



Communication and consultation in accompanying the organizational change: the case of the algerian university when passing from the classical system to LMD system –A field study at the University of Badji Mokhtar Annaba-

Tolbi Radja*¹ , Atoui Malika²

¹ University of Algiers , Radja.tolbi@univ-annaba.dz

² University of Algiers , Malikatouitfc@gmail.com

Received: 19/05/2023

Accepted: 30/06/2023

Published:30/09/2023

DOI: 10.53284/2120-010-003-010

Abstract:

Communication in the light of a new project within the complex organizations such as universities represents an important part in the field of communication in organizations. In this line, we contribute to this field with this practical study at the University of Badji Mokhtar of Annaba. The study uses a dual method that aims at measuring with a questionnaire to quantify the components of the term “consultation” for the university teachers because they are the main axis of training, research, and pedagogic activities at the university. Moreover, quantitative tools had been used namely the observation and the interview to measure the degree of exchange and consultation between the actors of the same degree about the application of a new philosophy of training, management, and research. After statistical analysis, findings showed that the dynamics of consultation is subject to internal factors related to the personality of the individual and his habits in learning regardless his intellectual and educational level. Moreover, there are external factors related to the environment of the researcher and the possibility of applying the outcomes of the consultation meetings.

Key words: organizational project; LMD system; organizations communication, consultation; university.

* Corresponding author



Introduction:

The university is a special type of organizations (Galinson-Melenec, 1991) that is meant for higher training and scientific research. It includes many categories of actors who differ according to age, educational level, and tasks. It knows many obstacles due to the big number of actors inside it and the complexity of the tasks. In this regard, it is responsible for higher education and training, scientific research, administrative tasks, and building real communication bridges with the direct surroundings from one side, and the international changes in the policies of education and research from another side (OCDE, *Qualite et internationalisation de l enseignement superieur*, 1999).

Based on the experiences that are documented by the experts of the organizational projects, the mistakes in planning and application of the organizational projects are a shock for the organizers (Jan Nizet, 2004). But, fortunately, the university is not alone in its field of activity as it can take advantage of the experiences of the other international universities. In the worst cases, it can read the similar experiences in the geographical zone of its activity (OCDE, *Examen des politiques nationales d education: lenseignement superieur enIrlande.*, 2006).

Thus, it is clear that the institutions of the higher education can avoid the shocks through organizational projects that are well planned and have a chapter that shows the efficient communicative policy that guarantees the unity of everyone around the new organizational project.

In this line, moving from the classical system to the LMD system (License, Master, Doctorate) is a giant leap in the series of changes witnessed by the higher education in Algeria (Algeria, 2004). This shift required updating the philosophy of training, education, and research in all the Algerian universities. As a result, a good communication conduct through all the channels and nets was needed. This manifested in the form of organized consultation and academic exchange. Here, we do not refer to discussions marked with emotions and the refusal of all what is new; rather, this conduct is a set of nets that are subject to a strict scientific methodology that shows the main variables needed in the shift from an educational system to another.

From many readings, it seems that the university teacher is the most sensitive chain inside the university (Claude Lessard, 2004). Consequently, this study sheds light on him based on his vital role in analyzing the changes noticed by the higher education institutions worldwide. Then, it shall diagnose the state of the university in the country, evaluate the programs, policies, and orientations, and then giving recommendations documented by the Ministry of Higher Education.

When focusing on the shift from the classical system to LMD at the university of Badji Mokhtar of Annaba, we noticed a rapid shift that did not take into consideration important phases that include many parts and integrate the university teachers with all their fields in meetings of dynamic exchange and consultation so as to digest the philosophy of the new



project and, then, correct the daily practices in all the activities according to the LMD system (Zoubir Beneloulmi, 2015).

In this context, (Lucier, 2006) sees that the university exercises only one tasks while it must make many. Moreover, it is an arena where the student and the teacher work for the same tasks that are training and teaching because there is no university without education and no education without research, innovation, and perception. In addition, there is no scientific research without a dialogue about education. He adds that the university is a type of organization that can be said to be a group. Thus, the university life is related to the relations between the individuals with the same degree (the teachers) because we deal with actors who have the same importance, focus on one side of knowledge or another, and try to transmit it to the students. In this line, the pedagogic innovation that includes the application of LMD system is an organizational project that needs study and a collective formation which includes a management through participation. As a result, an extensive communication conduct is necessary.

Based on what has been said, our study revolves round the problematic of the communication relations in the university in the light of adopting the LMD system. In order to cover the concepts related to the topic of the study and determine exact questions that help us question the communication status-quo in the University of Annaba and shed light on the concept of consultation as one of the independent concepts that have big importance in the field of the communication in organizations (Mucchielli, 2005), we chose to set questions instead of hypotheses to pave the way for a wider possibility of tracing the scientific truths instead of trying to confirm or disconfirm the suggested solutions. This estimation is based on objective factors moved by the nature of the researches that are based on ready concepts such as “consultation” which generally start from questions that investigate the focus of the organizations on this concept that is tightly linked to modern communication. In addition, it is based on self factors based on our will not to limit the research in one acute angle that includes one or more hypotheses that seek conformation. Instead, we set questions starting from secondary concepts related to consultation so as to be able to move to the new step of the research.

From the same basis, things are not based on their core characteristics; rather, on their relations together and understanding starting from new quantitative features because it is not possible to discuss things without their net of relations. Even if we manage to quantify these latter, the most important is their signification. In this field, Ernest Mayor (1981) says in his book “biology of development” in a simple way that a specific person cannot be a brother for another due to his core characteristics, but just starting from his relations with this person. In addition, he adds that the world of organizations is a world of relations. Therefore, we must study them as nets in communication (Chanlat, 2007).

In the light of all the field and theoretical premises we discussed, it is clear that there is contradiction in views about the possibility of applying LMD system in Algeria and the future of the Algerian university in the light of this reform. Despite the fact that the



University of Annaba has overcome the experimentation phase, the communicative status-quo does not show any big change in the behaviors of the individuals and their relations (Jean- Francois Deneff, 2015) inside the organization they belong to. Rather, the change is low as the actors inside the university resist participation and prefer loneliness (Idiata, 2006). Consequently, we set the following questions:

1. Was the principle of consultation respected before the application of LMD system? And is it now?
2. Is it possible to notice ignorance about this project? Or is there a mastery of the main concepts of its application after moving from the experimentation phase to the generalization?
3. Is there a consensus about the application of these concepts?
4. Is there training, consultation, consensus, and generalization of the teaching, assessment, and management styles in the light of this system?

Aims of the study:

1. Knowing the conduct of communication in the light of the shift from a system of administration, training, and research into a new one.
2. Measuring the degree of consensus –as a main component in communication in organizations- on the daily practices of the university teachers.
3. Knowing the reality of the integration of the term “consultation” in adopting trends and behaviors that go with another work philosophy.

2. The main concepts of the study:

2.1 Communicative relations:

Communicative relations according to the school of Palo Alto: (Martat-Juchat, 2008):

The school of Palo Alto appeared with an added scientific value after the structuralist school. Its added value is added by a book by Vatslavic, Beven, & Jackson issued in 1972.

These writers focused on the premise that says that the apparent systematic characteristics limit the meaning of symbols. From another side, the interaction is what gives, or does not give, a meaning to an apparent sign by one of the participants in communication.

This, in the state and system, formed what Winkon called “the invisible school”. Winkon contributed much to publishing the theses of the members of this school through collecting them in an invisible intellectual school due to their intellectual convergence.

2.2 The contributions of the school of Palo Alto:

The principle of communication in this school takes as a clear reference the system and cybernetics (Martat-Juchat, 2008). Moreover, Mathler (1955) reminds us that the perceptions of some members of this school have several similarities and differences. This school’s contributions are based on the axioms as such:

1. We cannot not communicate.
2. Communication means getting into orchestra.
3. Communication takes two parts: the content and the relation.
4. Communication is described as digital and analogue.



We can say that the society is based on determined effects, factors that are confirmed through exchange, and meanings that link the individuals (Martat-Juchat, 2008). In other words, the two first axiom of the invisible school are innovative and are always valid. As for the two other ones, they are implicitly inspired from the paradigm of the cybernetics and system.

In fact, the inexactitude that some attribute to the school of Palo Alto is a source of richness for this theoretical approach to the communication in organizations because it allows the researchers who take advantage of its findings to develop their businesses and come out with innovative results . For instance, the French school that adopted this trend managed to find tools of analyzing the communicative process and data collection within the institutions and organizations in general that help design solutions for the communicative problems and successful communication strategies based on the demand.

That is why we sought to select Roggie Michaelli who is one of those who adopted the works of this school in France. He was known as the founder of the missionaries of the Palo Alto school in Europe because he was the 1st to adopt it and to spread its approach to communication inside the European universities and laboratories. He determined the communicative concepts starting from the works of Palo Alto school and then he developed them. Later, he started his own researches until he found many rich concepts in communication mainly “consultation” that is the subject of scientific research now in management sciences and information and communication sciences.

2.3 Consultation:

This concept takes an important position in the scientific researches in management sciences and information and communication sciences. The communicative relation as a dynamic process and independent part in the communicative process has a different analysis of content than the content of the communicative message. In this line, we cannot take the content of the communicative message and of the communicative relation as one block for analysis; rather, they must be divided into groups of components to achieve exactitude and facilitate the study.

In our research, we shall focus on the concept of “consultation” as Roggie defines it in one of his works where he says it is a concept that took the fashion nature since 1970. It is a wide concept that anyone can put inside what he wants. It was a subject of a literary debate in the past between various specialists as each one tried to find mistakes in the others’ definitions of “consultation” and embarrass them with misleading questions and acute debates.

In the current time, he adds, instead of debating its concept, we can define it as a coordination, synchronization, and harmony. It represents a convergence between modern designs for the authority inside the organizations and a concept for the dynamics of the groups, i.e., the innovation in the collective work.

The writer tries to know and describe the 05 types of this concept that are:

- Information



- **Collective decisions.**
- **Consultation.**
- **Delegation of the authority.**
- **Continuous negotiation.**

1. Was the principle of consultation respected before the application of LMD system? and is it now?

2. Is it possible to notice ignorance about this project? Or is there a mastery of the main concepts of its application after moving from the experimentation phase to the generalization?

3. Is there a consensus about the application of these concepts?

4. Is there training, consultation, consensus, and generalization of the teaching, assessment, and management styles in the light of this system?

These questions made the questions of our research. We tried to decompose them into indexes of measuring the dimensions of: consultation, negotiation, delegation of the authority, and taking collective decisions.

3. Methodology of the study:

3.1 Sample of the study:

The sample is made up of a group of teachers in the LMD system. This means that we excluded teachers of the medical sciences and PhD schools. Then, we contacted the HR to know the total number of the teachers in each faculty with their scientific degrees. We excluded the temporary teachers because they gave no opinion about the training system previously. This step was not based on personal impressions, previous studies, or a theoretical background; rather, it was from the field as the statement “I do not know” was much used by them when answering the questionnaire. Each faculty represented 10% of the total. In fact, we wanted to choose a sample on purpose that includes the experienced research teachers who have high scientific degrees (lecturer B, Lecturer A, professor).

3.2 Determining the size of the sample for the questionnaire:

From the first phases of the field study, we found that the process of communication, consultation, professional experience, and the official and non-official relations between the teachers of the one department or teachers of various fields are very important to get exact data for our research. Therefore, we chose to contact the HR of the faculties to get the nominal lists of the teachers with their scientific degrees. We started previewing directly from the nominal lists based on the simple random preview through withdrawing number 04 at random then adding the mentioned number until completing the determined ratio. But, this way is not preferred because some refuse answering due to the sensitivity of the topic and carefulness, some absences during the distribution of the questionnaires (recycling, scientific holidays..), the long time of answering, or the failure of communicating the questionnaires to the informants via email because the direct contact between the researcher and informant (mainly in our culture) creates kind of motive for answer. Consequently, we chose the scientific spirit and substituted the simple random sample with a sample on purpose because we wanted to make direct dialogues with teachers in the teacherage and the



libraries (in some departments) in order to convince them with the importance of such studies. In addition, we relied on some heads of departments who contributed to distributing the questionnaires and explaining the objectives of the research for some teachers.

3.3 Choosing the sample for the interview:

As for the interview as a qualitative research technique that discovers and explores the research topic, we chose the most active actors in the management of LMD system and who have the most contact with the teachers and their pedagogic surrounding from one side, and the central administration from another.

Type of the sample:

Roggie calls it the quota method or the purposeful choice. It takes place as such (Mucchielli R. , 1993):

- Analyzing the characteristics of the population of the study through official and documented inventories and statistics.
- Determining the characteristics that have a logical relation with the objectives of the research.
- The researcher can question the individual whom he chooses; but in the end because he must respect the quota.

- This way of preview puts the researcher in front of obstacles that he must find solutions to. Based on what has been said, we conclude that the chosen sample for data collection is the sample on purpose which is the most suitable for our population of study. The quantitative researcher looks for exact data inside all the sites he studies in order to find the reality. The cases for the quantitative researchers are individuals (B, 2003).

3.4 Analysis styles:

We relied on the mixed method in order to analyze and describe the communicative phenomenon inside the university in the light of a new organizational and pedagogic project. Interpretation and explanation alone are not sufficient for analysis as they need to be accompanied by a quantitative style that limits to a big extent the methodological mistakes. In fact, the researcher is generally obliged to use the analysis ways according to the raised problematic (Gordon Mace, 2000).

Some expert researchers in communication of the organizations confirm that the multidisciplinary in approaching the subject of the research is the best way to understand the complexity of these phenomena inside the organization.

(Meyer, 2006) sees that this trend contains struggles. But, the writer Saida Habhab believes that the scientific research in sociology relies on decoding the conduct of the various complex phenomena inside the organizations to set some exact suggestions and hypotheses related to circumstances that are in continuous change. Therefore, the researcher goes to the field to set basic concepts (such as the roles of the actors, the organization criteria...) then explains the relations to understand their functions. Thus, he needs techniques and methods. However, the complex, strange, and relative nature of the reality of the organizations cannot be explained with classical techniques because the social phenomena and interaction



between the individuals whose results are not immediate and direct cannot be noticed directly when going to the field; rather, this needs multiple techniques and methods issued by various scientific branches. This is what the writer considers a big challenge in sociology. Thus, the analysis and perception of these phenomena cannot be determined with one technique because we need various techniques and methods that allow inserting specific types of observation, interview, and documents' and questionnaires' collection.

3.4.1 The quantitative:

What characterizes the quantitative researches is the automaticity of the research. According to Ericson (1986), the main feature for this type of research is the appearance of the element of interpretation. It is under the interpretative paradigms and is limited in exploring the structure or conduct of a work to find interpretations and understand the phenomena. This methodological position is close to the dictates of the supporters of the symbolic interaction. Therefore, the qualitative methods do not determine the process of interpretation through determining the variables, choosing tools for data collection, and then analyzing them to find solutions; rather, the writer must be an interpreter for his field of research.

Thus, the qualitative methods aim at responding to the researcher's will to invent theoretical findings. This means creating a new correlation between some concepts and/or inserting new concepts in a specific theoretical field. In this case, we say that the researcher adopts deductive steps and, thus, the resulting knowledge will be self-related and related to the context of its production.

The qualitative approaches were set in order to understand the phenomena. They allow making the difference between the humanities and sociology from the positive paradigm and the experimental methods of physics and natural sciences. Their epistemological positioning looks at the human phenomena as meaningful phenomena that can be understood with special efforts that take into consideration the human nature of the researchers and the nature of these meaningful phenomena (Michaelli, 1996).

The quantitative method is a set of processes and interactions with the techniques and ideas set by the researcher about a topic or a human phenomenon to show the connotations (Michaelli, 1996).

Among the most important techniques in this method we find the observation, documents collection, individual or collective interview, experimentation, imitation, and some other indirect approaches that suggest achieving the individuals' subconsciousness (Michaelli, 1996).

3.4.2 The quantitative:

The questionnaire is the main tool for data collection here because it translates the goal of the research into questions that trigger the informant to give correct answers that can be analyzed. The writing of the questionnaire is generally subject to a balanced and gradual plan. It should not be considered a list of questions (Michaelli, 1998). Rather, the questions must be related to the topic and formulated carefully in a way that they are clear, logical, exact, and neutral. The questions are generally closed, have trends, and have previously coded answers.



What is noteworthy in our study is that these questionnaires changed in some departments (in two: one in the exact sciences and one in the human sciences) into a guide for a collective interview. This added a special dynamicity (Michaelli, 1972).

This technique serves to get information about the collective behaviors of the members of the research, face the contradicting views, and observe their development. In this case, the group interview is a special reality that changes the data of the problematic of the research (Michaelli, 1970). In this case, the moderator (the researcher) plays a main role in leading the interview as he directs it formally, not from the content. He intervenes sometimes to redirect and reintegrate the participants within the goals of the group.

The small collective interviews are a second source for observations and information. We managed to observe the spontaneous and careful opinions by the members of the sample about the application of LMD system.

The phenomenon of infection between individuals was clear because they supported each other's criticism to the new system. We also witnessed a spontaneous and careful discourse in the same time to the administrative practices and an inability to agree on what should be happening in LMD system. In addition, from all the interventions, we noticed the weak communication between the academics (we cannot generalize based on this sample), the continuity of loneliness, and the individual performance of each teacher. In addition, there were small groups based on the psychological agreement and intellectual belongings.

In information and communication sciences just like the human and social ones, all the mentioned techniques and methods are just means. Division according to qualitative and quantitative methods, the effect of the methodological tests, bias and the percentage of the "truth" in the obtained results, and the position of the researcher are just sources of many questions. Regarding the field of organizational communication, despite the various techniques and methods, the qualitative methods are dominant due to the carefulness from the situation and the difficulty of suggesting general comprehensive hypotheses that are not limited to mathematical equations. It is noteworthy saying that the process of the qualitative approaches is still under discussion.

In the light of this struggle, and knowing that information and communication science still works to found an independent subject of research, we see that we can gather the qualitative and quantitative as long as there is no explicit recognition of the advantage of one on the other.

3.5 Analyzing the documents through content analysis:

Definition of content analysis (Leray, 2008):

According to Pearson, content analysis is a technique that allows the objective systematic and quantitative description of the explicit content of the communicative message. In other words, this technique allows redrawing and reevaluating the ideas and topics that are found in the collection of the documents; or what is known as the fundamental part.

Content analysis is a widely used technique that can move from analyzing stickers to analyzing a poetic collection.



4. The quantitative analysis and the qualitative analysis practically:

4.1 The quantitative style:

It is subject to statistical rules and is linked directly to the use of quantitative data collection tools. In our study, it is the questionnaire that is designed from Roggie's decomposition of the concept of consultation into 03 indexes that are: information, collective decisions, negotiation, and delegation of authority.

From the statistical rules of data analysis, we chose the multiple correlation because the communicative phenomenon under study (the dependent variable) which is the consultation is divided into 03 indexes statistically speaking. The correlation coefficient between them is calculated to measure the degree of consultation in the university in the light of LMD system.

In this case, we calculate the total correlation coefficient because all the partial phenomena which include the consultation, the collective decisions, the negotiation, and delegation of authority are fundamental in the dependent variable that manifests in the degree of consultation inside the university in the light of LMD system.

There are many tables in each axis that was chosen to write the questionnaire. In other words, each partial index inside the concerned indexes for measuring the degree of consultation inside the university in the light of the application of LMD system allows us to say that it is practical to choose only the important in measuring the phenomenon to be subject to recognized statistical rules.

According to the correlation coefficient in the table, we used the percentages which are pure descriptive statistical tools to divide and organize the data. We made tables for all the indexes that make up the concept of consultation and, then, we calculated the frequencies of each category. After that, we commented on the biggest percentages in each table and what it means for the communicative phenomenon under study. This way is simple and easy to use when making descriptive studies (Luc ALBARELO, 2007). It belongs to the descriptive analysis because our research just needs knowing and describing the communicative trends and behaviors –mainly consultation- of the teachers (the main actors in the university) in the light of the shift toward LMD system.

Organizing the obtained data from the data collection process into categories, determining the percentages of each, commenting on them starting from a documented theoretical background and important references, and trying to link them with the under study variable starting from the communicative reality of the Algerian university in the light of the application of LMD system is practically sufficient for the analysis of data mainly regarding the certificate that is being prepared to. Thus, we did not exceed this style in statistical calculation into calculating the correlation coefficients, indexes, arithmetic means, etc.

4.2 The qualitative style:

It is also known as the conduct of the research for meaning. It is the paradigm to which Palo Alto and Roggie belong to. They focus on the research for meaning, interpretation, and research in the human relations.



Even if we resort to quantification in our research through collection in categories, calculating percentages in inputting the answers, and setting an observation grill where we collect the frequency of some behaviors, we did not care a lot about linking mathematical relations between the various variables. Rather, we shed light on showing the meanings, interpreting the behaviors based on references through commenting on the high percentages in all the tables, and then interpreting and deducing from linking the relation between the three indexes to measure the concept of consultation: information, collective decisions, negotiation, and delegation of authority to judge the phenomena as strong, weak, or relative. These styles are divided into 3 flows of activities according to the classification of Hubberman & Mayles (B, 2003): intensifying the data, providing the data, and processing and checking the results.

We followed these steps in analyzing the answers of the teachers, the privileged witnesses, and the documents. We organized the answers according to bigger classifications related to the axes of information and consultation. We canceled all what does not have a relation with the topic and the odd answers. Then, we made analysis and interpretation based on the readings. Of course we linked these reading to what the field observations and the measurement tools confirmed. In the end, we reached a synthetic conclusion of the results of the measurement tools.

After sorting out the data (copies of the interviews, the field journal, designing and filling cards, classification...) the collected qualitative information that is generally rich is subject to analysis. This is related to answering the exact questions that were asked in the objectives of the study. It is important to make the difference between analyzing the qualitative data and the qualitative analysis of data (Payet, 1996). In fact, we can analyze the qualitative data in a qualitative way, quasi-qualitative, or quantitative. The best example on the techniques of content analysis is those that use the mathematical and statistical analysis.

5. Difficulties of the research:

As any scientific research, our study had difficulties that made the period of the study longer mainly the absence of references and reports about the meetings and conferences in Arabic in the light of the absence of the material potentials to move inside and outside the country to find books and magazines in the libraries of the Arab universities. We had access only to the references available in our university and to those on the internet which did not provide methodological references or references related to our topic. This made us rely on references in French as the reader may notice in the bibliography.

On another side, for the field study, we found big difficulties in data collection in all its phases. The collaboration of the informants is relative because some refused dialogue or answering the questionnaires due to different factors such as fear, refusal to speak about the topic, and the character of the informant (love of loneliness and no will to communicate...). However, some others gave their views explicitly regarding the administrative practices, consultation, and collaboration in the light of LMD system. In fact, this study paves the way for questions about the importance of training in the communicative skills in all the levels of



the actors within the university and of developing various and multiple channels for information at the level of the higher education institutions.

6. Results: Here are some prominent tables in each axis

Analysis and interpretation of the results:

Number of the university directives per year	Frequencies	Percentage
One directive	10	6.28%
Two directives	10	6.25%
More	100	62.89%
No answer	39	24.52%
Total	159	100%

Table 04

Categories of comments on the content of the directives	Frequencies	Percentage
The absence of the international nature and specialty	41	25.78%
The directives need other directives for clarification	70	44.02%
The teacher is not consulted during their design	18	11.32%
No answer	30	18.86%
Total	159	100%

Table 06

Pedagogical conduct		Frequencies	percentage
Is the student informed about the pedagogical conduct in the beginning of the year	Yes	90	56.60%
	No	69	43.39%
	No answer	0	0%
Does the teacher tell the student about the way of assessment in the right time	Yes	85	53.45%
	No	69	43.39%
	No answer	5	3.14%



Did the teacher really digest his tasks in the light of LMD system	Yes	20	12.57%
	No	139	87.42%
	No answer	0	0%
Does the teacher carry on the pedagogical assessment and conduct according to the classical system	Yes	139	87.42%
	No	0	0%
	No answer	20	12.57%
total		159	100%

Table 07

	Categories	Frequencies	Percentage
The innovation in the tasks of the teacher in the light of the new system is clarified	Dividing the program into 13 weeks and the start of the logic of semesters	3	15%
	A new mentality of teaching: syllabus, continuous assessment, and taking advantage of the students' skills	17	85 %
Total		20	100%
	mismanagement of time	06	4.31%
	Resistance to change	84	60.43%
	The absence of good preparation to shift towards this	36	25.89%



	system		
	Lack of training	13	9.35%
		139	100%

Table 08

2. We move to the second chapter of the questions that revolves around the consultation and the collective decisions:

A continuous negotiation about updating the content of training	Frequency	percentage
Yes	67	42.13%
No	80	50.31%
No answer	12	7.54%
total	159	100%

Table 09

The existence of consultation sessions to create a professional Master	Frequency	percentage
Yes	35	22.01%
No	114	71.69%
No answer	10	6.28%
total	159	100%

Table 11

	Categories	Frequency	Percentage
The exercise of accompaniment at the University of Annaba	Tutorship	159	100%
No answer	/	0	0%
How to translate this practice in the reality	It does not exist in the University of Annaba	159	100%
Total	/	159	100%

Table 13

Is there a consensus on	Frequency	percentage
-------------------------	-----------	------------



goals based teaching		
Yes	40	25.15%
No	105	66.03%
No answer	14	8.80%
total	159	100%

Table 14

The answers related to the negotiation and authority delegation:

The type of administration in the light of the new system	Frequency	percentage
Administration through participation	38	23.89%
Bureaucratic administration	121	76.10%
No answer	0	0%
total	159	100%

Table 18

The types of improving the management inside the university	Frequency	percentage
Deep administrative reforms that go with LMD system	19	15.96%
Including the teacher more and paving the way for exchange and dialogue	98	82.35%
Activating the modern communication tools in information and management	02	1.68%
No answer	0	0%
Total	119	100%

Table 20

Delegating the teachers in the most important legal	Frequency	percentage
---	-----------	------------



and pedagogic decisions		
Yes	30	18.86%
No	114	71.69%
No answer	15	9.43%
total	159	100%

Table 21

Do you participate in the general assemblies	Frequency	percentage
Yes	39	24.52%
No	112	70.44%
No answer	8	5.03%
total	159	100%

Table 22

The evaluation of the communication process in the general assemblies	Frequency	percentage
Not satisfying	12	30.76%
Satisfying	21	53.84%
Almost good	2	5.12%
Good	1	2.56%
No answer	3	7.69%
total	39	100%

Table 24

Table 06 is very important and deserves a special comment because it is a feedback by the university teacher about the content of the directives given to him. It is clear that the no-answer rate is considerable (18.86%) which justifies the low interest in the content of these directives (here appear the specificities of each person) and that their content does not trigger their interest. Nevertheless, the majority (44.02%) acknowledge that these directives need others to clarify them or add details that make the information practical and clear. In addition, these informants confirm that these directives that aim at clarifying the previous are late; what hinders the efficient application of the dictates of the conduct of LMD system in the right time. Moreover, they are a source of organizational confusion to all the official and non-official meetings that discuss the directives that make up the work basis.

In this context, Roggie confirms in the axis of the information and communication policy of the institution that the latter must take a plan of general organization and scientific measures to make it in the context of the information axis.

Table 07 is analyzed to measure the efficiency of the information process inside the university in the light of the application of LMD system. It is clear that the communication



and information policy followed did not alter the behaviors of the individuals in a way that suits the application of LMD system. In this line, we enrich our analysis with the contribution of the cognitive psychology that confirms that the mental activities take the position of behavior even if they differ than the motor reactions. This contribution says that there is a relation between the implicit and explicit behaviors. The information processing focuses on the management of the explicit behavior. Thus, the explicit behavior carries in a way, or another, the effects of the actions that gave birth to it. We can say that this is due to the selective attention known to the individuals. In addition, the mental activities can be a go-between the environment of the individual and the explicit behaviors. This means that the environment sends signals to the mental activities which send explicit responses. Therefore, we see that the human behavior is related to its context. This analysis goes with the reality of the information and communication at the university because the prevailing environment and atmosphere still keep the philosophy of the classical system. This philosophy sends information or messages that contradict with those of LMD system and motivate behaviors that make the teacher go on teaching with styles of the classical system and refuse using new data in his mental activities. Besides, the subject that must target information, conviction, and change had been judged by the teachers as weak, unclear, and not in agreement with the topic of the texts and needs and desires of the concerned.

Moreover, **resistance to change** is a usual factor when adopting a new organizational project. It is a legal and functional reaction (Pierre Collette Richard Perron, 1997) that must not be taken as a negative or undesired datum. Many of the actors of change think that it is a psychosociological phenomenon that must be explored to be able to adopt the suitable behaviors. Due to the frequency of use of this term by the informants, we saw to shortly define it saying that it is the explicit or implicit expression of defensive reactions at the level of the intention to change. Or, it is the appearance of limiting forces that hinder or limit the attempt to change.

We see that we can describe the resistance in the university as negative because it clearly denounces LMD system; this leads to working with the classical methods. This resistance may be due to the bad preparation to the shift from the classical system to LMD.

The general assemblies that guarantee the democratic dialogue between the teachers periodically witness a boycott of 70.44% of the teachers. This makes us question about what seems in the beginning as a contradiction between the trends and behaviors of the teachers. How can they demand more democracy and participation while they are absent in such important communicative meetings?

In fact, interpreting such cases needs much care. But, if we focus on the literature of the administration that cares about the human behavior, we find that it supposes that there is systematic relation between the individuals and their trends, behaviors, organizational environment, and the fluctuation of the cases or states of the organization. It may be a place that negatively or positively consolidates the social identity of the individuals. The interaction between the organization and the individual may take two trends. In addition, the



ideology and culture may affect the beliefs and values of the individuals. On the other hand, the phenomena of selection and generalization makes us select a small number of factors existing in our environment to shape our perception to our surroundings then generalize it. These factors, in addition to the bad experiences and memories, interpret the absence of the teachers in these meetings despite the need for them.

From our analysis to the interviews, it appears that the processes of information and communication can be summed up with the “information”. It is true that information is very necessary to make communication; however, each has its position in the management of the new organizational project. For instance, the legal amendments seem to be coming from the top. It is true that some teachers participated in their design through representation in some national assemblies and regional and national forums; however, the teachers’ representation is still weak. This means that the feedback which is the most important concept of the communication is below the level of the teachers’ expectations and under the demand level in the light of a good informative and communicative policy to lead a new organizational project that requires continuous informative flows between the university, the ministry, the various assembles, and the university; and inside one university between the central administration, the various bodies, and the departments.

It is noteworthy saying that the informative flows require opening ways for feedback to clarify, reclarify, amend, and reorient the reforms of the higher education.

Seemingly, the attempts to create consultation initiatives through some bodies are there. The initiatives tackle most of the time sensitive axes and issues in the application of LMD system. In addition, they look for collective solutions. Nevertheless, they need bigger work and collaboration to coordinate the pedagogic process and find better ways for management in the light of this system. In addition, it is clear that the absence of bodies that evaluate and follow the work weakens the potential of the continuous consultation periodically. These bodies may improve the mechanisms of consultation through the good and methodological preparation for real and official consultation meetings between the various actors in the training and research.

From another side, they like the initiatives of heads of fields in animating the dialogue and consultation between the various teachers of the one branch. However, there are sensitive differences in application between the faculties and departments regarding the efforts of the teachers to make dynamic groups that focus on registering the remarkable issues in the application of LMD system, the problems in translating the main concepts of LMD daily, the management of time and the semesters, discussion of the compensation systems between the semesters and the years, the best ways to evaluate the individual work of the students, and the fair criteria in selecting the Master and PhD students. Besides, there are various discussions regarding the tutorship. But, they had always faced the problem of material compensations for the tasks. Moreover, the theoretical background of LMD takes advantage the postgraduate students; but in Algeria, there is no explicit legal text that allows that.



From another side, the task of evaluation is theoretically given to the head of the specialty in collaboration with the head of the branch and head of the field. However, it is difficult to practically confirm the existence of this practice between the mentioned officials.

In the previous analysis, we showed the resistance to change that is one of the main trends that must be amended. It is an expected and rooted trend in the organizational changes that requires the mechanisms of the convincing communication with the people who are the most resistant to change.

Regarding the consultation, according to the analysis of Francois Edlen, some psychological topics have a central position in the individual's trends. These topics are based on external circumstances or special cases for motivation on the level of recognition mainly that they affect the psychological balance of the individual or his existence conditions.

Amending the trends related to central topics will be easy (because the individual will be more acceptant to discussion) and difficult (because the individual had already built views about these topics).

In the communicative act, the individual faces his own system of trends with the systems of the others. Thus, he agrees more with the people with whom he shares the biggest number of trends and feels positive harmony.

Looking for harmony between two people regarding specific topics is the cause of many communication actions. This research requires that everybody listens to the arguments of the other and accept the potential of changing his trend. From another side, the behavior of consultation in education is governed by the types of teachers as Thierry Carsenti sums up in this table (Carsenti, 2008)

Level	Type
Reckless practitioner Teaching= tasks “ no learning from the experience”	
The repetitive practitioner Teaching= message Practice= applying readymade recipes Very big resistance to change	Rigid Self sufficient “always right thank to his experience”
The thoughtful practitioner Teaching= passion Practice= looking for solutions, thinking about the practice, and applying the thought. Big readiness for change	Precious The scientific research and empirical scientific research

This table shows causes related to the types of the teachers which make them integrate in the conduct of consultation inside the organization or no. Some prefer being limited to what they know while some seek new horizons to learn. However, it is important to add that the



consultation dynamics is subject to various internal factors related to the character of the individual and habits in learning regardless his level. Moreover, there are external factors related to the environment of the actor such as the good preparation of the list of the axes to be discussed, the study of the benefit of some (such as tutorship and professional Master), and the real application of what takes place inside the consultation meetings.

Conclusion:

The communicative relations in organizations make an important topic that was subject to researches in various universities. It has different dimensions that differ according to the interests of the under study organizations. However, they present a special field in the study of the modern communication.

From our study, we reached results and recommendations as follows:

1. LMD system such as all the organizational projects does not hold in itself success or failure. Rather, it is a project that supposes following the fundamental steps to integrate it into the university.
2. It was necessary since the experimental phase to focus more on communicative and informative policies that suit the national system to generalize the basic and practical concepts of LMD system.
3. It is very important to include the university teacher in all the steps of application of LMD system through the prior preparation to the files of the main obstacles, facilities, tools, training programs, and the necessary recycling to adopt new pedagogic and administrative practices.
4. It is necessary to encourage team work through internal training sessions in each university, or through exchanging experiences between the various sides of Algeria to break the isolations and reduce the resistance to change.
5. Changing the minds, trends, and behaviors is a difficult and slow process. Therefore, we must take into consideration this factor in the shift from the classical system towards the LMD.

Based on what has been said, we deduce that consultation as a communicative phenomenon took important dimensions in the communicative relations inside the organizations mainly in the context of change. Therefore, the university takes advantage of developing this practice through studying the obstacles related to the individual per se because he is one of the main factors in change, and the general system of organization that is represented in the laws, tools, equipments, and mainly effective channels for communication.

From another side, this change may start at the individual level through changing the individual's perception to his image inside the group then his perception to the image of the other inside the group. Thus, the change occurs in the dynamics of the group. It is not important that the consultation initiative succeeds each time. However, it is important to have better perception to the interactions, change, and consultation.

Bibliography:



1. Ahmed Zarzour (2006). Evaluation of the application of the new university system “License- Master- Doctorate” in the light of preparing the students to the labor market, Constantine, University of Mentouri.
2. Alex Mucchielli .(2005) .Etude des communications : Approche par la contextualisation.Paris: Armand Colin.
3. Alex Mucchielli Pierre Paillé .(2012) .L analyse qualitative en sciences humaines et sociales.Paris: Armand Colin.
4. banque africaine de developpement) .novembre 2004 .(etude sur l enseignement superieur dans les pays de l UEMOA.Abidjan: banque africaine de developpement.
5. Beatrice Galinon-Melenec .(1991) .projet et communication dans les universites.Paris: les editions dOrganisation.
6. Bonaventure Mve-ondo Jean- Francois Deneff .(2015) .introduction a la gouvernance des universites.Paris: A.U.F.
7. Bouhnia Qawi, the potentials of the comprehensive quality administration in the higher education – case study of Algeria, made by Dr. Bouhnia Qawi, Ouergla, Algeria, laboratory of the economic, social, and political transformation in the Algerian experience.
8. Chantal Huybrechts Jean Nizet .(2004) .interventions systemique dans les organisationsintegration des apports de Mintzberg et Palo Alto.Bruxelles: De Boeck.
9. Christian Leray .(2008) .L’analyse de contenu :de la théorieàla pratique. Quebec: presses de l universite Quebec.
10. Christine Donjean .(2006) .La communication interne.Liege ,Belgique: EDIPORO.
11. commission europeenne TEMPUS .(2009) .ameliorer la qualite de l enseignement superieur.etude du programme tempus.Luxembourg,Belgique: communautes europeenes.
12. Daniel Frank Idiata .(2006) .L Afrique dans le systeme LMD la reforme de toutes les revolutions .le cas du Gabon.Paris: L Harmatan.
13. Elisabetta Pagnossin Franca Armi .(2010) .Le travail enéquipe :représentations et pratiques des enseignant.e.s. romand.e.s.Neuchatel,Suisse: centre de recherche et de documentation pedagogique IRDP.
14. Etienne Bourgeois,Jean Luc Guyot Luc ALBARELO .(2007) .Statistique descriptive :un outil pour les praticiens chercheurs.Bruxelles: De Boeck.
15. Fabienne Martat-Juchat .(2008) .Le corps et les medias la chair eprouvée par les medias et les espaces sociaux. Bruxelles: De Boeck.
16. Francois Depelteau .(2003) .LA DEMARCHE D UNE RECHERCHE EN SCIENCES HUMAINES.Laval, Canada: presses universitéLaval.
17. François Petry Gordon Mace .(2000) .Guide d’élaboration d’un projet de recherche en sciences sociales.Bruxelles: De BOECK.



18. Gabriel Goyette Gerald Boutin Michele Lessard herbert .(1997) .La recherche qualitative :fondements et pratiques.Bruxelles: DE BOECK.
19. Gilles Dellisle Pierre Collerette Richard Perron .(1997) .changement organisationnel :theorie et pratique.Quebec: presses de l universite du Quebec.
20. Jean-Francois Chanlat .(2007) .L individu dans l organisation :Les diemensiond oubliees .Quebec: presses universite LavalESKA.
21. Madeleine grawitz .(2001) .methodes des sciences sociales.Paris: Dalloz.
22. Maurice Tardif Claude Lessard .(2004) .La profession d enseignant aujourd'hui:evolutionsperspectives et enjeuxinternationaux.Bruxelles: De boeck.
23. Milles,Mic Geal Huberman B .(2003) .Analyse des données qualitatives.Bruxelles: De Boeck.
24. Ministry of higher education, Algeria (January 2004). The field of reforming the higher education, Algeria, Ministry of higher education
25. OCDE .(2006) .Examen des politiques nationales d education: l'enseignement superieur enIrlande.Paris: publishing OCDE.
26. OCDE .(1999) .Qualite et iternationalisation de l enseignement superieur.Paris: les editions de l OCDE.
27. P.Gosling .(1996) .psychologie sociale tome2 l individu et le groupe.Breal: editions Breal ,France.
28. Pierre Lucier .(2006) .l universite quebecoise : figures ,missions,environements.Laval Canada: PUL.
29. Rachida Hadiby-Ghoul Zoubir Beneloulmi .(2015) .conduite du changement dans l universite algerienne.white sea business school.
30. Roger Mucchielli .(1993) .Le questionnaire dans l'enquete psycho-sociale .connaissance du probleme.Paris: ESF.
31. Russel A.Jones .(2000) .methodes de recherches en sciences humaines.Bruxelles: De Boeck.
32. Thierry Carsenti .(2008) .former les enseignants du 21 e;e siecle dans toute la francophonie.Clermont Ferrand,Frqnce: reseau international francophone des etablissements de formation des formateurs.
33. UEMOA .(2004) .etude sur l enseignement superieur dans les pays de l UEMOA.banque africaine de developpement.
34. Vincent Meyer .(2006) .La communication organisationnelle en question :méthodes et méthodologies.Paris: L Harmattqn.
- 35.(2009). The Arab regional forum about higher education: achievements of the higher education in the Arab countries and its challenges 1998-2009, Cairo: PNUD
36. Rerib Allah Mohamed (2012). The reality of the morality of the Algerian university teachers: field study, Oran, Algeria, journal of human and social sciences, No°.08, Senia University.



-
37. UNESCO for education- Beirut (2009). A decade of higher education in the Arab countries, Cairo.
38. UNESCO for education- Beirut (2009). A decade of higher education in the Arab countries 1998-2009, Cairo. Dr. Mohamed Rerib Allah.