeus, Cools & Placklé, 2018). While most studies emphasize the issues of  
43 academic, research and pedagogical identities, only a few (Author, 2018; Cochran-  
44 Smith, Stringer Keefe & Carney, 2018; Olsen & Buchanan, 2017) relate to the  
45 integration of teacher educators into academic-administrative positions, and make an  
46 effort to review the landmarks that advance or impeded success at this complicated  
47 phase of their careers. This, despite the fact that administrative positions are  
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3 characteristic of many academics' roles in different sectors of higher education, and  
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5 the issue of acquiring the required resilience is an important milestone on the  
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7 academic promotion track (Baltaru & Soysal, 2018; Upadhyay & Gangele, 2018;  
8  
9 Parvin, 2018). In view of the importance of this issue, this study presents a  
10  
11 retrospective view by college principals of their early careers in an attempt to map the  
12  
13 landmarks they encountered on their way to acquiring resilience in academic-  
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15 administrative positions in Teacher Training Colleges (TTCs).  
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### 18 19 ***Resilience in Educational Administration and Leadership***

20  
21 The concept of “resilience” in the context of educational administration and  
22  
23 leadership is presented mainly in the literature in reference to stress management,  
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25 maintaining cool-headedness, professional effectiveness, goal orientation and rational  
26  
27 decision-making in the face of adversity and crises (Patterson & Paterson, 2009).  
28  
29 Other studies characterize the ability to maintain and build resilience in terms of  
30  
31 independence, human relations, initiative, creativity, morality (Lazaridou & Beka,  
32  
33 2015; Patterson, Goens & Reed, 2008), perseverance, determination, sense of humor  
34  
35 and optimism (Christman & McClellan, 2007). In addition, Caruana (2014) and Van  
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37 Breda (2018) add that the ability to build resilience in crisis situations is an acquired  
38  
39 trait, which is influenced by the behaviors, instinctive skills and perceptions listed  
40  
41 above. Beyond these, it is also driven by professional factors such as seniority,  
42  
43 experience, career stage and sense of stability, as well as by environmental factors  
44  
45 such as the support and trust of staff in both superior and subordinate positions  
46  
47 (Lazaridou & Beka, 2015; Patterson & Patterson, 2009). In the context of TTCs, it  
48  
49 was noted that resilience is characterized by the ability to withstand a situation of  
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51 uncertainty and instability, in light of the reforms and changes taking place in the  
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53 system (Cohen, Yemini & Sade, 2014). Thus, leaders in this sphere are also required  
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3 to demonstrate flexibility and the ability to adjust to the many expectations that  
4 prevail, as well as the ability to lead the teams in their charge.  
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### 7 *Historical Context of Teacher Training Colleges*

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10 As part of the effort to promote the status of teachers in Israel, the policy of  
11 academicizing TTCs began 30 years ago, and continues to this day (Levy-Feldman &  
12 Nevo, 2013; Shagrir & Altan, 2014; Shagrir, 2015). During this process, TTCs that  
13 have given top priority to practical teacher training have begun to take steps to meet  
14 the academic standards of pedagogy, research and administration that prevail in other  
15 institutions of higher education. At the practical level, the raised standards expected to  
16 result from this process are preparation for the transition to the supervision of the  
17 Council for Higher Education which will take over TTCs in the coming years. Thus,  
18 for example, one of the accompanying requirements is the appropriate appointment of  
19 core staff members and administrators with a reputation for excellence in their own  
20 academic areas (CHE, 2016).  
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35 Academic administration in TTCs is divided between department chairs, heads  
36 of training tracks and academic programs, heads of research authorities and faculty  
37 deans. These roles comprise two main aspects: the basic administration (i.e. pre-  
38 existing components related to the work routine), and academic leadership (initiatives  
39 aimed at promoting new pathways for the vision of the college and its departments)  
40 (Egginton, 2010). The growing requirement in the academic terms, especially in the  
41 latter aspect, raises several difficulties for TTCs, where two main types of faculty  
42 members are found. The first are those with a rich background in educational  
43 administration, who often hold PhD degrees but have no significant record in research  
44 and academic activity. The second type refers to those looking for an academic home  
45 after their research studies, which usually do not have formal experience in teaching,  
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3 managing or team leadership. Further, in the case of the second type, their likely  
4 dedication to an administrative position is not self-evident (Brudvik, Gourneau &  
5 Tack, 2018; Conklin, 2015; Saito, 2013). Thus, for example, Zuzovsky (2017) noted  
6 that for the second type of candidates, such transition is not natural and is  
7 accompanied by various dilemmas for two main reasons. First, administrative roles  
8 take up a considerable amount of time, which comes at the expense of research vital  
9 to continued academic advancement. Second, the preoccupation with administration is  
10 not always relevant to the interests of the lecturers, and is perceived as an unending  
11 overload, devoid of imagination and creativity. Nevertheless, many young college  
12 principals take on these roles because they recognize the organizational requirements  
13 and their own future need to be established in the institution. The current situation  
14 reveals the need to examine the issue retrospectively among those who have managed  
15 to persevere in academic-administrative positions in TTCs over time, and to learn  
16 from their life stories.

## 35 **Methodology**

### 38 ***The research approach and sampling***

39 This qualitative research was conducted using a narrative approach based on the life  
40 stories of 10 college principals (six male, four female; aged 50-67, from five Israeli  
41 TTCs), relating to their first administrative positions. This narrative approach allows  
42 the interviewee to reflect on past experiences, significant issues, and changes in  
43 perceptions over time (Silverman, 2016). In order to achieve the appropriate sample  
44 group, the criterion-based sampling method was applied, based on three criteria:  
45 academic rank (associate professor), type of institution (TTC), and experience both in  
46 teacher education and in an administrative position (for 15 years or more). These  
47 criteria fulfilled the aim of mapping success stories of the early careers of academic  
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3 administrators in TTCs (who are identified with impressive achievements in teaching  
4 and research alongside administration, leading them to the highest levels of seniority),  
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6 and looking at significant factors and landmarks that had shaped their resilience. As  
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8 well as, it is intended to enable a retrospective view of the resilience building process  
9  
10 of qualified faculty members as “role models” who have built successful careers in  
11  
12 teaching and research despite the prevailing challenges in institutions (Douglas,  
13  
14 2013).

### 19 ***Data collection and analysis***

21 The data collection was carried out by the author with the help of pre-prepared  
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23 questions aimed mainly at directing participants to share their professional  
24  
25 experiences from the past, during the early career stage, by reflecting on meaningful  
26  
27 events they had faced during their administrative careers. The interview was  
28  
29 structured in four parts: (1) biographic life story and demographic data; (2) questions  
30  
31 about their early career experiences, challenges and opportunities; (3) reflection on  
32  
33 the induction, adaptation and consolidation stages of their administrative activities (as  
34  
35 interpreted by the interviewees themselves); (4) background information related to  
36  
37 context and personality, personal beliefs and concepts (Marshall & Rossman, 2014).  
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42 In adherence with the ethical principles of educational research (AERA,  
43  
44 2004), the purpose of the study and the general guidelines for the interview were  
45  
46 presented to the interviewees, and permission to record it was requested. At the same  
47  
48 time, the participants’ anonymity was guaranteed by the author. Each interview was  
49  
50 transcribed by the research assistant into rewritten documents that were used as a raw  
51  
52 database for future analysis. Following that, the main categories emerging from the  
53  
54 testimonies of the interviewees as they described the stages of entry into academic-  
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56 administrative positions were mapped. Thereafter, the landmarks which had shaped  
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3 the interviewees' resilience during each stage, and which were repeated in the  
4 testimonies of many interviewees, were identified and documented as secondary  
5 categories, backed up by an appropriate section from each interviewee's life story.  
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8 The connection between the main topics, the most common secondary topics and  
9 supporting evidence created a framework for the research findings.  
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15 Validation of the cross-reference between the secondary categories and  
16 relevant quotations from the interviews was effected by "engaging in collaborative  
17 meaning making" (Silverman, 2016, p. 417). Two experts in qualitative research in  
18 education examined the most relevant quotations that emerged from the interviews,  
19 and assigned them to the different categories identified collaboratively by the  
20 researcher and the experts.  
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### 29 **Findings**

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31 The early career in administration was described by the interviewees as comprising  
32 three stages. The first was the induction stage, defined as the point at which the  
33 decision was taken to commit to academic administration and prepare for building  
34 resilience before entering the position. This stage was identified with the Pygmalion  
35 Effect (the self-fulfilling prophecy achieved when prevailing expectations influence  
36 performance), which appeared to be dominant among the interviewees. The second  
37 (adaptation) stage was defined by entry into the position and was characterized by  
38 significant deficiencies (such as lack of experience, preparation, skills, leisure), and  
39 therefore appeared to impede resilience throughout this stage. Finally, the third  
40 (consolidation) stage was identified with the pathways and obstacles to developing  
41 leadership skills.  
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#### 55 ***Induction Stage: Pygmalion Effect as Leverage for Resilience***

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3 In the interviewees' testimonies about their early careers, it emerged that most had  
4 begun combining academic-administrative positions with teaching within five years  
5 of starting work, without any experience or awareness of how to work as an academic  
6 director. In many cases, they were assigned administrative functions in institutional  
7 management because there were so few veteran staff members with the required  
8 background and level of education. In retrospect, the decision to take up academic  
9 administration came with mixed feelings. On the one hand, the interviewees described  
10 feelings of modesty, lack of ambition and even passivity in the search for prestige and  
11 status. They had been concerned about failing to meet high expectations in the early  
12 career stage, and had feared "a meteoric collapse following too great a leap". On the  
13 other hand, the interviewees had received explicit reinforcement from the workplace,  
14 which empowered them to take up the challenge in the belief they would meet it in the  
15 proper manner and succeed in establishing their status and realizing their educational  
16 vision. The dilemma came at the point when they accepted the role; later on, this  
17 decision turned out to be subject to the 'Pygmalion Effect'. Such testimony was heard  
18 from four interviewees, examples of which can be seen in the following samples:  
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40 Prof. M. (66, male, dean of faculty): *When I was accepted into [institution]*  
41 *where I worked for the next 18 years, I was happy. Being a 29 year-old*  
42 *teacher at such a prestigious institution was very respectable and I felt like a*  
43 *meteor. A short while later one of the bosses told me: "You have such good*  
44 *ideas; we want you to join a management team and head a department."* I  
45 *replied: "I'm afraid it's too soon for me." And he said: "Don't talk nonsense*  
46 *and take it. You will receive backup and support." And I took it because*  
47 *someone had to do it; because I could not give up an opportunity to position*  
48 *myself in such a prestigious place and at such a young age. With time I*  
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3 *learned the secrets of the profession and managed to connect with people, but*  
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5 *in the initial period I was scared to death.*  
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8 Prof. A. (65, male, head of an academic discipline): *The college principals*  
9  
10 *accepted me well and gave me the feeling that I would be a success. Even*  
11  
12 *though I had no real experience, this support allowed me to take my abilities*  
13  
14 *in new directions that I had not seen before.*  
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17 Prof. D. (50, female, dean of faculty) also spoke of her fears of not meeting the  
18 demands of high-level administrative responsibility, and noted that she felt the role  
19 had been given to her a little too soon. According to her, she gained a great deal of  
20 confidence from her managers and felt the need to prove them right.  
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26 *When I was offered the job, the department was in trouble, and I realized there*  
27  
28 *were very high expectations of me. Since I was really a novice, and still did*  
29  
30 *not know how things worked, I was not sure I could manage it. But I saw it as*  
31  
32 *a gesture of confidence from my bosses and I wanted to prove that they were*  
33  
34 *not wrong. So I took the job because I had no choice, although it was too*  
35  
36 *early, and I would have preferred it to come a few years later.*  
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40 The evidence presented by Prof. B. (66, female, dean of faculty) also revealed the  
41 opportunity to establish her college status as a significant motive to engage in  
42 administrative work.  
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46 *Although I was very flattered to get a job so early, I argued that I was the*  
47  
48 *youngest member of the entire faculty and new to the college, and there were*  
49  
50 *veteran faculty members.... After a few conversations, I realized that they (the*  
51  
52 *college principals) relied on me. As well as, in order to have a full-time job*  
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54 *and to stand up in the college, I needed to take up management positions and*  
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56 *so I did.*  
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3 Professors Z. and L. reinforced this line of thought through their own stories,  
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5 emphasizing that the final decision to engage in management came from the insight  
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7 that they were going to *realize their mission and destiny* by being academic  
8  
9 administrators. This was further impetus for taking an administrative role, along with  
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11 the encouragement of senior colleagues who stood by them.  
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15 Prof. Z. (51, male, head of a research authority): *At that time I was new and*  
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17 *they didn't really know me. I didn't think I would get a position so quickly and*  
18  
19 *it did not suit me to get it. Then the head of the department left his job and the*  
20  
21 *rector said: "Take the job. You will apply." The truth is that it made me*  
22  
23 *nervous. It seemed too early in my third year in the college. But there was no*  
24  
25 *choice because there were very few people with doctoral degrees. It made me*  
26  
27 *feel that this was my destiny.*  
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31 Prof. L. (59, female, dean of faculty): *I did not bother to promote myself at the*  
32  
33 *start of my career, I was rather lacking in ambition. The head of the program*  
34  
35 *told me: "Don't hesitate. You have amazing management skills and in time*  
36  
37 *you will be able to leverage them." Then I realized that I would continue to do*  
38  
39 *the things I really believed in, in a way that would suit the environment in*  
40  
41 *which I worked. I would continue dealing with things that I saw as an*  
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43 *advantage – only at a higher level.*  
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46  
47 It can be seen that the decision to take up a management position was made in  
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49 conjunction with the willingness to respond to the needs of the institution, as well as  
50  
51 with the encouragement of senior colleagues; this created the Pygmalion Effect and  
52  
53 the belief in capabilities that had not yet surfaced. These feelings were mixed with the  
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55 fear that they would not meet the high expectations at the early career stage, but this  
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57 was mitigated by the strength and empowerment they received from the environment.  
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### ***Adaptation Stage: Significant Deficiencies Impeding Resilience***

In the retrospective view of college principals, the stage of adapting to a managerial position was characterized by many deficiencies, including the lack of proper preparation, training, managerial skills, and undoubtedly a lack of experience, which were acquired later through trial and error. Thus, one of the difficulties mentioned during the interviews was the ***lack of proper training*** for the administrative function, which required them to prove their ability to learn independently on the job, but which was also full of obstacles. This is what emerges from the testimony of Prof. D.:

*At the start of my career in management I worked for many hours, and did not really understand how the system worked. I was very young, only 33 years old, and without experience. I still don't understand how I survived it. Today I realize that there are various ways to streamline processes but I had no idea then; it took me a while to figure out what was going on. I had no organizational orientation.*

The voice of Prof. Y. demonstrates that the lack of such guidance had implications for his ability to function as a leader in an academic institution, for example, he suffered from a ***lack of skills*** in management and didn't know he should encourage teamwork. His early career agenda aspired only to the basic administrative operations.

*I had no management tools. I didn't even know what a manager did. I was not trained, and I was not a good manager. That is to say that I didn't do all the things that are so self-evident today, such as sharing information with staff, personal meetings with each and every staff member, holding general meetings, implementing procedures, using schedules, building hierarchy and delegating authority. Instead, I would hold just one annual meeting to see if we were teaching what we were supposed to, and that was it.*

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3 The human aspects of interaction with faculty members who questioned their  
4 suitability for the job due to their youth and ***lack of administrative experience*** were  
5 also mentioned. In addition, the lack of familiarity with the organizational structure  
6 and flow of interaction between functionaries emerged as significant obstacles in the  
7 acquisition of resilience.  
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14 Prof. G (67, male, head of a research authority): *I felt that I had so many gaps*  
15 *in my knowledge that I didn't even know where to begin to make up for it. I*  
16 *had never worked in a college before, and everything was new and strange to*  
17 *me. Today I know about the structure of TTCs and understand the flow of*  
18 *interaction with other role-holders. But then I just had no idea.*  
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26 Finally, Prof. B. also spoke about the ***lack of connection to the academic-***  
27 ***administrative identity***, which is essential for the acquisition of resilience at this  
28 stage. She admitted that the trust and support she received from the staff increased her  
29 ability to lead change and helped her overcome the blurring of the professional  
30 identity characteristic of this period.  
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37 *In the first period of starting the job, I remember feeling confused because I*  
38 *had not planned to be an administrator and did not want to be one. It was*  
39 *rather frustrating for me to be perceived as an administrative figure and not*  
40 *as a teacher educator. I felt that the lecturers were more liked and appreciated*  
41 *by the students than the "principals" who were seen as senior officials. But I*  
42 *had a lot of encouragement from the team above me; I was supported in the*  
43 *changes I wanted to make, and that made me feel good.*  
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54 The stage of adaptation can be characterized as impeding resilience. It was a most  
55 memorable landmark for the interviewees, and it resulted from a lack of experience,  
56 appropriate preparation or the skills required for their early careers. These testimonies  
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3 show that management skills are perceived as the basis for academic positions taken  
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5 up by faculty members, or that they are acquired during their work, usually without  
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7 formal overlap with an associate, but through interaction with people in parallel  
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9 positions.  
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### 11 12 ***Consolidation Stage: Crystallizing a Formula for Legitimacy and Leadership***

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14 The third stage, which follows the overcoming of the deficiencies that characterized  
15  
16 the initial stage of adaptation, and later the acquisition of the basic experience  
17  
18 required for the administrative role, is the stage of establishing and adapting to the  
19  
20 team. For some of the interviewees, the most challenging issue was the acquisition of  
21  
22 legitimacy in for the members of the team, which did not welcome the appointment.  
23  
24 In the eyes of another part of the college principals, they are required to crystallization  
25  
26 a formula of leadership appropriated for the local context. Thus, college principals  
27  
28 described the process of ***acquiring legitimacy among the staff*** and positioning  
29  
30 themselves as a new leader. There are examples:  
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35 Prof. M.: *When I took on the role of dean of faculty, it was in a huge deficit.*  
36  
37 *The faculty was in difficulty and they were considering closing it down, and*  
38  
39 *for a time I was in the position of just fighting fires. I was greeted with great*  
40  
41 *suspicion by the veteran staff, because I was not the most likely managerial*  
42  
43 *figure. Most people recognized me as a well-known figure in my field. I had to*  
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45 *demonstrate daring and make changes without in-depth knowledge of the*  
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47 *structure or political map. Indeed, there were those who went against the tide*  
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49 *and I had to keep the peace internally and learn how to work with these*  
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51 *people whilst on the job.*  
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55 Prof. D.: *My colleagues were secretly wondering why I had received (as many*  
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57 *as) two administrative positions at my young age. I had to overcome my lack*  
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3 *of self-confidence and inexperience and prove myself. In time I did it. It was a*  
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5 *“baptism of fire” because at first I had to carry the burden of proof.*  
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8 Others mentioned inspirational managers who helped them gain insight into the  
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10 priorities of their roles. **Identifying features and role models** enabled the interviewees  
11  
12 to establish a formula for academic leadership at institutions like TTCs, at an early  
13  
14 stage.  
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17 Prof. Y. (57, male, head of an academic discipline): *I saw my boss as a model.*  
18  
19 *I learned from him about leadership, vision, and thinking, using him as a*  
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21 *personal example, but this isn't enough to grow as a leader. You need an*  
22  
23 *inner understanding of what leadership is, and how to put others before*  
24  
25 *yourself. It didn't come naturally to me and I was helped by the spiritual tools*  
26  
27 *that were around... They helped me through internal processes that worked on*  
28  
29 *reducing the ego and seeing the other. It also opened me up emotionally to*  
30  
31 *other people. After a while, people perceived of me as a leader, there was*  
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33 *something in me that made people consult with me, reveal their feelings and*  
34  
35 *talk to me. I learned how to listen and contain others - I learned a lot from my*  
36  
37 *boss, but I also developed on the job.*  
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42 Prof. N. (67, female head of M.A. program): *My luck is that [...] gave me*  
43  
44 *freedom of action to do what I wanted. He was there for me and we were able*  
45  
46 *to make big changes after that. It gave me a sense of creativity; I was lucky to*  
47  
48 *have bosses and managers who treated me like that, so I learned about that*  
49  
50 *too. Your leadership is reflected in your approach to young colleagues in their*  
51  
52 *early days.*  
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56 The interviewees summarized their insights regarding management's perception of  
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58 TTCs, the dominant feature of which is **not to seek control**. The main insights heard  
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3 in this regard related to the need to shift away from concentrating on and empowering  
4 oneself to *empowering others* and increasing their self-efficacy:  
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7 Prof. E. (58, male head of a research authority): *Leadership here [at the TTCs]*  
8 *is more important than in any other academic institution. And that's the first*  
9 *thing I've learned. I saw some people who were put in academic*  
10 *administrative positions without proper training or skills, just because of their*  
11 *ability to maintain good interpersonal relationships and to demonstrate*  
12 *leadership; they succeeded. Your staff will allow you to lead them and make*  
13 *you their leader as long as you give them a sense of security, empower them*  
14 *and put their needs ahead of your own.*  
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17 Prof. G.: *When I took... [administrative position], my instinct was to excel in*  
18 *managing and demonstrate control over current affairs, pushing things*  
19 *forward and bringing in initiatives. However, in practice you need other skills,*  
20 *certainly in a college of education. Actually, your leadership is reflected in the*  
21 *way you are able to enlighten people so that they feel they have self-efficacy.*  
22 *That way they will follow you and let you lead them, crown you as a leader,*  
23 *because being close to you is empowering. Learning these skills from them*  
24 *and applying them to my work was challenging.*  
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27 In conclusion, this stage emerged as a barrier at which the interviewees had to prove  
28 themselves to the members of their teams, overcome suspicion, and develop  
29 leadership skills they had not had until now. The interviewees talked about significant  
30 figures who had taught them how to listen to and empower members of their teams.  
31 These figures were often role models, and the mentoring processes they experienced  
32 with them are seen as a significant landmark, accompanied by the insight that  
33 leadership skills are of particular importance in a teacher training institution.  
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## Discussion

The findings revealed three landmarks created by the tension between the interviewees' former professional identity as college lecturers and their new identity in the wake of the administrative duties that presented them with the next challenge. The first landmark is expressed in the challenge underlying the decision to commit to administration despite the emotional barriers; the second relates to integration and coping with their lack of experience; and the third reveals a process of self-positioning in the team, gaining legitimacy among colleagues and acquiring leadership skills.

Thus, for example, the first stage of *induction into an administrative role* is seen as a landmark in building resilience; this is reflected in signing up to the task and removing the emotional barrier and fear of a responsibility overload. Success at this stage proved to be a product of the Pygmalion Effect, since the empowerment gained from fellow staff led the interviewees to summon up their courage and fulfill their mission. The second stage of *adaption to daily reality* in the administrative role, relates to dealing with the complexity of the role given the lack of experience, management tools, skills or guidance during the first year in the job. Overcoming this situation, demonstrated by the ability to "put out fires," was identified by the interviewees as a difficult stage that weakens one's resilience. The third stage of *consolidation of the position* and the acquisition of legitimacy, characterized by the assimilation of leadership skills, is seen as a third baptism of fire that generates significant insights in the long term.

The findings from the first stage indicate that academic administration was not part of the professional identity of teacher educators at the start of their careers, which were characterized by a sense of modesty and a lack of ambition. This is a time when



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3 they faced a new reality and their main challenge was in-depth study of the field of  
4 teacher training and its unique aspects. This picture of reality contradicts the familiar  
5 account found in the literature (Coleman, Sharp & Handscomb, 2016; Salavert, 2015;  
6 Öztekin, 2018) which states that young managers are integrated into the profession  
7 with managerial horizons as the focus of their professional aspirations. The profession  
8 of academic administration among teacher educators in TTCs was not perceived in the  
9 same way as teacher education, and it conflicted with the basic qualities to which they  
10 had aspired. Hence, it is possible to examine in depth the identity crisis experienced  
11 by this group when an administrative role is added as another layer of daily activity,  
12 becoming dominant in everyday life and demanding a significant commitment.  
13 According to the testimonies, the option of embarking on an academic management  
14 career was accompanied by a sense of insecurity, and the feeling that “it’s too early  
15 for me.” However, this was overcome by the understanding that this was also a good  
16 opportunity to position oneself in the new institution, expand the scope of one’s  
17 activity, and perhaps even realize one’s vision and broadly influence it. These  
18 different feelings were accompanied by the encouragement of their colleagues, which  
19 led them to believe they had the ability and power to succeed, influenced by the  
20 Pygmalion Effect. In the professional literature there is no explicit mention of the  
21 impact of such interaction on building resilience in management. It may be a cultural  
22 phenomenon whereby veteran faculty members emphasize the emotional  
23 empowerment of new principals in the same way that they would empower new  
24 teacher educators.

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26 The important discovery that emerges from the analysis of the second stage  
27 concerns the experiences, characteristics and challenges of their rapid integration into  
28 administrative positions, usually without prior appropriate experience or preparation.  
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3 This part of the interviewees' life stories aroused ambivalent feelings and memories in  
4 relation to their careers. Much of the evidence correlates with the academic literature  
5 concerning a school principal's early career. Although the position of teacher educator  
6 and that of school principal require very different management styles, the  
7 commonalities include a feeling of 'reality shock,' lack of preparation or colleagues  
8 accompanying them into the role, dealing with multiple tasks, and establishing  
9 collaboration with other colleagues (Cowie & Crawford, 2008; Nelson, Colina &  
10 Boone, 2008; Oplatka, 2012). The teacher educators testified that the pressure and  
11 burdens of entering the job in administration, the endless problems requiring  
12 immediate solutions, and the lack of training for the role were the aspects most clearly  
13 etched in their memories. Not surprisingly, all these factors led to impeding resilience,  
14 but not for a long time, as a result of their rapid adaptation to the new reality.  
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30 The third stage related to the acquisition of resilience by developing the magic  
31 of leadership and the necessary qualities for the new position. The college principals  
32 described this stages as a "profound learning period," accompanied by the  
33 crystallization of one's self-identity as an administrator and a team leader, while also  
34 building trust with the staff, most of whom were both older and more senior than  
35 themselves. Much has been said about the skills required for teacher educators to  
36 develop resilience and success. According to certain studies (Holme, Robb & Berry,  
37 2016; Trent, 2013; Williams, 2014), in order for teacher educators to succeed and  
38 settle down in TTCs, the concept of a 'mission' is necessary, as well as the total  
39 commitment to students, and the ability to serve as a personal example and inspiration  
40 for the future generation of teachers. In addition to those sources mentioned above,  
41 others (Loughran, 2006; Murray et al., 2011) claim that success in this profession  
42 depends to a great extent on leadership ability, versatility, flexibility in different  
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3 contexts, and the skills of self-regulated learning in ever-changing professional fields.  
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5 The research findings correlate with this and they add to the perception of leadership  
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7 the ability to relinquish control, and to recognize and empower others. All these  
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9 qualities are essential for success in an academic-administrative role within a teacher  
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11 training institution, and in order to serve as a personal example for the younger  
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13 generation of educators.  
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17 This is one of only a few studies dealing with the issue of the early career  
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19 stage from the academic-administrative perspective, as reconstructed by college  
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21 principals. Testimonies collected and analyzed here enabled me to focus on past  
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23 experiences of acquiring resilience. On the practical level, the findings and  
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25 interpretations presented in this study may shed light on significant issues in the  
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27 development of educational and academic leadership skills, and provide insights for  
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29 those who reach academic-administrative positions without the required preparation.  
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31 At the theoretical level, this study may lead to a deeper discussion of academic  
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33 management as a significant part of teacher education, a subject that has not yet been  
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35 thoroughly discussed.  
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